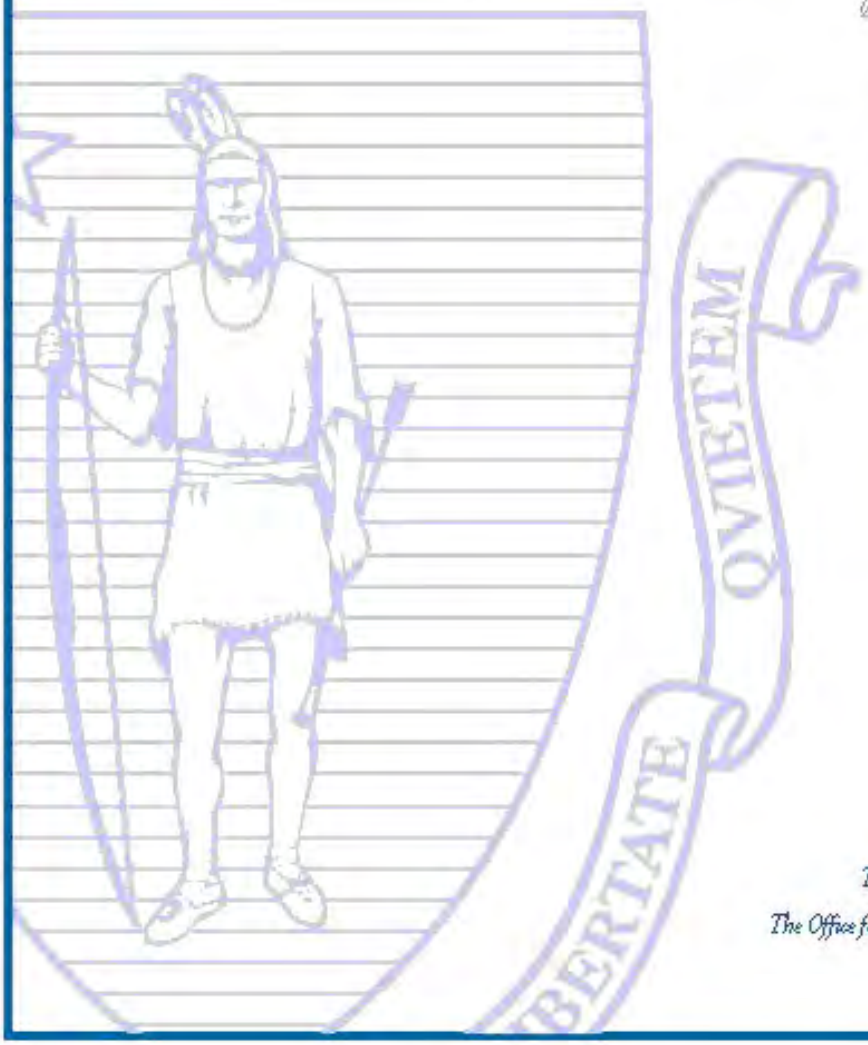
The Commonwealth of Massachusetts

School District *Reexamination Report:*

Greenfield
Public Schools
Technical Report

data driven
standards based
learner centered



The Education Management Audit Council

The Office for Educational Quality and Accountability

2004 - 2006

The Commonwealth of Massachusetts
Office of Educational Quality and Accountability

Visiting Reexamination Team

Eva Mitchell, Coordinating Examiner
John Kulevich, Senior Examiner
Helen Apostolides, Examiner
Herb Baker, Examiner
Andrew Paquette, Examiner
Rena Shea, Examiner

The Educational Management Audit Council received this report at their meeting of August 21, 2006. Because of the findings contained in the reexamination report, the Council voted to accept the report and remove the Greenfield Public Schools from 'watch'.

The Office of Educational Quality and Accountability would like to acknowledge the professional cooperation extended to the audit team by the Department of Education; the Superintendent of the Greenfield Public Schools, Joseph Ruscio; the school department staff of the Greenfield Public Schools; and the town officials in Greenfield.

Table of Contents

Executive Summary 1
Analysis of MCAS Student Achievement Data 13
Reexamination Findings 44
- I. Leadership, Governance, and Communication 44
- II. Curriculum and Instruction 58
- III. Assessment and Program Evaluation 81
- IV. Human Resource Management and Professional Development 98
- V. Access, Participation, and Student Academic Support 114
- VI. Financial and Asset Management Effectiveness and Efficiency 143

Appendix A: Proficiency Index (PI) 155
Appendix B: Chapter 70 Trends, FY 1997 – FY2006 156

Executive Summary

The Office of Educational Quality and Accountability (EQA) reexamined the Greenfield Public Schools in January 2007. With an average proficiency index of 76 proficiency index (PI) points in 2006 (82 PI points in English language arts and 70 PI points in math), the district is considered a 'Moderate' performing school system based on the Department of Education's rating system (found in Appendix A of this report), with achievement below the state average. Half of Greenfield's students scored at or above the proficiency standard on the 2006 administration of the MCAS tests.

District Overview

The town of Greenfield, a Pioneer Valley community located at the crossroads of Interstate 91 and Route 2 in Franklin County in western Massachusetts, was originally an agrarian community enriched by the Connecticut River. Today, Greenfield is a suburban community, where the largest sources of employment are in the educational, health, and social services and manufacturing sectors. The town has a Town Council/Mayor/Town Manager form of municipal government.

Greenfield is a comparatively low to moderate-income community, with a declining employment base. According to the Massachusetts Department of Revenue (DOR), the town had a median family income of $46,412 in 1999, compared to the statewide median family income of $63,706, ranking it 322 out of the 351 cities and towns in the commonwealth. According to the 2000 U.S. Census, the town had a total population of 18,168 with a population of 3,261 school-age children, or 18 percent of the total. Of the total households in Greenfield, 28 percent were households with children under 18 years of age, and 26 percent were households with individuals age 65 years or older. Twenty-four percent of the population age 25 years or older held a bachelor's degree or higher, compared to 33 percent statewide.

According to the Massachusetts Department of Education (DOE), in 2005-2006 the Greenfield Public Schools had a total enrollment of 1,861. The demographic composition in the district was: 81.4 percent White, 9.7 percent Hispanic, 4.3 percent multi-race, non-Hispanic, 2.7 percent African-American, 1.3 percent Asian, 0.6 percent Native American; 16.1 percent special

education, 53.4 percent low income, 9.8 percent first language not English, and 5.3 percent limited English proficient. Eighty-seven percent of school-age children in Greenfield attended public schools. The district offers school choice, and 61 students from other communities attended school in Greenfield. A total of 437 students from Greenfield attended other public schools, including 130 students who attended Franklin County Technical School and 69 students who attended charter schools.

The district has eight schools serving grades pre-kindergarten through 12, including four elementary schools serving grades pre-kindergarten through 5, one middle school serving grades 6 through 8, one high school serving grades 9 through 12, and a secondary school serving students with severe disabilities in grades 6 through 10. The administrative team at the time of the review consisted of a superintendent, a director of business services, a director of curriculum and instruction, an interim director of student services, a technology coordinator, an ELL coordinator, a coordinator of the Early Childhood Program, a director of the Poet Seat Program, and all the school principals. The district has a nine-member school committee, of which the mayor is a member.

In FY 2006, Greenfield's per pupil expenditure (preliminary), based on appropriations from all funds, was $12,120, compared to $11,196 statewide, ranking it 86 out of 325 of the 328 school districts reporting data. The district exceeded the state net school spending requirement in each year of the review period. From 2004 to FY 2006, net school spending increased from $19,099,034 to $19,852,426; Chapter 70 aid increased from $8,625,218 to $8,732,668; the required local contribution increased from $8,278,307 to $9,111,371; and the foundation enrollment decreased from 2,289 to 2,149. Chapter 70 aid as a percentage of actual net school spending decreased from 45 to 44 percent over this period. From FY 2004 to FY 2005, total curriculum and instruction expenditures as a percentage of total Schedule 1 net school spending reported in the End of Year Pupil and Financial Report increased from 50 to 53 percent.

Context

School districts examined by the Massachusetts Office of Educational Quality and Accountability (EQA) are placed in 'Watch' status if the EQA examination reveals several areas of poor or unsatisfactory performance. All 'Watch' districts are monitored by the EQA and its

staff. In addition, districts may be placed in 'Watch' status if they were referred to the Board of Education for a "declaration of underperformance" but the board declined to make that determination. For the next one to two years, an experienced and trained senior EQA examiner monitors a district in 'Watch' status. After a reexamination by the EQA, either the district is removed from 'Watch' status or an EQA report is forwarded to the Board of Education with a recommendation to declare the district underperforming. Underperforming districts receive additional support and services from the state to improve student achievement.

The EQA examined the Greenfield Public Schools in February 2005, and the district was subsequently placed in 'Watch' status. The district was monitored by an EQA examiner, Dr. William Wolf, and reexamined by a team of EQA examiners in January 2007. This reexamination report is the conclusion of the 'Watch' process, the purpose of which is to assess the progress the district has made since the prior examination.

Overall, the Greenfield Public Schools is a school district seriously committed to increasing student achievement in a challenging financial environment. The district has focused on improving areas of weak performance since the initial EQA visit in 2004 by systemically using student achievement data. Since the last EQA visit, the district has created a collegial environment of communication, collaboration, and shared responsibility for student achievement. A skilled and knowledgeable leadership team leads the district, and the school committee is knowledgeable about education reform. The district has a positive relationship with the teacher's association and the mayor, who sits on the school committee. The superintendent has shared the district vision with stakeholders within and outside the district. His participative leadership style has earned loyalty and cooperation from his staff. His commitment to studying student achievement data and the districts' needs for growth has earned the respect of his leadership team and school committee. His tendency to engage in open dialogue has earned him trust with the community.

Greenfield is a working class city with an increasing percentage of low-income students in its schools. Between 2003 and 2006, the percentage of students receiving free or reduced-cost lunch increased from 41 to 53 percent, almost double the state rate of 28 percent. Greenfield Public Schools' annual enrollment declined during the same period from 2,244 to 1,861. School choice

and charter enrollment are hurting the district financially. Without an adequate budget, the district has had an overreliance on grants and revolving accounts to sustain operations. School facilities have character but are tired. The district is considering rebuilding the high school. The district renovated five elementary schools (Federal Street, Four Corners, Green River, North Parish, and Newton) and the middle school, but budget pressures led the district to close one school in the 2005-2006 school year with plans to close another one or two schools in the next two years.

Greenfield's biggest student achievement challenges were at the middle school and in the content area of math. The largest performance gaps between the district and the state MCAS results occurred at the middle school level. In 2006, the percentage of students achieving at or above the level of 'Proficient' was 17 percentage points less than statewide in ELA and 18 percentage points less in math. Performance at the middle school level has been the weakest in comparison to the other levels in the district. The middle level did not make adequate yearly progress (AYP) in math and subgroups did not make AYP in ELA. Other levels made AYP in both subjects. Performance at the middle school level is responsible for the district's status of "Identified for Improvement" in math.

Greenfield's biggest student achievement successes were in grade 3 reading, for which the district and all of its subgroups outperformed the state as measured by the Department of Education's Composite Performance Index (CPI), and in the performance of the low-income students. The district has made considerable progress in raising the achievement of its majority low-income subgroup; in 2006, Greenfield low-income students outperformed their state peers on every MCAS test in 2006 at each tested grade level except grades 6 and 7. Standard and Poors commended the district for reducing the gap between low-income and non low-income students.

The superintendent and his executive team (E-team) have not used the limited budget as an excuse for student achievement that falls below their expectations. Rather, they have engaged in a critical process of ongoing self-analysis to raise students to higher levels of achievement by addressing areas of weakness previously identified in the initial EQA review and by using data analysis at all levels to improve and align its curriculum, classroom instruction, and academic support services. District leadership has thoughtfully pursued ways to support this work by

effectively deploying staff, monitoring and supporting staff efforts, and refining its budget processes in order to support higher levels of student achievement.

The EQA Reexamination Process

The Massachusetts Legislature created the Office of Educational Quality and Accountability in July 2000 to provide independent and objective programmatic and financial audits of the 350-plus school districts that serve the cities and towns of the commonwealth. The agency is the accountability component of the Education Reform Act of 1993, and was envisioned in that legislation. The EQA works under the direction of a five-person citizen council, appointed by the governor, known as the Educational Management Audit Council (EMAC).

From January 8 to 11, 2006, the EQA conducted an independent reexamination of the Greenfield Public Schools for the period 2004-2006, with a primary focus on 2006. This reexamination was based on the EQA's six major standards of inquiry that address the quality of educational management, which are: 1) Leadership, Governance, and Communication; 2) Curriculum and Instruction; 3) Assessment and Program Evaluation; 4) Human Resource Management and Professional Development; 5) Access, Participation, and Student Academic Support; and 6) Financial and Asset Management Effectiveness and Efficiency. The report is based on the source documents, correspondence sent prior to the on-site visit, interviews with the representatives from the school committee, the district leadership team, school administrators, and teachers, and additional documents submitted while in the district. The report does not consider documents, revised data, or comments that may have surfaced after the on-site visit.

For the period under examination, 2004-2006, this report finds Greenfield to be a 'Moderate' performing school district with an average proficiency index of 76 proficiency index (PI) points, marked by student achievement that was 'High' in English language arts (ELA) and 'Low' in math on the 2004-2006 MCAS tests. Over the three-year period, student performance was flat in ELA and improved by six and one-half PI points in math, which closed the district's average proficiency gap by 11 percent.

The following provides a summary of the district's performance on the 2006 Massachusetts Comprehensive Assessment System (MCAS) tests and the findings of the EQA reexamination.

Summary of Analysis of MCAS Student Achievement Data

Are all eligible students participating in required state assessments?

On the 2006 MCAS tests in ELA, math, and STE, eligible students in Greenfield participated at levels that met or exceeded the state's 95 percent requirement.

Are the district's students reaching proficiency levels on the MCAS examination?

On average, half of all students in Greenfield attained proficiency on the 2006 MCAS tests, less than that statewide. More than half of Greenfield students attained proficiency in English language arts (ELA), and more than two-fifths of Greenfield students attained proficiency in both math and science and technology/engineering (STE). Ninety-five percent of the Class of 2006 attained a Competency Determination.

- Greenfield's average proficiency index (API) on the MCAS tests in 2006 was 76 proficiency index (PI) points, two PI points less than that statewide. Greenfield's average proficiency gap, the difference between its API and the target of 100, in 2006 was 24 PI points.
- In 2006, Greenfield's proficiency gap in ELA was 18 PI points, two PI points wider than the state's average proficiency gap in ELA. This gap would require an average improvement in performance of more than two PI points annually to achieve adequate yearly progress (AYP). Greenfield's proficiency gap in math was 30 PI points in 2006, two PI points wider than the state's average proficiency gap in math. This gap would require an average improvement of nearly four PI points per year to achieve AYP.
- Greenfield's proficiency gap in STE was 28 PI points, one PI point narrower than that statewide.

Has the district's MCAS test performance improved over time?

Between 2003 and 2006, Greenfield's MCAS performance showed some improvement overall, in math, and in STE, and slight improvement in ELA. However, performance overall and in ELA declined between 2005 and 2006.

- The percentage of students scoring in the 'Advanced' and 'Proficient' categories rose by six percentage points between 2003 and 2006, while the percentage of students in the 'Warning/Failing' category decreased by five percentage points. The average proficiency

gap in Greenfield narrowed from 31 PI points in 2003 to 26 PI points in 2006. This resulted in an improvement rate, or a closing of the proficiency gap, of 15 percent.

- Over the three-year period 2003-2006, Greenfield showed little improvement in ELA performance, improving by approximately one-half PI point per year. This resulted in an improvement rate of nearly nine percent, a rate lower than that required to meet adequate yearly progress (AYP).
- Math performance in Greenfield showed greater improvement during this period, improving by an average of more than two PI points annually. This resulted in an improvement rate of nearly 19 percent, also a rate lower than that required to meet AYP.
- Between 2004 and 2006, Greenfield showed moderate improvement in STE performance, improving at an average of more than two PI points per year for this two-year period. This resulted in an improvement rate of 14 percent.

Do MCAS test results vary among subgroups of students?

MCAS performance in 2006 varied substantially among subgroups of Greenfield students. Of the six measurable subgroups in Greenfield, the gap in performance between the highest- and lowest-performing subgroups was 31 PI points in ELA (regular education students, students with disabilities, respectively) and 35 PI points in math (non low-income students, students with disabilities, respectively).

- The proficiency gaps in Greenfield in 2006 in both ELA and math were wider than the district average for students with disabilities, low-income students (those participating in the free or reduced-cost lunch program), and male students. Less than one-fifth of students with disabilities attained proficiency, and less than half of low-income and male students did so.
- The proficiency gaps in ELA and math were narrower than the district average for regular education students, non low-income students, and female students. For each of these subgroups, more than half the students attained proficiency.

Has the equity of MCAS test performance among the district's student subgroups improved over time?

The performance gap in Greenfield between the highest- and lowest-performing subgroups in ELA widened from 29 PI points in 2003 to 31 PI points in 2006, and the performance gap between the highest- and lowest-performing subgroups in math widened from 31 to 35 PI points over this period.

- In Greenfield, regular education students and low-income students had improved performance in ELA between 2003 and 2006. The most improved subgroup in ELA was low-income students.
- In math, all subgroups in Greenfield showed improved performance between 2003 and 2006, and the gains were larger than those in ELA. The most improved subgroup in math was also low-income students.

Standard Summaries

Leadership, Governance, and Communication

The E-team led the district's work under the superintendent's direction. The team consisted of all the central office administrators and all the school principals, who together developed and began to implement the Greenfield Public Schools District Improvement Plan (DIP) for 2005-2008. The plan focused on four goals to improve student achievement. The team targeted the specific areas that needed addressing, as indicated by the prior EQA review, to overhaul the operational structure, creating a districtwide environment, culture, and systems. Since the prior review, the district developed its Restructuring Plan, a formal E-team meeting structure with agendas and minutes, an administrator's procedural guide, a policy manual, updated curriculum guides, common benchmark assessments, a District Curriculum Accommodation Plan (DCAP), a professional development plan, and a mentoring program. The district also developed new administrator and teacher evaluation tools to increase staff accountability, although it had not implemented them yet. The district made progress in refining its improvement planning documents for the district and its schools; the DIP included benchmarks, and a consultant helped the district develop School Improvement Plans (SIPs), although alignment was not complete for all SIPs. The district has not yet updated any job descriptions.

Curriculum and Instruction

Since the initial examination, Greenfield Public Schools heavily invested in improving and aligning comprehensive curricula at all grade levels in the content areas. The district deployed qualified staff to ensure the curriculum was well developed, monitored, revised, and implemented in its schools. The district hired a director of curriculum and instruction in 2005 to provide direction and to oversee curriculum revision, and reinstated the positions of content area curriculum coordinators at the middle and high schools. Active and increasing use of data analysis to improve learning was palpable throughout the district, especially with the use of PowerGrade at grades 6-12. Observations of 41 randomly selected classrooms demonstrated that instruction aligned with the Massachusetts curriculum frameworks and that instruction largely incorporated multiple tasks that engaged all levels of learners and a variety of instructional techniques such as differentiated instruction. An inadequate budget challenged the district, which relied heavily on grants to support programs. For example, the district had applied for an extended time on learning grant, as Greenfield was only able to increase time on learning at the elementary level.

Classroom observation data strongly suggested that Greenfield's instructional priorities set at the district level permeated to the classroom level, especially at the elementary grades, where students demonstrated high overall performance, and at middle school level, where instruction was the strongest in comparison to observations at the same grades in other districts. Across the district, 100 percent of the observed teachers followed the aligned curriculum. The use of student achievement data for instructional purposes was evident in the high percentages of observed classrooms that incorporated a variety of instructional techniques including differentiation, instructional tasks for different levels of learners, and classroom resources—some teacher-created—for diverse learning styles.

Assessment and Program Evaluation

The Greenfield Public School administrators indicated that the previous EQA review had a profound impact in the systemic commitment to provide staff with training in data analysis and to use data to inform instruction and attain a high degree of accountability. The district made significant progress during the reexamination period in procuring assessment systems and in providing training on using data to improve student achievement. Greenfield made judicious use

of assessments. It used TestWiz to analyze MCAS test results and to evaluate assessment programs, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for elementary ELA, the Group Reading Assessment and Diagnostic Evaluation (GRADE) for elementary and middle ELA, elementary basal assessments, PSATs and AP requirements, and common assessments at the secondary level. It employed the MCAS analysis as it conducted the Performance Improvement Mapping (PIM) process. The district also used data to inform decisions about professional development, increasing instructional time, reallocating staff, and providing supportive technology and training to teachers. The district embarked on an energetic program to provide training to all administrators in the PIM process, TestWiz, DIBELS, GRADE, and PowerSchool and to the teaching staff in certain programs.

Human Resource Management and Professional Development

The successful negotiation of an improved tool for teacher evaluation was a notable accomplishment of the Greenfield Public Schools. The previous evaluation tool and the conduct of the evaluation process did not meet the requirements of MGL Chapter 71, Section 38 and 603 CMR 35.00 and only minimally aligned with the Principles of Effective Teaching. Teacher accountability for student achievement results had been absent and accountability for effective instruction had been weak. However, the new superintendent united stakeholders to strengthen the teacher evaluation process following the 2004 EQA visit. In a yearlong process, the district conducted a study group consisting of teachers and administrators from all levels to create the tool, which the Greenfield Teachers Union accepted and the school committee adopted in September 2006. The new system took effect in 2006-2007 and the district plans to pilot the system for the next two years. In support of teachers and administrators meeting higher performance standards, the district has strengthened the professional development and mentoring programs.

Access, Participation, and Student Academic Support

Informed by the analysis of student achievement data, the district has worked to improve, expand, and implement programs for all students since the initial EQA examination. The district worked to equalize program offerings and access to the same curriculum and services for all of its students. Greenfield used student achievement data to improve and expand its English language learner (ELL), special education, and early education programs and services. Schools

maintained accurate records on student attendance, discipline, grades, and retention, and used these data to target services to and implement programs for at-risk students and to address patterns of problematic behavior and attendance. The district fully implemented and aligned the use of PowerSchool at the middle and high schools levels to allow staff to track student records at grades 6-12. The district worked with outside agencies and parents to provide a more comprehensive system of student support. The district still lost substantial time for instruction to middle and high schools students due to absences and disciplinary referrals.

Financial and Asset Management Effectiveness and Efficiency

Rather than reexamine the district only on those 2004 indicators on which the district was rated 'Poor' or 'Unsatisfactory,' the EQA conducted a full examination of the district on Standard VI covering the period 2004-2006. The EQA examiners gave the Greenfield Public Schools an overall rating of 'Satisfactory' on this standard. They rated the district as 'Satisfactory' on eleven and 'Needs Improvement' on two of the thirteen performance indicators in this standard.

The Greenfield Public Schools struggled to fund its improvement plans even with sound business practices focused on clear communication of district needs and data-driven allocation of funds. The district based its budget decisions on student data and on addressing the findings of the New England Association of Schools and Colleges (NEASC) review and the initial EQA examination, and to attempt to stem the outflow of school choice students. The district had certified, qualified business management, a record of clean audits, clear financial reports, adequate written agreements, and a sound internal control structure for processing payroll and for ensuring staff followed procurement laws. The budget development process was clear, open, complete, and participatory.

In spite of its prudent practices, the Greenfield Public Schools had a significant and disproportionate reliance on grants and supplemental sources of revenue to fund its operating budget, to maintain services, and to create new initiatives to address student needs. The district used school choice funds for programs, staff, and other direct educational expenses. In fiscal year 2006, the budget proposal from the superintendent and the school committee was approximately $17 million; the final budget approved by the city council was approximately $15.5 million. The district addressed the difference with supplemental funds and recognized savings. Facilities

maintenance was an issue in the district. Although the district had a five-year capital plan, did preventative maintenance, and ensured that facilities were clean, safe, and well maintained, the city committed only to funding the operational budget; the city funded the capital budget only when the city decided it had the funds.

Analysis of MCAS Student Achievement Data

The EQA's analysis of student achievement data focuses on the MCAS test results for 2003-2006, with primary attention paid to the 2006 MCAS tests. This analysis is framed by the following five essential questions:

1. **Achievement: Are the district's students reaching proficiency levels on the MCAS examination?**
2. **Equity of Achievement: Do MCAS test results vary among subgroups of students?**
3. **Improvement: Has the district's MCAS test performance improved over time?**
4. **Equity of Improvement: Has the equity of MCAS test performance among the district's student subgroups improved over time?**
5. **Participation: Are all eligible students participating in required state assessments?**

In order to respond accurately to these questions, the EQA subjected the most current state and district MCAS test results to a series of analyses to determine whether there were differences between the mean results of district students and those of students statewide or among student subgroups within the district. Descriptive analyses of the 2006 MCAS test results revealed differences between the achievement of students in Greenfield and the average scores of students in Massachusetts.

To highlight those differences, the data were then summarized in several ways: a performance-level based summary of student achievement in Greenfield; and comparative analyses of districtwide, subject-area, grade, school, and subgroup achievement in relation to that of students statewide, in relation to the district averages, and in relation to other subject areas, grades, and subgroups.

The EQA then subjected the data to gap analysis, a statistical method that describes the relationship between student aggregate and subgroup performance and the state standard or target of 100 percent proficiency on the MCAS tests. Gap analysis also describes the relative achievement of different entities at a specific point in time, as well as how those relationships change over time. Gap analysis consists of several separate indicators, each of which builds on the others, and can be applied to a district, school, or subgroup of students.

The basis for gap analysis is the *proficiency index*, which is a measure of student performance that shows whether students have attained or are making progress toward proficiency, or meeting the state standard. The unit of measure is proficiency index (PI) points, and a score of 100

indicates that all students in the aggregate or in a subgroup are proficient. It can be calculated for overall achievement as well as achievement in an individual subject. Please see Appendix A for more detailed information about the proficiency index.

The *proficiency gap* is a measure of the number of proficiency index points by which student achievement must improve to meet the goal of proficiency for all students. It is the gap or difference between the current level of proficiency as measured by the proficiency index and the target of 100. A gap of zero indicates that all students in the aggregate or in a subgroup are proficient.

The *performance gap* is a measure of the range of, or variance in, achievement among different student subgroups within a district or school at a specific point in time. It measures the differences between the proficiency index of the highest-performing subgroup and those of the other subgroups. It also measures the difference in performance between any two entities. When the performance gap narrows over time, equity increases; when it widens over time, equity decreases.

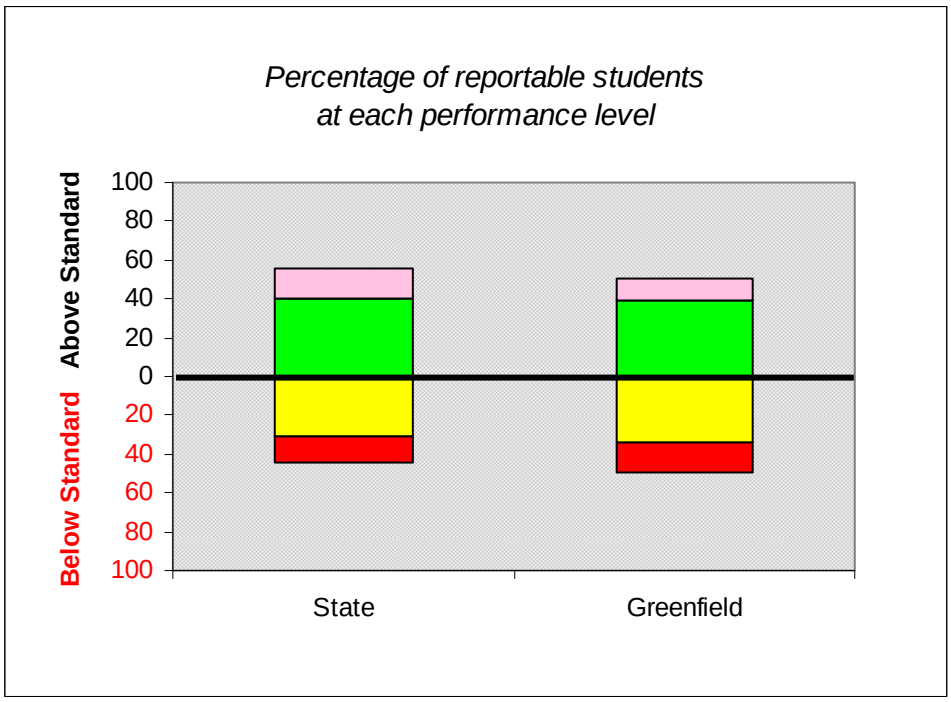
Achievement

Are the district's students reaching proficiency levels on the MCAS examination?

Findings:

- On average, half of all students in Greenfield attained proficiency on the 2006 MCAS tests, less than that statewide. More than half of Greenfield students attained proficiency in English language arts (ELA), and more than two-fifths of Greenfield students attained proficiency in both math and science and technology/engineering (STE).
- Greenfield's average proficiency index (API) on the MCAS tests in 2006 was 76 proficiency index (PI) points, two PI points less than that statewide. Greenfield's average proficiency gap, the difference between its API and the target of 100, in 2006 was 24 PI points.
- In 2006, Greenfield's proficiency gap in ELA was 18 PI points, two PI points wider than the state's average proficiency gap in ELA. This gap would require an average improvement in performance of more than two PI points annually to achieve adequate yearly progress (AYP). Greenfield's proficiency gap in math was 30 PI points in 2006, two PI points wider than the state's average proficiency gap in math. This gap would require an average improvement of nearly four PI points per year to achieve AYP.
- Greenfield's proficiency gap in STE was 28 PI points, one PI point narrower than that statewide.

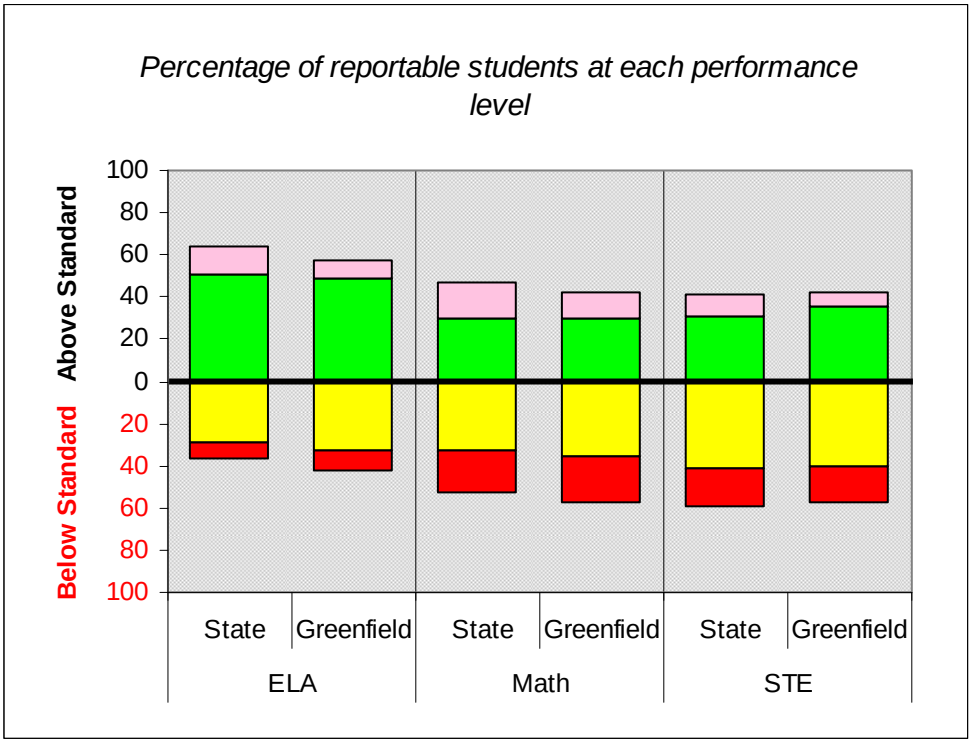
Figure/Table 1: Student MCAS Test Performance, All Students, 2006



	State	Greenfield
Advanced	15	11
Proficient	41	39
Needs Improvement	31	34
Warning/Failing	14	16
Percent Attaining Proficiency	56	50
Average Proficiency Index (API)	78.3	76.0

In 2006, 50 percent of Greenfield students attained proficiency on the MCAS tests overall, six percentage point less than that statewide. Sixteen percent of Greenfield students scored in the 'Warning/Failing' category, two percentage points more than that statewide. Greenfield's average proficiency index (API) on the MCAS tests in 2006 was 76 proficiency index (PI) points, two PI points lower than that statewide. Greenfield's average proficiency gap in 2006 was 24 PI points.

Figure/Table 2: Student MCAS Test Performance, by Subject, 2006



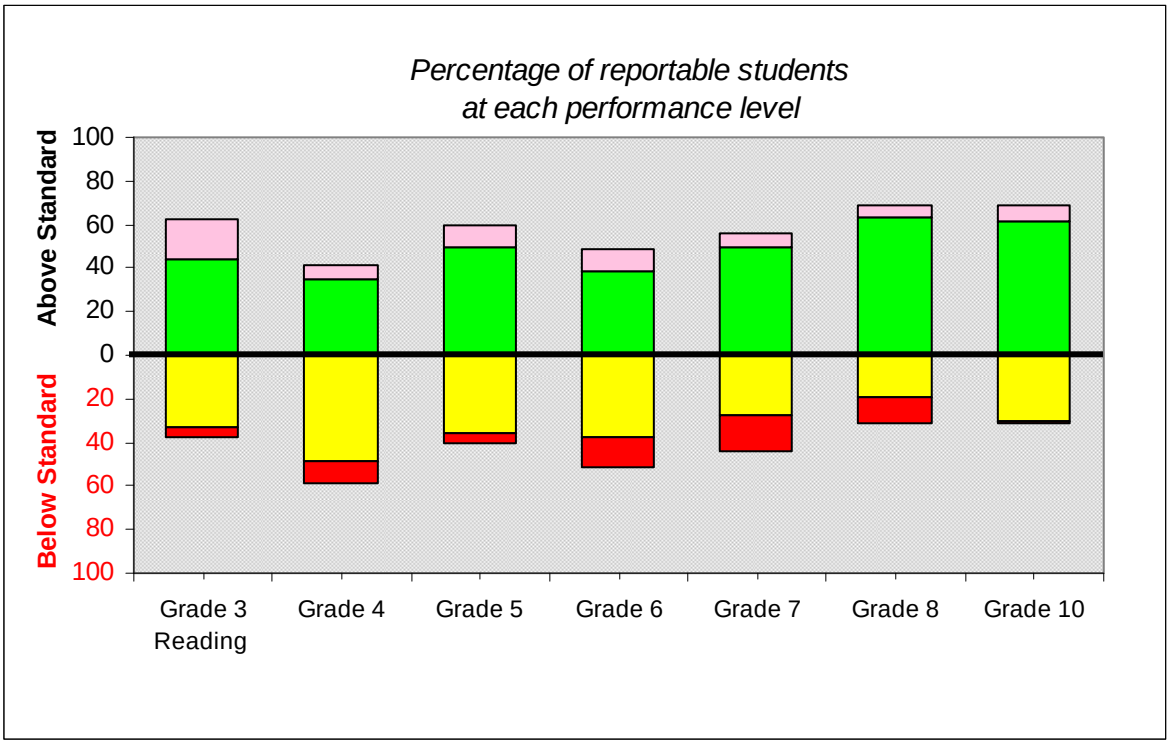
	ELA		Math		STE	
	State	Greenfield	State	Greenfield	State	Greenfield
Advanced	13	9	17	13	10	7
Proficient	51	48	30	29	31	36
Needs Improvement	29	33	33	36	42	40
Warning/Failing	7	9	20	22	17	17
Percent Attaining Proficiency	64	57	47	42	41	43
Proficiency Index (PI)	84.3	81.8	72.3	70.1	71.4	71.8

In 2006, achievement in English language arts (ELA) and math was lower in Greenfield than statewide, while achievement in science and technology/engineering (STE) was slightly higher in Greenfield than statewide. In Greenfield, 57 percent of students attained proficiency in ELA, compared to 64 percent statewide; 42 percent attained proficiency in math, compared to 47 percent statewide; and 43 percent attained proficiency in STE, compared to 41 percent statewide.

Greenfield students had stronger performance on the 2006 MCAS tests in ELA than in math and STE. The proficiency index for Greenfield students in ELA was 82 PI points; in math it was 70 PI points; and in STE it was 72 PI points. These compare to the statewide figures of 84, 72, and 71 PI points, respectively.

The proficiency gap for Greenfield students was 18 PI points in ELA, 30 PI points in math, and 28 PI points in STE. These compare to the statewide figures of 16, 28, and 29 PI points, respectively. Greenfield's proficiency gaps would require an average annual improvement of more than two PI points in ELA and nearly four PI points in math to meet AYP.

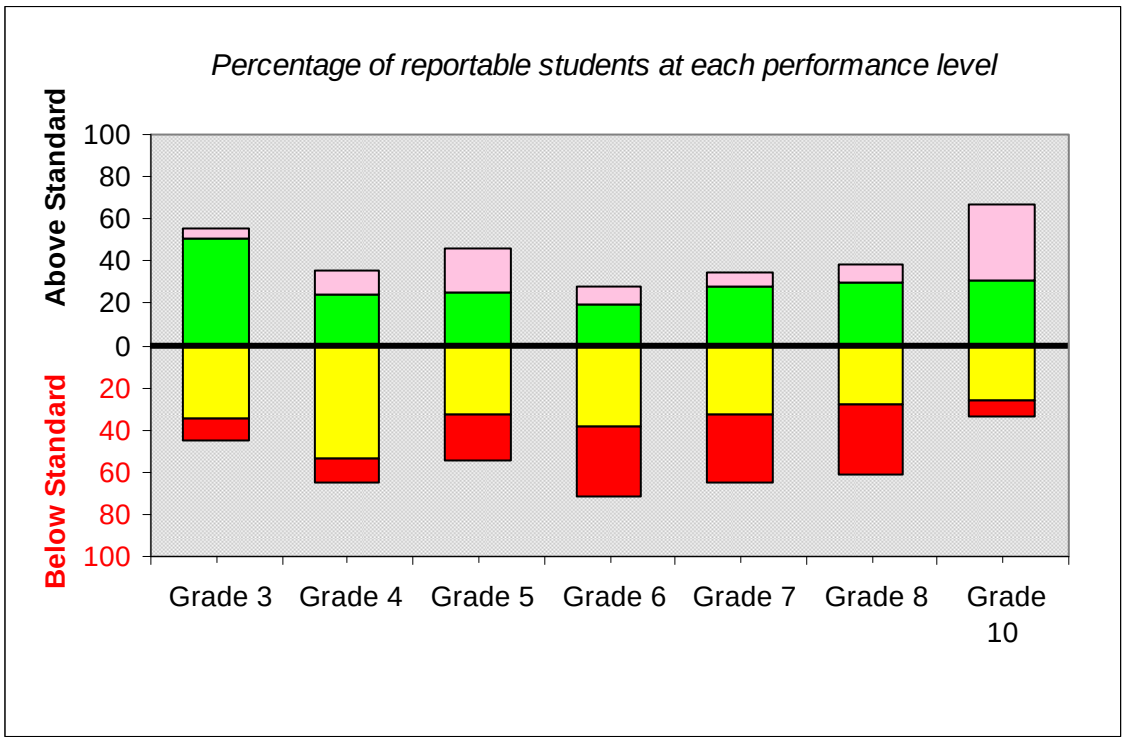
Figure/Table 3: Student MCAS English Language Arts (ELA) Test Performance, by Grade, 2006



	Grade 3 Reading	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Advanced	19	7	10	10	6	6	7
Proficient	44	35	50	38	50	63	61
Needs Improvement	33	49	36	38	27	19	30
Warning/Failing	4	9	5	14	17	12	1
Percent Attaining Proficiency	63	42	60	48	56	69	68

The percentage of Greenfield students attaining proficiency in 2006 in ELA varied somewhat by grade level, ranging from a low of 42 percent of grade 4 students to a high of 69 percent of grade 8 students.

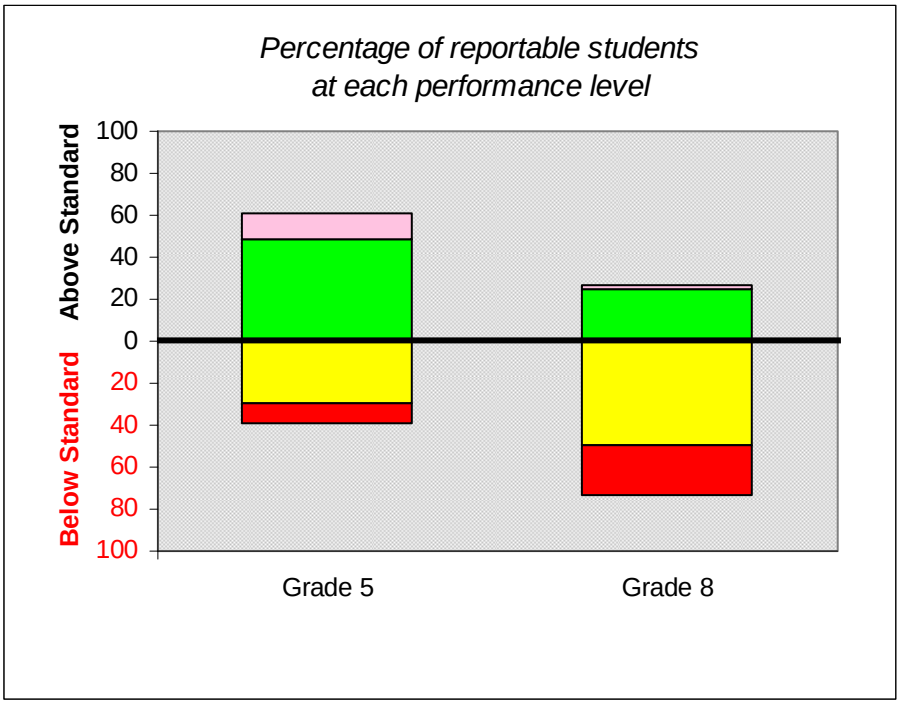
Figure/Table 4: Student MCAS Math Test Performance, by Grade, 2006



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Advanced	4	11	20	9	6	9	36
Proficient	51	24	25	19	28	29	31
Needs Improvement	35	54	33	38	33	28	26
Warning/Failing	10	11	21	34	32	33	7
Percent Attaining Proficiency	55	35	45	28	34	38	67

The percentage of Greenfield students attaining proficiency in 2006 in math varied considerably by grade level, ranging from a low of 28 percent of grade 6 students to a high of 67 percent of grade 10 students.

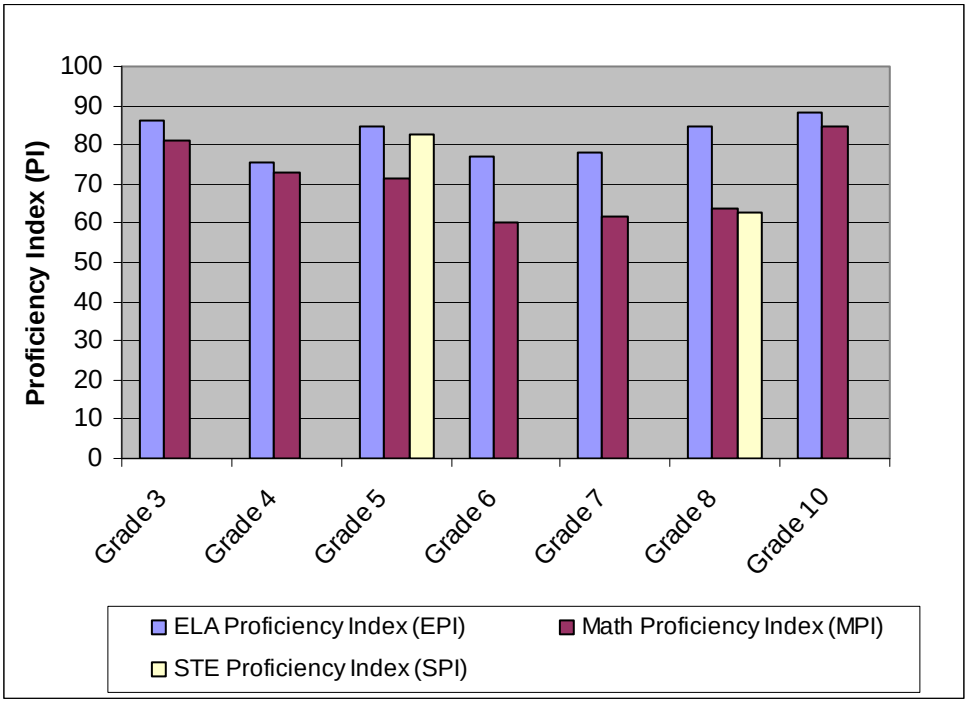
Figure/Table 5: Student MCAS Science and Technology/Engineering (STE) Test Performance, by Grade, 2006



	Grade 5	Grade 8
Advanced	13	2
Proficient	49	25
Needs Improvement	30	49
Warning/Failing	9	24
Percent Attaining Proficiency	62	27

In Greenfield in 2006, 62 percent of grade 5 students attained proficiency in STE, and 27 percent of grade 8 students did so.

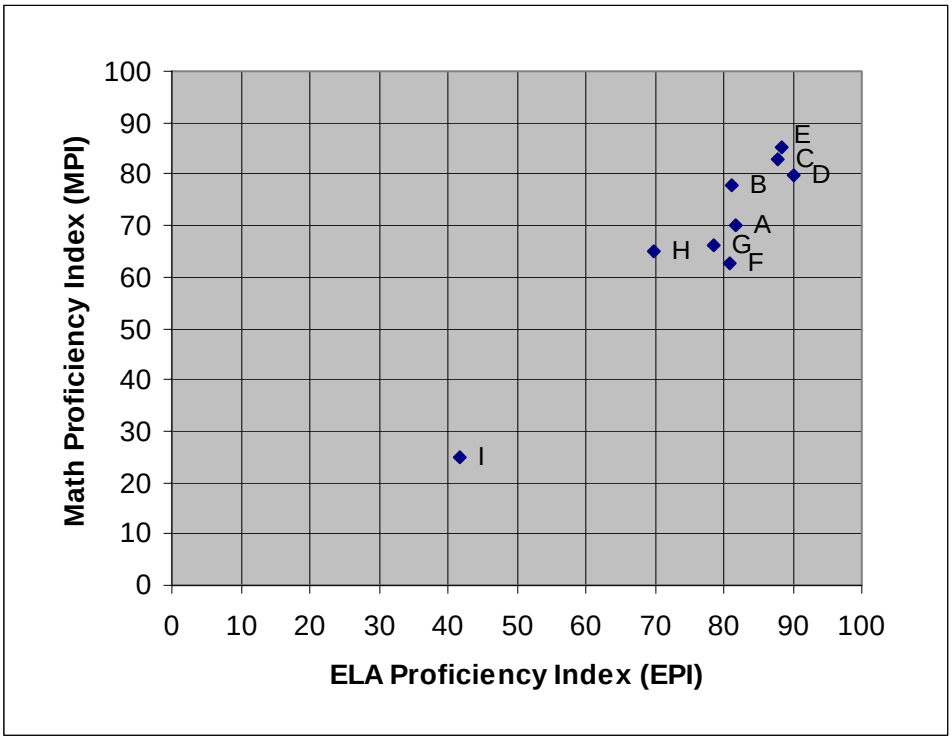
Figure/Table 6: Student MCAS Proficiency Indices, by Grade and Subject, 2006



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
ELA Proficiency Index (EPI)	86.2	75.5	84.9	76.9	78.2	84.5	88.3
Math Proficiency Index (MPI)	81.0	72.8	71.3	60.0	61.8	63.7	84.7
STE Proficiency Index (SPI)			82.5			62.8	

By grade, Greenfield's ELA proficiency gap in 2006 ranged from a low of 12 PI points at grade 10 to a high of 24 PI points at grade 4. Greenfield's math proficiency gap ranged from a low of 15 PI points at grade 10 to a high of 40 PI points at grade 6. Greenfield's STE proficiency gap was 17 PI points at grade 5 and 37 PI points at grade 8.

Figure/Table 7: Student MCAS ELA Proficiency Index vs. Math Proficiency Index, by School, 2006



		ELA PI	Math PI	Number of Tests
A	Greenfield	81.8	70.1	1,895
B	Federal Street Elementary	81.3	77.8	199
C	Four Corners Elementary	87.9	83.0	199
D	Green River Elementary	90.1	79.8	125
E	Greenfield High School	88.4	85.3	215
F	Greenfield Middle School	80.8	62.5	859
G	Newton Elementary	78.5	66.0	172
H	North Parish	69.9	64.8	108
I	Poet Seat School	41.7	25.0	18

Greenfield's ELA proficiency gap in 2006 ranged from a low of 10 PI points at Green River Elementary School to a high of 58 PI points at the Poet Seat School. Greenfield's math proficiency gap ranged from a low of 15 PI points at Greenfield High School to a high of 75 PI points at the Poet Seat School.

Equity of Achievement

Do MCAS test results vary among subgroups of students?

Findings:

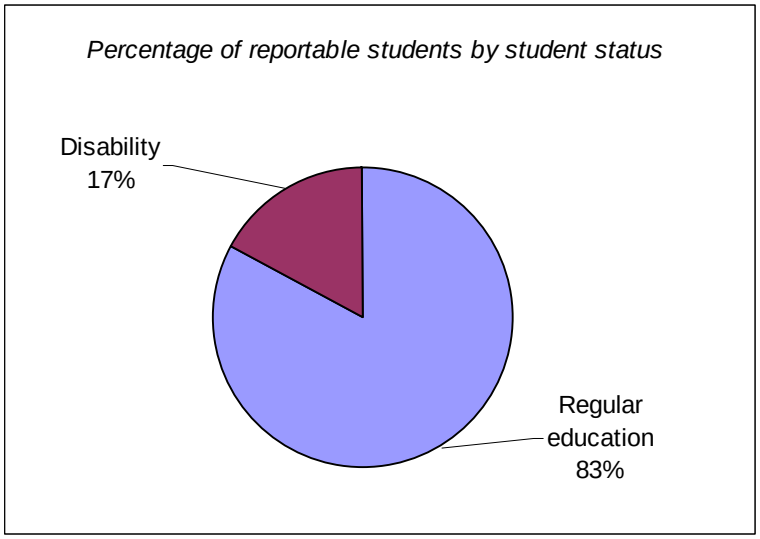
- MCAS performance in 2006 varied substantially among subgroups of Greenfield students. Of the six measurable subgroups in Greenfield, the gap in performance between the highest- and lowest-performing subgroups was 31 PI points in ELA (regular education students, students with disabilities, respectively) and 35 PI points in math (non low-income students, students with disabilities, respectively).

- The proficiency gaps in Greenfield in 2006 in both ELA and math were wider than the district average for students with disabilities, low-income students (those participating in the free or reduced-cost lunch program), and male students. Less than one-fifth of students with disabilities attained proficiency, and less than half of low-income and male students did so.

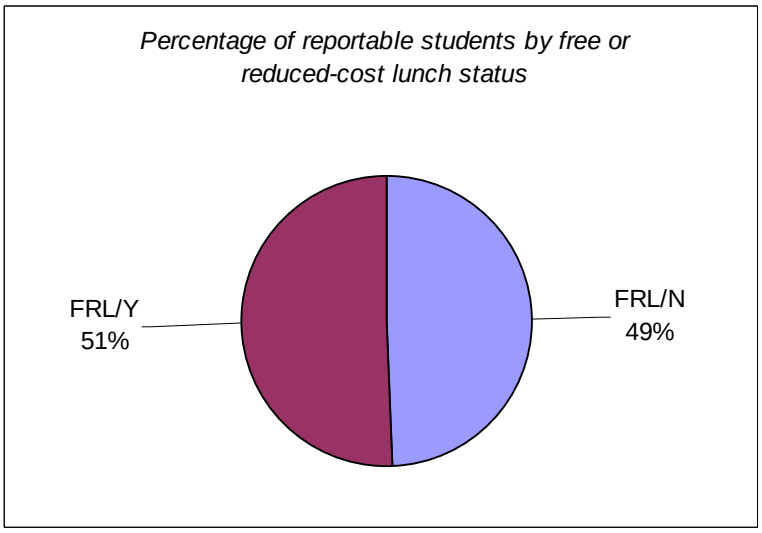
- The proficiency gaps in ELA and math were narrower than the district average for regular education students, non low-income students, and female students. For each of these subgroups, more than half the students attained proficiency.

Figures 8 A-B/Table 8: Student Population by Reportable Subgroups, 2006

A.



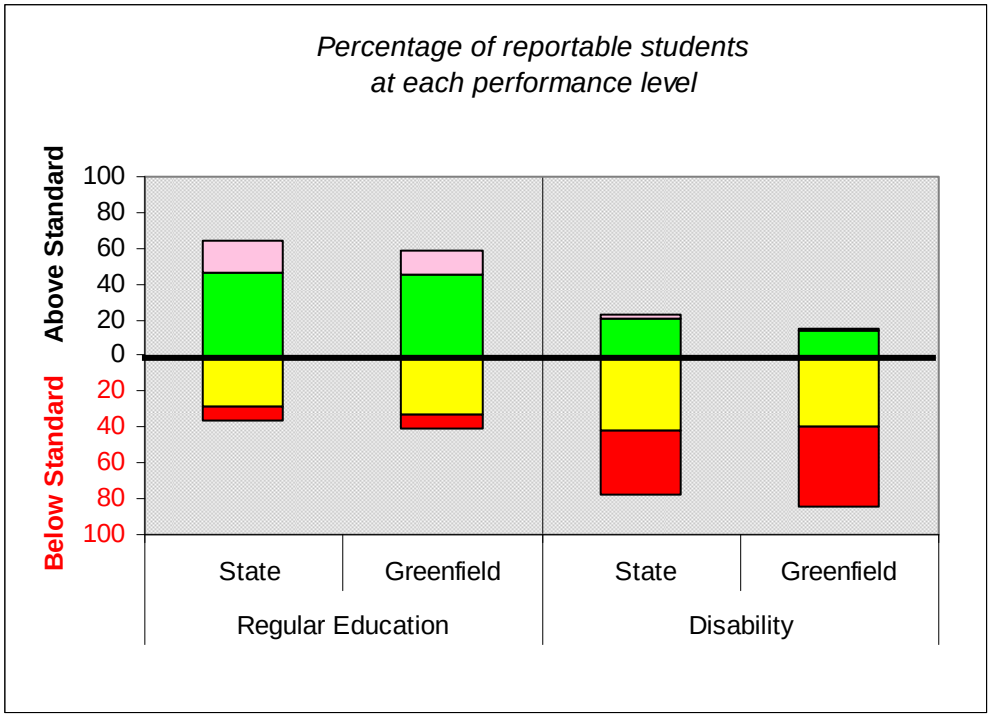
B.



	Subgroup	Number of Students
Student status	Regular education	762
	Disability	160
Free or reduced-cost lunch status	FRL/N	476
	FRL/Y	486

In Greenfield in 2006, 17 percent of the students were students with disabilities. Greenfield had a high percentage of students participating in the free or reduced-cost lunch program (51 percent).

Figure/Table 9: Student MCAS Test Performance, by Student Status Subgroup, 2006

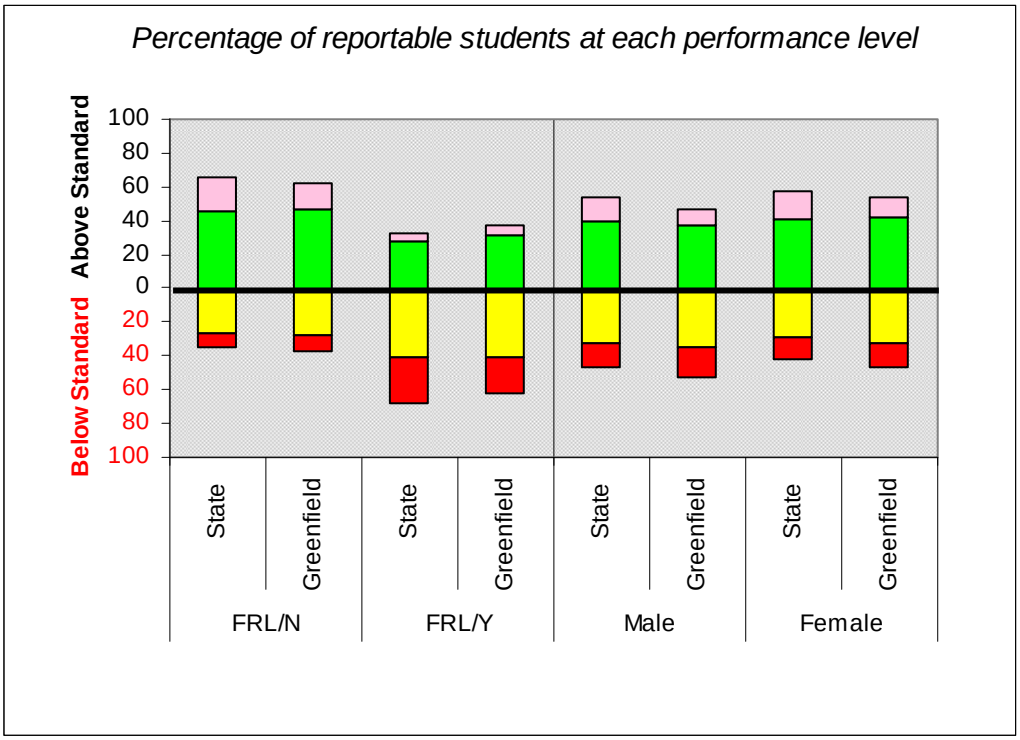


	Regular Education		Disability	
	State	Greenfield	State	Greenfield
Advanced	18	13	2	2
Proficient	46	45	20	14
Needs Improvement	28	32	41	40
Warning/Failing	8	9	36	45
Percent Attaining Proficiency	64	58	22	16
Average Proficiency Index (API)	84.0	82.2	55.9	50.2

In Greenfield in 2006, the proficiency rate of regular education students was more than three times greater than that of students with disabilities. Fifty-eight percent of regular education students and 16 percent of students with disabilities attained overall proficiency on the MCAS tests.

Greenfield's average proficiency gap in 2006 was 18 PI points for regular education students and 50 PI points for students with disabilities. The average performance gap between regular education students and students with disabilities was 32 PI points.

Figure/Table 10: Student MCAS Test Performance, by Socioeconomic Status and Gender Subgroups, 2006

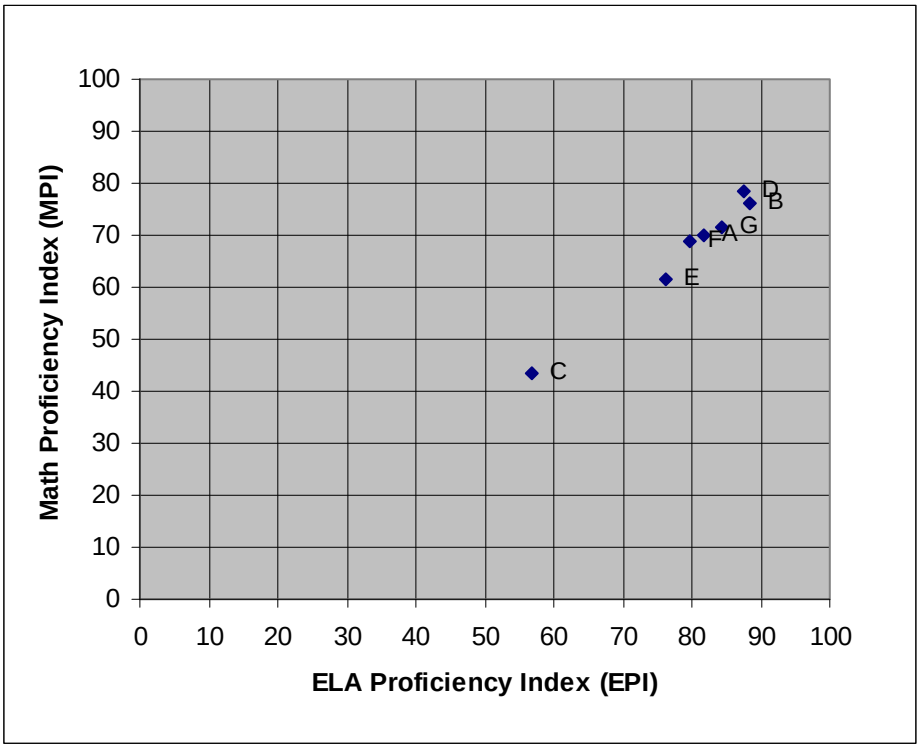


	FRL/N		FRL/Y		Male		Female	
	State	Greenfield	State	Greenfield	State	Greenfield	State	Greenfield
Advanced	19	16	5	6	13	10	17	12
Proficient	46	47	27	31	40	37	41	41
Needs Improvement	27	28	40	41	32	35	29	33
Warning/Failing	8	10	27	21	15	17	13	14
Percent Attaining Proficiency	65	63	32	37	53	47	58	53
Average Proficiency Index (API)	84.5	83.0	63.5	69.0	77.1	74.3	79.6	78.0

In Greenfield in 2006, 37 percent of low-income (FRL/Y) students attained overall proficiency on the MCAS tests, compared to 63 percent of non low-income (FRL/N) students. The average proficiency gap was 31 PI points for low-income students and 17 PI points for non low-income students, and the average performance gap between the two subgroups was 14 PI points.

Performance on the 2006 MCAS tests was slightly higher for female students than for male students in Greenfield, with 53 percent of female students and 47 percent of male students attaining overall proficiency. The average proficiency gap was 22 PI points for female students and 26 PI points for male students, and the average performance gap between the two subgroups was four PI points.

Figure/Table 11: Student MCAS ELA Proficiency Index vs. Math Proficiency Index, by Subgroup, 2006

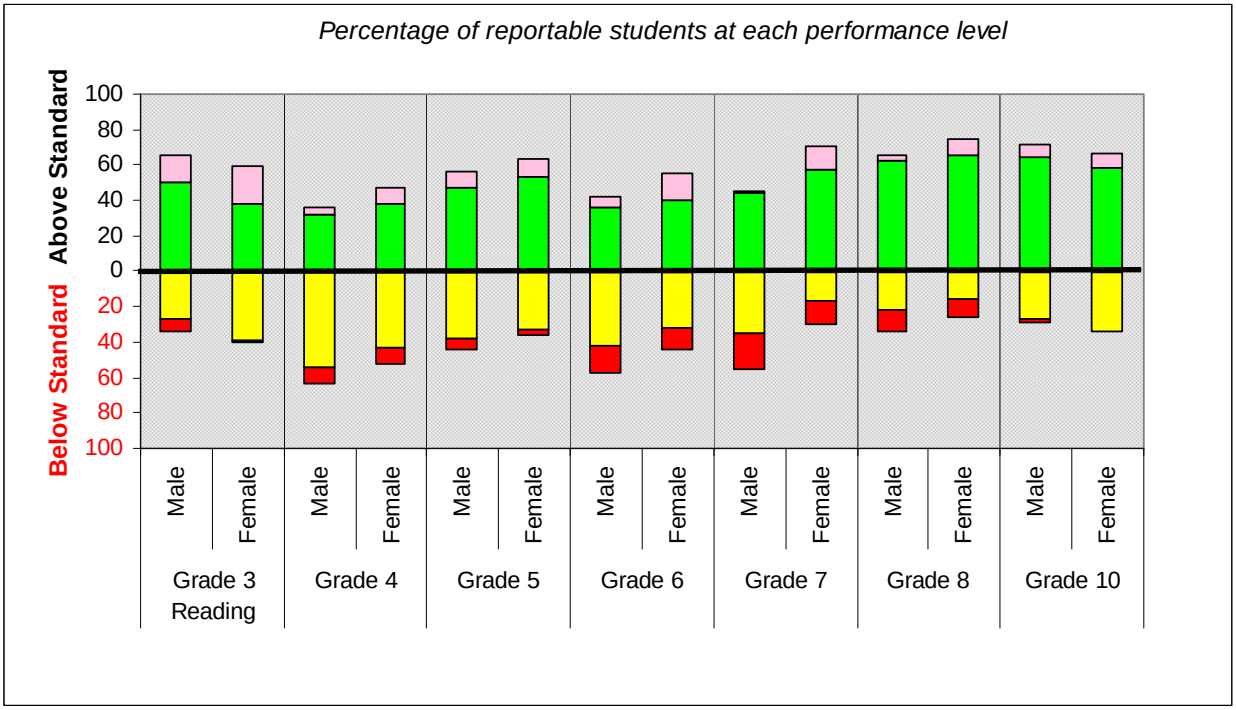


		ELA PI	Math PI	Number of Tests
A	Greenfield	81.8	70.1	1,895
B	Regular Education	88.3	76.1	1,519
C	Disability	56.9	43.5	296
D	FRL/N	87.6	78.5	943
E	FRL/Y	76.2	61.7	952
F	Male	79.7	68.9	1,031
G	Female	84.4	71.5	864

Of the six measurable subgroups in Greenfield in 2006, the gap in performance between the highest- and lowest-performing subgroups was 31 PI points in ELA (regular education students, students with disabilities, respectively) and 35 PI points in math (non low-income (FRL/N) students, students with disabilities, respectively).

The proficiency gaps in Greenfield in 2006 in both ELA and math were wider than the district average for students with disabilities, low-income (FRL/Y) students, and male students. The proficiency gaps in ELA and math were narrower than the district average for regular education students, non low-income (FRL/N) students, and female students.

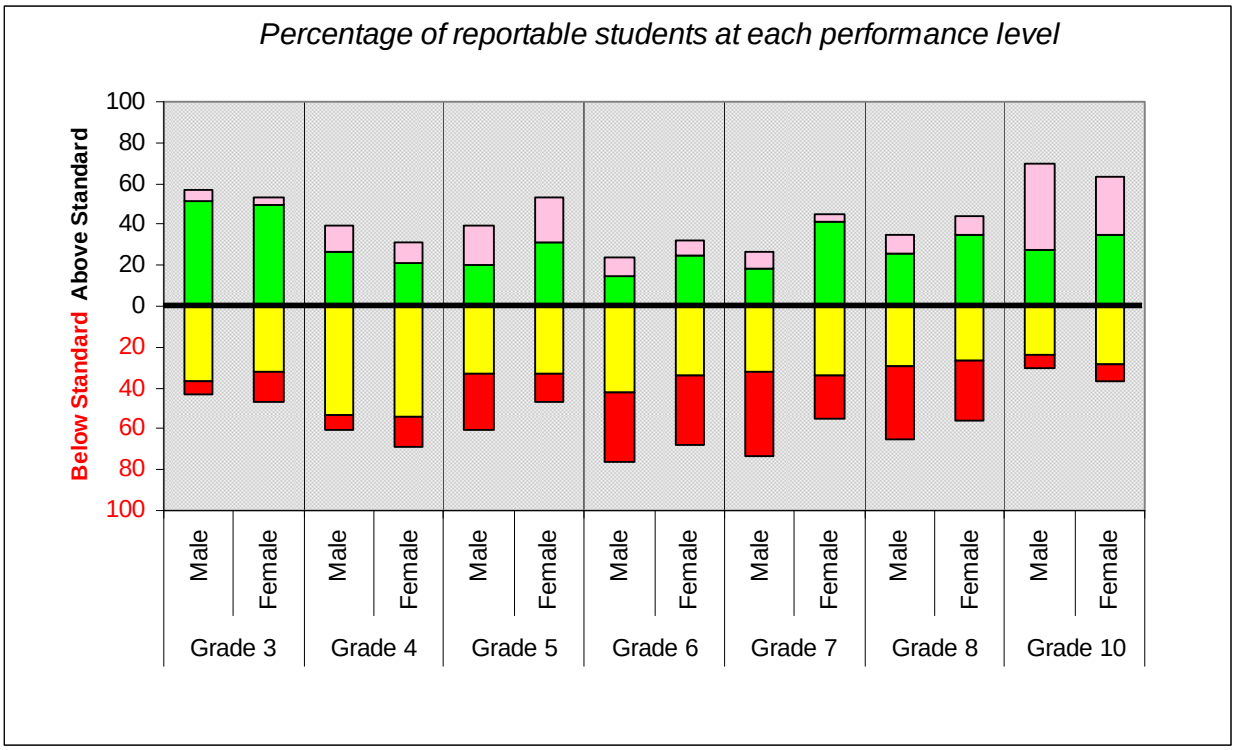
Figure/Table 12: Student MCAS English Language Arts (ELA) Test Performance, by Grade and Gender, 2006



	Grade 3 Reading		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Advanced	16	22	4	9	9	10	6	15	1	13	3	10	7	8
Proficient	50	38	32	38	47	53	36	41	44	57	62	65	64	58
Needs Improvement	27	39	54	43	38	33	42	32	35	17	22	16	27	34
Warning/ Failing	7	1	10	9	6	3	16	12	20	13	13	10	2	0
Percent Attaining Proficiency	66	60	36	47	56	63	42	56	45	70	65	75	71	66

In Greenfield in 2006, female students outperformed male students on all grade-level ELA tests except at grades 3 grade 10.

Figure/Table 13: Student MCAS Math Test Performance, by Grade and Gender, 2006



	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Advanced	6	3	13	9	19	22	10	8	8	4	9	10	42	29
Proficient	51	50	27	22	20	31	14	24	18	41	26	34	27	35
Needs Improvement	37	32	54	54	33	33	42	34	32	34	29	26	24	29
Warning/ Failing	6	15	7	15	28	14	34	34	41	21	36	30	7	8
Percent Attaining Proficiency	57	53	40	31	39	53	24	32	26	45	35	44	69	64

On the 2006 MCAS tests in math, female students outperformed male students at grades 5 through 8 and male students outperformed female students at grades 3, 4, and 10.

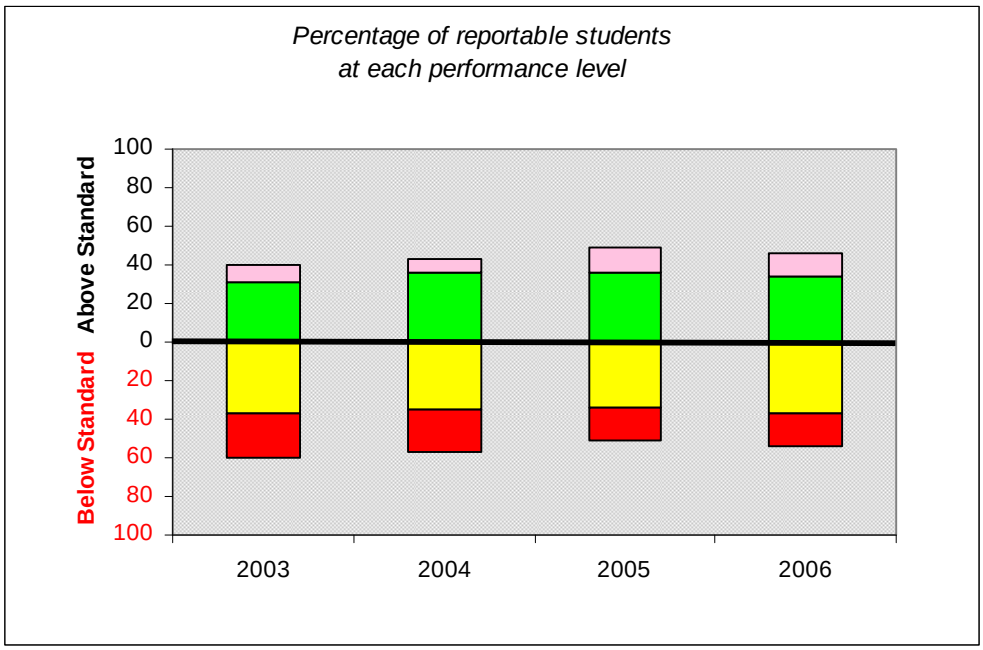
Improvement

Has the district's MCAS test performance improved over time?

Findings:

- Between 2003 and 2006, Greenfield's MCAS performance showed some improvement overall, in math, and in STE, and slight improvement in ELA. However, performance overall and in ELA declined between 2005 and 2006.
- The percentage of students scoring in the 'Advanced' and 'Proficient' categories rose by six percentage points between 2003 and 2006, while the percentage of students in the 'Warning/Failing' category decreased by five percentage points. The average proficiency gap in Greenfield narrowed from 31 PI points in 2003 to 26 PI points in 2006. This resulted in an improvement rate, or a closing of the proficiency gap, of 15 percent.
- Over the three-year period 2003-2006, Greenfield showed little improvement in ELA performance, improving by approximately one-half PI point per year. This resulted in an improvement rate of nearly nine percent, a rate lower than that required to meet adequate yearly progress (AYP).
- Math performance in Greenfield showed greater improvement during this period, improving by an average of more than two PI points annually. This resulted in an improvement rate of nearly 19 percent, also a rate lower than that required to meet AYP.
- Between 2004 and 2006, Greenfield showed moderate improvement in STE performance, improving at an average of more than two PI points per year for this two-year period. This resulted in an improvement rate of 14 percent.

Figure 14/Tables 14 A-B: Student MCAS Test Performance, All Students, 2003-2006



A.

	2003	2004	2005	2006
Advanced	9	8	13	12
Proficient	31	36	36	34
Needs Improvement	37	35	34	37
Warning/Failing	23	22	17	18
Percent Attaining Proficiency	40	44	49	46
Average Proficiency Index (API)	68.7	70.1	74.7	73.5

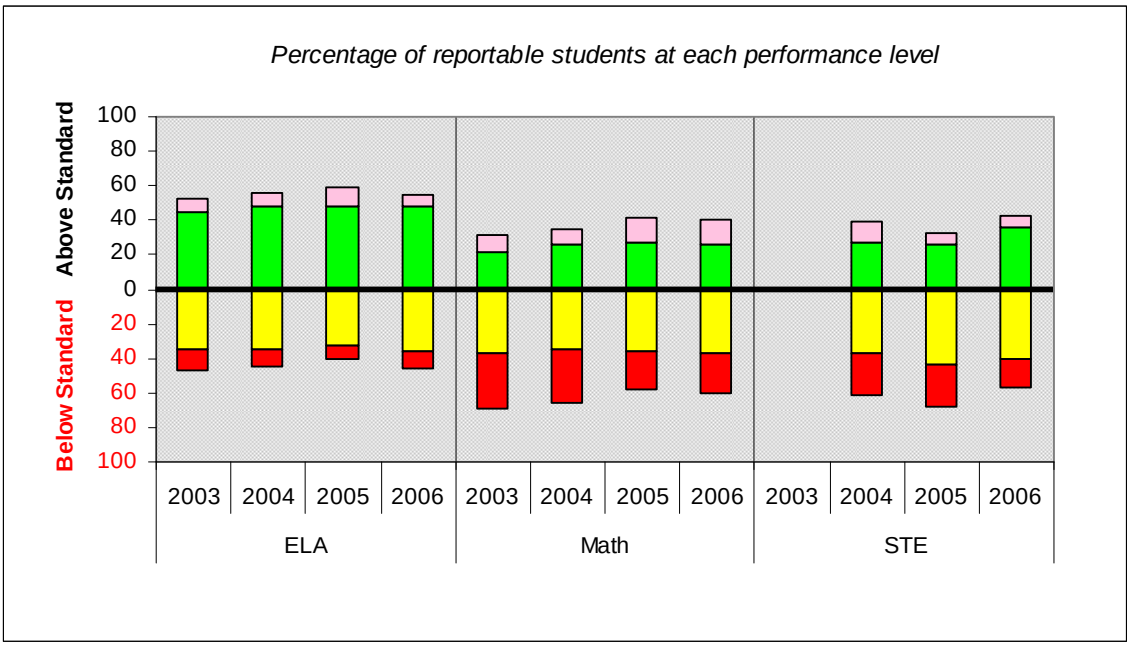
B. n-values

	2003	2004	2005	2006
Advanced	108	86	130	107
Proficient	365	396	357	318
Needs Improvement	431	389	340	338
Warning/Failing	274	244	164	162
Total	1,178	1,115	991	925

Note: Trend data include grades for which testing was administered for each subject in all four years; therefore, the 2006 data may differ from those reported in Figure/Table 1.

The percentage of Greenfield students attaining overall proficiency on the MCAS tests increased from 40 percent in 2003 to 46 percent in 2006. The percentage of students in the 'Warning/Failing' category decreased from 23 percent in 2003 to 18 percent in 2006. The average proficiency gap in Greenfield narrowed from 31 PI points in 2003 to 26 PI points in 2006, resulting in an improvement rate of 15 percent.

Figure/Table 15: Student MCAS Test Performance, by Subject, 2003-2006



	ELA				Math				STE			
	2003	2004	2005	2006	2003	2004	2005	2006	2003	2004	2005	2006
Advanced	8	7	11	7	10	8	15	15		11	7	7
Proficient	45	48	49	48	21	26	27	25		27	26	36
Needs Improvement	35	35	33	36	38	35	35	37		37	44	40
Warning/ Failing	12	10	8	9	31	31	23	23		24	24	17
Percent Attaining Proficiency	53	55	60	55	31	34	42	40		38	33	43
Proficiency Index (PI)	78.3	80.4	82.8	80.2	61.9	62.5	68.8	69.0		67.2	64.5	71.8

Note: Trend data include grades for which testing was administered for each subject in all four years; therefore, the 2006 data for ELA and math may differ from those reported in Figure/Table 2. STE data for 2003 are not available.

The percentage of Greenfield students attaining proficiency in ELA increased from 53 percent in 2003 to 55 percent in 2006. The proficiency gap in ELA narrowed from 22 PI points in 2003 to 20 PI points in 2006, resulting in an improvement rate of nearly nine percent, a rate lower than that required to meet AYP.

Greenfield students made greater gains in math than in ELA between 2003 and 2006. The percentage of Greenfield students attaining proficiency in math increased from 31 percent in 2003 to 40 percent in 2006. The proficiency gap in math narrowed from 38 PI points in 2003 to 31 PI points in 2006, resulting in an improvement rate of nearly 19 percent, also a rate lower than that required to meet AYP.

The percentage of Greenfield students attaining proficiency in STE increased from 38 percent in 2004 to 43 percent in 2006. The proficiency gap in STE narrowed from 33 PI points in 2004 to 28 PI points in 2006, resulting in an improvement rate of 14 percent.

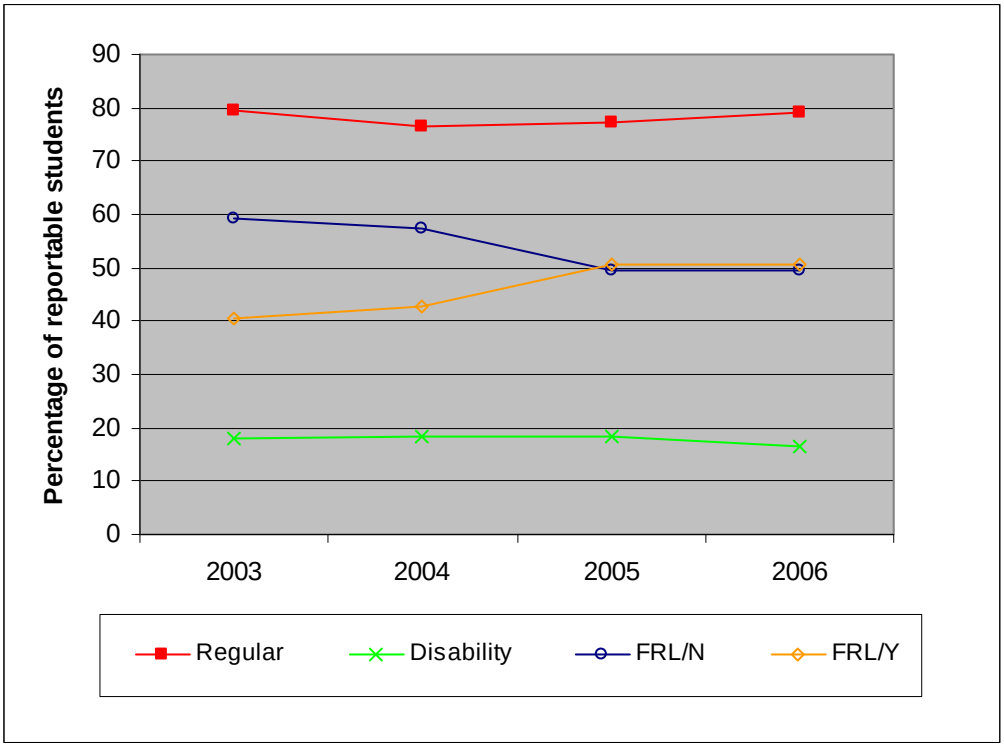
Equity of Improvement

Has the equity of MCAS test performance among the district's student subgroups improved over time?

Findings:

- In Greenfield, regular education students and low-income students had improved performance in ELA between 2003 and 2006. The most improved subgroup in ELA was low-income students.
- In math, all subgroups in Greenfield showed improved performance between 2003 and 2006, and the gains were larger than those in ELA. The most improved subgroup in math was also low-income students.
- The performance gap between the highest- and lowest-performing subgroups in ELA widened from 29 PI points in 2003 to 31 PI points in 2006, and the performance gap between the highest- and lowest-performing subgroups in math widened from 31 to 35 PI points over this period.

Figure/Table 16: Student Population by Reportable Subgroups, 2003-2006



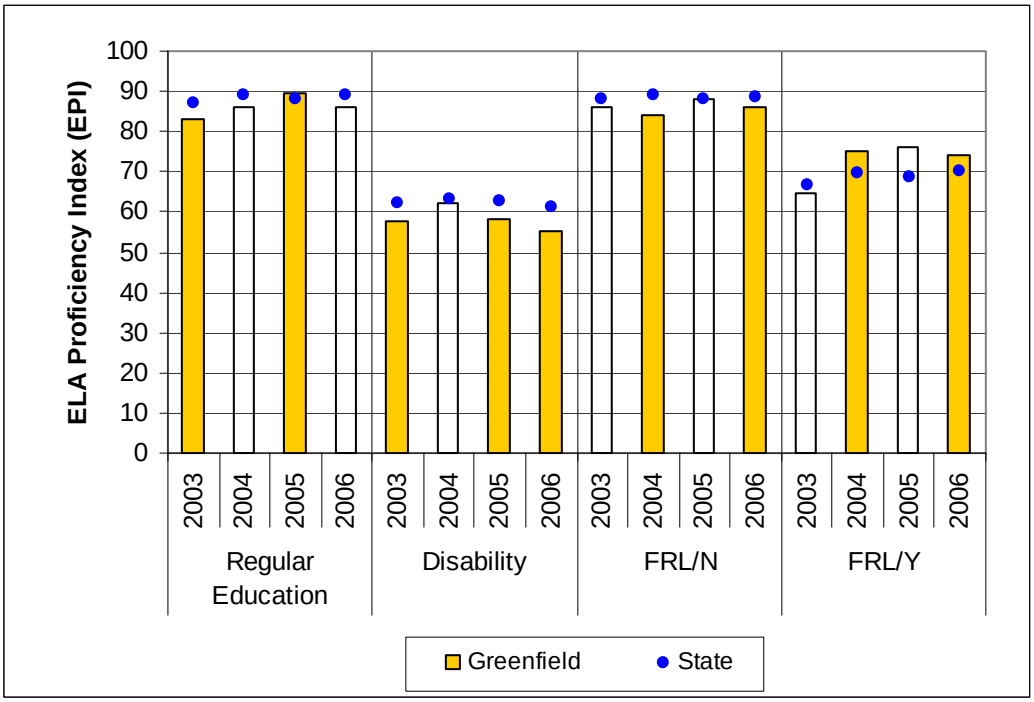
	Number of Students				Percentage of students			
	2003	**2004**	**2005**	**2006**	**2003**	**2004**	**2005**	**2006**
Greenfield	860	941	847	962	100.0	100.0	100.0	100.0
Regular	684	721	653	762	79.5	76.6	77.1	79.2
Disability	156	174	155	160	18.1	18.5	18.3	16.6
FRL/N	511	540	418	476	59.4	57.4	49.4	49.5
FRL/Y	349	401	429	486	40.6	42.6	50.6	50.5

Note: The 2006 percentages of students reported here may differ from those reported in Figure 8; the percentages shown here are based on the total number of students in the district, whereas the percentages shown in Figure 8 are based on the number of students in reportable subgroups.

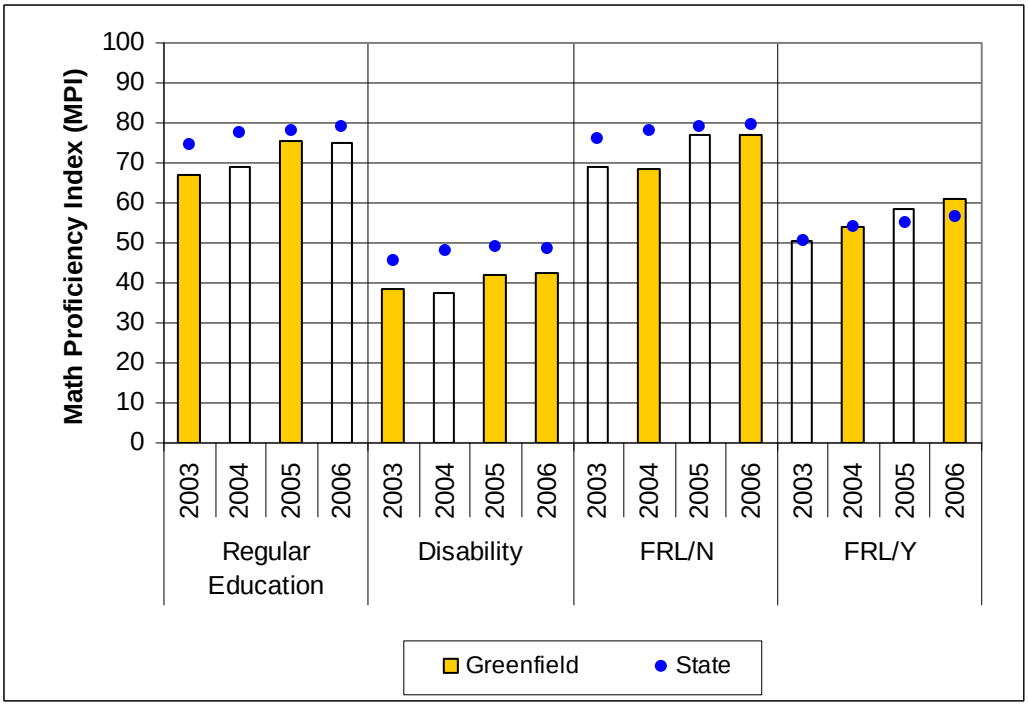
The proportion of low-income (FRL/Y) students in Greenfield increased by 10 percentage points between 2003 and 2006, while the proportion of students with disabilities decreased by one and one-half percentage points during this period.

Figures 17 A-D/Table 17: MCAS Proficiency Indices, by Subgroup, 2003-2006

A. ELA Proficiency Index (EPI) by Student Status and Free or Reduced-Cost Lunch Subgroups



B. Math Proficiency Index (MPI) by Student Status and Free or Reduced-Cost Lunch Subgroups

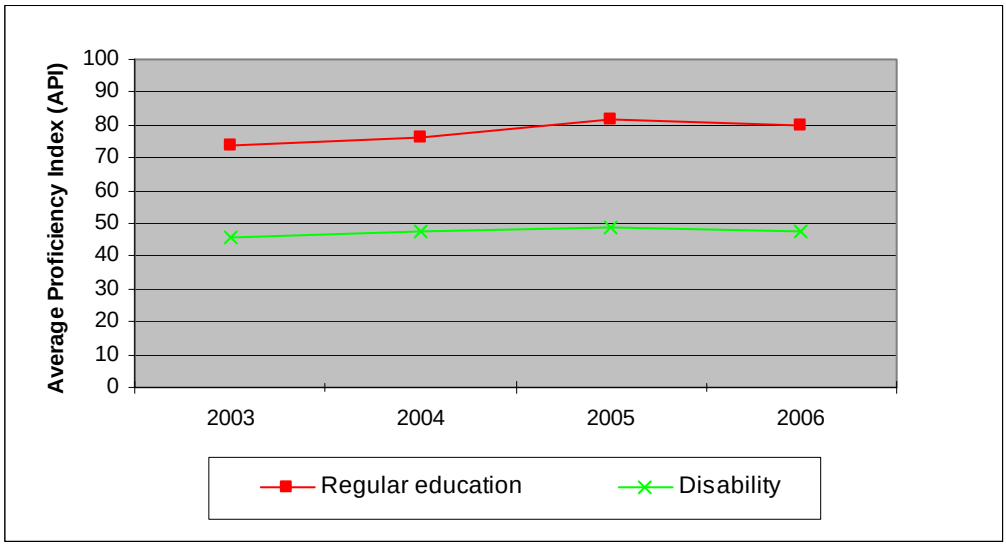


State				Greenfield			
Subgroup	**Year**	**EPI**	**MPI**	**Subgroup**	**Year**	**EPI**	**MPI**
Regular Education	2003	87.3	74.7	Regular Education	2003	83.0	67.0
	2004	89.2	77.4		2004	86.3	69.1
	2005	88.3	78.2		2005	89.6	75.6
	2006	89.0	78.9		2006	86.3	75.1
Disability	2003	62.1	45.3	Disability	2003	57.5	38.3
	2004	63.3	47.9		2004	62.3	37.5
	2005	62.9	49.0		2005	58.2	41.8
	2006	61.2	48.4		2006	55.4	42.4
FRL/N	2003	87.9	75.9	FRL/N	2003	86.1	69.0
	2004	88.9	78.1		2004	84.0	68.5
	2005	88.3	79.0		2005	88.3	76.8
	2006	88.6	79.7		2006	86.1	76.9
FRL/Y	2003	66.6	50.7	FRL/Y	2003	64.5	50.3
	2004	69.7	53.9		2004	75.1	54.0
	2005	68.8	55.0		2005	76.3	58.3
	2006	70.0	56.3		2006	73.9	60.9

The regular education and low-income (FRL/Y) student subgroups in Greenfield had improved performance in ELA between 2003 and 2006. The most improved subgroup in ELA was low-income students. In math, all four subgroups in Greenfield showed improved performance between 2003 and 2006, and the gains were larger than those in ELA. The most improved subgroup in math was also low-income students.

The performance gap between the highest- and lowest-performing subgroups in ELA widened from 29 PI points in 2003 to 31 PI points in 2006, and the performance gap between the highest- and lowest-performing subgroups in math widened from 31 to 35 PI points over this period.

Figure/Table 18: Student MCAS Test Performance, by Student Status Subgroup, 2003-2006

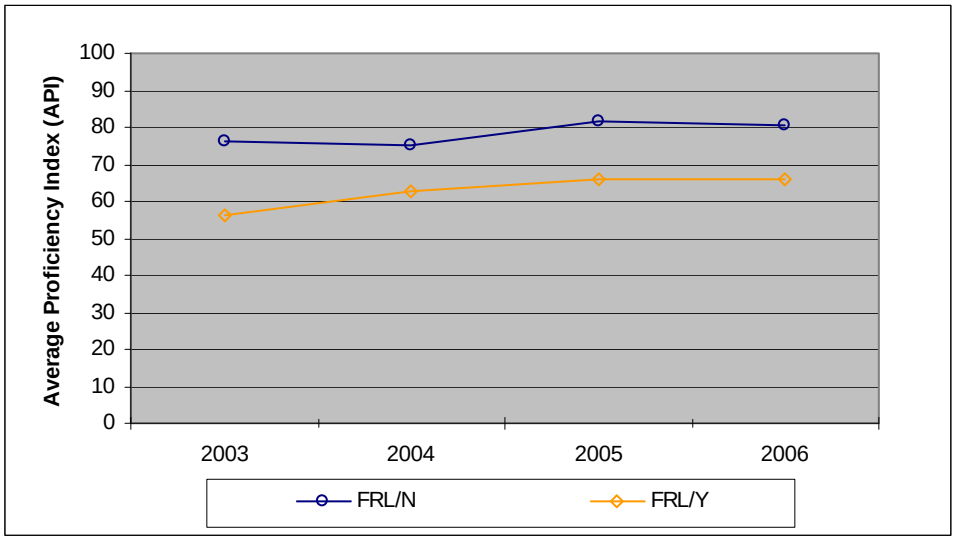


		API	EPI	MPI	Percent Attaining Proficiency ELA	Percent Attaining Proficiency Math
Regular education	2003	73.8	83.0	67.0	60	36
	2004	76.3	86.3	69.1	64	41
	2005	81.5	89.6	75.6	70	49
	2006	79.6	86.3	75.1	64	47
Disability	2003	45.9	57.5	38.3	21	5
	2004	47.8	62.3	37.5	25	9
	2005	49.0	58.2	41.8	22	11
	2006	47.6	55.4	42.4	18	9

Both student status subgroups in Greenfield had improved overall performance on the MCAS tests between 2003 and 2006, with much of the gain attributable to improved math performance. The average proficiency gap for Greenfield's regular education students narrowed from 26 PI points to 20 PI points; for students with disabilities, it narrowed from 54 PI points to 52 PI points. These gains resulted in improvement rates of 22 percent for regular education students and three percent for students with disabilities.

Between 2003 and 2006, the average performance gap between regular education students and students with disabilities widened by four PI points.

Figure/Table 19: Student MCAS Test Performance, by Socioeconomic Status Subgroup, 2003-2006

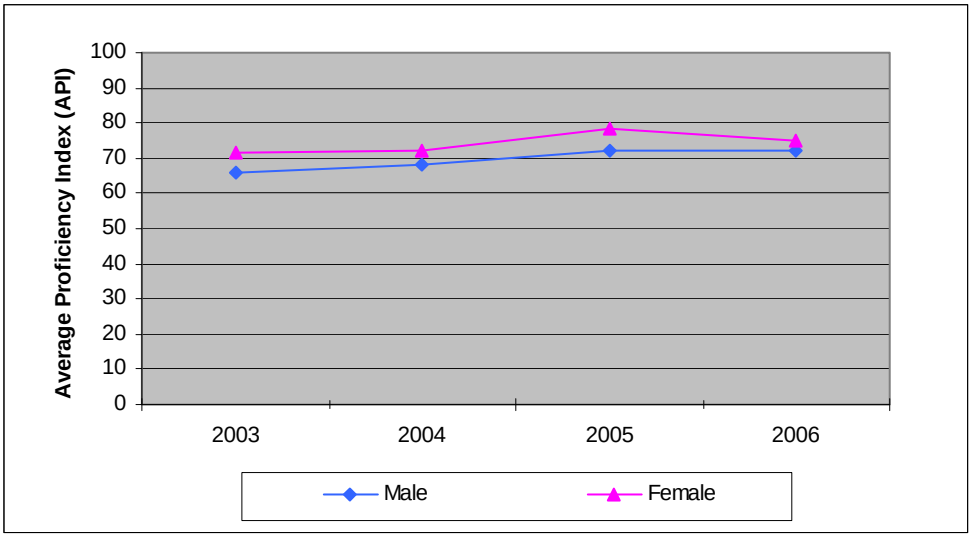


		API	EPI	MPI	Percent Attaining Proficiency ELA	Percent Attaining Proficiency Math
FRL/N	2003	76.3	86.1	69.0	65	41
	2004	75.2	84.0	68.5	63	42
	2005	81.5	88.3	76.8	69	54
	2006	80.6	86.1	76.9	66	52
FRL/Y	2003	56.0	64.5	50.3	31	15
	2004	62.6	75.1	54.0	43	24
	2005	66.2	76.3	58.3	47	26
	2006	66.1	73.9	60.9	42	28

Both the low-income (FRL/Y) and non low-income (FRL/N) subgroups in Greenfield had improved overall performance on the MCAS tests between 2003 and 2006. The average proficiency gap for low-income students narrowed from 44 PI points to 34 PI points, and for non low-income students it narrowed from 24 to 19 PI points. These gains in performance resulted in improvement rates of 23 percent for low-income students and 18 percent for non low-income students.

Between 2003 and 2006, the average performance gap between low-income students and non low-income students narrowed by five PI points.

Figure/Table 20: Student MCAS Test Performance, by Gender Subgroup, 2003- 2006



		API	EPI	MPI	Percent Attaining Proficiency ELA	Percent Attaining Proficiency Math
Male	2003	65.7	72.5	60.4	43	29
	2004	68.1	76.6	62.5	47	36
	2005	72.2	80.3	66.1	57	38
	2006	72.4	77.7	68.9	50	40
Female	2003	71.6	84.3	63.2	64	33
	2004	72.4	84.0	62.6	63	33
	2005	78.5	87.4	72.4	65	47
	2006	74.8	83.1	69.2	60	41

Both gender subgroups in Greenfield had improved overall performance between 2003 and 2006. The average proficiency gap for male students narrowed from 34 PI points to 28 PI points, and for female students it narrowed from 28 to 25 PI points. These gains in performance resulted in improvement rates of 20 percent for male students and 11 percent for female students.

Between 2003 and 2006, the average performance gap between male and female students narrowed by three PI points.

Participation

Are all eligible students participating in required state assessments?

Finding:

- On the 2006 MCAS tests in ELA, math, and STE, eligible students in Greenfield participated at levels that met or exceeded the state's 95 percent requirement.

n-Values by Subgroup and Performance Level, 2006

Subgroup	Performance Level	ELA	Math	STE
Greenfield	ALL LEVELS	**949**	**946**	**277**
	Advanced	88	122	19
	Proficient	460	279	99
	Needs Improvement	314	336	112
	Warning/Failing	87	209	47
Regular Education	Advanced	86	116	17
	Proficient	430	260	91
	Needs Improvement	220	273	94
	Warning/Failing	24	110	27
Disability	Advanced	2	3	2
	Proficient	28	13	8
	Needs Improvement	69	48	15
	Warning/Failing	50	83	13
Limited English Proficient	Advanced	0	3	0
	Proficient	2	6	0
	Needs Improvement	25	15	3
	Warning/Failing	13	16	7
White	Advanced	77	112	18
	Proficient	409	249	89
	Needs Improvement	262	287	84
	Warning/Failing	59	158	36
Hispanic	Advanced	5	4	0
	Proficient	25	11	6
	Needs Improvement	30	30	18
	Warning/Failing	15	29	6
African-American	Advanced	5	2	0
	Proficient	13	10	0
	Needs Improvement	10	9	8
	Warning/Failing	9	15	3
Asian	Advanced	1	4	1
	Proficient	11	8	3
	Needs Improvement	10	7	1
	Warning/Failing	2	5	2
Free or Reduced-Cost Lunch/No	Advanced	62	87	15
	Proficient	270	171	64
	Needs Improvement	113	148	49
	Warning/Failing	26	66	13
Free or Reduced-Cost Lunch/Yes	Advanced	26	35	4
	Proficient	190	108	35
	Needs Improvement	201	188	63
	Warning/Failing	61	143	34
Male	Advanced	33	73	9
	Proficient	247	134	61
	Needs Improvement	180	186	64
	Warning/Failing	56	122	24
Female	Advanced	55	49	10
	Proficient	213	145	38
	Needs Improvement	134	150	48
	Warning/Failing	31	87	23

n-Values by Grade and Year, 2003-2006

Grade	Year	ELA	Math	STE
Grade 3	2003	175	0	0
	2004	139	0	0
	2005	136	0	0
	2006	139	138	0
Grade 4	2003	154	154	0
	2004	177	178	0
	2005	128	127	0
	2006	137	136	0
Grade 5	2003	0	0	0
	2004	0	0	155
	2005	0	0	152
	2006	126	127	127
Grade 6	2003	0	180	0
	2004	0	173	0
	2005	0	141	0
	2006	157	157	0
Grade 7	2003	187	0	0
	2004	173	0	0
	2005	158	0	0
	2006	125	127	0
Grade 8	2003	0	202	0
	2004	0	168	167
	2005	0	173	173
	2006	156	153	150
Grade 10	2003	150	151	0
	2004	123	123	0
	2005	132	132	0
	2006	109	108	0
All Grades	2003	666	687	0
	2004	612	642	322
	2005	554	573	325
	2006	949	946	277

Notes

Trend data include grades for which testing was administered for each subject in all four years. The following grades are included in the trend data for 2003-2006 reported in Figures/Tables 16-20 and in the table of n-values by grade and year:
English language arts (ELA): 3, 4, 7
Math: 4, 6, 8
Science and technology/engineering (STE): 5, 8

Data for science and technology/engineering (STE) are not included in computing overall proficiency and the average proficiency index (API); they will be included beginning in 2007 when STE becomes a graduation requirement.

The highest performance level for grade 3 reading in 2006 is Advanced/Above Proficient; this level did not exist in prior years, when the highest level was Proficient.

Subgroup inclusion is based on the number of students and the number of schools in the district. To be included as reportable, a subgroup must have at least 10 times the number of schools in the district. Subgroup inclusion for all years of the trend data is based on the 2006 data.

N-values represent the number of tests taken unless otherwise specified.

Rounded values may result in slight apparent discrepancies.

Reexamination Findings

This section summarizes the conclusions of the EQA team's reexamination of the Greenfield Public Schools. It reports on only those 2005 indicators that received a 'Poor' or 'Unsatisfactory' rating and that the EQA team reassessed. The table below displays the initial 2005 ratings and the 2007 reassessments. The narrative that follows presents the relevant 2005 indicators, followed by the ratings from 2005 and 2007 and corresponding evidence for the ratings. Because of the changes in the EQA standards and indicators, the 2005 indicators are organized according to the 2007 standards.

Standard I: Leadership, Governance, and Communication									
Ratings▼ Indicators►	**3.2**	**3.3**	**3.4**	**11.1**	**11.3**	**11.6**	**11.9**	**12.3**	**13**
Excellent									
Satisfactory		**2007**		**2007**		**2007**	**2007**		**2007**
Needs Improvement	**2007**		**2007**		**2007**			**2007**	
Poor			**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	
Unsatisfactory	**2005**	**2005**							

I. Leadership, Governance, and Communication

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

Findings:

- The analysis of student achievement data resulted in the implementation of new and modifications to existing programs and services at all levels in the school system.
- The executive team developed and began to implement the Greenfield Public Schools District Improvement Plan for 2005-2008, which had a primary focus on improving student achievement.

- The 2005-2006 evaluation of the superintendent included an update of the initiatives implemented as a result of the previous EQA review.
- The district implemented a new administrators' evaluation instrument in 2004-2005.
- Three administrators received no formal evaluations for the 2005-2006 school year.
- Not all School Improvement Plans aligned with the District Improvement Plan.
- A review of a random sample of teacher personnel folders indicated that many contained no evaluations for the period under review.

Summary

Since 2004, the district leadership addressed aspects of its leadership, governance, and communications that the EQA had rated as less than satisfactory in the previous EQA review. The executive team, consisting of all the administrators, developed and began to implement the Greenfield Public Schools District Improvement Plan (DIP) for 2005-2008. The District Improvement Plan focused on four goals, with the primary goal aimed at improving student achievement.

Leadership personnel reported that some of the School Improvement Plans (SIPs) lacked alignment with the District Improvement Plan and district targets or benchmarks. In 2005-2006, the district contracted with a consultant to assist the director of curriculum and instruction in developing targets or benchmarks and in attaining the necessary alignment.

From 2004 to 2006, the gathering, analysis, and use of data in the decision-making process of administrators and staff had "increased significantly." The analysis of student achievement data led the district to implement new programs and services, such as the Scott Foresman Reading program (K-5) and the Scott Foresman/Prentice Hall math program (K-8), and to establish an "encore block" for students in grades 6-8 who performed poorly on the MCAS tests. The district also increased enrollment of grade 8 students in Algebra, and it increased instructional time at the elementary level from 90 to 150 minutes per day in ELA and from 45 to 60 minutes per day in math.

At the high school, the district revised its English and math benchmarks, developed and administered common assessments in English and math, and increased the math graduation

requirement from two to three years. The district also restored the curriculum coordinator positions in English, math, science, social studies, and foreign languages at the middle and high schools levels, according to leadership personnel and teachers.

Greenfield has been working to improve accountability through the evaluation process, although the district has not yet fully implemented its new evaluation process. During the period under review, the district implemented a new evaluation instrument for administrators which met the provisions of 603 CMR 35.00. The district has not used this tool to evaluate all administrators as of the time of the EQA site visit. Personnel folders of the administrators lacked evaluations of the director of business services and both the assistant principals at the secondary level. The superintendent confirmed that he had not evaluated these three administrators. The district also piloted a new evaluation instrument for teachers, but in a random sample of teacher personnel folders, EQA examiners found that many contained no evaluations for the period under review.

District leaders shared with the EQA new and updated documents developed since the prior review, including curriculum guides, a professional development plan, a mentoring program, a District Curriculum Accommodation Plan, a policy manual, an administrator's procedural guide, agendas and minutes of the executive team meetings, and its Restructuring Plan. The district also provided a job description binder with a number of outdated job descriptions and others that needed to be developed. Central office had no formal process or procedures for organizing and maintaining all current and past initiatives and accomplishments of the district and its students.

2005 Indicators

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

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Needs Improvement

Evidence

In the initial review, the team found that the evaluation procedures for administrators used in the district did not meet the requirements of MGL Chapter 71, Section 38 and 603 CMR 35.00 during most of the period under review. Interviewees stated that they had not received

evaluations for many years prior to and during the initial period under review. In addition, the instrument used to evaluate the administrators did not align with the Principles of Effective Administrative Leadership.

During the reexamination period under review (2004-2006), the district did not use evaluation procedures for administrators that aligned with the requirements of MGL Chapter 71, Section 38. One of the provisions of Chapter 71, Section 38 states, "The superintendent shall require the evaluation of administrators and teachers without professional teacher status every year and shall require the evaluation of teachers with professional teacher status at least every two years…." A review of the personnel folders of administrators showed that the director of business services and the two assistant principals at the secondary level lacked evaluations for the period under reexamination. The superintendent acknowledged that the director of business services and the assistant principals at the secondary level had no formal evaluations during the period under reexamination. The director of business services confirmed that he did not receive a formal evaluation.

The superintendent mentioned that the newly implemented administrators' evaluation instrument "did not fit" the duties and responsibilities of the director of business services and that he anticipated finding or developing a more appropriate evaluation instrument. The superintendent also stated that he recently informed each of the two secondary school principals of his/her obligation to formally evaluate his/her assistant principal on an annual basis.

The newly adopted Educational Leadership Improvement Tool (ELIT) for administrator evaluation did, however, meet the requirements of 603 CMR 35.00. The ELIT included nine "areas," namely: 1) leadership attributes, 2) visionary attributes; 3) community leadership; 4) instructional leadership; 5) data-driven improvement; 6) organization to improve student learning; 7) organization to improve staff efficacy; 8) cultural competence; and 9) educational management. Each of the areas had four "elements." The ELIT had a rating scale for each area and element ranging from zero to six (0 = not met; 1-2 = developing; 3-4 = meets; and 5-6 = exceeds). In addition, each area of the ELIT provided an opportunity for the evaluator to comment about "accomplishments" and "areas for improvement." The ELIT had an "area score bar graph" and spaces for "summary statement and goals" and "setting big picture goals."

3.3. The form and content of the district's evaluation process for administrators was informative, instructive, and used to promote individual professional growth and overall effectiveness.

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Satisfactory

Evidence

During the initial examination period, the then current superintendent wrote evaluations for only two principals in 2003-2004, and the previous superintendent did not evaluate the performance of any administrators. Of the 10 examined evaluations from 2003-2004, seven had no dates, no signatures, lacked information and instruction, and did not promote growth and overall effectiveness. None of the evaluations contained all the Principles of Effective Administrative Leadership.

During the reexamination period under review, the form and content of the district's evaluation process for administrators improved and provided a vehicle for informative and instructive feedback and promoted growth and overall effectiveness. The superintendent characterized the evaluations that he wrote of his administrators as both informative and instructive, but "probably more informative than instructive." Administrators confirmed that by using the ELIT, the content in their evaluations gave them informative and instructive feedback. In addition, the administrators spoke about the various components of the ELIT such as the major areas, the elements, the rating scale, the goals, the accomplishments, and areas for suggested improvement.

The superintendent stated that he wrote recommendations pertaining to professional growth in the administrators' evaluations. The two examples cited by the superintendent included cultural diversity and understanding, and analyzing and using data. Interviewees confirmed that the superintendent had included recommendations in their evaluations, and they mentioned various examples such as cultural diversity and analysis and use of data in decision-making. A review of the administrators' evaluations confirmed that they provided informative and instructive feedback. In addition, the evaluations had identified accomplishments and designated areas for improvement. All of the administrators' evaluations prepared by the superintendent for the 2005-2006 school year had signatures and dates.

When questioned about the overall effectiveness of the evaluation instrument and process, the superintendent remarked positively about the new ELIT. The superintendent went on to say that, "It meets our needs, and the administrators are in favor of it." Administrators also made positive comments about the ELIT and the administrative evaluation process used in 2005-2006.

3.4. Administrators in the district were held accountable for student assessment results in their yearly evaluations.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

For most of the initial period under review, administrators had no accountability for student assessment results. Interviewees said that only two administrators had written evaluations for only the last year of the period under review, and that the other administrators had no evaluations for that period. The administrator evaluations the EQA team examined referred to student achievement as the SIP and DIP goals addressed it, but they had no direct linkage to a specific degree of improvement.

During the reexamination period under review, the superintendent began the process to hold administrators accountable in their yearly evaluations for improving student assessment results. A key accountability tool was the new ELIT. The superintendent remarked that he "liked the new evaluation tool since it specified the use of data." The superintendent cited "the double digit increase in MCAS results at the Four Corners Elementary School as proof to this effect." In addition, the superintendent commented that the new principal at the middle school, who began in 2005-2006, had the responsibility to improve the MCAS math scores. The superintendent commented that the principals' evaluations in 2005-2006 spoke directly to student achievement, but did not use numbers. Principals interviewed by EQA team members confirmed that in the past two years the superintendent held them accountable for improving student achievement results. A review of the administrators' evaluations also showed that the superintendent held them accountable for improving student assessment results, and in some instances wrote statements regarding this in the "areas for improvement" block in the ELIT. The ELIT also referenced the SIPs and the DIP, but the efficacy of the reference was limited by the lack of

complete alignment between some of the SIPs and the DIP and the fact that some of the SIPs continued to lack specific targets or degrees of improvement for the goals. To address this issue, the superintendent stated that last year the district contracted with a consultant to work with the principals and the director of curriculum and instruction to align the SIPs with the DIP and to establish targets or benchmarks.

School committee members also stated that they expected the superintendent and the other leadership personnel to focus on improving student performance. In addition, the members of the school committee referenced goals and objectives in the 2005-2008 District Improvement Plan aimed at increasing student achievement.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the first EQA review, the team found that the DIP focused on improving student performance, but interviewees said that the district did not sustain many of the action items in the DIP due to budget reductions and the loss of key personnel. The team also found that administrators reported that the district began to analyze student data during the 2003-2004 school year, but at the time of the review the practice had not been in place long enough to result in data-driven actions.

During the reexamination, the EQA team found that the district had established a clearly understood vision, mission, goals, and priorities included in the DIP. The district provided substantial evidence to demonstrate that Greenfield's improvement plan and the analysis of student achievement data drove the delivery of education to its students. The district's executive team (E-team) developed the District Improvement Plan for 2005-2008, which was approved by the school committee. The DIP included both a mission statement and a vision statement. The mission statement read, "The mission of the Greenfield Public Schools, in active partnership

with students, their families, individual citizens, and established groups within the community, is to educate students to meet the challenges and responsibilities of a rapidly changing and diverse world…. We recognize that every child is deserving of equal opportunities to maximize his or her potential, and we encourage all students in their pursuit of excellence."

The DIP was a comprehensive document that focused the district on priority areas to improve student achievement. The DIP included the following benchmark targets for improvement: a) grade; b) 2005 MCAS reading results; c) 2005 MCAS ELA results; d) 2005 MCAS mathematics results; e) yearly 'Advanced'/'Proficient' district benchmarks in reading/ELA; and f) yearly 'Advanced'/'Proficient' district benchmarks in mathematics.

The DIP also identified four major goals:

1) "Design and adopt a curriculum and accountability system that is consistent across the district;"

2) "Establish school improvement goals to drive increased student achievement based upon data ";

3) "Ensure that instruction responds to the learning needs of each student based upon ongoing assessment that leads to the achievement of essential outcomes "; and

4) "Improve the district and school culture by increasing parental and community involvement as well as maintaining safe, clean, and orderly schools."

The format for each goal consisted of: a) objectives, b) key actions, c) performance indicators, d) persons responsible, and e) timeline. The appendix of the DIP contained the following: a) professional development calendar 2005-2006, b) District Curriculum Accommodation Plan, c) Individual Student Success Plan form, d) new teacher mentoring program, e) district data, DOE 2005 AYP, f) mathematics work plan, and g) 2005-2005 NCLB report card.

The DIP and the analysis of student achievement data drove the development, implementation, and modification of educational programs, services, and practices. The leadership personnel reported that the district increased the instructional time at the elementary level from 90 to 150 minutes per day in ELA and from 45 to 60 minutes per day in math. The district adopted and implemented the Scott Foresman Reading program (K-5) and the Scott Foresman/Prentice Hall

math program (K-8). Finally, the district revised the benchmarks and established common assessments in English and math at the high school.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

During the initial period under review, the former superintendent did not maintain clear documentation of initiatives, policies, procedures, and the achievement of the district and its students. The school committee used the MASC model to begin the process of revising Greenfield's outdated policy manual during the second half of the 2003-2004 school year, with copies filed in the schools, the superintendent's office, and the public library.

During the reexamination period under review, the district undertook some steps to update policies and procedures, and made some modifications to programs and services after analyzing student achievement data, according to the superintendent. However, the district's efforts did not fully address the concerns outlined in the prior EQA review. The superintendent remarked that the district still needed to do more work in this area.

In interviews, leadership personnel commented about some procedures and practices undertaken by the district during the reexamination period, such as preparing a policy manual, updating the organizational charts, developing an administrator's procedural manual, implementing the PowerSchool software system, and revising the mentoring program. In addition, the district had a scrapbook of newspaper articles for 2005-2006, prepared a restructuring plan, and maintained a three-ring binder of executive team meeting agendas and minutes.

When questioned about current and past initiatives, the superintendent stated that the central office had no formal process or procedures for organizing and maintaining all current and past initiatives of the district and its students. The superintendent did not have a list documenting all of the past and current initiatives. He stated that the director of curriculum and instruction and

the principals had additional information about past and current initiatives. Principals spoke about the initiatives implemented in their schools, but mentioned that no written, organized, accessible, thorough, and complete documentation existed. Principals reported that they did not maintain a list of accomplishments in their schools for each year nor had any of the central office administrators requested end-of-the-year reports from them.

The school committee members, the superintendent, and the other administrators stated that throughout the year, both at school committee meetings and at events at the individual schools, staff and students received recognition for their achievements and accomplishments. Administrators reported that some teachers and students received special recognition at regional ceremonies.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial review, administrators and school committee members commented that the DIP and the SIPs did not influence the allocation of funding. The district had major budget reductions for the 2002-2003 school year, resulting in the elimination of 40 employees, with 38 of these positions in elective and non-academic programs and in coordinating and ancillary staff. District leaders met twice monthly, and interviewees said that the DIP and the SIPs now appeared on the meeting agendas.

The EQA team found that during the reexamination period, the district leadership began to regularly monitor student achievement data and to use the DIP and SIPs to implement programs, policies, and services that focused on improving student achievement. The superintendent and administrators indicated that the leadership personnel monitored student achievement during the year and that discussions about this occurred periodically at executive team meetings, which was documented by the agendas of the executive team meetings the EQA team reviewed.

Interviewees described a variety of programs, policies, and practices that the district implemented to improve student achievement during the period under review. At the elementary level, the district adopted and implemented both the Scott Foresman Reading and the Scott Foresman/Prentice Hall math programs, expanded instructional time in ELA and in math at the elementary level, and increased student assessment by using DIBELS and GRADE. At the middle school level, the district adopted and implemented the Scott Foresman/Prentice Hall math program, tightened the science benchmarks, increased the number of students enrolled in Algebra, initiated an "encore block" for students who performed poorly on the MCAS tests, and provided MCAS math after-school assistance. At the high school, the district revised the benchmarks in English and math, developed and administered common assessments in English and math, and increased the math graduation requirement from two to three years. The district also restored the positions of curriculum coordinator in English, math, science, social studies and foreign languages at the middle school and the high school.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

Initially in the first review period, the school committee evaluated the previous superintendent's performance annually using an evaluation tool that included six areas, but none of the evaluations reflected student achievement, although the superintendent's contract called for both a salary raise and merit pay based on high scores in the six areas.

During the reexamination period under review, the compensation that the superintendent received related directly to his completion of the mutually agreed upon goals and his performance in the six areas of responsibility. The school committee members and the superintendent remarked that the school committee evaluated the performance of the superintendent each year, using a new instrument as of 2004-2005. The instrument used to evaluate the superintendent included six areas of responsibility: 1) relationship with the school

committee; 2) educational leadership; 3) general management; 4) budget management; 5) personnel management; and 6) communications/public relations. The performance standards associated with the responsibilities were: 4 = consistently exceeds requirements; 3 = achieves all requirements in a satisfactory manner; 2 = needs improvement; and 1 = unsatisfactory. A list of mutually agreed upon goals also became a part of the evaluation, and the evaluation reviewed by the EQA team included statements about improved 2005 aggregate MCAS scores in ELA and math, which referred to goals in the DIP.

According to the school committee members and the superintendent, the evaluation process consisted both of the use of the evaluation instrument and the list of mutually agreed upon goals. Near the end of the school year, each school committee member responded in writing to the responsibilities in the evaluation instrument and each of the mutually agreed upon goals. The chair of the evaluation subcommittee compiled the responses from the school committee members and wrote an executive summary, which the school committee shared with the superintendent. The reviewed evaluation document had signatures and dates.

A review of the 2005-2006 evaluation of the superintendent indicated that besides the executive summary, the school committee attached the "School District Initiatives Update," dated April 14, 2006, which the superintendent prepared to report on the progress made in each of the standards of the previous EQA review. The school committee members and the superintendent acknowledged the attachment of the initiatives update report to the 2005-2006 evaluation of the superintendent.

12.3. <u>The district was organized in a manner that addressed all aspects of administrative actions and had lines of responsibility. Job descriptions for all personnel were current, published, and available to all faculty and staff.</u>

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The district made little progress in this area due to personnel changes, as indicated by the superintendent. In both the initial review and the reexamination, the central office and each

school had an organizational chart, but few relevant job descriptions existed. Rather, they were updated and/or written as positions became available.

During the reexamination period under review, the organizational charts for the central office and the schools identified positions according to line and staff responsibilities, although the district did not have current job descriptions for all personnel. Upon request, the superintendent provided the EQA team with a job description binder describing 10 categories of employment: 1) administration; 2) administrative assistants; 3) athletics; 4) custodian/maintenance; 5) food services; 6) miscellaneous; 7) para-professionals; 8) teachers; 9) technology; and 10) therapists/assistants. Each of the sections included job descriptions, some current and others in need of updating. The number of job descriptions in the sections ranged from a high of 16 in administration and in administrative assistants (secretaries) to a low of one in athletics.

During the review of teacher personnel files, EQA team members found a few updated job descriptions in the files that the job description binder did not include. When informed about the job descriptions in some teacher personnel files, the superintendent responded that the district still needed to address the issues of developing and organizing job descriptions.

The superintendent acknowledged that the district did not have job descriptions for all positions and cited personnel transitions as a reason. The superintendent noted the elimination of a position in the business office during the period under reexamination whose responsibilities included maintaining and preparing the job descriptions. Subsequently, the superintendent had assigned a secretary in the central office the responsibility for overseeing the job descriptions, but this secretary left the district for a position elsewhere, later during the reexamination period. As a result, the superintendent, with the assistance of another secretary, prepared or updated job descriptions as needed.

2007 Indicator

13. The superintendent created and disseminated a comprehensive safety plan in collaboration with the community, and plans were reviewed annually with the police and fire departments prior to each school year. School and district safety plans were aligned.

EQA Rating from 2007: Satisfactory

Evidence

During the reexamination, the EQA team considered a new "crisis response" indicator within this standard.

The superintendent stated that the district began to develop a crisis management plan in 2002. A group of principals researched safety and security plans and prepared a draft manual for the district. Representatives from the fire and police departments also provided information for the draft manual. According to the superintendent, a subcommittee of the executive team, working with the school resource officer, finalized the draft manual, which the school committee approved in the fall of 2003. Furthermore, the superintendent indicated that the executive team, with the assistance of the fire safety officer and the school resource officer, updated the crisis management plan in November 2006. Administrators confirmed the process used to develop and update the crisis management plan.

The crisis management plan consisted of several sections: a) the names of the superintendent, school committee members, central administrators, building administrators, fire safety officer and school resource officer; b) crisis plan priority call list; c) administrative and support services team; d) district emergency snow call list 2006-2007; e) individual school evacuation plans; and f) crisis team manual.

Interviewees mentioned that all administrators had copies of the crisis management plan. The superintendent also remarked, "The district and school safety plans are one and the same." In addition, each teacher had what the administrators referred to as the "red packet." The packet contained procedures and guidelines for dealing with various emergencies. Teachers in focus groups confirmed that they had the "red packets" in their classrooms.

The superintendent stated that in the fall of 2006, he participated in a meeting regarding overall security for the city that included the mayor, the fire chief, the police chief, the district's director of business services, the school resource officer, and a police detective. In addition, the superintendent indicated that the district had one system-wide school resource officer funded from the police department budget.

Standard II: Curriculum and Instruction													
Indicators► Ratings▼	**1.7**	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.8**	**6.2**	**6.3**	**6.4**	**6.5**	**6.8**
Excellent													
Satisfactory	**2007**	**2007**	**2007**	**2007**	**2007**	**2007**		**2007**		**2007**			**2007**
Needs Improvement							**2007**		**2007**		**2007**	**2007**	
Poor	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**
Unsatisfactory													

II. Curriculum and Instruction

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

Findings:

- The Greenfield Public Schools had a comprehensive process that incorporated data analysis to review and revise its curricula to meet the needs of all of its students.
- The district closed the gaps in the horizontal and vertical alignment of its K-12 curricula.
- The district increased instructional time to meet the time on learning requirements for each of its schools.
- The district implemented curricula at all grade levels in tested core content areas that addressed the components of the state curriculum frameworks.
- The district's curriculum documents had timelines, benchmarks, and assessment practices to guide timely instruction and evaluate student progress.
- Administrators monitored what occurred in the classrooms through conversations with teachers at grade-level and departmental meetings and visits to the classrooms.
- The district's middle and high school administrators and teachers used technology such as PowerGrade to record student academic data, attendance, and discipline. The data provided the necessary information to identify and provide appropriate interventions for at-risk students.

- Subgroups at the middle school did not achieve AYP in mathematics from 2003 through 2006.
- The district's provisioning and support for the instructional program lacked sufficient funding for students to equal or surpass state averages in student achievement.
- While the district implemented interventions in curriculum and programming, this did not translate into consistent improvement for all students.
- While math instructional time increased at the elementary level, it did not at the middle school where performance was the poorest in the district.
- Classroom observation data strongly suggested that Greenfield's instructional priorities set at the district level permeated to the classroom level, especially at the elementary and middle school levels. The use of student achievement data for instructional purposes was palpable.
- Across the district, 100 percent of the observed teachers followed the aligned curriculum.
- Of the observed classrooms, 70 percent incorporated a variety of instructional techniques including differentiated instruction. In observations in comparison districts, the rate was 30 percent.
- In 70 percent of the observed classrooms, the teacher planned multiple tasks that engaged all levels of learners. In observations in comparison districts, the rate was 35 percent.
- Observed instruction was the strongest at the middle school level, in comparison to the other levels and in comparison to observations at the same grades in other districts.

Summary

Since the initial examination, the Greenfield Public Schools heavily invested in improving and aligning curricula at all grade levels in tested core content areas with the Massachusetts curriculum frameworks. Common components included curriculum maps, benchmarks, scope and sequences, objectives, resources, instructional strategies and activities, and common assessments. The newly revised curricula aligned horizontally and vertically. Prior to this work, transitioning students had entered the middle school and high school with varying skills. With the implementation of the updated curricula, Greenfield's students now have similar skill sets as they transition between schools. At the elementary level, the K-5 ELA curriculum previously had

inconsistencies due to the implementation of separate reading programs and different assessments. The district corrected these inconsistencies by adopting the same reading series for its four elementary schools. The district also increased access for its subgroups by purchasing a series with an English language learner's component and a special education component.

Greenfield Public Schools deployed qualified staff to ensure the curriculum was well developed, monitored, revised, and implemented in the schools. The district hired a director of curriculum and instruction in 2005 to oversee curriculum revision and provide direction. The district also reinstated the positions of curriculum coordinators for each of the content areas at the middle and high schools. At the building level, the principals were the curriculum leaders who oversaw the use, alignment, and consistency of the district's curricula. Literacy coordinators and a math coach assisted the elementary principals. At the middle and high schools, the principals and content curriculum coordinators provided active leadership and support for the professional development and training in effective instructional strategies.

Active and increasing use of data analysis to improve learning was palpable throughout the district. The EQA team found that the district's administrators and teachers increasingly used technology to assist them in data analysis, assessment, student monitoring, assistive technology for subgroups, and recording student grades, student attendance, and student discipline. Teachers and administrators in grades 6-12 had training and access to PowerGrade. The program recorded student academic, attendance, and disciplinary data, and gave teachers and administrators instant access to information about a student. Staff members reported that the program allowed them to immediately identify at-risk students and target services for them.

Random observations of 44 classrooms suggested that teachers used data analysis, the curriculum, and the guidance of the instructional leaders to improve instruction. Examiners found that 70 percent of the observed classrooms incorporated multiple tasks that engaged all levels of learners, and that 70 percent incorporated a variety of instructional techniques such as differentiated instruction. All instruction observed aligned with the Massachusetts curriculum frameworks. Examiners also rated the district's teachers high on classroom management skills and the presence of a positive learning environment in the classroom.

Increased time on learning supported improved student achievement, but only at the elementary level. The elementary schools increased instructional time in ELA from 90 to 150 minutes. Mathematics instructional time increased from 45 to 60 minutes. The Greenfield Middle School did not allocate additional time for mathematics. Its mathematics period totaled 43 minutes in contrast to the elementary schools' 60-minute allocation. The middle school's subgroups did not make AYP in mathematics from 2003 through 2006, and the state designated the school in need of corrective action. The school leadership plans to increase time on learning in mathematics and it has applied for the extended learning time grant. Interviews with district administrators indicated that an inadequate budget challenged the district; grants provided significant support to the district's programming.

Classroom Observation Data

To analyze how Greenfield's improvement plans impact the quality of classroom instruction, the EQA conducted random observations of 44 classrooms in all Greenfield schools across grades K-12. Examiners visited classrooms for a minimum of 20 minutes each, for a total of 880 minutes. The team observed 23 classrooms at the elementary level, 12 at the middle level, and nine at the high school level. The visits focused on the tested content areas, with 19 observations of ELA instructional periods, 20 observations of math periods, and five observations of other periods. The team also noted that the district used its resources to keep class sizes small. In a comparison with other districts reviewed by EQA in school year 2006-2007 through the date of the Greenfield reexamination, the average classroom size in Greenfield was lower. Greenfield had an average of 17.1 students per class, as compared to 18.4 students across all the districts in the data set. Staffing and classroom resources in the district did not appear greater; rather, class size was a reflection of deployment. Greenfield was only able to provide a per class average of 1.0 teacher as compared to 1.1 across the districts, 0.3 paraprofessionals as compared to 0.4, and 1.8 computers per class as compared to 3.0.

In a comparison with the other districts, the quality of classroom instruction in Greenfield Public Schools was rated higher in each observational category as well as overall. Examiners used a common classroom observation checklist that tracked the presence or absence of 26 attributes from the research base on skillful teaching. The attributes were grouped into the domains of classroom management, instructional practice, expectations, student activity and behavior, and

climate. Teams determined the score within each domain based on the percentage of the attributes that examiners observed in the classroom.

In the domain of classroom management, Greenfield's total score was 95 percent as compared to 89 percent across other districts. In Greenfield, the team saw greater evidence on all four of the domain's attributes. Students took responsibility for their work (98 percent), the classroom was orderly and conducive to learning (93 percent), students were engaged in good learning routines (91 percent), and interactions between teachers and students were positive and respectful (100 percent).

In the domain of instructional practice, Greenfield's total score was 87 percent as compared to 72 percent across other districts. The district far outperformed the comparison districts on all nine of the attributes, particularly in providing multiple tasks that engage all levels of learners (70 percent as compared to 30 percent across districts), and in using a variety of instructional techniques, such as differentiated instruction (70 percent as compared to 30 percent across districts). Also notable was that all instruction aligned to the curriculum frameworks.

In the domain of expectations, Greenfield's total score was 78 percent as compared to 66 percent across districts. The district scored higher on each attribute: modeling and expecting good routines and work habits (89 percent); displaying high quality student work (52 percent); focusing time on challenging academic tasks (86 percent); and communicating expectations for high quality work (86 percent).

In the domain of student activity and behavior, Greenfield's total score was 84 percent as compared to 68 percent across other districts. Greenfield scored higher on each of the six attributes: student understanding of the learning objectives (95 percent); active student engagement (91 percent); constructive peer interactions (91 percent); student contributions are valued and followed up (93 percent); students recall prior lessons (77 percent); and students use available technology appropriately (55 percent).

In the domain of climate, Greenfield's total score was 88 percent as compared to 78 percent across the comparison districts. Two of the three attributes were higher than the inter-district average; active listening, courtesy, fairness, and respect characterized classrooms (100 percent);

and resources existed for students with different learning styles (77 percent). The staff used classroom space to create a positive learning environment in 86 percent as compared to 88 percent of the classrooms observed in the other districts.

At each level of the school system, Greenfield's total score was higher than that of the comparison districts. Greenfield's total elementary score was 90 percent as compared to the comparison district average of 80 percent. Greenfield's total middle school score was 93 percent as compared to 70 percent across the other districts. Greenfield's total high school score was 68 percent, only slightly higher than the inter-district average of 67 percent.

Greenfield's performance at the middle school level was remarkable in each domain compared to the grade 6-8 classrooms across the comparison districts. In Greenfield's grade 6-8 classrooms observed, domain scores were 100 percent in classroom management (compared to 84 percent), 92 percent in instructional practice (compared to 69 percent), 85 percent in expectations (compared to 62 percent), 94 percent in student activity and behavior (compared to 65 percent), and 94 percent in climate (compared to 70 percent). Particularly notable in the domain of instructional practice was that 100 percent (compared to 59 percent) of the observed instruction incorporated questioning techniques that encourage elaboration, thought, and broad involvement; also, 92 percent (compared to 26 percent) had a variety of instructional techniques such as differentiated instruction. Multiple tasks for all learning levels were present in 67 percent of the classrooms, as compared to the 32 percent average across grades 6-8 in comparison districts.

Only at the level of high school was Greenfield's performance unremarkable in comparison to the other districts. Performance in each domain was comparable, with slightly higher scores for instructional practice and student activity and behavior and slightly lower scores for classroom management, expectations, and climate. With comparably high performance on the other attributes, the high school fell short on the attributes of effective learning routines (56 vs. 74 percent), effective use of classroom time (56 vs. 78 percent), modeling and expecting good routines and work habits (44 vs. 74 percent), and active student engagement in the learning process (67 vs. 74 percent).

2005 Indicators

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The first EQA review of Greenfield's classroom assessment standards, practices, and expectations found inconsistent linkage with the learning standards in the Massachusetts curriculum frameworks. The district's schools had minimal coordination, and assessment trend data showed little or no improvement.

During the reexamination period under review (2004-2006), the district's administrators and staff made a myriad of changes and improvements specifically to link its standards, practices, and expectations to the state's frameworks. The district produced well-documented core curriculum guides at grades preK-12. The guides contained the state and district learning standards, benchmarks, scope and sequences, instructional practices, and assessments. At the K-5 level, the district adopted and implemented reading, math, and science series and assessments that, according to the publishers, aligned with the state curriculum frameworks. The middle school reorganized and aligned the ELA curriculum and assessments. The district purchased a grades 6-8 math series advertised as aligned to the state curriculum frameworks. The district developed a pacing guide for each grade that included the learning standards, concepts, book chapters, pacing guide, and assessments. The high school added quarterly assessments to its courses.

Interviewees stated that they made significant progress in coordination and alignment of curriculum and the analysis of test data among the schools. A review of the MCAS test data showed that the district made some gains in ELA performance at grades 3 and 10, while grades 4 and 7 showed decreases in proficiency. Grade 3 proficiency increased from 59 percent in 2004 to 62 percent in 2006. ELA proficiency at grade 4 increased from 43 percent in 2004 to 46 percent in 2005, and then decreased to 42 percent in 2006. ELA proficiency at grade 7 decreased considerably from 68 percent in 2004 to 55 percent in 2006. ELA proficiency at grade 10

increased significantly from 50 percent to 66 percent. In mathematics, the data showed a decrease in math proficiency at grade 6 and increases at grades 8 and 10. Grade 6 mathematics proficiency increased from 24 percent in 2004 to 34 percent in 2005 and then decreased to 28 percent in 2006. Grade 8 mathematics proficiency increased from 32 percent in 2004 to 37 percent in 2006. Grade 10 mathematics proficiency increased from 56 percent in 2004 to 63 percent in 2006. The district scored slightly below the state average on all tests with the exception of grade 3 reading in 2006.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial examination period, the district had pieces of written curricula at all grade levels at various degrees of development. The curriculum guides did not clearly state the teaching content, and did not have benchmarks, scope and sequences, and clearly defined assessment practices. At the elementary level, curricula and programs varied from school to school. The middle and high school administrators reported that curriculum depended upon the teaching staff. Administrators said that the district did not have any textbook adoptions. Teachers and administrators indicated that they had outdated and insufficient textbooks and other material shortages.

During the reexamination period under review, the school district provided the EQA team with the updated curriculum work it accomplished. The district produced well-developed and/or revised curricula in all content areas.

Upon review of each of the curriculum binders, the EQA team found each content area addressed the Massachusetts curriculum frameworks. The guides contained curriculum maps, references to state and local standards, scope and sequence, units of study, benchmarks, assessment practices, and rubrics. While most of the district's guides contained benchmarks, some areas needed completion such as middle school ELA and Pre-calculus at the high school.

The high school developed curriculum maps for English, mathematics, science, history, and world languages based on the standards. The curriculum maps assured pacing, content, and alignment to the state curriculum frameworks. Individual course guides contained components such as student expectations, unit lessons, assessments, and rubrics. Monthly departmental meetings, curriculum coordinator meetings, and grade-level meetings allowed for discussions about benchmarks, assessments, instructional practices, and specific grade-level issues.

The district reported that it adopted a mathematics text for grades K-8. Grades K-6 used Scott Foresman and grades 7-8 used Prentice Hall texts, both published by Pearson. Administrators indicated that the texts significantly improved the vertical and horizontal alignment at these grades. To provide continuity and consistency, the middle school used the same algebra book as the high school.

At the beginning of the 2005-2006 academic year, the elementary K-5 schools adopted and used the Scott Foresman Reading Street program. The Newton Elementary School piloted the series in 2004-2005. Interviewees stated that they chose the series for a number of reasons. They said that the program was aligned with the state curriculum frameworks. It had a strong ELL component, and it had a special education component called Sidewalks.

According to administrators, the middle school ELA curriculum needed more work. Since the last evaluation, the middle school developed a scope and sequence for grades 6 through 8, aligning its writing process with grades 9-12. The middle school used Writer's Craft at grades 6-8.

In science, the elementary school used the Scott Foresman texts and science kits. The middle school used Prentice Hall 6-8 and the high school used a variety of texts to accompany the courses taught.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

According to the first EQA report, the district had lost many of its curriculum leaders due to budget cuts. Positions eliminated in FY 2004 included department heads, middle school curriculum coordinators, and the K-12 director of teaching, learning, and accountability. The budget cuts negatively affected the district's schools. Administrators and teachers said the elimination of the curriculum leaders and department heads made it more difficult to ensure alignment, consistency, and currency in the district's curricula and resulted in communication gaps and lack of direction for curriculum improvement.

During the reexamination period under review, administrators indicated that the district reestablished curriculum leadership positions that oversaw the use, alignment, quality, currency, and consistency of the district's curricula. The district employed a director of curriculum and instruction in FY 2004. The district established the positions of grade 6-12 coordinators in ELA, mathematics, science, social studies, and world languages in FY 2005. The coordinators analyzed data and helped create horizontal and vertical alignment in the curriculum. They also had budget responsibilities. An ELL coordinator began in the 2005-2006 school year. Furthermore, the district had building principals and elementary literacy coordinators in each elementary school. The district hired a math coach through Title I in 2006. The principals and coordinators at every level held regular meetings with staff to discuss instruction, assessments, curriculum, and other issues. Special education and ELL staff attended these meetings.

At the elementary level, the district established Team Time. Teachers met by grade level on a daily basis for approximately a half hour before school to discuss topics such as ELA curriculum, instructional practices, writing practices, and assessment. In addition to Team Time, principals had staff meetings, conducted classroom walk-throughs using walk-through checklists, and worked with staff to analyze and use data to improve instruction. The principal, literacy coordinators, and math coach reviewed benchmark testing results in ELA and/or mathematics. At the middle school level, the teachers filled out grade curriculum monitoring sheets in social studies, science, and ELA as a way to keep track of the progress teachers made in teaching to the curriculum. At the high school level, the principal and coordinators met frequently to assure that staff had up-to-date information.

The district implemented PowerGrade and PowerSchool. The program recorded middle school and high school student assignments, grades, attendance, testing, and other pertinent student information. Administrators and staff had the ability to take a quick look at the status of any class and/or student. In addition, parents gained access to their child's profile, such as their grades in each subject area and their attendance, by logging onto the district website with a password to ensure privacy.

5.3. The district had an established, documented process that involved teachers in the annual review and/or revision of curricula based on the analyses of results of standardized tests.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial examination period, the district had no formal process for involving teachers in annual curriculum reviews and no K-12 curriculum committee. The district focused on reading and ELA. There was an informal analysis of math data. A math task force existed but ceased to meet. The district lacked the ability to provide a consistent, cohesive process to review or revise curricula based on data analysis.

During the reexamination period under review, the district in its District Improvement Plan (DIP) stated that its first goal included the design and adoption of a curriculum and accountability system to provide consistency across the district. The DIP outlined the district's curriculum objectives, key actions, performance indicators, persons responsible, and a timeline for completion of curriculum objectives. According to the superintendent and interviewees, the district established task forces in ELA, science, mathematics, and assessments to help it achieve this goal. The district had ongoing committees looking at and modifying the district's curricula.

During the site visit, the district provided the EQA team with curriculum binders for each core subject area K-12. The district had worked diligently to develop and implement detailed curricula that included assessments to monitor student progress. Furthermore, the district at all levels analyzed and used data to improve its curriculum and instruction. All administrators, coordinators, and staff had training in the Program Improvement Mapping System (PIMS) process. Principals, coordinators, and other personnel had training in TestWiz. The district hired

a consultant from the Data Analysis and Strategic Planning Project (DASPP) to provide further test analysis for the district to use in its decision-making processes about curriculum, support, professional development, and purchases.

According to interviewees, all levels worked on curriculum revision. At the elementary level, the district focused on reading. The district wanted all of its schools to have the same reading curriculum and materials. The Elementary District Task Force, through meetings, discussions and analysis of data, recommended the Scott Foresman Reading program, which the district chose to implement in 2005. The reading program aligned with the Massachusetts curriculum frameworks. It contained the necessary components the district looked for in a curriculum, such as a scope and sequence, benchmarks, and assessments. The assessments, along with MCAS tests and other internal assessments, provided the teachers with the data needed to inform instruction, monitor student progress, and make curriculum modifications. The math coach and the literacy coordinator looked at MCAS assessment results and internal assessments and shared that information with staff. For example, an analysis of the data revealed the students had difficulty in answering open-response questions. This resulted in the development of prompts in mathematics and ELA for teachers to use. The elementary math coach reviewed the Scott Foresman benchmark assessments given by the teachers and provided feedback to staff.

At the middle and secondary levels, department coordinators worked with the teachers and made curriculum revisions. The district offered staff stipends in the summer to do curriculum work. Curriculum coordinators worked an extra week in the summer to work on vertical articulation. A K-8 math committee met for the period under review to look at MCAS scores and make systemic recommendations.

The high school hired a former teacher who did many analyses and worked with the curriculum coordinators. Monthly departmental meetings, coordinators meetings, and meetings with the principals occurred. The high school established honors classes in Algebra and Geometry. The staff developed a scope and sequence for each course and aligned the content to the state curriculum frameworks. The teachers added common quarterly assessments for each course. The district purchased student texts that had an online access component. The graduation requirement changed from two to three years of mathematics.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial period under review, the district did not have an established process to ensure the scope, sequence, and alignment of learning goals from one grade to the next. Teachers and administrators said the district did not itemize its assessment tools by grade level, and curriculum guides did not have clear timelines for the teaching of skills.

During the reexamination period under review, an abundance of evidence existed that the district reviewed the results of the MCAS tests and other test data to ensure the scope, sequence, and alignment of learning goals, competencies, and expectations from one grade to the next across grades K-12 in core content areas.

Administrators and teachers had training in the PIM process. Administrators used TestWiz to analyze data and shared the results with the teaching staff. Classroom assessments such as DIBELS and Scott Foresman benchmark assessments assisted elementary staff in monitoring the progress of students. The district reviewed the MCAS results to analyze the strengths, weaknesses, and gaps in the curriculum. Those reviews translated into a consistent and established process that ensured the scope, sequence, and alignment of learning goals, competencies, and expectations across grades preK-12. These elements became an integral part of the district's curriculum guides.

5.5. The district's curricula in all tested content areas were aligned horizontally to ensure that all teachers of a common grade-level addressed specific subject matter following the same time line, and vertically to ensure complete coverage, eliminate redundancies, and close any gaps.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The first review of the district revealed that the district's curricula did not have timelines, common tests, and enough specificity to ensure that all teachers followed the same curriculum. At the elementary level, schools used varied materials and curriculum programs that resulted in inconsistencies in horizontal and vertical alignment from school to school. The lack of a well-documented curriculum in the middle and high schools and a lack of communication between the schools resulted in gaps in curriculum integration, coherence, and continuity.

During the reexamination period under review, the district revised the elementary reading, math and science curricula. Where once there had been inconsistencies among the elementary schools and no horizontal and vertical alignment, administrators stated that the elementary schools now used the same curricula and materials in the content areas.

All four elementary schools used Scott Foresman in mathematics, and the program expanded to grade 6 in the middle schools. As of 2006, grades 6-8 used the Scott Foresman at grade 6 and Prentice Hall at grades 7 and 8. The district developed scope and sequence charts for each grade in each subject. The scope and sequences contained the learning standard, concepts, appropriate chapter references, references to other resources, unit calendar dates, and assessments.

The grade 6-8 ELA curriculum in the middle school contained a standards map that listed the state standards, the local learning standards, and progress indicators for each grade level. Each grade had a standards checklist on which teachers checked off when they presented the standards to the class. In each department, the teachers filled out ELA monitoring sheets on which they listed the curriculum overview for the month. The guides had rubrics, literature assessments, and a reading log.

The high school used a series of textbooks. It administered common quarterly, midterm, and final assessments in each of the tested areas. It had curriculum maps for each course.

According to interviewees, administrators and teachers met frequently throughout the period of review. At departmental meetings, curriculum coordinator meetings, grade-level meetings, and staff meetings, many discussions took place about ways to eliminate redundancy, close gaps, and ensure consistency of skills taught from one grade to the next.

5.6. Modifications to the curriculum resulted in improved, equitable achievement for all student populations.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The team found in the first review that elementary schools had different texts and curriculum materials that resulted in varied academic programs, inconsistencies, and low or flat achievement results.

During the reexamination period under review, the district modified the curriculum and made provisions to support all student subgroups. Despite the modifications, not all subgroups improved. According to interviewees, the updated curricula, horizontal and vertical alignment of the curricula, ongoing test data analyses, changes in K-12 school programs, and increases in instructional time have been too recent to show significant improvements in test scores.

During 2003 through 2006, the district's ELA Proficiency Index (EPI) and Math Proficiency Index (MPI) for regular education students, students with disabilities, and non low-income students continued to be consistently below the state averages. The EPI and MPI for low-income students (those participating in the free or reduced-cost lunch program) showed incremental gains above the state level in 2004, 2005, and 2006.

Interviewees shared with the EQA team some significant changes at the elementary school level. The district horizontally and vertically aligned the elementary school curriculum in ELA, mathematics, and science. The four elementary schools shared the same curriculum and the same textbook series. Furthermore, the reading block increased from 90 to 150 minutes and the

mathematics block from 45 to 60 minutes. A review of the MCAS test data showed that the district made incremental gains in ELA performance at grade 3; proficiency increased from 59 percent in 2004 to 62 percent in 2006.

At the middle and high schools, special education students had support in the classroom and resource room. Special education and ELL personnel became part of the ongoing departmental and curriculum meetings to provide input and ways to improve student achievement for the special education and ELL subgroups.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial EQA examination, administrators and teachers stated that the FY 2003 and FY 2004 budget cuts in administrative and teaching staff, specialty subject areas, instructional materials, and professional development had negatively affected class size, curriculum development, curriculum coordination and review, and vertical and horizontal articulation across the grade levels.

During the reexamination period under review, the district provisioned for and supported the curriculum to improve its effectiveness in all assessed areas in spite of budget limitations. The district employed a director of curriculum and instruction to oversee the development and improvement of the district's curriculum. Furthermore, the district hired grade 6-12 curriculum coordinators in each content area, which provided the middle and high schools with the personnel to develop, coordinate, and review curriculum on an ongoing basis. With K-5 specialists in art, music, physical education, and technology restored, the elementary teachers had the planning time to prepare lessons, meet with their grade-level peers, and work on curriculum issues. The district hired two specialists to teach Encore classes at the middle school. The district's schools used executive meetings, staff meetings, Team Time, departmental meetings, coordinator meetings, and professional development days to work on improving the effectiveness of the curriculum.

The district improved horizontal and vertical alignment of its elementary curriculum by purchasing and implementing the same text series for grades K-5. The reading system and all its assessment components became operational by the 2005-2006 school year. The district also purchased Scott Foresman mathematics texts for grades K-6 and Prentice Hall for grades 7 and 8. The elementary schools used the Scott Foresman science texts and had science kits.

The district had developed ELA standards maps at grades 6-8. The teachers used class sets of paperbacks for its ELA curriculum. Each book selection had a developed unit guide. Interviewees indicated the work to update the ELA curriculum was ongoing.

The high school also used paperbacks for its ELA curriculum. The district purchased new textbooks for grade 9 social studies. It also purchased geography and civics course materials.

Examiners observed class sizes of fewer than 18 students throughout the district. Classroom observations and school walk-throughs by the EQA team found that classrooms had one or two computers, TV sets, overhead projectors, calculators, textbooks, and varying supplies. Elementary classrooms had listening centers. All schools had computer labs. Interviewees emphasized the need for additional science equipment, classroom computers, and instructional materials. Items such as microscopes and computers tend to be expensive and the district had limited funds and other budget priorities.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

In the initial review period, MCAS test data and other data did not indicate that the district's practices and support for its instructional programs resulted in student achievement that consistently met the state average. Administrators and teachers had noted that the district

expected teachers to use current test data to plan instruction but did not have a formal policy on testing and data analysis.

During the reexamination period under review, the updated curricula, horizontal and vertical alignment of the curriculum, ongoing test data analyses, changes in K-12 school programs, and increases in instructional time were too recent to show significant improvements in test scores, according to interviewees. The interviewees had great enthusiasm for what they had put in place since the last review. They said that with the ongoing improvements and the constant refinement of programs they expected improvements in student achievement. The district has not yet reached the goal of meeting or surpassing state averages across the grade levels.

The high school saw its MCAS proficiency rate increase in ELA from 50 percent in 2004 to 60 percent in 2005 to 66 percent in 2006, narrowing the gap by three percentage points from the state average of 69 percent. In mathematics, the district increased it proficiency rate from 56 percent in 2004 to 61 percent in 2005 to 63 percent in 2006, when the state achieved a 67 percent proficiency rate.

The middle school's subgroups did not achieve AYP in mathematics from 2003 to 2006 and were designated in need of corrective action. The school's subgroups did not achieve AYP in ELA in 2005 and 2006 and were designated in need of improvement.

The district provided teachers with training and support to improve instructional practices and use test data to inform instruction. All teachers participated in MCAS data analyses through the PIM process. K-5 staff in each school used the same common assessments in ELA and mathematics through the adoption and implementation of the Scott Foresman reading and math series. Literacy coordinators, math coaches, and Title I personnel supported the teachers by providing professional development, data analyses, and instructional support. According to interviewees, the district's teachers have not had extensive Sheltered English Immersion (SEI) training in the content areas. Until September 2005, the district did not have an ELL coordinator to train and supervise staff. The district purchased ELL materials that accompanied the Scott Foresman test to augment its ELL instructional program. Teachers used the materials in February 2006. Weekly "selection test" scores improved.

The district restored the curriculum coordinators for each content area at the middle and high schools. The high school added honors courses in its program of offerings as well as MCAS remedial support. The school required students enrolled in AP courses to take the AP exam, and all grade 10 students took the PSAT. The graduation requirements in mathematics increased from two to three years of math. Focus groups interviewees revealed a lack of elective offerings and that the high school facility needed updating.

6.3. Instructional time in each assessed content area met or exceeded state requirements in each subject area and at each level.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial examination, Greenfield fell short of the required hours for time on learning. Although schools operated in session for 900 and 990 hours, the district could not count all time as instructional. Reductions in staffing and the contractual requirement for teachers to have a daily preparation period led to changes in the schedule. The elementary schools started 45 minutes later for students in order to give teachers a 45-minute preparation period. The high school had fewer electives, and the directed learning time blocks at the middle school were deemed non-instructional.

During the reexamination period under review, the district met the state requirements for instructional time at all levels. The elementary schools operated in session a minimum of 900 hours per year, and the secondary schools operated for a minimum of 990 hours. At the elementary level, the district hired specialists to provide preparation periods for the staff. The middle school eliminated the study periods.

6.4. The district provided instructional leadership and support for strategies, techniques, and methods that resulted in improved student achievement.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The EQA team in the initial review found that budget cuts had compromised the district's instructional leadership. The district had department heads at the high school, curriculum coordinators at the middle school, and a K-12 director of teaching, learning, and accountability. The need to reduce the FY2004 budget by seven percent resulted in the elimination of these positions. Teachers and administrators said that these reductions made it difficult for the district to provide its previous level of instructional leadership and support. The secondary school principals said that they held monthly departmental meetings, and they said they found it difficult to provide the same level of supervision and curriculum leadership that the department heads and coordinators once did.

During the reexamination period under review, the EQA team found that Greenfield replaced many of the positions lost during FY2004. Further, the district and its leadership team provided professional development and support for classroom teachers. These efforts have not yet translated in improved student achievement, as required by this indicator.

Greenfield Public Schools did provide instructional leadership and support for strategies, techniques, and methods to empower administrators, teachers, and parents with the tools to support student achievement. The district employed middle and high school curriculum coordinators for each of the content areas. The coordinator positions had teaching duties as well as administrative. The district allowed the coordinators two substitutes a month to take over their instructional duties while they carried out their administrative duties, which included data analysis, vertical and horizontal articulation of the curriculum, and teacher support. In addition, the district paid the coordinators for summer curriculum work. The district hired a K-12 director of curriculum and instruction to oversee the general development of all curriculum areas. Each elementary school had a building principal and a literacy coordinator. The hiring of a math coach through Title I oversaw the elementary math program.

The district provided professional development to the district staff in DIBELS and GRADE in the administration and interpretation of assessments. Other professional development included the PIM process, TestWiz, differentiated instruction, Responsive Classroom, Responsive Design, Turning Point, and ELL training. Teachers at the middle and high schools received training in

PowerGrade, a program that maintains student assignments, grades, attendance, and other pertinent data. Administrators and teachers can produce a quick profile of the student or class performance. Parents can access PowerSchool and look at their child's profile and monitor his/her progress.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

Since the initial review, the district has analyzed data to determine the amount of instructional time to allocate in tested core content areas to improve student performance. However, the district's overall MCAS test proficiency rates did not improve.

During the reexamination period under review, the district increased the use of data analysis to make decisions, including those regarding the use of instructional time. Greenfield trained staff in the PIM process and TestWiz. Staff disaggregated data, analyzed the data, and used the data in decision-making. Furthermore, the district hired a consultant to analyze the district data and provide professional development to staff. Despite these efforts, the district's MCAS scores remained below the state average. The ELA Proficiency Index (EPI) and the Math Proficiency Index (MPI) for regular education students, students with disabilities, and non low-income students continued to be consistently below the state average. The EPI and MPI for low-income students showed incremental gains above the state average in 2004, 2005, and 2006. Interviewees stated that the updated curricula, horizontal and vertical alignment of its curriculum, ongoing test data analyses, benchmark assessments, changes in K-12 school programs, and increases in instructional time have been too recent to show significant improvements in proficiency rates.

After reviewing several years of low MCAS math scores, the district increased it's math instructional time at the elementary level to one hour a day. The district also changed the reading block to two and one-half hours.

Interviewees acknowledged that the middle school math period of 43 minutes did not meet the standard it set for itself for more time on learning in mathematics. According to interviewees, the math period will increase in September 2007. Furthermore, the school applied for an extended day grant in the hopes of increasing the instructional day with the funds.

The high school changed its schedule from a modified 85-minute block to regular 45-minute periods so that students received daily instruction in the core content areas. The high school added additional ELA and math courses and honors level courses, and required all students to take the PSAT. The district increased the graduation requirement in mathematics from two to three years.

6.8. Educational technology was available and used as an integral part of the instructional program.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

Educational technology did not play an integral part of the instructional program during the initial examination period. The March 2004 NEASC report faulted Greenfield High School for having few opportunities for teachers to use technology to support instruction due to problems with hardware and Internet connections.

During the reexamination period under review, the EQA team found that the district's administrators and teachers used technology to assist them in data analysis, assessment, student monitoring, and assistive technology for subgroups, and for recording student grades, student attendance, and student discipline. The schools had Internet connections and computer labs, SmartBoards, LCD projectors, digital cameras, textbooks on-line, and academic software. The district maintained a comprehensive website.

Teachers and administrators at grades 6-12 had training and access to PowerGrade. The program recorded student data and gave teachers and administrators access to instant information about a student. Some examples of student information available included grades, attendance, discipline, class ranking, graduation progress, and honor roll. In addition to individual student data,

administrators could obtain enrollment data, teacher load reports, class rosters, schedules, and other data.

At the high school, every department had a dedicated computer lab that staff used frequently. In addition, they had two SmartBoards and one LCD projector. Teachers received training in the use of the SmartBoard. All math teachers had graphing calculators. Staff could use software such as Geometer Sketchpad, Microsoft Office, and texts on-line. The district offered a Virtual High School program that provided distance learning through the Internet.

The middle school had three technology labs, computers in the library media center, four LCD projectors, and a portable computer lab. The middle school had a TV studio that allowed students to videotape school events and make live broadcasts. Furthermore, students had on-line access to the Scott Foresman and Prentice Hall math texts. The elementary schools had computer labs. Elementary classrooms had listening centers. Each school had technology personnel to assist students and staff.

Special education teachers used adaptive technology such as Alpha Smarts, classroom auto trainer, IntelliKeys, and closed circuit television readers. They used specialized software programs; interviewees gave examples of specialized software such as Write Outloud, Co-Writer, Zoom Text VIII, and Boardmaker.

Standard III: Assessment and Program Evaluation								
Ratings▼ Indicators►	**1.1**	**1.2**	**1.4**	**1.5**	**1.6**	**4.1**	**4.2**	**6.2**
Excellent								
Satisfactory	**2007**		**2007**	**2007**	**2007**	**2007**	**2007**	**2007**
Needs Improvement		**2007**						
Poor	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**
Unsatisfactory								

III. Assessment and Program Evaluation

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

Findings:

- The district used multiple assessment programs to collect data for analysis to inform curriculum, instruction, procurement of resources, and professional development, and mandated systemic training in the use of these assessment programs.
- The district hired a curriculum coordinator to oversee the administration of assessments and analysis of assessment data. Principals and curriculum coordinators at the elementary, middle, and high schools provided assistance at their respective levels.
- The district had a thorough system for the dissemination of data analyses to administrators and teachers. These analyses provided the criteria for staff at each level to initiate, modify, and discontinue programs.
- The district adopted measurable benchmarks in ELA and math at grades K-5 and in math at grades 6-8. The district indicated that determining appropriate benchmarks continued to be a work in progress for the high school in both ELA and math and for the middle school in ELA.
- District MCAS scores remained flat during the reexamination period. The district stated that it could not assess change in performance due to the short duration of new initiatives.

Summary

The Greenfield Public Schools made significant progress during the period under reexamination in procuring assessment systems and in providing training on using data to improve student achievement. The district developed systems for using data to inform decisions in the areas of professional development, curriculum and instruction, and budget allocation.

During the reexamination period, Greenfield made judicious use of assessment. The district used TestWiz to analyze MCAS results and to evaluate newly acquired assessment programs. The district also analyzed MCAS results through the Performance Improvement Mapping (PIM) process. At grades K-5, the district used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to supplement the MCAS ELA tests . At grades 1-8, the district recently purchased the Group Reading Assessment and Diagnostic Evaluation (GRADE) to assess ELA proficiency. At grades K-5, the district also adopted an assessment component included in the Scott-Foresman/Prentice Hall basal ELA and math programs. The high school required all grade 10 students to take the PSATs and required all students enrolled in Advanced Placement (AP) courses to take AP exams. The middle and high schools also had common assessments in the tested content areas.

Based on analysis of data from these assessments, the district added basals aligned with the Massachusetts curriculum frameworks in ELA and math at the elementary schools, and in math at the middle school. Because of weaknesses identified through data analysis, the district decided to provide professional development in Writing Across the Curriculum and in answering open-response questions. The district directly linked the District Improvement Plan and the School Improvement Plans to its data analysis.

Greenfield also used data to inform decisions about increasing instructional time for ELA and math at the elementary level, and for math and science at the high school level. The district used monthly district grade-level meetings, faculty meetings, departmental meetings, and common team planning time to disseminate data and address issues related to student achievement.

The district reallocated staff and time to manage assessment results. The district hired a director of curriculum to oversee the entire assessment program, and hired content area coordinators and coaches to address areas of weakness identified by the assessment data. At the elementary level,

a literacy coordinator worked at each of the elementary schools, while a math coach covered all four elementary schools. The middle and high schools restored curriculum coordinators in each of the tested areas to carry out the dictates of the district and provide teachers with support and resources.

Technology and professional development funding supported teachers in using assessment to modify instruction. The district purchased the Risograph scanning and data analysis program to support teachers in grading tests and to enable teachers to quickly generate reports on classroom-based assessments. The district also used PowerSchool to record classroom-based assessments and student attendance. The district reserved professional development funding and common planning time for training staff in the use of these assessment systems. The district trained all staff in grades K-12 in the PIM process and the PowerSchool program, trained all elementary staff in the use of DIBELS, and trained all staff in grades 1-8 in the use of GRADE.

Throughout the reexamination period, MCAS test scores remained flat despite the increased use of data analysis. However, teachers and administrators at all levels indicated that the changes were too recent to demonstrate results.

2005 Indicators

1.1. The district utilized assessment policies and practices that resulted in the formal, regular evaluation of student assessment results.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial period under review, the district did not have a formal policy or published procedures on regularly evaluating test scores. Teachers said that until the 2003-2004 school year, when the district had employed a retired teacher part-time to analyze and report on MCAS test data, they received little specific information about their students. Administrators and teachers said that recent reductions in curriculum leadership positions diminished the district's progress toward MCAS test improvement goals.

During the reexamination period (2004-2006), the district focused efforts to adopt assessment systems, provide staff with training in these systems, and formally use these systems to evaluate student assessment results. A series of interviews revealed that in the spring of 2005, the director of student services and the director of curriculum and instruction participated in the training for the Performance Improvement Mapping (PIM) process, which resulted in the analysis of MCAS test results in August 2005. The district also added PowerSchool to the repertoire of data analysis systems. This program enabled administrators to track student attendance, to monitor the frequency of informal assessments given by teachers, and to view the distribution of scores for each assessment.

Greenfield provided administrators training in TestWiz prior to the reexamination period, and the district used TestWiz to analyze MCAS data. During the reexamination period, the district purchased additional system components enabling TestWiz to analyze DIBELS and GRADE assessment data as well. DIBELS provided the elementary schools with information to modify group and individual instruction in ELA. The district administered the DIBELS three times per year at grades K-5. Additionally, the district used DIBELS progress monitoring to assess students in the risk category once a month and students in the high-risk category twice a month. The district purchased and began piloting the GRADE assessment program for grades 1-8.

The school system used a set of measurable benchmarks from the basal text programs in ELA and math, which also provided formative and summative assessments at each grade level. The district adopted these basal texts, the Scott Foresman/Prentice Hall programs for ELA K-5 and math K-8, during the reexamination period. At grades 6 and 8, the district used the Orleans-Hanna Algebra Prognosis test to place students in appropriate math courses at the middle and high schools. The district administered the PSATs to all grade 10 students and Advanced Placement exams to all students taking AP courses in ELA, math, science, and social studies.

The district purchased Risograph equipment and software, consisting of a printing device and appropriate software to analyze test data. The Risograph was capable of grading tests and providing data reports quickly to support schools in using data to improve student performance. The district targeted Risograph for use in supporting the underperforming math program at the

middle school during the reexamination period. Administrators also stated that the district planned to expand the use of the Risograph equipment to the high school and elementary levels.

Informal teacher-produced assessments complemented Greenfield's move toward data-driven decision-making. At the middle school, departments administered quarterly assessments in the tested content areas, while at the high school departments administered common quarterly, midyear, and final exams.

The district provided professional development for these new assessment programs during the reexamination period. In 2005, the director of student services and the director of curriculum trained all site administrators in the PIM process. The site administrators and central administrators provided training for all staff in grades K-12 during the 2005-2006 academic year. At the time of the site visit, all instructional staff had at least a basic training in MCAS data analysis and planned to use this process throughout the academic year to make changes in curriculum and instruction.

The district increased accessibility of achievement data to appropriate staff and to parents. Greenfield continued to provide training to all administrators in TestWiz and trained all elementary administrators and teachers in DIBELS. During the period under reexamination, the district initiated training in the GRADE assessment model for all ELA and math staff in grades 1-8. The district also trained all staff in the use of PowerSchool. Teachers used this system to establish an assessment profile for each student. Parents also had access to a portal that provided assessment information about their child.

1.2. In order to improve achievement for all students, the district used aggregated and disaggregated assessment scores to assess student progress for all populations. Student performance has improved across all subgroups.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

During the initial period under review, the district did not use data to assess student progress for all subgroups. The district did analyze aggregate MCAS data on an informal basis, examined

data trends, and made modifications to the curriculum in the tested areas, but did not show evidence of subgroup analysis at that time.

In the reexamination period, according to the superintendent, the district provided training in disaggregating MCAS data and provided principals and curriculum coordinators with the knowledge to lead their faculties in school-based workshops and to modify curriculum and instruction.

Throughout the reexamination period, subgroup performance of regular education students, low-income students, and students with disabilities continued to be consistently below the state average in both ELA and math. Non-low-income students made incremental gains above the state average in both ELA and math in 2004, 2005, and 2006. In a series of interviews, however, the district felt that the new assessment process could not be reflected in any significant trends in assessment results during the reexamination period.

EQA examiners saw evidence of the use of aggregated and disaggregated data from several types of assessments. For the MCAS exams, the district reduced the assessment systemically to the different types of questions including multiple choice, open-response, vocabulary, and long composition. At the elementary level, the math committee and ELA committee analyzed these results and developed an action plan. A weakness in answering open-response questions led teachers to teach this skill and incorporate them into their Scott-Foresman assessments.

The math coach and literacy coordinators at the elementary level also looked at trend data disaggregated by grade level and, with teachers, made immediate modifications. In one instance, administrators realized that students did not have knowledge of vocabulary used in the MCAS math tests and provided teachers with a list of vocabulary words to help students score higher on this assessment.

Curriculum coordinators at the secondary level also made modifications in these same areas with their respective staff and integrated these skills into the curriculum. At the high school, the district employed a part-time data analyst to disaggregate the MCAS test results. This analysis led the English, science, and math departments not only to adjust skill sets and curricular needs

in the preparation for the MCAS exams, but also to identify individual students who required additional remediation.

At the elementary level, the district administered the DIBELS and used TestWiz to disaggregate these scores and make modifications for systemic, as well as individual student, improvement. The elementary principals also administered the GRADE assessment and shared these results with the literacy coordinators and the math coach, who in turn analyzed results with teachers and created an action plan. In the Scott Foresman assessments in ELA and Math, the math coach and literacy coordinator placed students who scored in the lower 20 percentile in targeted assistance programs during their literacy and math blocks.

At the middle school, the district piloted GRADE during the period under reexamination and used it in conjunction with the MCAS tests to identify students in need of ISSPs and to provide students with extra help in math an additional three times per week.

At the high school, departments routinely analyzed quarterly, midyear, and final exam results by content area, although they did not perform any subgroup analysis.

The district used PowerSchool at grades 6-12 to identify trends in instruction, grading, and assessment. In an interview with the technology director, she demonstrated how the schools could use this program to highlight trends in teachers' assessments, including the timeliness and validity of these assessments, as well as the teachers' results in common assessments, such as quarterly and midyear exams, compared to other members of the same department.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial period under review, the district did not have measurable benchmarks in the tested content areas or curriculum assessments at each grade level that measured student

learning. The district lacked horizontal and vertical consistency from the elementary schools to the middle school and from the middle school to the high school.

During the reexamination period under review, the Greenfield school district focused on implementing reliable assessment instruments at each grade level and using the assessment results as the primary indicator for systemic change.

The elementary level reflected the greatest change in the administration and use of assessment data. The district administered the DIBELS in grades K-5 three times a year. In addition, the district administered the DIBELS one time per month for students in the risk category and every two weeks for students in the high-risk category. Using TestWiz, the district used the DIBELS to provide more detail and support for the MCAS tests. The district also administered the GRADE assessments in grades 1-5 and used TestWiz to aggregate the results. Administrators and teachers at all elementary schools had received training in the administration and analysis of DIBELS.

The district adopted curricular programs in ELA and math produced by the Scott Foresman/Prentice Hall company. Scott Foresman/Prentice Hall provided training in the use of these programs, which included a variety of ancillaries that supported classroom instruction. A complete assessment package highlighted the ancillary packet. The assessment package included baseline, chapter unit, multi-unit, and summative assessments. In ELA, the district administered the formative unit tests six times per year in math and four times a year in ELA. The literacy coordinator and math coach along with the building principal received copies of the assessment results . Modifications in instruction and professional development support for teachers regularly resulted from review of these assessment data. The district also required staff to administer writing prompts to students three times a year in order to strengthen writing skills, especially in the area of open-response questions. The district also used the Scott/Foresman-Prentice Hall benchmarks in ELA and math. These benchmarks, accompanied by assessments, thoroughly measured benchmark attainment.

At the middle school, the district administered the Orleans-Hanna Algebra Prognosis test to all grade 8 students for placement purposes in grade 9. The district also implemented GRADE and trained teachers in its administration and analysis. The middle school adopted the Scott Foresman/Prentice Hall series in grades 6 and 8, which had an impressive ancillary packet

consisting of mapping overviews, pacing guides, measurable benchmarks, and an assessment packet. Teachers would administer the chapter and unit tests of both programs and share the results at team meetings as well as monthly departmental meetings. The middle school used these chapter assessments as a pacing guide, as well as evidence to modify curriculum and instruction. The Scott Foresman/Prentice Hall series aligned with the state frameworks.

According to the superintendent and documents reviewed, the middle school also implemented the Risograph program, which provided for analysis and disaggregation of test data. The district earmarked the middle school as the initial recipient of this program because of below par math scores. The high school and elementary schools planned to use the Risograph program in 2007-2008. However, due to a lack of support from the area Riso Corporation, the district will use alternate assessment programs to better utilize its funds. The elementary level will use on-line assessments provided by Pearson/Scott Foresman in ELA and mathematics. There will be a continued use of the GRADE (K-8), DIBELS, University of Oregon DIBELS site, and the on-going use of TestWiz. At the high school, the work will continue on the refinement and use of common assessments.

In an interview with EQA examiners, the middle school principal indicated that no basal program existed in ELA. The principal indicated that teachers produced assessments and resources remained at a minimum. The principal, new to the school in 2006-2007, intended to take a close look at the middle school program in terms of time allotted for instruction, as well as resources used.

Greenfield High School utilized a series of textbooks in math and ELA. These texts did not have the ancillary components of those used in the elementary and middle schools. The high school did administer common quarterly assessments in each of the tested content areas. Teachers collaboratively produced these assessments and shared results at departmental meetings. An interview with the math and ELA coordinators revealed that the math department had developed measurable benchmarks for algebra and geometry, while ELA had developed benchmarks for the writing program serving grades 6-12. The ELA coordinator indicated that benchmarks in other genres would be available next year. The high school also administered common midyear and final exams developed by the respective departments. The ELA and math coordinators indicated

that they had mapping and pacing charts that teachers used to ensure horizontal as well as vertical consistency. The district also required that all grade 10 students take the PSATs. In an interview with the high school principal, she stated that the district used the results of the PSATs for placement purposes in the AP courses and, more importantly, to familiarize students with the format of the SATs.

1.5. The district engaged in a formal, documented annual review of student assessment data to reallocate staff and prioritize resource distribution to improve achievement for all student populations.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

Prior to the reexamination, Greenfield Public Schools did not reallocate staff and prioritize resource distribution after formally reviewing student assessment data. The district had reduced curriculum leadership and teaching positions at the K-12 level; the city council and school committee did not support the restoration of these positions. The district had discontinued its MCAS remediation programs when the grant funding evaporated.

During the reexamination period, Greenfield Public Schools engaged in a formal review of student assessment data through the PIM process and by using TestWiz. Based on needs identified through data analysis, the initial EQA report, and internal communication, the district reallocated staff and prioritized resource distribution in order to improve achievement by increasing leadership capacity, staff support, instructional time, support programs, and instructional rigor.

The district hired a curriculum coordinator, provided additional school-based instructional leadership and support staff, and allocated its resources to target areas of weak performance. The Newton School, which was in restructuring status, had a full-time literacy coordinator. The school had received a Reading First grant that provided additional resources in the tested content areas. The district provided part-time literacy coordinators for the other elementary schools. The district also employed a three-quarter time math coach who provided professional development for teachers at the four elementary schools. By closing the North Parish Elementary School, the

district freed resources to allocate to the remaining four elementary schools. The district allocated additional time in the tested content areas. At the elementary level, ELA instruction increased from 90 to 150 minutes and math instruction increased from 45 to 60 minutes. Elementary principals told EQA examiners that teachers provided targeted assistance during these blocks. Students having difficulty in either ELA or math benefited from the support they received from a Title I teacher who assisted in bringing them up to grade level. Students who might fall in the gifted and talented category benefited from more rigorous and challenging work in ELA and math.

At the middle school, the district hired curriculum coordinators in each of the content areas to provide support and supervision for their respective disciplines. In addition, the district actively recruited a new middle school principal to assist in changing school culture and providing instructional leadership. The middle school also added an additional Algebra 2 class in grade 8. The school also provided students who either failed the MCAS tests in grade 7 or functioned below par on local assessments with additional class time in ELA and math. The district made no modifications in the allocation of middle school time in the core tested areas, but did apply for an extended day grant.

At the high school, the district hired curriculum coordinators in each of the tested areas, in social studies, and in foreign language. In mathematics, the district placed students in grade 9 courses based on their middle school math scores and grade 8 results of the Orleans-Hanna Algebra Prognosis assessment. The district added MCAS prep classes in grades 9 and 10 for students in danger of failing. In addition, the district hired an MCAS data analyst for the high school, who disaggregated data and provided feedback to principals and coordinators. The district used this analysis to modify programs and provide support for staff and students. The district increased required instruction in math and science from two to three years and the math department also introduced more rigorous honors courses in algebra and geometry. Interviews with teachers revealed that the modified block scheduling used by the high school created problems. Staff indicated that they met with their classes only three times a week for longer blocks, but if a student was absent or a holiday or snow day fell on their long block day it had a negative impact on instruction. Teachers felt that the new schedule provided better coverage of content and better met the demands of the state frameworks.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the period of the first review, interviewees said that when the district received MCAS test scores from the DOE, administrators gave the data to the principals who worked with staff to examine the scores at the school level, and school-based MCAS test improvement committees further discussed the results. However, no published policy or procedures guided the analysis and dissemination of test data and reports to staff.

During the reexamination period under review, the district had developed a plan for disseminating assessment data analyses at each level through a variety of reporting mechanisms. When MCAS test data arrived in August, the superintendent had a procedure for sharing the information with the executive team (E-team), which was comprised of central office administrators and principals. The principals shared information with the building-level administrators who reported to staff at appropriate meetings. The math task force (K-8) and the ELA focus group (K-5), consisting of teachers, coordinators, and principals, examined systemic trends to share with their respective schools. The E-team also used MCAS test data to modify the District Improvement Plan and principals used the data to develop School Improvement Plans.

At the elementary level, the literacy coordinators and the math coach met biweekly to develop an action plan based on assessment data. The principal, literacy coordinator, and math coach utilized the bimonthly faculty meetings to disseminate assessment data. In addition, the district added a districtwide grade-level meeting once every six weeks to discuss curriculum and assessment issues. It added additional time at the building level with the implementation of grade-level meetings every six days. According to documents examined by EQA personnel, the literacy coaches and the math coach disseminated the results of GRADE, DIBELS, writing prompts, and Scott Foreman math and ELA assessments on a monthly basis at faculty meetings, district grade-level meetings, and building grade-level meetings.

At the middle school, content coordinators shared the results of the MCAS tests with their departments and developed an action plan to modify curriculum and instruction. These monthly meetings also served as a forum for programming professional development for the following years.

At the high school, the district hired a data specialist to analyze and disaggregate MCAS data and reported his findings to the curriculum coordinators and the principal. The principal and curriculum coordinators met on a monthly basis and used data to create their respective SIPs and modify curriculum and instruction. The high school reported the results of quarterly, midyear, and final exams at monthly departmental meetings and used them to modify the curriculum and instruction.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the first review, interviewees said that the district lacked districtwide procedures for program evaluation. A system coordinator analyzed student data until the district eliminated the position during the 2002-2003 school year because of a budget reduction. Elementary and middle schools conducted pre-and post-testing only in their grant-funded after-school MCAS test remediation programs. The district explored the Performance Improvement Mapping System (PIMS) process during the 2003-2004 school year and planned to send an administrator for training to bring the information back to staff. Administrators acknowledged that the district did not have a systematic data-driven process for program evaluation during the period under review.

During the reexamination period, the district embarked on an aggressive program to train staff to analyze and use data to modify curriculum and instruction, as revealed in interviews and through document review. The district provided systemic training in the PIM process and provided training for administrators in the TestWiz application.

At the elementary level, administrators and teachers participated in DIBELS and GRADE workshops and used these assessments to supplement MCAS results. The district utilized basal texts in ELA and math as the cornerstone of benchmarks and formative assessments. Literacy coordinators and a math coach at the elementary level, along with content-based curriculum coordinators at the middle schools, analyzed and shared data with the teaching staff. The high school employed a data specialist to analyze and disaggregate MCAS data. The district used data to determine purchases such as basal text programs, technology hardware and software, and professional development activities.

At the middle school, the district used the Orleans-Hannah Algebra Prognosis assessment for placement purposes in grades 7 and 9. The middle school also eliminated some ineffective assessments and replaced them with GRADE and the Scott Foresman/Prentice Hall assessment package in math.

The high school required all grade 10 students to take the PSATs and used these data for placement purposes in AP classes. The district required all students who took Advanced Placement courses to take the AP exams. The coordinators analyzed these results and adjusted the curriculum to improve student performance. In an interview with high school curriculum coordinators, the social studies coordinator indicated that students had difficulty with "document-based questions" and that assessments integrated this type of question on a regular basis in the AP classes and in AP feeder classes.

The district relied heavily on PowerSchool to share a comprehensive set of student information among relevant staff. PowerSchool is a multidimensional program that analyzes a myriad of statistics including grades, student attendance, and teacher absenteeism, and the validity of assessments. Administrators had access to these data and could use them to supplement data gathered for teacher evaluations.

Greenfield Public Schools took seriously outside evaluations to self-reflect and identify ways to better serve its students. In several interviews conducted by EQA examiners, respondents indicated that the previous EQA review had a profound impact in the systemic commitment to provide people with training in data analysis and to use these data to inform instruction and bring about a high degree of accountability. In addition to the EQA visit, the high school experienced

the NEASC evaluation in 2004 and attempted to remedy issues that emerged from that evaluation. The preschool program was a member of the National Association for the Education of Young Children (NAEYC), which required an audit every five years. Mandated audits such as the Title I program audit and the Department of Education Coordinated Program Review (CPR) provided additional data that enabled the district to make informed decisions. At the high school level, the College Board, which authored the Advanced Placement tests in ELA, science, math, and social studies, required the respective departments to complete lengthy self-evaluations.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The district did not have data-driven procedures for program evaluation during the initial period under review to measure the efficacy of instruction, support programs, and services.

During the reexamination period, the district used assessment data to create the DIP and the restructuring plan and to make changes to the professional development program and the curriculum. Interviewees expressed confidence that the district had the necessary expertise and practices to analyze the effectiveness of changes to curriculum and instruction after a period of sustained implementation.

The district modified instructional programs with the introduction of new materials that aligned with the state frameworks. At the elementary level, standardized benchmarks measured the effectiveness of theses programs. Coordinators in math and ELA analyzed data from the DIBELS and GRADE to augment the MCAS data. A math team (K-8) and ELA team (K-5) oversaw the data analysis and subsequent modifications in curriculum and instruction. At the secondary level, coordinators worked closely with departments to make necessary changes based on data. The district had special programs in MCAS math and ELA at the middle and high schools, although it had no formal assessment or evaluation procedures for its programs.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial review, the district expressed the expectation that teachers use test data to plan instruction. However, the district did not have a formal policy and did not provide sufficient training or professional development on assessment and data analysis. MCAS test results and other data indicated that its efforts did not result in student achievement that consistently met or surpassed the state average.

During the reexamination period, the district embarked on an energetic program to provide training in the PIM process, TestWiz, DIBELS, GRADE, and PowerSchool to all administrators and certain programs to the teaching staff. These assessment and data analysis systems provided the infrastructure for analyzing data and using these analyses to improve instruction and student achievement.

Use of data informed curriculum modification at all levels with the introduction of basal programs that aligned with the state frameworks and in some instances provided measurable benchmarks and/or formative and summative assessment programs. The literacy coordinators and a math coach at the elementary level and content coordinators at the secondary level analyzed these data. The administration shared these results with staff at each level. At the elementary level, these meetings took place every six days at the respective school, and every six weeks teachers at each grade level would meet with teachers at the same grade level in the other elementary schools and share resources and plans. These meetings further ensured horizontal consistency across the district. The district also increased the amount of time devoted to ELA and math, thus providing teachers with additional coverage opportunities.

The district provided professional development to address weaknesses identified through the data analysis. In particular, students had difficulty with open-response questions. The district consequently contracted the John Collins program of Writing Across the Curriculum and trained the elementary staff.

At the middle school, teachers collaborated at weekly team meetings and monthly departmental and faculty meetings. Curriculum coordinators indicated that the primary focus at these meeting concerned curriculum and instruction.

At the high school, the MCAS data analyst distributed disaggregated data to each department coordinator. Teachers would plan their instruction for the upcoming year using these data to remedy weaknesses and reinforce strengths. For example, an interview with the high school ELA coordinator revealed that students routinely scored poorly on the open-response portion of the MCAS exams. The district then trained staff in the proper administration of this skill, and open-response questions became an integral part of the total ELA curriculum. The district further supported the tested content areas of math and science by increasing the number of years required for graduation from two to three.

EQA examiners observed that in over 40 randomly selected classrooms visited, many had the state frameworks prominently placed in the classroom along with specific standards. Classrooms also had skill-based indicators such as open-response questions complete with scoring rubrics prominently placed.

Standard IV: Human Resource Management and Professional Development													
Indicators► Ratings▼	**3.1**	**3.5**	**3.6**	**3.7**	**3.8**	**8.2**	**8.3**	**8.4**	**8.5**	**8.7**	**12.7**	**12.8**	**13**
Excellent													
Satisfactory						**2007**	**2007**	**2007**	**2007**	**2007**	**2007**	**2007**	**2007**
Needs Improvement	**2007**		**2007**		**2007**								
Poor	**2005**		**2005**		**2005**		**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	
Unsatisfactory		**2007 2005**		**2007 2005**		**2005**							

IV. Human Resource Management and Professional Development

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

Findings:

- In 2006-2007, the district is piloting a new evaluation system that includes all of the components of the Principles of Effective Teaching. The Greenfield Teachers Union accepted and the school committee adopted the new evaluation tool in September 2006.
- The district expanded its professional development offerings for 2005-2007 to meet the needs of all staff members, and many placed emphasis on the review of student data.
- Members of the staff had the opportunity to work with administrators as they created each professional development program for the district.
- The district strengthened the mentoring program in place for teachers to provide a mentor for each new staff member.
- The Greenfield Public Schools did not hold teachers accountable for student assessment results.
- The district did not relieve any professional status teacher of his or her duty because of poor evaluations.

Summary

During the 2005-2006 school year, the Greenfield Public Schools used the same evaluation system that was in use at the time of the first EQA visit. The evaluation tool utilized did not meet the requirements of MGL Chapter 71, Section 38 and CMR 35.00 and only minimally aligned with the Principles of Effective Teaching. In its review of personnel files during the initial examination, the EQA team found very few summative evaluations (seven out of 45), and only two evaluations included statements promoting growth and providing instructive comments. During the site visit, the EQA team discovered that staff had not filed many signed evaluations in accordance with district policy, and the superintendent assured the EQA team that he would address this situation in a timely fashion.

Following the 2005 EQA visit, the district established a study group made up of teachers and administrators from all levels to develop a new evaluation tool. The committee met regularly for a year to develop the new tool, which the Greenfield Teachers Union accepted and the school committee adopted in September 2006. The new system took effect in 2006-2007 and the district plans to pilot the evaluation for two years. Both administrators and teachers indicated that the new system will benefit all and will ensure regular and frequent evaluation that previously did not occur. The district plans to monitor the new tool closely and to make adjustments as the need arises.

The district has increased the number of professional development programs offered as well as the diversity of offerings including a greater emphasis on district initiatives, the needs of individual schools and staffs, and the review of student data that will translate into change in the classroom. The newly appointed interim director of student services has also included specific programs geared toward the special education staff. The district continues to appropriate both time (four full days and six half days) and resources ($663,812 in 2005-2006) to professional development initiatives and has focused on the elimination of one-day programming with little or no follow up. The ability of principals to use staff meeting time for professional development activities has enabled both staff and administration the opportunity to expand the time needed to address issues of mutual interest.

The district had a formal mentoring program in place for all new teachers it had hired. Principals had the authority to select interested mentors to best match the potential needs of the new staff member, whether a first-year or veteran teacher. Not all mentors participated in a formal training program. New elementary principals received mentorship from a retired Greenfield principal, and the high school principal is currently mentoring the new middle school principal.

2005 Indicators

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The EQA team found in the initial review that professional-status teachers were on a four-year evaluation cycle and the district did not consistently complete summative evaluations in alternating years, as required by state law. The district had not updated the procedures for personnel evaluation originally ratified in 1997.

During the reexamination period under review (2004-2006), the district still had not changed any of its procedures regarding the evaluation of personnel. Interviewees also informed the team that the district had not ensured that administrators evaluated teachers on a timely basis.

However, interviewees stated that the district had established a new evaluation tool and will pilot it during the next two years. A study group, made up of teachers and administrators from all levels, met for over two years and produced a new evaluation tool. The Greenfield Teachers Union accepted the new tool as part of its contract settlement with the school committee, and the school committee adopted it in September 2006. The instrument contains four domains: instruction, assessment, learning environment, and professionalism. Each domain includes standards, sample performance indicators, performance assessment key, and a list of possible sources of data collection. The tool contains defined procedures and timelines for both non-professional status and professional status staff members. The new tool states that a summative

evaluation for all professional status staff be provided every other year, as opposed to the prior tool that only mandated a formal evaluation once every four years. In addition, the new tool has defined verbiage regarding teachers deemed as at risk or in need of improvement. The district has just begun to implement the new evaluation program. Interviewees in teacher focus groups favored the new instrument.

The district also implemented standard walk-through checklists for all principals to use beginning in the 2005-2006 school year and continuing thereafter. The checklists define observable expectations for ELA and mathematics instruction such as explicit word walls, the use of ELA and math vocabulary, and Writing Across the Curriculum. Checklists contain cross-content expectations such as a posted agenda, data-driven instructional groups, efficient use of time, and posted exemplars with rubrics. The principal checks off elements observed during the walk-through. Interviewees indicated the district plans to use the data to standardize classroom practices. Principals also stated the information gathered during a walk-through complements the new evaluation system.

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

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Unsatisfactory

Evidence

During the initial period of review, teacher evaluation procedures did not meet the requirements of MGL Chapter 71, Section 38 and 603 CMR 35.00. The procedure did not require a summative evaluation based on classroom observation in alternating years. The evaluation instrument had only five performance expectations, as opposed to the seven stated in the law. The five district standards were classroom teaching, contributing member of the staff, communicates with parents and community, performs routine and administrative duties, constant learner, and responsible for his or her own professional growth and development. These standards only minimally aligned with the seven Principles of Effective Teaching: currency in the curriculum, effective planning and assessment of curriculum and instruction, effective management of classroom environment,

effective instruction, promotion of high standards and expectations for student achievement, promotion of equity and appreciation of diversity, and fulfillment of professional responsibility.

During the reexamination period under review, the district again did not meet the requirements of MGL Chapter 71, Section 38 and 603 CMR 35.00. The district continued to use the same five standards that were only minimally aligned with the seven Principles of Effective Teaching. The newly developed evaluation tool, scheduled for piloting during 2006-2007 and 2007-2008, includes all of the components of the Principles of Effective Teaching, and both administrators and teachers are looking forward to full implementation.

3.6. The form and content of the district's evaluation process for teachers was informative, instructive, and used to provide professional development offerings that promoted individual growth and effectiveness.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

During the initial examination, the EQA found that teacher evaluations were minimally informative, minimally instructive, and rarely used to promote professional growth and overall effectiveness. Administrators said that very few teachers chose to participate in the project-based evaluations, which did not meet the state requirement of a summative evaluation every other year. The EQA team looked at a randomly selected sample of teacher evaluations and found only one that contained summative evaluations completed in alternating years. Although most of the evaluations in the files were informative, only one contained instructive comments. One other contained comments that promoted professional growth and overall effectiveness.

In the personnel file review of the initial examination, EQA observed that all teachers in the sample held current state certification, though some teachers spent part of the day teaching outside their areas of certification. In an interview session, administrators and teacher leaders estimated that the number of teachers who were either in a new school or subject area and/or not yet certified or working outside of their certification or area of expertise was more than 10 percent of the teaching staff. District documentation indicated that more than 2.5 percent of the district's teachers were not currently certified at that time.

During the reexamination period under review, the EQA team reviewed evaluations included in the personnel files of 45 professional and non-professional status teachers. The district did not comply with MGL Chapter 71, Section 38 in that of the 45 files reviewed, 38 files contained no summative evaluations for either non-professional or professional status teachers. Only two evaluations included comments promoting growth and overall effectiveness and deemed instructive. Twenty-nine evaluations included informative statements while only seven evaluations were timely. All teachers in the sample held current state certification, though one teacher spent one period of the day teaching out of his/her area of certification. In interview sessions, both administration and faculty repeatedly stated that, in fact, completed and signed summative evaluations did exist. The Greenfield policy concerning the filing of evaluations required all completed evaluations to go to the business office for filing in each teacher's personnel file. The superintendent assumed that staff had adhered to this policy; however, this had not occurred on a regular basis. Administrators did state that the middle school leadership had not completed evaluations on a regular basis due to changes in leadership. When told of the discrepancy, the superintendent immediately began to research the situation and found the system to be flawed. He discovered that leaders had not sent many completed evaluations to the office.

During the 2005-2006 school year, 163 out of 167 teachers held current state certification and the remaining four staff members had received waivers from the Department of Education. During the 2006-2007 school year, one administrator lacked certification, pending paperwork from the DOE, and one teacher on a waiver at the beginning of the year had since become certified.

With the advent of the new evaluation instrument administrators stated they would focus on making the evaluation system a truly comprehensive one, including informative and instructive comments as well as statements promoting professional growth and overall effectiveness, and that the teachers would be held accountable. Administrators also stated that the new approach to determining a teacher in need of improvement will allow them to direct such educators toward meaningful and instructive professional development activities and give the administrators the latitude needed to monitor the progress of the teacher.

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

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Unsatisfactory

Evidence

In the initial examination, the district did not hold teachers accountable for test scores in their schools and classrooms during the period under review. Interviewees said that teachers were "not really held accountable for test scores," and the teacher evaluations that the EQA team reviewed reflected this.

Greenfield did not implement improved practices to hold teachers accountable for student achievement by the time of the reexamination. The district did not hold teachers accountable for test scores in 2005-2006, as it continued to use the same evaluation system as in years past. As in the past, interviewees stated that the accountability of teachers for student achievement did not exist. The EQA review of teacher evaluations bore this out, as it did in the previous visit in 2004-2005. Interviewees indicated that the new evaluation system will definitively change the teacher evaluation process and that it contains specific areas that will hold teachers accountable.

3.8. When evaluations were not satisfactory, after following due process, the district had and applied consequences for compensation, advancement, or employment.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The district had indicated in the initial review that it was beginning to link evaluations to raises and continued employment. Interviewees said that the district carefully documented the performance of new teachers and did not keep them on if their performance was unacceptable. However, the district provided no evidence of the dismissal of any professional-status teachers.

During the reexamination period under review, the district had used the evaluation process to dismiss a first-year teacher but had not dismissed any professional status teachers for poor performance. The district provided no evidence of the link between evaluations, raises, and

continued employment, and it had no new vehicle in place to have teachers meet higher standards of accountability than in the past. The district expected the currently piloted new evaluation tool to change many of the prior practices and provide the help, support, and professional development opportunities needed by all staff members to address and meet higher standards of accountability.

8.2. The district's plan met or exceeded state requirements for resources committed to professional development, and the plan was evaluated for its effectiveness in advancing student performance.

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Satisfactory

Evidence

For the initial period under review, the district's professional development plan failed to meet state requirements for resources committed to professional development. Budget cuts had impeded the district's ability to hire consultants for this purpose. There was little evidence that the district evaluated professional development programs for effectiveness in advancing performance.

During the reexamination period under review , the district increased resources for and improved the evaluation of the professional development program. The amount of money Greenfield allocated to the 2005-2006 professional development programs increased to a total of $663,812. Most of the professional development budget, $380,812, came from grants and supplemental funding. The remaining amount, $283,753, came from the local budget. The review of budget materials showed this to be an increase of $70,879 over the 2004-2005 allocation. The time allocated for professional development included four full days and six half-day sessions. Interviewees stated that staff meetings also accounted for a great deal of professional development activities at the building level. Many of the programs offered came under the purview of staff members who had expertise in the presented area(s), and, in addition, the district brought in consultants when necessary.

All staff members participating in professional development programs filled out exit questionnaires evaluating the effectiveness of the program. The form included the following

criteria: relevant, useful information; practical application; interesting subject material; and well-organized meeting. It also included an area that asked staff members to "briefly describe what you have learned and how it can be applied to improve student learning." The director of curriculum and instruction coordinated the entire program and was responsible for maintaining and reviewing all evaluation forms attendees submitted. Interviewees in a number of sessions indicated that the district could eliminate a program if warranted by negative responses from participants.

Teachers in focus group sessions all stated that professional development programming has greatly improved and the district has virtually eliminated 'one-shot' programs.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial examination, the district presented little evidence that staff formally developed, implemented, and assessed professional development. Interviewees felt that intensive ELA training resulted in improved student achievement, and acknowledged that the district also needed to work on achievement in math, but could demonstrate little evidence to make causal links between changes to professional development and student achievement. The district did review MCAS data with staff and implemented data analysis training through the MCAS test coordinator, and trained staff trained their peers. According to interviewees, subgroup data, other than that of special education students, was not useful because of population size.

During the reexamination period under review, Greenfield Public Schools used disaggregated student assessment data to inform its professional development program; program implementation needs; evaluations of personnel, programs, and services; and district and school improvement plans and goals.

The district continued to review MCAS test data on a regular basis during both professional development time and monthly staff meetings. The continued training in TestWiz for all interested staff enabled the district and individual schools the opportunity to disaggregate data in order to evaluate the effectiveness of teaching methodologies and course content. The introduction of the Scott Foresman program included a substantial number of professional development programs devoted to the implementation of the program, and the training continued during the 2006-2007 school year.

The district developed its 2005-2006 professional development program from executive team recommendations and staff surveys. The E-team based many of its decisions on the District Improvement Plan and the initial EQA review that had identified areas in need of improvement. Exit interviews following professional development sessions provided feedback that the district used to refine its professional development program.

8.4. The district's professional development programs included training in the teaching of the curriculum frameworks, participatory decision-making, community and parental involvement, and other skills required for the effective implementation of education reform.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

For the initial period of review, the data, documentation, and interviews indicated that the professional development plan was not effective in promoting participatory decision-making, community and parental involvement, or other skills necessary to implement education reform.

During the reexamination period under review, the district revamped the professional development program and focused on district initiatives, the needs of individual schools, and the needs of the teaching staff, as revealed in interviews and reviews of data and documentation. The 2005-2006 and 2006-2007 plans showed that the district had made student achievement and the use of data as focal points and had tied each program to the DIP. The professional development budget increased from $592,933 in 2004-2005 to $663,812 in 2005-2006 with approximately 60 percent of this figure attributed to grant funding. In 2006-2007, the professional development budget decreased by approximately $54,000 in local funding.

Historically, the district used a train-the-trainer format for professional development offerings, and it continued this practice during the 2005-2006 and 2006-2007 school years.. Interviewees stated that, in addition to this model, the district brought in consultants to assist with professional development. Greenfield was involved with the UMASS Bridges Transitions career exploration and awareness program and the STEP program, had a partnership with Greenfield Community College, and was involved with the Old Deerfield Program that focuses on the teaching of history.

The professional development calendars reviewed by the EQA team reflected an increase in the number of offerings as well as diversity in the type of programs offered. Among the offerings were: PIM and DIBELS training, responsive classroom training, curriculum alignment, MCAS accommodations, curriculum mapping, grade-level math benchmarks, John Collins Writing, standards-based teaching, ELL in the mainstream, dealing with challenging behavior, SmartBoard training, and social communication with parents. While many other programs appeared on the calendar, the above-mentioned programs were ongoing and many were sequential in nature.

The interim director of student services introduced a calendar of professional development programs for the special education staff during the 2006-2007 school year. A member of the staff was to present each of 16 programs designed for special education teachers within the district. Among the offerings were: writing IEPs, behavior intervention plans, transition planning, reading interventions, communicating effectively with parents, implications of MCAS scores, and the use of co-teaching models. He stated that while each of these programs targeted special education teachers, the administration invited all members of the staff to participate.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial period under review, the ability to analyze disaggregated data was not consistent at all school levels. According to interviewees, staff used MCAS test data to make professional development decisions. Through this analysis, the district discovered a pattern of weakness in answering open-response questions, which led to the integration of several strategies throughout the high school curriculum. Subsequently, the district offered a number of standards-based math workshops. In the latter part of the initial period under review, the district introduced item analysis of elementary MCAS math questions to elementary teachers. Train-the-trainer programs in TestWiz supported the idea that teachers could analyze data. However, the EQA team found little evidence that training was widespread or consistent across all levels.

During the reexamination period under review, the district made strides in the development of programs for all teachers in data analysis, the use of item analysis and disaggregated data, and the review of curriculum materials. The review of the professional development plans for 2005-2006 and 2006-2007 showed a greater number of programs geared toward the use of and understanding of data. The 2005-2006 program included training in the use of TestWiz, performance improvement mapping, and DIBELS for all appropriate grade levels to ensure that teachers understood how to use data to make appropriate accommodations. All of these programs continued through the school year with multiple follow-up sessions. The 2006-2007 professional development program offered many of these same programs again, while adding programs such as data-driven decisions for elementary literacy, accelerating achievement for all students, data review and analysis, and data-driven decisions. The decision to use staff meeting time for professional development allowed each teacher the opportunity to meet with other staff to review the analyzed data and make appropriate adjustments in the classroom. The district also restructured the elementary schedule enabling teachers to meet daily to review materials and to meet once per week districtwide by grade level. All of these meetings focused on ELA programming, and the district intends to include programming in mathematics during the 2007-2008 school year.

Interviewees stated that in the past most professional development programs did not have multiple sessions for review and expansion; rather, they occurred on a one-time basis with little,

if any, follow through. Since then, they stated, this model has changed and much more follow-up programming is available to the staff.

8.7. Teachers were involved in the development, implementation, and assessment of the district's professional development program.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The initial EQA review found that teachers participated in the enhancement of professional development activities by volunteering to serve on the professional development committees or by training peers after participating in a workshop or training session. It was reported that professional development issues were discussed at faculty meetings for the period reviewed. However, Greenfield High School was cited in the October 2004 NEASC report for "a lack of teacher input into the decision-making process for professional development topics."

During the reexamination period under review, all members of the staff had many opportunities to participate in structuring the district professional development plan. The district sought teacher input through staff meetings, curriculum teams, task forces, and via departmental and grade-level meetings. District initiatives governed part of the professional development program and considered the needs of the staff and individual schools in the final program. Schools kept attendance forms for each program. The district collected mandated evaluation forms at the conclusion of each program, and the director of curriculum used them to assess the worthiness of program offerings. Interviewees stated that if a program had not met the needs of the staff, the district made adjustments and, in some cases, the program did not continue.

Interviewees in teacher focus groups reported that the flexibility of the professional development programs enabled staff members to engage in activities that gave them worthwhile information to incorporate into their daily teaching routine. Teachers and administrators also stated that the ability of administrators to include professional development as part of the twice per month staff meetings proved to be most beneficial. Interviewees stated that during these meetings, administrators could address building and department needs, and could share and discuss vital information and successful practices.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The district had a mentor program during the initial review period, but it was not effective. Administrators and teachers said that the program lost much of its momentum. Substantial turnover and staff cuts in the 2003-2004 school year made it virtually impossible for the district to match new teachers with appropriate mentors. One teacher said that he mentored a new teacher who taught another discipline in another school. Administrators and teachers agreed that the program was not effective.

During the reexamination period under review, the district had a formal mentoring program for all newly hired staff including those teachers who had taught in other systems. The nine-page mentoring handbook included offerings on setting expectations, professional development, critical success factors, training and support, assessment, and roles and responsibilities. Interviewees stated that all new teachers, with the exception of one veteran teacher assigned to an elementary school, participated in the program, and staff members teaching in the same building or department mentored them. Mentors and mentees met on a regular basis and met on a districtwide basis several times during the school year. Interviewees stated the components of the program ensured that all new staff received the same information and daily support. Administrators and mentors worked collaboratively to ensure the program addressed all of the areas deemed important. End of the year information gathered from both mentors and mentees allowed the district to make necessary changes to the offerings that familiarized all new teachers with the district. Components of the program allowed new staff members the opportunity to observe classes and to share information with veteran staff members. Principals stated they also met with new staff members on a regular basis to offer assistance and guidance.

The teacher contract included language concerning the program, and mentors received a stipend for their efforts. Interviewees stated that not all mentors had formal training but they met on a regular basis to compare notes, concerns, and the advantages of the program.

Administrators new to the district also received support from a mentor and worked with the superintendent and the director of curriculum during their first year in the district. New elementary principals received their mentoring from a retired Greenfield elementary principal, and the high school principal was mentoring the newly appointed middle school principal.

12.8. The district ensured that all personnel records were carefully compiled, maintained, and available to all appropriate faculty and staff.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial review, the team found that the superintendent's office maintained all personnel files. Staff placed materials in the individual personnel folders by date, with new material in the front and no divisions by type of information. Certification records and waiver information were filed separately.

During the reexamination period under review, the office of the superintendent maintained all personnel files in locked cabinets. Materials appeared to be filed according to date with no separations pertaining to evaluations, contracts, personal information, or other materials. Interviewees stated that all members of the staff had access to their individual file and could call in advance to make an appointment or come to the business office to review the materials contained within the file. The office also maintained a separate three-ring binder containing all up-to-date certification records and waiver information. The superintendent and the business manager assumed responsibility for the Criminal Offender Record Information (CORI) checks. They stated that all people associated with the school district have CORI checks on file including volunteers, substitutes, bus drivers, and all non-teaching personnel.

2007 Indicator

13. The district provided ongoing and regular training in dealing with crises and emergencies to all staff, provided procedures for substitutes, student-teachers, and volunteers responsible for students, and provided opportunities to practice emergency procedures with all students.

EQA Rating from 2007: Satisfactory

Evidence

During the reexamination, the EQA team considered an additional "crisis response" indicator within this standard.

The district had an established district and school crisis plan in place prior to and continuing through the period under review. The creation of the plan began in the fall of 2002, and the school committee officially adopted it in 2003. Interviewees stated the district had a crisis team that included administration, school nurses, the school resource officer, and the police and fire chiefs. The superintendent and building principals reviewed all plans on an annual basis prior to the opening of school. The district provided continuous crisis and emergency management training to all staff and provided the same information to all substitutes and student teachers. New members of a building received instruction in how to use the "red packet" provided in each classroom that contained safety and emergency procedures and practices. The district had a schedule of regular drills on emergency procedures such as lockdowns, fires, and bus evacuation. The crisis plan included various scenarios with precise procedures for school personnel to follow. Potential incidents included child abduction, bomb threats, field trip incidents, missing child, student altercations, and universal precautions for school settings.

Standard V: Access, Participation, and Student Academic Support																	
Indicators► Ratings▼	**2.6**	**4.3**	**4.6**	**5.7**	**6.6**	**6.7**	**6.9**	**7.2**	**7.4**	**7.6**	**9.2**	**9.4**	**9.5**	**10.1**	**10.2**	**10.3**	**10.5**
Excellent																	
Satisfactory	**2007**	**2007**	**2007**	**2007**				**2007**	**2007**	**2007**		**2007**	**2007**	**2007**	**2007**	**2007**	
Needs Improvement					**2007**	**2007**	**2007**				**2007**						**2007**
Poor	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**		**2005**	**2005**	**2005**	**2005**	**2005**	**2005**	**2005**
Unsatisfactory										**2005**							

V. Access, Participation, and Student Academic Support

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

Findings:

- Greenfield Public Schools fully implemented PowerSchool at the middle and high school levels to record and communicate appropriate information about student grades, attendance, discipline, and progress to administrators, staff, parents, and students.
- The district used the analysis of MCAS, DIBELS, GRADE and other assessment data, as well as data maintained with PowerSchool, to improve, expand, and initiate programs that addressed student needs.
- The percentage of students scoring at or above the 'Proficient' level in grade 3 reading increased between 2005 and 2006 from 53 to 62 percent, exceeding the state proficiency rate of 58 percent in 2006.
- Greenfield established the Academy of Early Learning at North Parish to improve and align the pre-kindergarten program.
- Elementary schools used the Reading First model to organize reading instruction, Title I services, and supplementary reading programs to improve student achievement, including Reading Recovery for grade 1 students.

- The middle school implemented the Responsive Design model to reduce disciplinary referrals.
- Greenfield implemented the Alternative Education Program for at-risk and recovered high school students in 2006-2007.
- Elementary and middle schools had MCAS support programs before and after school, which they evaluated in 2005-2006 to inform modifications for 2006-2007.
- The middle school offered MCAS support classes twice per week, and the high school offered MCAS tutorials and courses at all grade levels in math.
- The English language learner program has improved with a newly created position of ELL director, a new procedure manual, new instructional materials aligned with the regular education curriculum, and increased training for ELL and regular education teachers.
- The district did not systemically evaluate the effect of teacher absence on student achievement.
- Greenfield students in grade 9 had the lowest daily attendance rate (90.5 percent), the highest percentage of chronically absent students (34.3 percent), the highest percentage of out-of-school suspensions (32.3 percent), and the highest percentage of retentions (16.1 percent)
- At grades 7 through 10, rates of chronic absenteeism ranged from 21.5 to 34.3 percent per grade.
- Out-of-school suspensions interrupted instruction for students in grades 7-10 at rates ranging from 18.8 to 32.3 percent per grade, and in-school suspensions interrupted instruction at grades 6-8 at rates ranging from 12.3 to 22.9 percent.

Summary

Informed by the analysis of student achievement data, Greenfield Public Schools worked to improve, expand, and implement programs for students at all levels since the initial EQA examination. The district worked to equalize program offerings and access to the same curriculum and services for all of its students. Although only one school received the Reading First grant, the district implemented the program in all of its elementary schools and incorporated Title I teachers and other teachers with specialized training in literacy. The district increased

time for math and literacy instruction at the elementary school and purchased new instructional programs to better support students. Greenfield used student achievement data to improve and expand its ELL and special education programs and services. The district provided increased training, assessments, more appropriately aligned materials, and opportunities for curricular planning with regular education teachers. Having reviewed early literacy needs, Greenfield launched the Academy of Early Learning, which consolidated five site-based programs and improved program access, efficiency, quality, and curricular alignment.

The district refined its program evaluation practices by disaggregating data for ELL and special education subgroups, conducting evaluations of its MCAS test prep programs at each of the schools, and identifying ways to further diagnose student needs and areas for improvement. Because of its 2004-2006 initiatives, the district increased the comprehensiveness of its academic support services to students and improved the accessibility and quality of its programs.

Greenfield Public Schools maintained accurate records on student attendance, discipline, grades, and retention, and used these data to implement programs for and target services to at-risk students and to address patterns of problematic behavior and attendance. The district fully implemented PowerSchool at the middle and high school levels, and aligned progress and attendance reports on the system's PowerGrade component to allow staff to track student records from grades 6 through 12. Administrators, teachers, parents, and students all had access to PowerSchool and reported that they regularly used the system to monitor student status and progress to date. Administrative access allowed the executive team, principals, and guidance staff to print out a comprehensive set of reports that provided information about attendance, grading, and discipline patterns by level, school, classroom, or student. Administrators used this information to monitor progress, identify needs, inform team discussions, enforce policies, and implement new practices and programs. In 2006-2007, the district implemented the Alternative Education Program for at-risk and recovered high school students after a planning process using data analysis in the previous year. The district supported professional development in Responsive Design for the middle school after teachers identified the need for this particular model for behavior prevention and intervention.

Greenfield used data to inform modifications of and student referrals to programs existing prior to the initial examination, such as the "School is Where it's At" partnership with the district attorney's office for chronically absent students, the programs for students with emotional needs, the Poet Seat secondary school, and the Strides program for elementary students. Principals and guidance personnel also used the data to enforce policies, such as attendance letters, referrals to Child in Need of Services and appropriate state agencies, and to inform grade-level teams, student study teams, and pre-referral teams. Using a system different than PowerSchool, central office and principals monitored teacher attendance and followed up on issues of staff absenteeism. The district still lost substantial time for instruction to middle and high school students due to absences and disciplinary referrals.

2005 Indicators

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The team found in the first review that the district maintained attendance, disciplinary, and dropout records in a combination of paper files and the database it used before implementing the PowerSchool computer-based tracking system. Administrators could not confirm the accurate transfer of all records from that program to PowerSchool. Out-of-school suspension rates increased at both the middle and high schools between 2001 and 2003.

During the reexamination period, the district fully implemented the PowerSchool system at the middle and high school levels. This allowed the district to maintain and monitor student records pertaining to attendance, disciplinary issues, and dropouts. Administrators reported that the district aligned attendance codes and progress report codes at the middle and high schools so that this standardization would allow guidance and other staff to view a comparable history of student performance. Guidance staff at the middle and high schools reported that PowerSchool allowed them to identify students at risk of dropping out as early as grade 6. The guidance staff, special

education director, and the high school principal reported that they constantly looked at the aggregate attendance, disciplinary, and academic data as well as the data for individual students. These interviewees reported that they used this information to target services to students and to refer student records to Student Intervention Teams (high school), Student Services Teams (middle school) or other appropriate teacher teams (grade level, special education, pre-referral, or other team) for further interventions.

The staff named a number of interventions in place for at-risk students. The Poet Seat School for grades 6-12 provided emotional and behavioral support, and maintained close relationships with the Department of Youth Services, Department of Social Services, and other agencies. The district also had a transition program at the middle and high schools for students with emotional disabilities. The district planned for and launched the Alternative Education Program for students at risk of dropping out and students recovered after dropping out, which began providing services in the 2006-2007 school year. The district also maintained a close partnership with the district attorney's office through its "School is Where it's At" program, which targeted chronically absent students and their families to improve attendance. Principals at all levels reported that the schools called the homes of absent students, issued warning letters, and filed Child In Need of Services (CHINS) petitions when appropriate. The high school principal also reported that she made home visits with the guidance counselor and the school resource officer—15 to 20 in 2005-2006—to track chronically absent students and recover dropouts.

The EQA monitor's report and interviews with administrators and staff indicated that the district disaggregated the data for English language learner and special education students in order to monitor the progress of these students. For the most part, interviewees reported that the directors responsible for those programs performed this disaggregation. Administrators and guidance staff reported that the populations were small enough that they could carefully consider each individual student case. The superintendent produced monthly attendance monitoring reports for the principals and other members of the district leadership team disaggregating the attendance data by school. The reports did not provide disciplinary or dropout data, although the form listed a column for these data. Still recognizing the problem of discipline issues at the middle school, teachers at the middle school, with support from the central office, pursued research on whole-school approaches to improving school climate and student behavior. The middle school adopted

the Responsive Design model, with training over the summer and implementation in the 2006-2007 school year, to create a more supportive school environment and reduce disciplinary incidents.

According to district documents, the attendance rate in Greenfield improved from the 2005 to the 2006 school years. According to Department of Education (DOE) data, the average daily attendance rate in the 2004-2005 school year was 93.8 percent. DOE attendance data for the 2005-2006 school year were not available, but the district provided a PowerSchool report to the team with data showing that the average daily attendance rate in the 2006 school year was 94.1 percent. From the 2003-2004 to the 2004-2005 school years, the district out-of-school suspension rate increased from 9.5 to 11.6 percent, with the majority of these suspensions given to students in grades 6-10. Further, the percentage of students suspended one or more times during the school year increased at each grade level for students in grades 6-10. In-school suspension rates also increased from 3.9 to 4.3 percent over this period, with all these suspensions occurring at the middle school level, with 2005 rates of 14.3 percent in grade 6, 12.3 percent in grade 7, and 22.9 percent in grade 8. DOE data on suspensions in 2005-2006 were not available, and the district report did not include suspension data. No dropout data were available to the team for school years 2005 and 2006.

4.3. <u>The evaluation results of the district's instructional, supplemental, and support programs and services were used to inform decision making and resulted in sustained or continued improvements in the quality of teaching and learning.</u>

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial review period, the district did not evaluate the contributions of its instructional, supplemental, or support programs to student achievement. The district did not have a systematic data-driven process for program evaluation during the initial period under review.

During the reexamination period under review, the district evaluated instructional, supplemental, and support programs and services, and used evaluation results to make decisions to improve student achievement, including the district's own systems for collecting and analyzing its own

student achievement data. The district developed data analysis systems, trained staff in the use of data to make decisions at their respective levels, created positions and teams responsible for supporting staff in analyzing data and executing modifications, and implemented changes at the district, school, program, and classroom levels because of the analyses.

The superintendent and the director of curriculum and instruction both stated that the district decided to target elementary and middle school math and elementary school literacy because of low MCAS test performance in these grades. Through evaluating programs, the district decided to purchase new Scott Foresman instructional programs for math in grades K-8 and for ELA in grades K-5, according to staff and administrators at these levels.

The district identified a need for each school to identify its instructional weaknesses and areas for improvement based on the MCAS test data. As a result, the district provided Performance Improvement Mapping (PIM) training to all teachers and administrators, and professional development work with the Data Analysis in School Performance Project (DASPP) to produce a unique School Improvement Plan (SIP) for each of the district's schools. The elementary principals reported they used TestWiz to analyze DIBELS data because data analysis demonstrated a need for diagnostic data. The director of curriculum and instruction reported that the elementary schools found a need for further diagnosis for some students, which prompted the district to purchase the Comprehensive Test of Phonemic Performance (C-TOPP).

The district analyzed its MCAS support programs in the 2005-2006 school year and identified issues for improvement, but had not yet implemented changes in the 2006-2007 school year based on this evaluation. The director of curriculum and instruction recognized the need for further evaluation of these data using attendance and participation data to interpret improvement rates for the enrolled students.

Greenfield provided positions, job performance expectations, and mechanisms to ensure that staff collected, analyzed, and used data. The superintendent provided MCAS data to the principals, who analyzed those data using TestWiz and disseminated them to staff in professional development sessions. The superintendent used data in leadership team meetings to discuss issues related to improving services to students. The district reinstituted curriculum coordinators at the middle and high schools to support teachers in assessing students and using data and to

provide data analyses to the schools and district. The director of curriculum and instruction collected reports and evaluations from the curriculum coordinators, Title I teachers, and MCAS support program coordinator. The district used professional development time, team time, and districtwide literacy meetings to analyze student achievement data and plan for improvement.

4.6. When evaluations indicated that programs, services, and resource acquisition were not effective and efficient, the district made appropriate modifications and/or changes.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial review, interviewees told the team in 2004 that program evaluations were informal and unsupported by documentation. There was no documented evidence that the district evaluated programs and made appropriate changes.

During the reexamination period under review, Greenfield Public Schools evaluated programs and made appropriate changes to core content instruction, the English language learner program, and its early education program, to improve the efficacy and efficiency of the programs, services, and purchase decisions. The district also implemented a new alternative education program because of external and internal program evaluations suggesting that these changes would result in improved services to students and/or improved efficiency in service delivery. Interviews, observations, and a review of documents the district provided substantiated these district initiatives.

In order to advance improvement, the district made changes to its provision of core content instruction, according to the monitor's report, school schedules, and staff interviewed by the EQA team. Greenfield Public Schools increased instructional time in the core content areas at the elementary school, establishing a two-hour literacy block and one hour daily of math instruction. The middle school implemented an MCAS math support block twice a week in rotation with the Encore (specials) classes. The middle school also applied for a competitive extended learning time planning grant to increase instructional time. The high school adopted Algebra 1 for all grade 9 students and an MCAS math course for students failing the grade 10 MCAS math class. The district also purchased aligned ELA materials for grades K-5 and math materials for K-8,

and supportive materials for the bottom two tiers of Reading First (Tiers II and III) such as Early Reading Intervention (ERI) and Great Leaps, according to interviewees and documents.

Documents and interviewees indicated that the district also changed the ELL programs in response to the EQA report of 2004 and because of the district's own analysis of its gaps in ELL services in 2005. Administrators, the new ELL manual, and an undated memo to the leadership team all provided evidence that the district improved the ELL program in several ways. The district hired an ELL director in 2005-2006 with the sole responsibility of directing services for this population, and increased staffing for Russian Moldovan translation. Greenfield purchased Reading Street, a Scott Foresman literacy package, to supplement the standard program and provide appropriate support for English language learners. The district developed an ELL procedural manual, a home language questionnaire, student language survey, and a math after-school program for ELL students. The district attempted to send staff to the DOE training for Sheltered English Immersion (SEI) in order to have internal SEI trainers, but the DOE rejected the applications due to space limitations, according to administrators.

The superintendent, the director of the Academy of Early Education at North Parish, and other members of the district leadership team stated that Greenfield decided to create a single site for early education for the 2006-2007 school year based on the district's analysis of early literacy performance in 2005-2006, program alignment, the NAEYC report, and financial efficiency data. By closing the K-5 North Parish School and merging five early education sites into one, the district was able to align its instructional program, better supervise staff, offer more services to students, and realize cost savings.

The superintendent and the director of the Alternative Education Program (AEP) told the team that the district created the program for students at risk of dropping out after identifying the number of at-risk students from attendance, disciplinary, and academic records. The district provided a notebook detailing the grant proposal narrative, data collection methods, and budget narrative for this program implemented in 2006-2007.

5.7. Staffing levels were adequate to deliver the district's curriculum to all students, as indicated by equitable rates of improvement for all student populations.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

During the initial period under review, rates of improvement were not equitable for all student populations. Administrators said that maintaining reasonable class sizes in the core academic subjects was a priority for the superintendent and the executive team, and the EQA team found that class size averaged less than 20 students at many levels. The superintendent said that the district eliminated only two core subject area positions in FY 2004, when it reduced the budget seven percent, but specialty subject positions were cut at the middle school, reducing instructional periods per day from seven to six, and resulting in the loss of grade-level team meetings.

During the reexamination period under review, Standard and Poor lauded the district for decreasing the gap between advantaged and disadvantaged students in 2005. Low-income (free and reduced-cost lunch) students in Greenfield outperformed their state peers with an Average Proficiency Index (API) of 69.0 compared to the state API of 63.5. Students not receiving free or reduced lunch slightly underperformed the state with an API of 83.0 compared to the state API of 84.5. Yet at the middle school level, the district did not have equitable rates of improvement. Low-income and special education students did not make AYP in grades 6-8 in the 2005-2006 school year.

In the 2005-2006 and 2006-2007 school years, the district improved its staffing levels to deliver its curriculum to the students. Greenfield reestablished grade 6-12 curriculum coordinators to support all teachers in delivering the curriculum. The district restored two Encore departments at the middle school and four special classes at the elementary schools, resulting in offerings that were more diverse and restoring time for grade-level teams to meet to plan instruction and plan for student interventions. The district hired a dedicated ELL director in the 2005-2006 school year and an additional Russian Moldavian translator. The district provided staffing for a number of programs to address the needs of at-risk students, according to documents, interviews, and observations. This included the Alternative Education Program implemented in 2006-2007 to serve students recovered and those at risk of dropping out, the Strides program (K-5) and the Poet Seat School (6-12) for students with emotional and behavioral issues, and programs for

students with specific disabilities, including autism, language-based special needs, and behavioral/emotional disorders.

Small class sizes remained a district priority, and the average classroom size observed in EQA team classroom visits across the district was 17.1. At the elementary level, the average classroom size was 16.5 students; at the middle school level, the average classroom size was 17.5 students; at the high school level, the average classroom size was 18.0 students.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

During the first review, the team found that the district did not formally evaluate the effects of staff attendance on student achievement. However, schools maintained accurate information on staff attendance and administrators said that they informally monitored staff attendance, especially at the smaller elementary schools.

During the reexamination period under review, the district still had no formal protocol for evaluating the effects of staff attendance on student achievement, although one principal reported that she analyzed class performance data to understand the effect on students taught by a teacher with chronic absenteeism.

The district did maintain accurate information about staff attendance. Administrators stated that they closely monitored staff attendance, and the team saw attendance reports that substantiated interviewee statements. When asked about staff attendance rates at the schools with the highest absenteeism rates in the district, principals were able to identify the reasons for the patterns. Administrators stated that staff did not abuse the use of sick days. The superintendent provided a monthly report to the leadership team on the average staff absences at each school.

Greenfield did attempt to address the issues of two of the three schools with the highest rate of staff absenteeism. One of the schools was North Parish Elementary, which closed at the end of

the 2005-2006 school year. The new middle school principal reported that he recognized the problems with staff attendance and addressed staff directly and personally when they exhibited patterns of problematic absence, and reduced the allowable professional development during teaching hours.

6.7. The district and its schools had consequences, policies, and practices that addressed patterns of staff attendance and chronic staff absenteeism.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The document review and administrator interviews conducted in the initial examination in 2004 indicated that the district and each of its schools had consequences, polices, and practices to address staff absences and chronic absenteeism. Despite these policies and practices, excluding days absent for professional development, elementary school teachers were absent an average of 8.5 days per year, middle school teachers were absent an average of 14.1 days per year; and high school teachers were absent an average of 8.8 days per year.

During the reexamination period under review, the teacher contract had no sick leave buy back provision, the contract included no specific consequences for excessive absenteeism, and the average number of staff absences in the 2005-2006 school year was 10 or higher at every level. When professional development days were included, staff absences were approximately 12 or 13 days that year, and resulted in a cumulative loss of 1564 days of instruction.

The contract did state the district's policy on teacher attendance. Teachers were required to present a doctor's note if absent more than five consecutive days, could not take personal days to extend a long weekend or a school vacation, and requests for personal days had to be in writing and approved by the superintendent.

Staff indicated that the central office continued to maintain permanent attendance records for all staff, a call-in procedure for teachers, and reports of staff attendance to central office. The leadership team held principals accountable for staff attendance through monthly review of staff

attendance by school, and frequently absent teachers were required to meet with building principals.

In 2005-2006, the average number of staff absences was lower only at the middle school level since the initial examination, although the middle school level absence rate was still the highest in the district. Excluding professional development, jury duty, or military service, staff absences were 10.6 per teacher at the elementary level, 11.2 at the middle school, and 10.0 at the high school. When professional development days are included, the average staff absences were 12.9 at the elementary level, 13.6 at the middle school, and 11.9 at the high school.

6.9. Student achievement data indicated that the district provided effective instruction, programs, and services to all English language learners.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

The June 2004 Linguistic Audit found that ELL teachers responded to individual student needs but did not plan with mainstream teachers to design the content-based ELL curriculum intended by the Massachusetts ELL framework. ELL teachers did not complete the state mandated MELA-O training until the summer of 2004, and the district did not start an SEI program in fall of 2003 as required by law, but was only beginning to offer regular education teachers workshops on effective SEI teaching practices. The ELL population increased during the initial period under review, and neither the student body nor any of the subgroups met their performance targets in ELA or math.

During the reexamination period under review, the Greenfield Public Schools made substantial progress in strengthening ELL services by establishing a dedicated leadership position, purchasing supportive materials, increasing training, and beginning to shape the program, as revealed in interviews and documents reviewed. The district was still refining the ELL program at the time of the 2007 site visit, and had identified its priority areas for improvement in documents and interviews.

The first language not English population continued to increase during the period, from seven to 10 percent from 2003 to 2006. The limited English proficient population increased from four percent in 2003 to five percent in 2004, 2005, and 2006. The district reported in its Title III grant that the ELL students at the elementary level made AYP across all ethnic groups in 2006. DOE's public release of the 2006 adequate yearly progress (AYP) data did not provide information on whether LEP students met AYP or the Composite Performance Index (CPI) target, due to insufficient enrollment and assessment information (70 students total for Cycle IV).

The new ELL director hired in the 2005-2006 school year has standardized ELL services by creating an ELL handbook, providing training in DIBELS for ELL faculty, ensuring that ELL teachers were highly qualified, and purchasing common ELA materials which supplemented and aligned with the new Scott Foresman Reading Street ELA program. According to the Title III grant application, while "initial purchases were designated for our mainstream classrooms, and did not include the ELL portions of the curriculum…many ELL materials were purchased and put into use by February 2006." The application also notes that the new Scott Foresman ELA program was purchased "in part, because of its strong ELL component and its history of success in school systems with population demographics similar to ours."

The district has increased the amount and frequency of Sheltered English Immersion (SEI) offerings, although not all teachers have training in SEI. The district sent three teachers for DOE training, and two mainstream teachers are MELA-O certified. Administrators reported that the plans to send teachers to the DOE ELL train-the-trainers session was thwarted by space limitations. The director of curriculum and instruction stated that the intention was for the trained teachers to teach SEI to district teachers.

The newly instituted district-wide elementary grade-level meetings in ELA provided the opportunity for ELL teachers to participate in curriculum planning and data analysis with regular education teachers. Interviewees and documents indicated that the district acknowledges that scheduling issues were an obstacle to creating sufficient time for regular planning for ELL teachers to meet with their regular education counterparts to plan lessons, interventions, and strategies for all ELL students. The June 2006 Title III grant application states, "Across the

district we have identified the need to increase instruction and collaboration between ELL and classroom teachers on a more regular basis."

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the prior review period, the district had inconsistent policies, practices, and procedures on student transitions. Although the high school held Step Up days, Fly Up days, Open House, Parents' Nights, and Freshman/Senior Mentoring, the fact that the middle school did not transfer ISSPs to the high school created a gap in the academic transition between the schools, and the middle school did not use the ISSPs it received from the elementary schools.

During the reexamination period under review, Greenfield Public Schools maintained and improved transition practices and procedures and smoothed transitions for most grade levels and programs. The district smoothed transitions for students by horizontally and vertically aligning the ELA and math instructional programs and curriculum for grades preK-5, and vertically aligning the math program from elementary through middle school. The district also worked to equalize service provisions between elementary schools so that students from the four elementary schools could bring a similar academic background as they enter middle school.

All elementary schools had the Reading First model, although only one school received the grant. The district purchased ELA curriculum materials based on staff research in preparing for implementing the program, and all schools used the three-tier system to provide extra support for students. Integrating the Title I services into the tiers has improved transitions for students receiving Title I support. Alignment of the ELA program materials—the purchase and use of Reading Street, the Scott Foresman supplement—have improved transitions for ELL and special education students at the elementary schools. Transitions for students at the Strides program

improved through the placement of students into the one school where the program is located, instead of sending them to neighborhood schools in the district.

Parents, staff, and administrators at the middle school reported that the implementation of the Responsive Design model in the middle school helped to smooth transitions for the elementary students coming from their Responsive Classroom model schools, the climate and behavioral model that aligns with the newly adopted middle school model.

Administrators reported that the staff attempted to create smooth transitions for students preK-9 when a student moves from one building to another through visitation programs, meetings between teachers, meetings with guidance staff for at-risk students, and a transfer of student achievement data. The use of PowerSchool to record academic records and the alignment of the attendance and progress report codes enabled guidance staff, teachers, and administrators at the middle and high schools to track student progress from grades 6-12. The district also used PowerSchool to track dropout data and to identify students who may be at risk with attendance, discipline, and academic issues. The district has created an Alternative Education Program, launched in 2006-2007, to transition students recovered and put them on track to graduate high school.

Administrators stated that special education and ELL teachers at all levels worked to transition students according to an individual plan as they moved in and out of mainstream classes, with a focus on the fullest inclusion possible, using the same curriculum and instructional resources or those as similar as possible. They reported that the teachers in the programs all worked to transition students from one program to another with custom supports and plans.

The EQA team reviewed a December 2006 report with an attachment proposing district guidelines for Individual Student Success Plan (ISSP) procedures, development, and transitions from one level to another. It showed that, since the initial examination, the leadership team had created effective ways to pass ISSPs.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

For most of the initial period under review, the district employed a part-time MCAS test data coach responsible for analyzing, disaggregating, and disseminating MCAS test data to the high school, as well as training and coaching the high school staff. The middle school data analysis was only beginning, and while the director of teaching and learning shared disaggregated data with elementary school teachers, data analysis was not yet systematic and consistent at any level except the high school. At the high school, intensive item analysis led to the implementation of Writing Across the Curriculum and the use of test-taking approaches, but the team found little evidence that the district evaluated the effectiveness of these specific adjustments.

During the reexamination period under review, Greenfield evaluated several programs using aggregated and disaggregated student achievement data. The district evaluated the effectiveness of its MCAS test support programs and documented participation rates in 2005-2006 to modify programs for the 2006-2007 school year, according to interviewees and as described in reports provided to the team. The director of curriculum and instruction noted that attendance data could further illustrate the impact of the programs.

The district piloted the research for the Reading First model at the Newton School, but an analysis of districtwide data led to the decision to adopt the research-based programs at all the elementary schools. The district used DIBELS results at the elementary level to monitor the progress of the lowest-performing students at the elementary level and adjust instruction and services for these students.

Participation and achievement data led to the district's decisions to offer a variety of pre-kindergarten programs, special education programs, and the Alternative Education program. The district also used the data to develop its ELL program across the district in 2005-2006 and 2006-2007, according to the Title III grant application and the director of curriculum and instruction.

7.6. The district had documented policies and practices to respond to student behavior and support student needs in an equitable manner. The collective district policies, procedures, and practices addressed issues in the areas of discipline, retention, suspension, exclusion, and dropout recovery.

EQA Rating from 2005: Unsatisfactory

EQA Rating from 2007: Satisfactory

Evidence

Elementary, middle, and high school student handbooks described policies and practices on discipline, retention, suspension, exclusion, and dropout recovery during the initial period under review. Interventions to support and promote the student included Student Intervention Team meetings, review of curriculum folders, and community programs, such as DIAL/SELF, Teen Line, or YouthServe-AmeriCorps programs. Guidance counselors used graduation check forms to review courses and credits taken and needed for graduation and sent letters home to parents about credit deficiencies; the letters outlined the steps for attaining eligibility for graduation. The middle school analyzed discipline and suspension data during two of the years under review (and found no significant trends or subgroup disparities), and implemented other discipline measures at the middle school, including student and parent meetings, tutoring, and accommodations. The district eliminated the Turn-Around Program (TAP) for students at risk of dropping out.

During the reexamination period under review, student attendance and discipline remained problematic for middle and high school students, and interviewees acknowledged these at-risk behaviors were also associated with retention and dropouts. The district did not have an effective behavior prevention strategy in the middle school until the 2006-2007 school year, and attendance and discipline data indicated that these problems significantly interrupted learning time for a significant percentage of students. In grades 7-10, absenteeism ranged from 21.5 to 34.3 percent of the students 10 percent of the time, or 18 days or more in 2005. The student suspensions in grades 7-10 ranged between 18.8 and 32.3 percent suspended one or more times during the year for out-of-school suspensions, and grades 6-8 received in-school suspensions at a rate ranging from 12.3 to 22.9 percent per grade. The district did not have a team or a dedicated guidance counselor for grade 9, and attendance, retention, and suspension data suggested that the first year of high school presented the most abundant at-risk behaviors. According to the latest

figures provided by the DOE (2005), and compared to their peers in other grades, Greenfield students in grade 9 had the lowest daily attendance rate (90.5 percent), the highest percentage of chronically absent students (34.3 percent), the highest percentage of out-of-school suspensions (32.3 percent), and the highest percentage of retentions (16.1 percent).

When student absences and suspensions were considered, students with risk attendance and disciplinary factors missed a substantial portion of instruction from their teachers. The total time lost in instruction especially impacted at-risk students at the middle school level, with conceivably 32 days of instruction lost due to staff and student absence (approximately 13.6 plus 18), and additional days due to in-school and out-of school suspensions. With chronic student absences at a rate of 21.5 percent in grade 7 and 26.0 percent in grade 8, approximately one-quarter of students in grades 7 and 8 missed a month or more of school, for which student achievement data indicated the lowest performance in the district.

However, given the circumstances faced by the district, Greenfield Public Schools has developed creative solutions based on the analysis of data the district collects on groups of students and individual students, responsive program development, and planning based on high expectations for professional practice.

The district provided handbooks in the primary district languages that described the disciplinary and attendance procedures. Principals in interviews reported that they acted on poor student absence sooner than required as stated in the handbook, which stated that parents would receive notification for student absences after 13 absences in the elementary and middle schools and after seven absences in the high school. Principals stated that they ensured that their schools called parents daily about same-day absenteeism, and that they provided written notice and referrals before the number of days written in the handbook. The K-8 policy states that a student "must be present a minimum of 95 percent of school year," but retention and referrals will only be considered after 18 days, or 10 percent of the student's attendance. The high school policy also states that 95 percent attendance is required, but that a student loses credit only after accumulating 20 absences. These 18- and 20-day absenteeism rates exceed the state definition of chronic absenteeism, which is 10 percent or greater absenteeism, or in excess of 18 days.

The handbook clearly outlines disciplinary procedures in the classroom, disciplinary actions, and due process. DOE data and interviewees did not indicate that discipline was a problem at the elementary level, which has the strong practices of Responsive Classroom. Disciplinary problems in the district begin to manifest at the middle school, which had the broadest number of responses to disciplinary infractions. Only the middle level had an in-school suspension program, which consisted of student assignment to a classroom at a different grade level for the day while completing independent work. Parents, teachers, guidance, and administrators stated that adoption of the Responsive Design model has helped mitigate student behaviors.

The handbook does not clearly state retention policies; it only indicates that the district makes the decision. In practice, the Student Study Team/Student Intervention Team made this decision, with the principal, for grades K-8, and by the accumulation of credits at the high school. Several interviewees noted that the lack of awareness about the accumulation of credits at the high school led to an increased number of retentions at this level.

High school guidance staff and the principal stated that they made clear the policies and the options for dropping out of school to at-risk or recovered students, although the handbook is silent on the issue. Special education staff said they monitored the performance of their students in order to make sure that disciplinary procedures were in line with the students' Individualized Education Programs (IEPs). The directors of the programs for at-risk students, such as those at the Poet Seat School and the Alternative Education Program, followed appropriate procedures for their student populations, according to the directors in interviews.

In the fall of 2006, Greenfield held two internally-developed trainings focused on refining the district's professional practices and procedures for students exhibiting chronic behavior problems. The district invited the district's school adjustment counselors, behaviorists, psychologists, and autism specialists to the training. The focus of the training was to align the district's procedures and practices for conducting comprehensive functional behavior assessments (FBAs) and writing behavior intervention plans for these at-risk students. The FBA formalized the collection of information allowing for a comprehensive consideration of a student's profile, including the educational impact of the student's behavior and the role of the curriculum and instruction in directing the behavior, as well as information on how the student

"communicates needs" through the behavior, environmental triggers, and unique emotional, physiological, family, and cognitive factors. The behavior intervention plan form indicated that principals, teachers, parents, and specialists were expected to monitor outcomes of interventions at predetermined review times to make decisions to continue or discontinue interventions. The fall professional development work required participants to apply the training by writing an FBA and an intervention plan between the two sessions. Following the training, the district articulated clear expectations that all staff would follow the refined protocol. The protocol not only required staff to conduct a formal FBA and to write an intervention plan for students with chronic behavioral issues, but also required staff to "collect data on student's behavior to determine the effectiveness of the plan" and to "monitor and modify the behavior intervention plan as needed," according to information provided by the district.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

In 2004, administrators said that they worked with staff during the 2003-2004 school year to develop a curriculum accommodation plan for each school. The document review and administrator interviews indicated that the school committee approved the District Curriculum Accommodation Plan (DCAP) and the school plans in June 2004. Each school used the same template to develop its plan, though the services varied. Because the district did not have a clearly articulated DCAP and a formal process to implement it at each of its schools until the spring of 2004, the DCAP was not a component of the DIP during the initial period under review.

During the reexamination period under review, the district had a DCAP contained in the DIP, but staff did not indicate awareness about the DCAP. When the EQA team asked administrators and teachers in focus groups and interviews how the administration expected teachers to meet the needs of different learners, no one interviewed mentioned the DCAP. At the elementary level,

interviewees mentioned the differentiation of instruction for students at different math and reading levels as identified by assessments. At the middle school level, interviewees mentioned ideas from Student Study Teams. At the high school level, interviewees indicated that students were in courses geared to individual levels, and that support classes in Essential Skills and ELL would provide the accommodations needed. Administrators also mentioned ELL training from DOE that provided information pertinent to teaching all types of learners, the district's work in providing professional development in differentiation, and the accommodations and modifications available in the district.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The 2004 team found inconsistent identification and diagnosis among the elementary schools and weaknesses in the follow-through and the services given to some students. ISSPs were written, reviewed, updated, and passed along to the student's new teachers only at the elementary and high schools, not to the middle school; and, the middle school did not closely monitor students who did not meet grade-level performance expectations. Teachers did not receive information about their students in the after-school MCAS remedial program, nor did areas to focus on. High school administrators chose to give extra MCAS test support and tutoring only in grades 11 and 12, prior to the retest.

During the reexamination period under review (2004-2006), Greenfield provided a range of support services and programs to students not meeting grade-level expectations on assessments. The district provided early intervention programs to students qualifying for Head Start in a cooperative Head Start program, students with disabilities, and students selected by lottery who paid a fee. From kindergarten to grade 5, the district used DIBELS, GRADE, MCAS tests, and Scott Foresman assessments to identify the lowest-performing students who qualified for Title I

support and whose performance qualified them for Tier II and Tier III support in Reading First. The district also used the assessment information to target students for Reading Recovery in grade 1. Students not meeting DIBELS benchmarks were identified for progress monitoring and targeted classroom instructions. Elementary schools identified students in grades 3-5 for MCAS test support before or after school using district benchmark assessments and past performance on the MCAS tests.

After-school 21st Century program activities were available to all students in the middle school and at the two elementary schools with the program. The middle school and one elementary school reported that they identified the Homework Club as an intervention for previously un-enrolled students and that this club helped many students make academic progress.

In the middle school from 2005 to 2006, the percentage of students in the 'Warning/Failing' category on the grade 6 math test increased from 30 to 36 percent, on the grade 8 math test it increased from 33 to 35 percent, on the grade 7 ELA test it increased from eight to 18 percent. Nevertheless, the middle school had less time on learning in math and ELA than the elementary schools (45 minutes at the middle school compared to one hour for math and two hours for ELA at the elementary schools) and had no Title I math or ELA in the 2006-2007 school year. The middle school ran math and ELA MCAS programs but participation rates were low, based on the district's analysis of the percentage of attending students compared to those invited because of poor MCAS test scores. The district used MCAS results to determine which students were eligible for MCAS math in the Encore block at the middle school. The district was applying for an extended learning time grant in the attempt to address the need for extra content instruction at this level.

From 2004 to 2006 the percentage of students in the 'Warning/Failing' category declined on the grade 10 MCAS test in ELA from 18 to 14 to six percent, and in math from 21 to 16 to 12 percent. In the 2006-2007 school year, the district instituted a new MCAS math course for grade 9 students who performed poorly on the grade 8 test, or whom teachers recommended because of benchmark assessment data after their first semester at the high school. The district continued to provide tutorials (usually one-on-one, with a maximum of six students per teacher) for students in need of MCAS support. The district also continued the MCAS support class at the high school

for grades 11 and 12, and retained grade 10 students. In 2005-2006, the district set a policy requiring all grade 10 students to take the PSATs. According to administrators, the district will use those data to identify students for Advanced Placement classes.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The prior review team learned that the district provided Reading Recovery, Recipe for Reading, Wilson Reading, assistive technology, and Title I support in reading at all elementary schools and the middle school. Administrators said that the district gave teachers extensive literacy training and that they believed the district's flexible grouping model, leveled books, and frequent tests helped teachers identify at-risk students and address their learning deficiencies more quickly. However, administrators acknowledged that the reading programs varied from school to school and that there were inconsistencies across the district. Grade 3 MCAS reading test scores failed to improve and were below the state average during the period under review.

During the reexamination period under review, the district reorganized its early intervention program, aligned the ELA program, and regularly used assessments to monitor student progress in reading. The percentage of students scoring at or above the 'Proficient' level increased between 2005 and 2006 from 53 to 62 percent, exceeding the state proficiency rate of 58 percent in 2006.

In the 2005-2006 school year, the district planned for the consolidation of the five pre-kindergarten programs into the Early Learning Academy at North Parish, which opened in the 2006-2007 school year. The Early Learning Academy consists of three integrated pre-kindergarten classrooms, two collaborative Head Start programs, one intensive special needs classroom for students with multiple handicaps, and a pre-kindergarten Strides program for students with social-emotional maturation needs. The programs follow a National Work Sampling curriculum horizontally aligned with the Massachusetts state frameworks to prepare

students for grade-level expectations for kindergarten and grade 1, and ongoing assessment is part of the program. Teachers began training in spring 2006 to implement this model.

Besides using the work sampling assessment tools, teachers used a direct observation tool, the Marie-Clay letter observation survey, and other assessments to track student achievement and progress, and identify students with special needs. Teachers transitioned students from pre-kindergarten to kindergarten by meeting with the upcoming teachers, and the district planned to include passing the work-sampling folder from the sending to the receiving teacher.

The district implemented the Scott Foresman ELA series in 2004-2005 for grades K-5. In 2005-2006, the district purchased the supplemental Reading Street to support ELL and special needs students and the Early Reading Intervention Program for students in grades K and 1. Reading Recovery was provided to selected students in grade 1. Title I services were available to the lowest-performing students. The district has also continued to use targeted tools for students who need specialized instructional programs, such as Early to Success for grade K-2, Soar to Success for grades 3-5, Wilson Reading, and Fundations. Beginning in the 2004-2005 school year, all of these programs were and continued to be administered under the Reading First Tiers I (the core program), II (the first level of differentiation), and III (more intensive services for students at the lowest performance levels). The schools made decisions on the type of interventions using DIBELS assessments three times a year—all teachers were trained to administer the test to students, DIBELS progress monitoring assessments—for students not meeting grade-level expectations, GRADE, and Scott Foresman benchmark assessments.

10.1. <u>The district engaged in a documented, formal, comprehensive analysis of the results from student performance assessments and student needs to determine the content and scope of academic programs and support services offered.</u>

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In school year 2004, principals and central office personnel completed procedures for analysis of student performance assessment examining trends and patterns. The district employed a former teacher as the part-time analyst (MCAS test academic support coordinator) of MCAS test data.

The coordinator primarily disseminated disaggregated data to the high school teachers. According to interviewees, test questions underwent local item analysis for potential modifications to the curriculum to strengthen weaknesses in ELA test responses. Teachers said that some teachers were able, during the period under review, to use TestWiz to examine student performance, but that most teachers in the district did not have adequate training in, or computer access, to TestWiz.

During the reexamination period under review, the district formally analyzed student achievement data and student assessment needs to determine the content and scope of academic programs offered. For example, the district decided to create one early learning program by studying the demographics of the Greenfield population, family needs, the compilation of programs versus student needs, and the ratio of special needs to regular education students at the pre-kindergarten level. In another case, the district decided to offer the same programs where possible for all grades in which achievement data demonstrated a clear need, in spite of the lack of grant funds for all the schools. The implementation of Reading First in all the schools, not just the school with the grant award, was an example of the equalization of programs across the elementary schools. At the same time, the district used the data to identify areas where flexibility made sense, and resulted in improved student achievement. When the achievement data of one elementary school—Four Corners—demonstrated greater success with Read Naturally, the district continued to support the school in implementing the program. When the achievement data of another elementary school—Newton—demonstrated that Reading Recovery did not produce sufficient achievement for its grade 1 students, the district removed the program.

Finally, the district decided to add the grade 9 MCAS math preparation class in the 2006-2007 school year, after the district showed poor performance on the math test at grade 8, to improve math scores for grade 10. Further, the district's addition of the Alternate Education Program for students at risk of dropping out was the result of the analysis of data from PowerSchool on the high percentage of students with associated risk factors, including poor attendance, disciplinary action, and academic history.

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

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

The district submitted a list of 25 grants, including entitlement and competitive grants, in play during school year 2004. No list for prior years was available. District administrators identified Title I, 21st Century, Academic Support Services - HS (632) as primary sources for funds used to support programs for students scoring in 'Warning/Failing' and 'Need Improvement' categories. The EQA examiners requested documents regarding MCAS test grants that assisted students who had scored in the 'Warning/Failing' category, and, with the exception of one year, the EQA audit team received no single document outlining districtwide MCAS test support interventions or programs that clearly linked the programs to funding sources.

During the reexamination period under review, the district applied for MCAS grant funds and implemented MCAS support programs at every level. At the elementary and middle levels, the district had MCAS programs before or after school at every school. The middle school also had an MCAS math block twice a week in rotation with the Encore classes. The high school had MCAS tutorials, with typical support ratios of one-to-one and two-to-one, and MCAS math classes for students who failed the math test for grade 8 or grade 10, or who the school determined were otherwise at risk of failing based on teacher recommendations or other assessments.

10.3. District and/or school administrators evaluated the overall effectiveness of its grant-funded MCAS success program.

EQA Rating from 2005: Poor

EQA Rating from 2007: Satisfactory

Evidence

In the initial review period, the district had evaluated its 632 grant programs through locally developed pre- and post-tests, according to district administrators. The district used MCAS test and retest scores and surveys of student responses to anecdotal questions to evaluate Kaplan

MCAS test preparation programs. The Kaplan evaluation document was comprehensive and did provide data regarding retest score gains. The Federal Street, Green River, Four, Corners, and Newton Elementary Schools each submitted a report regarding the implementation of the Reading Recovery in each school for FY 2004. Formats of the reports differed, although each report indicated the number of students treated and the number discontinued from the program by testing at grade level after varying periods of tutorial assistance.

During the reexamination period under review, the district provided a report of the MCAS support programs at each of the schools. The evaluations were comprehensive and contained pre- and post-test achievement data as well as qualitative analyses. Not all of the reports contained participation rates (students invited versus students enrolled) and student attendance, with a subsequent analysis of the impact of the program on improving student achievement. Although some program evaluations demonstrated little improvement from the MCAS intervention, the absence of the data made it hard to determine if mitigating factors rendered the intervention less successful. The director of curriculum and instruction stated that the district would consider attendance and participation data in its next analysis of the MCAS support programs. Administrators did note that attendance at in-house MCAS support programs was better than for programs offered by external providers such as Kaplan.

10.5. Evaluations of academic support programs indicated that overall programs were efficient, managed effectively, and resulted in moving students from 'Warning/Failing' and 'Needs Improvement' to the 'Proficient' category.

EQA Rating from 2005: Poor

EQA Rating from 2007: Needs Improvement

Evidence

In 2004, no formal evaluations of support programs were made available except for the Kaplan programs and the Reading Recovery Programs at the elementary schools (with limited and disparate documentation). For Kaplan I and II student progress data were available for 2001-2002. Specifically, in math nine of 16 students in the Kaplan MCAS test preparation I who had failed the MCAS test in spring of 2002 passed the December 2002 retest. Five others made significant gains. In ELA, three of the four students who needed to pass did so. District personnel

made other statements regarding evaluations of supplementary programs, referring to anecdotal information, opinion, and survey results, regarding the perceived value of programs.

Assessment scores showed little improvement during the initial review period, especially for student subgroup populations. In interviews, both administrators and teachers expressed concern that the MCAS test trend data for students was flat and that the modifications in curriculum and instruction made thus far, had not yet had sufficient positive impact.

During the reexamination period under review, the MCAS program evaluations showed that most students made some progress on pre- and post-tests during the program. The district moved students from ‘Warning/Failing’ on the grade 10 ELA and math tests. On the other tests, the percentage of students in the ‘Warning/Failing’ category remained flat or increased during the period under review. However, lacking participation information, attendance data, and performance comparisons between students receiving and lacking the intervention, the district and the team could not determine the extent to which the MCAS programs efficiently delivered the intervention.

Standard VI: Financial and Asset Management Effectiveness and Efficiency														
Ratings▼ Indicators►	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**Total**
Excellent														
Satisfactory	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	**11**
Needs Improvement			✓								✓			**2**
Unsatisfactory														

Rather than reexamine the district only on those 2005 indicators on which the district was rated 'Poor' or 'Unsatisfactory,' the EQA conducted a full examination of the district on Standard VI covering the period 2004-2006.

VI. Financial and Asset Management Effectiveness and Efficiency

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

Standard Rating: Satisfactory

Findings:

- Budget development processes and procedures were inclusive and open. The budget document was complete, accurate, and detailed.
- The district based budget requests on student needs, addressing goals in the District Improvement Plan and the NEASC recommendations, and trying to reduce the school choice outflow.
- The school district's internal budget development process focused on student data; however, the limiting factor in budget decisions was the fiscal parameter set by the mayor.
- Internal controls existed to ensure that staff followed bidding laws and used sound business practices. The city and school district had written agreements regarding the indirect costs paid by the city on the district's behalf.

- The district relied heavily on school choice funds and grant funds to supplement the budget. Supplemental funding sources were the key to maintaining programs and services.

Summary

The Greenfield Public Schools relied significantly on its grants and supplemental sources of revenue to maintain services and create new initiatives to address student needs and fund its operating budget. It used school choice funds for programs, staff, and other direct educational expenses. In fiscal year 2006, the budget proposal of the superintendent and the school committee was approximately $17 million. The final budget approved by the city council was approximately $15.5 million. The district addressed the difference with supplemental funds and recognized savings.

The budget development process was clear, open, complete, and participatory. The information presented in the budget booklet was clear, complete, current, and contained historical information on budgets and enrollment. The district based its budget decisions on student data, addressing the NEASC findings and those of the initial EQA examination, and attempting to stave the outflow of school choice students.

The district had a sound internal control structure for processing payroll and for ensuring staff followed procurement laws. The superintendent and the director of business services had the MCPPO certification. The district and the city used the same financial accounting system. Reporting of financial information to the school committee was quarterly, and to administrators with budget authority it was monthly or as requested. The city's annual audit completed by Melanson Heath and Company, P.C. included the school district. This firm was the city's auditor for at least 10 years. The city and the school district had a written agreement regarding the indirect charges paid for the district by the city.

Facilities maintenance was an issue in the district. The district did preventative maintenance on an as-needed basis. The facilities were clean, safe, and well maintained. The district had a capital plan for 2006 to 2010. Each year the school district prepared two budgets: an operating budget and a capital budget. The city reviewed these budgets and funded the capital budget when the city decided it had the funds.

2007 Indicators

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

Rating: Satisfactory

Evidence

According to the district's administration, the Greenfield Public Schools began the budget development process in November or December. In the district E-team meetings, the district administration identified the needs for the upcoming fiscal year. At the school committee meetings, the school committee and administration developed broader goals and major issues as well as discussed the resources available. The budget development had three iterations. The first was the superintendent's budget. This represented the district administration's ideal needs-based budget. The second iteration was the school committee's recommended budget. Most often this was the same as the superintendent's recommended budget with modest changes. The school committee forwarded this budget to the city through the mayor and it became part of the mayor's recommended budget. The third iteration was the city council's figure to the district. Upon receipt of this number, the district administration recreated the budget to align with the figure.

The Greenfield budget booklet, *GPS School Committee's Proposed Budget 2005-2006*, included information on when the school committee submitted the budget to the mayor, highlights of the proposed budget, historical description, and the past school budgets. For example the superintendent wrote that, "The operating budget for fiscal year 2004 was cut 7.1 percent from level funding or $1.1 million for a total allocation of $13,622,100. Looking at the bigger picture we actually cut $1.7 million from a level services budget to get to the level funding figure." He further wrote, "Then, for fiscal year 2005 budget the school department was level funded at $13,622,100. We had to utilize resources in our school choice revolving account. As a result we were able to maintain all staff and programs from fiscal year 2004." The mayor requested all city departments to level fund budgets for fiscal year 2006. The superintendent wrote, "In order to provide level services for the upcoming school year we must use the balance of funds in the School Choice Revolving Account." In doing so, the school department was able "to continue all

services provided in the 2005 Fiscal Year." The booklet contained a graph illustrating from 1995 to 2006 the school budget by expense areas as well as the budget history from fiscal year 1995 to fiscal year 2004 and salary changes with 10-year trends. It included the vision and mission statements of the school district and four goals. It also included "critical programs and services for restoration," the "proposed budget for 2006 relative to school committee adopted budgets for 1995 to 2005," the school committee's proposed FY 2006 budget, expenditure categories from the proposed budget, the school pupil enrollment report and subgroup information, grant lists and history, and capital budget projects and requests within a five-year timeline.

Once the district and the city finalized the budget the school district issued a booklet, *GPS School Committee's Adopted Budget 2005-2006 (June 8, 2005).* It presented a reconciliation of the school committee's budget request to the adopted budget. Each booklet included detailed information for each school and program.

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

Rating: Satisfactory

Evidence

According to the district administration, the school district developed its budget based on student data analysis. In the fiscal year 2006 budget booklet, the superintendent stated, "I continue to be extremely concerned about the number of families who exercise their option under School Choice…lack of electives at the middle and high schools, and the lack of music, art, and physical education at the Elementary Schools." The budget requested to restore art, music, physical education, and instrumental music at the elementary schools. The addition of foreign language and instrumental music at the middle school was also included in the budget. The New England Association of Schools and Colleges emphasized the need to restore electives. The budget included the return of two electives and the accompanist for the music program at the high school. The superintendent recommended the reinstitution of department heads/coordinators for Greenfield High School and Greenfield Middle School. Based on the district's enrollment projections, the administration requested the addition of an academic teacher at the high school.

Another example cited by the EQA monitor, and confirmed by district administration, was the North Parish Academy for Early Learning program planned in 2005-2006 and implemented in 2006-2007.

According to the EQA monitor's report, the district's purchase orders required a description as to which Massachusetts curriculum framework(s) and standard(s) the purchases addressed.

The district's administration stated that the amount of funds available to address districtwide student needs after fixed costs was approximately $280,000 to $300,000.

According to the district administrators, the district used its supplemental resources to maintain services. The district relied on school choice revolving accounts and grants to supplement the budget requests.

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

Rating: Needs Improvement

Evidence

According to the district administration, the budgets were not adequate to provide effective instructional practices and operational resources. For example, the superintendent recommended a fiscal year 2006 budget of approximately $17 million. The city council approved $15.5 million. The district did not fill the positions of maintenance supervisor and assistant business manager (with responsibility for transportation), and dispersed these responsibilities among the existing staff. The superintendent stated that in fiscal year 2006 the district cut the budget for instructional materials and supplies to maintain teaching positions.

According to Schedule 1, Expenditures By School Committee, of the 2005 and draft 2006 End of Year Pupil and Financial Reports, the district's total expenditures for instructional services, function code 2000, decreased five percent from $10,141,203 to $9,640,218 from fiscal year 2005 to fiscal year 2006. Total expenditures for teachers, classroom (function code 2305)

decreased by $507,472, from $6,031,725 in FY 2005 to $5,524,253 in FY 2006. Total expenditures for texts and software, instructional materials, instructional equipment, general supplies, instructional services, instructional technology, instructional hardware, and instructional software (function codes 2410, 2415, 2420, 2430, 2440, 2451, 2453, and 2455) decreased $137,019 from $299,582 in FY 2005 to $162,563 in FY 2006. Total instructional expenditures as a percent of total net school spending was 53 percent in fiscal year 2005 and 48 percent in fiscal year 2006.

The team reviewed the district's 2005 and draft 2006 End of Year Pupil and Financial Reports, Staffing cuts were evident in Schedule 13, Staff Data By Major Program Area Instructional Programs, staffing in the DOE function code 2300, teachers: classroom and specialist, school committee appropriation. Staffing decreased 18.0 FTEs for regular education programs from 115.4 to 97.4, and 5.0 FTEs for the special education program from 32.9 to 27.9. Staffing from federal and state grants and special funds increased 38.4 FTEs from FY 2004 to FY 2005.

According to the superintendent's budget narrative in the FY 2006 budget booklet, the district relied on grants and school choice funds to maintain programs and services. The district administration stated that the budget and supplemental funding were not adequate. The superintendent's budget proposal ranged from $1.7 to $2 million over the final city council approved budget.

The district experienced an outflow of students participating in the school choice program. In fiscal year 2006, 222.6 FTE students attended other districts. According to Department of Education data, the total expenditure for these students was $1,466,478. The district received 57.8 students from other districts through the school choice program that generated $360,509 in school choice receipts.

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

Rating: Satisfactory

Evidence

The EQA monitor cited the district's Academy for Early Learning in the North Parish School, introduced in the 2006-2007 school year, as an example of a cost effective program created to address districtwide facility issues and student achievement data. The district closed a facility to consolidate students, created the Academy, and provided additional revenue. The budget booklet cited savings in the school district's transportation contract due to restructuring and changing the starting times. In addition, the district's professional development program concentrated on training trainers to create in-house experts to offer professional development on-site. For the FY 2008 budget development, the superintendent began discussing another restructuring to save money and to introduce a more educationally sound structure to the district schools. Other examples of cost effectiveness included: the district's Poet Seat program, which has generated funds for the school district to operate the program and supplement the budget; the district's Virtual High School program to offer distance learning through the Internet; and the district's autism program. Operational analysis included the participation in collaborative purchasing of fuel oil through the Lower Pioneer Valley Educational Collaborative. The district charged a $100 athletic user fee per sport.

As stated previously, the district administration stated that the reliance on grants and supplemental funds allowed the district to maintain services in fiscal years 2004, 2005, and 2006.

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

Rating: Satisfactory

Evidence

The district and city had a signed written agreement pertaining to the indirect charges. The district and city used the Department of Education per pupil amount for administrative costs and actual costs for expenses such as health insurance. The district and city used estimates for maintenance costs provided by the city's department of public works.

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

Rating: Satisfactory

Evidence

According to the Massachusetts Department of Education, Greenfield exceeded the net school spending requirement each year from fiscal year 2004 to fiscal year 2006, by $2,195,509, $1,834,140, and $2,008,387 respectively.

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

Rating: Satisfactory

Evidence

The district administration provided quarterly reports to the school committee regarding the status of the district's operating budget. The city council and the mayor, who also chairs the school committee, received the same reports. Principals and administrators with budget authority received monthly reports. The school committee had their meetings televised on the local cable access channel. The district business office provided reports as requested by administrators, the school committee, or the public. The district filed all financial reports in a timely manner. The district completed the End of Year Pupil and Financial Report within the allotted time of an extension granted by the Department of Education.

8. The district used efficient accounting technology that integrated the district-level financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits. District administrators were able to regularly and accurately track spending and other financial transactions.

Rating: Satisfactory

Evidence

The school district and the city both used CompuServe for their financial accounting systems. Administrators did not have access to the system. They received reports monthly or whenever requested regarding the status of their respective budgets. The district forecasted expenditures such as fuel oil and gas. The district monitored its payroll expenditures related to the budget and did a midyear review. The district's budget development procedures regarding special education tuitions factored in the known expenditures plus a contingency for any unanticipated placements. Other control procedures used by the district were the districtwide use of purchase orders. The district administration required principals to sign and approve all purchase orders. The business office approved the purchase orders after reviewing the budget to ensure the availability of funds. The district entered the purchase orders into the system. The city had access to review the budget status as well. The district had transfer procedures as another control mechanism. The district business office approved transfer requests. The city finance department entered the transfers into the CompuServe system. In the past two fiscal years, the district froze the school budget to ensure that it was within budget limits. In the teacher's contract, the district and association eliminated the sick-leave buyback provision, thus reducing the possibility of unfunded liabilities.

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

Rating: Satisfactory

Evidence

The district did not have a formal centralized system for applying for grants. District administrators stated that the user of the grants applied for them. The district monitored the grants on the CompuServe financial accounting system. The grant managers completed the amendments when needed. The district's special revenue funds were on the financial accounting system as well. The school lunch program was self-supporting, and the surplus in the school choice revolving account was used to fund the district's operating budget each year. The city's

single audit had two compliance findings regarding the incomplete status of the required Title I documentation. The district administration implemented a plan to address these findings.

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

Rating: Satisfactory

Evidence

Both the superintendent and the director of business services had MCPPO credentials. The district was part of the city's annual audit done by Melanson Heath and Co., PC, who was the auditor for at least 10 years. A random sample of purchases by the district revealed that it followed sound business practices and the state purchasing regulations when required. It joined with the Lower Pioneer Valley Educational Collaborative for its fuel oil bid. The district had an inventory management system that district administrators admitted needed improvement. It had a replacement cycle for its vehicles. The district processed its payroll biweekly. It used timesheets for the employees when required. The manager/director approved the timesheets prior to payment. The city processed the checks. When the district hired a new employee, the city entered the personnel data into the system.

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

Rating: Needs Improvement

Evidence

According to district administrators, the district had no formal preventative maintenance program, and no maintenance director/supervisor. It did employ two maintenance personnel to

handle the maintenance districtwide. The district contracted out its maintenance of systems such as heating, ventilation, and air-conditioning on an as-needed basis. The district used work orders for building maintenance requests. The district had 13 custodians and two maintenance personnel.

The EQA team reviewed the district's self-report in response to the Office of Educational Quality and Accountability's Attachment E: Facilities Inventory. Greenfield reported the general condition of the facilities was "Good" for all the schools renovated in 1991, 1995, or 2000: the Greenfield Middle School, the Four Corners Elementary School, the Green River Elementary School, the North Parish Elementary School, the Newton Elementary School, and the Federal Street Elementary School. Also in "Good" condition was the Poet Seat School, grades 6 to 12, constructed in 1998. The only building in "Poor/Fair" condition was Greenfield High School, which the district constructed in 1957 and renovated in 1979. The district constructed the central office administration building in 1902, renovated it in 2004; it is in "Fair/Good" condition.

Based on EQA examiner observations during building walk-throughs, the Four Corners Elementary School had issues regarding classroom space and storage space. The classrooms were adequate in size. Some teachers shared space. The Federal Street School had adequate space for classes, individual workrooms, and other educational opportunities. The classroom carpets needed replacement. The Newton Elementary School had adequate space and was clean and well maintained. The Green River Elementary School needed painting on the exterior of the facility. All schools had security cameras at the main entrances. Each building kept all exterior doors locked.

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

Rating: Satisfactory

Evidence

The school district had a capital plan for fiscal years 2006 to 2010. Principals, custodians, and administrators had input into the plan. In the budget development process, the city and district presented both a capital budget and an operating budget.

13. The schools were secure, and had systems to ensure student safety.

Rating: Satisfactory

Evidence

The district had a crisis management plan, developed by the principals and representatives from the fire and police departments, approved in the fall of 2003, and updated in the fall of 2006. The district had a crisis team that included administration, school nurses, the school resource officer, and the police and fire chiefs. Each classroom had a packet containing procedures and guidelines for dealing with various emergencies. The district had a schedule of regular drills on emergency procedures such as lockdowns, fires, and bus evacuation. All school facilities had cameras at the main entrance. Visitors to facilities had to ring and the office staff at each facility had to unlock the door for entry.

Appendix A: Proficiency Index (PI)

The proficiency index is a metric used to measure and compare all schools and school districts regarding their performance on the MCAS tests. The proficiency index is a measure of the level of achievement a district, school, grade, or subgroup has made in relation to the 'Proficient' achievement level on the MCAS tests. There are four indices: the Average Proficiency Index (API), the English Language Arts Proficiency Index (EPI), the Math Proficiency Index (MPI), and the Science and Technology/Engineering Index (SPI). The API currently is a weighted average of the EPI and MPI; the SPI will be included beginning in 2007, when passing the STE test becomes a graduation requirement.

The proficiency index is calculated as follows:

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

The proficiency index equals the sum of A + B + C + D + E = PI

Example: The Anywhere High School had the following results on the 2006 MCAS tests:

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

The average proficiency index is calculated by adding: 0 + 3.75 + 10.5 + 25.5 + 18 = 57.75

The average proficiency index (API) for the Anywhere High School would be 57.75.

The EPI would use the same calculation using the ELA results for all students taking the ELA exam. The MPI would use the same calculation using the math results for all students taking the math exam. The SPI would use the same calculation using the STE results for all students taking the STE exam.

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

Appendix B: Chapter 70 Trends, FY 1997 – FY2006

	Foundation Enrollment	Pct Chg	Foundation Budget	Pct Chg	Required Local Contribution	Chapter 70 Aid	Pct Chg	Required Net School Spending (NSS)	Pct Chg	Actual Net School Spending	Pct Chg	Dollars Over/Under Requirement	Percent Over/ Under
FY97	2,434	-1.1	14,669,843	0.6	6,409,111	7,624,596	7.2	14,033,707	3.8	14,186,621	3.6	152,914	1.1
FY98	2,388	-1.9	14,835,140	1.1	6,489,539	8,041,806	5.5	14,531,345	3.5	15,148,973	6.8	617,628	4.3
FY99	2,402	0.6	15,327,322	3.3	6,649,780	8,377,816	4.2	15,027,596	3.4	16,066,332	6.1	1,038,736	6.9
FY00	2,445	1.8	15,685,763	2.3	6,972,359	8,926,591	6.6	15,898,950	5.8	16,770,813	4.4	871,863	5.5
FY01	2,415	-1.2	16,237,440	3.5	7,092,566	9,349,216	4.7	16,441,782	3.4	17,313,800	3.2	872,018	5.3
FY02	2,405	-0.4	16,884,007	4.0	7,432,572	9,512,771	1.7	16,945,343	3.1	18,696,720	8.0	1,751,377	10.3
FY03	2,333	-3.0	16,682,305	-1.2	7,922,105	9,512,771	0.0	17,434,876	2.9	19,051,408	1.9	1,616,532	9.3
FY04	2,289	-1.9	16,903,525	1.3	8,278,307	8,625,218	-9.3	16,903,525	-3.0	19,099,034	0.2	2,195,509	13.0
FY05	2,246	-1.9	17,191,021	1.7	8,620,309	8,625,218	0.0	17,245,527	2.0	19,079,667	-0.1	1,834,140	10.6
FY06	2,149	-4.3	17,313,166	0.7	9,111,371	8,732,668	1.2	17,844,039	3.5	19,852,426	4.1	2,008,387	11.3

	Dollars Per Foundation Enrollment			Percentage of Foundation			
	Foundation Budget	Ch 70 Aid	Actual NSS	Ch 70	Required NSS	Actual NSS	Chapter 70 Aid as Percent of Actual NSS
FY97	6,027	3,133	5,829	52.0	95.7	96.7	53.7
FY98	6,212	3,368	6,344	54.2	98.0	102.1	53.1
FY99	6,381	3,488	6,689	54.7	98.0	104.8	52.1
FY00	6,415	3,651	6,859	56.9	101.4	106.9	53.2
FY01	6,724	3,871	7,169	57.6	101.3	106.6	54.0
FY02	7,020	3,955	7,774	56.3	100.4	110.7	50.9
FY03	7,151	4,077	8,166	57.0	104.5	114.2	49.9
FY04	7,385	3,768	8,344	51.0	100.0	113.0	45.2
FY05	7,654	3,840	8,495	50.2	100.3	111.0	45.2
FY06	8,056	4,064	9,238	50.4	103.1	114.7	44.0

Foundation enrollment is reported in October of the prior fiscal year (e.g. FY06 enrollment = Oct 1, 2004 headcount).
Foundation budget is the state's estimate of the minimum amount needed in each district to provide an adequate educational program.
Required Net School Spending is the annual minimum that must be spent on schools, including carryovers from prior years.
Net School Spending includes municipal indirect spending for schools but excludes capital expenditures and transportation.