

District Review Report

Barnstable Public Schools

Review conducted November 10, 12–14, 2014



Center for District and School Accountability

Massachusetts Department of Elementary and
Secondary Education

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Barnstable Public Schools District Review Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, district reviews support local school districts in establishing or strengthening a cycle of continuous improvement. Reviews consider carefully the effectiveness of system-wide functions, with reference to the six district standards used by the Department of Elementary and Secondary Education (ESE): leadership and governance, curriculum and instruction, assessment, human resources and professional development, student support, and financial and asset management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results.

Districts reviewed in the 2014-2015 school year include districts classified into Level 2 or Level 3 of ESE's framework for district accountability and assistance. Review reports may be used by ESE and the district to establish priority for assistance and make resource allocation decisions.

Methodology

Reviews collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the district standards reviews documentation, data, and reports for two days before conducting a four-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as school committee members, teachers' association representatives, administrators, teachers, parents, and students. Team members also observe classroom instructional practice. Subsequent to the onsite review, the team meets for two days to develop findings and recommendations before submitting a draft report to ESE. *District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.*

Site Visit

The site visit to the Barnstable Public Schools was conducted on November 10 and from November 12-14, 2014. The site visit included 26.5 hours of interviews and focus groups with approximately 48 stakeholders, including school committee members, district administrators, school staff, students, and teachers' association representatives. The review team conducted 3 focus groups with 6 elementary school teachers, 10 intermediate school teachers, and 11 high school teachers.

A list of review team members, information about review activities and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, student performance, and expenditures. The team observed classroom instructional practice in 67 classrooms in all 7 schools. The review team collected data using an instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

District Profile

The Barnstable school district has a town manager form of government and the chair of the school committee is elected. There are five members of the school committee and they meet once a month.

The current superintendent has been in the position since August 2011. The district leadership team includes an assistant superintendent, school attorney, director of special education, assistant director of special education, director of student services, director of early childhood, ELL director, director of human resources (shared with the town), director of transportation (shared with the town), director of finance (shared with the town), deputy director of finance (shared with the town), facilities director, director of school lunch program, director of instructional technology, Gateway director (talented/gifted program), principals, and the data analyst/information systems director. Central office positions have increased in number over the past few years. There are several other school administrators, including curriculum coordinators and department heads depending on the discipline and grade levels, assistant principals, and the housemasters at the high school. There are seven school principals for seven schools. In addition, the principals, assistant principals, and housemaster positions are members of a bargaining unit. There were 370.3 FTE teachers in the district in the 2013-2014 school year.

The Barnstable Horace Mann Charter School

The Barnstable Horace Mann Charter School (BHMCS) was established in 1999 as a conversion Horace Mann charter school through a collaboration between the Barnstable School Committee and the Barnstable Teachers' Association. It was initially a one grade charter school educating all grade 5 students in Barnstable. A district restructuring in 2003 resulted in BHMCS moving to a vacated middle school in Marstons Mills and expanding to include students in grades 5 and 6. Another restructuring in 2009 resulted in BHMCS serving grades 4 and 5. In 2012, after several years of increasing challenges in the relationship between the district and the school, BHMCS surrendered its charter and reverted to a district school, continuing, as the Barnstable United Elementary School, to educate students in grades 4 and 5.

Enrollment

In 2013-2014, 4,900 students were enrolled in the district's 7 schools:

**Table 1: Barnstable Public Schools
Schools, Type, Grades Served, and Enrollment*, 2013-2014**

School Name	School Type	Grades Served	Enrollment
Barnstable-West Barnstable Elementary	ES	K-3	279
Centerville Elementary	ES	PK-3	390
Hyannis West Elementary	ES	K-3	342
West Villages Elementary	ES	K-3	458

School Name	School Type	Grades Served	Enrollment
Barnstable United Elementary	ES	4-5	767
Barnstable Intermediate	MS	6-7	760
Barnstable High School	HS	8-12	1,904
Totals	7	PK-12	4,900
*As of October 1, 2013			

Between 2010 and 2014 overall student enrollment increased by 14.1 percent. District leaders reported that enrollment between 2010 and 2014, in fact, decreased by 1 percent, from 4,970 in 2010 to 4,900 in 2014, because in 2012 the Barnstable Horace Mann Charter School was absorbed back into the district (see above). Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, students from low-income families, and English language learners (ELLs and former ELLs) as compared with the state are provided in Tables B1a and B1b in Appendix B.

Total in-district per-pupil expenditures were higher than the median in-district per pupil expenditures for 23 K-12 districts of similar size (4,000-4,999 students) in fiscal year 2013: \$13,819 as compared with a median of \$11,729 for similar K-12 districts (see [District Analysis and Review Tool Detail: Staffing & Finance](#)). Actual net school spending has been well above what is required by the Chapter 70 state education aid program (15.6 percent above in fiscal year 2014), as shown in Table B8 in Appendix B.

Student Performance

Barnstable is a Level 2 district because 6 of its 7 schools are in Level 2.

- Three of Barnstable's four K-3 elementary schools, Barnstable West Barnstable, Hyannis West, and West Villages, are in Level 2 for not reaching the Cumulative Progress Performance Index (PPI) of 75 for all students and/or high needs students. The district's only Level 1 school is Centerville Elementary (PK-3) with a cumulative PPI of 86 for all students.
- Barnstable United Elementary (4-5) is in the 26th percentile of elementary schools with a cumulative PPI of 32 for all students and 35 for high needs students; the target is 75.
- Barnstable Intermediate (6-7) is in the 55th percentile of middle schools and is in Level 2 with a cumulative PPI of 43 for all students and 48 for high needs students; the target is 75.
- Barnstable High (8-12) is in the 50th percentile of middle/high schools and is in Level 2 for not reaching the cumulative PPI target of 75 for all students and high needs students. It is also in Level 2 for low MCAS participation for Hispanic/Latino students and ELLs and former ELL students.

The district did not reach its 2014 Composite Performance Index (CPI) targets for ELA, math, and science.¹

- ELA CPI was 86.8 in 2014, below the district's target of 94.3.
- Math CPI was 77.7 in 2014, below the district's target of 87.6.
- Science CPI was 81.3 in 2014, below the district's target of 86.3.

ELA proficiency rates have been trending down in the district as a whole and in most grades. ELA proficiency rates in the 3rd grade varied by elementary school.

- ELA proficiency rates for all students in the district were 71 percent in 2013 and 69 percent in 2014, equal to the state rate of 69 percent.
- ELA proficiency rates were above the state rate by 5 percentage points in the 3rd grade, and by 1 to 4 percentage points in the 6th, 7th, and 8th grades. ELA proficiency rates were below the state rate by 5 and 9 percentage points in the 4th and 5th grades, respectively, located at Barnstable United Elementary, and by 1 percentage point in the 10th grade.
- Between 2011 and 2014 ELA proficiency rates declined by 10 and 6 percentage points in the 6th and 3rd grades, respectively, and were lower in 2014 by 2 percentage points in the 7th and 8th grades. Between 2013 and 2014 ELA proficiency rates declined by 3 and 4 percentage points in the 4th and 5th grades, respectively.
- ELA proficiency rates in the 3rd grade decreased from 68 percent in 2011 to 62 percent in 2014, but were above the state rate for the 3rd grade of 57 percent.
 - o ELA proficiency rates in the 3rd grade at the elementary schools ranged from 49 percent in Hyannis West to 83 percent in Centerville Elementary.

Math proficiency rates were below the state rate in the district as a whole and in every grade except the 3rd grade. Between 2011 and 2014 there were notable declines in math proficiency in the 6th and 7th grades. Math proficiency rates in the 3rd grade varied by elementary school.

1. Math proficiency rates for all students in the district declined 5 percentage points from 60 percent in 2013 to 55 percent in 2014, below the state rate of 60 percent.
2. Math proficiency rates were below the state rate by 11 percentage points in the 8th grade, by 6 and 9 percentage points in the 4th and 5th grades, respectively, and by 3 to 4 percentage points in the 6th, 7th, and 10th grades.
3. Between 2011 and 2014 math proficiency rates decreased by 15 and 14 percentage points in the 6th and 7th grades, respectively, and by 3 and 5 percentage points in the 8th and 10th grades,

¹ District targets were set before the 4th and 5th grades became part of the district in the 2012-2013 school year.

respectively. Between 2013 and 2014 math proficiency rates in the 5th grade decreased 8 percentage points.

4. The math proficiency rate in the 3rd grade was 72 percent, 4 percentage points above the state rate of 68 percent.
 - o Math proficiency rates in the 3rd grade at the elementary schools ranged from 61 percent at Hyannis West to 87 percent at Centerville Elementary.

Science proficiency rates were above the state rates in the district as a whole and in the 8th and 10th grades.

- 5th grade science proficiency rates declined from 54 percent in 2013 to 50 percent in 2014, below the state rate of 53 percent.
- 8th grade science proficiency rates increased from 42 percent in 2011 to 47 percent in 2014, above the state rate of 42 percent.
- 10th grade science proficiency rates declined from 81 percent in 2011 to 78 percent in 2014, above the state rate of 71 percent.

Barnstable reached the 2014 four-year cohort graduation target of 80.0 percent and the five-year cohort graduation target of 85.0 percent.²

- The four-year cohort graduation rate increased from 82.1 percent in 2010 to 85.3 percent in 2013, above the state graduation rate of 85.0 percent.
- The five-year cohort graduation rate increased from 83.8 percent in 2009 to 90.5 percent in 2012, above the state graduation rate of 87.5 percent.
- The annual dropout rate for Barnstable declined from 3.2 percent in 2010 to 1.9 percent in 2013, below the statewide rate of 2.2 percent.

² 2014 graduation targets are 80 percent for the four year and 85 percent for the five year cohort graduation rates and refer to the 2013 four year cohort graduation rate and 2012 five year cohort graduation rates.

Barnstable Public Schools District Review Findings

Strengths

Leadership and Governance

1. Consolidated financial and human resources operations in the Barnstable school district and town departments continue to work effectively under the leadership and collaboration of the superintendent and the town manager and their staffs.

- A. The consolidation of the financial and human resources operations of the school and town departments began in 2004.
 - 1. Town officials told the review team that a former superintendent approached town officials with the idea of consolidating some operations, first finance and then human resources, partly “to mend a fractured relationship between the school and town departments.”
 - a. Interviews and a review of an article in the *Municipal Advocate*, the quarterly magazine of the Massachusetts Municipal Association, showed that prior issues included a failed 2003 override, deficit spending, and “the perceived lack of accuracy and accountability surrounding school department budgets,” which “led to acrimony and distrust” between the school committee and the town council.
 - b. In addition, town officials said that the timing was appropriate to explore the consolidation of the finance operations since “the school department had a history of a revolving door of school business managers.”
 - c. A Blue Ribbon Committee was formed to examine the finance mission, to study the idea of a one-shop financial operation, and to prepare a plan that focused on “serving as a support system.” This led to the consolidation of the financial operations.
 - d. Since human resources has financial implications, it was also decided to consolidate both school and town human resources operations. Officials said that advantages of merging the operations included combining personnel operations, managing employee benefits, serving as a resource to collective bargaining, and ensuring consistency with policies.
- B. The superintendent and town manager provide leadership and work cooperatively to make the consolidation an asset to the district and the town.
 - 1. The superintendent stated and the town manager agreed that she meets every Monday morning with the town manager, director of finance, director of human resources, and deputy finance director.

- a. Town officials said that at these meetings, the superintendent and the town manager share what is going on in their departments, and, therefore, crises are now limited. The focus is on the issue/concern and how it will be addressed.
 2. Town officials also mentioned that the superintendent attends the senior managers' meetings.
 3. The superintendent said that examples of the cooperative effort and transparency between the schools and town included the budget agreement for the division of new revenue (60 percent school department and 40 percent town departments), town and school savings accounts, a ten-year capital plan, a facilities study, town and school use of play fields, and the Early Learning Center project.
- C. Various stakeholders spoke favorably about the consolidation of the town and school finance and human resources operations.
1. School committee members said that the consolidation works well. They said: "We don't have the drama and conflict of some towns surrounding us." In addition, they talked about the open lines of communication, the sharing of employees, and a budget agreement.
 2. Town officials stated that the consolidation has resulted in a "partnership of professionals, respect for expertise, open discussion, and trust." They added that "consistency and accountability" are positive results of the consolidation.
 3. The superintendent said that the consolidation has lent itself to collaboration and cooperation and has made townspeople well aware of school needs.
 4. A central office administrator said: "I have a number of people that I can go to with issues and I can get answers." Another central office administrator told the review team that the consolidation has worked well but that it depends on the shared vision and collaborative approach of the individuals in place.
 5. Principals spoke about distrust in the area of finances before the consolidation and the benefit of now only having to work with one person, as opposed to two, on financial matters. They also spoke positively about the support they receive from the human resources department.

Impact: The consolidation of the school and town finance and human resources departments continues to receive compliments from stakeholders in the district. Open lines of communication, transparency, trust, collaboration, professionalism, and accountability are some of the key elements provided by the superintendent, town manager, and their staffs to make this consolidation a success. Also, townspeople see the school and town departments working together in the best interest of all the students in the district and the residents in the community.

2. A major focus of the district leadership this year is to provide additional support to students in the high needs subgroup.

- A. The district leadership has undertaken several initiatives to address the needs of its English language learners (ELLs), a growing population in the district.³
1. The superintendent said that an ELL director has been hired this year. The principals confirmed the superintendent's statement and added that this new position is a huge step in plans to bring more uniformity to the ELL program. This decision removed primary responsibility for ELLs from the director of student services. The director of student services continues to oversee the health and social-emotional needs of all students through oversight of district health, psychology, and counseling personnel.
 2. In addition, the superintendent and principals stated that the positions of ELL assistants were eliminated and were replaced by 4.4 certified full time equivalent (FTE) ELL teachers. The principals mentioned that with the new 4.4 FTE ELL teaching positions the 320 ELLs in the school system are now supported by 14.5 FTE ELL teachers.
 3. Furthermore, the superintendent said that ELL teachers are beginning to work with classroom teachers on embedding WIDA standards in curriculum for all students and modifying curriculum for ELLs.
- B. The leadership of the district has also taken steps this year to provide additional support to the special education program and students with disabilities.
1. The superintendent told review team members that the district eliminated the position of director of student services at the intermediate school and created the position of assistant director of special education at the district level to oversee occupational therapy, physical therapy and speech therapy services. In the K-3 schools, the assistant director also carries out the role that special education coordinators play at other school levels.
 - a. The superintendent indicated that the assistant director of special education did an assessment of the three services mentioned above and developed entry and exit criteria.
 2. The superintendent expressed a concern that the special education paraprofessionals were not working closely enough with the special education teachers. Having previously shared with the paraprofessionals a copy of the book, *Para-Professional Handbook*, on November 10, 2014, the superintendent and the director of special education met with the 150 paraprofessionals in job-alike groups to identify what they do.

³ The percentage of English language learners has increased steadily in recent years: from 4.8 percent in 2012 to 5.7 percent in 2013 to 6.5 percent in 2014.

3. In addition, the superintendent said she and the special education director planned to meet with the special education teachers at each school to share the comments/feedback from the paraprofessionals. The superintendent said that at a future professional development day she and the special education director will bring together the special education teachers and paraprofessionals to decide “what we can do better.”
- C. Additional services have also been provided through the leaderships’ efforts to support other high needs students.
1. The superintendent told the review team that, before this year, the social-emotional and behavioral needs of students were handled by uncertified prevention specialist assistants. A recommendation was made and approved by the school committee to eliminate the positions of the prevention specialist assistants and to reallocate the funds to hire four certified elementary school counselors to work with teachers, struggling students, and families. Principals agreed that the addition of certified guidance counselors at the elementary level has helped high needs students.
 2. The district has contracted an outside consulting psychologist to work with staff on matters pertaining to emotionally challenged students.
 3. Administrators also told the team that the district provides programs to address the social-emotional and behavioral needs of students, including Crossroads and Challenge Day.

Impact: District leadership, by eliminating positions and adding others, restructuring programs, modifying the curriculum, reallocating resources, and providing targeted professional development, has moved further along this school year in addressing the needs of its English language learners, students with disabilities, and those students in need of social-emotional and behavioral support.

Curriculum

3. **The district has sufficient curriculum and instructional leadership at all levels and has developed additional support structures at the elementary level to further develop the curriculum.**
 - A. The district has clearly delineated the role of the assistant superintendent as the curriculum leader in the district. Lines of communication between the superintendent, assistant superintendent, and other curriculum leaders in the district are effective. The assistant superintendent is a visible presence in schools.
 1. The key responsibilities of the assistant superintendent include oversight and coordination of the district’s curriculum and instructional materials and methodologies.⁴

⁴ Additional responsibilities of the assistant superintendent include overseeing professional development and educator evaluation.

2. The assistant superintendent meets monthly with elementary principals, with the elementary curriculum coordinator, the director of the Gateway (gifted/talented) program, the English language learners director, and the department heads. She also attends monthly meetings with the district's curriculum coordinators (ELA 6-12, math 6-12, social studies 6-12) where curriculum and instruction are discussed. She also meets monthly with the intermediate and high school principals.
 - a. Following meetings, the assistant superintendent sends out meeting notes and weekly updates to the elementary principals.
 3. The superintendent holds several monthly district meetings with different leadership teams where curriculum, instruction, and assessment are an agenda item.
 4. In addition, as a member of the Curriculum, Instruction and Assessment (CIA) team, the assistant superintendent is at the elementary schools weekly for CIA team meetings, which support curriculum coherence. In addition, the assistant superintendent conducts walk-throughs on a weekly basis for 3-4 hours in the district's schools.
 - a. The CIA team was established in 2012-2013 to give teachers training and support in new curriculum and standards-based teaching and learning. The CIA team consists of the assistant superintendent, the elementary curriculum coordinator, the math coach, and the district data analyst. The team meets monthly at each school with grade-level teachers for two-hour meetings, providing professional development, coaching, data analysis, and support for the development of units and assessments.
- B. Curriculum coordinators in grades 6-12 play an important role in overseeing curriculum development and instructional delivery. An elementary curriculum coordinator plays a similar role K-5 as do department heads assigned to a variety of grade-levels, depending on the subject: 6-7, 6-12, and 8-12.
1. There are 3 curriculum coordinators for grades 6-12, i.e., one each for ELA, math, and social studies. They are responsible for overseeing curriculum development for their respective disciplines. While coordinators in grades 6-12 have no teaching duties, they supervise, observe, and evaluate teaching.
 - a. Teachers reported that curriculum coordinators are "around all the time" and described coordinators as being very accessible. Teachers look to them for curricular and instructional support.
 2. The elementary curriculum coordinator oversees the ELA and math curriculum K-5. In this role, which has developed over the past three years, she has set up the structure for aligning the elementary ELA and math curriculum to the 2011 Massachusetts Curriculum Frameworks. In addition to attending all CIA meetings at the elementary schools, she works

with grade levels on unit development and also does coaching. The elementary curriculum coordinator does not supervise staff.

- a. The one K-5 math coach in the district is also a member of the CIA team. The math coach helps teachers with UbD lesson design and helps teachers develop units and lessons. She also goes into classes to work with teachers and facilitates lesson studies in some elementary schools.
3. The district has department heads in grades 6-7 and 8-12 for science as well as for other subjects not covered by the curriculum coordinators in grades 6-12. Department heads are described as the “keepers” of the curriculum in the district. They teach two classes and supervise instruction.
- C. Principals at every level play an important role in the implementation of curriculum and supervising instruction in their schools.
 1. Elementary principals are curriculum and instructional leaders in their schools and supervise instruction. They collaborate closely with the elementary curriculum coordinator and the assistant superintendent. They attend monthly CIA team meetings at their schools and weekly grade-level PLC meetings.
 2. At Barnstable United Elementary (grades 4-5), the principal, along with two assistants, supervises, observes, and evaluates instruction. The principal is the curriculum leader and is supported by the CIA team. The principal works directly with teachers writing curriculum.
 3. At Barnstable Intermediate (grades 6-7) the principal meets weekly with teachers in PLCs to ensure that the curriculum is being implemented. The principal, along with two assistant principals, supervises instruction. Curriculum leadership at this level is shared with the department heads and with curriculum coordinators, depending on the discipline.
 4. At the high school level, in addition to the principal, who supervises every third-year teacher, five housemasters and an assistant principal supervise instruction, along with the curriculum coordinators and department heads. The principal meets with teachers in monthly PLC meetings (six times a year) and in faculty meetings (four times a year).

Impact: By establishing a strong curriculum and instructional leadership team, the district has positioned itself to effectively develop and implement curriculum and instructional practices that fully support the 2011 Massachusetts Curriculum Frameworks. In addition, by creating the CIA team to work at the elementary schools, the district has developed a structure that enables teachers to collaborate at grade levels to develop a coherent system of curriculum, instruction, and assessment practices that supports standards-based teaching and learning.

4. **In observed classrooms districtwide the environment was conducive to learning and teachers demonstrated a strong knowledge of subject and content.**

The team observed 67 classes throughout the district: 18 at the high school, 14 at the intermediate school, and 35 at the 5 elementary schools. The team observed 37 ELA classes, 19 mathematics classes, and 11 classes in other subject areas. Among the classes observed were three ELL classes. Observations were approximately 20 minutes in length. All review team members collected data using ESE's instructional inventory, a tool for recording observed characteristics of standards-based teaching.

- A. Districtwide the tone of interactions between teachers and students and among students was positive and respectful.
 - 1. In 96 percent of observed classrooms, the tone of interactions between students and teachers was positive and respectful.
 - a. During morning meeting at one elementary school, students greeted each other with high fives. At another school, the teacher told her grade 3 students to "listen respectfully" to one another. An elementary principal used the intercom during morning exercises to remind students to have their "minds and bodies ready for learning" that day.
 - b. At the intermediate level, in one class students gave each other positive feedback after presentations and applauded one another at the end of each presentation. In another class, a teacher told her students, "How proud I am of your presentations."
- B. Across the district, students followed school and classroom rules and disruptions, if present, were managed effectively and equitably.
 - 1. In 81 percent of classrooms observed the team found clear and consistent evidence that behavioral standards were clearly communicated, and in most classrooms, disruptions, if present, did not interrupt learning. The review team routinely characterized students at all levels as well behaved and attentive.
 - a. Reinforcement of behavioral standards was evident throughout the elementary schools. Classroom rules were typically posted as follows, along with a six-level behavior chart: "Be Safe, Be Respectful, Be Responsible." Students were rewarded for positive behavior.
 - b. At the intermediate level, the review team described students as attentive and respectful. In one classroom the teacher reinforced behavioral expectations when she told her class, "Eyes ahead, looking at the board."
 - c. At the high school level where behavior standards were not explicitly posted, the review team noted that students were well behaved and followed established behavioral expectations for learning. When an off-topic conversation took place in one classroom, the teacher was able to redirect students' attention with very few words and the conversation stopped.

- C. Districtwide, classrooms were arranged to ensure that students had access to learning activities, while well established routines provided smooth transitions from one activity to the next with a minimal loss of instructional time.
 - 1. The physical arrangement in 94 percent of observed classrooms clearly and consistently ensured a positive learning environment and allowed all students access to learning activities. In 76 percent of observed classrooms, routines were established that promote smooth transitions from one activity to the next with a minimal loss of instructional time.
 - a. Examples of the rituals and routines observed at the elementary level that support smooth transitions included: Teacher countdowns; grade 2 student shout-outs at the start of a writing lesson (“I can write my opinion”); clapping patterns to get students’ attention to begin transitions; and rewards (stars) to rows of students who transitioned quickly.
- D. Teachers demonstrated strong knowledge of subject matter and content and their classrooms provided a learning environment where students were able to take academic risks.
 - 1. In 91 percent of observed classrooms there was clear and consistent evidence that teachers demonstrated knowledge of the subject matter and content.
 - 2. The review team found clear and consistent evidence of teaching strategies that encourage students to take academic risks in 91 percent of observed classrooms.
 - a. The team observed many examples of teachers consistently soliciting students’ opinions. In one grade 2 class, the teacher asked if “anyone else” had a thought about poetry and hands went up. Students asked teachers for clarification as they freely did in a grade 7 math class where the teacher also asked them to raise their hands “when they get it.” In grade 8, one teacher invited students to “make a guess.”

Impact: Consistent expectations for student behavior districtwide and a supportive and safe learning environment firmly establish essential conditions for learning. In addition, when teachers at all school levels are well prepared and provide their students with support and encouragement for learning, the district is well positioned to further develop quality teaching and learning practices.

Assessment

- 5. **The most effective analysis of data and use of data-driven decision making takes place at the district level and at the K-3 elementary schools. There, a culture of data literacy is expanding based on the opportunities many educators have to regularly discuss their work and to plan for improvement using achievement data and other student information.**

- A. District and school leaders share multiple data reports and data updates at meetings with the school committee, the leadership team, school staff, and town officials.
 - 1. School committee members noted receiving achievement data, financial data, and social and behavioral data to plan for and make budget decisions.
 - 2. The superintendent and leadership staff periodically report to the school committee on MCAS results and other achievement data. For example, the assistant superintendent provides an accountability presentation of MCAS results in the fall. The superintendent and staff present EWIS data and DART data. Principals also provide reports on school-specific data such as AIMSweb assessments in reading and math.
 - 3. The superintendent described how achievement data and social-emotional data have driven the allocation of resources among schools, with additional resources targeted to Hyannis West Elementary School with its larger proportion of high needs students.⁵
 - 4. District leaders told the team that changing demographics and achievement data informed decisions to hire an ELL director and to add 4.4 ESL teachers in the 2014-2015 school year.
 - 5. District leaders said that in regular meetings with the town manager, the director of finance, and the deputy director of finance, they transparently share school and town financial and demographic data as well as achievement data, leading to school budget decisions.
 - 6. The superintendent has also tracked enrollment data to measure the effectiveness of the district's efforts to retain and to attract students. The district and town are engaged in an effort to boost enrollment after the decline resulting from the 2009 closing of schools, grade reconfiguration, and the numerous school choice options available to Barnstable families.
- B. Recent personnel and structural initiatives have helped increase staff capacity to collect and to analyze data and have improved the frequency and depth of data use.
 - 1. A data analyst position was created in 2012 to support leaders and teachers in the collection, analysis, and use of data for improvement.
 - 2. The data analyst provides administrators and each school with user-friendly data reports for MCAS and other achievement data from classroom-based tests and demographic data. The reports often include multi-year trends and detailed subgroup analyses.
 - 3. The Curriculum, Instruction and Assessment (CIA) team meets monthly with grade-level teams at the elementary schools (K-3, 4-5), to review data. Their analyses are used to plan for curriculum, instruction, and assessment. The CIA team consists of the assistant

⁵ For example, 84 percent of students at Hyannis West come from low-income families and 35 percent are English language learners (ELLs). At Barnstable United, Centerville, and Barnstable-West Barnstable elementary schools the percentages of students from low-income families range from 24-37 percent and the percentages of ELLs from 4-8 percent.

superintendent, the data analyst, the elementary curriculum coordinator, and the math coach.

- a. The curriculum portion of a grade-level meeting is two hours long, with two levels attending, i.e., grades 2 and 3, and a half-hour meeting with the other two levels, i.e., kindergarten and grade 1. The following month, the levels alternate; thus, each grade level has a two-hour meeting every other month.
 - b. During the data analysis portion of the day in which the CIA team is at a school, the team meets with the school data team. Data team composition varies, but typically it includes the principal or assistant principal, a data coach, the math coach, the elementary curriculum coordinator, and the reading specialist. In addition, the data analyst may also attend separate data team meetings to provide analyses and insight. At some schools, the CIA team may function as the data team.
 - c. Earlier in the process, the CIA team took responsibility for data analysis and presentations. Now the team often gives the data directly to teacher teams who analyze trends and subgroups, thus building their analytical skills and data literacy.
4. Teachers and principals confirmed that the CIA team has guided and supported them in using data to develop new curriculum units and assessments, to refine instructional strategies, and to identify students for interventions.⁶
- a. Leaders described K-3 CIA and PLC meetings as a time when “people are able to dig into data, ask good questions, and ask for more data.” They said that teachers have ownership of data and that they have set goals for students and subgroups based on data analysis.
5. In a focus group, teachers concurred, noting that they used data to improve the design of new units, lessons, and instruction. In several focus groups, teachers described the accessibility and support provided by the data analyst and the CIA team.
- D. Professional Learning Communities (PLCs) by grade level at each elementary school meet weekly. They regularly make use of the collection and analysis of student achievement data and other information, often supported by the data analyst, the principal, the data team or data coach, depending on the school. The K-3 PLCs have been developing the new standards-based curriculum units with embedded standards-based performance assessments.

Impact: District and school leaders rely on data to inform and support decision-making and resource allocation at the governance level, within the town’s administrative structure, and at the school level. Good protocols, common language and shared practices indicate that the district leadership and the

⁶ Team members reviewed CPI gap analyses by subgroups; school and grade-level subgroup analyses for MCAS ELA and math results; subgroup trend analyses for MCAS ELA and math standards; multi-year trends in graduation and dropout rates; subgroup analyses of achievement in meeting common core standards measured by MCAS results; MCAS item analyses for ELA and math; attendance, reading and math results; and SGP distribution by grade.

elementary school educators use data to support continuous improvement efforts and also demonstrate characteristics of a high level of data literacy. These practices provide a model for other schools in the district, demonstrating how the collection, analysis and use of data can support making good decisions for improvement to teaching and learning.

Human Resources and Professional Development

6. The district has implemented a DDM action plan during school year 2014-2015.

- A. The plan, entitled District Plan for DDM Identification, Development, and Implementation, describes four areas of work that are to take place during the 2014-2015 school year and assigns persons responsible for leading the work.
 - 1. DDM work includes continuing the development of the five pilot DDMs created during the 2013-2014 school year; expanding working groups that are reviewing and revising existing providing professional development (PD) on the use and development of DDMs; and continuing negotiations with the Barnstable Teachers' Association (BTA) on the use of DDMs in educator evaluation.
 - 2. The plan includes timelines for 18 tasks and the person responsible for leading the work associated with the task. The district's 2015 Continuous Improvement Plan includes a 2014 priority to create an action plan for DDMs.
- B. Interviews and a document review showed that all district scheduled professional development days in 2014-2015 are focused on DDM development. Interviewees also noted that DDM development is taking place during PLCs and department meetings.
- C. An article in the October 2014 ESE Educator Evaluation e-Newsletter entitled, *Implementation Spotlight: Educators Come Together in Barnstable to Discuss Common Assessments*, highlights the district's commitment to DDM development, particularly the allocation of PD and common planning time to the development of DDMs.
 - 1. The article describes how the district has followed-through with ESE's encouragement to districts "to leverage common planning opportunities" to discuss assessments and that DDM development should not be viewed as a "compliance exercise," but rather as an opportunity to discuss "student learning" and "effective teaching practices."
- D. One of the superintendent's district improvement goals included in the DDM plan states that "By June 30, 2015, District Determined Measures (DDMs) will be identified for every grade and subject for teachers and DDMs will be identified for all administrators in accordance with Educator Evaluation regulations."
- E. Approximately 40 teachers have been trained as DDM facilitators. They lead DDM discussions during professional days and meetings.

- F. DDMs and the use of data about teacher performance generated by DDMs have not been negotiated with the BTA.
 - 1. Teachers' association representatives said that they have concerns about how DDMs will be used and are interested in establishing a joint labor-management committee to discuss DDMs. They indicated that a resolution could become part of the collective bargaining agreement.

Impact: The district has implemented an organized action plan to develop high quality DDMs. The allocation of scheduled PD days and PLC time toward DDM development shows a continued commitment by the district to allocating resources to improve the consistency of measures that will be used not only to inform teacher practice but also to improve student achievement.

7. The district has implemented a mentoring program that is well structured and well resourced for teachers new to teaching and new to the district.

- A. The collective bargaining agreement states that the professional development board will oversee the mentor induction program. The board consists of 10 members selected by the superintendent and the president of the BTA.
 - 1. Interviewees told the team that the board has a three-member steering committee that coordinates the mentor program. Steering committee members receive a stipend of \$1622. The assistant superintendent has overall responsibility for the program.
 - a. New teachers receive an introduction to teacher induction and mentoring during the three-day new teacher orientation program, which includes a description of mentor roles and responsibilities.
 - 2. Interviews and a document review showed that new teachers working under a preliminary, temporary, or initial license who have not participated in a mentor program are assigned a mentor for one year.
 - a. Staff new to teaching who have completed one year of mentoring are assigned to a year two mentor, but not always for the full year. Educators reassigned to new positions or moving out of grade level or content area may also be assigned a mentor.
 - 3. The team reviewed the 2014-2015 mentoring handbook, which included the purpose and guiding principles of mentoring as well as a calendar of mentor/protégé meetings and deadlines for submitting mentoring monthly logs.
 - a. The handbook describes mentor roles and responsibilities and expectations. For example, mentors and protégés are expected to meet 45 minutes weekly and mentors are required to complete an annual survey.

4. Mentors receive a stipend of \$1622 for one year and \$811 for a half-year. Mentors must have been teaching for four years. A formal mentoring program is not available for paraprofessionals. Administrators told the team that paraprofessionals are mentored informally.
5. A review of 2014 TELL Mass teacher survey data showed that 90 percent of new teachers who responded to the survey (n=35) indicated that they were formally assigned a mentor. Forty-nine percent said they had common planning time with other teachers. Only 31 percent said they had formal time to meet with their mentor during school hours; however, 74 percent said they had access to PLCs where they could discuss concerns with other teachers.

Impact: A well resourced and well designed mentoring program builds a positive and supportive environment for new teachers, who begin their careers knowing colleagues want to help them succeed. This has a secondary impact of improving morale and staff turnover as well as school and district culture. Concomitantly, students who are receiving instruction from a new teacher will benefit by learning from a teacher who is receiving ongoing support and development.

Student Support

8. **With backing from the district, student support leadership has taken some well planned steps to improve supports for students.**
 - A. The superintendent has restructured student support leadership into three key areas and roles: director of student services, director of special education, and ELL director (see the second Leadership and Governance finding above).
 1. The superintendent stated that she also brought in an assistant director of special education to support the director and to increase coordination of services across the district and in classrooms. In the K-3 schools, the assistant director also carries out the role that special education coordinators play at other school levels.
 - B. The student support structure enables those in the three key roles to collaboratively identify students in need of special education services and to continuously improve those services.
 1. Student services uses multiple inventories and assessments in order to identify students in need of special education services and to track students' social and emotional health.
 2. An administrator reported that when students are being considered for special education services, teams are formed to follow the district's instructional support intervention process

(ISIP). These teams, which include teachers, student services staff and ELL staff, work collaboratively to examine results from multiple assessments of students.

- a. Staff members use non-verbal and bilingual assessments when working with English language learners (ELLs). District translators help determine whether incorrect responses by ELLs are based on limited language knowledge or are the result of cognitive issues. An interviewee said that the development of this multi-step approach was a result of key in-district collaboration with knowledgeable ELL instructional leaders.
- C. The special education department has secured funding and embarked on a four-year plan to implement the Massachusetts Tiered System of Support (MTSS).
1. A two-year, \$300,000 grant from the Tower Foundation funds consultants from McREL International and the National Center for Learning Disabilities (NCLD) who guide focused work on planning, implementing and case review of differentiated interventions for students in Tier 1 and Tier 2 as well as those needing special education services.
- D. Other student support activities are implemented systematically for all students at the K-3 and high school levels.
1. An administrator said that student services uses assessments to respond to the positive student behavior goals at the K-3 schools. A good example of a student behavior goal found in several K-3 schools' SIPs was to decrease the number of student office referrals for discipline by implementing social skills activities.
 - a. Last year 75-85 percent of K-3 students showed improved behaviors over the course of the year. Those who did not were considered for special interventions, with counselors added to the schools for this purpose. An interviewee reported seeing an increased interest by district principals in social and emotional interventions.
 2. Several administrators described Barnstable High School's college and career readiness curriculum for all students beginning in grade 8 as being sequenced, personalized, well-monitored, and designed to engage parents in the process through multiple check-points during the final two years of high school.
 - a. The high school staff meets with all grade 8 students to discuss college and career interests and courses required to meet their goals. Staff meet with all grade 9 students about college and career interests and then monitor students' course selections to ensure that they link to college and career interests. They provide grade 10 students an in-depth look at careers using Naviance, a college and career planning software program. By grade 11 staff involve parents in decision-making and sign-offs, and in grade 12, they oversee students' college applications.

- b. The high school also offers focused career academies (career and vocational technical education, CVTE) for interested students beginning in grade 9. CVTE students can prepare for post-high school employment pathways in environmental studies, child development, hospitality, and nursing.
- 3. Students who are at risk of not completing high school can pursue degree completion via several alternative routes. One educational leader said that although keeping students in mainstream instruction as long as possible is best for students, the following options, available for at-risk youth, allow students to develop a voice via improved interview skills, meetings with the director, and self-advocacy.
 - a. The Alternative Learning Program (ALP) helps students in grades 9-12 who struggle to succeed in general education classes. Last year 11 of 13 ALP seniors graduated.
 - b. Seniors in danger of dropping out and who have passed MCAS can participate in Project Excel and complete some needed credits via work in various local businesses and other credits through at-home online learning.

Impact: The wide variety of supports offered across the district enhances the likelihood that students can participate in school offerings to the fullest extent possible and advance academically and socio-emotionally to their greatest potential. Offerings that ready students to complete high school and prepare for college and career provide crucial support as they develop and consider different options for the future. They concurrently enhance students' awareness of the link between their interests and what they learn and do in school. Moreover, college and career readiness that engages parents garners additional adult support for students as they make strides toward preparing for economic options and independence following high school.

Financial and Asset Management

- 9. **The district's process for budget development is exemplary. It is based on enrollment and achievement data and includes input from principals and other administrators, town officials, and the school committee. The resulting documentation is clear and accessible to the public, with additional detailed information available for school committee members, administrators, and interested citizens.**
 - A. Administrators told the review team that the development of the budget begins with an analysis of data and input from administrators in September.
 - 1. Administrators consider student achievement, projected enrollments, and class size data when setting staff levels at the schools.
 - a. For example, administrators reported that because of falling ELA scores, the district added positions.

- b. Interviews and a document review showed that the fiscal year 2015 budget includes the addition of an ELL director and 4.4 FTE ELL teachers to address the achievement gap, the growing ELL population, and compliance issues.
 - c. Based on class size data, reductions of over 10 teachers were proposed at the Intermediate School, the United Elementary School, and at the high school. One teacher was added at the elementary level.
 - 2. The leadership team discusses priorities for the budget in October.
 - 3. Principals solicit input for budget needs from school councils and department heads.
 - a. Teachers and parents reported that they have the opportunity to make requests for the proposed budget through their department heads, school councils, and principals.
 - 4. The public has opportunities for input into the school budget at the school committee budget hearing, during the comment periods preceding school committee meetings, and during the town council hearing.
- B. Town and school officials cooperate effectively in determining the town revenues available for the school budget.
 - 1. Beginning in the fall, the superintendent meets with town officials weekly to review projected town revenues, including state aid and tax revenues.
 - a. Town and school officials reported that the town traditionally splits new revenues with the schools on a 60/40 basis with approximately 60 percent going to the schools. The split is discussed each year.
 - b. One-time and emergency needs can be addressed by using the school savings account, which is the schools' share of the town's free cash.
 - 2. In January a town council and school committee workshop is held with the town finance director to review projected town revenues and budget needs. In 2014 they projected \$62 million in revenues available for the schools.
 - 3. Two town council members sit in on school committee meetings to enhance communications between the boards, particularly during budget deliberations.
- C. The superintendent's proposed budget is presented to the school committee in February, followed by public hearings and school committee and town council approvals in the spring.
 - 1. Budget presentations include projected enrollments, highlights of proposed program additions and reductions, and estimated revenues from school choice, fees, and special education circuit breaker funding.

2. Details of the proposed budget are discussed in depth at school committee finance subcommittee meetings.
 3. Capital fund proposals are also reviewed during the school committee budget meetings, including the recent proposal to build a new early learning center.
 4. The town Comprehensive Financial Advisory Committee also reviews school and other municipal department requests and reports to the town council.
 5. Minutes indicated that in 2014 the school committee discussed the budget from February to April, when it approved the budget for \$62 million.
 6. In June 2014 the town council approved the school budget of \$62 million.
 - a. The superintendent presents the school budget to the town council. School committee members attend town council meetings where the budget is discussed and approved.
- D. The documentation for the proposed budget is clearly presented for the public. It is readily available and comprehensive, with detail available for school committee members, administrators, and town officials.
1. PowerPoint presentations and printed summaries for the public, the school committee, and the town council clearly present highlights of the proposed budget, goals and objectives, enrollment data, contractual obligations, increases in special education obligations, major additions and reductions in staffing and programs, and revenue sources.
 - a. Reallocations of staffing and other resources are highlighted and described at school committee meetings, including details of added and reduced personnel positions. For example, the added ELL teaching positions were offset in part by reductions in paraprofessionals.
 2. Proposed and approved budgets for at least three years are found on the district website.
 3. In addition to the PowerPoint presentations, budget detail is made available to town and school officials and the public, including comparisons of proposed budgets for each budget line to previous year actual expenditures and the current budget. The information is broken down by cost centers, such as schools. Staffing for each salary line is also included, along with major outside revenue sources such as fees, school choice revenues, and grants.

Impact: The inclusive budget process and the transparent presentations of recommendations mean few revisions in the proposed budget and town support for funding for the schools. School budgets have been well above net school spending requirements (by 15.6 percent for fiscal year 2014). Transparency and frequent meetings with town officials have also contributed to the climate of trust and support between school and town officials.

10. The district and the town have taken several steps to implement efficiencies, to consolidate resources, and to cut costs. The district has found revenue sources beyond entitlement grants and local tax revenues, including fees and competitive and private grants.

- A. Administrators described many cost-saving measures taken by the town and the schools.
 - 1. The town and district have contracted with energy providers to improve efficiencies, for example, by harvesting heat from a waste stack for hot water and replacing 200 watt light bulbs with 30 watt LEDs. They have installed alternative energy devices including solar panels.
 - 2. In order to reduce construction costs for the new early learning center, the district elected to use modular construction, which was found satisfactory after visits to other districts.
 - 3. To reduce the need for expensive out-of-district placements, special education programs have been created in the district, including the Crossroads Program for emotionally impaired students and the Partner Program for autistic students.
 - 4. Transportation costs have been reduced and controlled by revising the bus schedules and by innovative bidding and contract provisions.
 - a. Bus routes were reconfigured, reducing the number of buses needed from 65 to 45.
 - b. In recent bidding for the district's transportation contract the district analyzed the cost of purchasing and operating its own buses and providing tax free gasoline to the contractor's buses, resulting in a 2 percent increase as opposed to the expected 18 percent increase.
 - 5. Administrators reported that the town relocated its emergency shelter to the Intermediate School, allowing it to apply for community resiliency initiative funding and resulting in utility savings of \$20,000 to \$30,000 per year.
 - 6. The district and the town have taken advantage of regional and collaborative bids for oil, gasoline, toilet paper, and other products in order to save on purchases.
 - 7. The district has reallocated resources by, for example, adding certified school counselors, partially offset by reductions in non-certified behavioral prevention assistants, and by adding ELL teachers, partially offset by reductions in ELL assistants.
- B. In addition to taxation, state aid, and entitlement grants the district has taken advantage of other sources of revenue from school choice and competitive grants.
 - 1. School choice revenues increased from \$472,255 to \$782,256 in fiscal year 2013.
 - 2. In addition to entitlement grants, administrators described competitive and private grants from Gateway Cities, for example, for a career/readiness program, from the Tower

Foundation for implementing MTSS, and from the Massachusetts Mathematics and Science Initiative (MMSI) to expand AP programs. The district has also received competitive 21st century grant funding from the state.

- C. The district and the town have formally evaluated some programs and have consolidated their resources effectively.
 - 1. The district commissioned several studies of special education procedures and service providers, with resulting recommendations for improved effectiveness and efficiencies.
 - 2. In 2014 it budgeted for a study of its one-to-one iPad initiative for 7th graders before committing to broadening the program to other grades.
 - 3. The consolidation of the town and school financial services and the employment of a school attorney have reduced needed financial and human resources personnel and legal services costs for the district.
 - a. Administrators reported that the consolidation of financial services saved approximately \$180,000 in salaries.
 - b. Administrators reported that the district paid approximately \$280,000 for legal services before hiring a school attorney to save on legal expenses, noting that his presence encourages administrators to check on the legality of decisions.
 - 4. The school district traded its dump truck for a town DPW van in order to save the cost of a new truck.

Impact: The efforts of the town and district to implement efficiencies, to consolidate resources, and to take advantage of outside revenues have made more funding available for educational programs in the district.

11. The town and the district annually update a five-year capital plan that funds extraordinary maintenance, building improvements, and new construction. The current plan includes a new early learning center and the replacement of portable classrooms in elementary schools with modular classrooms.

- A. The town has a five-year capital plan for all town buildings, including 22 projects for the schools. It is updated annually.
 - 1. Included in the plan are roof replacements, repair and replacement of school facades, technology improvements, alarm and lock replacements, HVAC upgrades, and kitchen upgrades.
 - 2. The total for fiscal year 2015 capital school projects is \$3,029,000 out of \$9,764,233 for all town general fund projects (excluding enterprise fund projects).

3. Town officials reported that the schools contributed \$4 million from their savings account (the school department's share of town free cash) and the town contributed \$2.3 million to the capital fund in fiscal year 2013. They also reported that the town plans to bond some future school and municipal capital projects for approximately \$45 million.
 4. Town and school officials reported that the capital plan is updated and prioritized annually.
- B. The plan includes the construction of a new early learning center for the district preschool program and the removal and replacement of portable classrooms at Barnstable-West Barnstable, Centerville, and Hyannis West elementary schools in order to expand classroom space at the elementary level.
1. The early learning center project is budgeted for \$2.3 million. It has been designed, bid, and a construction contract has been approved with completion scheduled for 2015.
 2. The early learning center is being built at the Hyannis West school site, where the neighborhood includes a large number of preschool children in need of services.
 3. The plan will replace portable classrooms in fiscal years 2016 and 2017 with 6 or 7 new modular spaces at the elementary schools in order to provide for increasing enrollments and to alleviate overcrowded classrooms. For example, it will provide spaces for a library/media center and reading classes currently taking place on auditorium stages, provide appropriate spaces for therapists, and improve classrooms.
 4. Administrators said that the district has chosen to use modular construction for the new spaces in order to keep costs down.

Impact: The capital plan includes major repairs at all schools to keep them well maintained, up to date, and comfortable. The elementary projects will improve learning spaces for preschool and K-3 alike and will alleviate large class sizes and overcrowding to contribute to better environments for learning.

Challenges and Areas for Growth

It is important to note that district review reports prioritize identifying challenges and areas for growth in order to promote a cycle of continuous improvement. The report deliberately describes the district's challenges and concerns in greater detail than the strengths identified during the review.

Leadership and Governance

- 12. The district has implemented a planning process for district and school improvement, but the process remains uncoordinated. It does not provide a clear understanding of the dominant goals of the district, is not properly sequenced with budget and program development, and does not have sufficient goal alignment and reporting on progress.**

- A. Various planning documents exist in the district.
 - 1. District administrators report that prior to the superintendent's arrival in 2011, the district had no district improvement plan or school improvement plans.
 - 2. The Building a Bridge to 2015 District Goals plan was written by the superintendent and her leadership team and developed around the conditions for school effectiveness.
 - 3. The Barnstable Public Schools Continuous Improvement Plan 2015 was prepared by the superintendent in collaboration with the school committee. This plan was developed around the six district standards.
 - 4. The FY15 Budget Book-Schools Excerpt also contains fiscal year 2015 goals. The superintendent with some assistance from finance personnel prepared this document.
 - 5. All three documents contain a primary goal of improving student achievement, but the other goals differ.
- B. Interviewees had different responses about which document contained the goals that were driving the district in 2015 and what those goals were.
 - 1. The superintendent said both the Building a Bridge to 2015 District Goals plan and the goals in the Barnstable Public Schools Continuous Improvement Plan 2015 contained the district goals.
 - 2. District administrators reported that the district improvement plan was shared with all staff on opening day beginning in 2012-13.
 - 3. The responses of the principals varied; a majority referenced the same two documents as the superintendent, but they did not state any of the goals.
 - 4. Teachers in different focus groups either did not specify any particular document or reported that they were not aware of any district improvement documents.
 - 5. The superintendent indicated that before her arrival in the district there was a strong commitment to site-based management and that it has been a work in progress to help the principals to think in both site-based and systematic ways. She stated that she is trying not to direct the principals and wants the SIP goals to be aligned with district goals yet still be site-based.
- C. The timelines to submit the SIPs and to approve the budget are out of sequence.
 - 1. The school committee reviewed the proposed fiscal year 2015 school budget from February to April 2014, and adopted it in April.
 - 2. A presentation of the fiscal year 2015 adopted school department budget was made to the town council in June 2014, and they adopted it later that month.

3. Principals told the team that the SIPs are completed by the end of May, which is out of the budget planning cycle, and then submitted to the superintendent. The principals stated that the two timelines are “a bit incongruous.”
- D. The alignment of some SIP goals to key district improvement goals is not always evident.⁷
1. The superintendent told the review team that the SIP goals are not adequately aligned to district improvement goals.
 - a. The focal points of the first goal listed in three SIPs are 1) to improve student and employee attendance, 2) to create a school climate that supports learning and reduces suspensions, 3) to establish a safe, respectful school environment and reduce behavior infractions.
 - b. None of the SIPs notes the resources required to achieve each goal noted in the plan.
- E. Some interviewees reported that they did not receive information about progress made on the SIP goals in their schools.
1. There were differences of opinion from interviewees about the nature of reporting that principals make to staff and the school community on the progress made toward achieving SIP goals.
 - a. The principals’ responses to questions about progress reporting on the SIP goals included “I do it at every staff meeting,” “with the school council,” “at Open House,” and “I don’t do it.”
 - b. Teachers agreed that progress reporting made on achieving SIP goals varied from school to school.

Impact: The district has made progress in implementing district and school improvement planning, but the inconsistencies in the planning process have resulted in confusion about district goals and priorities and how each school fits into the district’s continuous improvement process. With three different documents outlining 2015 goals, interviewees are unclear about which plan drives improvement in the district. The confusion about district goals also means that not all schools have articulated a primary goal or goals that further the district’s primary goal to improve student achievement. In addition, this makes it more difficult to implement planning activities, to monitor results, and to foster accountability. Also, without properly sequencing school and district improvement planning with budget planning and other decision-making, it is more difficult for principals, the superintendent, the school committee, and the town to ensure that each school is allocated the resources it needs to achieve its improvement goals.

⁷ Not all SIP goals need to be aligned to district improvement goals. Typically, some goals at the school level are aligned with district goals because they both represent district priorities. Other SIP goals are school specific.

Curriculum and Instruction

13. The district is in the process of completing K-5 curriculum development. There are limited opportunities for teachers between levels to meet.

- A. The district has undertaken a significant and comprehensive curriculum development project focused on the K-5 ELA and math curriculum. Curriculum development has been more complete in K-3 and lags behind in grades 4-5.
 - 1. District leaders and teachers described the elementary curriculum as being “in progress” as the district moves forward in completing curriculum documentation for ELA and math K-5.
 - a. Work on the K-5 ELA and math curriculum has been ongoing since the 2012-2013 school year when the Curriculum, Instruction and Assessment (CIA) team was established.
 - b. Detailed K-5 scope and sequence documents for ELA and math, aligned to the 2011 Massachusetts Curriculum Frameworks, are complete and in use by teachers.
 - c. District leaders and teachers described the curriculum units as being 50 percent complete at the time of the review.
 - 2. While a 2016 target date to complete all of the ELA and math units has been set, progress has been slower in grades 4 and 5 (Barnstable United Elementary). There, Understanding by Design (UbD) units are yet to be designed and teachers are relying on published programs—Go-Math in grades 4-5 and Reading Street in grade 4—rather than using these as supplements to standards-based district curriculum.
 - a. Teachers in grades 4 and 5 only have scope and sequence documents aligned to the 2011 curriculum frameworks.
 - b. District administrators described the slow progress as resulting from the location of all the town’s fourth and fifth grades at the Horace Mann Charter School until last year.
- B. In grades 6-12 there is a range of completeness in ELA and math units and in the quality of curriculum documents.
 - 1. The review team was told that units were not developed at every level. This was confirmed by interviews and by a review of curriculum documents.
 - a. Some units were found to be highly detailed and focused on student understanding. They listed literacy/anchor standards, differentiated strategies, multiple assessments, and varied resources.
 - b. More often, the units were missing critical components such as strategies to reach all learners, literacy/anchor standards, WIDA standards, formative and summative assessments (including benchmarks), and 21st century technology skills and resources.

- C. Structured opportunities for teachers between levels to meet to ensure vertical alignment of the curriculum are limited (e.g., grades 3 to 4, 5 to 6, and 7 to 8).
 - 1. Teachers told the review team that outside of doing professional development or courses, there is no structured time for teachers to meet to ensure vertical alignment between levels. When asked, teachers were not able to recall any opportunities for discussions about vertical alignment.
 - a. The elementary curriculum coordinator oversees the vertical alignment at the elementary level, K-5; department heads and curriculum coordinators assume responsibility for vertical alignment in grades 6-12.
 - 2. School leaders used the word “schism” to describe the past articulation between K-3 and the grade 4-5 (Barnstable United Elementary). Teachers reported that alignment was an issue for grade 3 students transitioning to grade 4. In addition, grades 4-5 do not use the same standards-based report card used K-3 districtwide.
 - 3. When district leaders were asked about vertical alignment, they reported that it was better than in the past and cited plans to have elementary, intermediate, and high school levels meet to work on vertical alignment in science. They told the team that a “gap” exists between grades 5 and 6 and that it is something they want to work on.

Impact: Without a completed curriculum, the district cannot ensure that cohesive curriculum materials are in place in core content subjects and that all teachers use high quality units that contain standards, learning objectives, teaching resources, instructional strategies, WIDA standards, and a balanced set of assessments that meet the diverse learning needs of all learners. With additional school/grade transitions in the district and with limited structured opportunities for teachers to meet between grade levels, the district cannot ensure that the taught curriculum is aligned from grade to grade and from level to level.

14. While the district has been working to develop a common understanding of standards-based teaching and learning practices, these practices were not widely observed.

- A. The review team was told that good teaching practices are addressed in staff meetings, through memos, in faculty meetings, in PLC meetings, in lesson studies, and through reviewing the educator evaluation rubric for effective teaching.
 - 1. Model practices described by school leaders and teachers included: student voice in classes, instruction that models *The Skillful Teacher*, the use of “Students Will BE Able To...” (SWBAT) statements to frame instructional goals and learning objectives in student-friendly terms, the use of “I Can...” statements,” the use of activators and summarizers, differentiated instruction, higher-order thinking, the use of agendas and essential questions, high levels of student engagement, and collaborative learning.

- B. The review team did not consistently observe instructional practices described by school leaders and teachers as district models across schools.
1. The review team found clear and consistent evidence of rigorous content and high expectations that challenge students in 54 percent of observed classrooms districtwide. Academic tasks that reflect rigor while challenging and engaging students were clearly and consistently noted in 54 percent of observed elementary lessons, in 50 percent of observed intermediate lessons, and in 56 percent of high school lessons.
 - a. Practices observed by the team that did not support rigor and high expectations included teacher-directed classes with limited student voice, disengaged students, and classes where students filled in blanks on a worksheet.
 - b. Examples of effective practices observed by the team included students applying and synthesizing what they learned about the rainforest to create an interview script, students given opportunities to solve problems and collaborate, and student-centered classrooms with students making presentations and giving feedback to one another.
 2. At the middle school level, 71 percent of students clearly and consistently had opportunities to engage in higher-order thinking skills such as the use of inquiry, exploration, application, analysis, and/or evaluation of knowledge or concepts. The review team observed these opportunities to a much lesser extent at the elementary level (49 percent of visited lessons) and at the high school level (28 percent of observed lessons).
 3. The review team found teachers clearly and consistently used frequent formative assessments to check for understanding in 49 percent of observed lessons districtwide.
 - a. A formative assessment practice observed in some elementary classes was the use of “Daily 5” groupings of students based on formative assessments.
 4. Effective questioning techniques that required thoughtful responses that demonstrated understanding varied across the district. The review team observed this practice in 66 percent of elementary lessons, in 43 percent of intermediate lessons, and in 38 percent of high school lessons. In only 28 percent of lessons districtwide were students observed clearly and consistently elaborating about content and ideas when answering questions (#20).
 - a. Practices observed that did not support effective questioning techniques included classes where students answered questions that were focused exclusively on getting the right answer with little or no follow-up and students were not required to answer questions using complete sentences.
- C. Teaching strategies and resources to support the learning needs of the district’s increasing population of English language learners and the district’s other subgroups varied across schools.

1. Districtwide the review team clearly and consistently observed the practice of communicating clear learning objectives in 54 percent of elementary classes, in 64 percent of intermediate classes, and in 50 percent of high school classes.
 - a. In many classrooms, the review team saw activities listed in an agenda without content learning objectives. There were limited examples of SEI objectives in lessons to provide stronger access to content and skills for ELLs and students whose first language is not English.
 2. Appropriate modifications for ELLs and students with disabilities were seen clearly and consistently in only 18 percent of classes districtwide. Modifications include specific language objectives for ELLs, direct instruction in vocabulary, scaffolding of content, and differentiation of content, process and/or products.
 - a. In most observed classes, all students were doing the same thing with no differentiation of instruction and limited opportunities for students to turn and talk to each other.
 - b. Some examples of modifications to reach all learners observed by the review team included a class where the teacher provided kinesthetic learning experiences, classes with word walls and content vocabulary posted, and a class where a word-of-the-day practice was used to build vocabulary.
 3. In 80 percent of observed elementary lessons, the team found multiple resources to meet all students' diverse learning needs; however, resources were available to a lesser extent at the intermediate level (64 percent of classes) and in only 22 percent of observed high school classes.
- D. Access and use of technology to support instruction and enhance learning varied across levels in the district.
1. The use of available technology by the teacher to support instruction and enhance learning was seen in 31 percent of elementary classes and 33 percent of high school classes, but in 64 percent of intermediate classes where an iPad initiative is being piloted in grade 7.
 2. The review team clearly and consistently observed students using technology as a tool for learning and/or understanding in only 9 percent of elementary classes and 6 percent of high school classes. At the intermediate level, students used technology in this way in 50 percent of observed classes.
 - a. Practices observed by the review team that do not support the effective use of technology included SmartBoards available but not used by the teacher or students, low-level use of a SmartBoard as a high tech blackboard or overhead, and little student use of technology or availability for students in most classes.

Impact: With inconsistent teaching and learning practices across district schools and among levels in the district, the district cannot guarantee that all students are benefiting from a rigorous and challenging 21st century curriculum that is standards-based and focused on understanding. In addition, because effective instructional practices addressing all students' learning needs are not consistently in place, the ability of some students to achieve at high levels is impeded.

Assessment

15. The current K-12 assessment system is not comprehensive or composed of a well-balanced combination of multiple assessment formats. It is being developed as new curriculum units and new curriculum embedded performance assessments are created.

- A. Interviews and a review of documents showed that the district's assessment practices were inconsistent across the elementary schools.
1. For common assessment practices in all elementary schools, teachers administer AIMSweb in reading and mathematics three times a year, and weekly or monthly for struggling students. AIMSweb results are used to assess reading fluency and to group students for instruction and interventions. Teachers also do progress monitoring twice a year and more frequently for struggling students—sometimes every two weeks.
 2. Centerville teachers also administer the Group Reading and Diagnostic Evaluation (GRADE) and the Group Mathematics and Diagnostic Evaluation (GMADE) as diagnostic assessments to measure students' individual skill mastery and to identify where additional instruction, intervention or enrichment is needed. This school also administers STAR literacy and math assessments as a checkpoint.
 3. Some teachers choose to use the discontinued Barnstable Comprehensive Assessment System (BCAS) in ELA and math as benchmark assessments. Others are in the process of re-aligning the BCAS tests as end-of-unit tests.⁸
 4. Pre- and post-tests have been created in mathematics for grades 1-3 at one elementary school.
 5. Both teachers and principals identified a need to implement diagnostic assessments at the other elementary schools and to create new benchmark assessments.
 6. Writing is assessed differently across K-3 schools. According to interviewees, writing prompts were developed some years ago and some teachers still use them. Others use day-to-day writing assessments embedded in new units, and one school has developed writing

⁸ The Barnstable Comprehensive Assessment System (BCAS), a district designed benchmark assessment, had been used in ELA and math for nine years to measure progress on state standards and was linked to the elementary standards-based report card.

prompts geared to texts. Some schools have writing rubrics that mirror those of the PARCC assessment. Some new common writing assessments are now being embedded into new curriculum units as they are developed.

7. Interviewees attributed the inconsistency to the district's previous history and culture in site-based decision-making. Interviewees told the review team that the district was becoming more coherent and cohesive in its practices under the leadership of the current superintendent.
- B. The assessment system at the Barnstable United Elementary School (BUES), grades 4-5, shows little continuity with the K-3 elementary program and with emerging assessments at the Barnstable Intermediate School (BIS), grades 6-7.
1. The Scholastic Reading Inventory (SRI) is administered three times a year at BUES to assess reading levels and student progress and is also used for placement in interventions.
 2. End-of-unit assessments for the math textbook *GO math!* and its pre- and post-tests at the beginning and end of the year are also used for math.
 3. BUES teachers administer AIMSweb in reading and math, but only for Title I students.
 4. New curriculum units using an Understanding by Design format (UbD) with embedded performance assessments have not been developed for grades 4 and 5. An administrator described this curriculum and assessment development as "in process," with only a partial unit completed at grade 4.
 5. In several interviews, this slow progress was described as a result of the location of all the town's fourth and fifth grades at the Horace Mann Charter School until last year. BUES is in its second year of integration into the district.
 6. BUES has not adopted a standards-based report card similar to those in kindergarten through grade 3.
- C. Standards-based units and accompanying assessments are very much in development at BIS (grades 6-7) and the high school (grades 8-12). In the meantime, student progress, knowledge, skills and understandings are mainly assessed using summative assessments.
1. In mathematics, current units and assessments for grades 6-12 are aligned to the 2011 Massachusetts Curriculum Frameworks and are mostly textbook based. There are common chapter and unit tests and common mid-year and end-of-year exams for like courses. New units aligned to the 2011 Massachusetts Curriculum Frameworks, modeled after ESE's unit plans using Understanding by Design with embedded performance assessments, are in development.

- a. New math curriculum and assessments for grades 6-7 were described as being “underway,” with the development of new standards-based unit plans with common assessments.
 - b. High school scope and sequence and common mid-year and final exams with structures similar to MCAS are aligned to the 2011 Massachusetts Curriculum Frameworks. A leader told the team that the new assessments for units under development using ESE’s model include a more “big picture” approach, and will be more standards-based; for example, they will require students to explain their mathematical reasoning in assessments.
 2. At the high school, like-course sections of English have only some required texts. As a result, there are no common exams, although some exams include common questions. Some of these have been revamped to mirror the PARCC format. A leader said that teachers teach and assess different elements of the same books.
 - a. There are plans to give pre- and post tests next year to assess student writing.
 - b. Currently, high school English teachers are developing assessments for students to write to multiple texts. These require students to compare and contrast two texts, as prescribed in the 2011 Massachusetts Curriculum Frameworks and PARCC assessments.
 - c. One teacher noted that new standards-based units were in development for English and not documented, with teachers retrofitting what they already have to the new standards. Another described everything as “in transition in a very large school with very large departments” with most teachers developing curriculum on their own since PLCs were all focused on developing DDMs.
 3. At BIS (grades 6-7) the inquiry-based science program uses common activities, shared rubrics, and common assessments. Teachers have matched assessment questions to the 2011 Massachusetts Curriculum Frameworks and are now including literacy anchor standards as they develop new assessments.
 4. The use of Edwin to develop assessments guided by data from standards-based ESE reports is in the early stages in grade 8, after a pilot last year in grades 6-8.
- D. There was inconsistent use of formative assessments in observed lessons.
1. Teachers said that they use formative assessments and noted that they have developed some themselves. However, the frequent use of formative assessments to check for understanding and inform instruction was noted clearly and consistently in 49 percent of observed lessons in grades K-5, 50 percent of observed lessons in grades 6-7, and 20 percent of observed lessons in grades 8-12.

2. Teachers clearly and consistently used questioning techniques requiring thoughtful responses that demonstrate understanding in 66 percent of observed lessons in grades K-5, in 43 percent of observed lessons in grades 6-7, and in 38 percent of observed lessons in grades 8-12.
 3. Students elaborated about content and ideas, i.e., demonstrating understanding, when responding to questions in 37 percent of observed lessons in grades K-5, in 58 percent of observed lessons in grades 6-7, and in 11 percent of observed lessons in grades 8-12.
- E. Grade-level teams at one elementary school have conducted lesson study for several years to examine student work and to inform instruction. One principal said that lesson study is not done at all K-3 schools, noting “I would love to do it.”

Impact: Absent a balanced assessment system, the district is operating without needed clarity and data about student progress and achievement for both teachers and students. Assessments currently do not uniformly guide all teachers’ decisions about instruction and curriculum in a systematic way. Without a more comprehensive assessment system, students and teachers are inadequately informed about learning strengths and challenges and the diverse learning needs of all students cannot be supported.

16. The district has established Professional Learning Communities (PLCs) at each school level; however, except at the K-3 elementary schools and the intermediate school (grades 6-7), time to meet is scarce.

- A. PLCs meet with inconsistent frequency across schools. As a result, the nature and depth of improvement work teachers can accomplish in PLCs is constricted by the time allocated.
1. At the elementary level, K-3, PLCs meet weekly, or about 30-35 times a year, for one hour. In grades 4-5, they meet twice monthly for one hour.
 2. At the secondary level, in grades 6-7, PLCs meet weekly for 50 minutes. At the high school, grades 8-12, PLCs meet six times this year for one hour.
 3. Although PLCs are scheduled for monthly meetings in ELA and math at the Barnstable United Elementary School (grades 4-5), this year they will only convene for ELA.
 - a. The superintendent told the team that Barnstable United Elementary School’s development of new standards-based curricula and assessments aligned to the 2011 Massachusetts Curriculum Frameworks lags behind other school units.
 3. Teachers and leaders said that with limited common planning time at the high school, six PLC meetings all focused entirely on developing DDMs, and only a few department and faculty meetings this year, collaboration to develop new curriculum and embedded performance assessments takes place on their own time or teachers work independently rather than collaboratively.

4. The superintendent and school committee have both acknowledged that revisions are needed in how time is scheduled and allocated, particularly at the high school. One rationale for revisions is to provide additional time and opportunities for teachers to collaborate. The superintendent told the review team that a recent attempt to revise the schedule did not receive teachers' association approval.
 - a. The superintendent noted in an interview that one of the district's challenges was insufficient time for professional growth—a key goal of a PLC.
5. In the 2014 TELL Mass survey results, 62 percent of Barnstable teachers who responded disagreed or strongly disagreed that they had time to collaborate with colleagues, compared with 44 percent of respondents statewide.
6. In the 2014 TELL Mass survey results, 76 percent of Barnstable teachers who responded indicated they spend an hour or less a week in collaborative planning, compared with 63 percent of respondents statewide.

Impact: The absence of regular, sufficient time for teachers to collaborate at all school levels has meant that at some schools, development work has not kept pace with expectations. Without adequate time to meet, the district cannot ensure that teachers can analyze achievement data and engage in creating, implementing, and improving curriculum, instruction, and assessments to meet the diverse learning needs of all students.

Human Resources and Professional Development

17. The district's supervisory practices and procedures have not adequately promoted professional growth or significantly enhanced the effectiveness of staff, as envisioned in the state's new educator evaluation policy. Educators reported limited capacity to implement the new educator evaluation system well.

- A. The review team reviewed 15 personnel files of administrators and 24 personnel files of teachers.
 1. Except for administrators and teachers hired this year, all files contained formative or summative evaluations. Some contained both, depending on the type of plan the educator had been assigned to. Most files did not include self-assessments, goal setting documents, or evidence folders.
 2. Most of the evaluations were informative in that they included comments about goals or a description of what the educator had accomplished. For the most part, evaluations were absent solid suggestions or recommendations on how to get to the next level.

3. A review of 2013-2014 ESE educator evaluation ratings for Barnstable showed that approximately 98 percent of educators were rated proficient or exemplary and none were rated unsatisfactory.
 4. Teachers' association representatives stated that not all educators are using Baseline Edge, the district's evaluation management tool, and that those not using it expect that their evaluator will have a copy of their self-assessment and goal documents and evaluations.
 - a. The review team was told in interviews that educators have a choice of storing evaluation documents and evidence in personnel files or in Baseline Edge. Interviewees said that it was negotiated that evaluators only had to turn in formative and summative evaluations. Administrators told the team that about 85 percent of educators use Baseline Edge.
 - b. The team was provided a virtual tour of Baseline Edge and confirmed that teachers and administrators were uploading self-assessments and goal documents as well as evidence to Baseline Edge. The review team was also provided a sample of uploaded documents for review and confirmed that the documents were completed.
 5. A review of evaluations showed that administrators and teachers developed SMART goals (specific and strategic; measureable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked) for their professional practice and student learning goals. Administrator evaluations had limited comments on school improvement goals.
 6. Administrators said the biggest challenge associated with educator evaluation was a limited capacity to do it effectively. Administrators told the team that an evaluator may have 20-30 individuals to evaluate, including multiple observations and meetings on goals.
 - a. Some teachers said the process was "cumbersome" and "time consuming" and sometimes inconsistent in that the amount of evidence required by evaluators varies.
 - b. One evaluator told the team that about 70 percent of her time was allocated to work associated with evaluations and from April to June covered essentially her whole job (meetings, reviewing evidence, and writing summative evaluations).
 - c. Administrators including the superintendent told the team that the district has engaged consultants to work with evaluators each month to participate in and calibrate observations and documentation.
- B. School committee members reported that using the ESE model to evaluate the superintendent was not helpful or useful.
1. Members told the team that they understand that the tool is meant to be objective and measureable, but that the evaluation is limiting. They believed that their comments count more, but ultimately the evaluation just produces a rating.

Impact: Without improved capacity and consistency, it is unlikely that the formative and summative evaluation process will become more efficient and more manageable. This will prevent evaluators from providing instructive evaluations and meaningful feedback to educators.

18. The district has not fully implemented a professional development program that includes all of the ESE recommended components for high quality professional development.

- A. The district has a professional development plan that was collaboratively developed by members of the PD board, the superintendent, department heads, curriculum coordinators, teachers, and parents. It was revised in 2014 by the former assistant superintendent and includes a framework for a professional development (PD) program to support educators.
 - 1. Appendix E of the collective bargaining agreement states that the professional development board is responsible for assessing faculty needs and developing and evaluating professional development programs. The board has 10 members, 5 appointed by the superintendent and 5 by the president of the teachers' association.
 - 2. The PD plan is general in nature and does not include goals or a specific schedule of PD offerings for staff. It is oriented toward general information on how PD will support district goals. It outlines what needs assessments were conducted and identifies needs as well as programs that were offered in the past.
- B. Some professional development has been based on district needs and goals.
 - 1. To strengthen the leadership capacity of the district, Race to the Top (RTTT) funding was used to send 25 administrators to the 18-month National Institute for School Leadership program (NISL). The program was expanded to increase teacher leadership opportunities, and in three years about 50 staff have received NISL training.
 - 2. The district will be participating with the National Center for Learning Disabilities (NCLD) for the Schools That Work project to develop an action plan for the Massachusetts Tiered System of Support (MTSS). PD will be offered to teachers through this program.
 - 3. Administrators told the review team that the high school had PD over two years to prepare for the NEASC visit and that PD was provided on the new educator evaluation system.
- C. The district uses some data to inform professional development but does not have a standardized process of aligning PD programs to educator goals.
 - 1. Some examples of using data to determine PD needs have taken place.
 - a. For example, a Project Read train-the-trainer model was put in place at one elementary school based on an analysis of data that showed students were not getting the phonics instruction they needed.

- b. Administrators told the team that the K-12 Insight survey informed PD and that TELL Mass data is also reviewed.
 - c. The PD plan also indicates that information from the mentoring program informs PD.
- 2. Seventy-five percent of teachers who responded to the 2014 Tell MASS survey agreed or strongly agreed that PD opportunities were aligned to SIPs.
- 3. During its review of formative or summative evaluations, the team found limited evidence of education evaluation data being used to inform PD.
- D. Although the district has taken steps to support educators' professional growth, time available for professional development is limited.
 - 1. Teachers told the review team that they are asked what PD they want and can take courses.
 - 2. An administrator told the review team that money was in her school's budget for PD and she can decide how to use it.
 - 3. A review of the school calendar and information provided by the district showed that only one full day and two half days are formally scheduled for in-service training.
 - 4. The superintendent characterized the absence of time for PD as a challenge in the district. She confirmed that the district has two PD days but used to have three and said there is limited time for teachers to meet for professional growth and development.
 - 5. Administrators said that typically voluntary PD has been offered during the summer for up to three days, but this had not been done in the summer of 2014.
 - 6. All in-service days in school year 2014-2015 are dedicated to developing DDMs.
 - 7. Other venues are in place where PD occurs, such as PLCs and staff and faculty meetings. Some job-embedded PD is also provided through ELA and mathematics coaches.
 - 8. Teachers said that more PD is needed as licensing requirements increase.
 - 9. In the 2014 TELL Mass survey results, 41 percent of teachers who responded agreed or strongly agreed that PD was differentiated to meet the needs of individual teachers. Fifty-five percent agreed or strongly agreed that sufficient resources were available for PD.

Impact: Professional development that is not sufficiently aligned to educator goals and not fully informed by teacher needs will likely not result in teacher growth. Without adequate time for professional development, the district cannot provide sustained support for educators to put their learning into practice. This may prevent the district from narrowing achievement gaps for all student groups.

Student Support

19. Services for ELLs are emerging in some schools, inconsistent across schools and grade levels, or do not exist.

- A. The proportion of English language learners (ELLs) in the district has increased steadily in recent years: from 3.6 percent in 2011 to 4.8 percent in 2012 to 5.7 percent in 2013 to 6.5 percent in 2014.
- B. Although the performance of ELLs has improved since 2012-2013, ELLs in Barnstable lag behind their statewide peers in several key measures of achievement and proficiency.
 - 1. In 2013-2014, 14 percent of ELLs in Barnstable attained English language proficiency on the ACCESS for ELLs assessment, compared with 20 percent of their state peers.
 - 2. In 2013-2014, 23 percent of ELLs scored proficient or higher on math MCAS, compared with 27 percent of their state peers.
 - 3. An administrator told the team that the rate of participation by ELLs in AP courses is not representative of their numbers in the district. An interviewee reported that ELLs from certain regions arrive in Barnstable having experienced interruptions in their schooling in their native countries, limiting the number of ELLs in AP classes in Barnstable.
- C. District leaders said that the district is operating without a written plan to address the gaps in achievement for ELLs. The need for creation and oversight of a plan comes at the same time that the ELL director is new and oversees a staff of 17, with 7 new to their positions.
- D. In observed classrooms, appropriate modifications and strategies for teaching the district's 320 ELLs were not consistently in evidence.
 - 1. In 67 classroom observations, the review team found evidence that teachers clearly and consistently used appropriate modifications for ELLs and students with disabilities such as providing explicit language objectives and direct instruction in vocabulary in only 20 percent of elementary school classes, in 7 percent of intermediate school classrooms, and in 22 percent of high school classes (#10). Similarly, in only 44 percent of visited high school classes did observers see students articulating their thinking orally or in writing (# 18).
 - 2. An instructional leader stated that the number of ELL teachers in the district (17, both full and part time) is not adequate to both teach ESL content to ELLs in the district and to provide all other teachers with reinforcing strategies about teaching content to ELLs.
 - 3. A document review showed that among almost 400 district teachers, 59 have received RETELL training. The district is working to ensure that more staff members are trained.

4. An interviewee reported that at Hyannis West, the school with the highest proportion of ELLs in the district (34.8 percent), non-ELL teachers need continued support with the implementation of WIDA standards.
- E. The superintendent reported that providing the state-recommended number of hours for ELL instruction has been a challenge for the district. The district did not provide the recommended number of hours last year.
1. The Hyannis West Elementary SIP states that the school “was 97 percent out of compliance in meeting the recommended service delivery hours for ELL students” during the 2013-2014 school year. Interviews and a review of the Hyannis West SIP showed that the school is trying to improve support this year through increased numbers of ELL teachers in the school and through clustering Level 3 ELLs in 2 classrooms so ELL teachers can provide support more easily.
 2. An interviewee reported that at the high school level it is challenging to provide the number of hours for both ESL instruction and content area instruction required for graduation.
 3. The superintendent reported eliminating the positions of several non-certified teaching assistants working with ELLs and adding 4.4 FTE certified ELL teacher positions to begin to provide the number of instructional hours ELLs need to spend in lessons by qualified ELL teachers and the strategies regular teachers need to know to teach ELLs effectively.
- F. ELL support practices reflect a site-based model without clear district oversight in place. They vary from one level to the next across the district and within schools at the same level. An instructional leader described different services available to ELLs at each instructional level.
1. At the K-3 level, a pullout model is used in three of the four schools. In the fourth, which has the highest ELL population, services are half pullout and half push-in.
 2. At the grades 4-5 school, an “ELL Cohort” of two fifth grade content teachers, two fourth grade content teachers, an ELL teacher, and a Title I teacher are assigned to all the ELLs.
 3. At the grades 6-7 school, ELL services and Title I services are sequential: Students begin with ELL services and receive Title I by the time they exit.
 4. At the high school (grades 8-12) ELL teaching assistants have recently been replaced by new ELL teachers, and an extensive course redesign effort has been made in which some co-taught courses in math, U.S. history and science are being piloted. The new courses offer ESL and content instruction co-taught by an ESL teacher and a content area teacher. Other planned co-taught courses have not been designed.

Impact: The absence of a comprehensive plan for appropriate support for ELLs K-12 has resulted in inequitable educational opportunities for this growing district subgroup, potentially affecting their social, emotional well-being, achievement and readiness for college and career and economic

independence by the end of grade 12. This may also result in teachers and district support personnel facing difficulties in simultaneously attempting to attend to all students while learning about and implementing the specialized instructional approaches and support services that ELLs need.

Financial and Asset Management

20. The town and district capital plan does not provide for the long-range educational and increasing enrollment needs of all the schools.

- A. The town five-year capital plan includes additional space and improvements at the elementary schools, but does not include building upgrades, renovations, or additional classrooms for grades 4-12.
 - 1. According to ESE data, K-3 enrollments have increased 12 percent over the past 4 years, from 1,213 in 2010-2011 to 1,361 in 2013-2014, an increase that will soon affect the upper grades.
 - 2. The town capital plan includes new classroom spaces for the elementary schools, but only extraordinary maintenance and technology infrastructure projects for grades 4-12.
 - 3. Town officials reported that the town is considering bonding \$45 million for the facility needs of all municipal and school buildings and infrastructure. The bonds would make use of the town's excess debt capacity.
 - 4. Administrators pointed out that the intermediate and high schools are approximately 20 years old and in good condition.
- B. The district undertook a Space and Needs Assessment/Modular Programming study in 2013.
 - 1. The study included recommendations and options for enrollment growth and facility improvements at the elementary schools, but not for the secondary schools.
- C. The superintendent and town officials told the team that the town is considering a long-range plan possibly including town and school facilities improvements and consolidations.
- D. Reviewers found the schools to be well maintained, clean, and with a few exceptions related to overcrowding in the elementary schools, appropriate for learning.

Impact: Without a long-range study of enrollment trends and building needs districtwide, the district runs the risk of surprising expenses for growth and upgrades to its buildings.

Barnstable Public Schools District Review Recommendations

Leadership and Governance

- 1. District leaders should develop a District Improvement Plan (DIP) and align other planning documents with it.**
 - A. Under the leadership of the superintendent, a working group with wide representation should analyze student performance and other data and develop a DIP.
 1. It is critically important for this stakeholder group to recognize, and be committed to, the role of the DIP in creating a blueprint for student success, achieving greater teacher effectiveness, and strongly influencing each school improvement plan.
 2. The DIP should be informed by existing district plans.
 - B. The DIP should include the district's mission or vision, goals, and priorities for action.
 1. DIP goals should be SMART (Specific and Strategic; Measurable; Action Oriented; Rigorous, Realistic, and Results Focused; and Timed and Tracked).
 - C. The DIP's performance goals for students should drive the development, implementation, and modification of the district's educational programs.
 1. School Improvement Plans (SIPs) should be created in alignment with the DIP and based on an analysis of student achievement data.
 - a. Principals should provide the superintendent, school committee, and staff with regular updates on progress toward SIP goals.
 - b. Principals should use the SIP to inform their self-assessment and goal setting processes when creating the Educator Plan, and progress toward Educator Plan goals should be used as evidence during implementation.
 2. The district should sequence SIP development and review with budget planning in order to identify necessary resources to consider.
 3. Professional development should be designed to support DIP and SIP initiatives and goals.
 4. DDM development should be included in the DIP and SIPs.
 - D. The DIP and SIPs should be used as a tool for continuous improvement.
 1. The superintendent should periodically report to the school committee, staff, families, and community on progress toward achieving DIP goals.

2. The district should establish procedures to review and update the DIP on an annual basis. Strategic activities and benchmarks should be adjusted when necessary to meet current conditions.
3. The superintendent and school committee should consider aligning some goals in the Superintendent's Educator Plan (as part of the district's educator evaluation system) with DIP goals.
4. Principals should also regularly update their school communities on the progress in meeting SIP goals.

Recommended resources:

- ESE's *Planning for Success* tools (<http://www.doe.mass.edu/research/success/>) highlight the practices, characteristics and behaviors that contribute to effective improvement planning and implementation and meet state requirements for improvement planning.
- *District Accelerated Improvement Planning - Guiding Principles for Effective Benchmarks* (<http://www.doe.mass.edu/apr/ssa/turnaround/level4/AIP-GuidingPrinciples.pdf>) provides information about different types of benchmarks to guide and measure district improvement efforts.
- The *Massachusetts Definition of College and Career Readiness* (<http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>) is a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century. This could be a helpful resource as the district articulates its vision and goals.
- *Massachusetts Transfer Goals* (<http://www.doe.mass.edu/candi/model/MATransferGoals.pdf>) are long range goals that students should work toward over the course of their PK-12 academic experience. They were written to provide an explicit connection between the standards-based Model Curriculum Units and Massachusetts' definition of College and Career Readiness. They are not recommended for use as a checklist, evaluation tool, or as an assessment tool, but they could be a helpful resource for the district as it articulates a vision and engages in long-term planning.

Benefits: A broad effort to implement a focused, aligned improvement planning process at the district and school levels will communicate the district's specific priorities and clarify stakeholders' roles in achieving the district's short- and long-term goals. It will also ensure that the resources necessary to implement improvement strategies inform the district's budget planning.

Curriculum and Instruction

- 2. The district should continue its work to develop a set of comprehensive, standards-based curriculum materials in core content areas at all levels that are aligned to the 2011 Massachusetts Curriculum Frameworks. Teachers and curriculum leaders should have opportunities to align curriculum horizontally and vertically.**
 - A. The district should ensure that all curriculum documentation in core content areas, K-12, includes common components: units with standards, learning objectives, instructional resources and strategies, literacy standards, WIDA standards, and formative and summative assessments.
 1. The district should establish a cycle for the timely review and revision of curricula based on research-based best practices, the analysis of MCAS or PARCC results, and other data.
 - a. The review process should involve teachers as well as administrators and curriculum leaders.
 - b. The district might consider researching curriculum revision practices in high-performing districts as it develops a process that is appropriate for Barnstable.
 - B. The district should ensure that the K-5 curriculum project in ELA and math is completed in a timely way and that teachers have the necessary resources and professional development to fully implement the curriculum.
 1. As the curriculum project continues districtwide, grade-level meetings, such as the schools' PLC meetings, should address horizontal alignment.
 2. In grades 6-12, a similar process should be implemented for both curriculum development and alignment.
 - C. The district should develop a coherent approach to implementing WIDA standards districtwide to ensure their full implementation at all school levels in a timely manner.
 - D. The district should develop a plan to ensure that there are periodic opportunities for teachers to meet across grade levels, and especially at transition point grade-levels (e.g., Grades 3 to 4, 5 to 6, and 7 to 8), to ensure the vertical alignment of the curriculum.

Recommended resources:

- *Creating Curriculum Units at the Local Level*
(http://www.doe.mass.edu/candi/model/mcu_guide.pdf) is a guidance document that can serve as a resource for professional study groups, as a reference for anyone wanting to engage in curriculum development, or simply as a way to gain a better understanding of the process used to develop Massachusetts' Model Curriculum Units.

- *Creating Model Curriculum Units* (<http://www.youtube.com/playlist?list=PLTuqmiQ9ssquWrLjKc9h5h2cSpDVZqe6t>) is a series of videos that captures the collaboration and deep thinking by curriculum design teams over the course of a full year as they worked to develop Massachusetts' Model Curriculum Units. The series includes videos about developing essential questions, establishing goals, creating embedded performance assessments, designing lesson plans, selecting high-quality materials, and evaluating the curriculum unit.
- *Model Curriculum Units* (http://www.youtube.com/playlist?list=PLTuqmiQ9ssqvX_Yjra4nBfqQPwc4auUBu) is a video series that shows examples of the implementation of Massachusetts' Model Curriculum Units.
- *The Model Curriculum Unit and Lesson Plan Template* (<http://www.doe.mass.edu/candi/model/MCUtemplate.pdf>) includes Understanding by Design elements. It could be useful for districts' and schools' curriculum development and revision.
- ESE's Quality Review Rubrics (<http://www.doe.mass.edu/candi/model/rubrics/>) can support the analysis and improvement of the district's existing curriculum units.
- ESE's web page, *Useful WIDA ELD Standards Resources from the Download Library* (<http://www.doe.mass.edu/ell/wida/DownloadLibrary.html>), has a variety of resources for understanding and using the WIDA English Language Development standards. It can be used as a recommended reading list for educators new to the WIDA ELD standards who are interested in developing a deeper understanding of the framework's components and how to apply them in classroom instruction and assessment.
- Presentations from WIDA discussions with district leaders (<http://www.doe.mass.edu/ell/wida/2013-03MathLiaisons-ELLDirectors.pdf> and <http://www.doe.mass.edu/ell/wida/2013-01LiteracyLeaders-ELLDirectors.pdf>) provide information about developing and using Model Performance Indicators to support instruction.

Benefits from implementing this recommendation will include a fully documented and continuously improving curriculum. Teachers will be able to make use of standards-based, aligned, and cohesive curriculum materials that address the diverse learning needs of all students, including English language learners and students with disabilities. This will ensure that all students have equal access to the curriculum. Increased opportunities for elementary teachers to meet districtwide will ensure that new curriculum is aligned horizontally across the district schools. Finally, with stronger vertical alignment, the district can ensure that gaps and redundancies in the curriculum are eliminated and can provide smoother academic transitions for students moving from one grade to the next.

3. The district should ensure that effective teaching and learning practices are commonly understood and consistently implemented across schools. Teaching practices should set rigorous and high expectations for students, include challenging 21st century learning opportunities, and meet the diverse needs of all learners.

- A. The district should develop a shared understanding of effective instruction.
 - 1. The district should provide opportunities to district leaders, principals, assistant principals, department chairs, curriculum coordinators and teachers to conduct shared observations across schools to calibrate their understanding of rigor and high expectations for learning and to identify practices that should be included in all teachers' instructional repertoires.
 - 2. Practices should include those that emphasize higher order thinking skills, questioning techniques that focus on understanding, and opportunities for students to have greater voice and responsibility for their learning.
 - 3. The set of identified practices should be widely communicated throughout the district.
 - 4. Principals, assistant principals, curriculum coordinators, and department chairs should consider implementing the lesson study process at additional schools as a way to cultivate and expand best teaching practices.
- B. As teachers develop and revise curriculum, they should include differentiated and language-based strategies that meet the needs of all learners so that they can be quickly referenced in lessons and/or units.
 - 1. Examples of modifications to meet the needs of ELLs and students with disabilities should also be included. In fact, many strategies designed to help ELLs and students with disabilities can also be highly beneficial for other students.
- C. The district should take steps to address the access to and use of technology by students and teachers.
 - 1. The district should consider enlisting technically savvy staff members, including teacher leaders, to develop an action plan to strengthen teachers' use of technology.
 - 2. The district should identify ways to provide more access to technology for students, to enhance their learning and deepen their understanding.

Benefits: By implementing this recommendation, the district will ensure that high-quality teaching and learning practices are in place in all classrooms. When lessons are consistently rigorous, engaging, and designed to meet students' diverse needs, the district will be in a stronger position to improve student performance and close achievement gaps.

Assessment

4. The district should continue to build its assessment system by developing and improving the use of multiple assessment formats and providing the needed time and support for teachers to develop assessment expertise and data literacy.

- A. Instructional leaders such as principals, curriculum coordinators and department heads should work together to ensure that a full range of assessments is administered and analyzed in all schools, subjects, and grade levels.
 - 1. Instructional leaders should collaborate with teachers to identify diagnostic assessments and to use them to plan for instruction, especially in grades K-5.
 - 2. The district might consider using the GRADE and GMADE at all elementary schools (K-3 and 4-5) since they are used at one school already. Or, the district might adopt a different tool.
- B. Instructional leaders should support teachers in learning to develop, implement and analyze the results of formative, benchmark, and summative assessments.
 - 1. The district should continue the development of curriculum units, with attention to the assessment component.
 - a. This should include real-time assessments and questioning strategies that teachers can use during a lesson to determine students' understanding.
 - 2. Teachers at all levels should use pre-tests and other formative assessments more consistently to inform instruction, including identifying ways to differentiate instruction to meet their students' specific needs.
- C. The district should ensure that the conditions for success in building a more comprehensive assessment system are in place at all schools.
 - 1. The CIA model in place at the elementary schools could serve as a model for the district.
 - 2. Teachers in grades 8-12 should have more frequent, regularly scheduled meeting time to collaborate in PLCs.
 - a. Teachers should use PLC time to analyze assessment data to adjust curriculum and assessments and plan instruction for individuals or groups.

Benefits from implementing this recommendation will include a more comprehensive and consistent approach regarding the selection and development of assessments. More purposeful assessments can provide multiple sources of information about student progress and achievement and can guide curriculum development and instructional planning. In addition, students, teachers, administrators and families will be better informed about progress, achievement, and areas in need of attention or

intervention. With more frequent, regularly scheduled time to meet in PLCs districtwide, teachers will have more opportunities to improve assessment and instructional practices. Overall, a more robust assessment system can help teachers more effectively meet the diverse learning needs of all students and can especially identify the learning needs of student subgroups.

Human Resources and Professional Development

5. The district should develop policies and practices to promote the culture of growth and evidence-based evaluation that is the goal of the educator evaluation system.

- A. The district should review its current supervisory policies, practices, and expectations to ensure that the quantity and quality of evaluative feedback, both written and verbal, is enhanced.
 - 1. Administrators should receive ongoing training to enhance their capacity to observe and analyze instruction and to provide feedback focused directly on professional practice, growth, and student achievement.
 - 2. The district should support and monitor the skills and practices of principals and supervisors to ensure that they are regularly providing all staff with high quality instructional feedback that is timely, informative, instructive, and capable of promoting individual growth and overall effectiveness.
- B. The district should annually survey educators to solicit feedback on the quality of formative and summative evaluations to make ongoing improvements to the evaluation system.
- C. The district should continue to monitor the consistency of evaluations.
- D. The district should continue to implement the district improvement goals in the 2015 Continuous Improvement Plan: “to focus 50 percent of leadership team meetings on supporting administrators to calibrate observations, develop a common language regarding collections of evidence as part of educator evaluation, and set meaningful goals which impact student learning.”
- E. The district should develop strategies to streamline the evaluation process for evaluators and educators, such as developing common expectations about evidence collection, establishing priority indicators, and revisiting forms associated with the process.
 - 1. The district should identify opportunities to provide more targeted supports to educators on Directed Growth and Improvement Plans. More time should be spent supporting educators who are struggling and less time on educators who are consistently rated proficient or exemplary.

2. The district should consider developing strategies to increase the amount of time evaluators are available to observe and provide feedback to educators, such as redistributing other current duties.
- F. District leaders, in collaboration with the BTA, should develop plans to incorporate student and staff feedback into the educator evaluation system.

Recommended resources:

- Educator Evaluation Implementation Surveys for Teachers and Administrators (<http://www.doe.mass.edu/eeval/resources/implementation/>) are designed to provide schools and districts with information about the status of their educator evaluation implementation. Information from these surveys can be used to target district resources and supports where most needed to strengthen implementation.
- *Rating Educator Performance* (www.doe.mass.edu/eeval/resources/implementation/RatingEdPerformance.pdf) is a guide to assist educators and evaluators in the determination of Summative Performance Ratings.
- *Quick Reference Guide: Educator Evaluation & Professional Development* (<http://www.doe.mass.edu/eeval/resources/QRG-ProfessionalDevelopment.pdf>) describes how educator evaluation and professional development can be used as mutually reinforcing systems to improve educator practice and student outcomes.

Benefits: If the district and schools implement creative strategies that provide evaluators with guidance and with additional time to conduct observations and evaluations that include meaningful feedback and promote professional growth, teacher and student proficiency will improve.

6. The district should identify professional development goals and learning objectives, enhance the use of data to inform and evaluate professional development, and identify the resources needed to support an effective professional development program.

- A. The district should use the Massachusetts Standards for Professional Development as a reference as it reviews its professional development program.
1. District leaders, in collaboration with the professional development board, should revise the district's professional development plan to include goals related to student outcomes, as well as learning objectives that specify what educators will know and be able to do in order to achieve those outcomes.
 2. In addition to the surveys and other data that are analyzed, the district should ensure that professional development is based on student achievement data and assessments of instructional practices and programs at each school, and that professional development has an impact on teaching practices.

- a. Strategies for collecting useful data could include a non-evaluative Learning Walk process to observe the implementation of skills learned through professional development. This process could also inform the need for future professional development programs.
 - b. District leaders and the professional development board should monitor professional development to ensure it is effective in helping the district, schools, and teachers in meeting goals.
3. The district should provide the necessary time and financial resources to sustain high-quality, embedded professional development.
- a. The district should consider ways to reallocate resources to provide educators with professional development to meet district and school goals as well as individual educator licensure requirements.
 - b. The district should consider building on the current CIA structure of PLCs at the elementary level to provide site-based professional development at all school levels.
 - c. The district might consider strategies such as a districtwide peer coaching/observation process that provides structured time out of the classroom to observe exemplary teachers.

Recommended resources:

- *The Massachusetts Standards for Professional Development* (<http://www.doe.mass.edu/pd/standards.pdf>) describe, identify, and characterize what high quality learning experiences should look like for educators.
- The *PLC Expansion Project* website (<http://plcexpansionproject.weebly.com/>) is designed to support schools and districts in their efforts to establish and sustain cultures that promote Professional Learning Communities.
- *PBS LearningMedia* (<http://www.pbslearningmedia.org/>) is a free digital media content library that provides relevant educational resources for PreK-12 teachers. The flexible platform includes high-quality content tied to national curriculum standards, as well as professional development courses.
- *ESE's Learning Walkthrough Implementation Guide* (<http://www.doe.mass.edu/apa/dart/walk/ImplementationGuide.pdf>) is a resource to support instructional leaders in establishing a *Learning Walkthrough* process in a school or district. It is designed to provide guidance to those working in an established culture of collaboration as well as those who are just beginning to observe classrooms and discuss teaching and learning in a focused and actionable manner.

Benefits: Implementing a goal-focused, data-driven professional development program increases the likelihood that teacher competency will improve and student achievement will be enhanced. Developing

strategies to provide job-embedded professional development in creative ways and different settings will help to ensure that professional development is an ongoing process that is differentiated for schools and teachers.

Student Support

7. The district should create an overall K-12 plan to implement strategies for meeting the learning needs of ELLs and increasing their academic proficiency. The plan should be linked to other district-level goals and initiatives. It should be implemented across the district at all levels and aligned both horizontally and vertically.

- A. The district should provide support to the new ELL director to convene a group of educators to develop a comprehensive plan for addressing the needs of ELLs in the district.
 1. The plan should be informed by the programs and models that are already in place in the district and should identify any gaps and areas in which students might benefit from greater consistency between schools or grade levels.
 2. The team should set realistic expectations about academic level priorities and supports that ELL teachers and instructional leaders can carry out over the next three to five years.
 3. Professional development in the district should include ongoing attention to helping teachers learn and implement effective strategies for teaching ELLs, including using data to inform instructional decisions.
 4. The district should continue piloting co-taught classrooms and carefully evaluate them relative to increases in quality of instructional practices and in the learning, proficiency, and progress of ELLs. This approach has the potential to comply with the number of hours students require for graduation.
 5. The ELL director, and ELL teachers, should continue to participate in school and district activities to guide and increase knowledge about effective practices for ELLs. This includes strategic choices about opportunities to share their knowledge and support simultaneously with as many teachers as possible, such as continuing to make contributions to CIA meetings in K-3 schools and in PLCs focused on curriculum development throughout the district.

Recommended resources:

- ESE's *RETELL: Extending the Learning* web page (<http://www.doe.mass.edu/retell/courses.html>) provides a registry of SEI-related courses which have been reviewed and approved by the Department's Office of English Language Acquisition and Academic Achievement. These courses provide opportunities for educators to extend their learning and practice beyond the Sheltered English Instruction (SEI) Endorsement course.

- *Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* (<http://www.doe.mass.edu/ell/TransitionalGuidance.pdf>) provides guidelines for using the results of the ACCESS for ELLs assessment to make instructional decisions to support ELLs.

Benefits from implementing this recommendation will include a united and collaborative approach to teaching ELLs that will be aligned across classrooms and grade levels. It will also result in increased knowledge among instructional leaders that can be shared with teachers who may be awaiting RETELL training or have already completed the training and can benefit from iterative review and support while implementing the information they learned in training. The benefit for ELLs will be evidenced in higher numbers of ELLs learning both ELD and academic content and ultimately achieving at high levels.

Financial and Asset Management

8. The town and the district should consider a long-range plan for the use and possible renovations of their buildings. The impact of potential enrollment growth should be a major factor to consider.

- A. The district is in the process of replacing old portable classrooms with more permanent classroom spaces for its elementary and preschool programs, alleviating overcrowding and inappropriate spaces for media centers, reading classes, therapists, and classrooms.
 - 1. Enrollment at the elementary level has been increasing and the future space needs for PK-3 should be reviewed for the next 5-10 years as part of any study.
- B. The school buildings housing grades 4-12 are approximately 20 years old and appeared to review team members to be well-maintained and appropriate learning spaces, but their adequacy for the long term should be studied.
 - 1. Enrollment growth at the elementary level may affect space needs for grades 4-8 and projections should be analyzed to ensure the buildings can serve the future needs of those grades.
 - 2. The town's five-year capital plans have been successful in keeping the school buildings in good condition and they include some educational enhancements such as infrastructure for technology. A town-wide long-range plan including school building and educational improvements as well as enrollment growth would help define future capital projects.
- C. Town and school officials expressed interest in a long-range study of municipal issues, including town and school buildings and possible consolidations. An assessment of school building needs could be done in conjunction with such a long-range study.

Recommended resources:

- ESE's *School Building Issues* web page (<http://www.doe.mass.edu/finance/sbuilding/>) includes funding opportunities, guidelines, and resources related to school buildings.
- *Planning Guide for Maintaining School Facilities* (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003347>), from the National Center for Education Statistics, is intended to help school districts plan for efficient and effective operations. It addresses various topics, including conducting a facilities audit, planning and evaluating maintenance, and managing staff and contractors.
- *The Massachusetts School Checklist* (<http://www.mass.gov/eohhs/gov/departments/dph/programs/environmental-health/exposure-topics/iaq/iaq-methods/the-mass-school-checklist.html>) is a list of the most important environmental health and safety issues for schools to address. It includes regulations and industry standards/guidelines related to elements on the checklist, as well as additional resources.
- The Green Ribbon Schools Award honors schools that are exemplary in reducing environmental impact and costs, improving the health and wellness of students and staff, and delivering effective environmental and sustainability education. The district might find several related resources useful, including Massachusetts' *Green Ribbon Schools Award Resource Guide* (<http://www.doe.mass.edu/finance/sbuilding/GreenRibbon/ResourcesGuide.pdf>) and the US Department of Education's *Green Strides* resource list (<http://www2.ed.gov/about/inits/ed/green-strides/resources.html>).

Benefits from implementing this recommendation could include improved predictability of the effect of enrollment growth on school facilities and their educational spaces and preparation for applications for state school construction assistance from the MSBA.

Appendix A: Review Team, Activities, Schedule, Site Visit

Review Team Members

The review was conducted on November 10, and 12-14, 2014, by the following team of independent ESE consultants.

1. John Kulevich, Ph. D., leadership and governance
2. Suzanne Kelly, curriculum and instruction
3. Linda L. Greyser, Ed. D., assessment and review team coordinator
4. James Hearn, human resources and professional development
5. Janet Smith, Ph. D., student support
6. George Gearhart, Ed. D., financial and asset management

District Review Activities

The following activities were conducted during the review:

The team conducted interviews with the following financial personnel who are shared with the town: director of finance, deputy director of finance, chief procurement officer, purchasing agent/contract compliance, grants manager.

The team conducted interviews with the following members of the school committee: chairperson and one committee member.

The review team conducted interviews with the following representatives of the teachers' association: president, second vice-president, secretary, and one board member.

The team conducted interviews/focus groups with the following central office administrators: superintendent, assistant superintendent, director of special education, assistant director of special education, director of student services, director of ELL, director of human resources (shared with the town), school attorney, and the data analyst.

The team visited the following schools: Barnstable-West Barnstable Elementary School (K-3), Centerville Elementary School (PK-3), Hyannis West Elementary School (K-3), West Villages Elementary School (K-3), Barnstable United Elementary School (grades 4-5), Barnstable Intermediate School (grades 6-7), and Barnstable High School (grades 8-12).

During school visits, the team conducted interviews with 7 principals and focus groups with 6 elementary school teachers, 10 middle school teachers, and 11 high school teachers.

The team observed 67 classes in the district: 18 at the high school, 14 at the middle school, and 35 at the 5 elementary schools.

The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:

- o Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.
- o Data on the district's staffing and finances.
- o Published educational reports on the district by ESE, the New England Association of Schools and Colleges (NEASC), and the former Office of Educational Quality and Accountability (EQA).
- o District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, job descriptions, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports.
- o All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

Site Visit Schedule

Monday 11/10/2014	Wednesday 11/12/2014	Thursday 11/13/2014	Friday 11/14/2014
Orientation with district leadership team; interviews with district staff, principals, school/town finance personnel, and other school leaders; and document reviews.	Interviews with district staff and principals, curriculum leaders, school/town finance personnel, teachers' association representatives; review of personnel files; teacher focus groups; parent focus group; and student focus group.	Interviews with interviews with district and school leaders; interview with school committee members; visits to Barnstable High School, West Villages Elementary School, Centerville Elementary School, Hyannis West Elementary School, and Barnstable Intermediate School for classroom observations.	Follow-up interviews; district review team meeting; visits to Barnstable High School, Barnstable United Elementary School, and Barnstable-West Barnstable Elementary School for classroom observations; and emerging themes meeting with district leaders and principals.

Appendix B: Enrollment, Performance, Expenditures

**Table B1a: Barnstable Public Schools
2013-2014 Student Enrollment by Race/Ethnicity**

Student Group	District	Percent of Total	State	Percent of Total
African-American	334	6.8%	82990	8.7%
Asian	127	2.6%	58455	6.1%
Hispanic	363	7.4%	162647	17.0%
Native American	40	0.8%	2209	0.2%
White	3808	77.7%	620628	64.9%
Native Hawaiian	14	0.3%	1007	0.1%
Multi-Race, Non-Hispanic	214	4.4%	27803	2.9%
All Students	4900	100.0%	955739	100.0%

Note: As of October 1, 2013

**Table B1b: Barnstable Public Schools
2013-2014 Student Enrollment by High Needs Populations**

Student Groups	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	728	34.1%	14.9%	164336	36.0%	17.2%
Low Income	1751	81.9%	35.7%	365885	80.1%	38.3%
ELLs and Former ELLs	320	15.0%	6.5%	75947	16.6%	7.9%
All high needs students	2137	100.0%	43.6%	456639	100.0%	47.8%

Notes: As of October 1, 2013. District and state numbers and percentages for students with disabilities and high needs students are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 4,950; total state enrollment including students in out-of-district placement is 965,602.

**Table B2a: Barnstable Public Schools
English Language Arts Performance, 2011-2014**

Grade and Measure		Number Included (2014)	Spring MCAS Year					Gains and Declines	
			2011	2012	2013	2014	State 2014	4-Year Trend	2 Year Trend
3	CPI	318	88.1	89	88.6	87.5	82.6	-0.6	-1.1
	P+	318	68.0%	71.0%	66.0%	62.0%	57.0%	-6.0%	-4.0%
4	CPI	375	0	0	78.7	76.5	79.1	76.5	-2.2
	P+	375	0.0%	0.0%	52.0%	49.0%	54.0%	49.0%	-3.0%
	SGP	346	0	0	37	36	49	36	-1
5	CPI	389	0	0	82.2	80.3	84.5	80.3	-1.9
	P+	389	0.0%	0.0%	59.0%	55.0%	64.0%	55.0%	-4.0%
	SGP	352	0	0	38	34	50	34	-4
6	CPI	337	92.1	90	91	86.2	85.8	-5.9	-4.8
	P+	337	80.0%	75.0%	78.0%	70.0%	68.0%	-10.0%	-8.0%
	SGP	307	58	61	70.5	57	50	-1	-13.5
7	CPI	344	93	91.7	90.2	90.9	88.3	-2.1	0.7
	P+	344	78.0%	77.0%	72.0%	76.0%	72.0%	-2.0%	4.0%
	SGP	312	41	47	41	38.5	50	-2.5	-2.5
8	CPI	399	92.4	93.1	91.1	90.7	90.2	-1.7	-0.4
	P+	399	82.0%	82.0%	81.0%	80.0%	79.0%	-2.0%	-1.0%
	SGP	358	46	36	43	44	50	-2	1
10	CPI	363	95.9	96.6	96.8	96.5	96	0.6	-0.3
	P+	363	88.0%	91.0%	91.0%	89.0%	90.0%	1.0%	-2.0%
	SGP	301	45	53	53	48	50	3	-5
All	CPI	2525	92.4	92	88.2	86.8	86.7	-5.6	-1.4
	P+	2525	79.0%	79.0%	71.0%	69.0%	69.0%	-10.0%	-2.0%
	SGP	1976	48	49	47	43	50	-5	-4

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculations. A median SGP is not calculated for students in grade 3 because they are participating in MCAS tests for the first time.

**Table B2b: Barnstable Public Schools
Mathematics Performance, 2011-2014**

Grade and Measure		Number Included (2014)	Spring MCAS Year					Gains and Declines	
			2011	2012	2013	2014	State 2014	4-Year Trend	2 Year Trend
3	CPI	318	89.1	84	89.2	88.4	85.1	-0.7	-0.8
	P+	318	71.0%	64.0%	73.0%	72.0%	68.0%	1.0%	-1.0%
4	CPI	380	0	0	76	76.4	79.6	76.4	0.4
	P+	380	0.0%	0.0%	44.0%	46.0%	52.0%	46.0%	2.0%
	SGP	349	0	0	39	32	50	32	-7
5	CPI	393	0	0	79.8	75.4	80.4	75.4	-4.4
	P+	393	0.0%	0.0%	60.0%	52.0%	61.0%	52.0%	-8.0%
	SGP	356	0	0	58	52	50	52	-6
6	CPI	380	87.8	84.9	85.4	78.8	80.2	-9	-6.6
	P+	380	72.0%	66.0%	67.0%	57.0%	60.0%	-15.0%	-10.0%
	SGP	341	63	43.5	57.5	50	50	-13	-7.5
7	CPI	390	81.5	80.7	77.7	71.3	72.5	-10.2	-6.4
	P+	390	60.0%	56.0%	53.0%	46.0%	50.0%	-14.0%	-7.0%
	SGP	358	55	45	40	37	50	-18	-3
8	CPI	399	70.6	72.6	74.3	68.2	74.7	-2.4	-6.1
	P+	399	44.0%	44.0%	51.0%	41.0%	52.0%	-3.0%	-10.0%
	SGP	358	34	20	32	30	50	-4	-2
10	CPI	363	91	92.1	87	88.3	90	-2.7	1.3
	P+	363	80.0%	83.0%	74.0%	75.0%	79.0%	-5.0%	1.0%
	SGP	299	42	54	42	35	50	-7	-7
All	CPI	2623	83.5	82.3	81.1	77.7	80.3	-5.8	-3.4
	P+	2623	65.0%	62.0%	60.0%	55.0%	60.0%	-10.0%	-5.0%
	SGP	2061	48	39	45	38	50	-10	-7

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculations. A median SGP is not calculated for students in grade 3 because they are participating in MCAS tests for the first time.

**Table B2c: Barnstable Public Schools
Science and Technology/Engineering Performance, 2011-2014**

Grade and Measure		Number Included (2014)	Spring MCAS Year					Gains and Declines	
			2011	2012	2013	2014	State 2014	4-Year Trend	2 Year Trend
5	CPI	386	0	0	81.9	76.9	79	76.9	-5
	P+	386	0.0%	0.0%	54.0%	50.0%	53.0%	50.0%	-4.0%
8	CPI	398	72.9	76.5	77.1	76.4	72.4	3.5	-0.7
	P+	398	42.0%	47.0%	49.0%	47.0%	42.0%	5.0%	-2.0%
10	CPI	335	91.8	92.5	90.5	92.1	87.9	0.3	1.6
	P+	335	81.0%	83.0%	77.0%	78.0%	71.0%	-3.0%	1.0%
All	CPI	1119	81.7	83.3	82.8	81.3	79.6	-0.4	-1.5
	P+	1119	61.0%	62.0%	59.0%	57.0%	55.0%	-4.0%	-2.0%

Notes: P+ = percent *Proficient* or *Advanced*. Students participate in STE MCAS tests in grades 5, 8, and 10 only. Median SGPs are not calculated for STE.

**Table B3a: Barnstable Public Schools
English Language Arts (All Grades)
Performance for Selected Subgroups Compared to State, 2011-2014**

Group and Measure			Number Included (2014)	Spring MCAS Year				Gains and Declines	
				2011	2012	2013	2014	4 Year Trend	2-Year Trend
High Needs	District	CPI	1256	85.1	84.2	78.4	78.5	-6.6	0.1
		P+	1256	61.0%	60.0%	50.0%	51.0%	-10.0%	1.0%
		SGP	912	48	44	42	40	-8	-2
	State	CPI	241069	77	76.5	76.8	77.1	0.1	0.3
		P+	241069	48.0%	48.0%	48.0%	50.0%	2.0%	2.0%
		SGP	183766	46	46	47	47	1	0
Low Income	District	CPI	1055	87.2	85.3	80	80	-7.2	0
		P+	1055	67.0%	64.0%	55.0%	54.0%	-13.0%	-1.0%
		SGP	773	48	43	43	41	-7	-2
	State	CPI	189662	77.1	76.7	77.2	77.5	0.4	0.3
		P+	189662	49.0%	50.0%	50.0%	51.0%	2.0%	1.0%
		SGP	145621	46	45	47	47	1	0
Students w/ disabilities	District	CPI	435	74.3	72.6	65.2	66.1	-8.2	0.9
		P+	435	33.0%	32.0%	21.0%	27.0%	-6.0%	6.0%
		SGP	307	44	46	38	38	-6	0
	State	CPI	90777	68.3	67.3	66.8	66.6	-1.7	-0.2
		P+	90777	30.0%	31.0%	30.0%	31.0%	1.0%	1.0%
		SGP	66688	42	43	43	43	1	0
English language learners or Former ELLs	District	CPI	177	75.8	76.8	66.6	67.8	-8	1.2
		P+	177	48.0%	46.0%	37.0%	37.0%	-11.0%	0.0%
		SGP	99	66	57	47	53	-13	6
	State	CPI	47477	66.2	66.2	67.4	67.8	1.6	0.4
		P+	47477	33.0%	34.0%	35.0%	36.0%	3.0%	1.0%
		SGP	32239	50	51	53	54	4	1
All students	District	CPI	2525	92.4	92	88.2	86.8	-5.6	-1.4
		P+	2525	79.0%	79.0%	71.0%	69.0%	-10.0%	-2.0%
		SGP	1976	48	49	47	43	-5	-4
	State	CPI	488744	87.2	86.7	86.8	86.7	-0.5	-0.1
		P+	488744	69.0%	69.0%	69.0%	69.0%	0.0%	0.0%
		SGP	390904	50	50	51	50	0	-1

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculation. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B3b: Barnstable Public Schools
Mathematics (All Grades)
Performance for Selected Subgroups Compared to State, 2011-2014**

Group and Measure			Number Included (2014)	Spring MCAS Year				Gains and Declines	
				2011	2012	2013	2014	4 Year Trend	2-Year Trend
High Needs	District	CPI	1308	71.7	70.9	68.7	66.4	-5.3	-2.3
		P+	1308	43.0%	42.0%	39.0%	37.0%	-6.0%	-2.0%
		SGP	957	46	35	41	35	-11	-6
	State	CPI	241896	67.1	67	68.6	68.4	1.3	-0.2
		P+	241896	37.0%	37.0%	40.0%	40.0%	3.0%	0.0%
		SGP	184937	46	46	46	47	1	1
Low Income	District	CPI	1100	74	71.7	70.4	67.8	-6.2	-2.6
		P+	1100	48.0%	44.0%	43.0%	39.0%	-9.0%	-4.0%
		SGP	810	47	36	41	35	-12	-6
	State	CPI	190183	67.3	67.3	69	68.8	1.5	-0.2
		P+	190183	38.0%	38.0%	41.0%	41.0%	3.0%	0.0%
		SGP	146536	46	45	46	47	1	1
Students w/ disabilities	District	CPI	447	57.8	57.3	52.9	52.1	-5.7	-0.8
		P+	447	17.0%	18.0%	14.0%	17.0%	0.0%	3.0%
		SGP	317	38	33	31	31	-7	0
	State	CPI	91181	57.7	56.9	57.4	57.1	-0.6	-0.3
		P+	91181	22.0%	21.0%	22.0%	22.0%	0.0%	0.0%
		SGP	67155	43	43	42	43	0	1
English language learners or Former ELLs	District	CPI	179	67.7	65.7	62.3	60.8	-6.9	-1.5
		P+	179	41.0%	39.0%	33.0%	33.0%	-8.0%	0.0%
		SGP	104	53.5	43	47.5	43.5	-10	-4
	State	CPI	47847	62	61.6	63.9	63.8	1.8	-0.1
		P+	47847	32.0%	32.0%	35.0%	36.0%	4.0%	1.0%
		SGP	32607	52	52	53	52	0	-1
All students	District	CPI	2623	83.5	82.3	81.1	77.7	-5.8	-3.4
		P+	2623	65.0%	62.0%	60.0%	55.0%	-10.0%	-5.0%
		SGP	2061	48	39	45	38	-10	-7
	State	CPI	490288	79.9	79.9	80.8	80.3	0.4	-0.5
		P+	490288	58.0%	59.0%	61.0%	60.0%	2.0%	-1.0%
		SGP	392953	50	50	51	50	0	-1

Notes: The number of students included in CPI and percent *Proficient* or *Advanced* (P+) calculations may differ from the number of students included in median SGP calculation. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B3c: Barnstable Public Schools
Science and Technology/Engineering (All Grades)
Performance for Selected Subgroups Compared to State, 2011-2014**

Group and Measure			Number Included (2014)	Spring MCAS Year				Gains and Declines	
				2011	2012	2013	2014	4 Year Trend	2-Year Trend
High Needs	District	CPI	522	68.8	70.5	70.9	68.7	-0.1	-2.2
		P+	522	39.0%	40.0%	37.0%	34.0%	-5.0%	-3.0%
	State	CPI	100582	63.8	65	66.4	67.3	3.5	0.9
		P+	100582	28.0%	31.0%	31.0%	33.0%	5.0%	2.0%
Low Income	District	CPI	441	71.5	71.9	72.1	69.6	-1.9	-2.5
		P+	441	45.0%	44.0%	40.0%	35.0%	-10.0%	-5.0%
	State	CPI	79199	62.8	64.5	66.1	66.8	4	0.7
		P+	79199	28.0%	31.0%	32.0%	33.0%	5.0%	1.0%
Students w/ disabilities	District	CPI	184	55.8	53.6	60.4	57.9	2.1	-2.5
		P+	184	17.0%	11.0%	16.0%	17.0%	0.0%	1.0%
	State	CPI	38628	59.2	58.7	59.8	60.1	0.9	0.3
		P+	38628	20.0%	20.0%	20.0%	22.0%	2.0%	2.0%
English language learners or Former ELLs	District	CPI	73	44.7	57.6	56.8	54.5	9.8	-2.3
		P+	73	12.0%	21.0%	21.0%	19.0%	7.0%	-2.0%
	State	CPI	16871	50.3	51.4	54	54	3.7	0
		P+	16871	15.0%	17.0%	19.0%	18.0%	3.0%	-1.0%
All students	District	CPI	1119	81.7	83.3	82.8	81.3	-0.4	-1.5
		P+	1119	61.0%	62.0%	59.0%	57.0%	-4.0%	-2.0%
	State	CPI	211440	77.6	78.6	79	79.6	2	0.6
		P+	211440	52.0%	54.0%	53.0%	55.0%	3.0%	2.0%

Notes: Median SGPs are not calculated for STE. State figures are provided for comparison purposes only and do not represent the standard that a particular group is expected to meet.

**Table B4: Barnstable Public Schools
Annual Grade 9-12 Dropout Rates, 2010-2013**

	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent	Percentage Points	Percent	
All students	3.2	2.2	1.5	1.9	-1.3	-0.41	0.4	0.27	2.2

Notes: The annual dropout rate is calculated by dividing the number of students who drop out over a one-year period by the October 1 grade 9–12 enrollment, multiplied by 100. Dropouts are those students who dropped out of school between July 1 and June 30 of a given year and who did not return to school, graduate, or receive a GED by the following October 1. Dropout rates have been rounded; percent change is based on unrounded numbers.

**Table B5a: Barnstable Public Schools
Four-Year Cohort Graduation Rates, 2010-2013**

Group	Number Included (2013)	School Year Ending				Change 2009-2012		Change 2011-2012		State (2013)
		2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	224	62.4%	61.8%	80.4%	75.0%	12.6	20.2%	-5.4	-6.7%	74.7%
Low income	184	59.3%	62.9%	82.1%	73.9%	14.6	24.6%	-8.2	-10.0%	73.6%
Students w/ disabilities	80	52.9%	42.6%	71.3%	65.0%	12.1	22.9%	-6.3	-8.8%	67.8%
English language learners or Former ELLs	18	66.7%	76.5%	94.7%	94.4%	27.7	41.5%	-0.3	-0.3%	63.5%
All students	435	82.1%	80.2%	89.2%	85.3%	3.2	3.9%	-3.9	-4.4%	85.0%

Notes: The four-year cohort graduation rate is calculated by dividing the number of students in a particular cohort who graduate in four years or less by the number of students in the cohort entering their freshman year four years earlier, minus transfers out and plus transfers in. Non-graduates include students still enrolled in high school, students who earned a GED or received a certificate of attainment rather than a diploma, and students who dropped out. Graduation rates have been rounded; percent change is based on unrounded numbers.

**Table B5b: Barnstable Public Schools
Five-Year Cohort Graduation Rates, 2009-2012**

Group	Number Included (2012)	School Year Ending				Change 2009-2012		Change 2011-2012		State (2012)
		2009	2010	2011	2012	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	199	70.1%	68.5%	66.3%	82.4%	12.3	17.5%	16.1	24.3%	78.9%
Low income	151	67.3%	66.7%	68.2%	84.8%	17.5	26.0%	16.6	24.3%	77.5%
Students w/ disabilities	80	69.7%	61.4%	45.9%	71.3%	1.6	2.3%	25.4	55.3%	73.8%
English language learners or Former ELLs	19	63.3%	72.7%	88.2%	94.7%	31.4	49.6%	6.5	7.4%	68.5%
All students	453	83.8%	85.1%	82.9%	90.5%	6.7	8.0%	7.6	9.2%	87.5%

Notes: The five-year cohort graduation rate is calculated by dividing the number of students in a particular cohort who graduate in five years or less by the number of students in the cohort entering their freshman year five years earlier, minus transfers out and plus transfers in. Non-graduates include students still enrolled in high school, students who earned a GED or received a certificate of attainment rather than a diploma, and students who dropped out. Graduation rates have been rounded; percent change is based on unrounded numbers. Graduation rates have been rounded; percent change is based on unrounded numbers.

**Table B6: Barnstable Public Schools
Attendance Rates, 2011-2014**

Group	School Year Ending				Change 2011-2014		Change 2013-2014		State (2014)
	2011	2012	2013	2014	Percentage Points	Percent Change	Percentage Points	Percent Change	
All students	94.1%	94.3%	94.1%	94.3%	0.4	0.4%	0.4	0.4%	94.9%

Notes: The attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in a particular school year. A student's attendance rate is counted toward any district the student attended. In addition, district attendance rates included students who were out placed in public collaborative or private alternative schools/programs at public expense. Attendance rates have been rounded; percent change is based on unrounded numbers.

**Table B7: Barnstable Public Schools
Suspension Rates, 2010-2013**

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
In-School Suspension Rate	0.8%	2.2%	2.6%	3.4%	2.6	325.0%	0.8	30.8%	2.2%
Out-of-School Suspension Rate	8.2%	6.6%	6.1%	4.6%	-3.6	-43.9%	-1.5	-24.6%	4.3%

Note: This table reflects information reported by school districts at the end of the school year indicated. Suspension rates have been rounded; percent change is based on unrounded numbers.

Table B8: Barnstable Public Schools
Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2012–2014

	FY12		FY13		FY14	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools:						
By school committee	\$58,746,877	\$58,554,779	\$55,865,835	\$55,855,177	\$57,255,360	--
By municipality	\$18,696,011	\$20,358,570	\$21,747,408	\$21,921,446	\$22,735,905	--
Total from local appropriations	\$77,442,888	\$78,913,349	\$77,613,243	\$77,776,623	\$79,991,265	--
From revolving funds and grants	--	\$8,570,288	--	\$10,461,335	--	--
Total expenditures	--	\$87,483,637	--	\$88,237,959	--	--
Chapter 70 aid to education program						
Chapter 70 state aid*	--	\$7,184,728	--	\$7,401,888	--	\$7,909,787
Required local contribution	--	\$44,732,590	--	\$46,300,239	--	\$47,284,048
Required net school spending**	--	\$51,917,318	--	\$53,702,127	--	\$55,193,835
Actual net school spending	--	\$60,262,102	--	\$61,862,692	--	\$63,810,513
Over/under required (\$)	--	\$8,344,784	--	\$8,160,565	--	\$8,616,677
Over/under required (%)	--	16.1	--	15.2	--	15.6

*Chapter 70 state aid funds are deposited in the local general fund and spent as local appropriations.

**Required net school spending is the total of Chapter 70 aid and required local contribution. Net school spending includes only expenditures from local appropriations, not revolving funds and grants. It includes expenditures for most administration, instruction, operations, and out-of-district tuitions. It does not include transportation, school lunches, debt, or capital.

Sources: FY11, FY12 District End-of-Year Reports, Chapter 70 Program information on ESE website

Data retrieved October 17, 2014 and December 11, 2014

**Table B9: Barnstable Public Schools
Expenditures Per In-District Pupil
Fiscal Years 2011-2013**

Expenditure Category	2011	2012	2013
Administration	\$607	\$645	\$640
Instructional leadership (district and school)	\$950	\$1,080	\$1,063
Teachers	\$5,217	\$5,692	\$5,594
Other teaching services	\$747	\$870	\$1,130
Professional development	\$50	\$159	\$141
Instructional materials, equipment and technology	\$925	\$532	\$685
Guidance, counseling and testing services	\$246	\$277	\$306
Pupil services	\$1,564	\$1,690	\$1,465
Operations and maintenance	\$1,431	\$1,361	\$1,131
Insurance, retirement and other fixed costs	\$2,320	\$2,074	\$1,665
Total expenditures per in-district pupil	\$14,058	\$14,381	\$13,819

Sources: [Per-pupil expenditure reports on ESE website](#)

Appendix C: Instructional Inventory

Learning Environment & Teaching	By Grade Span	Evidence		
		None	Partial	Clear & Consistent
		(0)	(1)	(2)
1. Tone of interactions between teacher and students and among students is positive & respectful.	ES	0%	3%	97%
	MS	0%	7%	93%
	HS	0%	6%	94%
	Total #	0	3	64
	Total %	0%	4%	96%
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively & equitably.	ES	14%	6%	80%
	MS	0%	7%	93%
	HS	11%	17%	72%
	Total #	7	6	54
	Total %	10%	9%	81%
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	ES	0%	3%	97%
	MS	7%	0%	93%
	HS	0%	11%	89%
	Total #	1	3	63
	Total %	1%	4%	94%
4. Classroom rituals and routines promote transitions with minimal loss of instructional time.	ES	23%	3%	74%
	MS	0%	14%	86%
	HS	22%	6%	72%
	Total #	12	4	51
	Total %	18%	6%	76%
5. Multiple resources are available to meet all students' diverse learning needs.	ES	0%	20%	80%
	MS	7%	29%	64%
	HS	28%	50%	22%
	Total #	6	20	41
	Total %	9%	30%	61%
6. The teacher demonstrates knowledge of subject and content.	ES	6%	9%	86%
	MS	0%	0%	100%
	HS	0%	6%	94%
	Total #	2	4	61
	Total %	3%	6%	91%
7. The teacher plans and implements a lesson that reflects rigor and high expectations.	ES	9%	37%	54%
	MS	0%	50%	50%
	HS	6%	39%	56%
	Total #	4	27	36
	Total %	6%	40%	54%

Teaching	By Grade Span	Evidence		
		None	Partial	Clear & Consistent
		(0)	(1)	(2)
8. The teacher communicates clear learning objective(s) aligned to 2011 Massachusetts Curriculum Frameworks.	ES	34%	11%	54%
	MS	14%	21%	64%
	HS	17%	33%	50%
	Total #	17	13	37
	Total %	25%	19%	55%
9. The teacher uses appropriate instructional strategies well matched to learning objective (s) and content.	ES	23%	11%	66%
	MS	7%	14%	79%
	HS	0%	50%	50%
	Total #	9	15	43
	Total %	13%	22%	64%
10. The teacher uses appropriate modifications for ELL and SPED students such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	ES	51%	29%	20%
	MS	43%	50%	7%
	HS	56%	22%	22%
	Total #	34	21	12
	Total %	51%	31%	18%
11. The teacher provides opportunities for students' to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of knowledge or concepts (Bloom's Taxonomy)	ES	20%	31%	49%
	MS	14%	14%	71%
	HS	28%	44%	28%
	Total #	14	21	32
	Total %	21%	31%	48%
12. The teacher uses questioning techniques that require thoughtful responses that demonstrate understanding.	ES	14%	20%	66%
	MS	14%	43%	43%
	HS	25%	38%	38%
	Total #	11	19	35
	Total %	17%	29%	54%
13. The teacher implements teaching strategies that promote a safe learning environment where students give opinions, make judgments, explore and investigate ideas.	ES	3%	9%	89%
	MS	0%	7%	93%
	HS	6%	0%	94%
	Total #	2	4	61
	Total %	3%	6%	91%
14. The teacher paces the lesson to match content and meet students' learning needs.	ES	11%	17%	71%
	MS	7%	36%	57%
	HS	11%	33%	56%
	Total #	7	17	43
	Total %	10%	25%	64%
15. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	ES	23%	29%	49%
	MS	14%	36%	50%
	HS	22%	27%	50%
	Total #	14	20	33
	Total %	21%	30%	49%
16. The teacher makes use of available technology to support instruction and enhance learning.	ES	63%	6%	31%
	MS	29%	7%	64%
	HS	50%	17%	33%
	Total #	35	6	26
	Total %	52%	9%	39%

Learning	By Grade Span	Evidence		
		None	Partial	Clear & Consistent
		(0)	(1)	(2)
17. Students are engaged in challenging academic tasks.	ES	6%	43%	51%
	MS	0%	43%	57%
	HS	6%	56%	39%
	Total #	3	31	33
	Total %	4%	46%	49%
18. Students articulate their thinking verbally or in writing.	ES	17%	17%	66%
	MS	14%	21%	64%
	HS	28%	28%	44%
	Total #	13	14	40
	Total %	19%	21%	60%
19. Students inquire, explore, apply, analyze, synthesize and/or evaluate knowledge or concepts (Bloom's Taxonomy)..	ES	20%	17%	63%
	MS	29%	21%	50%
	HS	28%	33%	39%
	Total #	16	15	36
	Total %	24%	22%	54%
20. Students elaborate about content and ideas when responding to questions.	ES	34%	29%	37%
	MS	29%	13%	58%
	HS	39%	50%	11%
	Total #	26	22	29
	Total %	34%	29%	38%
21. Students make connections to prior knowledge, or real world experience, or can apply knowledge and understanding to other subjects.	ES	29%	23%	49%
	MS	21%	14%	64%
	HS	33%	22%	44%
	Total #	19	14	34
	Total %	28%	21%	51%
22. Students use technology as a tool for learning and/or understanding.	ES	77%	14%	9%
	MS	50%	0%	50%
	HS	94%	0%	6%
	Total #	51	5	11
	Total %	76%	7%	16%
23. Students assume responsibility for their own learning whether individually, in pairs, or in groups.	ES	17%	20%	63%
	MS	0%	21%	79%
	HS	22%	22%	56%
	Total #	10	14	43
	Total %	15%	21%	64%
24. Student work demonstrates high quality and can serve as exemplars.	ES	34%	31%	34%
	MS	57%	21%	21%
	HS	56%	33%	11%
	Total #	30	20	17
	Total %	45%	30%	25%