District Review Report

Hull Public Schools

Review conducted December 9-12, 2013

Center for District and School Accountability

Massachusetts Department of Elementary and
Secondary Education

Organization of this Report

This document was prepared by the
Massachusetts Department of Elementary and Secondary Education

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Hull Public Schools District Review Overview

Purpose

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

Districts reviewed in the 2013-2014 school year include districts classified into Level 2 or Level 3 of ESE's framework for district accountability and assistance. Review reports may be used by ESE and the district to establish priority for assistance and make resource allocation decisions.

Methodology

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

Site Visit

The site visit to the Hull Public Schools was conducted from December 9-12, 2013. The site visit included approximately 25 hours of interviews and focus groups with approximately 75 stakeholders, including school committee members, district administrators, school staff, teachers' association representatives, and students. The review team conducted 3 focus groups with 23 elementary school teachers, 12 middle school teachers, and 17 high school teachers.

A list of review team members, information about review activities, and the site visit schedule are found in Appendix A. Appendix B provides information about enrollment, student performance, and expenditures. The team observed classroom instructional practice in 44 classrooms in all 3 schools; the observations included almost every core academic teacher. The team collected data using ESE's instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

Note that any progress that has taken place since the time of the review is not reflected in this benchmarking report. Findings represent the conditions in place at the time of the site visit, and recommendations represent the team's suggestions to address the issues identified at that time.

District Profile

Hull has a town manager form of government and the chair of the school committee is elected. There are five members of the school committee and they meet twice a month.

The current superintendent has been in the position since the 2007-2008 school year. The district leadership team includes the superintendent, the assistant superintendent, the director of student services, the school business administrator, three principals and three assistant principals. Central office positions have been decreasing in number over the past five years. The district has three principals leading three schools. There are other school administrators, including three assistant principals. There were 90.64 FTE teachers in the district in 2013-2014.

In the 2013-2014 school year, 1,061 students were enrolled in the district's 3 schools:

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

School Name	School Type	Grades Served	Enrollment
Lillian M. Jacobs Elementary School	ES	PK-5	473
Memorial Middle School	MS	6-8	242
Hull High School	HS	9-12	346
Totals	**3 schools**	**PK-12**	**1,061**
*As of October 1, 2013.			

Between 2009 and 2013 overall student enrollment declined by 12.5 percent, from 1,213 in 2009 to 1,202 in 2010 to 1,164 in 2011 to 1,095 in 2012 to 1,067 in 2013 to 1,061 in 2014. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, students from low-income families, and English language learners (ELLs) and former ELLs) as compared with the state are provided in Tables B1a and B1b in Appendix B.

Total in-district per-pupil expenditures were higher than the median for 51 K-12 districts of similar type and size (1,000-1,999 students) in fiscal year 2013: $15,182, compared with $12,506 (see District Analysis and Review Tool Detail: Staffing & Finance). Actual net school spending has been well above what is required by the Chapter 70 state education aid program, as shown in Table B8 in Appendix B.

Student Performance[1]

Hull is a Level 2 district because its lowest performing school is a Level 2 school.

- The cumulative Progress and Performance Index (PPI) for Memorial Middle was 49 for all students and 46 for high needs students, and the cumulative PPI for Hull High was 70 for all students, placing both schools in Level 2 for not meeting the PPI target of 75 for all students and high needs students.[2] Memorial Middle School is in the 24th percentile of middle schools, placing itself and therefore the district close to Level 3 status (i.e., the lowest 20 percent of schools).

- The Lillian M. Jacobs Elementary School, in the 52nd percentile of elementary schools, is a Level 1 school with a cumulative PPI of 81 for all students and 78 for high needs students.

- The cumulative PPI for the district was 58 for all students and 53 for high needs students, with the target being 75.

The district did not reach its 2013 Composite Performance Index (CPI) targets for ELA, math, and science.

- ELA CPI was 88.2 in 2013, below the district's target of 91.4.

- Math CPI was 81.9 in 2013, below the district's target of 84.0.

- Science CPI was 81.5 in 2013, below the district's target of 83.8.

In grades 3 through 5, located in the Lillian M. Jacobs Elementary School, ELA and math proficiency rates were above the state rate in 2013 and higher than the 2010 rates.

- ELA proficiency was above the state rate by 23 percentage points in grade 3, by 5 percentage points in grade 4, and by 10 percentage points in the grade 5.

  o ELA proficiency was higher in 2013 than in 2010 by 13 percentage points in grade 3, by 4 percentage points in grade 4, and by 10 percentage points in grade 5.

- Math proficiency was above the state rate by 20 percentage points in grade 3, by 10 percentage points in grade 4, and by 11 percentage points in grade 5.

  o Math proficiency was higher in 2013 than 2010 by 21 percentage points in grade 3 and by 21 percentage points in grades 4 and 5.

- Grade 3 ELA proficiency was 80 percent in 2013, 14 percentage points higher than the 2010 rate of 66 percent, and 23 percentage points above the 2013 state rate of 57 percent. Grade 3 math

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[1] See District Profiles and the District Analysis and Review Tool for Districts at http://www.doe.mass.edu/apa/dart.
[2] Hull High did not have a cumulative PPI for high needs students because there were too few high needs students to calculate an annual PPI for multiple years.

proficiency was 86 percent in 2013, 21 percentage points above the 2010 rate of 65 percent, and 20 percentage points above the 2013 state rate of 66 percent.

- Grade 4 ELA proficiency was 58 percent in 2013, 3 percentage points higher than the 2010 rate of 55 percent, and 3 percentage points above the 2013 state rate of 53 percent. Grade 4 math proficiency was 62 percent in 2013, 21 percentage points above the 2010 rate of 41 percent, and 10 percentage points above the 2013 state rate of 52 percent.

- Grade 5 ELA proficiency was 76 percent in 2013, 12 percentage points higher than the 2010 rate of 64 percent, and was 10 percentage points above the 2013 state rate of 66 percent. Grade 5 math proficiency was 72 percent in 2013, 21 percentage points higher than the 2010 rate of 51 percent, and 8 percentage points above the 2013 state rate of 61 percent.

In grades 6 through 8, located in Memorial Middle, ELA and math proficiency rates were below the state rate in 2013 except for math proficiency in grade 8.

- ELA proficiency was below the state rate by 2 percentage points in grade 6, by 10 percentage points in grade 7, and by 4 percentage points in grade 8.

  o ELA proficiency was lower in 2013 than in 2010 by 5 and 7 percentage points in grades 6 and 8, respectively, and higher in 2013 than 2010 by 11 percentage points in grade 7.

- Math proficiency was below the state rate by 22 percentage points in grade 6 and by 2 percentage points in grade 7, and 4 percentage points above the state rate in grade 8.

  o Math proficiency was lower in 2013 than in 2010 by 20 percentage points in grade 6, by 3 percentage points in grade 7, and higher in 2013 than in 2010 by 2 percentage points in grade 8.

- Grade 6 ELA proficiency was 65 percent in 2013, 5 percentage points lower than the 2010 rate of 70 percent, and 2 percentage points below the 2013 state rate of 67 percent. Grade 6 math proficiency was 39 percent in 2013, 20 percentage points lower than the 2010 rate of 59 percent, and 22 percentage points below the 2013 state rate of 61 percent.

- Grade 7 ELA proficiency was 62 percent in 2013, 11 percentage points higher than the 2010 rate of 51 percent, and 10 percentage points below the 2013 state rate of 72 percent. Grade 7 math proficiency was 50 percent in 2013, 3 percentage points lower than the 2010 rate of 53 percent, and 4 percentage points below the 2013 state rate of 52 percent.

- Grade 8 ELA proficiency was 74 percent in 2013, 7 percentage points lower than the 2010 rate of 81 percent, and 4 percentage points below the 2013 state rate of 78 percent. Grade 8 math proficiency was 59 percent in 2013, 2 percentage points higher than the 2010 rate of 57 percent, and 4 percentage points higher than the 2013 state rate of 55 percent.

In grade 10, located at Hull High, ELA proficiency was above the state rate in 2013 and math proficiency was below the state rate.

- ELA proficiency was 94 percent in 2013, 15 percentage points higher than the 2010 rate of 79 percent, and higher than the 2013 state rate of 91 percent.

- Math proficiency was 80 percent in 2010, 85 percent in 2011, 90 percent in 2012 and 78 percent in 2013, 2 percentage points below the 2013 state rate of 80 percent.

Science proficiency in 2013 was above the state rate for the district as a whole and above or equal to the state rate for each tested grade.

- Grade 5 science proficiency was 51 percent in 2013, 11 percentage points lower than the 2010 rate of 62 percent, and equal to the 2013 state rate of 51 percent.

- Grade 8 science proficiency was 43 percent in 2013, 5 percentage points higher than the 2010 rate of 38 percent, and 4 percentage points above the 2013 state rate of 39 percent.

- Grade 10 science proficiency was 80 percent in 2010 and 81 percent in 2013, 10 percentage points higher than the 2013 state rate of 71 percent.

Hull met the 2014 four year cohort graduation rate target of 80.0 percent and five year cohort graduation rate target of 85.0 percent.[3]

- The four year cohort graduation rate was 90.4 percent in 2013, 5.5 percentage points higher than the 2010 rate of 84.9 percent in 2010, and above the 2013 state rate of 85.0 percent.

- The five year cohort graduation rate was 88.4 percent in 2012, 3.9 percentage points higher than the 2009 rate of 84.5 percent, and above the 2012 state rate of 87.5 percent.

- The annual dropout rate for Hull was lower than the state rate in 2013, 1.5 percent as compared with 2.2 percent statewide.

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[3] Whether the 2014 graduation rate targets are met is determined based on the 2013 four year cohort graduation rate and 2012 five year cohort graduation rate. ESE's 2014 accountability determinations have not yet been released.

Hull Public Schools District Review Findings

Strengths

Leadership and Governance

1. **The superintendent and the school committee have created a culture of collaboration that encourages district leaders to work together to implement important initiatives in a timely way and to support higher levels of student achievement.**

   A. The school committee understands and actively accepts its district leadership and oversight role.

      1. One school committee member described the committee's role, saying, "We are [the superintendent]'s employer and we hire the special education director and the business manager." This member also told the review team that the school committee looks at the budget and policies, evaluates the superintendent, and sets goals for the district, noting "We are the voice of the community … We build relationships."

      2. In an interview, the team was told by a school committee member, "We trust the superintendent to follow the policies correctly."

      3. The superintendent described the school committee as "healthy" and "forward looking" and said that they recognize that there is a lot of work to be done and keep moving. She said that members do not have individual agendas and added, "They listen to me, tell me what they think, and they are here for the right reasons."

      4. A committee member noted, "[The superintendent] has done a great job." This member said, "We have our disagreements . . . but we trust her, she communicates with us."

      5. A member of the school committee told the team that the committee was involved in designing the 21st Century Schools plan to deal with the recession. The plan was developed in preparation for an override, which failed, but this member said that the document was helpful.

      6. In a discussion about their role, two school committee members described how the committee keeps track of what is going on in order to understand needs, for instance through presentations to the committee by principals.

      7. Another school committee member told the team how the committee has a monthly outreach forum for parents.

B. The superintendent has established an effective administrative team with the same expectations for all principals and other leaders.

1. The superintendent has successfully addressed the problem of several years of short tenures for district and school leadership staff. She told the review team that a series of school and district administrators stayed for a short period of time and "moved along somewhere else" because of long travel distances and non-competitive compensation.

2. The school committee has supported the superintendent's efforts to create a cohesive and competent administrative staff.

    a. The superintendent described the first failed search for a new middle school principal. She then invited the current principal (then working in another district) to apply and told the committee that the salary needed to be competitive, that the school needed "the real deal," and the committee agreed.

    b. The superintendent described a similar situation with the current high school principal. The high school had had a series of principals. The superintendent told the school committee that if they wanted to hire someone good, they needed to pay well because wealthier communities with higher administrative pay surround the district.

3. School and other leaders indicated that they feel part of a collaborative team.

    a. "We develop [the budget] consensually," said one principal.

    b. One interviewee told the team that the previous year, "Everyone decided that the best thing for the district would be to hire an assistant principal for the middle school, "noting that it was a team decision about what would help most with student achievement goals.

    c. A leadership staff member said, "Our strength is in how small we are. We're able to disagree, flesh out ideas." This staff member said that staff all feel lucky to be working together on these problems and that they are making progress, adding "They know where they are making a difference and where to work harder and make changes. I'm lucky to say we all want the best for kids."

C. There is increased collaboration and cooperation between district leadership and the teachers' association.

1. An officer of the teachers' association recognized a change in culture, saying that the superintendent has had a relatively long tenure in the district and that trust within the schools "has improved greatly over the past few years." A representative of the teachers' association said that in terms of a culture of respect between the schools and community things were "now OK, but not too long ago there was an awful lot of 'bashing' of teachers,"

noting that at the time morale was low and saying, "A revolving door of administration caused inconsistency."

Impact: The current district culture of improved trust and increased stability and collaboration encourages educational improvement; it is an environment where the school community can take risks, ask hard questions, and continue to do the hard work to improve achievement.

2. **The superintendent and her leadership team have been working diligently to build district capacity to improve achievement for all students.**

   A. District leaders have worked to raise expectations for students throughout the district.

      1. The district monitors attendance in all schools, beginning in kindergarten, and has taken steps to combat attendance problems.

      2. All students in grades 10, and 11 take the PSAT during the school day. Students in grade 9 take the Readistep during the school day.

      3. English and science are homogeneously grouped, some Spanish are mixed and some social studies are mixed. All math classes are homogeneously grouped except freshman math and a waiver policy permits any student who would like to enroll in an Advanced Placement course to do so.

         a. Principals told the team that students have taken 48 more AP exams over a four-year period and SAT scores have improved by an average of 34 points over the same period. ESE data showed that 57 more AP tests were taken in 2013 than in 2009.

      4. The district has used capital funds to introduce the iPad as a learning and teaching tool for all students in all middle school courses.

   B. The district has instituted professional development on 21st century instructional strategies.

      1. All administrators take the Research for Better Teaching course, "Observing and Analyzing Teaching," to prepare them to support and evaluate all teachers.

      2. Professional development has been offered in differentiated instruction, UBD, formative and summative assessments and Common Core alignment.

      3. The Collins Writing Program has been strongly institutionalized and consistently supported though professional development, K-8.

   C. Teachers have begun to align curricula to the 2011 Massachusetts Curriculum Frameworks.

   D. The district's efforts have seen some successes.[4]

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[4] See District Analysis and Review Tool for Districts, Student Support tab, at http://www.doe.mass.edu/apa/dart.

1. The proportion of grade 9 to 10 promotions increased from 83 percent in 2008 to 96 percent in 2009, fluctuated between 95 percent and 99 percent in 2010, 2011, and 2012, and reached 100 percent in 2013.

2. The annual dropout rate decreased from 4.3 percent in 2008 to 2.9 percent in 2012 to 1.5 percent in 2013.

3. Hull High School received a Blue Ribbon School award for improved student performance and was re-accredited by NEASC for a full ten-year period.

Impact: The work done by the superintendent and leadership team to raise expectations for achievement of all students, the professional development on differentiated instruction, and other accomplishments have set a foundation for the district to use as it continues working on the critical core of the district's work: improved teaching, a strong student learning experience, and higher student achievement.

Assessment

3. **The district regularly collects and analyzes data, communicates data analyses to staff and other stakeholders, and uses data analyses to inform policy, resource allocation, and goal setting.**

   A. MCAS analyses inform decision-making at the district level in multiple ways.

      1. The superintendent described sharing MCAS results with the school committee and the leadership team and using MCAS analyses to communicate progress and improvement targets to the school committee and the community.

      2. Interviews and PowerPoint presentations indicated that the school committee considers MCAS results when setting policy and making budget decisions, such as:

         a. Adding 90 hours of instructional time to the school year to increase time-on-learning.

         b. Restoring the position of middle school assistant principal this year to allow the principal to focus on curricular and instructional leadership and improve achievement.

      3. The superintendent also sets yearly MCAS improvement targets for each school, which she shares with the school committee.

   B. MCAS results are used for district goal setting and school improvement planning.

      1. The leadership team considers MCAS results and other information when developing broad district goals and improvement topics and strategies.

2. Principals share MCAS results and other data with school councils to set school goals and related objectives and priority activities for School Improvement Plans.

Impact: Over time, the district has collected and analyzed data and used data analysis to inform decision-making, providing evidence of good data literacy as a component of district leadership culture. By using data analysis at the district level, especially of MCAS results, the superintendent, the school committee and the leadership team have a clearer understanding of student achievement trends and median student growth percentiles overall and at each school. This has ensured more informed policy setting and decision-making about resource allocation.

4. **Elementary school leaders and coaches show good, systematic data analysis skills. They share data analyses from multiple assessments with teacher groups to guide improvements to curriculum and instruction**. **Teachers are less skilled in data analysis.**

   A. The elementary school administers a variety of balanced assessments that produce a large amount of data for analysis and discussion. Most assessments are used both summatively and formatively or diagnostically more than once a year to measure student progress in literacy and mathematics, to plan interventions, to group students for literacy, to identify reading groups for "flooding,"[5] and more recently to group students for mathematics.

      1. The range of elementary assessments includes Teaching Strategies GOLD Literacy Assessment (K), Gates-MacGinitie Reading Tests (grade 1), the Developmental Reading Assessment (DRA, K-2), Qualitative Reading Inventory (QRI, grades 3-5), *Everyday Math* Checklist (K) and *Everyday Math* online tests (K-5), and TerraNova in ELA and mathematics (grades 2-5).

         a. QRI is given at the beginning and end of the year to all students, grades 3 -5.

         b. With teacher recommendation, the DRA or QRI is used multiple times a year to monitor reading progress for students performing below benchmark or students scoring "Needs Improvement or Warning" on MCAS ELA tests. (Students reading below benchmark are eligible for Title I services.)

         c. Teachers noted that the TerraNova assessments (used also in grades 6 and 7 for ELA and mathematics) had limited use and results did not correspond well with MCAS analyses. TerraNova did give students added practice with taking a timed test.

   B. Interviewees said that the principal typically shares previous and current students' MCAS results with teachers during a fall after-school professional development session. They said that there are continued conversations with the district's two part-time coaches about MCAS data during

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[5] The district defines "flooding" as the grouping of students for literacy instruction from multiple classrooms at a grade-level. Grade-level teachers and others, such as the librarian and art teacher, teach the small groups.

the year (see D and E below); however, not many elementary teachers are comfortable analyzing data themselves.

1. Elementary teachers said that the analysis of MCAS results has helped them focus on vocabulary by posting "word walls," developing vocabulary terms for the month, and emphasizing subject-specific vocabulary in all subjects.

2. Some elementary teachers indicated that they were not skilled in data analysis and said that only a few had professional development several years ago when learning the Performance Improvement Mapping (PIM) process.

3. MCAS results informed several strategies and action steps included in the Curriculum and Instruction sections of the elementary School Improvement Plan (SIP). It was stated in an interview that although the SIP was not frequently referred to during the year there was some discussion of it at school council meetings and at faculty meetings.

C. Analysis of results of the MCAS open-response questions identified improving student writing as a priority.

1. Using the Collins Writing Program, students now complete multiple writing samples across subjects. Students also respond to weekly MCAS writing prompts and frequently do "journaling" in mathematics and literacy. Journaling in math was also noted in observed lessons.

2. Teachers examine writing samples and engage in discussions to improve teaching strategies, through looking at student work using the PARCC rubric.

D. In multiple interviews leaders and teachers described how the two part-time coaches have supported elementary teachers in becoming more comfortable in having their teaching practice scrutinized and in having student assessment data be more transparent.

1. Now in their third year, the coaches have been able to engage elementary teachers in richer, more probing discussions aimed at improvement.

2. Coaches also model student conferencing to show teachers how to help students identify strategies that they need to use to improve.

3. Teachers and other interviewees noted that teachers rely on the coaches and on school leaders to access data because the teachers have limited expertise in data analysis.

E. Scheduled time is allocated for school leaders or coaches to facilitate discussions of assessment data with regular education teachers, special education teachers and Title I teachers, but teachers noted that intervals between meetings are often long, and time to meet is not long enough. One coach is .6 FTE; the other is .4 FTE.

1. Grade-level meetings take place for 25-30 minutes every month and during selected after-school sessions of the principals' 20 hours a year of professional development time.

2. Title I and inclusion teachers meet weekly with coaches.

3. Teachers in a focus group noted that by the time specialists arrived for coverage, the 25-30 minutes for meetings every month was closer to 20 minutes and was "too short."

Impact: At the elementary school, the purposeful collection of data and dissemination of data analysis by leaders and coaches has helped teachers modify instruction and focus on students' learning needs. Coaches have been instrumental in supporting teachers and in modeling good data analysis habits during the time available. These experiences with data analysis have laid a foundation on which teachers' own data analysis skills can be built.

5. **At the high school, leaders and teachers have implemented a well-balanced assessment system using multiple forms of assessment to measure student achievement. High school leaders have embedded the collection, analysis, and use of data into practice to prioritize goals and support teachers in improving the curriculum, teaching, and learning.**

   A. Interviews with principals and coaches and document review showed that MCAS, PSAT, ReadiStep, SAT I, and AP results are collected and regularly analyzed and that the analyses are disseminated by high school leaders and by some teachers. Analyses are used to improve student performance with a current focus on improving SAT results. Insights from standardized test results are used to adapt and develop new curriculum maps.

      1. Interviewees said that regular classroom-based formative and summative assessments are an expectation at the high school and that part of the principal's 20 hours of professional development had been spent on improving the use of formative assessments. Teachers and other interviewees described formative techniques used to check understanding.

      2. Interviewees said that exam results are not often shared among or examined by departments because given the small size of the high school most courses are singletons. Final exam results are often not closely examined because they are given at the end of the year. About half of teachers give midterm exams.

      3. According to an interviewee, although assessment is not yet completely driving instruction at the high school, "assessment driving instruction is happening more in class than [review team members would see] on paper."

   B. The high school principal and math department members analyze MCAS data for trends and patterns for regular and special education students. These are shared with teachers in PLC meetings composed of teachers of mixed subjects that take place during one period every other day. Subject teachers do not have common planning time or PLCs during the school day with other teachers of their subject.

C. High school teachers noted that they had participated in professional development on accessing student data and were anticipating meetings to review MCAS results for ELA and mathematics. Science teachers indicated that they analyzed MCAS results themselves.

D. Interviewees described how data analysis has contributed to the development of several teaching strategies and stimulated useful discussions among faculty.

1. Five years ago, in response to MCAS results, the high school developed new freshman writing and mathematics courses in addition to English, algebra and geometry. In these courses, teachers target students' specific learning needs without taking time out of the regular curriculum.

2. Students receiving "Needs Improvement" or "Failing/Warning" on MCAS are targeted for after-school tutoring, with incentives to get them to attend.

3. Teachers volunteered to examine results for ReadiStep (grade 9), PSAT (grades 9-11), SAT I (grades 11-12), and AP tests. To improve SAT results, analyses have prompted "math problems of the day" using Smart Boards and "words of the day" drawn from SAT study books.

4. Data analysis has also led to productive conversations about what constitutes student mastery and promoted, for example, the use of primary sources in social studies.

5. In addition, analysis of Advanced Placement (AP) test results and the recent alignment of ELA and math to the 2011 Massachusetts Curriculum Frameworks have encouraged the development of students' nonfiction writing skills in other courses, especially in social studies.

Impact: High school leaders have encouraged the use of data to inform decision-making and have made a good effort to embed data-driven decision-making into school culture. As a result:

• The ability to analyze data has been prioritized through professional development opportunities and the modeling of good data use by school leaders.
• Teachers now expect that some standardized assessment data will be discussed publicly and used to guide improvements.
• Educators have begun to participate in some professional conversations using assessment data to promote reflection and design action steps to improve teaching and learning.

Human Resources and Professional Development

6. The district adopted and began to implement a new educator evaluation system in 2013-2014.

A. The district provided professional development sessions on the new educator evaluation system for administrators and teachers beginning in May 2013.

1. A review of the district's Overview of Professional Development for 2013-2014 indicated that the district provided the required sessions for administrators and teachers to guide the implementation process as well as to ease any concerns that staff might have.

   a. Four half-day sessions were conducted for district leadership and teacher representatives from each school on the new educator evaluation system—in May, June, October, and November 2013.

   b. A full-day session on educator evaluation for district leaders took place on June 21, 2013.

   c. The assistant superintendent provided sessions on District Determined Measures (DDMs) at each of the district schools in May and June 2013.

   d. A full-day session on self-assessment and goal setting was conducted for all staff on August 27, 2013.

2. A review of the district's Overview of Professional Development for 2013-2014 indicated that additional sessions were scheduled and conducted as follows:

   a. School-based professional development was conducted on the September 24th early release day. During the session, feedback was gathered on the new educator evaluation system, individual meetings were conducted with new teachers and those without professional teacher status to approve goals, and staff worked in teams to collaborate on common goals and DDMs.

   b. At the time of the onsite, additional sessions on the educator evaluation system had been scheduled across the district for January 22, 2014, March 5, 2014, and May 19, 2014, to ensure that all were supported and informed.

B. The teachers' association unanimously approved a new educator evaluation system aligned to the state model on October 21, 2013.

   1. An administrator told the team that it took only four meetings between the teachers' association and the school committee, with additional work from the superintendent and the association president, for the association to reach a unanimous agreement on the new evaluation system, which has minor modifications from the state model system.

   2. It was agreed that 12 "power indicators" from ESE's Teacher Rubric At-A-Glance would be chosen for focus in year one.

C. The district began implementation of the new educator evaluation system in the 2013-2014 school year.

1. A review of 30 randomly selected teacher personnel files at the time of the onsite showed that all of the files contained a self-assessment and statement of goals. (It also showed that all teachers were appropriately certified and that past evaluations were all timely.)

2. In making the transition from the existing evaluation system to the newly adopted educator evaluation system, the teachers' association and the school committee agreed to the following:

   a. All district educators will be evaluated under the new procedures.

   b. All teachers without professional teacher status are to be placed on a developing educator plan. In the first year of the agreement, all teachers with professional teacher status were to be placed either on a one-year self-directed growth plan or on a two-year self-directed growth plan.

   c. The principal in each school was to determine the number of teachers in the school to be placed on a one-year plan.

   d. Among teachers with professional teacher status, the principal was to ask for volunteers to be placed on a one-year self-directed growth plan. If not enough teachers volunteered to be placed on a one-year self-directed growth plan, teachers with professional teacher status were to be selected by lottery. Any teacher with professional teacher status who did not volunteer or was not selected to be on a one-year self-directed growth plan was to be placed on a two-year self-directed growth plan.

3. The review of randomly selected teacher personnel files revealed that one teacher had been placed on an improvement plan for one year.

4. A review of all 10 administrators' files showed that each file contained a self-assessment and a statement of goals.

5. School committee members told the team that the school committee was using the new evaluation model for its evaluation of the superintendent.

6. All administrators were on a one-year evaluation cycle; three were on developing educator plans and seven on self-directed growth plans.

7. At the time of the review, building on self-assessment and goal setting, observations had started for all teachers without professional teacher status and professional status teachers on one-year plans. An observation might consist of a walkthrough (less than 10 minutes, not part of the formal evaluation), a "mini-observation (10 minutes or more)," or a formal observation.

8. The district was in the process of developing DDMs. Teachers reported that DDMs were in varying stages of development. For instance, the district's two music teachers had

developed DDMs and the mathematics department had DDMs already in place and being piloted in 2013-2014.The district had developed a DDM Piloting Plan for 2013-2014, which was submitted to ESE in September 2013.

Impact: The district has established a new educator evaluation system aligned with the state's model system and at the time of the onsite had taken appropriate steps to implement it for the 2013-2014 school year. If the implementation is carefully monitored and appropriately supported the structure can succeed, leading to improved practice by educators.

Student Support

7. **The district has implemented a number of initiatives supporting educational continuity and participation.**

    A. Student support personnel and elementary and secondary administrators told the review team about several initiatives that are in place to ensure that students attend school daily and graduate prepared for college and career.

        1. Careful attention to attendance by school administrators and student support personnel allows the district to identify students who may be at risk of dropping out because of low attendance and resulting low engagement in school activities.

            a. At the elementary level, a school administrator works with student support staff to track attendance patterns according to subgroup. Thanks to a literacy grant focused on students with disabilities, elementary staff and student support staff were able to do home visits, which provided opportunities to identify any problems in the home limiting student attendance as well as to model effective literacy practices for families.

            b. At the secondary level, student support personnel analyzed trends in EWIS attendance data to identify students at risk of dropping out. This resulted in several key initiatives to support student retention, engagement, and college and career readiness.

            c. The school resource officer tracks data, including school attendance, and goes on home visits to connect with students and maintain student and family engagement.

        2. Other support strategies also benefit students' engagement in school.

            a. Student support personnel teach a middle school course for 6th graders, Second Step, addressing the transition from primary to secondary school. The course serves as a "lab" in which student support staff get to know students as learners and can respond to their needs during the transition.

b. The TIDES program, a dropout prevention option offering therapeutic services, addresses students' behavioral issues and allows students at risk of not graduating to receive group and individual counseling, regain credits, and re-engage with school.

c. The Satellite program, coordinated by the high school Principal and Director of Student Services is available to at-risk students who did not find success in TIDES to continue their education in a substantially separate setting with access to online learning courses as appropriate as well as supervised internships in the community. The Virtual High School program is coordinated through the guidance office in conjunction with the high school librarian and allows students to take courses online via Virtual High School (the district pays for 50 seats per year plus additional credit recovery courses for students who need them to progress towards graduation) and work toward credits at school in the library during the school day.

d. All students are encouraged to move to higher level courses, including honors and AP courses, to ensure that even those who may not graduate in four or five years are not restricted in their choices should they decide to return for credit recovery.

3. Districtwide, education leaders engage community partners to give secondary students opportunities for workplace preparedness and skills practice. Other partners help the district create better transition strategies for high school graduates to support their access to college and career placement.

B. Between 2008 and 2013 the district's dropout rate decreased nearly steadily, from 4.3 percent in 2008 to 3.0 percent in 2009 to 2.2 percent in 2010 to 3.1 percent in 2011 to 2.9 percent in 2012 to 1.5 percent in 2013; the rate in 2013 was below the state rate of 2.2 percent.

C. Between 2008 and 2013 the four-year cohort graduation rate was consistently above the state rate; it was 3.6 percentage points higher in 2013 than in 2008. This rate was 86.8 percent in 2008; 81.6 percent in 2009; 84.9 percent in 2010; 85.3 percent in 2011; 88.4 percent in 2012; and 90.4 percent in 2013. In 2013 it was 5.4 percentage points above the state rate.

Impact: The district's initiatives in the schools and the community to support educational continuity and student participation are helping students progress toward graduation. The small size of the community allows individualized academic and social-emotional attention for students.

8. **The district has developed an effective system of family engagement.**

A. In multiple interviews, student support personnel, school administrators from the elementary and secondary levels, and parents on the school councils described initiatives in the district to engage families.

1. At the elementary level, literacy, math, and music activities bring families to the school after hours. Elementary teachers and administrators do home visits where they demonstrate effective literacy-based practices for parents and leave books with the families.

Administrators spoke of weekly communication with families about elementary school activities.

2. At the secondary level, staff use emails, telephone calls, PTO nights and open houses to communicate with families. The Aspen Family Portal enables parents to access student data electronically via the Internet.

3. Student support personnel contact parents whose children are on IEPs to schedule discussions before IEP meetings as needed, to review student data and ensure that parents understand the findings and how they relate to the contents of the IEPs. It is the district's procedure to mail home copies of evaluation reports at least two days prior to evaluation team meetings.

4. The school resource officer tracks data, including attendance, and goes on home visits to connect with students and maintain student and family engagement.

5. Parents told the team that drastic cuts to the district's extracurricular programs in the recent past resulted in extensive parent-driven activities to raise funds that restored some of the programs (for example, in sports and drama).

Impact: Strong family engagement means early and deep connections to schools, supports students' academic progress, and creates a safety net for families who may be struggling with problems unrelated to school. This web of support extends to individual families. Family engagement has also meant support from families to ensure that important extracurricular activities for students take place.

9. **The district has established coordinated safety and security systems within the schools.**

A. The business manager and IT director, as well as secondary students and parents, described a comprehensive, technologically robust approach to security in the school buildings. Students reported that they feel safe in school.

1. Forty cameras monitor school entryways and feed video to police cars equipped with laptops so that police can monitor emergencies in the schools before entering a school building.

2. During visits to the high school, review team members observed that after passing through the main entrance, access to the high school is only possible after one passes through the main office.

B. The IT system includes a firewall that allows high school students to use their own devices for purposes such as Internet-based research, but thwarts visits to inappropriate websites.

1. The IT system supports the high school and the district through its full television production studio, which students operate and which broadcasts all school committee meetings.

Impact: Strong safety and security policies and systems safeguard the school community and help reduce anxiety and prevent distractions, both of which can compromise learning.

Financial and Asset Management

10. **The district has an open and participatory budget process, and district and school leaders refer to data and to district goals and objectives in preparing the budget.**

    A. Stakeholders develop the budget in an open, participatory process.

       1. The budget is based on input from principals.

          a. The principals collaborate with staff and school councils to prepare their requests.

       2. A budget goals meeting is held with central administration and principals to begin the process.

       3. Principals present their budget requests to the superintendent and business manager for review.

       4. The superintendent presents the budget to the school committee.

          a. Principals respond to school committee members' questions on their submissions.

    B. In preparing the budget, district and school leaders link budget proposals to specific educational goals and objectives and to assessment and other data.

       1. Principals are asked to provide an analysis of assessment data when requesting new courses or programs.

       2. Principals consider enrollments and other data when making budget requests.

       3. Broad district goals are discussed in the first budget development meeting.

       4. During the budget discussion the superintendent comments on the alignment of the budget to district educational goals and objectives.

Impact: An open and participatory budget process in which budget plans are informed by data analysis and consideration of district goals and objectives helps align the budget with the district's priority educational needs so that financial resources are allocated in the way that best supports those needs.

11. **The district and town have a consolidated informational technology department (IT) that is cost efficient while serving the technology backbone needs of the district.**

    A. Interviews and document review showed that there is an integrated district-town approach to information technology policy and service delivery.

1. There is a single IT director for the district and the town.

2. The security system outputs have been digitized so that security camera footage and alarms are available over the fiber optic network to school administration and the police department, and through the police department to laptops in individual patrol cars.

3. The district and the town share a single integrated financial software system, Fundware; this eliminates the duplication of tasks from having two systems.

   a. Principals and other administrators have online access to their programs' financial records.

4. One department performs all "back-office" IT tasks in a non-duplicative manner.

   a. There is only one network, one Internet provider, one email system, and one VoIP phone system.

   b. One department manages all servers, switches, firewalls, etc.

   c. Rather than having a system with separate networks, firewalls separate functions where needed and the system is protected by a spam guard and by Children's Internet Protection Act (CIPA) filters.

   d. All district and town buildings are connected by fiber optic cable, and Wi-Fi provides Internet connectivity in each building.

   e. Help desk functions are handled by School Dude software, accessed by all IT staff.

B. There is a joint five-year capital plan for town and district technology for fiscal years 2014-2018. The goal of the plan is to keep equipment up-to-date and anticipate future capital development. There was funding for fiscal year 2014, when the bulk of the spending envisioned in the plan for technology was to occur.

Impact: The consolidation of information technology avoids the wasting of resources on many duplicative services and enables resources to be used efficiently, enhancing technology in the district.

Challenges and Areas for Growth

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

Leadership and Governance

12. **While the district has developed a three-year strategic plan, the plan does not include action steps for achieving the district's goals or a clear vision.**

   A. District leaders have created a number of documents with district goals and targets: "Hull Public Schools: The 21st Century Schools;" "Hull Public Schools Pathway to College and Career Readiness for 21st Century Learners;" "Indicators Developed to Demonstrate School Improvement 3-5 Year Targets;" "District Goals for 2011-2012;" "District Goals for 2012-2013;" and "District Goals for 2013-2014."

      1. Though the "Pathway" document has a mission statement, these documents do not contain a clear vision statement.

         a. The 2013-2014 Lillian M. Jacobs School Improvement Plan contains a vision statement, which reads, "We envision that the Hull Public Schools will: Promote a vibrant identity; Become a model of rigorous and innovative instruction; Build an expanded core of learning; Exceed external expectations; Expand needed resources; Develop relationships critical to the mission." Leaders, teachers, and other members of the community did not refer to this vision statement during the onsite.

      2. Members of the school committee told the team that the 21st Century Schools plan was needed to deal with the recession. The team was told that although the plan was prepared for a second override, which failed, the document was helpful.

      3. One leader told the team that there was no vision and said that the teachers had never seen the 21st Century Schools document. This leader also said, "No one knows where they are going…we're on a bus but where are we going?"

      4. The review team was told that the "21st Century Schools" document had been replaced by the "Pathway" document.

   B. The "Pathway" document is a "three-year strategic plan (2013-2016) with the aim of continued improvement in each of our schools." It has broad goals for Hull learners, with bulleted strategic initiatives under each one.

      1. The strategic plan does not have activities/action steps identified to accomplish the district's key goals, persons responsible, deadlines, measures for goal attainment, and resources needed.

      2. The annual "District Goals" documents also do not contain these components and so do not function as action plans. These documents change substantially each year, focus primarily on process and structural issues, and do not identify any sustained effort to improve student achievement.

C. While the three School Improvement Plans (SIPs) current at the time of the onsite have formats close to the format of action plans, they are not in a form that could realize district goals or achieve a vision.

1. The SIPs have general goals such as "Increased MCAS scores," "Improved Student Outcomes," and "Increased Graduation Rate," but do not include measurable goals tied to improving student achievement.

2. Some school improvement goals are loosely aligned to the yearly district goals, but not to the overall strategic plan.

3. The SIPs do not articulate a way to measure progress in meeting improvement goals.

4. The review team was told in one interview that the SIP was not frequently referred to during the year although there was some discussion of it at school council meetings and at faculty meetings.

Impact:

- Without a clear vision for the district and a plan that includes data-determined priorities focused on improving student achievement, administrators and teachers in the district do not have clarity about the district's direction, its improvement goals, and the long- and short-term strategies for achieving them. It is thus difficult to align key priorities in School Improvement Plans to the district's overall plan.

- Without action steps, district and school leaders cannot communicate well to specific stakeholders or to each other about key improvement goals and the progress made toward meeting them.

13. **The district does not have sufficient leadership for curriculum, instruction, assessment, and professional development or a communicated, research-based model of high-quality instruction.**

A. In addition to oversight of curriculum development and implementation and instruction, the assistant superintendent has responsibility for numerous areas. She has the roles of Data Warehouse contact; English Language Learners director; grants coordinator (development and management); professional development director; State Annual Report (SAR)/Title II coordinator; Title I director, and after-school and out-of-school time coordinator; she also has responsibility for the supervision and evaluation of principals and other administrative staff.

B. A part-time instructional coach and a part time literacy coach (1.0 FTE combined) provide support and guidance to all teachers K-8. The team was told by both teachers and administrators that the coaches are respected and their advice is sought, but their time to work with staff is highly limited. In addition, coaches reported that they do not have supervisory authority over classroom instruction.

C. Since budget cuts in 2010, the district does not have content area specialists at any level , reducing the supervisory support available to teachers and the capacity to plan and implement curriculum and assessments and improve instructional practice.

D. Leaders told review team members that the district has not had curriculum people for "a long time" to help with planning and practice, adding "It's a real issue."

1. When school leaders were asked who would be the person to turn to for guidance about curriculum, instruction and assessment, one responded, "I don't feel there is one person I can go to." Several leaders said, "K-12 articulation needs someone, [it] needs a steward."

E. Because there has not been sufficient leadership, time, and expertise for curriculum, instruction, assessment, and professional development to provide clarity and direction to these key systems, there is no clear instructional vision for good teaching shared across the district by all leaders, teachers and even students.

1. When asked to describe the district's definition of or expectations for good teaching, teachers and leaders did not articulate a consistent instructional vision for the district. Some did not describe any expected teaching strategies, while others identified some, but they varied widely. One teacher said that good instruction was "different, depending on the teacher."

F. In the review team's observations of 44 academic classrooms across the district, representing almost every core academic teacher, best practices were observed in a few classrooms; in general, however, observed instruction in the district did not help students make connections in meaningful ways to real world situations, or reflect high and rigorous learning expectations, or develop higher-order thinking skills. See second Curriculum and Instruction finding (#5C) and second Assessment finding (#9E) below. See also the instructional inventory in Appendix C, including characteristics #8 and #13.

Impact:

- The absence of sufficient leadership for curriculum, instruction, assessment and professional development, and of an agreed-upon, clear, instructional vision or expectations prevents the district from ensuring that there is strong, equitable instruction taking place across classrooms.

- Without a clear research-based vision for instructional practices, it is difficult for students and staff to achieve and sustain a high performance level.

- The low incidence of some of the effective instructional characteristics mentioned in this report makes it difficult to enable students to assume increasing responsibility for their own learning or to maximize student learning during class time.

14. **Though the district more than meets required net school spending and budget conversations are informed by district goals and priorities, the district has unmet needs for staffing and time for**

work on curriculum and instruction and professional development. At the same time, district and town officials have differing perspectives on district needs and the town's support for education, and insufficient communication and collaboration between district and town is interfering with the formation of a clear picture of what students' needs are and how to meet them.

A. Actual net school spending (NSS) was 11.2, 13.7, and 14.3 percent above required NSS in fiscal years 2011, 2012, and 2013, and estimated net school spending for fiscal year 2014 is 18.5 percent above it.

B. District and school leaders refer to data and to district goals and objectives in preparing the budget (see first Financial and Asset Management strength finding above); however, the budget document itself does not have these references. (See Financial and Asset Management challenges finding below.)

C. The district does not have enough administrative and content area staffing to provide the support needed.

   1. From 2009-2013 the district reduced its administrative and instructional leadership staffing from 14.5 to 9.4 FTEs, although 2 of those positions have recently been restored. The effect of these reductions has been an increase in the number of students per leadership staff to 114:1, higher than the state ratio of 108:1.

   2. See the previous Leadership and Governance challenge finding on the insufficiency of leadership for curriculum, instruction, assessment, and professional development.

   3. Principals told the review team that the biggest road block to moving the district forward was not having enough leadership staffing to do the improvement work.

D. The superintendent told the review team that in recent years there had been an ongoing turnover in leadership positions, partly because of non-competitive salaries and the commuting distance required by the district's location. The superintendent and school committee found it necessary to increase salaries for principals and other leaders in order to attract and retain qualified and quality staff.

E. There are insufficient instructional staff in grades 6-8 to provide the district's students with an appropriate, high quality educational program.

   1. See the fourth Curriculum and Instruction challenge finding below on the elimination of social studies teachers at the middle school and the impact on middle school students' education.

   2.   Foreign languages and the librarian position have also been eliminated from the middle school program.

F. There is insufficient professional development time to provide staff with appropriate, ongoing, systematic professional development.

   1. See part C of the Human Resources and Professional Development challenge finding below on the amounts of full-day, release day, and after school professional development time.

   2. See also part C of the first Assessment challenge finding below on the absence of team planning time at the middle school, and see the second and third Assessment strength findings above (parts E and B, respectively) on the insufficiency of common planning time at the elementary and high school levels.

G. District and municipal officials have differing perceptions of the town's support for education; interviews indicated that more communication and collaboration between district and town is needed.

   1. One school committee member told the review team that the district needs more collaboration with the town and that the town needs more focus on education.

   2. School committee members agreed that many residents "don't understand the needs and costs of education." They reported that the renovations of the three district schools in the last 10 years plus have created a perception that the district is better funded than other town departments, even though the town received a 73 percent reimbursement from the state for the renovations.

   3. The superintendent told the review team that she thought that the funding provided to the school district by the town was not based on needs or programs, and that the town could and should provide the funding required for the services needed by the children.

   4. One school committee member told the review team that relationships with town officials are "sometimes adversarial," and that there are attempts to pit town departments against each other and the district. To counter that trend, the team was told, chairs of town boards and school committee members now meet in public places in an attempt to build better relationships.

   5. When a town official was asked how the town determines what should be funded in the district, the official said that the town does not get involved with how the schools spend money and that the town "rarely can provide what they would like…."

      a. The town official said that it was difficult to say whether the district needed additional funds but that "There is no shortage of information to the school committee about what our resources are."

      b. The town official said that the increase in district salaries has had an impact on morale because town departments did not receive salary increases, adding, "If that is where the school department wants to put its funds, that is their business."

c. The town official told the review team, "We think the schools want to grow at about 4.5 percent a year while the town can grow at about 2.5 percent a year." The official said that the town has asked what the schools will do about the difference, posing the question: "Could they consolidate buildings and positions and save several hundred thousand dollars per year?"

d. The town official expressed the view to the team that "people don't have faith that you can implement a long term plan" for funding for the schools and said that full funding of the schools was not an important goal to many people.

Impact: Without broad community agreement about the goals of the district and how best to meet the needs of the community's children, and without good faith collaboration and cooperation among the community's leadership about how best to find solutions that support district goals and fit in the town's financial picture, the district will find it hard to make progress in providing a high-quality education that meets the diverse needs of its students.

Curriculum and Instruction

15. **The district's K-12 curriculum is not fully developed. The Understanding by Design (UbD) framework is used inconsistently to design curriculum, and not all teachers have the capacity to use the software system for online curriculum mapping recently adopted by the district. The district does not have sufficient curriculum leadership to support curriculum development and ongoing curriculum review and revision.**

   A. A review of documents and interviews showed that newly written curriculum maps vary in completeness and that components of UbD are inconsistently used across school levels and disciplines.

      1. Key components are often missing in K-12 ELA documents using backward design.

   B. There have been nine half-day trainings in UbD in the past two years. One administrator said that some teachers find UbD confusing and are still "planning forward," rather than using backward design. Another noted that UbD maps and format were done at his school.

   C. There is wide variation in the documentation of the written curriculum.

      1. Mathematics documents organized in binders for grades K-5 consist of the math program, *Everyday Math*.

      2. Grade 6-12 mathematics teachers have been meeting with a consultant to develop UbD curriculum maps; some are missing performance tasks.

      3. Most K-12 science maps are not online (see E below), but are in binders.

D. In interviews, teachers and administrators indicated that more time was needed for meetings between grades 5 and 6 and grades 8 and 9 to align curriculum between school levels.

E. The district has recently begun to use the Aspen curriculum mapping system to post curriculum documents. Aspen provided the initial training.

1. Throughout the district there has been training on Aspen for the student and parent applications.

2. K-5 teachers said that they use it for attendance and report cards but are not yet using it for curriculum. One teacher said, "It's very complex and they started it last year and struggled and stopped." Another said, "People had problems, so [they] told us to continue what we are doing."

F. There is limited guidance and expertise at the district and school levels to support curriculum development and its continuous improvement and review.

1. The district has limited dedicated curriculum leadership and expertise to lead and support mapping. Since the 2010 budget cuts, it does not have identified content area experts to oversee this work at any level. The assistant superintendent, who is responsible for curriculum, is also responsible for almost all other teaching and learning systems (see second Leadership and Governance challenge finding above).

a. Interviewees said that it is mainly external consultants and coaches that lead and support the ongoing work of curriculum development. Teachers and administrators told the team that the district needs a curriculum leader, a "steward" of K-12 articulation," because the principals and central office leadership are stretched too thin to do it all.

Impact:

- Without teachers fully trained and comfortable in using and applying the UbD model of curriculum development, it will be difficult for the district to meet the challenge of achieving a fully developed curriculum aligned to the Massachusetts Curriculum Frameworks.

- Without sufficient training on Aspen for all staff, it will be hard for the district to establish a comprehensive curriculum online.

- Limited dedicated curriculum expertise in the district makes successful curriculum design, oversight and implementation difficult, particularly as the district prepares students for the 2015 PARCC assessments in grades 3-8.

16. **The review team observed a low incidence in visited classes of some effective instructional characteristics, including differentiation, the use of higher order thinking, and the use of technology.**

The team observed 44 classes throughout the district: 18 at the high school 11 at the middle school, and 15 at the elementary school. The team observed 14 ELA classes, 15 mathematics classes, and 13 classes in other subject areas. Among the classes observed were two special education classes. The observations were approximately 20 minutes in length. All review team members collected data using ESE's instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is presented in Appendix C.

A. In general, the team observed that teachers were knowledgeable in their content areas, that writing was a developing skill across the district, and that students and teachers shared respectful and positive relationships.

B. The team observed examples of good teaching in each school that included many of the looked-for elements of good practice in the instructional inventory. For instance:

1. At the middle school the review team observed a lesson where exemplars of high quality student work were posted in the classroom.

2. In classes at the elementary school, the team observed some teachers using questioning techniques that required a thoughtful response that demonstrated understanding, and using "why" questions as well as follow-up questions to a one-word response.

3. At the high school, the team observed students taking responsibility for their own learning while working in groups.

C. Overall, in lesson observations there was mixed evidence of the characteristics of good teaching included in ESE's Instructional Inventory (see Appendix C), with the lowest incidence of these characteristics at the middle school and the highest at the elementary school. The team found clear and consistent evidence of the majority of these characteristics in less than half of the classes visited in a school.

1. The team observed clear and consistent evidence of *students engaged in challenging academic tasks* (#17) in 64 percent of elementary school classrooms, 25 percent of middle school classrooms, and 35 percent of high school classrooms visited. A good example of student engagement was noted when students were playing a math game. A student said, "It can be challenging, depending on the card you draw." In other classes, the team observed teachers telling students, "Write this down" or "Copy this," rather than distributing lesson materials prepared beforehand, which would have enabled students to spend class time engaged in deeper, more challenging work.

2. *The teacher plans and implements a lesson that reflects rigor and high expectations* (#7) is a characteristic that was clearly and consistently observed in 42 percent of elementary classrooms, 25 percent of middle school classrooms, and 35 percent of high school classrooms visited. The team saw an example of high expectations at the high school when a teacher asked students to show the configuration of chromosomes in mitosis. Even when

asking simple questions, an elementary teacher waited and provided clues such as, "Where did the story take place?" rather than give the answer to her 1st grade students.

3. Higher level thinking tasks, where *the teacher provides multiple opportunities for students to engage in higher order thinking such as the use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of knowledge or concepts* (#11)*,* were clearly and consistently observed in 64 percent of elementary lessons, 10 percent of middle school lessons, and 53 percent of high school lessons viewed by the team. One example of an opportunity for higher level thinking was a middle school group discussion followed by a writing assignment on "why some animals evolve and others go extinct." At the elementary school, the team noted a teacher asking a group of students in grade 4 to re-sequence a list of numbers, which included decimals, by order of magnitude.

4. The team observed clear and consistent evidence of students *inquiring, exploring, applying, analyzing, synthesizing, and/or evaluating knowledge or concepts* (#19*)* in 69 percent of elementary classrooms, none of the middle school classrooms, and 28 percent of the high school classrooms visited. In one high school lesson, students optimized using derivatives by analyzing, synthesizing, and evaluating what they knew. In another, students researched and explored the industrial era and then applied this information to develop a journal. At the elementary school, students applied the winter vocabulary from the story they were reading in their journal writing.

5. In some lessons, the team observed low-level questioning techniques that did not *require thoughtful responses that demonstrated understanding* (#12)*.* The team noted many teachers using "what," "where," and "when" questions rather than asking "how" and "why," to promote more thoughtful, elaborate responses that demonstrated understanding.

6. The review team observed varying use of *appropriate instructional strategies well matched to learning objectives and content* (#9)*.* This characteristic was observed clearly and consistently in 77 percent of elementary classes, 33 percent of middle school classes, and 24 percent of high school classes visited.

7. With respect to the use by the teacher of *appropriate modifications for English language learners and students with disabilities, such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and differentiation of content, process and/or products* (#10), clear and consistent evidence was observed in 36 percent of elementary classes, none of the middle school classes, and 18 percent of the high school classes visited.

8. The use of technology by both teachers and students as a tool for learning and understanding was observed infrequently in visited classes (##16, 22). The team noted that some Smart Boards were used as a chalkboard or an overhead projector.

D. As mentioned above, the district has two part-time K-8 coaches, a .6 FTE instructional coach and a .4 FTE literacy coach. The high school does not have coaches or department heads.

   1. The coaches described their roles as building teachers' capacity, "building up instructional strategies across the grades," and trying to develop a "consultative level"in the district.

   2. Elementary teachers' access to coaches is limited and takes place once every two weeks in grade level meetings for about a half-hour. When elementary teachers were asked about general access to coaches for help they told the team that four times per year is typical and that while coaches are available to provide support, they do not provide supervision.

Impact: Instruction that is not sufficiently differentiated for diverse learners, has a low incidence of high expectations and challenging academic tasks, and does not take sufficient advantage of technology will not adequately respond to the diversity of needs among students and will miss opportunities for improved learning, affecting the achievement of students of all ability levels.

17. **The district's procedures for supervising instruction and monitoring the implementation of curriculum are not sufficiently coherent or consistent.**

   A. When interviewees were asked about supervisory practices to improve instruction, responses varied, depending on school level and the respondent's role.

      1. Leadership staff described various uses of walkthroughs, evaluative mini-observations and learning walks.

      2. Leaders noted that they were all "very visible."

      3. One administrator said that it was difficult to know whether staff wanted feedback.

      4. An administrator reported that when two administrators did walkthroughs together, "it made teachers nervous," so the practice was discontinued and only one administrator does walkthroughs now.

      5. Some teachers reported getting helpful feedback while others said that they did not receive any emails or other feedback.

      6**.** When asked about supervision, elementary teachers said, "When you have problems you can go to the coaches and they can guide you."

   B. The district is missing the typical curricular and instructional support staff ordinarily responsible for supervision of instruction and curricular implementation.

      1. When asked about mid-level staff with content expertise, a district leader noted that the district "[did] not have the support and [did] not have the funds" and that there was "no money for department heads or teacher released time."

Impact: Without sufficient dedicated leadership at the district and school levels, the district is vulnerable to inconsistent decision-making and inconsistently applied procedures. The absence of sufficient personnel and consistent procedures for supervising instruction and monitoring implementation of curriculum makes instructional improvement difficult and means curricular implementation is often left to teacher discretion.

18. **As a result of budget reductions after a failed override in 2010, the district eliminated social studies teachers at the middle school. Teachers of other core content areas are now responsible for teaching one section of social studies.**

    A. The superintendent told the review team that recent budget cuts because of a failed override in 2010 hurt all schools, and that middle school social studies teachers were eliminated as a result. Now teachers of other core subjects who may not be appropriately certified teach one period of social studies.[6]

        1. The superintendent said that when the district eliminated the positions of all middle school social studies teachers, leaders believed a reasonable social studies program could be maintained by training other subject teachers to teach one period of social studies. Interviews and a document review showed that teachers in all core subjects except for mathematics now teach 80 percent of their load in their original subject area and 20 percent in social studies.

        2. The middle school's accountability status is Level 2 as of 2013. It was in the 26th percentile of middle schools in 2012, the first year ESE published this statistic, and fell to the 24th percentile in 2013, putting it closer to Level 3.[7]

Impact: Because of the elimination of social studies teachers at the middle school, students do not have the benefit of social studies instruction from teachers who have the academic background and in-depth knowledge needed to skillfully teach the content, skills, and understandings that prepare middle school students for social studies in high school.

Assessment

19. **At the middle school, though school leaders and part-time coaches collect and analyze data and disseminate data analyses to teachers, practices are not yet fully systematic, common meeting time is limited, and teachers are still developing their capacity to analyze and use data.**

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[7] See District/School Profiles on the ESE website at
http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2013&orgcode=142305

A. The middle school assesses student progress using a balanced variety of summative and formative school-based assessments.

1. These include the Qualitative Reading Inventory (QRI, grades 6-8), John Collins Writing Portfolios and writing rubrics (grades 6-8), teacher-created common assessments in mathematics (grades 6-8), TerraNova in ELA and mathematics (grades 6-7), ReadiStep (grade 8), various Holt reading assessments (grade 6), pre- and post-tests in Prentice-Hall science, and quizzes, chapter and unit tests (grades 6-8) and lab assessments (grades 7-8).

   a. That there is only one subject teacher at each grade at the middle school, with an additional reading, language arts, or math teacher at each grade, mostly precludes shared conversations about assessment results.

B. Several interviewees noted that in the past the capacity of middle school staff to collect, analyze, and discuss assessment data in order to drive high-leverage improvements has been limited.

1. Interviewees said that before the arrival of the current principal, the middle school did not have any expectations or professional development to help teachers learn to analyze data.

2. In 2013-2014, with the addition of six new staff, new time with coaches, and a recently new principal, the review team was told that middle school teachers were "receptive" to "making that shift" (to a data-driven culture).

3. The review team was told that there was still "a ton of work" needed in middle school curriculum, that the assessment piece was not in place, and that assessment was not yet driving instruction.

4. A particular concern was the need to strengthen staff capacity to use data analysis to support appropriate instruction for the learning needs of students of middle school age.

5. As previously mentioned, there are a .6 FTE instructional coach and a .4 FTE literacy coach in the district whose roles combine to form one FTE coaching position.

   a. A document review showed that coaches are responsible for supporting curriculum and instruction in all core subjects by meeting with regular and special education teachers and Title I teachers, K-8.

   b. In 2013-2014 the part-time coaches began to work with middle school teachers, although they spend less time at the middle school than at the elementary school.

   c. The coaches' current focus is to work with the teachers of the lowest performing middle school students, mainly Title I and special education teachers, to develop their capacity to use assessment data to make teaching decisions, to refine instructional strategies, and to help them learn to conference with students.

C. Time for collaborative meetings is limited. Middle school teachers have a daily prep period but do not have common planning time or professional learning community (PLC) time for formal, regularly scheduled, ongoing discussions about instruction, curriculum, and assessments, in grade-level or subject-level teams.

    1. Interviewees noted that the elimination of common planning time or the extra-prep period was challenging, although informally many choose to use prep time as PLC time.

    2. A district leader told the team that if teachers want to plan or collaborate they can meet during their prep period.

    3. Previously allocated PLC time for middle school teachers was eliminated after the failed override in 2010.

    4. Time for middle school teachers to meet is available mainly after school during the principal's 20 professional development hours, during the five early release days for professional development each year, when grade 6-12 teachers meet by subject area, usually for targeted professional development, and during the several days when professional development is offered during the day, also mainly for special, targeted activities.

D. The principal typically reviews MCAS results with each grade-level interdisciplinary team during a fall after-school professional development session. At this meeting, they identify specific strands and test items with results below the state results. Teachers re-examine the data and compare it to past performance.

    1. In the summer, the principal emails preliminary MCAS results of the previous year's students to teachers. Math teachers also contribute to the analysis of MCAS data.

    2. The principal also shares Readistep results with teachers so that they can better understand students' skills and readiness for high school level work.

    3. Some topics for the principal's 20 hours of after-school professional development during the school year are identified by the review of MCAS data.

    4. In an interview, it was stated that some time was allocated for data analysis during the 2013-2014 school year during the principal's 20 hours of professional development. However, interviewees noted that, for the most part, after-school time in 2013-2014 had been dedicated to the new teacher evaluation process and that the year before time had been focused on curriculum mapping. This had left little dedicated time for teachers to meet regularly to review assessment data and other teaching and learning topics.

E.   The principal has set expectations for the use of formative assessments.

   1.   In an interview, it was stated that middle school teachers have participated in professional development to improve their understanding of formative assessments and their skills in using them. It was estimated that "40 percent" or "pockets of teachers" used formative assessments well.

      a.   The review team observed very little use of formative assessments during its classroom visits at the middle school. See the instructional inventory in Appendix C, item #15.

Impact: Significant issues of capacity limit the ability of the middle school to take full advantage of the collection, dissemination, and use of assessment data to support improvements to teaching and learning:

- The school's past culture did not support a robust data-driven system or practices, and staff capacity to use data remains limited.
- Sufficient and regular time for well-organized and data-focused PLCs is no longer built into the school day.
- Two part-time coaches, who are a key lever for support and change, have their time spread too thinly across two schools, with more time spent at the elementary school than at the middle school.

Without addressing these issues of staff expertise, time, guidance, and support, it will be difficult for the middle school to make its academic programs and services fully data-driven.

20. **Formative classroom assessments in new curriculum units do not routinely check for or require students to explain ideas, demonstrate understanding, or apply knowledge or concepts to other topics.**

A.   Teachers at all school levels are engaged in an ongoing process to develop new curriculum units aligned to the 2011 Massachusetts Curriculum Frameworks using Aspen software and the Understanding by Design (UbD) framework.

   1.   Review by the visiting team showed that assessments that require students to demonstrate comprehension of essential questions, knowledge, skills or understandings have been inconsistently included in newly developed curriculum units. Sometimes these units do not have any assessments.

   2.   The focus on developing a curriculum of understanding has not yet extended to universally designing assessments for understanding. As more than one school leader observed, although there are "some very good examples of how assessments are used," "assessment is not driving instruction … we are not completely there yet."

B.   Most elementary units reviewed on Aspen were incomplete; these units did not include assessments. Administrators reported that the assessments were stored separately.

1. As mentioned above under Curriculum and Instruction, elementary teachers said that they know how to use Aspen for attendance and report cards, but told the team that when teachers "struggled" using Aspen to align and document new curriculum units, the use of Aspen was discontinued and teachers were told to continue writing curriculum the way they had before, on paper organized in binders. Adminstrators said that they put the curriculum units on Aspen for the teachers.

2. A review of curriculum units in binders showed that some units did include project-based assessments and journals that offer students opportunities to demonstrate understanding.

3. Other units in binders often followed published instructional programs, rather than following the UbD format of beginning with standards that develop specific knowledge, skills, and understandings and working backward to determine how these will be assessed.

C. Middle school teachers have developed new units on Aspen and some are more complete and more complex than others. Some did not have any assessments; many described assessments simply as "quizzes, tests, homework, worksheets and board work." A few required students to demonstrate understanding. For example, in a nonfiction unit, students were asked to respond to a thematic/philosophical question related to a novel read in class, then make a claim and support it with evidence. However, in a thoughtfully developed math unit, the assessments section noted a chapter test, a writing journal, quizzes, observations, and homework, and stated: "Instructor will survey student progress. It's clear when students are getting the correct answers."

D. High school units were more complete in the detail of essential questions, understandings, knowledge and skills. Yet, even in units with thoughtful essential questions and links to school-specific learning expectations such as being able to reason abstractly and quantitatively, many assessments were described as, "quizzes, tests, homework, journals and worksheets."

E. In lessons observed by the review team, on-the-spot <u>informal</u> assessments and classroom-based formative assessments most often required students to repeat content information just delivered by teachers, instead of requiring students to explain ideas, demonstrate understanding, or apply content or concepts to other topics.

1. Review team members saw clear and consistent evidence that teachers conducted *frequent formative assessments to check for understanding and inform instruction* (item #15 in Appendix C) in about half of observed elementary lessons, in none of the observed middle school lessons, and in a third of observed high school lessons.

F. Though school leaders described questioning for understanding as a usual classroom procedure, clear and consistent evidence of *questioning techniques that require thoughtful responses that demonstrate understanding* (#12) was observed in 57 percent of observed elementary lessons, 10 percent of observed middle school lessons, and 18 percent of observed high school lessons.

1. Students offered differing responses to a question asking how frequently they were asked to demonstrate what they understood or to explain ideas. Their answers included, "[You] need to explain answers for some problems, but most are 'show your work,'" and "It is routine to explain work."

Impact:

- Inconsistencies in designing assessments that provide students opportunities to demonstrate understanding mean that students sometimes have limited ways
    - to show they have understood key learning objectives and lesson concepts; and
    - to show that they can apply what they have learned to solve problems or create new knowledge.

- When recall and other lower-level questions and assessments predominate in instruction, students are limited in developing and using higher-order thinking and miss opportunities to become reflective, analytical, and independent learners.

Human Resources and Professional Development

21. Staffing, time, and organizational limitations affect the provision of professional development.

A. The assistant superintendent has many responsibilities in addition to being the director of professional development (see second Leadership and Governance challenge finding above).

B. The district does not have an active support structure or committee in place to plan, oversee, and evaluate the district's professional development program.

1. Teachers told the team that two years before the review there was a district professional development committee to plan annual professional development, but that the group no longer meets.

    a. An administrator indicated the hope to re-establish a committee and noted that ongoing feedback from teachers now happens only informally.

    b. Interviewees said that the assistant superintendent, in addition to her other responsibilities, currently plans the professional development program and schedule for the district and seeks input from staff. High school teachers told review team members that their primary input about professional development is a survey that the assistant superintendent distributes annually.

    c. In a focus group, elementary teachers indicated that they were not sure when decisions are made about professional development, but the assistant superintendent asks for teacher ratings of past activities, usually at the end of the school year.

2. Although the district does not have a professional development support structure, there are examples of sustained professional development.

   a. Teachers reported that more courses have been offered over the past two years, and that, in particular, the writing training has been very helpful (that is, the Collins Writing Program). Teachers said that teachers K-8 continue to have professional development in the Collins writing program, including special education teachers.

   b. Also, administrators said that with the iPad initiative established in grades 6-8, grade 9 teachers were learning to use iPads in lessons in anticipation of the 2014-2015 school year.

C. There is insufficient staffing and not enough dedicated professional development time to support regular job-embedded professional development.

   1. The district's 2013-2014 professional development offerings focused primarily on implementing the new educator evaluation system. The district's professional development for 2013-2014 consisted of four early release days (a 3 hour maximum), 2 full days at the beginning of the school year (on the first of which the general session must end by 10:30 a.m. to allow teachers to return to their schools, resulting in 8.5 hours available at the district level over the 2 days), and up to 20 hours of after-school time for professional development at the principal's discretion on curriculum matters or school concerns. The 20 hours per year translates into only 40 minutes per week for professional development.

   2. The district has the previously mentioned part-time literacy coach (0.4 FTE) and part-time instructional coach (0.6 FTE) to provide support and job-embedded professional development for teachers K-8, including Title I and special education. A review of the position descriptions for both the 0.4 FTE literacy coach and the 0.6 FTE instructional coach showed demands that far exceed the capacity of part time positions.

      a. As an example of job embedded professional development an administrator spoke about the literacy coach working with grade levels to do curriculum mapping and work at the middle school with special education data. Also, articulation sessions in ELA and mathematics were conducted in 2013-2014 for grades 6 through 12, with plans to do the same later on for kindergarten through grade 5.

      b. In an interview, a coach indicated that with the work of the principals, coaches, and a consultant there had been a lot of professional development on differentiated instruction.

      c. A principal said that having more time for teachers to talk about curriculum and good practices that go with it would be "great."

d. Coaches indicated a desire to work more with "underperforming" teachers, but said that there has not been sufficient time to "circle back" with teachers so they could express their needs.

e. As mentioned earlier in the report, principals indicated that the biggest roadblock that they face in moving the district forward was not having enough staffing to do all the work required in the improvement effort.

Impact: Though the professional development program has provided some needed opportunities for teachers, particularly in teaching writing, it is held back from fully serving teachers' needs for professional growth by a series of limitations:

- the number of responsibilities assigned to the assistant superintendent and to the coaches;

- the amount of time and staffing for job-embedded professional development; and

- the absence of a committee for planning, overseeing, and evaluating professional development.

These limitations will make it hard to address key professional development needs identified through analysis of student achievement data and performance evaluations under the new educator evaluation system, as well as to develop teachers' expertise in the skills needed to move the district's improvement agenda forward, such as skills in developing a UbD curriculum and skills at the teaching and assessing for understanding it requires.

Student Support

22. **Both observations and interviews indicated that the extensive training in differentiated instruction across the district has not resulted in consistent, effective differentiated practices in all classrooms to support student-specific learning needs.**

A. The review team observed limited differentiation of instruction in the classes it visited. See finding #16 under Curriculum and Instruction above.

1. Instruction was observed at the elementary level that entailed teachers organizing small groups of students to do various tasks simultaneously; then, at the sound of a given signal, each group moved to its next task.

B. The instructional coaches were knowledgeable about differentiated instruction and said that they were available to teachers as consultants on implementing it in their classrooms. They reported, however, that teachers were beginning to seek out their assistance and usually "in the hallways," not as a regular aspect of planning. (Coaches reported that they do not have supervisory authority when it comes to classroom instruction.)

C. An interviewee said that although the district had offered a lot of professional development on differentiation, not enough is seen in practice and more support is needed.

D. In interviews and focus groups, differentiation was not discussed in terms of helping high achieving students progress at their own (accelerated) pace.

   1. Although high school administrators and students reported that high school students were urged to move into honors and AP courses, differentiation *within* classrooms was not the focus of discussion.

Impact: Gaps in differentiated instruction and in the ability to implement it mean that students with varying learning needs and varying abilities are not being well served and that a tiered system of support that meets all students' academic and social-emotional needs is not being realized.

23. The district does not have an effective system of supports to meet the varying needs of students.

A. There was limited evidence of clear, comprehensive practices of tiered instruction. This is a matter of concern for all students, but particularly for students with disabilities, a subgroup that lagged behind state peers in 2013 in math proficiency rates and median student growth percentiles in ELA and math.

   1. In two secondary classrooms a paraprofessional aide was present, but in one case the para-professional did not interact with students throughout the 20 minutes of the observation, including when students did small group work.

   2. In a secondary classroom for students receiving support services, the teacher helped individual students manage the due dates of assignments, reminding them which teachers wanted what work from them, but direct instruction was not observed.

   3. In a secondary classroom designated as a team-based learning (TBL) class, a small group of students worked on money value with a paraprofessional, and a student was paired with another high school student who identified herself as an "intern." The intern explained she was assigned to work with individual students as needed (e.g., reviewing multiplication tables).

B. Administrators reported that there are 4 teachers in the district with SEI training and 18 with category 1-4 training). The ELL teacher is a 0.6FTE during the 2013-2014 school year.

C. The district has implemented a strategy of encouraging all students to take honors and AP courses as a means of increasing the incidence of students who achieve at high levels and are college ready. (See second Leadership and Governance strength finding above.) Among students taking AP courses, many achieved at low levels on AP exams in 2013-2014: 61.4 percent of

district students taking AP exams in that year received a high score (3-5),as compared to 68.4 percent of students taking AP exams statewide.[8]

1. In an interview with high school students the team was told that "there is always support" for students moving into higher-level classes, and students characterized teachers as "very supportive."

Impact: When the differing needs of students are not addressed systematically, students may not always be provided the opportunity to realize their potential achievement.

Financial and Asset Management

24. **Although district leaders discuss assessment data and educational goals and objectives in an open, participatory way as they prepare the budget, and the budget contains sufficient financial information, the budget document does not clearly align—in a budget narrative—the district's educational goals, objectives, and programs with its resource allocations.**

   A. The budget document does not inform the community about its rationales for resource allocation by describing the link between money spent and specific educational goals and objectives or assessment data.

   B. The budget document contains only financial data in a spreadsheet format.

      1. The financial data is well organized in a programmatic manner.

Impact: When the budget document does not address district and school goals and objectives and show the alignment of the budget with the needs of educational programs and services, it cannot be fully demonstrated that the district's share of the town's financial resources are correctly allocated to support its educational goals and priorities. Without such a budget narrative, the community is not fully informed about what resources are needed to support high quality educational programs that meet the diverse needs of all students.

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[8] See District/School Profiles on the ESE website at
http://profiles.doe.mass.edu/adv_placement/ap_perf_dist.aspx?orgcode=01420000&orgtypecode=5& and
http://profiles.doe.mass.edu/adv_placement/ap_perf_dist.aspx?orgcode=00000000&orgtypecode=0&.

Hull Public Schools District Review Recommendations

The priorities identified by the review team at the time of its site visit and embodied in the recommendations that follow may no longer be current, and the district may have identified new priorities in line with its current needs.

Leadership and Governance

1. **The school committee, superintendent and other stakeholders should collaboratively consolidate the district's planning documents, developing a clear vision and mission for the school district and a comprehensive, actionable district plan to accomplish the vision. Principals and school councils should develop School Improvement Plans (SIPs) to address key district and school improvement priorities.**

   A. Representative stakeholders from the district and the community should articulate a vision and mission for the district's schools.

      1. The vision statement should be student-centered and describe what the community believes the schools should accomplish for students, while making the purpose and values of the district and the community clear.

      2. The mission should detail how the district will achieve the vision.

         a. The vision and mission should be communicated to educators and the community to foster an understanding of the district is trying to accomplish.

         b. The entire school community should understand the vision and mission and how students' and educators' work relate to the vision and mission.

   B. The vision and mission should serve as the basis for a multi-year district plan that includes clear measurable objectives, action steps, benchmarks to measure progress, the person(s) responsible, indicators of success, resources needed and a timeline.

      1. The school committee should continue to publicly review and approve the plan, and the superintendent should share it with school staff and the community. The superintendent should make periodic reports to the school committee on the district's progress in meeting the goals outlined in the plan.

      2. The plan should also serve as the basis for professional development planning and resource allocation.

      3. The plan should become a template on which all principals develop School Improvement Plans, aligning each school's vision, mission and actions with those of the district, while also providing for school-specific priorities.

4. SIPs should include specific, measurable, rigorous and time-bound student performance goals, based on analysis of relevant performance data, the assessment tools that will be used to gauge progress and needed resources.

   a. SIPs should form a framework for raising achievement for all learners.

5. Each principal should continue to present SIP progress reports to the school committee.

   a. The principal should continue to use the SIP to inform his/her self-assessment and goal setting process when creating the Educator Plan, and as evidence during implementation.

6. District and school leaders should continue to periodically review student assessment results, student growth data, other district determined measures and internal and external reviews to prioritize improvement goals, maximize effectiveness in allocating human and financial resources and initiate, modify or discontinue programs and services.

Recommended resources:

- ESE's *Planning for Success* tools (http://www.doe.mass.edu/research/success/) support the improvement planning process by spotlighting practices, characteristics, and behaviors that support effective planning and implementation and meet existing state requirements for improvement planning.

- *District Accelerated Improvement Planning - Guiding Principles for Effective Benchmarks* (http://www.doe.mass.edu/apa/sss/turnaround/level4/AIP-GuidingPrinciples.pdf) provides information about different types of benchmarks to guide and measure district improvement efforts.

- *What Makes a Goal Smarter?* (http://www.doe.mass.edu/edeval/resources/presentations/SMARTGoals/Handout5.pdf) is a description of SMART goals with accompanying examples. The handout was designed to support educators in developing goals as part of the educator evaluation system, but could also be a useful reference for districts as they develop or refine their DIP and SIPs.

Benefits: Establishing a clear, shared vision and mission helps all members of the school community, as well as the larger community, understand where the district hopes to be in the future, while clarifying the district's student-centered principles and ideals. The mission will help the entire school community understand how the district intends to achieve the vision. The district plan and SIPs are tools that specify the immediate goals and actions that must be taken to achieve each goal and realize the vision. Together, they identify the resources and supports that are necessary to make attaining the vision possible.

2. **District leaders should collaborate with community stakeholders to create a long-term strategy to accommodate student enrollment, maximize community financial and building resources, and provide a strong educational system that meets the diverse needs of all learners.**

   A. The strategy should identify the resources necessary to accomplish the district's vision, mission and goals and the actions necessary to provide for them.

   B. District leaders should work with the community to agree on and communicate the responsibilities of each segment of the community to ensure students' success.

   C. As part of the planning, district leaders should work with community representatives to understand future enrollment patterns, to efficiently allocate resources, to explore alternative organizational and staffing patterns, and to maximize the district's capacity to improve education.

   D. Conversations should include discussions of how resources saved can be reallocated to the school district to meet its educational needs. The district budget each year should include a narrative describing the district's goals and priorities and explaining how resources are being allocated to meet them and what needs are unmet. (See Financial and Asset Management recommendation below.)

Recommended resources:

- *At-A-Glance Community Reports* (http://www.mass.gov/dor/local-officials/dls-newsroom/employee-contacts/dls/at-a-glance-community-reports.html) are community-specific overviews of key data from the Department of Revenue, including socioeconomic data, cherry sheet data, tax revenue information, and other data.

- School Finance Statistical Comparisons (http://www.doe.mass.edu/finance/statistics/) provides comparisons of per-pupil expenditure, long-term enrollment, teacher salaries, and special education direct expenditure trends.

- ESE's *School Building Issues* web page (http://www.doe.mass.edu/finance/sbuilding/) includes funding opportunities, guidelines, and resources related to school buildings.

- The Rennie Center's *Smart School Budgeting* (http://www.renniecenter.org/topics/smart_school_budgeting.html; direct link: http://www.renniecenter.org/research/SmartSchoolBudgeting.pdf) is a summary of existing resources on school finance, budgeting, and reallocation.

- *Planning Guide for Maintaining School Facilities* (http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003347), from the National Center for Education Statistics, is intended to help school districts plan for efficient and effective operations. It addresses various topics, including conducting a facilities audit, planning and evaluating maintenance, and managing staff and contractors.

- *The Massachusetts School Checklist*
  (http://www.mass.gov/eohhs/gov/departments/dph/programs/environmental-health/exposure-topics/iaq/iaq-methods/the-mass-school-checklist.html) is a list of the most important environmental health and safety issues for schools to address. It includes regulations and industry standards/guidelines related to elements on the checklist, as well as additional resources.

Benefits: The benefits from implementing this recommendation include a deeper relationship between the district and the community and a community-wide understanding of the necessary resources to realize the district's long-term strategy. The collaborative efforts could promote success for both the school district—especially its students—and the larger community.

Curriculum and Instruction

3. **The district should increase the amount of district- and school-level expertise dedicated to curriculum, instruction, and assessment.**

   A. The educational leadership at the district level currently has responsibility for almost every system in the district apart from budgeting and facilities maintenance. There is a need for leadership that is more focused on the educational core: curriculum, instruction, assessment, and professional development.

   B. The district should consider appointing department heads responsible for academic leadership for grades 6 to 12. They should have stipends and reduced teaching loads.

      1. With leadership and direction for grades 6 to 12, there can be ongoing support for curricular and instructional improvement as well as other key duties such as hiring, convening PLCs, curriculum reviews, and providing input into professional development.

      2. Content specialists can also participate on the high school leadership team.

   C. There is also a need for sufficient coaching staff to work frequently and regularly with all teachers to implement the district's improvement efforts.

   D. The district should consider seeking the resources necessary to reinstate middle school social studies positions.

   E. Leaders should first oversee an effort that guarantees the effective development and consistent delivery of curriculum aligned to 2011 MA Curriculum Frameworks.

      1. Leaders should oversee curriculum design using a framework for understanding such as *Understanding by Design,* which can build on work already begun.

a. The curriculum should be horizontally and vertically aligned and aligned to 2011 Massachusetts Curriculum Frameworks.

b. Leaders should ensure that the curriculum includes an accurate, balanced set of assessments in multiple formats that can be used to guide instruction, determine individual remedial and enrichment opportunities, measure progress, and demonstrate student achievement and understanding.

c. Leaders should develop a system to regularly monitor implementation of curriculum in classrooms, including providing teachers with ongoing feedback and support for improvement.

F. The district and schools should further develop teachers' capacity, at all school levels, to design UbD curriculum and assessments through focused and ongoing professional development and monitoring.

1. The district should ensure that all teachers have capacity to use the current Aspen curriculum software. If Aspen is too complex for all, as described, it should choose a user-friendly software to structure and post newly developed units.

G. Leaders, in collaboration with other educators, should develop and implement a continuous and comprehensive multi-year cycle for curriculum review and revision. Curriculum reviews should analyze student achievement data, review current research, consider state initiatives, and use best practices to guide curriculum renewal.

Recommended resources:

- ESE's *Common Core State Standards Initiative* web page **(**http://www.doe.mass.edu/candi/commoncore/) includes links to several resources designed to support the transition to the 2011 Massachusetts Curriculum Frameworks, which incorporate the Common Core.

- *Model Curriculum Units* (http://www.youtube.com/playlist?list=PLTuqmiQ9ssqvx_Yjra4nBfqQPwc4auUBu) is a video series that shows examples of the implementation of Massachusetts' Model Curriculum Units.

- The *Model Curriculum Unit and Lesson Plan Template* (http://www.doe.mass.edu/candi/model/MCUtemplate.pdf) includes Understanding by Design elements. It could be useful for districts' and schools' curriculum development and revision.

- *Creating Curriculum Units at the Local Level* (http://www.doe.mass.edu/candi/model/mcu_guide.pdf) is a guidance document that can serve as a resource for professional study groups, as a reference for anyone wanting to engage in

curriculum development, or simply as a way to gain a better understanding of the process used to develop Massachusetts' Model Curriculum Units.

- *Creating Model Curriculum Units*
  (http://www.youtube.com/playlist?list=PLTuqmiQ9ssquWrLjKc9h5h2cSpDVZqe6t) is a series of videos that captures the collaboration and deep thinking by curriculum design teams over the course of a full year as they worked to develop Massachusetts' Model Curriculum Units. The series includes videos about developing essential questions, establishing goals, creating embedded performance assessments, designing lesson plans, selecting high-quality materials, and evaluating the curriculum unit.

- ESE's *Quality Review Rubrics* (http://www.doe.mass.edu/candi/model/rubrics/) can support the analysis and improvement of curriculum units.

- *Curriculum Mapping: Raising the Rigor of Teaching and Learning*
  (http://www.doe.mass.edu/CandI/model/maps/CurriculumMaps.pdf) is a presentation that provides definitions of curriculum mapping, examples of model maps, and descriptions of curriculum mapping processes.

- Sample curriculum maps (http://www.doe.mass.edu/candi/model/maps/default.html) were designed to assist schools and districts with making sense of students' learning experiences over time, ensuring a viable and guaranteed curriculum, establishing learning targets, and aligning curriculum to ensure a consistent implementation of the MA Frameworks.

Benefits: A leader who is solely dedicated to the education core can focus his/her expertise on key practices related to the development and oversight of curriculum, instruction, assessment and professional development. By establishing content leaders and adding coaches and by ensuring thorough curriculum development, the district will be able to support a more effective educational program in every school, every classroom, every day. As part of this effort, teachers focused solely on social studies will strengthen middle school students' education by providing them with content experts and ensuring that other subject teachers have the time necessary to effectively deliver their main instructional focus. A curriculum review and revision cycle will help the district to ensure a high quality curriculum, instruction, and assessments that promote understanding.

4. **The district's curriculum and instructional leader(s), in collaboration with a representative group of teachers and school leaders, should identify, share, implement and monitor a research-based, shared instructional model for the district.**

   A. In addition to the development of a curriculum and assessments, the district should ensure that teachers and leaders have shared expectations for the implementation of high quality teaching in Hull.

1. A task force comprised of teachers and leaders led by the district's curriculum leader should review research-based high quality instruction with the aim of developing a shared teaching model for use in the district. Given the district's UbD curriculum, the instructional model should support teaching for understanding. The task force can build on examples of effective teaching practice already in place in the district.

2. Some teaching characteristics to consider include: student-centered active learning strategies such as collaborative and cooperative learning as well as independent learning, higher order thinking skills, high level questioning techniques, the application of knowledge and skills to new contexts and real life examples, and the use of data to guide instructional decisions such as the use of differentiated teaching strategies to meet the diverse learning needs of all students.

3. Once defined, the model should be shared, explained and discussed at each school and in team meetings.

4. The district and each school should plan to develop teachers' capacity to use key components of the instructional model through its professional development plan.

5. Teachers will also require support through embedded professional development by coaches, principals and district instructional leadership for guidance in adopting the relevant components of the model, depending on lesson requirements.

B. The district's curriculum leader(s) (see recommendation above) should also be charged with the development, implementation and oversight of a robust tiered instructional system to promote high quality opportunities to learn.

1. As the district develops an instructional model, it must ensure that it meets the diverse learning needs of all students and sets high expectations for all students.

2. An important component of a district's instructional model is the provision for robust tiered instruction to provide supports to ensure success for all students.

Recommended resources:

- ESE's *Learning Walkthrough Implementation Guide* (http://www.doe.mass.edu/apa/dart/walk/ImplementationGuide.pdf) is a resource to support instructional leaders in establishing a *Learning Walkthrough* process in a school or district. It is designed to provide guidance to those working in an established culture of collaboration as well as those who are just beginning to observe classrooms and discuss teaching and learning in a focused and actionable manner.

Appendix 4, *Characteristics of Standards-Based Teaching and Learning: Continuum of Practice (*http://www.doe.mass.edu/apa/dart/walk/04.0.pdf) is a framework that provides a common language or reference point for looking at teaching and learning.

- The *Massachusetts Tiered System of Support (MTSS)* (http://www.doe.mass.edu/mtss/) is a blueprint for school improvement that focuses on systems, structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students.

  MTSS Self-Assessment Overview (includes links to the MTSS Self-Assessment tool and *How to Complete the MTSS Self-Assessment*): http://www.doe.mass.edu/mtss/sa/

Benefits: By implementing this recommendation, leaders and teachers will be professionally equipped to provide a uniformly high quality learning experiences to Hull's students. A shared understanding of quality instruction will also provide a supervision framework for leaders to offer useful feedback to teachers in order to promote their professional growth. The expectations for what constitutes good instruction will be clear and observable in lessons. Increased expertise as well as more coherent supervision will benefit many: teachers in the classrooms, principals working with teachers, and most of all, students who will be better prepared for college and career and life after high school.

Assessment

E.   The district should continue to improve and expand its assessment practices.

  A.   The district should require teachers to use multiple assessment formats to evaluate mastery and assess understanding.

  1.   Teachers should be provided with the guidance and support necessary to use formative assessments that provide actionable information in the course of a lesson that result in real-time adjustments to teaching.

  2.   Teachers should be provided with the guidance and support necessary to employ more student-initiated assessment tasks such as peer assessments and self-assessments. These enable students to recognize their strengths and weaknesses and identify areas in which they need to improve.

  B.   The district should consider establishing a district data team and school-based data teams, with representation by leaders and teachers.

  1.   Data teams can leverage the talents of staff members who are interested and committed to guiding colleagues' use of data to drive improvement.

2. Data teams should be responsible for developing and implementing protocols and practices for data use and can support coaches and teachers to use data effectively.

Recommended resources:

- ESE's *District Data Team Toolkit* (http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf) is a set of resources to help a district establish, grow, and maintain a culture of inquiry and data use through a District Data Team.

Benefits from implementing this recommendation will include more student-centered lessons in which students as well as teachers will have more accurate information about how well students have mastered knowledge, skills and understandings. Formative assessments will also help teachers to follow up with appropriate on-the-spot support or longer-term remediation that meets the learning needs of individual or groups of students. With professional training, a data team has the potential to invigorate a district's and each school's professional culture and ability to use data to benefit decision making for multiple purposes: curricular, instructional, assessment, support systems and practices and policy setting.

Human Resources and Professional Development

6. **The district should re-establish its professional development committee to determine, implement, and evaluate an annual Professional Development Plan. It should also find ways to increase the time and support provided to teachers for professional development.**

   A. The district should re-establish the professional development committee with the charge of annually planning, implementing, and evaluating the district's professional development.

      1. Re-establishing the professional development committee will provide a representative group of teachers and leaders to guide the district's professional development.

      2. In developing the annual professional development plan, the committee should use assessment data and other district and school-based information to determine the nature and content of professional development offerings.

      3. The committee can also ensure the alignment of professional development to priorities in each school improvement plan and the district improvement plan.

      4. The committee can also address the professional development needs that emerge from staff evaluations conducted under the new educator evaluation model.

      5. The committee can also assess the impact of professional development in order to guide future offerings.

      6. The committee should also consider the professional development needs of the district's leadership.

B. The district should provide regularly scheduled time for professional learning communities (PLCs) for teachers to engage in collaborative inquiry to improve practice.

1. The district should ensure that all teachers have one or more dedicated periods to work collaboratively in professional learning communities (PLCs).

2. With a sufficient number of K-8 coaching staff, coaches can support PLCs at least once a week, if not more.

3. The interdisciplinary PLC time that occurs every other day at the high school serves a useful and thoughtful purpose. However, subject teachers also need regular time to collaborate and explore how best to teach and assess new curriculum built on the UbD framework as well as other department topics.

Recommended resources:

- *The Massachusetts Standards for Professional Development* (http://www.doe.mass.edu/pd/standards.pdf) describe, identify, and characterize what high quality learning experiences should look like for educators.

- The *PLC Expansion Project* website (http://plcexpansionproject.weebly.com/) is designed to support schools and districts in their efforts to establish and sustain cultures that promote Professional Learning Communities.

- *PBS LearningMedia* (http://www.pbslearningmedia.org/) is a free digital media content library that provides relevant educational resources for PreK-12 teachers. The flexible platform includes high-quality content tied to national curriculum standards, as well as professional development courses.

- *Quick Reference Guide: Educator Evaluation & Professional Development* (http://www.doe.mass.edu/edeval/resources/QRG-ProfessionalDevelopment.pdf) describes how educator evaluation and professional development can be used as mutually reinforcing systems to improve educator practice and student outcomes.

- *The Relationship between High Quality Professional Development and Educator Evaluation* (http://www.youtube.com/watch?v=R-aDxtEDncg&list=PLTuqmiQ9ssqt9EmOcWkDEHPKBqRvurebm&index=1) is a video presentation that includes examples from real districts.

Benefits: By implementing this recommendation, the district will benefit from a dedicated and coordinated focus on professional development that can strengthen curriculum, instruction and assessment practices. Another benefit is finding ways to meet the professional growth and development needs of teachers and district and school leaders that meet goals defined in the new educator evaluation model. Finally, reinstituting an effective professional development committee and

strengthening embedded professional development can ensure that the district's professional development will also support its key goals and priorities.

Student Support

7. **The district should strengthen its system of instructional supports, providing all students, including those who are part of student subgroups, access to differentiated instruction and a tiered system of academic support.**

    A. The district should ensure that professional development, as well as instructional support and monitoring, emphasize teachers' use of effective differentiated instruction.

        1. Instructionals strategies that assess and address students' strengths and needs should be part of the district's shared instructional model (see recommendation above). The district should consider systematic ways to identify and support specific differentiation strategies.

            a. Instructional coaches or other leaders should track and share results of key formative assessments to guide improvement of differentiated instruction in classrooms.

    B. District and school leaders should assess the interventions that are available to support students who need additional support and use student performance data to determine whether additional interventions are necessary. The quality of existing interventions should also be assessed, with improvements made as needed, to ensure that all students receive the high quality, targeted supports necessary they need to succeed.

Benefits: By implementing this recommendation, the district will put into action, in a coherent and comprehensive manner, the information about differentiated instruction that staff across the district have received through professional development. It will set high expectations for the implementation of differentiated instruction districtwide. Finally, it will ensure that all students have access to an effective tiered system of instruction.

Financial and Asset Management

8. **The goals and priorities in the School Improvement Plans and the District Improvement Plan should be articulated in and drive the budget document.**

    A. To ensure that the School Improvement Plans and the District Improvement Plan provide direction and focus for the schools and district, the plan's goals and priorities should be included in the budget documents and presentations. Goals should guide the allocation of funds and the link should be identified in the budget narrative.

        1. As it allocates funds, the district should review the deployment of staff and staff time, currently and historically, and show that connection in the budget document.

Benefits to the district from implementing this recommendation include a clearer picture of the school's and the district's priorities and of the resources allocated for them, as well as alignment of district spending with goals and priorities.

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

Review Team Members

The review was conducted from December 9-12, 2013, by the following team of independent ESE consultants.

1. Richard Silverman, Ed. D., leadership and governance

2. Mary Eirich, curriculum and instruction

3. Linda L. Greyser, Ed. D., assessment and review team coordinator

4. William Contreras, Ed. D., human resources and professional development

5. Janet Smith, Ph. D., student support

6. David A. King, financial and asset management

District Review Activities

The following activities were conducted during the review:

The team conducted interviews with the following financial personnel: school business manager, town manager, town accountant, and town treasurer.

The team conducted interviews with the following members of the School Committee: chair, vice-chair, secretary, and two members.

The review team conducted interviews with the following representatives of the teachers' association: president, vice-president, treasurer, secretary, chair of PR and R committee, and six building representatives.

The team conducted interviews/focus groups with the following central office administrators: superintendent, assistant superintendent, director of student services, school business administrator, and IT director.

The team visited the following schools: Lillian M. Jacobs Elementary School (PK-5), Memorial Middle School (grades 6-8), and Hull High School (grades 9-12).

During school visits, the team conducted interviews with all 3 principals and focus groups with 23 elementary school teachers, 12 middle school teachers, and 17 high school teachers.

The team observed 44 classes in the district: 18 at the one high school,11 at the middle school, and 15 at the one elementary school.

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

o   Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.

o   Data on the district's staffing and finances.

o   Published educational reports on the district by ESE, the New England Association of Schools and Colleges (NEASC), and the former Office of Educational Quality and Accountability (EQA).

o   District documents such as district and school improvement plans, school committee policies, curriculum documents, summaries of student assessments, job descriptions, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports.

o   All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

Site Visit Schedule

Monday 12/09/2013	Tuesday 12/10/2013	Wednesday 12/14/2013	Thursday 12/15/2013
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; interview with teachers' association; interview with school committee members	Interviews with district staff and principals; interview with town personnel; interview with teachers' association; review of personnel files; teacher focus groups; parent focus group; high school student focus group and visits to Hull High School for classroom observations.	Interviews with district and school leaders and staff; visits to Jacobs Elementary School and Memorial Middle School for classroom observations.	Follow-up interviews; district review team meeting; visit to Hull High School for classroom observations; emerging themes meeting with district leaders and principals.

Appendix B: Enrollment, Performance, Expenditures

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

Student Group	District	Percent of Total	State	Percent of Total
African-American	12	1.1%	82990	8.7%
Asian	5	0.5%	58455	6.1%
Hispanic	16	1.5%	162647	17.0%
Native American	1	0.1%	2209	0.2%
White	1014	95.6%	620628	64.9%
Native Hawaiian	3	0.3%	1007	0.1%
Multi-Race, Non-Hispanic	10	0.9%	27803	2.9%
All Students	1061	100.0%	955739	100.0%

Note: As of October 1, 2013

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

Student Groups	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	175	36.5%	16.3%	164336	34.8%	17.0%
Low Income	392	81.8%	36.9%	365885	77.5%	38.3%
ELLs and Former ELLs	2	0.4%	0.2%	75947	16.1%	7.9%
All high needs students	479	100.0%	44.6%	472001	100.0%	48.8%

Notes: As of October 1, 2013. District and state numbers and percentages for students with disabilities and high needs students are calculated including students in out-of-district placements. Total district enrollment including students in out-of-district placement is 1,074; total state enrollment including students in out-of-district placement is 966,360.

Table B2a: Hull Public Schools
English Language Arts Performance, 2010-2013

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
3	CPI	70	85.4	92	86.5	93.2	83.3	7.8	6.7
	P+	70	66.0%	77.0%	67.0%	79.0%	57.0%	13.0%	12.0%
4	CPI	77	79.8	79	87.1	78.6	78.9	-1.2	-8.5
	P+	77	52.0%	47.0%	64.0%	56.0%	53.0%	4.0%	-8.0%
	SGP	69	27	55	47	35	49	8	-12
5	CPI	88	86.4	90.3	84.4	91.2	84.7	4.8	6.8
	P+	88	64.0%	79.0%	61.0%	74.0%	66.0%	10.0%	13.0%
	SGP	84	46.5	66	56.5	61	52	14.5	4.5
6	CPI	92	84.9	90.2	86.8	84.2	85.1	-0.7	-2.6
	P+	92	69.0%	79.0%	73.0%	64.0%	67.0%	-5.0%	-9.0%
	SGP	88	38	59.5	50	31	52	-7	-19
7	CPI	64	78.3	87.9	86.7	83.2	88.4	4.9	-3.5
	P+	64	50.0%	66.0%	70.0%	61.0%	72.0%	11.0%	-9.0%
	SGP	60	16	30	26	17	48	1	-9
8	CPI	85	91	90.6	90.9	88.5	90.1	-2.5	-2.4
	P+	85	79.0%	75.0%	80.0%	73.0%	78.0%	-6.0%	-7.0%
	SGP	77	44	45	43	44	50	0	1
10	CPI	88	92	98.4	98.4	96.9	96.9	4.9	-1.5
	P+	88	76.0%	95.0%	95.0%	92.0%	91.0%	16.0%	-3.0%
	SGP	68	42.5	58	47	62.5	57	20	15.5
All	CPI	564	85.6	89.7	88.6	88.2	86.8	2.6	-0.4
	P+	564	66.0%	74.0%	72.0%	72.0%	69.0%	6.0%	0.0%
	SGP	446	36	52	46	41	51	5	-5

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

Table B2b: Hull Public Schools
Mathematics Performance, 2010-2013

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
3	CPI	70	83.1	94.4	84.3	95.4	84.3	12.3	11.1
	P+	70	65.0%	83.0%	69.0%	84.0%	66.0%	19.0%	15.0%
4	CPI	79	76.7	70.9	82.9	80.4	80.2	3.7	-2.5
	P+	79	40.0%	30.0%	49.0%	58.0%	52.0%	18.0%	9.0%
	SGP	71	22	32.5	34	44	54	22	10
5	CPI	88	76.9	81.3	78.2	87.5	80.6	10.6	9.3
	P+	88	51.0%	58.0%	54.0%	69.0%	61.0%	18.0%	15.0%
	SGP	84	45	43	63	63.5	54	18.5	0.5
6	CPI	93	81	78.1	78	71	80.3	-10	-7
	P+	93	56.0%	53.0%	55.0%	39.0%	61.0%	-17.0%	-16.0%
	SGP	88	38	46	44	29.5	50	-8.5	-14.5
7	CPI	63	75	70.9	74.4	74.6	74.4	-0.4	0.2
	P+	63	52.0%	39.0%	43.0%	48.0%	52.0%	-4.0%	5.0%
	SGP	59	50	35	51	62	46	12	11
8	CPI	83	77	75.3	78.2	77.7	76	0.7	-0.5
	P+	83	54.0%	57.0%	53.0%	58.0%	55.0%	4.0%	5.0%
	SGP	77	42	57	53	62	50	20	9
10	CPI	87	90.3	93.9	94.2	87.9	90.2	-2.4	-6.3
	P+	87	76.0%	84.0%	86.0%	74.0%	80.0%	-2.0%	-12.0%
	SGP	70	66	65.5	36	60	51	-6	24
All	CPI	563	80.3	80.8	81.4	81.9	80.8	1.6	0.5
	P+	563	57.0%	58.0%	58.0%	61.0%	61.0%	4.0%	3.0%
	SGP	449	45	45.5	47	53	51	8	6

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

Table B2c: Hull Public Schools

Science and Technology/Engineering Performance, 2010-2013

Grade and Measure		Number Included (2013)	Spring MCAS Year					Gains and Declines	
			2010	2011	2012	2013	State 2013	4-Year Trend	2 Year Trend
5	CPI	88	85	80.7	77.7	81.3	78.5	-3.7	3.6
	P+	88	62.0%	49.0%	47.0%	51.0%	51.0%	-11.0%	4.0%
8	CPI	83	70.2	65.8	70.2	72.3	71	2.1	2.1
	P+	83	39.0%	28.0%	35.0%	43.0%	39.0%	4.0%	8.0%
10	CPI	72	89.9	95.3	91.9	92.4	88	2.5	0.5
	P+	72	80.0%	88.0%	77.0%	81.0%	71.0%	1.0%	4.0%
All	CPI	243	81.7	80.5	79.4	81.5	79	-0.2	2.1
	P+	243	60.0%	55.0%	52.0%	57.0%	53.0%	-3.0%	5.0%

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

Table B3a: Hull Public Schools
English Language Arts (All Grades)
Performance for Selected Subgroups Compared to State, 2010-2013

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	261	77	83.1	80.2	80.5	3.5	0.3
		P+	261	47.0%	58.0%	54.0%	58.0%	11.0%	4.0%
		SGP	201	34	47.5	46	37	3	-9
	State	CPI	237163	76.1	77	76.5	76.8	0.7	0.3
		P+	237163	45.0%	48.0%	48.0%	48.0%	3.0%	0.0%
		SGP	180087	45	46	46	47	2	1
Low Income	District	CPI	223	78.2	84	81.8	81.3	3.1	-0.5
		P+	223	51.0%	60.0%	58.0%	61.0%	10.0%	3.0%
		SGP	174	36	45.5	47.5	36.5	0.5	-11
	State	CPI	184999	76.5	77.1	76.7	77.2	0.7	0.5
		P+	184999	47.0%	49.0%	50.0%	50.0%	3.0%	0.0%
		SGP	141671	46	46	45	47	1	2
Students w/ disabilities	District	CPI	86	63	74.2	64.5	66	3	1.5
		P+	86	24.0%	39.0%	28.0%	30.0%	6.0%	2.0%
		SGP	62	25	55.5	38.5	27	2	-11.5
	State	CPI	88956	67.3	68.3	67.3	66.8	-0.5	-0.5
		P+	88956	28.0%	30.0%	31.0%	30.0%	2.0%	-1.0%
		SGP	64773	41	42	43	43	2	0
English language learners & Former ELLs	District	CPI	1	--	--	--	--	--	--
		P+	1	--	--	--	--	--	--
		SGP	1	--	--	--	--	--	--
	State	CPI	46676	66.1	66.2	66.2	67.4	1.3	1.2
		P+	46676	32.0%	33.0%	34.0%	35.0%	3.0%	1.0%
		SGP	31672	51	50	51	53	2	2
All students	District	CPI	564	85.6	89.7	88.6	88.2	2.6	-0.4
		P+	564	66.0%	74.0%	72.0%	72.0%	6.0%	0.0%
		SGP	446	36	52	46	41	5	-5
	State	CPI	496175	86.9	87.2	86.7	86.8	-0.1	0.1
		P+	496175	68.0%	69.0%	69.0%	69.0%	1.0%	0.0%
		SGP	395568	50	50	50	51	1	1

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

Table B3b: Hull Public Schools
Mathematics (All Grades)
Performance for Selected Subgroups Compared to State, 2010-2013

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	262	68.9	71.8	69	71.5	2.6	2.5
		P+	262	35.0%	43.0%	36.0%	43.0%	8.0%	7.0%
		SGP	204	37	39	46	42.5	5.5	-3.5
	State	CPI	237745	66.7	67.1	67	68.6	1.9	1.6
		P+	237745	36.0%	37.0%	37.0%	40.0%	4.0%	3.0%
		SGP	180866	46	46	46	46	0	0
Low Income	District	CPI	225	70.3	73.4	70.7	73.1	2.8	2.4
		P+	225	38.0%	46.0%	39.0%	47.0%	9.0%	8.0%
		SGP	177	40	41	45	43	3	-2
	State	CPI	185392	67.1	67.3	67.3	69	1.9	1.7
		P+	185392	37.0%	38.0%	38.0%	41.0%	4.0%	3.0%
		SGP	142354	47	46	45	46	-1	1
Students w/ disabilities	District	CPI	85	56.6	61.4	50.8	52.1	-4.5	1.3
		P+	85	16.0%	29.0%	11.0%	14.0%	-2.0%	3.0%
		SGP	63	34.5	37	44.5	37	2.5	-7.5
	State	CPI	89193	57.5	57.7	56.9	57.4	-0.1	0.5
		P+	89193	21.0%	22.0%	21.0%	22.0%	1.0%	1.0%
		SGP	65068	43	43	43	42	-1	-1
English language learners & Former ELLs	District	CPI	2	--	--	--	--	--	--
		P+	2	--	--	--	--	--	--
		SGP	2	--	--	--	--	--	--
	State	CPI	47046	61.5	62	61.6	63.9	2.4	2.3
		P+	47046	31.0%	32.0%	32.0%	35.0%	4.0%	3.0%
		SGP	31986	54	52	52	53	-1	1
All students	District	CPI	563	80.3	80.8	81.4	81.9	1.6	0.5
		P+	563	57.0%	58.0%	58.0%	61.0%	4.0%	3.0%
		SGP	449	45	45.5	47	53	8	6
	State	CPI	497090	79.9	79.9	79.9	80.8	0.9	0.9
		P+	497090	58.0%	58.0%	59.0%	61.0%	3.0%	2.0%
		SGP	396691	50	50	50	51	1	1

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

Table B3c: Hull Public Schools
Science and Technology/Engineering (All Grades)
Performance for Selected Subgroups Compared to State, 2010-2013

Group and Measure			Number Included (2013)	Spring MCAS Year				Gains and Declines	
				2010	2011	2012	2013	4 Year Trend	2-Year Trend
High Needs	District	CPI	117	72.4	75	65.5	76.7	4.3	11.2
		P+	117	42.0%	47.0%	27.0%	48.0%	6.0%	21.0%
	State	CPI	96902	64.3	63.8	65	66.4	2.1	1.4
		P+	96902	28.0%	28.0%	31.0%	31.0%	3.0%	0.0%
Low Income	District	CPI	102	73	74.2	68.1	76.5	3.5	8.4
		P+	102	42.0%	46.0%	31.0%	48.0%	6.0%	17.0%
	State	CPI	75485	63.6	62.8	64.5	66.1	2.5	1.6
		P+	75485	28.0%	28.0%	31.0%	32.0%	4.0%	1.0%
Students w/ disabilities	District	CPI	28	64.9	70.1	51.7	65.2	0.3	13.5
		P+	28	31.0%	39.0%	11.0%	29.0%	-2.0%	18.0%
	State	CPI	37049	59	59.2	58.7	59.8	0.8	1.1
		P+	37049	19.0%	20.0%	20.0%	20.0%	1.0%	0.0%
English language learners & Former ELLs	District	CPI	1	--	--	--	--	--	--
		P+	1	--	--	--	--	--	--
	State	CPI	16179	51.8	50.3	51.4	54	2.2	2.6
		P+	16179	16.0%	15.0%	17.0%	19.0%	3.0%	2.0%
All students	District	CPI	243	81.7	80.5	79.4	81.5	-0.2	2.1
		P+	243	60.0%	55.0%	52.0%	57.0%	-3.0%	5.0%
	State	CPI	209573	78.3	77.6	78.6	79	0.7	0.4
		P+	209573	52.0%	52.0%	54.0%	53.0%	1.0%	-1.0%

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

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

	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent	Percentage Points	Percent	
All students	2.2	3.1	2.9	1.5	-0.7	-31.8%	-1.4	-48.3%	2.2

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

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

Group	Number Included (2013)	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
		2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	49	81.1%	72.5%	81.8%	81.6%	0.5	0.6%	-0.2	-0.2%	74.7%
Low income	38	81.8%	74.2%	79.5%	78.9%	-2.9	-3.5%	-0.6	-0.8%	73.6%
Students w/ disabilities	17	84.6%	62.5%	77.8%	82.4%	-2.2	-2.6%	4.6	5.9%	67.8%
English language learners & Former ELLs	--	--	--	--	--	--	--	--	--	63.5%
All students	94	84.9%	85.3%	88.4%	90.4%	5.5	6.5%	2.0	2.3%	85.0%

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

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

Group	Number Included (2012)	School Year Ending				Change 2009-2012		Change 2011-2012		State (2012)
		2009	2010	2011	2012	Percentage Points	Percent Change	Percentage Points	Percent Change	
High needs	44	73.1%	83.8%	75.0%	81.8%	8.7	11.9%	6.8	9.1%	78.9%
Low income	39	74.4%	84.8%	77.4%	79.5%	5.1	6.9%	2.1	2.7%	77.5%
Students w/ disabilities	18	47.8%	84.6%	62.5%	77.8%	30.0	62.8%	15.3	24.5%	73.8%
English language learners & Former ELLs	--	--	--	--	--	--	--	--	--	68.5%
All students	86	84.5%	86.0%	86.3%	88.4%	3.9	4.6%	2.1	2.4%	87.5%

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

Table B6: Hull Public Schools
Attendance Rates, 2010-2013

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
All students	93.9%	94.3%	94.0%	93.7%	-0.2	-0.2%	-0.3	-0.3%	94.8%

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

Table B7: Hull Public Schools
Suspension Rates, 2010-2013

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
In-School Suspension Rate	10.3%	10.4%	3.0%	3.1%	-7.2	-69.9%	0.1	3.3%	2.2%
Out-of-School Suspension Rate	4.5%	3.9%	2.8%	2.9%	-1.6	-35.6%	0.1	3.6%	4.3%

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

Table B8: Hull Public Schools
Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2011–2013

	FY11		FY12		FY13	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools:						
By school committee	$12,500,000	$12,480,136	$12,800,000	$12,795,440	$13,049,658	$13,045,430
By municipality	$5,031,324	$4,871,481	$5,159,965	$4,960,440	$5,077,669	$4,896,762
Total from local appropriations	$17,531,324	$17,351,617	$17,959,965	$17,755,880	$18,127,327	$17,942,192
From revolving funds and grants	--	$1,879,822	--	$1,711,200	--	$1,626,683--
Total expenditures	--	$19,231,439	--	$19,467,080	--	$19,568,875
Chapter 70 aid to education program						
Chapter 70 state aid*	--	$3,591,192	--	$3,610,471	--	$3,654,871
Required local contribution	--	$9,798,290	--	$9,799,215	--	$9,900,725
Required net school spending**	--	$13,389,482	--	$13,409,686	--	$13,555,596
Actual net school spending	--	$14,885,510	--	$15,247,189	--	$15,495,816
Over/under required ($)	--	$1,496,028	--	$1,837,503	--	$1,940,220
Over/under required (%)	--	11.2%	--	13.7%	--	14.3%

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

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

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

Data retrieved December 4, 2013, and September 5, 2014

Table B9: Hull Public Schools
Expenditures Per In-District Pupil
Fiscal Years 2010-2013

Expenditure Category	2010	2011	2012	2013
Administration	$785	$629	$679	$827
Instructional leadership (district and school)	$893	$923	$1,090	$1,093
Teachers	$4,739	$5,430	$5,805	$6,236
Other teaching services	$472	$579	$721	$566
Professional development	$89	$116	$134	$55
Instructional materials, equipment and technology	$363	$289	$214	$394
Guidance, counseling and testing services	$320	$395	$452	$467
Pupil services	$1,037	$1,216	$1,377	$1,457
Operations and maintenance	$1,197	$1,354	$1,312	$1,439
Insurance, retirement and other fixed costs	$2,369	$2,344	$2,603	$2,649
Total expenditures per in-district pupil	$12,263	$13,275	$14,387	$15, 182

Sources: Per-pupil expenditure reports on ESE website

Note: Any discrepancy between expenditures and total is because of rounding.

Appendix C: Instructional Inventory[9]

Learning Environment	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
1. Tone of interactions between teacher and students and among students is positive and respectful.	ES	0%	13%	87%	#	0	6	35
	MS	0%	22%	78%	%	0%	15%	85%
	HS	0%	12%	88%	---	--	--	--
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	ES	0%	0%	100%	#	2	3	37
	MS	0%	22%	78%	%	5%	7%	88%
	HS	11%	6%	83%	---	--	--	--
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	ES	13%	0%	87%	#	7	6	27
	MS	44%	11%	44%	%	18%	15%	68%
	HS	6%	31%	63%	---	--	--	--
4. Classroom rituals and routines promote transitions with minimal loss of instructional time	ES	0%	7%	93%	#	8	3	29
	MS	56%	0%	44%	%	20%	8%	73%
	HS	18%	12%	71%	---	--	--	--
5. Multiple resources are available to meet all students' diverse learning needs.	ES	36%	29%	36%	#	13	14	13
	MS	20%	40%	40%	%	33%	35%	33%
	HS	38%	38%	25%	---	--	--	--

(Please see next page)

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[9] Not all items add up to 44, the number of observed classrooms, because some instructional inventory items were left blank.

Teaching	Grade Span	Evidence by Grade Span				Evidence Overall		
		None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
6. The teacher demonstrates knowledge of subject and content.	**ES**	0%	7%	93%	#	1	8	33
	MS	10%	40%	50%	%	2%	19%	79%
	HS	0%	17%	83%	---	--	--	--
7. The teacher plans and implements a lesson that reflects rigor and high expectations.	**ES**	17%	42%	42%	#	7	17	13
	MS	0%	75%	25%	%	19%	46%	35%
	HS	29%	35%	35%	---	--	--	--
8. The teacher communicates clear learning objective(s) aligned to 2011 Massachusetts Curriculum Frameworks. SEI/language objective(s) are included when applicable.	**ES**	23%	15%	62%	#	13	7	19
	MS	56%	22%	22%	%	33%	18%	49%
	HS	29%	18%	53%	---	--	--	--
9. The teacher uses appropriate instructional strategies well matched to learning objective(s) and content.	**ES**	8%	15%	77%	#	9	13	17
	MS	56%	11%	33%	%	23%	33%	44%
	HS	18%	59%	24%	---	--	--	--
10. The teacher uses appropriate modifications for English language learners and students with disabilities such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	**ES**	57%	7%	36%	#	28	4	8
	MS	89%	11%	0%	%	70%	10%	20%
	HS	71%	12%	18%	---	--	--	--
11. The teacher provides multiple opportunities for students to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of knowledge or concepts (Bloom's Taxonomy).	**ES**	29%	7%	64%	#	17	5	19
	MS	80%	10%	10%	%	41%	12%	46%
	HS	29%	18%	53%	---	--	--	--

Teaching (continued)	Grade Span	Evidence by Grade Span				Evidence Overall		
		None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
12. The teacher uses questioning techniques that require thoughtful responses that demonstrate understanding.	ES	21%	21%	57%	#	17	12	12
	MS	60%	30%	10%	%	41%	29%	29%
	HS	47%	35%	18%	---	--	--	--
13. The teacher implements teaching strategies that promote a learning environment where students can take risks---for instance, where they can make predictions, make judgments and investigate.	ES	14%	14%	71%	#	17	5	20
	MS	70%	10%	20%	%	40%	12%	48%
	HS	44%	11%	44%	---	--	--	--
14. The teacher paces the lesson to match content and meet students' learning needs.	ES	14%	21%	64%	#	15	9	17
	MS	78%	0%	22%	%	37%	22%	41%
	HS	33%	33%	33%	---	--	--	--
15. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	ES	15%	31%	54%	#	15	12	13
	MS	78%	22%	0%	%	38%	30%	33%
	HS	33%	33%	33%	---	--	--	--
16. The teacher makes use of available technology to support instruction and enhance learning.	ES	62%	15%	23%	#	25	6	8
	MS	75%	0%	25%	%	64%	15%	21%
	HS	61%	22%	17%	---	--	--	--

Learning	Grade Span	Evidence by Grade Span				Evidence Overall		
		None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
17. Students are engaged in challenging academic tasks.	ES	14%	21%	64%	#	10	12	17
	MS	63%	13%	25%	%	26%	31%	44%
	HS	18%	47%	35%	---	--	--	--
18. Students articulate their thinking orally or in writing.	ES	29%	14%	57%	#	15	6	18
	MS	56%	11%	33%	%	38%	15%	46%
	HS	38%	19%	44%	---	--	--	--
19. Students inquire, explore, apply, analyze, synthesize and/or evaluate knowledge or concepts (Bloom's Taxonomy).	ES	8%	23%	69%	#	17	9	14
	MS	78%	22%	0%	%	43%	23%	35%
	HS	50%	22%	28%	---	--	--	--
20. Students elaborate about content and ideas when responding to questions.	ES	54%	8%	38%	#	26	2	11
	MS	89%	11%	0%	%	67%	5%	28%
	HS	65%	0%	35%	---	--	--	--
21. Students make connections to prior knowledge, or real world experiences, or can apply knowledge and understanding to other subjects.	ES	31%	8%	62%	#	15	8	15
	MS	56%	33%	11%	%	39%	21%	39%
	HS	38%	25%	38%	---	--	--	--
22. Students use technology as a tool for learning and/or understanding.	ES	86%	0%	14%	#	34	1	7
	MS	70%	10%	20%	%	81%	2%	17%
	HS	83%	0%	17%	---	--	--	--
23. Students assume responsibility for their own learning whether individually, in pairs, or in groups.	ES	14%	21%	64%	#	17	3	16
	MS	75%	0%	25%	%	47%	8%	44%
	HS	64%	0%	36%	---	--	--	--
24. Student work demonstrates high quality and can serve as exemplars.	ES	50%	8%	42%	#	24	4	8
	MS	86%	0%	14%	%	67%	11%	22%
	HS	71%	18%	12%	---	--	--	--