Massachusetts Department of Revenue *Division of Local Services*
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Everett Public Schools Review

Executive Order 393

Education Management Accountability Board Report
September 1999

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I. Introduction

The Massachusetts Education Reform Act (MERA) of 1993 has three major goals: to increase student achievement; to achieve adequate funding for all local and regional school districts over a seven-year period; and to bring equity to local taxation efforts based on a community's ability to pay. In February 1997, the Governor issued Executive Order 393 to evaluate the education reform program that was nearing the end of its fourth year. In FY98, Massachusetts General Laws (M.G.L.) Ch. 70 state aid for education reached $2.3 billion. With an investment of this magnitude in the Commonwealth's schools, it is critical to "review, investigate and report on the expenditures of funds by school districts, including regional school districts, consistent with the goals of improving student achievement." To that end, Executive Order 393 established the Education Management Accountability Board (EMAB).

The Secretary of Administration and Finance, serving as chief of staff to the EMAB, selected a team of auditors from the Department of Revenue's (DOR) Division of Local Services (DLS) to conduct the school district reviews. DOR's Director of Accounts is the chief investigator with authority to examine municipal and school department accounts and transactions pursuant to M.G.L. Ch. 44, §§45 and 46A. The reviews are conducted in consultation with the State Auditor and the Commissioner of Education.

This was the first audit performed jointly with staff of the Department of Education (DOE). DOE staff used its own audit protocol to review and prepare sections 22 through 27: school improvement planning, student learning time, personnel evaluations, professional development, curriculum alignment, and assessment of student progress.

The Everett Public Schools (EPS) is the thirteenth school district reviewed under Executive Order 393. The audit began May 1999 and fieldwork was completed in July 1999. As part of this review, the audit team conducted a confidential survey of employees of the school district and included the results in this report. School officials cooperated fully with the audit team.

The Executive Summary includes some of the more significant observations and findings of the review of EPS' operations. When possible, the audit team has identified and presented best practices, which may be adapted by other school districts. The report includes all results, best practices and deficiencies, if any, in greater detail in the "General Conditions and Findings" section.

II. Executive Summary

SUMMARY

EPS has made progress in achieving some key education reform goals. An emphasis on central planning and goal setting, preparation of students to learn how to address open ended test questions along with emphasis on maintaining clean facilities has helped in creating a positive learning environment. MEAP scores improved substantially and teachers appear to have a very positive outlook on education.

Before the education reform law was passed in 1993, the school district was successful in negotiations with the teachers' union regarding a requirement of 25 hours a year of professional development. It was also agreed to lengthen the school day and to add one day to the school year for six subsequent years. Today the academic year is 186 days and the teachers' work year is 189 days.

EPS has a student population of about 5,400, a budget of $26.8 million as of FY98 and has experienced a significant increase in student enrollment. Actual net school spending has been greater than the requirement in all but one fiscal year since FY94 and has been less than the foundation budget. Spending was less than the foundation target in four key areas from FY94 to FY98. EPS has a $118 million building proposal for four new pre-K through grade 8 facilities and a new comprehensive high school. The proposal was approved by DOE and has been endorsed by the local city government and school committee.

However, less progress has been made in three areas. School improvement plans for the 1997/98 school year were found to vary in written format and required information. Although all teacher evaluation reports are reviewed by central administration to ensure consistency and district priority, there is no evidence of formal written evaluations for senior management. The 1998 professional development plan does not contain an assessment of goals achieved since the 1995 plan.

THE FOUNDATION BUDGET

- EPS has exceeded the net school spending requirements as determined by DOE from FY94 to FY96 and for FY98. In FY98, the district's local and state percentages of actual net school spending were 67.8 percent and 32.2 percent respectively. FY98 salaries accounted for 75.4 percent of the school operating budget not including transportation. [See Section 5 and 6]

- FY98 SPED tuition costs accounted for $3.016 million or 40.7 percent of non-salary expense areas of the foundation budget. [See Appendix B1]

- The foundation budget does not mandate spending in any specific category. To encourage appropriate levels of spending, M.G.L. Ch.70 §9 requires that a school district report to the Commissioner of Education when it has failed to meet foundation budget spending levels for professional development, books and equipment, expanded program and extraordinary maintenance. EPS did not meet these levels for FY94 through FY98, and did not file a report as required by law nor did DOE direct it to do so. In addition, the district did not meet the per pupil spending requirements for professional development in any years from FY95 to FY98. [See Section 7]

STUDENT ACHIEVEMENT

- EPS test scores show mixed results when compared to state averages. MCAS scores show that EPS scored slightly above the state average scaled scores for grade 4 and slightly below state average scaled scores for grades 8 and 10 in all areas. SAT scores for 1997 are below the state average. MEAP, the state's educational testing program from 1988 to 1996, showed that EPS scores increased significantly in all four subject areas for grade 4 between 1988 and 1996. [See Section 13, Appendices C and D]

- Results from the 1998 Iowa Tests of Educational Development (Iowa Tests) indicate that 70 percent of EPS grade 3 students demonstrated a high degree of proficiency in fundamental skills of reading. EPS grade 10 students scored at the 54th percentile compared to the national sample. [See Section 13]

GOVERNANCE AND MANAGEMENT POWERS

- Strong central administration management characterizes the district's management style. Central administration makes major budgetary decisions for the district. The administration reviews all principal and teacher evaluations for form and content. The Superintendent interviews selected teaching candidates and those selected attend an introductory school committee meeting. The administrative contracts are four years in length except for the Superintendent's, which is six. The administrative contracts do not include termination language. In the hiring process for teachers the Superintendent makes hiring decisions based on the recommendations of the principals rather than principals making the decisions, which is not in accord with the education reform law. [See Section 14]

STUDENT/FTE TEACHER STAFFING

- Between FY93 and FY98, the total number of FTE teachers increased by 86 or 34.8 percent, from 247 to 333. During this same time, the all students/all FTE teacher ratio decreased from 16.9:1 to 15.4:1. The FY98 ratio is higher than the FY98 state average of 14.2:1. The FY98 all student/all non-SPED FTE teacher ratio of 17.5:1 is below the state average of 18.1:1. [See Section 8]

TEACHER COMPENSATION

- Between FY93 and FY98, expenditures for salaries rose $8.1 million or 69.3 percent. Total teaching salaries rose $6.3 million or 78.4 percent, reflecting additional spending for new staff as well as pay raises in teachers' contracts. Union contracted annual raises plus step increases for teachers have increased by 53.3 percent from 1993 to 1998. Since 1992/93 seven days have been added to the teacher calendar. The district FY98 average teacher salary as reported to DOE of $41,442 was $2,609 or 5.9 percent lower than the state average of $44,051. [See Section 9]

STUDENT LEARNING TIME

- Student learning time in EPS substantially exceeds the State's minimum requirements at all grade levels. Each year since 1993 the district has added one additional day to the student calendar, making the 1998/99 school year for students 186 days. The 1998/99 work year for teachers was 189 days. [See Section 23]

PROFESSIONAL DEVELOPMENT

- The district developed a Professional Development Plan in September of 1995. The plan was updated in 1998 with the addition of two goals. The 1998 plan eliminated the budget included in the earlier version. It did not identify those responsible for implementing the various aspects of the plan, and failed to state how the plan was to be monitored and its effectiveness evaluated. [See Section 25]

TECHNOLOGY

- Full implementation of the district technology plan was projected to cost $9.1 million over a five-year period. The plan is currently in its second year and $778,108 or 8.6 percent has been expended. The district has 9.9 students per computer of any type, higher than the state average of 7.9. [See Section 11]

DISTRICT ISSUES

- In verifying the accuracy of the enrollment numbers, the audit team noted that the method of reporting these numbers was inconsistent from year to year. Currently EPS is aware of the correct method of reporting enrollment, and has done it in accordance to DOE regulations since FY97. [See Section 1]

- The audit team noted that in FY97 EPS underspent its required net school spending. DOE required EPS to spend the FY98 required net school spending as well as the deficient amount in the following year. [See Section 5]

- In verifying the actual net school spending amounts, it was indicated to the audit team that capital spending was not fully reported on the end-of-year report in FY96. EPS and city officials indicated that since the district was already above the net school spending requirement, all applicable capital spending was not included in net school spending. [See Section 5]

BEST PRACTICES

- In 1992, the Superintendent brought the community and schools together through the Everett 2000 Committee. It was modeled after the 1989 educational summit called America 2000 and Goals 2000 programs. Summit goals were represented in six Everett 2000 subcommittees: preschool, competency, mathematics/science, literacy, drugs/violence prevention, volunteers and resources. The Everett Business/Educational Cooperative (EBEC) is comprised of business leaders and community volunteers working to provide financial assistance to the schools. The EBEC educates and solicits funds from the business community for the cooperative. The EBEC uses these funds to award mini-grants twice a year to the professional staff. In 1995, EPS was one of seven communities in Massachusetts to receive a $50,000 federal grant to support education reform and Everett 2000.

- The district has an MCAS Action Plan where schools develop individual approaches. These include a tutoring program in the high school, teacher planbooks that monitor curriculum alignment at the junior high, parenting packets at two elementary schools and a cable television program where principals explain their building action plan. The school committee has a subcommittee on MCAS that meets separately with elementary and secondary principals to discuss MCAS Action Plans. [See Section 13]

- The district conducts union negotiations in open, public sessions leading to more meaningful, streamlined negotiations. [See Section 14]

Auditee's Response

The audit team held an exit conference with the Superintendent and his administrative staff on August 24, 1999. The team invited EPS to suggest specific technical corrections and make a formal written response. No major corrections or comments were offered.

Review Scope

In preparation for the school district reviews, the audit team held meetings with officials from DOE, the State Auditor's Office and other statewide organizations such as the Massachusetts Taxpayers Foundation, the Massachusetts Municipal Association and the Massachusetts Association of School Superintendents. The audit

team also read published reports on educational and financial issues to prepare for the school district reviews.

The audit team met with the private audit firm that conducts financial audits of EPS. DOE provided data including the end-of-year reports, foundation budgets and statewide comparative data. The DOR's Division of Local Services Municipal Data Bank provided demographic information, community profiles and overall state aid data. While on site, the audit team interviewed officials including, but not limited to, the school committee chair, the school Superintendent and his administrative staff, the city auditor, principals, teachers, the assistant superintendent who oversees technology, and the directors of curriculum and SPED. Documents reviewed included vendor and personnel contracts, invoices, payroll data, statistics on students and teachers as well as test results and reports submitted to DOE.

In keeping with the goals set out by the EMAB, the school district review was designed to determine whether or not basic financial goals related to education reform have been met. The audit team gathered data related to performance such as test scores, student to teacher ratios and class sizes to show results and operational trends. However, this report does not intend to present a definitive opinion regarding the quality of education in EPS, or its successes or failures in meeting particular education reform goals. Rather, it is intended to present a relevant summary of data to the EMAB for evaluation and comparison purposes.

The focus of this review was on operational issues. It did not encompass all of the tests that are normally part of a year-end financial audit such as: review of internal controls; cash reconciliation of accounts; testing compliance with purchasing and expenditure laws and regulations; and generally accepted accounting principles. The audit team tested financial transactions on a limited basis only. The audit team also excluded federal grants, state grants except for Equal Education Opportunity (EEO) and Per Pupil Education Aid, revolving accounts and student activity accounts. The audit team did not test statistical data relating to enrollment, test scores and other measures of achievement. This report is intended for the information and use of EMAB and EPS. However, this report is a matter of public record and its distribution is not limited.

III. General Conditions and Findings

1. Everett Overview

DOE classifies Everett as an urbanized center. Its 1996 population was 35,006, down 1.9 percent from 1990 and down 5.9 percent from 1980. It is bordered on the south by Boston and occupies a land area of 3.36 square miles. The city is governed by a mayor-council-alderman form of government. It is the only city in Massachusetts with a bicameral legislative body.

Whidden Hospital, Everett's largest employer, employs 600 people. The taxable value of the city's largest taxpayer, Boston Edison, is valued in FY99 at 30.8 percent of the city's total taxable value. The city's preliminary official statement dated March 3, 1999 indicates that the utility has alleged in a tax abatement case that its property within the city was disproportionately assessed. Also, the statement indicates that the state Appellate Tax Board has rendered judgment against the city of approximately $9 million in the case, but that both sides are appealing the decision.

Like many Massachusetts school districts, Everett faced budgetary pressures in the early 1990's as a result of an economic recession and the associated decline in municipal state aid for education and in financial contributions to schools. For FY91, the school committee budget was reduced by 2.4 percent from the FY90 budget and remained at that level through FY92.

Charts 1-1 and *1-2* show some key demographic and economic statistics for Everett.

Chart 1-1

City of Everett
Demographic Data

1996 Population	35,006
FY99 Residential Tax Rate	$12.82
FY99 Average Single Family Tax	$1,536
FY99 Avg. Assessed Value Per Single Family	$119,799
FY99 Tax Levy	$47,355,865
FY99 Levy Limit	$48,479,015
FY99 Levy Ceiling	$52,190,957
FY99 State Aid	$20,727,279
FY99 State Aid as % of Revenue	25.2%
1989 Per Capita Income	$14,220
1996 Average Unemployment Rate	4.7%

Note: Data provided by DLS

The district consists of one high school (grades 9-12), one junior high (grades 6-8) and eight elementary schools (three grades k-6, three grades k-5, one grades 1-5 and one grades pre-K and K).

The Superintendent has been in this position for 10 years and the assistant superintendent for 9 years. According to the organization chart, all district staff except for the Superintendent, assistant superintendent, administrative assistant to the superintendent for state mandated programs and director of curriculum development report to the associate superintendent for pupil personnel services and business affairs. In practice, principal evaluations are conducted by the associate superintendent and by the administrative assistant to the superintendent.

EPS does not provide transportation to school for regular day students. Transportation to school is provided for special education students and for students participating in athletic or other special events.

EPS high school graduating class of 1997 indicated that 73.3 percent intended to go on to a 2 or 4 year college, a rate higher than the 71.9 percent state average. The percent of graduates planning to go to work was 23.3 percent, a rate higher than the state average of 16.8 percent. In 1997, the high school dropout rate was 3.9 percent, a rate greater than the state average of 3.4 percent.

Chart 1-2

Everett Public Schools
Demographic Data 1997/98

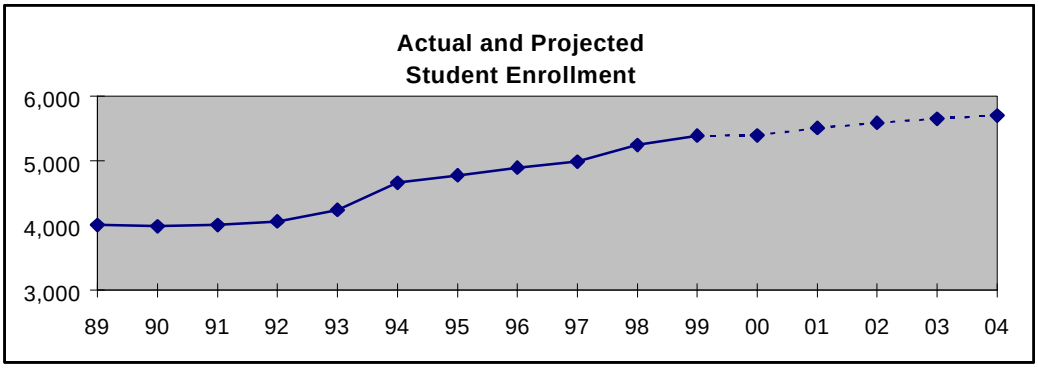
	EPS	State Average
Enrollment: Race / Ethnicity		
White	77.6%	77.5%
Minority	22.4%	22.5%
Limited English Proficiency	6.4%	4.8%
Special Education	16.6%	16.6%
Percentage Attending Private School -1997	12.0%	10.6%
High School Drop-Out Rate - 1997	3.9%	3.4%
Plan of Graduates - Class of '97:		
4 Year College	44.3%	53.4%
2 Year College	29.0%	18.5%
2 or 4 Year College	73.3%	71.9%
Work	23.3%	16.8%

Note: Data provided by DOE. Special Education data as of June 1998.

Chart 1-3 illustrates EPS enrollment trend from October 1988, the 1988/89 school year, to October 1998, the 1998/99 school year. Enrollment projections were done as part of a demographics study by the Massachusetts Institute for Social and Economic Research (MISER) State Data Center and are shown from October 1999 to October 2003. All enrollments are individual school populations as of October 1 of each year and include tuitioned-out SPED students as per DOE foundation enrollment requirements.

Chart 1-3

Everett Public Schools
Actual and Projected Student Enrollment
School Years 1988/89 to 2003/04



Note: Enrollment as of October 1st. Data obtained from EPS.
A solid line represents actual enrollment; a dotted line represents projected enrollment

As shown in *Chart 1-3a*, enrollment has increased from 4,012 in October of the 1988/89 school year to 5,247 in October of the 1997/98 school year. Total EPS enrollment increased by 30.8 percent during this period, a higher rate of increase than the state average of 15.1 percent. The chart shows a total enrollment increase in each year since October 1989. Enrollment projections show increases, especially at the high school. In this case, ungraded students represent all SPED students housed in EPS and tuitoned-out substantially separate students who could not be placed into grade by the district. From October 1997 forward, ungraded students are reported in another column of this chart per DOE instructions.

EPS officials are aware of these projections as well as current enrollment pressures at all levels. Due to this growth in enrollment, EPS added 10 modular classrooms to one of its elementary schools in 1997. EPS has utilized existing space within the schools to construct 27 new classrooms. Due to space constraints, the junior high currently houses five grade 6 classes and other elementary schools house an additional nine grade 6 classes. The current school building needs plan, endorsed by the school committee and city government, proposes four new Pre-K through grade 8 schools and a new high school. The plan is projected to be completed in September 2006.

Chart 1-3a

Everett Public Schools
Actual and Projected Student Enrollment

School Year	Elementary School Pre K & K	Elementary School 1 - 5	Junior High 6 - 8	High School 9 - 12	Ungraded	Total Enrollment
88-89	312	1,523	834	1,245	98	4,012
89-90	334	1,538	821	1,201	100	3,994
90-91	277	1,624	833	1,183	94	4,011
91-92	366	1,632	857	1,111	98	4,064
92-93	400	1,646	894	1,208	94	4,242
93-94	672	1,766	896	1,214	112	4,660
94-95	712	1,809	934	1,241	81	4,777
95-96	671	1,927	985	1,269	43	4,895
96-97	654	1,954	1,046	1,288	46	4,988
97-98	738	2,073	1,113	1,323	0	5,247
98-99	691	2,104	1,198	1,399	0	5,392
99-00	764	2,058	1,138	1,436	0	5,396
00-01	780	2,064	1,202	1,461	0	5,507
01-02	770	2,093	1,175	1,546	0	5,584
02-03	760	2,066	1,225	1,600	0	5,651
03-04	750	2,022	1,277	1,653	0	5,702
EPS 89-98 % Change	136.5%	36.1%	33.5%	6.3%		30.8%
State 89-98 % Change	20.7%	22.1%	21.8%	2.8%		15.1%
EPS 99-04 % Change	8.5%	-3.9%	6.6%	18.2%		5.7%

Note: Data obtained from EPS.

Chart 1-4 illustrates the elementary, junior high and high school enrollments as a percentage of the total enrollment.

Chart 1-4

Everett Public Schools
Distribution of Enrollment by Type of School

School Year	Elementary School Pre K & K	Elementary School 1 - 5	Junior High 6 - 8	High School 9 - 12	Ungraded	Total Enrollment
88-89	7.8%	38.0%	20.8%	31.0%	2.4%	100.0%
89-90	8.4%	38.5%	20.6%	30.1%	2.5%	100.0%
90-91	6.9%	40.5%	20.8%	29.5%	2.3%	100.0%
91-92	9.0%	40.2%	21.1%	27.3%	2.4%	100.0%
92-93	9.4%	38.8%	21.1%	28.5%	2.2%	100.0%
93-94	14.4%	37.9%	19.2%	26.1%	2.4%	100.0%
94-95	14.9%	37.9%	19.6%	26.0%	1.7%	100.0%
95-96	13.7%	39.4%	20.1%	25.9%	0.9%	100.0%
96-97	13.1%	39.2%	21.0%	25.8%	0.9%	100.0%
97-98	14.1%	39.5%	21.2%	25.2%	0.0%	100.0%
98-99	12.8%	39.0%	22.2%	25.9%	0.0%	100.0%
99-00	14.2%	38.1%	21.1%	26.6%	0.0%	100.0%
00-01	14.2%	37.5%	21.8%	26.5%	0.0%	100.0%
01-02	13.8%	37.5%	21.0%	27.7%	0.0%	100.0%
02-03	13.4%	36.6%	21.7%	28.3%	0.0%	100.0%
03-04	13.2%	35.5%	22.4%	29.0%	0.0%	100.0%
Percentage Point Chg '89-'98	6.3	1.5	0.4	-5.8	-2.4	0.0
Percentage Point Chg '99-'04	0.3	-3.6	0.2	3.0	0.0	0.0

Note: Data obtained from EPS. Percentages may not calculate due to rounding.

In verifying the accuracy of the enrollment numbers the audit team noted a variance between the numbers maintained by EPS enrollment system and those reported to DOE on the October 1 foundation enrollment report. Specifically, the review of data revealed that foundation enrollment reports were understated by a combined total of 320 students because tuitioned out students were not reported. This error reduced state aid to the city by an immaterial amount.

2. School Finances

Overall, EPS has benefited from additional funds available due to education reform. State aid increased from $3.5 million in FY94 to $9.6 million in FY98. The combination of state education aid and the local share allowed the district to hire more teachers, fund additional SPED costs, increase salaries and spend for new academic initiatives.

School district funding and financial reporting requirements are generally complex and become especially complicated in the context of education reform. A district annually determines how much money it will spend on education. DOE considers only certain expenditures and funding when determining whether or not a district meets education reform requirements.

This audit examines school funding primarily from three perspectives: the school committee budget, net school spending, and the foundation budget.

The audit team examined the school committee budget in some detail as a matter of practice because it reflects basic financial and educational decisions, provides an overview of financial operations and indicates how the community expects to meet the goals and objectives of education reform.

Net school spending, the sum of the required minimum contribution from local revenues plus state chapter 70 education aid, is a figure issued annually by DOE that must be met by school districts under education reform.

The foundation budget is a school spending target under education reform which the school district should meet. Calculated on the basis of pupil characteristics and community demographics, it is designed to ensure that a minimum level of educational resources is available per student in each school district. Under education reform, all school districts are expected to meet their foundation budget targets by the year 2000.

3. School Committee Budget Trend

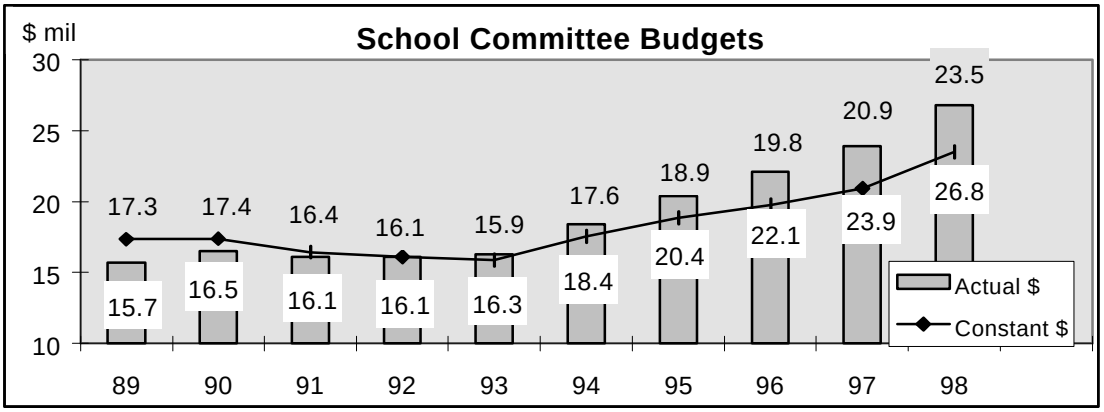
Chart 3-1 illustrates the school committee budget trend from FY89 to FY98. For this purpose, the budget includes the annual and supplemental city appropriations for the school committee's operating budget. Separate articles for capital improvements are not included.

The total school committee budget as defined above increased by $600,000, or 3.8 percent between FY89 and FY93. With education reform aid, the budget increased between FY93 and FY98 by $10.5 million or 64.4 percent.

In constant dollars, where FY92 is set at 100, the chart illustrates how the school committee budget fared with respect to inflation over time. From FY89 to FY98, the school committee budget as defined above increased from $17.3 million to $23.5 million, a 35.8 percent increase in constant dollars. From FY93 to FY98, it increased by $7.6 million or 47.8 percent in constant dollars, from $15.9 million to $23.5 million. In constant dollars, EPS experienced net budget increases in six of the last nine years.

Chart 3-1

Everett Public Schools
School Committee Budgets in Actual and Constant Dollars
FY89 - FY98



Note: Data obtained from EPS. Years are in fiscal years. Numbers in the bars represent actual $ and above the bars constant $.

EPS contracts its food services program to a private food service management company. The company guaranteed the school department a $93,980 surplus in the first year of its contract or it would reimburse the school department the difference between that amount and the amount of the surplus, up to $48,000. Contract provisions are monitored by the Superintendent. No payment was required in FY97. EPS first contracted its food services program in 1991. Thirty-one former cafeteria employees appealed this action to the Massachusetts Civil Service Commission. According to the local newspaper, the Commission determined that the school committee saved $105,000 by going to private industry and upheld the school committee's action.

FY93 cherry sheet information indicates that EPS received $899,064 in Equal Education Opportunity (EEO) grants and $399,100 in Per Pupil Aid. The purpose of EEO grants was to raise per pupil direct service expenditures in Massachusetts cities and towns in which these expenditures were below 85 percent of the state average. Per Pupil Aid funds were exclusively for educational purposes and must have been used to implement new initiatives, reduce class size and make management changes or other improvements in the educational program. EPS did not properly record EEO grant funds in the FY93 end-of-year report. The audit team noted budget information which indicated that EEO funds were spent on instruction. Per Pupil Aid was used to hire five elementary teachers, three elementary art teachers, two guidance counselors, a media specialist and a small amount for fringe benefits.

In May, EPS issued non-renewal letters to 211 school personnel as cherry sheet aid had yet to be finalized by the state legislature. Teachers without professional status not notified in writing by June 15th are deemed by law to be appointed for the following school year. The district issues these letters as a precaution against a reduction to state education aid. Personnel so notified may be re-confirmed once the cherry sheet aid figures become known. Non-renewal letters were issued to 66 non-tenured teachers, 50 permanent substitutes, 17 title I teachers, 8 title I technicians, 18 clerical staff, 38 teacher aides and 14 custodial staff.

4. Total School District Expenditures

Total school district expenditures includes expenditures by the school committee and expenditures by the city for school purposes as reported in the DOE end-of-year report. Total school district expenditures decreased between FY89 and FY93 by $100,000, or 0.5 percent. Expenditures increased between FY93 and FY98 by $11.0 million or 54.5 percent.

Expenditures paid for by the city for school purposes were $4.3 million in FY89 and remained relatively stable through FY98 except in FY97 when expenditures increased from FY96 due primarily to a $431,000 expenditure for extraordinary maintenance. In FY98, the major components were $1.9 million for insurance for active employees, $666,000 for insurance for retired employees and $395,000 for health services.

Chart 4-1

Everett Public Schools
Total School District Expenditures
(in millions of dollars)

	FY89	FY93	FY94	FY95	FY96	FY97	FY98
School Committee	$16.0	$16.1	$18.5	$21.0	$22.6	$23.7	$27.0
City	$4.3	$4.1	$4.3	$4.2	$3.9	$4.6	$4.2
Total	$20.3	$20.2	$22.8	$25.2	$26.5	$28.4	$31.2

Note: Data obtained from EPS

Chart 4-2 shows the FY94 to FY98 trend in net school spending per student. It indicates that actual net school spending per student has increased from $4,464 in FY94 to $5,679 in FY98, or 27.2 percent. The inflation adjusted figures increased from $4,259 in FY94 to $4,982 in FY98, or 17 percent in 1992 dollars.

Chart 4-2

Everett Public Schools
Net School Spending Per Student
Actual and Constant (1992=100) Dollars

	FY94	FY95	FY96	FY97	FY98	FY94-FY98 Change
Expenditures / Student in Actual $	$4,464	$4,836	$5,209	$5,313	$5,679	27.2%
Expenditures / Student in 1992 $	$4,259	$4,469	$4,664	$4,648	$4,982	17.0%

Note: Data obtained from EPS

5. Net School Spending Requirements

Pursuant to the education reform law, DOE develops annual spending requirements and budget targets for each school district. The requirements are based on a formula which is used to set specific minimum spending requirements and in combination with other factors is also used to set foundation budget targets as well as determining the amount of state aid for each district.

Each school district must meet a net school-spending requirement. Expenditures that count towards a district's net school spending generally include all education related expenditures paid for with state aid under Chapter 70 and municipal appropriations used for that purpose. Excluded from the net school spending definition are expenditures for school transportation, school lunch, school construction and certain capital expenditures. Expenditures from federal funds and from school revolving accounts are also excluded.

As indicated in *Chart 5-1*, the recommended foundation budget target, that is the ultimate spending goal for the district, increased from $24.7 million in FY94 to $30.2 million in FY98, a $5.5 million or 22.3 percent increase. During the same period, required net school spending, the amount the district must spend to move towards the foundation budget target, increased by $8.6 million or 41.5 percent, from $20.7 million in FY94 to $29.3 million in FY98. Actual net school spending increased by $9 million or 43.3 percent, from $20.8 million in FY94 to $29.8 million in FY98. Actual net school spending as a percentage of foundation budget shows an increase from 84.1 percent in FY94 to 98.7 percent in FY98.

FY97 shows actual net school spending below the required amount by $400,000. DOE notified the district of this deficiency and added it to the FY98 net school spending requirement. DOE notified the district that it met the FY98 requirement including the deficiency and that the district's FY99 budget was sufficient to meet the net school spending requirement.

Chart 5-1

Everett Public Schools
Foundation Budget and Net School Spending (NSS)
(in millions of dollars)

	FY94	FY95	FY96	FY97	FY98
Foundation Budget Target	$24.7	$26.0	$26.7	$28.2	$30.2
Required NSS as % of Foundation	83.7%	88.5%	93.0%	95.2%	97.1%
Required Net School Spending	$20.7	$23.0	$24.8	$26.9	$29.3
Actual Net School Spending	$20.8	$23.1	$25.5	$26.5	$29.8
Variance $	$0.1	$0.1	$0.7	($0.4)	$0.5
Variance %	0.5%	0.4%	2.8%	-1.5%	1.7%
Actual NSS as % of Foundation	84.1%	88.8%	95.7%	93.8%	98.7%

Note: Data obtained from DOE and EPS. Percentages may not calculate due to rounding.

Chart 5-2 indicates that state aid, as a percent of actual net school spending, increased from 16.8 percent in FY94 to 32.2 percent in FY98, while the local share decreased from 83.2 percent in FY94 to 67.8 percent in FY98. The chart also indicates that from FY94 to FY98, the actual local contribution exceeded the required local contribution by as low as 0.6 percent and by as high as 3.8 percent. As already indicated, the actual local contribution for FY97 was less than the requirement.

Chart 5-2

Everett Public Schools
Net School Spending
(in millions of dollars)

	FY94	FY95	FY96	FY97	FY98
Required Local Contribution	$17.2	$17.8	$18.4	$19.0	$19.7
Actual Local Contribution	$17.3	$17.9	$19.1	$18.6	$20.2
Variance $	$0.1	$0.1	$0.7	($0.4)	$0.5
Variance %	0.6%	0.6%	3.8%	-2.1%	2.5%
Required Net School Spending	$20.7	$23.0	$24.8	$26.9	$29.3
Actual Net School Spending	$20.8	$23.1	$25.5	$26.5	$29.8
Local Share $	$17.3	$17.9	$19.1	$18.6	$20.2
State Aid $	$3.5	$5.2	$6.4	$7.9	$9.6
Local Share %	83.2%	77.5%	74.9%	70.2%	67.8%
State Aid %	16.8%	22.5%	25.1%	29.8%	32.2%

Note: Data obtained from DOE and EPS. Percentages may not calculate due to rounding.

In verifying the accuracy of actual net school spending amounts, it was indicated to the audit team that capital spending was not fully reported on the end-of-year report in FY96. EPS and city of Everett officials indicated that since the district was already above the net school spending requirement, all applicable capital spending was not included in net school spending.

6. School Committee Program Budget

Within the context of education reform and improving student achievement, the audit team tries to establish what a school district budgets and spends on academic courses such as English and science versus other subjects or programs. Program budgets are generally intended to show the total financial resources for a particular program or activity. Well developed program budgets include goal statements, planned actions and expected outcomes along with the total amount of resources required to achieve the objectives. In the school environment, a program budget for mathematics, for example, would show salaries for mathematics teachers and related costs such as supplies, textbooks, etc. It would also indicate the expected outcomes for the budget year.

The EPS school operating budget details salaries by high, junior high and elementary level and includes expenditures systemwide. *Chart 6-1* summarizes the school committee budget for FY93, FY95, FY97 and FY98. The school transportation budget has been excluded from this data to approximate net school spending.

According to *Chart 6-1*, budgeted amounts for regular day teachers increased most in dollar terms and salaries for central office staff increased most in percentage terms from FY93 to FY98. Instruction expenses increased most in dollar and in percentage terms during this same period.

Chart 6-1

Everett Public Schools
School Committee Program Budget
(in thousands of dollars)

					FY93 - FY98		
	FY93	FY95	FY97	FY98	$ Diff	% Diff	% of Tot
Salaries: Teachers	$7,952	$10,671	$12,814	$14,025	$6,073	76.4%	59.1%
SPED Teachers	$1,127	$1,181	$1,408	$1,544	$417	37.0%	4.1%
Central Office	$495	$604	$1,030	$1,159	$664	134.1%	6.5%
Maintenance	$498	$625	$621	$692	$194	39.0%	1.9%
Other	$1,493	$1,785	$1,874	$2,122	$629	42.1%	6.1%
Subtotal:	$11,565	$14,865	$17,747	$19,542	$7,976	69.0%	77.7%
Expenses: Instruction	$403	$647	$821	$1,286	$883	219.0%	8.6%
Maintenance	$509	$866	$731	$905	$397	78.0%	3.9%
Utilities	$760	$875	$940	$1,005	$245	32.2%	2.4%
Other	$395	$577	$611	$727	$332	84.0%	3.2%
SPED Tuition	$2,011	$2,000	$2,400	$2,450	$439	21.8%	4.3%
Subtotal:	$4,078	$4,965	$5,502	$6,373	$2,295	56.3%	22.3%
Total:	**$15,643**	**$19,829**	**$23,249**	**$25,914**	**$10,271**	**65.7%**	**100.0%**

Note: Data obtained from EPS. School transportation and employee benefits are not included.

Salary and expenses budgets for FY90, FY93, FY97 and FY98 are shown as commonly presented to the public in *Appendix A-1*. This appendix shows budgeted dollar and percentage increases in somewhat different categories than those detailed in this section. The appendix includes school transportation.

Chart 6-1a shows the same program budget data on a percentage distribution basis to illustrate how particular budget items have changed since FY93 in certain areas.

Chart 6-1a

Everett Public Schools
School Committee Program Budget
Percentage Distribution

		FY93	FY95	FY97	FY98	% Point Diff. FY93-FY98
Salaries:	Teachers	50.8%	53.8%	55.1%	54.1%	3.3
	SPED Teachers	7.2%	6.0%	6.1%	6.0%	-1.2
	Central Office	3.2%	3.0%	4.4%	4.5%	1.3
	Maintenance	3.2%	3.1%	2.7%	2.7%	-0.5
	Other	9.5%	9.0%	8.1%	8.2%	-1.4
Subtotal:		73.9%	75.0%	76.3%	75.4%	1.5
Expenses:	Instruction	2.6%	3.3%	3.5%	5.0%	2.4
	Maintenance	3.3%	4.4%	3.1%	3.5%	0.2
	Utilities	4.9%	4.4%	4.0%	3.9%	-1.0
	Other	2.5%	2.9%	2.6%	2.8%	0.3
	SPED Tuition	12.9%	10.1%	10.3%	9.5%	-3.4
Subtotal:		26.1%	25.0%	23.7%	24.6%	-1.5
Total:		**100.0%**	**100.0%**	**100.0%**	**100.0%**	0.0

Note: Data obtained from EPS. School transportation and employee benefits are not included. Percentages may not equal due to rounding.

Chart 6-2 provides a more detailed look at the number of teachers by selected disciplines. This chart indicates increases in elementary, certain core subject and in art and music teachers in the FY93 to FY98 time period. For the purpose of this chart, the number of teachers in each discipline replaces a dollar amount for their salary.

Chart 6-2

Everett Public Schools
Teachers by Selected Disciplines

Discipline	FY93	FY95	FY97	FY98	FY93 - FY98 Diff.	% Diff	% of Total
Certain Core Subjects	66	71	78	83	17	25.8%	30.4%
Art and Music	8	13	16	20	12	150.0%	21.4%
Kindergarten	16	21	17	18	2	12.5%	3.6%
Physical Education	8	10	10	11	3	37.5%	5.4%
SPED	34	36	34	38	4	11.8%	7.1%
Elementary	92	104	106	109	17	18.5%	30.4%
Foreign Language	8	10	9	8	0	0.0%	0.0%
Vocational	9	10	10	10	1	11.1%	1.8%
Total Selected	241	275	280	297	56	23.2%	100.0%

Note: Data obtained from EPS. Core subjects included here are English, math, science and social studies. Kindergarten includes preschool.

Chart 6-2a shows the same program budget data on a percentage distribution basis to illustrate how budgeted teaching salaries in selected disciplines have changed since FY93.

Chart 6-2a

Everett Public Schools
Distribution of Teachers' Salaries - Selected Disciplines

Discipline	FY93	FY95	FY97	FY98	% Point Change FY93 - FY98
Certain Core Subjects	27.4%	25.8%	27.9%	27.9%	0.6
Art and Music	3.3%	4.7%	5.7%	6.7%	3.4
Kindergarten	6.6%	7.6%	6.1%	6.1%	-0.6
Physical Education	3.3%	3.6%	3.6%	3.7%	0.4
SPED	14.1%	13.1%	12.1%	12.8%	-1.3
Elementary	38.2%	37.8%	37.9%	36.7%	-1.5
Foreign Language	3.3%	3.6%	3.2%	2.7%	-0.6
Vocational	3.7%	3.6%	3.6%	3.4%	-0.4
Total All Selected	100%	100%	100%	100%	

Note: Data obtained from EPS. Core subjects included here are English, math, science, social studies. Percentages and percentage point changes may not add due to rounding.

Teachers detailed by selected disciplines are shown in *Appendix A-2*.

7. Foundation Budget

The foundation budget is a target level of spending developed to ensure that a minimum level of education resources is available per student in each school district. The foundation budget shown in *Appendix B* is determined by a number of factors including enrollment, staffing and salary levels. The key items in the foundation budget include: payroll, non-salary expenses, professional development, expanded programs, extraordinary maintenance, and books and instructional equipment. DOE calculates each of these budget items using the previous year's end-of-year pupil enrollment with adjustments for special education, bilingual and low-income students. Certain salary levels and full time equivalent (FTE) standards are used to calculate salary budgets which also include annual adjustments for inflation.

The foundation budget establishes spending targets by grade (pre-school, kindergarten, elementary, junior high and high school) and program (regular day, special education, bilingual, vocational and expanded or after-school activities). Grade and program spending targets are intended to serve as guidelines only and are not binding on local school districts. To encourage appropriate levels of spending, M.G.L. Ch.70, §9 requires that a school district report to the Commissioner of Education when it has failed to meet foundation budget spending levels for professional development, books and instructional equipment, extended/expanded programs and extraordinary maintenance.

According to *Chart 7-1*, expenditures did not reach foundation budget in any of the expenditure categories for the fiscal years shown. EPS did not file a report with the Commissioner's office as required by Ch.70, §9 for these fiscal years nor did DOE direct EPS to submit such report. The audit team determined that professional development expenditures were not calculated according to DOE requirements prior to FY97 and that the difference between actual expenditures and foundation budget would have been lessened if they were.

It is also noted that EPS reported expenditures that indicate EPS did not meet the minimum per pupil spending requirements for professional development from FY95 to FY98. Had EPS reported professional development in accordance with DOE guidelines, EPS would have met the requirement for FY95 and FY96. EPS also expended grant monies for fiscal years 1995 through 1998 that ranged from $81,502 in FY96 to $137,921 in FY95 that are not included in the calculation of foundation expenditures.

Chart 7-1

Everett Public Schools
Net School Spending According to Foundation Budget
(in thousands of dollars)

	FY94		FY96		FY98	
	Actual	Budget	Actual	Budget	Actual	Budget
Professional Development	$6	$399	$75	$430	$224	$487
Books and Equipment	$617	$1,309	$879	$1,366	$1,146	$1,564
Expanded Program	$0	$367	$0	$595	$0	$625
Extraordinary Maintenance	$0	$745	$60	$802	$0	$912

Expenditures As Percentage of Foundation Budget

	FY94 NSS/FND	FY96 NSS/FND	FY98 NSS/FND
Professional Development	1.4%	17.4%	46.0%
Books and Equipment	47.2%	64.3%	73.3%
Expanded Program	0.0%	0.0%	0.0%
Extraordinary Maintenance	0.0%	7.5%	0.0%

Note: Data obtained from DOE and EPS. Percentages calculated using whole dollars.

Appendix B shows the EPS foundation budget for FY94, FY96 and FY98. For each year, the chart shows expenditures and variances from the foundation budgets as well as how expenditures compare with the foundation budgets. In FY98, the data indicates that spending was greater than the foundation budget target for teaching salaries by $2.0 million and for special needs tuition by $2.4 million but was less than the foundation budget target for support salaries by $2.0 million and for extraordinary maintenance by $912,000.

8. Staffing – Full Time Equivalent (FTE) Trends

Since salaries comprise approximately 63.3 percent of the FY98 total school district expenditures, budget changes closely reflect changes in staffing or FTEs. According to *Chart 8-1*, EPS had a total of 474.7 FTEs including 286 teachers in FY89. By FY93, these numbers had dropped to 367.6 and 247 respectively, as fiscal pressures in the early 1990's forced reductions in staff. With the assistance of education reform, staffing increased so that by FY98, total teacher FTEs increased to 541.5 including 333 teachers. In this context, teachers exclude instructional assistants. Guidance counselors, psychologist, cafeteria, custodians and maintenance personnel employed by EPS are included as all others in the chart.

As *Chart 8-1* indicates, EPS went through a period of staff reductions between FY89 and FY93, reducing FTEs by 107.1 including 39 teaching positions. Due in part to increased state aid, staffing increased by 47.3 percent between FY93 and FY98, as 173.9 FTEs including 86 teaching FTEs were added during this period. This addition of 86 teaching FTEs represented an increase of 34.8 percent from FY93 to FY98. This compares to a total student enrollment increase of 23.7 percent from FY93 to FY98.

Over the FY89 to FY98 period, schools in the district experienced an increase in total FTEs of 14.1 percent and teaching FTEs increased 16.4 percent, lower than the enrollment increase of 30.8 percent from FY89 to FY98. From FY89 to FY93, all others decreased by 72.2, from 138.2 to 66.0. This was due primarily to the privatization of both the food services program and in part, custodial services.

Chart 8-1

Everett Public Schools
Staffing Trends
Full Time Equivalent (FTE)

	Total FTEs	Teachers	Teachers as % of FTEs	Instruct. Assists.	Principals	Administrators	All Others
FY89	474.7	286.0	60.2%	29.5	10.0	11.0	138.2
FY93	367.6	247.0	67.2%	38.6	7.0	9.0	66.0
FY98	541.5	333.0	61.5%	95.0	10.0	13.0	90.5
FY89-93	-107.1	-39.0	36.4%	9.1	-3.0	-2.0	-72.2
Incr./ Decr.	-22.6%	-13.6%		30.8%	-30.0%	-18.2%	-52.2%
FY93-98	173.9	86.0	49.5%	56.4	3.0	4.0	24.5
Incr. / Decr.	47.3%	34.8%		146.1%	42.9%	44.4%	37.1%
FY89-98	66.8	47.0	70.4%	65.5	0.0	2.0	-47.7
Incr. / Decr.	14.1%	16.4%		222.0%	0.0%	18.2%	-34.5%

Note: Data obtained from EPS. FTEs are from EPS list of teachers.

Chart 8-2 shows changes in teaching FTEs by type of school or program. The largest increase in teachers occurred at the elementary school level between FY93 and FY98, when 49 FTEs were added. This was a 45 percent increase. Junior and high school teacher FTEs also increased during this time both by 11.5 FTEs or 39.7 percent and 14.7 percent respectively.

Chart 8-2

Everett Public Schools
FTE Teachers By Program
(excluding teaching aides)

	FY89	FY93	FY98	FY93 - FY98 Increase	% Incr / Decr
Elementary	104.0	109.0	158.0	49.0	45.0%
Junior	25.0	29.0	40.5	11.5	39.7%
High	120.0	78.0	89.5	11.5	14.7%
Subtotal	249.0	216.0	288.0	72.0	33.3%
Bilingual	0.0	0.0	3.0	3.0	N/A
ESL	0.0	3.0	3.0	0.0	0.0%
Special Education	37.0	28.0	39.0	11.0	39.3%
Subtotal	37.0	31.0	45.0	14.0	45.2%
Total	286.0	247.0	333.0	86.0	34.8%

Note: Data obtained from EPS. FTEs are from EPS list of teachers. Kindergarten and Pre-Kindergarten included in Elementary

Student/teacher ratios increased between FY89 and FY93 and then decreased between FY93 and FY98 as shown in *Chart 8-3*. The overall ratio for students to teachers was 13.8:1 in FY89, 16.9:1 in FY93 and 15.4:1 by FY98. These ratios were all at or above the state averages. When adjusted for the number of SPED teachers, using the same total student population for illustration purposes, the resulting all student ratios are somewhat higher.

Chart 8-3

Everett Public Schools
Students Per FTE Teacher

	FY89	FY93	FY98
All Students / All FTE Teachers	13.9	16.9	15.4
All Students / All FTE Teachers - State Average	**13.8**	**15.1**	**14.2**
All Students / All Non-SPED FTE Teachers	15.8	19.1	17.5
All Students / All Non-SPED FTE Teachers - State Avg.	**17.2**	**19.2**	**18.1**
All Students / All Non-SPED FTE Teachers			
Elementary	17.6	18.7	17.2
Junior	32.5	30.6	26.3
High	10.0	15.1	14.3

Note: Data obtained from EPS and DOE. Kindergarten and Pre-K included in Elementary.

Teacher FTEs increased in all core subject areas between FY93 and FY98 as shown in *Chart 8-4*. FY98 FTE levels are higher than they were in FY89 in all subjects except for mathematics.

Chart 8-4

Everett Public Schools
Teachers - Certain Core Subjects
High and Junior High School FTEs

				FY93 - FY98	
	FY89	FY93	FY98	Increase	% Incr / Decr
English	19.0	17.0	25.0	8.0	47.1%
Mathematics	24.0	13.0	20.0	7.0	53.8%
Science	15.0	15.0	18.0	3.0	20.0%
Social Studies	10.0	7.0	18.0	11.0	157.1%
Total	68.0	52.0	81.0	29.0	55.8%

Note: Data obtained from EPS. FTEs are from EPS list of teachers.

9. Payroll – Salary Levels, Union Contracts

Expenditures for salaries are reviewed to determine how the school district has increased expenditures for teachers and how teaching salaries have increased as a result of union contract agreements.

Chart 9-1 indicates how school salaries have increased in comparison to total school district expenditures. EPS increased its expenditures for salaries by $8.1 million between FY93 and FY98, an increase of 69.3 percent. This is 14.8 percentage points more than the increase in total school district expenditures during the same time period. Total salaries made up 57.8 percent of these expenditures in FY93 and increased to 63.3 percent in FY98. Total school district expenditures include fringe benefits.

Of the $11 million total school district expenditure increase from FY93 to FY98, $8.1 million is attributable to salaries. Of this $8.1 million salary increase, $6.3 million or 78.4 percent, applied to teaching salaries and $1.7 million or 21.6 percent, applied to non-teaching salaries. The latter group includes administrators, para-professionals, clerical staff, custodial staff, etc.

Chart 9-1

Everett Public Schools
Salary Expenditures Compared to Total School District Expenditures
(in millions of dollars)

	FY89	FY93	FY96	FY98	FY93 - FY98 $ Incr. / Decr.	FY93 - FY98 % Incr. / Decr.
Total School District Expenditures	$20.3	$20.2	$26.5	$31.2	$11.0	54.5%
Total Salaries	$12.6	$11.7	$16.5	$19.8	$8.1	69.3%
as % of Total Expenditures	62.3%	57.8%	62.1%	63.3%	73.4%	
Teaching Salaries	$9.1	$8.3	$12.4	$14.7	$6.3	76.2%
as % of Total Salaries	72.4%	71.3%	75.4%	74.2%	78.4%	
Non-Teaching Salaries	$3.5	$3.4	$4.1	$5.1	$1.7	52.1%
as % of Total Salaries	27.6%	28.7%	24.6%	25.8%	21.6%	

Note: Data obtained from EPS

Chart 9-2 shows that the average teacher's salary increased from $31,908 to $41,442 between FY93 and FY98. The FY98 average teacher's salary of $41,442 is below the state average salary of $44,051 reported by DOE.

Chart 9-2

Everett Public Schools
Teaching Salaries and Teachers (FTE)
Average Salary Comparison

	FY89	FY93	FY94	FY95	FY96	FY97	FY98
Teaching Salaries ($ in mil)	$9.1	$8.3	$10.9	$11.7	$12.4	$13.5	$14.7
FTE - Teachers	299	261	297	301	319	344	354
FTE Incr. / Decr. from Previous Year	-2	48	36	4	18	25	10
Average Salary per FTE	$ 30,530	$31,908	$36,775	$39,012	$38,865	$39,370	$41,442
DOE Reported State Average	N/A	$38,681	$39,012	$40,718	$41,760	$42,874	$44,051

Note: FTE excludes adult education teachers. Average salary per FTE consists of all salaries (i.e. asst principals, advisors, coaches etc.), step increases, longevity and differentials. Data obtained from EPS and DOE end-of-year reports.

Of the additional $6.3 million spent for teaching salaries between FY93 and FY98 as shown in *Chart 9-2a*, $2.8 million or 43 percent represents the cost of new positions and $1.3 million or 21 percent represents salary increases for existing teaching staff.

According to EPS officials, for FY99, approximately 57.3 percent of teachers are at the top step. This is significantly lower than the FY94 percentage of 88.8 percent.

Chart 9-2a

Everett Public Schools
Salary Expenditures
Estimated Cost of New Positions and Salary Increases
(in millions of dollars)

	FY93	FY98	% of Cum. Incr.
Total Teaching Salary Exp.	$8.3	$14.7	
Cumulative Increase from FY93		$6.3	100%
Est. Cost of 3% Inflationary Increase		$1.3	21%
Est. FY93-FY98 Cost of New Positions		$2.8	43%
Subtotal		$4.1	64%
Est. Amount above 3% Annual Increase		$2.3	36%

Note: Analysis based on data obtained from EPS

Chart 9-2b indicates that increases due to annual contracts and steps ranged between 4.8 percent and 10.3 percent from the 1993 to 1998 time period.

Chart 9-2b

Everett Public Schools
Teachers Salaries - Step and Contract Percent Increases

Period	1993	1994	1995	1996	1997	1998	**Total**
Annual Contract Increase	0.0%	4.0%	5.0%	5.0%	5.0%	5.5%	24.5%
Step Increase	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	28.8%
Total	4.8%	8.8%	9.8%	9.8%	9.8%	10.3%	53.3%

Note: Data obtained from EPS

As shown in *Chart 9-3*, a review of salary changes over the FY93 to FY98 period indicates that the step 10 salary level increased by 29.5 percent without including step increases or lane changes. This represents the minimum increase a full time teacher would receive exclusive of raises due to step changes or obtaining an advanced

academic degree. In contrast, the state and local government implicit price deflator indicates about an 11.3 percent inflationary trend for the FY93 to FY98 period.

Chart 9-3 shows how EPS salary schedules might apply to a particular teacher for the period of FY93 to FY98 depending on the step and academic degree. Various examples outline different situations. The chart illustrates so-called lane changes due to credits and degree earned such as BA to BA+20 and MA to MA+30.

For example, as of FY93, teacher A was on the maximum step 10 and had a BA. By FY98, this teacher on step 10 received salary increases totaling 29.5 percent. If this teacher earned 20 additional credits and changed salary lanes to BA+20 during this period, the increase would have amounted to 33.9 percent.

Teacher B had a BA, step 5, in FY93. In FY98, this teacher was on step 10 and received a salary increase of 69.9 percent. Had this teacher earned 20 additional credits and changed to salary lane BA+20 during this period, the increase would have amounted to 75.7 percent.

Teacher C entered EPS with a BA at step 1 in FY93. By FY98, this teacher reached step 5 and received a 65.2 percent increase in pay. By earning 20 additional credits and changing to salary lane BA+20 during this period, the percent increase in salary would have been 72.4 percent.

Chart 9-3

Everett Public Schools
Teaching Staff
Step/Degree Summary - Selected Years

	FY93 Base Pay		FY98 Base Pay			FY93-98 % Change	
	Step	Base Pay	Step	Base Pay			
		BA		BA	BA + 20	BA	BA + 20
Teacher A	10	$36,700	10	$47,510	$49,149	29.5%	33.9%
Teacher B	5	$27,970	10	$47,510	$49,149	69.9%	75.7%
Teacher C	1	$22,908	6	$37,846	$39,485	65.2%	72.4%
		MA		MA	MA + 30	MA	MA + 30
Teacher A	10	$38,725	10	$50,133	$54,717	29.5%	41.3%
Teacher B	5	$29,995	10	$50,133	$54,717	67.1%	82.4%
Teacher C	1	$24,933	6	$40,469	$45,053	62.3%	80.7%

Note: BA - Bachelor of Arts degree, MA - Master of Arts degree. Data obtained from EPS.

Chart 9-4

Everett Public Schools
Teaching Salary Schedules
Comparison of FY93 through FY98 Salary Schedules - Steps 1 and 10

Salary	Initial Entry Level - Step 1					
Lane	FY93	FY94	FY95	FY96	FY97	FY98
BA	$22,908	$24,053	$25,256	$26,519	$27,977	$29,656
BA + 10	$23,415	$24,586	$25,816	$27,107	$28,598	$30,314
BA + 20	$24,173	$25,382	$26,652	$27,985	$29,524	$31,295
MA	$24,933	$26,180	$27,490	$28,865	$30,452	$32,279
MA + 6	$25,442	$26,714	$28,051	$29,454	$31,073	$32,938
MA + 12	$26,197	$27,507	$28,883	$30,327	$31,995	$33,915
MA + 18	$26,956	$28,304	$29,720	$31,206	$32,922	$34,898
MA + 30	$28,474	$29,898	$31,394	$32,964	$34,777	$36,863
MA + 60/CAGS	$29,423	$30,895	$32,440	$34,062	$35,935	$38,092
D	$30,370	$31,889	$33,484	$35,158	$37,092	$39,317
Salary	Highest Level - Step 10					
Lane	FY93	FY94	FY95	FY96	FY97	FY98
BA	$36,700	$38,535	$40,461	$42,484	$44,821	$47,510
BA + 10	$37,207	$39,068	$41,021	$43,072	$45,441	$48,167
BA + 20	$37,965	$39,864	$41,857	$43,950	$46,367	$49,149
MA	$38,725	$40,662	$42,695	$44,830	$47,295	$50,133
MA + 6	$39,234	$41,196	$43,256	$45,419	$47,917	$50,792
MA + 12	$39,989	$41,989	$44,088	$46,292	$48,838	$51,769
MA + 18	$40,748	$42,786	$44,925	$47,171	$49,766	$52,752
MA + 30	$42,266	$44,380	$46,599	$48,929	$51,620	$54,717
MA + 60/CAGS	$43,215	$45,377	$47,645	$50,027	$52,779	$55,945
D	$44,162	$46,371	$48,689	$51,123	$53,935	$57,171

Note: EPS has 10 salary lanes and 10 steps. Data obtained from EPS.

10. Courses and Class Sizes

Chart 10-1 shows core class sections and enrollment as well as average class size as of June 1998 for the 1997/98 school year. The average enrollment in these sections was 22.6 or less students per class. English had the smallest average class size with 21.1 students, while social studies had the largest with 22.6 students. All core subjects had some sections with at least 25 students and English and social studies had at least one section with 30 students.

Chart 10-1

Everett Public Schools
High School Classes
1997/98 School Year

Subject	Number of Sections	Total Enrollment	Avg. Enroll. Per Section	Sect. w/ 25-29	Sect. w/ 30 or more	30+ %
English	57	1202	21.1	8	1	1.8%
Math	52	1102	21.2	11	0	0.0%
Science	52	1102	21.2	9	0	0.0%
Social Studies	57	1286	22.6	13	2	3.5%

Note: Data obtained from EPS

11. Technology

DOE approved the EPS five-year technology plan in May of 1997. The plan was prepared by the Everett Technology Advisory Committee which included the Superintendent, the associate superintendent, principals from the junior high school and from one elementary school, one classmaster, the director of curriculum, three community members and six computer specialists in K-12. Funding for the plan was to be provided by a combination of an appropriation in the school budget, capital grants through DOE and both private and corporate donations.

The plan projected that full implementation would cost $9.1 million over five years. The plan is currently in its second year and $778,108 or 8.6 percent has been expended. The plan's objectives have not occurred due to budget constraints.

Currently, there are approximately 570 computers in the school district. Each building has at least one computer lab with additional computers found in the classrooms. According to DOE's Educational Technology in Massachusetts Schools 1998 report, EPS has 54.1 students per type A/B computer. Type A/B computers can handle the most current software. The district has 9.9 students per computer of any type, higher than the state average of 7.2. This report also states that seven percent of EPS classrooms have Internet access, significantly below the state average of 40 percent.

The schools in the district are currently not connected to a Wide area Network (WAN), however, each school has its own Local Area Network (LAN) and each school has Internet access. The Internet is provided to EPS through ShoreNet of Lynn. As new schools are built, EPS will begin wiring to a WAN. There is a formal inventory system in place for both hardware and software.

Year 2000 Compliance (Y2K)

The basis of the Y2K issue is that some computer programs that do not have four digits in the date field may read the year 00 as 1900 rather than 2000. EPS officials submitted a statement to the audit team indicating that their software programs are Y2K compliant and that all non-compliant hardware has been identified, using a software program called Y Mark 2000 from the National Software Testing labs.

Physical plant functions such as electric, gas services and telephones remain an issue as other computer systems and programs are responsible for them.

12. Supplies and Textbooks

The school district's annual budget provides an amount for textbooks. There are no budgeted amounts by grade level or school. There is an ongoing review of the utilized textbooks. Textbook expenditures vary annually between primary and secondary levels.

The district textbook adoption process starts with multiple presentations by individual publishing companies chosen by the director of curriculum development. Teachers pilot texts, compare them throughout the school year and make the final recommendation to the Superintendent and School Committee. The purchasing of the textbooks is uniform throughout the grade levels in the district.

Chart 12-1 shows actual expenditures for textbooks and other instructional service expenditures. The figures represent instructional supplies, instructional equipment, and textbooks. The chart indicates a stable increase of textbook expenditures from $153,000 in FY93 to $331,000 in FY96, an increase of 116 percent. From FY96 to FY98, the textbook expenditures decreased from $331,000 to $204,000 respectively, a 38 percent decrease. The other instructional service expenditures vary from year to year due to the purchasing of various equipment through a stabilization fund set aside by the city. For example, EPS purchased desks partly out of the stabilization fund every year except in FY98 where the desks were purchased entirely out of the school budget.

Chart 12-1

Everett Public Schools
Textbooks and Other Instructional Expenditures
(in thousands of dollars)

	FY93	FY94	FY95	FY96	FY97	FY98	FY93 - FY98 $ Incr.	FY93 - FY98 % Incr.
High School	$186	$87	$167	$236	$182	$162	($24)	-12.9%
Jr. High School	$58	$35	$109	$45	$37	$82	$24	41.5%
Elementary	$169	$117	$350	$281	$228	$323	$154	90.9%
SPED	$233	$120	$204	$142	$122	$285	$52	22.2%
Total	$646	$360	$829	$705	$570	$852	$206	31.8%
Textbooks Only	$153	$233	$262	$331	$327	$204	$51	33.5%
Other Expenditures	$493	$126	$567	$374	$243	$648	$154	31.3%
Textbooks / Student	$36	$50	$55	$68	$66	$39	$3	8.0%
Exp / Student	$116	$27	$119	$76	$49	$123	$7	6.2%

Note: Data obtained from EPS. Pre K and kindergarten in elementary.

13. Test Scores

EPS test scores are mixed when compared to state averages. MCAS scores show that EPS scored slightly above the state average scaled scores for grade 4 and slightly below state average scaled scores for grades 8 and 10 in all areas. MEAP, the state's educational testing program from 1988 to 1996, showed that EPS scores increased significantly in all four subject areas for grade 4 between 1988 and 1996. Results from the 1998 Iowa Tests of Educational Development (ITED) indicate that 70 percent of EPS grade 3 students demonstrated a high degree of proficiency in fundamental skills of reading.

Scholastic Aptitude Test (SAT)

SAT scores are generally below the state average as shown in *Chart 13-1*. Scores from 1994 and 1995 cannot be compared to 1996 and 1997 scores since SAT scores were "recentered" in 1996 resulting in a higher score for those years for all schools and consequently a higher state average.

Chart 13-1

Everett Public Schools
Scholastic Aptitude Test (SAT) Results

SAT Content Areas	1994 EPS	1994 State Avg.	1995 EPS	1995 State Avg.	1996 EPS	1996 State Avg.	1997 EPS	1997 State Avg.	1998 EPS	1998 State Avg.
Verbal	368	426	361	430	460	507	464	508	463	502
Math	418	475	423	477	466	504	478	508	469	502
Total	786	901	784	907	926	1011	942	1016	932	1004
EPS - % of State Avg.	87.2%		86.4%		91.6%		92.7%		92.8%	

Note: Data obtained from EPS and DOE

Massachusetts Educational Assessment Program (MEAP)

An overview of EPS MEAP scores is shown in *Appendix C*. MEAP scores are reported in two ways: scaled scores, which range from 1000 to 1600, and proficiency levels which are reported as a percentage of students in each proficiency. Level 1 is the lowest, level 2 is considered the "passing grade" level while levels 3 and 4 constitute the more advanced levels of skills.

Proficiency scores for 1992 and 1996 shown in *Chart 13-2* indicate that scores for EPS grade 4 students increased in all four subject areas for level 2 and levels 3 and 4, while level 1 or below decreased by an average of 42 percent. The scores for grade 8 students also show an increase in level 2 and a decrease in level 1 or below during this same time period.

Chart 13-2

Everett Public Schools
MEAP Proficiency Scores
1992 and 1996 Fourth and Eighth Grades

Fourth Grade	1992 Level 1 or Below	1992 Level 2	1992 Levels 3 & 4	1996 Level 1 or Below	1996 Level 2	1996 Levels 3 & 4
Reading	53%	28%	19%	23%	42%	35%
Mathematics	66%	26%	9%	19%	57%	24%
Science	67%	21%	10%	18%	55%	27%
Social Studies	60%	28%	11%	18%	52%	30%
Eighth Grade	**1992 Level 1 or Below**	**1992 Level 2**	**1992 Levels 3 & 4**	**1996 Level 1 or Below**	**1996 Level 2**	**1996 Levels 3 & 4**
Reading	53%	22%	25%	39%	36%	26%
Mathematics	61%	20%	19%	45%	43%	12%
Science	56%	24%	20%	51%	36%	13%
Social Studies	56%	24%	20%	43%	40%	17%

Note: Data provided by DOE and EPS

According to *Appendix C*, between 1988 and 1996, MEAP scores for students in grades 4 and 8 improved in all four subject areas. In fact, grade 4 scores increased an average of 180 points in all subject areas between 1994 and 1996.

Chart 13-3 shows MEAP grade 4 reading scores for selected school districts whose scores in 1988 ranged from 1250 to 1290 as compared to EPS' score of 1270. The scores for grade 4 students are particularly significant because, by 1996, the greatest impact of education reform should be initially be seen in the performance of these students. The reading scores for EPS grade 4 students showed significant improvement, an increase of 170 points, from 1988 to 1996.

Chart 13-3

MEAP Reading Scores - 4th Grade- 1988 Scores from 1250-1290

	1988	1990	1992	1994	1996	1992 - 1996 Change
Attleboro	1290	1310	1300	1290	1370	70
Hull	1290	1320	1320	1360	1360	40
Leominster	1290	1270	1260	1320	1310	50
Nantucket	1280	1320	1300	1350	1400	100
Rockland	1280	1320	1340	1350	1360	20
Orange	1280	1280	1290	1350	1350	60
Billerica	1280	1350	1390	1390	1340	-50
Gloucester	1280	1330	1390	1380	1330	-60
Revere	1280	1280	1260	1300	1310	50
Everett	**1270**	**1270**	**1270**	**1270**	**1440**	**170**
Leicester	1270	1370	1390	1420	1420	30
Peabody	1270	1310	1360	1390	1370	10
Lee	1270	1320	1280	1310	1350	70
Swansea	1270	1310	1350	1370	1330	-20
Kingston	1260	1380	1410	1390	1420	10
Tewksbury	1260	1310	1330	1320	1380	50
Methuen	1260	1230	1260	1300	1370	110
Acushnet	1260	1280	1280	1320	1310	30
Ludlow	1260	1310	1320	1330	1300	-20
Webster	1260	1270	1290	1320	1300	10
Greenfield	1260	1310	1290	1290	1290	0
Winchendon	1260	1230	1290	1310	1230	-60
Wareham	1250	1280	1320	1360	1350	30
Holbrook	1250	1260	1280	1300	1330	50
North Adams	1250	1240	1290	1280	1310	20
Taunton	1250	1270	1310	1320	1310	0
Fitchburg	1250	1270	1250	1260	1220	-30
State Average	**1300**	**1310**	**1330**	**1300**	**1350**	20

Note: A significant change in a score is considered to be 50 points in either direction.

Iowa Tests

The Iowa Tests of Basic Skills (Iowa tests) for grade 3 students was administered throughout Massachusetts in the spring of 1998. Results were categorized by students tested under routine conditions, students with disabilities tested under non-routine conditions and students with limited English proficiency. EPS was at the 66th percentile in reading for all students tested under routine conditions. The state score was at the 64th percentile. The test defines four different levels of reading comprehension: pre-reader, basic reader, proficient reader and advanced reader. Twenty-three percent of students tested as pre- or basic readers while 70 percent of students tested as proficient or advanced. In 1998, 18 percent of EPS students were

advanced readers, which is less than the state average of 23 percent for that same category. About 82 percent of the tested students have attended EPS since the first grade.

The Iowa Tests of Educational Development, also referred to as the Massachusetts Grade 10 Achievement Test, was also administered in the spring of 1997. It tested seven different areas of skills including reading, quantitative thinking and social studies. Scores were based on a national sample of students who took the test. EPS grade 10 students scored at the 54th percentile compared to the national sample. EPS' performance compares to scores as high as the 89th percentile and as low as the 28th percentile for other Massachusetts school districts.

Massachusetts Comprehensive Assessment System (MCAS)

MCAS scores show mixed results for EPS students, including all students and students attending the district three years or more.

MCAS is the new statewide assessment program administered annually to grades 4, 8 and 10. It measures performance of students, schools and districts on learning standards contained in the Massachusetts curriculum frameworks and fulfills the requirements of education reform. This assessment program serves two purposes:

- measures performance of students and schools against established state standards; and
- improves effective classroom instruction by providing feedback about instruction and modeling assessment approaches for classroom use.

MCAS tests are reported according to performance levels that describe student performance in relation to established state standards. Students earn a separate performance level of advanced, proficient, needs improvement or failing based on their total scaled score for each test completed. There is no overall classification of student performance across content areas. School, district and state levels are reported by performance levels.

The district has developed an MCAS Action Plan where schools develop individual approaches. These include a tutoring program in the high school, teacher planbooks that monitor curriculum alignment at the junior high, various parenting programs at the elementary schools and a cable television program where principals explain their building action plan. The school committee has a subcommittee on MCAS that meets separately with elementary and secondary principals.

Chart 13-4 reflects performance level percentages for all EPS students in tested grades. *Appendix D* provides additional detail for students who have attended schools in the school district for at least three years.

Chart 13-4

Everett Public Schools
MCAS Test Scores
Percentage of Students at Each Performance Level

All Students	Advanced	Proficient	Needs Improvement	Failing (Tested)	Failing (Absent)	Average Scaled Score	State Avg. Scaled Score
Grade 4:							
English Language Arts	0	16	78	6	0	231	230
Mathematics	9	27	51	14	0	236	234
Science & Technology	7	44	46	3	0	240	238
Grade 8:							
English Language Arts	1	45	41	13	0	234	237
Mathematics	1	18	32	49	0	221	227
Science & Technology	1	21	34	45	0	224	225
Grade 10:							
English Language Arts	4	19	46	26	4	228	230
Mathematics	1	10	21	63	4	215	222
Science & Technology	1	14	42	38	4	223	225

Note: Data provided by DOE

14. Management

Management Practices

Strong central administrative management characterizes the district's management style. Central administration makes major budgetary decisions for the district. The administration reviews all principal and teacher evaluations for form and content. The Superintendent interviews selected teaching candidates and they are introduced at a school committee meeting.

The current Superintendent was appointed in 1990. His goals were to reorganize the central administrative staff, to encourage professional development for all staff, and to teach students to be active learners. Under the Superintendent, EPS became the first district in Massachusetts to lengthen the school year and school day. A new evaluation tool was also negotiated.

To support the Superintendent's goal of professional development, the school committee negotiated 25 hours of professional development time. Faculty members were encouraged to share their expertise and, as a result, district personnel taught over 90 percent of course offerings for 1998/99. As an incentive to promote professional development, an additional salary lane was added.

Emphasis has been placed on accountability. The Superintendent monitors teacher attendance, reviews all evaluations and surveys all schools for cleanliness and overall atmosphere. By contract, administrators now work 226 days. The Superintendent holds bi-weekly meetings with the principals who also are required to work administrative hours. All administrators and 70 percent of teachers are trained in evaluation.

The Superintendent emphasizes raising expectations. Faculty members participate in courses and workshops that reflect system-wide goals of curriculum development, teaching methodology, and critical thinking/assessment. In 1992, the Superintendent brought the community and schools together through the Everett 2000 Committee which was modeled after the America 2000 and Goals 2000 programs.

The decision to hire a private cleaning company for five of the schools was the result of a cost analysis done by the Superintendent. He created a plan to replace and extensively rebuild all of the district's schools. A school that had been closed for 10 years was renovated and re-opened as a preschool with funds from the operating budget. This school currently has over 400 three and four year olds enrolled.

After teacher strikes in 1987 and 1989 the Superintendent led an effort to negotiate a memoranda of agreement/side letter of agreement for further negotiations with the teachers. It states, "that the negotiation of the successor collective bargaining agreement to that which expires on August 31, 1989, shall be conducted in open session."

Advanced postings of collective bargaining meetings are posted in city hall, the library, EPS schools and in the school administration building. EPS officials stated that negotiations conducted in public encourage more meaningful and realistic proposals, streamline negotiations and expedite caucusing in order to bring resolution to issues.

The district uses a contractual transfer process to fill projected teaching vacancies. All applications are sent to the assistant superintendent and are reviewed by the Superintendent. When a teaching position has been posted and advertised, the principal of the school obtains a copy of the candidate's file from the assistant superintendent and schedules an interview. The first interview is with the principal and also the department head if the vacancy is for a grade 6-12 position. If a recommendation is made, the next interview is held at the central office with the assistant superintendent and any of his staff that he deems appropriate. The third interview is held with the principal, Superintendent and another staff member from the central office. The Superintendent makes the final decision and offers the position to the chosen candidate. The new teacher is introduced to the school committee at their August meeting.

15. Accounting and Reporting

The audit team traced a sample of expenditures reported to DOE to EPS accounting records. The audit team also met separately with several EPS staff and the city auditor. The audit team was satisfied that safeguards exist for proper internal controls. Based upon a sample, expenditure reports were generally an accurate representation of EPS expenditures.

There is a good working relationship between the city and the school department. EPS has individual payroll information. Any payroll changes are submitted to city hall for updates and approval. From there, the payroll is sent to an outside payroll vendor. The checks come to city hall and are then sent to the EPS administration building where the principals or head teachers will pick up to distribute.

16. Review of Expenditures

The audit team completed a review of EPS expenditures and purchasing controls, analyzed the accounting system and selected accounts from the FY98 general ledger. The review showed that purchasing procedures and controls are in place and are being utilized.

All purchase orders are requested by staff, authorized by the principals and forwarded to central administration for approval by the associate superintendent. The request is then sent to city hall, ordered and upon receipt of the order the requesting party must sign the purchase order verifying receipt. Once verified, the payment voucher is sent to city hall for payment. The warrants are then returned to the school central administrative office with the check number for comparison to the purchase order. The school department and the city conduct monthly reconciliations.

17. High School Accreditation

Everett High School (EHS) is accredited. The accreditation visit by the New England Association of Schools and Colleges (NEASC) took place in March of 1991. EHS submitted the required interim status reports in 1993 and 1996. Interim reports are due two years and five years after the initial accreditation reports are issued. NEASC voted to accept the high school's five-year progress report in March 1996 stating that it was pleased with the progress to complete 95 percent of the recommendations contained in the 1991 evaluation report and other issues including:

- development of a city-wide mission statement;
- implementation of a well-planned program for staff development;
- institution of a required computer course for grade 9 students;

- addition of several new electives to the curriculum; and
- institution of a peer mediation program.

Chart 17-1 identifies the status of the recommendations contained in the 1996 five-year progress report.

Chart 17-1

Everett Public Schools
Status of Accreditation Recommendations

Area	Rec's	Completed	In Progress	Planned for the Future	Rejected	No Action
Philosophy	6	6				
Curriculum & Instruction	10	10				
Business Education	8	7	1			
English	4	4				
Foreign Languages	1	1				
Health	4	4				
Home Economics	3	2	1			
Industrial Arts	1	1				
Mathematics	5	5				
Music	2	2				
Remedial Reading	1	1				
Physical Education	4	3			1	
Science	3	3				
Social Studies	2	2				
Special Education	8	8				
Student Activities	5	4			1	
Vocational Education	2	2				
Student Services	13	13				
Educ. Media Services	9	9				
Admin., Faculty, Staff	24	24				
School Facilities	28	26			2	
Comm. Support & Involvement	3	3				
School Climate	7	5			2	
Assm't of Educational Progress	7	7				
Total	160	152	2	0	6	0

Note: Data obtained from EPS

18. Grade 3 Transiency

Student transiency is generally defined as the percentage of students who enter and/or leave the system after the first day of school. Transiency poses an educational problem because students may lose the benefit of a sequential and coherent school program as they move from school to school.

EPS has a relatively stable student population in the lower grades as measured by the 1998 Iowa 3rd grade reading test in comparison to 14 communities of similar population to Everett. Results from that test are categorized by students who have

taken the test under routine conditions. Students who did not take the test or were given extra time to finish the test are excluded. According to *Chart 18-1*, of the communities shown, EPS' transiency percentage of 18.4 percent is below the state average of 19.6 percent. EPS has a stable population percent of 81.6 percent, slightly above the statewide average of 80.4 percent.

Chart 18-1

Transiency and Stability - 3rd Grade
Selected Communities
Student Population Participating in the 1998 Iowa 3rd Grade Reading Test

Community	Stable Population	Total Population	Stable Population Percent	Transiency Percent
Billerica	418	475	88.0%	12.0%
Watertown	151	173	87.3%	12.7%
Woburn	301	355	84.8%	15.2%
Attleboro	421	501	84.0%	16.0%
Chelmsford	370	451	82.0%	18.0%
Marlborough	268	327	82.0%	18.0%
Everett	**328**	**402**	**81.6%**	**18.4%**
Salem	305	378	80.7%	19.3%
Westfield	335	418	80.1%	19.9%
Andover	355	445	79.8%	20.2%
Natick	242	307	78.8%	21.2%
Beverly	291	375	77.6%	22.4%
Randolph	238	308	77.3%	22.7%
Braintree	267	346	77.2%	22.8%
Leominster	316	424	74.5%	25.5%
Statewide	54,047	67,233	80.4%	19.6%

Note: Student population includes only students tested under "routine" conditions.
Data obtained from DOE's 1998 Iowa Grade 3 reading test summary results.

19. Special Education and Transitional Bilingual Education

Special Education (SPED)

According to *Chart 19-1*, EPS had a SPED participation rate of 16.4 percent in school year 1998, slightly below the state average of 16.6 percent reported by DOE. Total SPED enrollment in the 1990s has averaged 782 students increasing significantly from 1997 to 1999. District officials suggest that this increase is due in part to increased enrollment and increased parental understanding of special education laws. As a percentage of total enrollment, SPED enrollment remained somewhat stable throughout the 1990s. The percentage of SPED students who are considered substantially separate has fluctuated between a high of 31.9 percent in school year 1998/99 to a low of 23.4 percent in school year 1994/95.

Chart 19-1

Everett Public Schools
SPED Enrollment
Based on October 1 Reports

School Year Ending	Total Enrollment	Total SPED	SPED as % of Total Enrollment	Substantially Separate	Substantially Separate as % of SPED
1991	4,011	647	16.1%	203	31.4%
1992	4,064	715	17.6%	205	28.7%
1993	4,242	760	17.9%	205	27.0%
1994	4,660	769	16.5%	188	24.4%
1995	4,777	783	16.4%	183	23.4%
1996	4,895	797	16.3%	235	29.5%
1997	4,988	782	15.7%	232	29.7%
1998	5,247	858	16.4%	268	31.2%
1999	5,392	923	17.1%	294	31.9%

Note: Data obtained from EPS

According to *Chart 19-2*, the increase in SPED costs from FY93 to FY98 was $2.7 million or 69.3 percent, while the increase in total district expenditures for the same period was $11 million, or 54.4 percent. The majority of the SPED increase was due to the increase in SPED tuitions. In an attempt to control some of these tuition costs, EPS has been a member of the tuitioned based Shore collaborative. EPS houses many of its special needs classes within its facilities.

Chart 19-2

Everett Public Schools
Total SPED Expenditures as Reported to DOE
(in whole dollars)

	FY93	FY97	FY98	FY93-FY98 $ Incr. / Decr.	FY93-FY98 % Incr. / Decr.
SPED Program	$3,356,770	$4,139,359	$5,728,796	$2,372,026	70.7%
SPED Trans.	$542,802	$806,668	$873,051	$330,249	60.8%
Total	$3,899,572	$4,946,027	$6,601,847	$2,702,275	69.3%

Note: Data obtained from EPS

Transitional Bilingual Education (TBE)

TBE was first offered in 1994 to limited English speaking Spanish, Vietnamese and Portuguese students. Currently, 85 students are enrolled. This represents 1.6 percent of EPS enrollment. TBE was budgeted at $292,000 in FY95 and $486,000 in FY98. This is an increase of $194,000 or 66.4 percent, more than the overall 23.8 percent increase in total school district spending for that period. TBE enrollment was 54 in school year 1994/95 and reached a high of 90 in school year 1997/98. Given the FY98 budget and number of TBE students, the FY98 amount budgeted per TBE student was $5,398.

The TBE program has a goal of mainstreaming students in three years. *Chart 19-3* indicates the number of students mainstreamed each year over the past five years. This appears to be approximately 45 percent of the TBE end-of-year enrollment. Using EPS end-of-year reports submitted to DOE, the mainstreaming percentage has ranged from a low of 24.1 percent in the 1994/95 school year to a high of 61.2 percent in the 1998/99 school year.

Chart 19-3

Everett Public Schools
Transitional Bilingual Education (TBE) Grades 1 - 12

School Year Ending	Enrollment All Students	Enrollment in TBE	TBE %	Number of Students Mainstreamed	Mainstreamed as % of TBE Enrollment
1995	4,777	54	1.1%	13	24.1%
1996	4,895	62	1.3%	21	33.9%
1997	4,988	74	1.5%	39	52.7%
1998	5,247	90	1.7%	40	44.4%
1999	5,392	85	1.6%	52	61.2%

Note: Data obtained from EPS end-of-year reports

20. Dropout and Truancy

Chart 20-1 identifies Everett's dropout rates from FY93 to FY97 in comparison to the state average and to the average of 14 communities of similar population to Everett. Everett's dropout rate for FY97 was 3.9 percent, higher than the state average of 3.4 percent.

Chart 20-1

High School Dropout Rates
Selected Communities
FY93 - FY97

Community	FY93	FY94	FY95	FY96	FY97
Salem	6.5%	4.7%	5.3%	5.9%	6.3%
Beverly	2.9%	6.3%	6.1%	6.6%	5.5%
Attleboro	6.5%	6.8%	7.9%	5.9%	5.0%
Marlborough	2.4%	4.4%	2.9%	2.4%	4.3%
Leominster	5.4%	4.5%	4.8%	5.0%	4.0%
Everett	**5.0%**	**3.7%**	**3.5%**	**4.1%**	**3.9%**
Westfield	5.0%	4.1%	5.7%	5.4%	2.9%
Randolph	2.5%	4.6%	4.0%	6.3%	2.2%
Watertown	2.5%	2.8%	2.3%	1.7%	2.0%
Braintree	1.0%	1.6%	1.3%	1.4%	1.5%
Woburn		1.1%	2.4%	1.0%	1.3%
Billerica	0.8%	1.7%	1.5%	1.4%	1.3%
Chelmsford	0.6%	0.9%	1.3%	0.5%	0.9%
Natick	0.6%	1.1%	1.6%	1.1%	0.8%
Andover	0.8%	0.9%	1.4%	1.3%	0.6%
Average These Communities	3.0%	3.3%	3.5%	3.3%	2.8%
Median These Communities	2.5%	3.7%	2.9%	2.4%	2.2%
State Average	3.5%	3.7%	3.6%	3.4%	3.4%

Note: Data provided by DOE

There is no formal dropout program at EPS, but there are alternatives for students who wish to or who have already dropped out.

- EHS contracts with New England Job Corps, a national training and employment program administered by the U.S. Department of Labor. Upon completion of this curriculum, students receive an EHS diploma.

- A G.E.D. program is offered in connection with the Somerville school system. This is an Adult Diploma Program (ADP) where the student must be at least 18 years of age and pay a registration fee of $25. EHS will pay the program cost of $400. The military will accept students who have completed ADP.

During the summer months, EHS guidance counselors telephone dropout students to ask if they would like to re-enroll. A community based justice group, consisting of school department, district attorney's office, probation office, housing authority and police department officials, meets every other Friday to discuss issues pertaining to problem or potential problem students. EPS also has a D.A.R.E. program in the elementary schools.

21. Maintenance and Capital Improvement

The audit team made site visits to all eight elementary schools, the junior high and the high school. Despite their ages, which ranged from 22 years to 101 years, all of the

facilities appeared clean and well maintained. While all schools have a custodial staff, five also employ a private cleaning company. The decision to hire this company was a result of a cost analysis done by the administration.

EPS conducted a facilities and demographics assessment before submitting a school building plan to DOE in 1997. A school buildings assessment committee, made up of various school and city administrators and parents, revised the plan in 1998 to include four new pre-K through grade 8 facilities and a new high school. It was approved by DOE and has received the endorsement of the local city government and school committee. The total project cost is $118 million. School building assistance authorizes a 60 percent reimbursement rate to the city, bringing the net city cost to $47.2 million. The city plans to finance the project by freezing the current debt schedule, appropriating advance monies into the stabilization fund and by bonding. At the completion of this plan in 2006, EPS will have five pre-K through grade 8 schools and one high school.

The individual school councils present an annual capital plan to the school committee that prioritizes the items with the Superintendent. These items are placed into the budget under the maintenance category. For two years the city set aside $1 million in a stabilization fund to be used for capital improvements within the schools. A presentation requesting the use of these monies comes from the school department. They must present bids and valid reasons why they need the improvements. Both the city council and the city aldermen must approve the expending of these funds.

22. School Improvement Planning

Documentation provided by the school district, as well as interviews with administrative and teaching staff revealed that all schools in Everett have established school councils that meet the statutory membership requirements. District staff report that they have had some difficulty in recruiting parent members to become involved on school councils because of the monthly time commitment for council meetings. In each Everett school the principal serves as the co-chair of the school council. Parents of special needs and ethnic minority students are represented on the councils.

Interviews with school council members indicated that the principal takes the lead role in setting the agenda for the school council. Items brought forward by the principal are discussed and approved by the school council and incorporated into the school improvement plans.

The on-site team's review of the school improvement plans for all Everett schools revealed that they vary in terms of format and content. Many did not include professional development goals or assessment of school needs. School improvement plan goals tend to be stated in general terms and repeated from year to year. District

administrators attribute this repetition of improvement goals in many of the plans to the absence of school-based budgeting in the district.

In interviews, council members reported that a majority of the school improvement plan elements required by statute (educational goals, improving student performance, the impact of class size and student/teacher ratios, professional development, parental involvement, school safety and discipline, and tolerance and respect) are discussed by the School Councils. However, the on-site team's review of the plans found these elements are not consistently addressed.

Everett Public Schools administrators report that the co-chair and the principal of each school present its upcoming year's school improvement plan to the School Committee for discussion and approval in May. During the academic year, there is an additional presentation by the school council to the School Committee regarding the status of the plan's implementation. In addition, minutes of the monthly school council meetings for each school in the district are submitted to the Superintendent and the School Committee.

Interviews and meeting minutes indicate that school council members attend selected School Committee budget meetings. According to the Superintendent, school council members play an integral role in developing and advocating for the district's budget. For example, school council support district-wide has succeeded in securing municipal resources to address the poor conditions of school facilities and promote new school construction. However, the intent of Chapter 71, section 59C is to strengthen site -based management of resources in order to respond to specific school building needs. Principals that were interviewed expressed the opinion that increased control of the budget at the school level would enable them to more effectively implement the improvements called for in their annual school improvement plans.

23. Student Learning Time

Student learning time in the Everett Public Schools substantially exceeds the State's minimum requirements at all grade levels. Document review and interviews with district administrators verified that the district's schools operated for 180 student days per year through the 1992-1993 school year. Each year since 1993 the district has added one additional day to the student calendar, making the 1998-99 school year for students 186 days. Since 1992-93, seven days have been added to the teacher calendar, including the six added to the student schedule and one dedicated to professional development, making the teachers' 1998-99 work year 189 days.

Document review and interviews with administrators revealed that number of minutes the district provides services to students well exceeds the minimum requirements. In its Fall 1997 Time and Learning Report, required by the Department, the Everett Public Schools reported that students in its elementary schools were scheduled to

receive 1026 hours of structured learning time during the 1997-1998 school year. According to the district's fall 1997 report, Parlin Jr. High, with 1022.5 hours of structured learning time scheduled, exceeded the 990 hour per year secondary school student learning requirement by more than 30 hours. Everett High School also exceeded this requirement with a schedule designed to provide students with 1009 hours and 55 minutes of structured learning time. During the 1998-1999 school year, an additional student day was added to the schedule.

The Everett Public Schools utilization of resources under the Education Reform Act of 1993 to provide extended learning opportunities for its students through a significantly lengthened school year is commendable. The Everett Teachers Association has cooperated with district leadership to make this important benefit available to Everett students. District administrators and teachers cite this extension of learning time as an example of their district's commitment to developing and implementing strategies they believe will positively impact student learning.

24. Personnel Evaluations

Evaluation of Teachers and Supervisory Personnel

The district's 1996-1999 collective bargaining agreement with the Everett Teachers Association includes the current version of the evaluation procedure for certified personnel, which is the product of three revisions since 1991. The performance standards and evaluation procedures adopted by the district are consistent with State approved Principles of Effective Teaching and Principles of Evaluation.

The district's written evaluation procedure calls for all teachers without professional teacher status to be formally observed and evaluated one to three times during the school year following a clearly defined format. In its review of completed evaluations and interviews of staff, the on-site team found that teachers without professional status are formally observed and evaluated three times during the school year in accordance with written procedure.

The evaluation process for those with professional teacher status follows a three-year cycle, with specific activities each year.

Year One: Formal evaluation requiring a minimum of one formal observation. Each observation procedure consists of a pre-conference, classroom observation and a post-conference.

Year Two: The teacher and evaluator meet to develop a list of at least two goals, one from the teacher and one from the evaluator, that are designed to foster mutually agreed upon professional growth. At the conclusion of year two, a meeting is held to issue a written status report on the interim achievement of these goals.

Year Three: The teacher continues to work on the professional development goals defined in Phase Two. A formal written evaluation of the achievement

of these goals will be submitted by the teacher to the evaluator who will comment on the achievement of these goals.

According to the district's written evaluation procedures, if the results of the evaluation process indicate areas that need improvement, further observations are conducted and a remedial plan is established according to guidelines that have been agreed upon with the Teachers Association. Any teacher that receives an unsatisfactory evaluation in Year One of the cycle is evaluated the next year in the Year One format. Formal classroom observations and evaluations do not occur during Year Two and Three for Everett teachers who have professional teacher status. Interviews with senior management indicate that the district is aware that years Two and Three of the evaluation cycle are less rigorous. As a result of discussions, a district-wide committee will be convened in the fall of 1999 to develop proposals for restructuring and strengthening this aspect of the evaluation cycle.

In interviews conducted by the on-site team, teachers and supervisory personnel in the Everett Public Schools demonstrated a high degree of awareness and familiarity with the district's evaluation procedure. Many remarked that the Superintendent has placed a high priority on effective use of the evaluation process.

District administrators reported on and provided the on-site team with documentation of the evaluator training sessions that have been conducted by the district each year since 1993. All supervisory personnel involved in the implementation of the district's performance evaluation interviewed by the team (principals, department heads, program coordinators and other administrative personnel) reported that they have participated in 60 to 100 hours of training in Research for Better Teaching (RBT), which is the theoretical model for the district's evaluation system.

A review of the completed evaluation forms for all teachers shows consistency by district administrators in the quality of the observations, recommendations for improvement, and procedural format. The reviewer supports evaluative comments appearing in written evaluation reports with specific observations. In interviews, district administrators reported that all evaluation reports are reviewed by senior managers, including the Assistant to the Superintendent, the Director of Curriculum, and ultimately the Superintendent, to ensure internal consistency with the district's evaluation model and philosophy.

The Superintendent stated that he provides the School Committee with a verbal status report on the results of district personnel evaluation processes, and informs the Committee when personnel are separated from the district as a result of the evaluation process. He reportedly also informs the Committee when personnel are determined to be in need of remedial action. Although no written summary of evaluation results is given to the School Committee, the Chair of the Committee told on-site team members that he feels the Committee is well-informed regarding the

evaluation process. The Committee has shown its active support by funding training for its evaluators every year.

The district's commitment to promote high quality performance by its teachers through the adoption of clear performance standards and consistent utilization of a well-designed teacher evaluation processes is commendable.

Evaluation of School Principals

The on-site team reviewed the employment contracts and evaluation reports for all of Everett's school principals. The principals have individual contracts with similar working conditions, but differentiated salaries based on performance evaluations. The contracts require all principals to work a twelve-month, 226-day schedule. Principals interviewed indicated that their workday extends beyond the contractual time when meetings with parents, faculty and other school/community related activities occur.

The performance standards for school principals adopted by the Everett School Committee are consistent with the Principles of Administrative Leadership approved by the State Board of Education. Everett principals are evaluated annually by the Assistant to the Superintendent or the Associate Superintendent. The evaluation procedure has three steps. Step one is a pre-observation meeting, in which the principal and the evaluator review the evaluation instrument including the Principles of Administrative Leadership, discuss the principal's professional improvement plan, and review the principal's goals for the current year. In step two, the principal is shadowed by the evaluator as a basis for judgement of the areas of the evaluation. Step three is a summation meeting between the evaluator and the principal. The Superintendent reviews the written evaluation reports, which are used to determine compensation adjustments based upon performance in accordance with their contract terms.

The on-site teams' review of principals' written evaluations indicated that the process is being consistently and meaningfully utilized. Clear recommendations for improvement are stated for any areas in which performance is found to be below district expectations. The team found implementation of the process for evaluating district principals to be comprehensive and complete.

Evaluation of Senior Managers

The Superintendent, Assistant Superintendent, Associate Superintendent for Pupil Personnel and Business Affairs, and Administrative Assistant to the Superintendent for State Mandated Programs each have individual employment contracts with the Everett School Committee.

The Superintendent has a six-year contract with an annual automatic renewal rollover clause. Salary adjustments are tied to the increases bargained by the Everett

Administrators Association. The Superintendent is evaluated annually by the School Committee and the results are released publicly at a meeting in March. A review of School Committee minutes for four years, newspaper articles, and composites of the School Committee evaluation results confirm the openness and consistency of the procedure. The employment contract does not, however, provide the School Committee with a means to terminate the agreement early if the annual evaluation or other events led the Committee to conclude that there was good cause for termination.

The Assistant Superintendent, Associate Superintendent and Administrative Assistant each have four-year contracts containing the same automatic renewal rollover clause. The contracts extend for successive periods of one year unless the School Committee takes action to disallow the presumed extension of the contract. There is no provision in these contracts to permit the Superintendent and/or the School Committee to dismiss the incumbent for good cause. Like the Superintendent, salary increases for these senior managers are tied to percentage increases bargained with the Everett Administrators Association. This interlocking of the district's senior managers' contracts with the collectively bargained salaries for the district's administrative personnel would appear to create a conflict of interest for senior managers' who participate in contract negotiations with the Everett Teachers' and

The contracts of each of the district's senior managers call for evaluation on an annual basis by the Superintendent. Based on interviews and review of documentation, the on-site team found no evidence that formal evaluations of the incumbents in these key leadership positions have ever been completed.

25. Professional Development

The Everett Public Schools have a Professional Development Plan document originally developed in September of 1995, and most recently revised in 1998. The original and revised plans contain eleven specific goals and set timelines for completing those goals. The 1998 plan added goals for related to technology and alternative assessment.

The 1998 plan eliminated the budget included in the earlier version. It does not identify those responsible for implementing the various aspects of the plan, and fails to state how the plan is to be monitored and its effectiveness evaluated.

The district does not update and revise its Professional Development Plan annually as required by MGL, Ch. 71, s. 38Q. A review of other district documentation revealed Everett's success in moving toward some of those goals, yet the plans themselves offer no indication of this, or of the process behind the district's decision to extend the same goals beyond 1998. An example is the district's goal to train every teacher in the district Research for Better Teaching (RBT). The district has offered RBT training

to its teachers each year since 1995, and has managed to train approximately 75% of their certified staff, according to data the district maintains on participation.

The district has a professional development committee made up of staff with good cross-district representation by grade level and content area that reportedly meets annually with the Associate Superintendent of Schools and the Director of Curriculum and Instruction. However, the role of this committee in the development and evaluation of the district's professional development plan or annual offerings is unclear.

In addition to its multi-year professional development plan, the Everett Public Schools develops and disseminates each September, a list of course offerings available to district personnel during the upcoming school year, coordinated by the Associate Superintendent of Schools and the Everett Teachers Association. The offerings are determined in several ways. District administrators reportedly use the results of a teacher survey to identify staff needs and match them with staff members willing to conduct workshops and provide training to colleagues. Individual professional improvement needs identified in the second goal-setting year of the teacher performance evaluation system, when both the individual teacher and the evaluator contribute to the performance goals are also used. In this manner, the individual teachers' professional development needs and the district's goal for the professional development of its staff (such as the training of all teachers in Research for Better Teaching strategies) come together in a written plan. Interviews with Department Heads indicate that they also meet with the Director of Curriculum and the Associate Superintendent to provide their recommendations for staff development.

The selection of professional development offerings is supposed to be linked to the building –based needs identified in school improvement plans. School Improvement Plans are reviewed by the Director of Curriculum to determine whether professional development needs have been identified. Items are then included in the district's professional development plan and course offerings. However, both interviews and documentation reviews indicate that staff professional development needs are seldom addressed in school improvement plans.

The Everett teachers' contract requires that all district personnel participate in twenty-five (25) hours of professional development in each school year. However, the scope of activities that qualify under this umbrella is broad and includes not only participation in courses and workshops, but also grade level meetings, faculty meetings, and after-school meetings. In interviews with the on-site team the Associate Superintendent of Schools indicated that it is a priority of the district in the upcoming school year to review the parameters for use of the district's contracted professional development time more productively. At the exit interview on July 9, 1999, the Superintendent indicated that the newly negotiated and accepted collective bargaining agreement with teachers accomplishes this goal.

26. Curriculum Alignment

According to the Director of Curriculum Development, the Everett Public Schools embarked on a process of curriculum revision paired with staff development in 1989, after district improvement committee identified a lack of uniformity in teaching practice. Simultaneously, the district moved toward professional development offerings of college replicated courses of 36 hours.

In 1991, the Associate Superintendent and the Director of Curriculum adopted a number of district-wide strategies. One initiative emphasized cooperative learning, engaging all district personnel over a two-year period. A second plan involved a consolidated group of teachers in grades seven and eight at the Parlin Junior High in the development of curricula units. During the 1992 school year, Everett provided training for elementary level teachers on critical thinking skills and teaching and learning styles.

After the enactment of the Education Reform Act, Everett took advantage of the grant opportunities available through the Department of Education. A study group process was initiated in all core content areas that recruited teachers in grades Pre-Kindergarten through grade twelve and paid stipends for their participation. Each study group consisted of two teachers from each grade level and was co-chaired by the Director of Curriculum Development and Department Heads for the respective curricular area.

The study groups reviewed the draft Framework standards and related them to Everett's existing curriculum from Pre-Kindergarten through grade twelve. Groups developed specific teaching activities for each strand that were integrated within and across the subject areas, and grade levels. Each study group created correlation guides that contained specific learning standards with corresponding activities, materials and assessment procedures, provided to every teacher.

The district has shifted the focus of curriculum alignment to teacher tracking of standards-based classroom instruction. Teachers at all levels maintain logs and journals indicating when a particular strand or strands are addressed within a lesson. Specific information is recorded as to the date, activities, materials used, integration of the strand within the subject area and across subject areas, and how student learning was assessed. This information is analyzed and reviewed by the Director of Curriculum Development, Department Heads, principals and head teachers, who provide feedback to teachers.

27. Assessment of student progress

Department Heads and The Director of Curriculum Development are the instructional leaders in the district. They are trained to design and teach courses for district personnel. Department heads also train the lead teachers in each building at the

elementary level. Planning for dissemination of information through workshops is done collaboratively with the Director of Curriculum Development.

Since the 1994-1995 school year, teachers throughout the district have been working with open-ended questions to develop higher order thinking skills. During the 1996-97 school year, teachers and department heads generated and collected open-ended questions from throughout the district. This information was analyzed by head teachers with the Director of Curriculum Development

All teachers participated in rubric assessment courses during the 1997-1998 school year. Sample responses were provided, modeling was encouraged and the exercise was incorporated into daily classroom teaching. During the 1998-1999 school year, teachers completed their own rubrics. The Director of Curriculum and Instruction reviewed these for teachers at the pre-Kindergarten through grade six level and by Department Heads at the secondary level. A pilot group (supported by a Goals 2000 Professional Development grant)devised MCAS like questions based on reading selections from the English/Language Arts curriculum. Teams at each building are expected to produce guides for teachers in tailoring classroom assessments toward higher order thinking. By September 1999, the finished product will be shared with all teachers throughout the district and they will be expected to participate in project activities.

Since the early 1990s, the district has used individual student assessment results to guide decisions on curriculum and professional development needs. Initially, the results of the ITBS, which the district administered at grades 2 – 9, were used to examine individual, grade level and building performance. This was followed by the MEAP, which the district analyzed for grade level results. Currently, MCAS results are examined at the individual student, grade, and building levels in a process involving teachers, principals and Department Heads.

The responsibility for analysis of MCAS results at the building level is shared amongst grade level teachers, principals, guidance counselors and the Director of Curriculum. At the secondary level, Department Heads are significantly involved in addition to previously mentioned personnel.

District level analysis of MCAS results is done by the Associate Superintendent of Schools, Director of Curriculum, principals and Department Heads. Actions to be taken in response to those results are developed with the Superintendent.

In addition, the School Committee has established an MCAS sub-committee, which meets regularly with principals and Department Heads to discuss the MCAS Action Plans.

IV. Employee Survey

The audit team conducted a confidential survey of all employees of EPS to provide a forum for teachers and staff to express their opinions on education in EPS. A total of 626 questionnaires were delivered to school staff and 406 responses were received and tabulated, a response rate of 64.9 percent. Areas covered by the survey include:

1. education reform,
2. education goals and objectives,
3. curriculum,
4. planning,
5. communications and mission statements,
6. budget process,
7. professional development,
8. supplies,
9. facilities, and
10. computers and other education technology.

Appendix E shows the teachers' answers to the survey questions. The Superintendent also received a summary of responses.

The survey results indicate that education reform is taken seriously in Everett. Eighty-two percent of teachers think that education reform issues are considered when their own school plans are made and 81 percent think that also applies to district-wide plans. Ninety-one percent believe that the school district is taking positive steps to improve education and 82 percent state that their job has changed because of education reform.

Eighty-eight percent of teachers are clear about the school district's goals and objectives as well as how they relate to their own jobs. Sixty-five percent feel that they have a role in the development of these goals and objectives and 85 percent confirm that there are indicators used to measure progress toward them.

The survey indicates that 6 percent of teachers do not think that an increase in school funding is tied directly to improvements in education. Forty-three percent of teachers think that improvements in education at the school would have occurred without education reform.

Eighty-four percent believe that the curriculum is coherent and sequential. Sixty-five percent believe that the curriculum now in use in their school will improve student test scores while 4 percent said that it would not. Ninety-one percent of the teachers feel that there is a coherent, on-going effort within EPS to keep curriculum current and 74

percent feel that teachers play an important role in reviewing and revising the curriculum. Seventy-four percent feel that the curriculum does not impact test scores as much as how a subject is taught by a teacher.

V. Superintendent's Statement – Education Reform

As part of this review, the Superintendent was asked to submit a brief statement expressing his point of view with respect to three areas:

1. school district progress and education reform since 1993;
2. barriers to education reform; and
3. plans over the next three to five years.

The Superintendent's statement is included in *Appendix F*.

VI. Appendix

Appendix A1	School Committee Budgets
Appendix A2	Teachers by Selected Discipline
Appendix B1	Foundation Budget Line Items Targets and Expenditures FY94, FY96, FY98 - Table
Appendix B2 - B3	Foundation Budget Line Items Targets and Expenditures FY94, FY96, FY98 - Graph
Appendix C	Mass. Educational Assessment Program (MEAP)
Appendix D	Comparison of MCAS Average Scaled Scores
Appendix E	Employee Survey Results
Appendix F	Superintendent's Statement on Education Reform Accomplishments, Barriers and Goals
Appendix G	Auditee's Response

Appendix A1

Everett Public Schools
School Committee Budgets
(in thousands of dollars)

			FY90 - FY93			FY93 - FY97		
Category	FY90	FY93	$ Incr.	% Incr.	FY97	$ Incr.	% Incr.	FY98
Central Admin. - Clerical	$552	$495	($56)	-10.2%	$1,030	$535	108.0%	$1,159
Central Admin. - Gen. Expend.	$172	$230	$58	33.8%	$272	$42	18.5%	$365
Instructional - Personnel	$10,015	$9,064	($951)	-9.5%	$14,153	$5,089	56.1%	$15,630
Instructional - Gen. Expend.	$338	$384	$46	13.6%	$717	$333	86.6%	$767
Instructional - Special Services	$27	$19	($7)	-27.9%	$104	$85	444.8%	$519
SPED - Personnel	$1,500	$1,508	$8	0.5%	$1,942	$434	28.8%	$2,060
SPED - Gen. Expend.	$45	$74	$29	63.3%	$192	$119	161.2%	$182
SPED - Tuition	$1,450	$2,011	$561	38.7%	$2,400	$389	19.3%	$2,450
SPED - Transportation	$680	$607	($73)	-10.7%	$700	$93	15.3%	$925
Vision - Hearing Screening		$0			$20	$20		$20
Athletics - Gen. Expend.	$65	$87	$22	33.8%	$120	$33	37.5%	$150
Maint. & Custodial - Personnel	$886	$498	($388)	-43.8%	$621	$123	24.8%	$692
Maint. & Custodial - Gen. Expend	$228	$509	$280	122.6%	$731	$223	43.8%	$905
Maintenance - Water & Sewer	$10	$65	$55	550.0%	$120	$55	84.6%	$130
Maintenance - Oil	$220	$275	$55	25.0%	$230	($45)	-16.4%	$250
Maintenance - Electricity & Gas	$310	$420	$110	35.5%	$590	$170	40.5%	$625
Student Handbooks		$5			$7	$2	40.0%	$10
Total Operating Budget	$16,498	$16,250	($253)	-1.5%	$23,949	$7,699	47.4%	$26,839

Note: Data obtained from EPS. Numbers may not add due to rounding.

Everett Public Schools
Teachers By Selected Disciplines

			FY93-FY97			FY93-FY98			FY97-FY98	
Discipline	FY93	FY95	FY97	Incr.	% Incr.	FY98	Incr.	% Incr.	Incr.	% Incr.
Elementary	92	104	106	14	15.2%	109	17	18.5%	3	2.8%
English	19	21	21	2	10.5%	23	4	21.1%	2	9.5%
Mathematics	14	16	19	5	35.7%	20	6	42.9%	1	5.3%
Science	17	16	17	0	0.0%	19	2	11.8%	2	11.8%
Social Studies	16	18	21	5	31.3%	21	5	31.3%	0	0.0%
Foreign Language	8	10	9	1	12.5%	8	0	0.0%	(1)	-11.1%
Business	9	8	9	0	0.0%	8	(1)	-11.1%	(1)	-11.1%
Art	6	7	7	1	16.7%	11	5	83.3%	4	57.1%
Music	2	6	9	7	350.0%	9	7	350.0%	0	0.0%
Kindergarten	12	11	11	(1)	-8.3%	12	0	0.0%	1	9.1%
Physical Education	8	10	10	2	25.0%	11	3	37.5%	1	10.0%
Pre-School	4	10	6	2	50.0%	6	2	50.0%	0	0.0%
Industrial Arts	3	3	1	(2)	0.0%	1	(2)	0.0%	0	0.0%
Health	6	6	6	0	0.0%	8	2	33.3%	2	33.3%
SPED	34	36	34	0	0.0%	38	4	11.8%	4	11.8%
Vocational	9	10	10	1	11.1%	10	1	11.1%	0	0.0%

Note: Data obtained from EPS

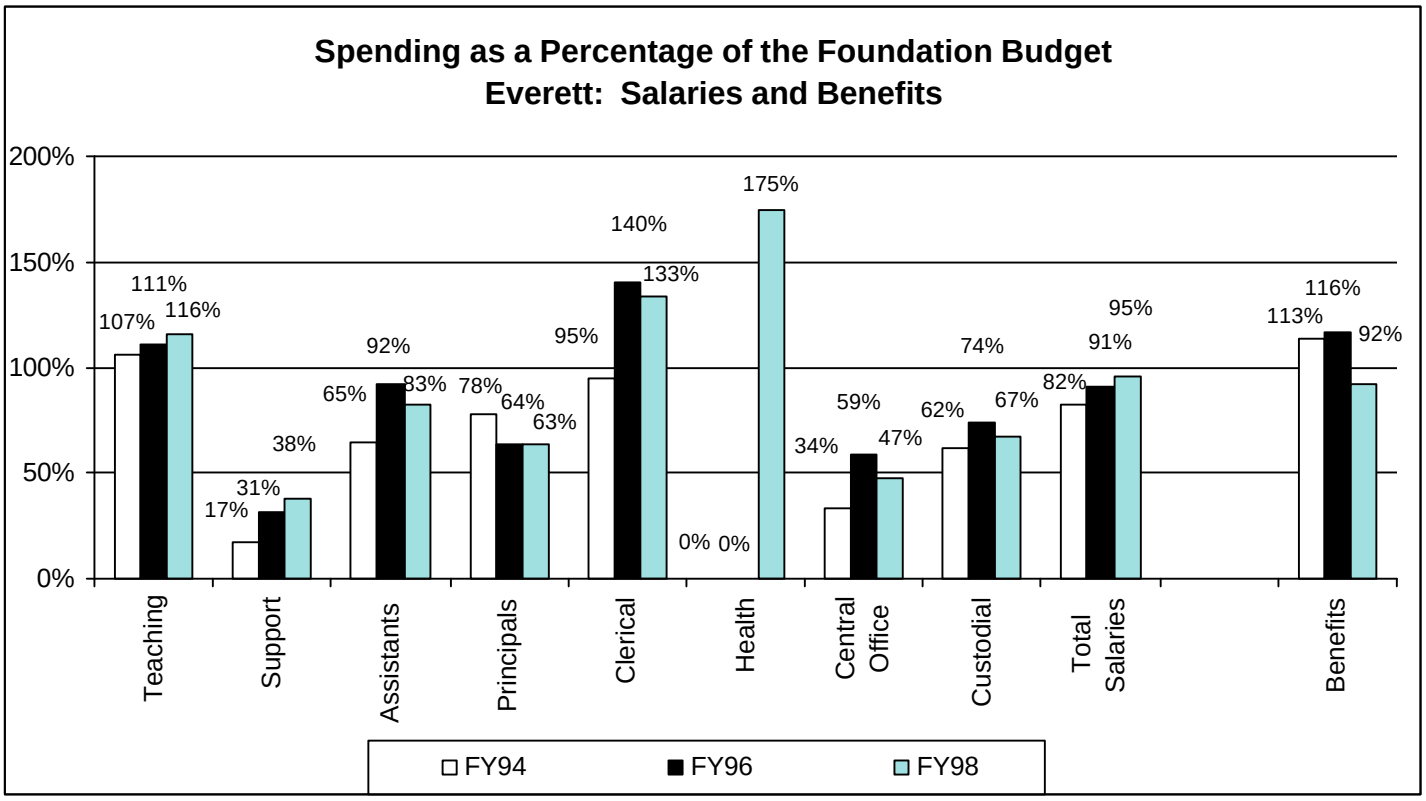
Appendix B1

Everett Public Schools
Net School Spending According to Foundation Budget Categories
(in thousands of dollars)

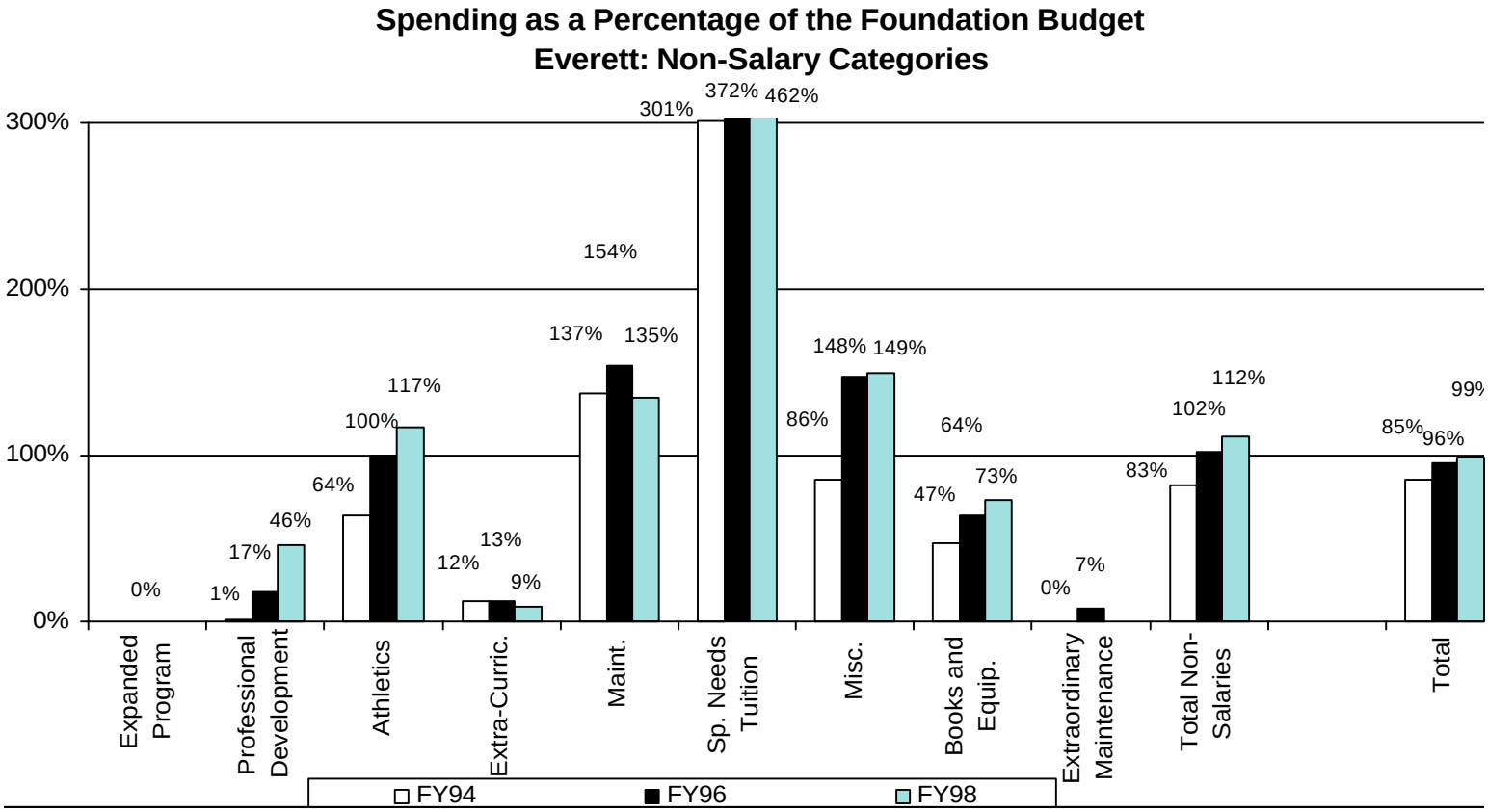
	Reported Expenditures			Foundation Budget Expend.			Variance Over (Under) Foundation		
	FY94	FY96	FY98	FY94	FY96	FY98	FY94	FY96	FY98
Teaching Salaries	$11,273	$12,715	$15,022	$10,580	$11,445	$12,977	$694	$1,269	$2,044
Support Salaries	$455	$907	$1,250	$2,704	$2,886	$3,264	($2,248)	($1,979)	($2,014)
Assistants' Salaries	$273	$416	$418	$423	$453	$506	($150)	($37)	($88)
Principals' Salaries	$691	$590	$663	$885	$925	$1,051	($193)	($336)	($388)
Clerical Salaries	$489	$761	$820	$518	$543	$615	($28)	$218	$205
Health Salaries	$0	$0	$395	$190	$200	$226	($190)	($200)	$169
Central Office Salaries	$280	$518	$470	$835	$876	$992	($555)	($358)	($522)
Custodial Salaries	$542	$701	$715	$874	$943	$1,068	($332)	($242)	($353)
Total Salaries	$14,005	$16,607	$19,752	$17,008	$18,271	$20,700	($3,003)	($1,664)	($947)
Benefits	$2,668	$2,938	$2,622	$2,352	$2,527	$2,862	$316	$411	($240)
Expanded Program	$0	$0	$0	$367	$595	$625	($367)	($595)	($625)
Professional Development	$6	$75	$224	$399	$430	$487	($393)	($355)	($263)
Athletics	$197	$301	$415	$308	$302	$354	($111)	($1)	$62
Extra-Curricular	$17	$18	$14	$136	$140	$161	($119)	($122)	($147)
Maintenance	$1,547	$1,872	$1,863	$1,126	$1,217	$1,385	$420	$655	$478
Special Needs Tuition	$1,689	$2,157	$3,016	$561	$580	$652	$1,128	$1,577	$2,364
Miscellaneous	$348	$629	$724	$407	$426	$484	($59)	$203	$240
Books and Equipment	$617	$879	$1,146	$1,309	$1,366	$1,564	($692)	($488)	($418)
Extraordinary Maintenance	$0	$60	$0	$745	$802	$912	($745)	($742)	($912)
Total Non-Salaries	$4,421	$5,991	$7,402	$5,359	$5,859	$6,625	($938)	$132	$777
Total	$21,094	$25,536	$29,777	$24,719	$26,657	$30,186	($3,625)	($1,121)	($410)
Revenues									
Net School Spending	$21,094	$25,536	$29,777	$24,719	$26,657	$30,186	($3,625)	($1,121)	($410)

Note: Data obtained from DOE and EPS. Totals may not add due to rounding.

Appendix B2


Spending as a Percentage of the Foundation Budget
Everett: Salaries and Benefits
200%
150%
100%
50%
0%
107%
111%
116%
17%
31%
38%
65%
92%
83%
78%
64%
63%
95%
140%
133%
0%
0%
175%
34%
59%
47%
62%
74%
67%
82%
91%
95%
113%
116%
92%
Teaching
Support
Assistants
Principals
Clerical
Health
Central Office
Custodial
Total Salaries
Benefits
FY94
FY96
FY98

APPENDIX B3


Spending as a Percentage of the Foundation Budget
Everett: Non-Salary Categories
300%
200%
100%
0%
0%
1%
17%
46%
64%
100%
117%
12%
13%
9%
137%
135%
154%
301%
372%
462%
86%
148%
149%
47%
64%
73%
0%
7%
83%
102%
112%
85%
96%
99%
Expanded Program
Professional Development
Athletics
Extra-Curric.
Maint.
Sp. Needs Tuition
Misc.
Books and Equip.
Extraordinary Maintenance
Total Non-Salaries
Total
FY94
FY96
FY98

Appendix C

Everett Public Schools
Massachusetts Educational Assessment Program (MEAP) Scores

	Grade	1988	1990	1992	1994	1996	1988-96 Change	1996 State Average	1996 EPS Over/(Under) State Avg.
Reading									
	4	1270	1270	1270	1270	1440	170	1350	90
	8	1240	1250	1260	1340	1350	110	1380	-30
	10	N/A	N/A	N/A	1200	1380		1310	70
Math									
	4	1250	1240	1220	1240	1430	180	1330	100
	8	1240	1220	1260	1250	1280	40	1330	-50
	10	N/A	N/A	N/A	1190	1320		1310	10
Science									
	4	1220	1270	1220	1260	1440	220	1360	80
	8	1240	1230	1260	1310	1280	40	1330	-50
	10	N/A	N/A	N/A	1200	1320		1310	10
Social Studies									
	4	1230	1250	1240	1270	1450	220	1340	110
	8	1230	1240	1270	1280	1310	80	1320	-10
	10	N/A	N/A	N/A	1240	1340		1300	40

Note: N/A indicates that test was not given to all grades in all years. Data obtained from DOE

Appendix D

Comparison of MCAS Average Scaled Scores

All Students	Everett Average Scaled Scores	State Average Scaled Scores	Point Difference
Grade 4:			
English Language Arts	231	230	1
Mathematics	236	234	2
Science & Technology	240	238	2
Grade 8:			
English Language Arts	234	237	-3
Mathematics	221	227	-6
Science & Technology	224	225	-1
Grade 10:			
English Language Arts	228	230	-2
Mathematics	215	222	-7
Science & Technology	223	225	-2
<u>All students attending this district for three years or more</u>			
Grade 4:			
English Language Arts	232	232	0
Mathematics	236	235	1
Science & Technology	241	239	2
Grade 8:			
English Language Arts	235	238	-3
Mathematics	222	228	-6
Science & Technology	224	227	-3
Grade 10:			
English Language Arts	230	234	-4
Mathematics	216	225	-9
Science & Technology	225	228	-3

Note: Data provided by DOE

Appendix E

EMPLOYEE SURVEY - Everett
Teachers

Rating Scale		
Yes/No Questions		Opinion
yes	1&2	Good to Excellent
No	4 &5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

Note: Percentages may not add to 100% due to rounding

1	Education Reform	1&2		4 &5		3
1.a.	Are you familiar with the issues of Education Reform, the Law passed in 1993?	90%		2%		8%
1.b.	Do you feel you have a good understanding of the purpose and the goals of the law?	86%		3%		11%
1.c.	Do you feel that there is a lot of confusion about what Education Reform is all about?	44%		29%		27%
1.d.	Do you feel the issues of Education Reform are considered when school district plans are made?	81%		5%		13%
1.e.	Do you feel the issues of Education Reform are considered when school-based plans are made?	82%		5%		13%
1.f.	In your opinion is the school district taking positive steps to improve education?	91%		4%		5%
1.g.	Do you feel your job has changed because of Education Reform?	82%		6%		12%
1.h.	Do you think there has been an improvement in student achievement in your school due to Education Reform?	57%		15%		29%
1.i.	Do you think the improvements in education at the school would have happened without Education Reform?	43%		19%		38%
1.j.	Have you perceived an increase in school funding tied directly to improvements in education in your district?	74%		6%		21%

2	Educational Goals and Objectives	1&2		4 &5		3
2.a.	Are the school administration's goals and objectives generally clear and understandable?	86%		6%		8%
2.b.	Are you clear about the school district's goals and objectives as they relate to your own job?	88%		5%		8%
2.c.	Are there indicators issued to measure progress toward goals and objectives generally?	81%		4%		15%
2.d.	Are there indicators used to measure your progress toward goals and objectives?	85%		2%		12%
2.e.	Do you have a role in developing these goals and objectives?	65%		21%		14%

EMPLOYEE SURVEY - Everett
Teachers

Rating Scale		
Yes/No Questions		Opinion
yes	1&2	Good to Excellent
No	4 &5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

Note: Percentages may not add to 100% due to rounding

3	Curriculum	1&2		4 &5		3
3.a.	Do you believe that your district's curriculum is coherent and sequential?	84%		6%		10%
3.b.	Do you believe that your curriculum is challenging and tied to preparing students for life after secondary school?	82%		4%		15%
3.c.	Is there a coherent, on-going effort within the district to keep curriculum current with evolving trends and best practices in pedagogy and educational research?	91%		3%		6%
3.d.	Do teachers play an important role in reviewing and revising curriculum in the district?	74%		12%		14%
3.e.	Will the curriculum now in use in your school improve student test scores?	65%		4%		31%
3.f.	Do you believe that the curriculum content does not impact test scores as much as how a subject is taught by a teacher?	74%		8%		17%

4	Planning	1&2		4 &5		3
4.a.	Is the planning for important issues (e.g. curriculum, budgetary, etc.) within the district a top-down process?	82%		4%		14%
4.a.1.	If the answer is "Definitely yes" (1) or "Generally yes" (2), is there an important role for teachers and professional staff in the planning process?	54%		23%		23%
4.b.	If staff does not have an important role in developing plans, are decisions made by the central office/school committee explained so that you can understand the basis for the decision/policy?	50%		22%		28%

5	Communications and Mission Statement	1&2		4 &5		3
5.a.	Is there adequate on-going communication between teachers and district administrators? In other words, do you think that you know what is going on in the district?	69%		15%		17%
5.b.	Is there adequate communication between you and your superiors?	76%		13%		11%
5.c.	Is there a mission statement in place for your school district?	93%		1%		5%
5.d.	Is there a mission statement in place for your school?	94%		1%		5%
5.e.	Does the mission statement define how the school is run, and how students are taught?	85%		2%		12%
5.f.	Are these mission statements applied in the operation of the school and the teaching of students?	79%		5%		15%

EMPLOYEE SURVEY - Everett
Teachers

Rating Scale		
Yes/No Questions		Opinion
yes	1&2	Good to Excellent
No	4 &5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

Note: Percentages may not add to 100% due to rounding

6	Budget Process	1&2		4 &5		3
6.a.	Do you understand your school budget process?	38%		31%		31%
6.b	Do you understand how the budget process impacts your department?	51%		23%		26%
6.c.	Is the school budgeting process fair and equitable?	33%		15%		52%
6.d.	Are budgetary needs solicited and adequately addressed in the budget process?	37%		13%		50%
6.e.	Once the budget is approved and implemented, does the allocation and use of funds match the publicly stated purposes?	43%		6%		51%
6.f.	Given the circumstances, the school department seems to be doing the best it can with in the school budget process.	60%		7%		34%
6.g.	Are there deficiencies in this process?	24%		18%		58%

7	Professional Development	1&2		4 &5		3
7.a.	Is there an adequate professional development program in your school?	90%		4%		6%
7.b.	Is the program designed to meet school needs and tied to the new frameworks and assessments?	87%		4%		9%
7.c.	Is the program designed to change the content of pedagogy in classrooms?	79%		5%		16%
7.d.	Are there deficiencies in the professional development program?	26%		42%		33%
7.e.	Did you participate in the professional development program in 1998/99?	85%		13%		2%
7.f.	Professional development is making a difference and will improve education in my school district.	77%		6%		17%

EMPLOYEE SURVEY - Everett
Teachers

Rating Scale		
Yes/No Questions		Opinion
yes	1&2	Good to Excellent
No	4 &5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

Note: Percentages may not add to 100% due to rounding

8	Supplies	1&2		4 &5		3
8.a.	Have you generally received sufficient and appropriate supplies to do your job?	77%		13%		9%
8.b.	Have you generally received sufficient and appropriate basic educational supplies (e.g. chalk, paper, pens, pencils, etc.) to do your job?	89%		9%		2%
8.c.	Have you generally been supplied with a sufficient number of a current edition of textbooks?	85%		9%		6%
8.d.	Are students given a copy of these textbooks to keep at home during the year?	7%		88%		5%
8.e.	Have you generally been supplied with sufficient ancillary curriculum materials (e.g. current maps, lab supplies, videos, etc.)?	69%		20%		10%
8.f.	Is the process for obtaining supplies and materials effective, time sensitive and responsive to your classroom needs?	71%		17%		12%

9	Facilities	1&2		4 &5		3
9.a.	How would you rate the overall state of school facilities (e.g. cleanliness, security, maintenance, structural integrity)?	78%		7%		15%
9.b.	How would you rate the overall state of classrooms, labs, and other teaching rooms/areas?	67%		9%		24%
9.c.	How would you rate the overall state of the common areas (e.g. hallways, stairwells, and cafeteria)?	76%		8%		17%
9.d.	How would you rate the overall state of the areas outside of the building (e.g. playgrounds, walk-ways and grounds)?	82%		5%		13%
9.e.	Would you agree with the following statement: "The school administration makes an effort to provide a clean and safe working environment."	93%		2%		6%

EMPLOYEE SURVEY - Everett
Teachers

Rating Scale		
Yes/No Questions		Opinion
yes	1&2	Good to Excellent
No	4 &5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

Note: Percentages may not add to 100% due to rounding

10	Computers and other Educational Technology	1&2		4 &5		3
10.a.	Are the usage of computers and other technological tools a significant part of the management practices at the school?	76%		11%		13%
10.b.	Are the usage of computers and other technological tools a significant part of the instructional practices at the school?	56%		23%		22%
10.c.	In terms of student usage, are computers generally available only in a computer laboratory setting or library/media center?	77%		16%		7%
10.d.	How many computers are located in your classroom?	Avg. of 1.0				
10.e.	Do you have a school computer provided for and dedicated for your usage?	27%		69%		4%
10.f.	Is there a school computer provided for and shared by you and other teachers?	58%		32%		9%
10.g.	Are there computers available for and used on a regular basis by students?	69%		18%		13%
10.h.	About how many minutes a week does each student use a computer? (Estimated) min.	39 minutes				
10.i.	Is the number of available computers sufficient for the number of students?	40%		40%		20%
10.j.	Are the computers in good working order?	66%		13%		21%
10.k.	Are the software packages in the computers uniform and consistent with the instructional level to be provided?	60%		9%		31%
10.l.	Is there a policy or program providing for computer training for teachers on software and computers used by students?	67%		11%		22%

EVERETT PUBLIC SCHOOLS

SUPERINTENDENT'S STATEMENT – EDUCATION REFORM

The history of Everett, Massachusetts, is a microcosm of the "
of American cities in the 20th century.

The City's only major industry in the 1800s, the New England Chemical Company, eventually became the giant Monsanto Chemical Corporation. Everett also made paint, varnish, iron, steel, gas and coke. By 1920, Everett was second only to Cambridge in Middlesex County for wages paid and capital invested. In 1944, Boston Edison's Mystic Station went on line, serving 40 Eastern Massachusetts communities, and GE came in to build WWII jet engines. Everett's industrial base was an ecologist's nightmare; but industry paid more than half the city's tax bill. However, given this historical tax base, Everett in the late '70s and early '80s was spending more per pupil on education than any of its neighbors.

When Proposition 2 1/2 took effect, with school budgets now being set by the Mayor, rather than the School Committee, Everett schools were hit harder than any other municipal function. Major industry was leaving or had left, along with the taxes it had paid and the jobs it had produced.

In 1989 through 1993, the Everett school budget cap was held level. As a result, 130 teachers out of 380 had to be let go. By union contract, the youngest had to go first. By 1992, the average age of the school faculty was over 50. Advanced academic classes were no longer offered, and extra-curricular activities such as music and art were, practically speaking, non-existent.

By 1992, Everett had dropped from its position as highest per-pupil spender in its area to *lowest in Greater Boston.* Even the bankrupt neighboring city of Chelsea spent more per pupil than Everett. Faculty morale was at an all-time low. In September, 1989, the Everett Teachers Union went out on the longest strike in Massachusetts school history. In that school year, due to the illness of Superintendent Frederick Gibson, the Assistant Superintendent was appointed Acting Superintendent, and then voted Superintendent in 1990.

New Superintendent of Everett Public Schools Frederick F. Foresteire inherited all the obstacles that had developed in the 1980s, plus a physical plant that included several schools built before 1900, and a school population that had dropped from a high of 6,000+ to a low of 3,900. Some of these buildings have been disposed of, but the Lafayette Elementary School, still in active use, celebrated its 100th birthday in 1998.

The new Superintendent's first objectives were the teachers and curriculum. By 1993, Foresteire had established new curriculum standards, so that each first grade class was being taught the same material in the same time frame, and so on through the elementary grades. Foresteire also established personnel evaluation procedures and professional development workshops, and negotiated a longer school day and year. Everett was the first system in the Commonwealth to institute the latter. He continually reviewed and reduced teacher absenteeism, which had been averaging 10+ days per year. Absentee average is now 3+ days per year per faculty member. Administrators (principals, administrative staff, etc.) were put on a 12-month work year, with an eight-hour day and a single four-week vacation.

Most of Foresteire's internal reforms were accomplished prior to the first influx of state funds from the Massachusetts Education Reform Act of 1993.

EFFECTS OF 1993 AID TO EDUCATION BILL

In 1993, now-Senate President Thomas Birmingham and former Rep. Mark Roosevelt drafted and won votes to pass a seven-year "aid to education" bill designed to make the Commonwealth responsible for adding to per-pupil expenditure in municipalities where the contribution was markedly below par.

Everett had already been working closely with the Massachusetts Department of Education and adopted as many of its current reforms as was possible with its severely limited budget. The missing element was funding.

The first effects of the Birmingham bill were felt in the budget of 1994. Foresteire put 75 percent of the state contribution directly into the classrooms in the form of new teachers. His direction was two-pronged; first, to cut class sizes from the high 20s to today's low 20s; second, to hire specialized teachers for advanced courses and extracurricular activities.

Since 1990, Everett's school population has begun a sharp growth, predicted to increase from a low of 3,900 to about 6,000 students by year 2003.

In the late '90s, 37 new classrooms were constructed, 27 out of existing space and ten in an addition to the Hamilton School.

The Adams School, deactivated during the school crisis of the '80s, was reconstructed as the basis for a new Pre-School program. The totally remodeled structure opened in 1994. Exterior work was bid out, but almost the entire interior remodeling was done by school maintenance employees. James Andersen, Acting Chairman of the state's School Building Assistance Bureau, told the school administration that such a facility built from scratch would have cost at least $1 million, approximately three times the cost of the remodeled structure. Today the

program serves more than 400 three and four-year old children prior to entrance into Kindergarten. Its success was demonstrated by the state-wide third grade reading tests of 1997, taken by the first children to have been entered in the Pre-school program. On a straight numerical basis, with no correction made for community average income or cost-per-pupil differential, the Everett third-grade students ranked *second highest in Greater Boston.*

Everett applied for President Bush's "America 2000" program and won a three-year annual grant of $50,000, one of only seven such grants in Massachusetts. Foresteire used this grant to create community input to the schools, forming guiding committees of local businessmen, ending up with a working volunteer force of more than 400, which has raised $50,000 in private funds since 1997 and awarded 70 separate grants to individual teachers and small groups of teachers for experimental broadening of the school curriculum in the classroom.

Perhaps the most successful outcome of this effort to involve the community in the public schools came when then Mayor McCarthy, the School Committee, and both houses of government voted for a $93 million program (60% funded by the Commonwealth) which would completely replace every school building in the city (except for the newest school, built in 1976) and remodel the high school. A modification of this proposal introduced a totally new high school on a different site, bringing the budget to $120 million (again with 60% state aid).

The first new building, combining Pre-school, Kindergarten, and middle school through eighth grade, will be open this Fall. Ground has been broken for a second such school; two more will be built by Year 2003. All have the advantage of being "neighborhood" schools.

The Class of 2003 is expected to graduate from the new High School. At the completion of this building program, every school in the system but one will date from 1999 or later.

The possibility has been suggested of using the existing High School as a training center for Telecom Park, expected to generate 10,000 high-tech jobs in the Everett-Malden-Medford area.

The school PTOs meet monthly with the Superintendent, and the School Councils with their principal, raising issues for discussion. Both groups also report to the School Committee.

Has state education funding been effective in Everett? A recent doctoral dissertation by Robert Gaudet at the University of Massachusetts in Amherst analyzed poverty rates, family incomes, educational level of parents, percentages of intact families, and other predictors of educational success. Using these predictors, Gaudet estimated where each school system's MEAP (now MCAS) score *should* fall. He then compared *actual* scores with the theoretical ones. So compared, Everett ranked fourth from the top out of 200 systems in the Commonwealth as "high achievers", just behind Harvard (MA), Belmont and Brookline.

FOR THE FUTURE…

Foresteire's plans for the immediate future are:

1. To maintain the "Everett 2000" community/school relationship indefinitely (the most recent membership is that of the Mellon Financial Corp., employing 2,800 in new quarters in Everett.)

2. To see the building program through. By 2003, the Everett school administration expects to have replaced its entire physical plant (with one exception) with school capable of educating a student population of 6,000, in a curriculum heavily weighted towards 21st century technology.

3. To make every "neighborhood" school into a community center, open 12 months of the year on or near parks for recreation of adults as well as children, and available for community use, such as meetings, day and night and weekends.

4. To continue to extend the school day and year. "Teaching and educational administration can no longer be part-time jobs," Foresteire says.

5. To continue to press for more accountability at both administrative and teaching levels for improving pupil performance.

6. To develop a curriculum which stays as close as possible to advances in
science and technology.

Everett began the 20th century by being converted from a farming community to an industrial community.

"We will enter the 21st century as a community whose wealth will be silent, non-polluting and education-based," Foresteire says.

Everett Public Schools

Administration Building

Frederick F. Foresteire
SUPERINTENDENT

Anthony M. Malione
ASSISTANT SUPERINTENDENT

Richard B. Wallace
ASSOCIATE SUPERINTENDENT

Peter J. Dolan
ADMINISTRATIVE ASSISTANT

September 8, 1999

Dieter H. Wahl
Director of Education Audits
Massachusetts Department of Revenue
Division of Local Services
Post Office Box 9490
Boston, MA 02205-940

Dear Mr. Wahl:

The Everett Public Schools had no additional changes for the audit report after the formal exit conference held on Tuesday, August 24, 1999.

Sincerely yours,

Frederick F. Foresteire
Superintendent of Schools

FFF:tp

121 Vine Street, Everett, Massachusetts 02149 (617) 389-7950 Fax (617) 394-2408