District Review Report

Weymouth Public Schools

Review conducted January 27-30, 2014

Center for District and School Accountability

Massachusetts Department of Elementary and Secondary Education

Organization of this Report

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Weymouth 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 Weymouth Public School District was conducted from January 27–30, 2014. The site visit included 37 hours of interviews and focus groups with approximately 70 stakeholders, including school committee members, district administrators, school staff, teachers' association representatives, and students. The review team conducted 2 focus groups with 10 middle school teachers and 4 high school teachers. No elementary teachers participated in the focus group that was offered by the review team.

A list of review team members, information about review activities, and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, student performance, and expenditures. The team observed classroom instructional practice in 61 classrooms in 10 schools. The team collected data using an instructional inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

District Profile

Weymouth has a mayor-council form of government and the chair of the school committee is elected annually. There are seven members of the school committee and they meet two times per month.

The current superintendent has been in the position since August 1, 2012. The district leadership team includes the superintendent, two assistant superintendents (one for curriculum, instruction and assessment; the other for personnel and administration), an administrator of special education, directors of maintenance, director of technology, a coordinator of health services, and an interim business manager. Central office positions have been mostly stable in number over the past three years. The district has 12 principals leading 12 schools. There are other school-based administrators including an associate principal, four deans, director of career technology education, athletic director at the high school, five housemasters at the middle school level and an assistant principal at Seach Primary School. There were 432.9 teachers in the district in 2013-2014.

In the 2013-2014 school year, 6,843 students were enrolled in the district's 12 schools:

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

School Name	School Type	Grades Served	Enrollment
Johnson Early Childhood Center	Early Elementary	PK	228
Academy Avenue	Elementary	K-4	337
Frederick C. Murphy	Elementary	K-4	298
Thomas V. Nash	Elementary	K-4	245
Lawrence W. Pingree	Elementary	K-4	263
William Seach	Elementary	K-4	375
Ralph Talbot	Elementary	K-4	307
Thomas W. Hamilton	Elementary	K-4	378
Wessagusset	Elementary	K-4	353
Abigail Adams Middle School	Elementary	5-6	970
Maria Weston Chapman Middle School	Middle	7-8	1,014
Weymouth High School	High School	9-12	2,053
Totals	**12 schools**	**PK-12**	**6,843**

*As of October 1, 2013

The Adams and Chapman middle schools served grades 5-8 through the 2009-2010 school year; in 2010-2011 Adams began serving grades 5 and 6 and Chapman, grades 7 and 8.

Between 2009 and 2013 overall student enrollment increased by 0.5 percent. 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 6 percent lower than the median in-district per pupil expenditures for 31 municipal districts of similar size (5,000-7,999 students) in fiscal year 2013: $11,742 as compared with $12,551. (see District Analysis and Review Tool Detail: Staffing & Finance). Actual net school spending between fiscal year 2010 and fiscal year 2013 has been between 0.9 percent and 2.8 percent below what is required by the Chapter 70 state education aid program, as shown in Table B8 in Appendix B.

Student Performance[1]

Weymouth is a Level 3 district because its lowest performing school is a Level 3 school.

- The cumulative Progress and Performance Index (PPI) for the district was 43 for all students and 45 for high needs students, with the target being 75.
- Chapman Middle is in Level 3 because it is in the 16th percentile of middle schools with a cumulative PPI of 26 for all students and 31 for high needs students.
    - Students with disabilities at Chapman Middle are among the lowest performing 20 percent of subgroups[2] in the state.
    - Students with disabilities and multi-race non-Hispanic/Latino students have low MCAS participation.
- Of Weymouth's 11 schools with reportable data, 3 are Level 1 schools having a cumulative PPI of 75 or above for all students and high needs students.
    - Academy Avenue was in the 87th percentile of elementary schools.
    - William Seach was in the 42nd percentile of elementary schools.
    - Wessagusset was in the 54th percentile of elementary schools.
- Of Weymouth's 11 schools with reportable data, 7 are in Level 2 for having a cumulative PPI below the 75 target for all students and high needs students.
    - Five elementary schools (K-4) are in Level 2: Murphy at the 45th percentile, Nash at the 68th percentile, Pingree at the 44th percentile, Talbot at the 66th percentile, and Hamilton at the 37th percentile of elementary schools.

[1] See also student performance tables in Appendix B.

[2] For a subgroup, racial groups and groups that constitute high needs students, to be low performing, it must meet two criteria: (1) the subgroup must place in the lowest performing 20 percent of like subgroups within the school type category statewide, and (2) the subgroup must place in the lowest performing 20 percent of all subgroups statewide within the same school type.

- Abigail Adams Middle (5-6) was in the 30th percentile of elementary schools.[3]
- Weymouth High was in the 35th percentile of high schools.

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

- ELA CPI was 86.5 in 2013, below the district's target of 90.0.
- Math CPI was 77.4 in 2013, below the district's target of 81.5.
- Science CPI was 76.3 in 2013, below the district's target of 83.3.

ELA proficiency rates were lower in 2013 than in 2010 for the district as a whole and for every grade except the 10th grade.

- The percentage of students scoring proficient or advanced in English was 71 percent in 2010 and 67 percent in 2013, below the state proficiency rate of 69 percent. ELA median Student Growth Percentile (SGP) was low at 39.
- ELA proficiency in the district was lower than the state rate by 4 to 6 percentage points in the 5th, 6th, and 8th grades and by 12 percentage points in the 7th grade.
    - ELA proficiency rates were lower in 2013 than in 2010 by 3 to 6 percentage points in the 4th, 6th, and 8th grades, and by 7 to 8 percentage points in the the 3rd, 5th, and 7th grades.
- In the 10th grade ELA proficiency was 92 percent in 2013, 13 percentage points higher than the 2010 rate of 79 percent, and above the 2013 state rate of 91 percent.

Math proficiency rates in 2013 were below the state rate for the district as a whole and in grades 5 through 10 grades 6 through 10, with the largest difference between the district and the state in the 7th and 8th grades.

- The percentage of students scoring proficient or advanced was 58 percent in 2010 and 55 percent in 2013, below the state proficiency rate in 2013 of 61 percent. Math median Student Growth Percentile (SGP) was low at 38.
- Math proficiency in the district was lower than the state rate by 2 to 5 percentage points in the 5th, 6th, and 10th grades and by 19 and 22 percentage points in the 7th and 8th grades, respectively.
    - Math proficiency rates were lower in 2013 than 2010 by 1 to 2 percentage points in the 6th and 10 grades and by 10 and 13 percentage points in the 7th and 8th grades, respectively.

[3] Abigail Adams Middle School served grades 5-8 through the 2009-2010 school year.

- Math proficiency rates were above the state rate in 2013 by 6 and 7 percentage points in the 3rd and 4th grades, respectively.
    - Math proficiency was higher in 2013 than 2010 in only the 5th grade by 7 percentage points.

Science proficiency rates in 2013 were below the state rates for the district as a whole and for the 5th and 8th grades and lower than the district's 2010 rates.

- The percentage of students scoring proficient or higher was 48 percent in 2013, 10 percentage points lower than the 2010 rate of 58 percent, and below the 2013 state rate of 53 percent.
    - 5th grade science proficiency was 46 percent in 2013, 14 percentage points lower than the 2010 rate of 60 percent, and below the 2013 state rate of 51 percent.
    - 8th grade science proficiency was 25 percent in 2013, 14 percentage points lower than the 2010 rate of 39 percent, and below the 2013 state rate of 39 percent.
    - 10th grade science proficiency was 77 percent in 2010 and 76 in 2013, above the state rate of 71 percent.

Chapman Middle, the district's only Level 3 school, is in the 16th percentile of middle schools. ELA, math, and science proficiency rates for all students were lower in 2013 than in 2010 and its students with disabilities consistently performed below the state rates in ELA, math, and science.

- ELA proficiency for all students was 67 percent in 2013, 6 percentage points lower than the 2010 rate of 73 percent.
    - ELA proficiency for students with disabilities was 21 percent in 2013.
- Math proficiency for all students was 34 percent in 2013, 16 percentage points lower than the 2010 rate of 50 percent.
    - Math proficiency for students with disabilities was 4 percent in 2013.
- Science proficiency for all students was 26 percent in 2013, 23 percentage points lower than the 2010 rate of 49 percent.
    - Science proficiency for students with disabilities was 4 percent in 2013.

Weymouth met the 2014 four year cohort graduation rate target of 80.0 percent and five year cohort graduation rate target of 85.0 percent.[4]

[4] 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.

- The four year cohort graduation rate steadily improved from 81.5 percent in 2010 to 85.0 percent in 2013, equal to the state rate of 85.0 percent.
- The five year cohort graduation rate steadily improved from 82.0 percent in 2009 to 89.9 percent in 2013, above the state rate of 87.5 percent.
- The annual dropout rate for Weymouth was 2.9 percent in 2010 and 1.9 percent in 2013 and was below the statewide rate of 2.5 percent.

Weymouth Public Schools District Review Findings

Strengths

Leadership & Governance

1. **Under the leadership of the current superintendent, the district has created a stable atmosphere and developed aligned plans to improve instruction and increase student achievement. This follows a period of instability and uncertainty within the district because of the sudden death of the superintendent in April 2011 and the employment of two interim superintendents through July 2012.**

   A. The current superintendent was selected, in part, because of his focus on teaching and learning as well as the desire of the school committee to bring stability to the district.

      1. In conducting the search for a new superintendent and in making its selection, school committee members recognized the need for stability within the district and expressed the hope that "he will stay long enough to get us on a real good track and move forward."

      2. A school committee member reported that the SIPs now match up with what the district is doing, noting "Now they are really a living document."

      3. One administrator said that before the present administration there was a perception of things being "sporadic or not sustained," adding "Now [we] have an idea that things have been thought out systematically and will be sustained."

      4. A central office administrator asserted that in the past few years the district has developed "a culture of sharing expectations, transparency, interest, accountability, and collaboration."

      5. One principal described the district as now being unified, speaking the same language, having the same goals, and engaged in vertical articulation. He stated that there was a "shared effort across the district—almost like a corporate culture—a shared vision."

   B. The current superintendent combined the traditional "entry plan" associated with an incoming superintendent with a "learning plan," which placed an initial emphasis on his meeting individually and in focus groups with a broad array of stakeholders. This first phase of the planning effort, entitled "Listening, Learning and Observing," was essentially a fact finding mission by the new superintendent during his initial five months in office.

      1. On January 10, 2013, the superintendent presented his preliminary findings and plan for strategy development to the school committee and the stakeholders with a focus on improving the instructional core "through changes in the relationship of teachers and students in the presence of content."

a. The initial action steps in the findings included both instructional rounds and vertical articulation teams.

C. Consistent with the findings and action steps outlined in the entry plan, the district developed an Accelerated Improvement Plan, a Vision Statement with a theory of action, strategic levers, and district goals, and a school improvement plan at each school.

1. Among the priorities identified in the Weymouth Accelerated Improvement Plan for 2013-2016 is the use of "multiple sources of data" to "implement [an] aligned system of curriculum, accountability and inquiry."

    a. The superintendent told the team that he intends to propose a new position called a "manager of data strategy" at the district level to manage student data both centrally and at each school.

2. The school improvement planning model at the elementary school level identifies the following "resource possibilities":

    a. instructional coaches in math and literacy

    b. science specialists

    c. technology integration specialists

D. The budget development process mirrors the content of each School Improvement Plan (SIP) and is the foundation for the success of each SIP.

1. The development of each SIP was shifted from the spring to the fall to coordinate with the budget planning process; one administrator noted that the principals present to the school committee "what we need from them to make it [the SIPs] happen."

2. The superintendent told the review team that he is considering a possible reorganization of the central office and has included in his identified needs a request for two curriculum leadership positions to provide district content leadership from grades 7 to 12.

3. The superintendent's "needs list" budget for fiscal year 2015 for the elementary level requests the following:

    a. Four literacy instructional coaches

    b. Four math instructional coaches

    c. Three science specialists

    d. One tech integration specialist

Impact: Administrative stability at the central office has been restored, and it reflects the superintendent's emphasis on careful, integrated planning throughout the district. These developments have resulted in a vision shared throughout the district, and they provide a foundation for improved instruction and achievement.

Curriculum and Instruction

2. In observed classrooms districtwide the learning environment reflects a positive and respectful tone.

A. Districtwide the tone of interactions between teachers and students is positive and respectful.

1. In 93 percent of observed classrooms districtwide there was clear and consistent evidence of a respectful learning environment.

    a. The review team characterized students in observed classrooms as being "well-behaved and respectful" and used terms such as "warm and welcoming" to describe the learning environment. At the elementary level, for example, students in a grade 2 reading class nuzzled their favorite stuffed animals as they read their books.

    b. The review team described interactions between teachers and students as "very positive; good atmosphere for learning" and noted that teachers created a "supportive learning environment."

B. Across the district, standards of behavior were clearly and consistently established and communicated to students.

1. In 82 percent of observed classrooms districtwide, behavioral standards were communicated to students, thus limiting disruptions that might interfere with learning.

    a. In elementary classrooms expectations for student behavior were posted and visible. The review team saw rules such as the following posted in observed classrooms: Listen; Be responsible; Be respectful; Walk quietly; and Raise hands.

        i. Expectations for behavior during group exercises were written on the board in one elementary classroom: "Use quiet voices; Share; Talk, but don't argue; Don't let others do all of the work; Move quietly; Be polite to one another."

    b. "Roar With Weymouth Pride" posters were visible at the Adams and Chapman Schools, reminding students to enter rooms in a respectful manner, to sit in assigned seats, to be prepared, to listen to read and follow directions, and to be kind. Posters in hallways reminded students to walk quietly and to stay to the right.

c. At the high school, class expectations were listed on posters: "Respect each other; Come prepared; Stay on task; Be an active learner." "No cell phone" signs were typically posted in classrooms. The review team described high school students as "well-behaved" and classrooms as "well-managed" with few disruptions to learning.

Impact: With the establishment of safe, positive, and respectful learning environments, the district has met an essential condition for learning. The groundwork has been laid to further develop teaching strategies and enhance learning opportunities for students.

3. The district is focusing on the improvement of the instructional core through professional learning and collaboration among teachers.

A. The district is addressing the vertical and horizontal alignment of the curriculum with the goal of providing more consistency across the district as well as alignment to the state frameworks.

1. In the spring of 2012, the district provided two days of professional development "to deconstruct" the new state curriculum frameworks for math and ELA teachers.

2. Interviews indicated and district documents confirmed that in the fall of 2012 the district established vertical articulation teams (VATs) for ELA, math, science, social studies, and college and career readinessto provide more consistency in curriculum alignment across the district.

   a. Teams consist of teachers from all schools and grades across the district, PK-12. Interviews and district documents confirmed that VATs meet four times a year with substitutes provided for teachers for the half-day meetings. There are approximately 25 teachers on each team.

   b. VATs are now doing a gap analysis of the current curriculum and aligning it with the Common Core.

      i. Interviewees reported that the VATs are contributing to conversations between and across levels. For example, conversations between middle and high school math teachers are "reducing gaps" and creating more cohesiveness between levels.

   c. At the time of the onsite visit, completion of vertically and horizontally aligned, completion of vertically and horizontally aligned curriculum documents with model curriculum units was scheduled for June 2014.

      i. The Southeast District and School Assistance Center (DSAC) provided professional development for teachers to develop model curriculum units.

3. Interviewees reported that grade-level training began in September 2013. Teachers meet in 2 ½ hour sessions for professional development.

a. Presenters at the November 2013 trainings included: the DSAC; the Hanson Initiative for Language and Literacy (HILL); and Pearson for enVisions math.

i. The district contracted with HILL in 2013 to provide support for alignment with the Common Core and for the implementation of the new reading program (*Reading Street*) K-6; HILL also supports the implementation of WIDA and Retell initiatives.

B. The district is implementing instructional rounds with the goal of developing a districtwide definition of "rigorous practices and a common understanding of research-based teaching and learning strategies that will improve student outcomes."

1. Instructional rounds are conducted during administrative leadership team meetings on a monthly basis at a different school in the district. Each instructional rounds visit includes teachers from the host school.

a. Administrators received training led by the superintendent on how to conduct instructional rounds, use research-based materials for guidance, and follow a protocol, which includes defining "a problem of practice," setting a goal, and conducting rounds to gather objective evidence followed by a debriefing.

b. A goal for instructional rounds at one elementary school was to collect evidence to determine "how well instructional improvements were being implemented school-wide and how the implementation is impacting student learning."

c. At the time of the onsite visit, the administrative leadership team had conducted instructional rounds in every school in the district. Plans were underway to include teacher-led instructional rounds during the late spring of 2014.

C. Professional learning communities (PLCs) are being implemented across the district's schools.

1. In establishing PLCs, the district's intention is to provide teachers and administrators with opportunities for collaboration to improve educator practice. Interviewees reported that there are now PLCs at most grade levels, with the exception of grades 7 and 8 and grades 11 and 12.

a. During the summer of 2013, teachers received training at the Center for Collaborative Education PLC Institute on how to establish norms and relationships in PLCs.

b. Interviewees stated that principals worked to fit meeting times into the schedule and that schools are at various stages in implementation. Some schools are posting the work of PLCs.

c. Interviewees reported that those involved are working on sustainability.

d. Interviewees reported that PLCs are focusing on implementing the Common Core.

Impact: The district has laid a solid foundation for school improvement by providing opportunities for teachers to collaborate in grade level professional development, in vertical articulation teams, and in professional learning communities.

Assessment

4. The district has invested resources in a wide range of assessment programs in an effort to diagnose student needs and promote learning.

A. The district uses several programs to assess and document learning in reading and ELA districtwide.

1. At the elementary level the Dynamic Indicator of Basic Early Learning Skills (DIBELS) is administered K-4. DIBELS measures five essential skill areas of early literacy.
    a. Some students are monitored in grade 5 as well if previous assessments or classroom results indicate the need.
2. ELA and reading skills are assessed in grades 2–8 using the Scholastic Reading Inventory (SRI). SRI is an assessment of reading level skills for diagnostic screening, instructional placement, and benchmarking progress.
    a. SRI was chosen because administrators believe that it is an accurate measure of comprehension in middle-school aged children.
3. I-Ready is used in grades 3 to 6. It is an online diagnostic tool designed to pinpoint students' weaknesses in reading and mathematics.
4. Students K-6 are also assessed in both ELA and math using the Pearson program Success-Net. Success-Net allows teachers to manage class information, perform benchmark assessments, and communicate better with parents.
5. Teachers K-4 are working with the Hanson Initiative for Language and Literacy (HILL). This program began as a data training activity for teachers K-6. In 2013-2014, the second year of the program, the initiative featured training for elementary school teachers in the use of student assessment data to improve instruction. HILL consultants work with teachers monthly.

B. At the secondary level, additional assessment programs are in place.

1. At the high school, in grades 9–11 the Diagnostic Online Reading Assessment (DORA) provides assessments of student reading skill across 8 reading measures and suggests specific instructional pathways for students requiring remediation.

2. In grades 9-12 the Diagnostic Online Math Assessment (DOMA) is given three times per year to assess pre-algebra or algebra readiness skills.

3. The high school uses rubrics schoolwide to ensure consistent assessment in grades and programs

4. The high school also uses a capstone project as a form of assessment. Students have two years of personal faculty support during which they create and present a project related to one of the academies they belong to.

C. The district funds 10th grade students' participation in the Preparatory Scholastic Aptitude Test (PSAT) to provide them with experience and information before they take the Scholastic Aptitude Tests (SAT) in grades 11 and 12.

Impact: This array of assessments indicates that the district has the tools to measure student progress. The district's allocation of resources to a wide range of assessment programs underscores its understanding of the centrality of a strong assessment program in improving student achievement.

Human Resources and Professional Development

5. The district is providing a fresh emphasis on professional development.

A. The district has created a district-wide Professional Development Committee and has added an additional day of professional development for the next school year.

1. The district has been working with the DSAC in the implementation of the professional development committee.

2. In addition, a joint labor management Time committee is working to determine the best use of the additional professional development day.

B. The district has developed a new principal introduction network to help train and mentor new principals.

1. Nine principals have left the district since 2009 due to retirement or promotion. The current superintendent has hired five of the new principals. Leadership staff commented that the new principal induction network has provided cohesiveness and a focused vision for the district among its leaders.

2. The district has provided consultants for the new principals.

C. The district is using resources from outside the district to improve its professional development.

1. Approximately 50 percent of PK-12 teachers have received Universal Design by Learning training (UDL). At the time of the review, all teachers PK-12 in the district were scheduled to participate in foundational training in UDL in March 2014.

2. The district has been working with the Center for Applied Special Technologies (CAST) to improve the use of current technologies in the buildings.

3. Hanson Initiative for Language and Literacy is training elementary teachers to use assessment data in planning their instruction.

D. The district is is using data to balance its professional development needs and the professional development desires of its staff.

1. Schools survey teachers about their professional development needs.

Impact: An awareness of the staff's need for support in its efforts to improve student achievement has led to a renewed emphasis on professional development. A Professional Development Committee will take the lead in focusing on staff needs. Also, new principals will be the immediate beneficiaries as they receive support from their consultants. And the district is enhancing its professional development by accessing rich opportunities from outside the district.

Student Support

6. The district created the Parent University to engage with parents by increasing their understanding of adolescent issues and by offering parents opportunities to develop their own skills.

A. In 2012-2013 the district invited parents to attend the Parent University, a one-day series of workshops designed to help them improve communication with their children and their children's schools. At the time of the site visit, another day of workshops was planned for March 2014, with proposed sessions on bullying, life as a middle-schooler, MCAS prep readiness, tweeting, and building self-esteem.

1. Parent and family engagement is a lever of change specified in the new Weymouth Accelerated Improvement Plan.

   a. The district wants to encourage parent participation at all school levels and the Parent University is seen as a way to reach out.

   b. An administrator in a focus group reported that through the Parent University the district was seeking to support a cultural shift by encouraging parents to think about college and career readiness from a better informed perspective.

2. The Parent University supports school committee policy KA, which states: "in order to maintain productive relationships with the community, the District is committed to sustaining effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in district programs, and create community advocacy for its public schools."

B. Over 98 percent of the parents who attended Parent University and responded to a feedback survey reported that it was somewhat valuable, very valuable, or extremely valuable.

Impact: The district understands the role parents play in establishing expectations and providing guidelines for their children. Involving parents in understanding and supporting their children as well as providing the parents with skills for their own enrichment strengthens the bond between parents and the schools.

Financial and Asset Management

7. The district business office has a good working relationship with the town finance office.

A. The payroll clerk is a town employee but works in the school business office and coordinates well with the other school business office employees.

B. When goods are received, the receiving slips and invoices go directly to the town accountant for preparing an accounts payable warrant for processing payment.

C. The school department is on the same MUNIS financial software that the town uses, so all payments flow automatically into the town accountant's general ledger.

D. To control the rate of increases in benefits costs, the district and the town, a few years ago, joined the Massachusetts Group Insurance Commission (GIC) to enter all Weymouth employees, school and town, into a larger coverage pool.

E. There exists a "Letter of Agreement between the Town of Weymouth and the Weymouth School Committee" regarding the allocation of municipal expenses related to School operating costs, signed by representatives of both parties in September 2013.

Impact: Personnel, practices, and resources that enable smooth working relationships between the town and the district lay the groundwork for productivity.

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.

Curriculum and Instruction

The team observed 61 classes throughout the district: 12 at the high school, 12 at the middle school, and 37 at 9 of the 10 elementary schools in the district. The team observed 37 ELA classes, 21 mathematics classes, and 3 classes in other subject areas. 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.

8. **In observed classes, instructional practices that ensure appropriate modifications to match the developmental and learning needs of the district's English language learners and students with disabilities were not consistently implemented.**

    A. Although students with disabilities make up 17 percent of the district's 2013-2014 enrollment and the district's ELL population has been trending upward since 2009, observations of modifications for English language learners and students with disabilities were not consistent in classrooms districtwide.

        1. The review team observed clear and consistent evidence of the use of appropriate modifications for English language learners (ELLs) and students with disabilities in 14 percent of elementary classrooms, in 0 percent of middle school classrooms, and in 17 percent of high school classrooms.

Impact: Current English language learners (ELLs), former limited English proficient students (FLEPs), and students with disabilities often require classroom modifications to ensure full access to the curriculum. Without consistent, appropriate, and robust instructional modifications to meet the specific language and learning needs of ELLs, FLEPs and students with disabilities, it is difficult for these students to achieve at high levels.

9. **In observed classrooms, the use of technology to support and enhance instruction was limited. Students did not have frequent opportunities to access technology as a tool for their own learning.**

    A. While in most observed classrooms technology was available, its use was limited.

        1. The review team observed clear and consistent evidence of the teacher making use of technology to support instruction and enhance learning in 30 percent of elementary classrooms, in 25 percent of middle school classrooms, and in 8 percent of high school classrooms. Although classrooms were equipped with LCD projectors and interactive

whiteboards, the equipment was more typically used to project warm-ups, worksheets, graphs or pages from textbooks or for direct instruction by the teacher.

a. There were exceptions. For example, in a grade 3 math class, the teacher used a document camera to project exemplars of student work.

B. Few students were observed using technology to enhance their learning and understanding. With the exception of the teacher's computer, the review team saw limited technology available for student use in most classrooms.

1. The review team observed the clear and consistent use of technology by students in 14 percent of elementary classrooms. An example of students using technology to enhance their learning and understanding was observed in a grade 4 math class where students used Netbooks to work on Fast-Math exercises.

2. In 100 percent of observed classes at the middle level, the team saw no evidence of students having an opportunity to use technology. If technology was used in classrooms, it was used by the teacher.

3. In 75 percent of observed classes at the high school level, students did not interact with technology in the classroom. Student use of technology was limited to using calculators and observing content displayed by an LCD projector.

Impact: Technology used appropriately expands students' opportunities to learn. When technology is not used consistently to support and enhance classroom instruction, students are not benefiting from a critical 21st century tool that will be required for future success both at school and in the workplace.

10. The district has not completed a district-developed, documented and cohesive set of curriculum materials including pacing guides and curriculum maps K-8 in core content areas. In grades 7 and 8, ELA and math are not aligned to the 2011 curriculum frameworks. In addition there are no content specialists to lead teachers in the alignment, development, and implementation of curriculum.

A. There is no written curriculum K-8 in core content areas that has been developed by the district, though core programs in ELA and Math provide pacing guides.

1. With the exception of the two new core programs in ELA and math, which district leaders credit with bringing cohesion K-6, teachers, school leaders, and district leaders confirmed that "there is no written curriculum K-8." However, the district recognizes the need to develop curriculum documents and to that end has developed an accelerated plan to address curriculum deficiencies. This district has mapped the core program to the state curriculum frameworks on the district's Instructional Management System.

a. Interviewees told the team that while the district WIDA training for the staff began during the 2012-2013 school year, the standards "have not been integrated into the

curriculum." When asked how the district is ensuring that WIDA standards are used, interviewees said that "the district is not there yet."

B. A review of district documents and interviews showed that math and ELA in grades 7 and 8 were not aligned to the 2011 curriculum frameworks. District leaders told the team that the district was "in the process of aligning grades 7 and 8" with a completion date set "for the end of this year."

1. In grades 7 and 8, ELA curriculum materials are insufficient to support rigor; in math multiple programs are used at the same grade level.

    a. There is limited updated documentation for the taught curriculum in grades 7 and 8. Documents reviewed by the teams consisted of a grammar pacing guide for grades 7-8 (2013); an open response rubric; a summer reading rubric; a grade 7 math pacing guide; a list of topics for grade 7 science, and writing rubrics for grades 7 and 8.

    b. Interviewees told the team that the English curriculum used in grades 7 and 8 dates to the early 1990s, but teachers are "trying to relate to the Common Core." When asked about the implementation of the Common Core, interviewees stated that the "Common Core was being implemented" and is "discussed in professional development and at faculty meetings."

        i. Interviewees described ELA in grades 7 and 8 as "lacking rigor" because of a shortage of materials. Interviewees said that it had been "11 or 12 years since ELA books were purchased."

        ii. In interviews, school and district leaders acknowledged the need to bring more rigor in ELA in grades 7 and 8 by introducing novels with higher lexile levels into the curriculum. The district has requested funding to support this proposal in a supplemental appropriation.

    c. Interviewees told the team that in September 2013 an inventory of math text books in grades 7 and 8 showed that five different math programs were in use. They stated there were not enough books for any one program to have a common math program.

        i. In interviews, the team learned that the district has requested new math textbooks for grades 7 and 8 in a supplemental budget proposal.

C. Districtwide there is an absence of content leadership at all levels. In interviews, teachers, school leaders, and district leaders told the team that there are no content experts in the core subjects to provide curriculum supervision at the middle school level.

1. Interviewees reported that with the exception of Title I reading teachers, there are no instructional coaches at the elementary and middle school levels.

2. When asked to describe the state of curriculum supervision in grades 7 and 8, interviewees told the team that there is no curriculum supervision at the middle school, so people operate independently.

3. District leaders reported that the housemaster at Chapman Middle School oversees the curriculum at both the Chapman and Adams campuses (1,984 students combined in 2013-2014, grades 5-8).

    a. The district has requested funding for two curriculum coordinators in the fiscal year 2015 budget; in addition, it has applied for a DSAC entitlement grant to help fund curriculum coordinators for grades 7-12.

D. According to ESE data, MCAS proficiency rates for grades 7 and 8 in ELA and math and for grade 8 in science were lower in 2013 than in 2010. As well, ELA proficiency for students with disabilities was lower in 2013 than in 2010. In addition, from 2010 to 2013 math proficiency for students with disabilities was flat. Also, students with disabilities consistently performed below state rates from 2010 to 2013. (See Appendix B.)

Impact: When teachers cannot make use of a written and consistent plan for student instruction aligned to the curriculum frameworks, including objectives, resources, instructional strategies, pacing guides and balanced set of assessments, the district cannot ensure that the taught curriculum is aligned to the state curriculum frameworks, the MCAS performance standards, and WIDA standards. Furthermore, without district content experts in core subjects to lead and support teachers, the alignment, development, and implementation of the curriculum is difficult to attain.

Assessment

11. While the basic building blocks of an effective data analysis system exist within the district, there is no system in place to train teachers to review and analyze data and then to modify their instruction to address student needs revealed by the data.

A. During interviews, teachers expressed a need for additional training in how to use data to improve their teaching.

1. Teachers said that, while they had access to multiple forms of data, they were unsure of how to use it to improve their instruction.

    a. Some teachers said that they could access data results from MCAS, DORA and DOMA, but they reported they did not have sufficient time to meet and lacked a data support structure to help them effectively interpret and use the information they had.

B. Teachers' association officers cited "professional development in data analysis" as the first of three key issues they wanted to bring to the attention of the district review team.

C. Although there are 18 trained data coaches in the district, they are all teachers with full schedules. As a result, it difficult for the coaches to assist teachers in the use of data to plan instruction.

D. The Weymouth Accelerated Improvement Plan Draft for 2013 – 2016 states in its "Summary of Key Issues that the [use] "of data and a process of inquiry to measure progress, target interventions, and adjust instructional practice is inconsistent."

E. All teachers do not have regular opportunities to meet to review and analyze data and plan instruction.

1. PLCs are in place at the elementary schools, grades 5 and 6. At the high school level, they exist only at the 9th and 10th grade level in core curriculum areas. PLCs began operating in September of 2013, and they are all still in their initial stages of development.

F. Interviews with teachers confirmed that no data teams are in place in the district at this time. The trained data coaches do not have time or a reliable mechanism to help teachers fully understand available data and make decisions based upon it. The district recognizes this challenge, and has identified The Effective Use of Data as Strategic Lever 2 in its Accelerated Improvement Plan.

Impact: Without systematic districtwide use of formative and summative data by teachers to inform and improve their instruction, the data is having limited impact on the improvement of student achievement. Similarly, administrators cannot measure student progress effectively and make prudent decisions about matters such as resource allocation and teacher assignments.

Human Resources and Professional Development

12. Competition for scarce resources has created a number of personnel challenges for the district.

A. District leaders reported that the district does not offer competitive salaries for leadership positions, thus creating difficulty in attracting candidates.

1. Commenting on the state of the district, an administrator said that administrative staff are "feeling good" about their accomplishments in recent years but are in a "stuck spot" because "We do not have the human capital and the finances…to support the things we know we need."

2. An administrator reported that individuals, from both within and without the district, have taken pay cuts to assume leadership positions. To attract candidates, the district has to stress the career aspects of positions as a stepping stone.

B. Because of low funding, mid-level management positions have been phased out, thus limiting the district's ability to provide students and staff with the support they need.

1. The district's ratio of students to administration and leadership staff was 174 to 1 in 2013, compared with the state rate of 108 to 1.

2. District leaders and teachers commented in interviews that the shortage of administrators limits the district's ability to evaluate all teachers in a timely manner. Teachers' comments about evaluations included:

    a. Slow feedback time for teacher evaluations (up to four months before feedback).

    b. Short observation times (10 minutes).

    c. A shortage of staff to conduct evaluations. This is particularly true at the elementary level, where there is only one administrator in each school.

C. Because of low funding, key support staff positions do not exist, thus hindering the efficient operation of the district.

1. District leadership reported that there is limited support staff in the elementary schools.

D. An administrator reported that because of staff limitations the district's teacher mentoring program is not as effective as it could be.

1. At the time of the onsite visit, the district had only an informal teacher mentoring program in place and had applied for a grant to further develop the program.

E. Interviewees noted that the district formerly had curriculum specialists, assistant principals at the elementary schools who did not teach, and department heads at the secondary level.

1. Teachers' association representatives felt that when these positions were in place, the mid-level staff was "instrumental in doing the onsite things which may have freed up the higher ups."

2. High school teachers noted, "It's [been] four or five years since we've had a curriculum developer," and middle school teachers described the absence of department heads as a "big problem" because that absence "places too much responsibility on the housemasters."

3. In an interview, teachers stated that the loss of curriculum coordinators has put strain on the teachers and contributed to a feeling of being in crisis mode.

4. The district does not have content specialists at the middle and high schools.

5. There are no full time data coaches in the district.

6. Parents in a focus group noted that the science specialists had been eliminated. A school committee member made the same observation.

7. Several administrators noted that the absence of both curriculum leaders and department heads has impeded, or in some cases, eliminated any data analysis. Looking ahead, administrators expressed a concern that the shortage of administrators might result in a limited implementation of the new educator evaluation system or render the newly introduced instructional rounds ineffective.

Impact: Limitated financial resources have had an impact both on hiring staff and on the district's ability toprovide content and instructional support to the staff it has in place. Without time, training, and support, staff is hindered in its ability to address student needs and thus to improve student achievement.

Financial and Asset Management

13. The town of Weymouth is not providing necessary and required resources to meet the needs of students, schools, and facilities throughout the school district.

A. As the table below indicates, the per-pupil expenditure in the town has been below the state average for at least the past five years.

1. It was 14.3 percent below average in fiscal year 2010 and remained 11.1 percent below average in fiscal year 2012.

Table A1: Average Per Pupil Expenditures

FY	Weymouth	State Average	% difference
2008	$11,322	$12,448	-9.0%
2009	11,196	13,006	-13.9%
2010	11,183	13,048	-14.3%
2011	11,528	13,354	-13.7%
2012	12,125	13,636	-11.1%

B. The Actual Net School Spending (NSS) has been below the Required Net School Spending for the past five years, although the gap is closing.

1. The gap was as high as 2.9 percent ($1.8 M) in fiscal year 2011 and was an estimated 0.4 percent ($300,000) below the required level in fiscal year 2014.

Table B1: Net School Spending

FY	Actual NSS	Required NSS	Difference	% difference
2009	$ 58.1M	$ 58.8M	$ -0.7M	-1.20%
2010	60.2M	61.9M	-1.6M	-2.60%
2011	60.5M	62.2M	-1.8M	-2.90%
2012	64.7M	66.3M	-1.6M	-2.40%
2013	68.3M	69.0M	-.6M	-0.80%
2014 (est.)	69.5M	69.8M	-0.3M	-0.40%

C. The school committee budget was reduced in 2009 by $4.6 million (to $50.9M from $55.5M) and again in 2011 by $700,188 (to $51.6M from $52.3M), and did not recover until fiscal year 2013 (table C1).

1. Actual NSS has increased only due to increases in the municipal contribution over the same span, with no increases in resources for education until 2013 (table C1).

2. The effect of cuts included the loss of 34.5 teaching positions in fiscal year 2011, and only half those positions have been recovered by fiscal year 2013 (tableC2).

3. At the same time (fiscal year 2011) the town's free cash increased by $+1,258,552, a 50 percent increase (table C2).

Table C1:
School and Town Contributions to Education

FY	School Budget	Town contribution	Total Appropriation
2008	$ 55.5M	$ 16.7M	$ 72.3M
2009	50.9M	17.4M	68.3M
2010	52.3M	17.6M	70.0M
2011	51.6M	18.7M	70.3M
2012	55.3M	20.8M	76.1M
2013	58.4M	20.9M	79.3M

Table C2: Town Free Cash and School Budget

FY	Free Cash	Tax Levy	% of Tax Levy	School Budget	Teacher FTE
2010	$ 2.4M	$ 75.4M	3.20%	$ 52.3M	447.9
2011	3.7M	78.0M	4.70%	51.6M	413.4
2012	3.2M	80.6M	4.00%	55.3M	414.7
2013	3.7M	83.3M	4.40%	58.4M	430.4

Impact: With the school budget virtually level-funded over a five-year period, increases in contractual salary settlements and other inflationary increases had to be paid for out of cuts in program and staffing. Increases in the town contribution, driven mainly by health insurance, have not provided additional educational resources even as the gap between Actual NSS and Required NSS have been closed slightly. While the town was putting funds aside in fiscal year 2011 to increase free cash, reductions in the school budget have had a serious effect on the number of teaching positions, from which the district has not yet recovered.

14. The Chapman Middle School facility, constructed in 1960 and formerly the North High School, has structural issues that call its long-term viability into doubt.

A. While the shell of the school appears to be sound, the Chapman Middle School has a potentially serious problem with deteriorating heating pipes wrapped in asbestos in underground tunnels. Should a major leak take place in one of these heating pipes, in addition to the potential for an asbestos release, heat could be cut off from an entire wing of the school, requiring a loss of school days or a disruptive relocation of students.

B. A document review showed that a request for $1,000,000 will be made from the town's fiscal year 2015 capital budget to fund a feasibility study of various options for the Chapman School. The intent of the study is to determine whether it is more cost-effective for the town to fund the critical repairs or to address the replacement of the facility. Such planning is a prudent step in allowing both district and municipal officials to address the expenditure of capital funds in the most efficient manner for the community.

1. A request for $7,000,000 will also be made from the town's fiscal year 2015 capital budget to perform masonry restorations and waterproofing over the entire exterior walls of the Chapman over a two-year period.

Impact: Without approval of funding for a feasibility study of the Chapman Middle School and for work on the school's exterior walls, the ability of the Chapman school to serve the long-term needs of the district's students is in jeopardy.

Weymouth Public Schools District Review Recommendations

Curriculum and Instruction

1. **To develop a common understanding among the teachers of the elements of good teaching in Weymouth and to enable them to deliver strong instruction, the review team recommends that the district identify and share best practices with teachers and provide them with increased instructional support and timely feedback concerning their classroom instruction.**

   A. The district should consider adding coaches in core subjects K-8.

      1. Instructional coaches would provide support and training to teachers to build their capacity to deliver more effective instruction.

   B. School administrators in the district should focus on their roles as supervisors of instruction.

      1. The district should continue its expectation that district leaders, principals, associate principals, deans and assistant principals conduct instructional rounds, eventually including rounds that involve teachers.

      2. PLC, faculty, and grade level meetings should include opportunities to share best practices and exemplars.

      3. Administrators should conduct frequent walkthroughs to offer instructional feedback to teachers and identify examples of good teaching practices.

   C. The district should continue to move forward with implementation of its Accelerated Improvement Plan since it focuses directly on the instructional core.

      1. The district should continue its association with the District School Assistance Center (DSAC) to further enhance and implement its instructional improvement plan to include:

         a. Instructional practices, including strategies that focus on appropriate modifications for English language learners (ELLs) and students with disabilities, as well as strategies to develop classroom instruction that is differentiated to meet the learning needs of all students.

         b. Training and technical support for teachers to enable them to maximize available classroom technology as an effective instructional tool for teachers and as an effective learning tool for students.

Recommended resource:

- ESE's Learning Walkthrough Implementation Guide (http://www.doe.mass.edu/apa/dart/walk/ImplementationGuide.pdf) is a resource to support instructional leaders in establishing a Learning Walkthrough process in a school or district. It is

designed to provide guidance to those working in an established culture of collaboration as well as those who are just beginning to observe classrooms and discuss teaching and learning in a focused and actionable manner.

Benefits from implementing this recommendation include:

- Instructional coaches would support teachers in the use of research-based instructional strategies that could lead to improved student outcomes.
- Districtwide instructional practices would be aligned, providing students with consistent high quality instruction and educators with a common definition of effective teaching.
- Teachers would receive more frequent and constructive feedback on their practice.
- Teachers would develop the knowledge and skills to routinely provide appropriate modifications for ELLs and students with disabilities.
- Student learning needs would be met by differentiated instruction, including the use of technology to enhance teaching and deepen learning.

2. To ensure that the district's curriculum materials are aligned to the 2011 Massachusetts curriculum frameworks, the review team recommends that the district provide its teachers with individuals with content expertise to facilitate curriculum development, particularly in grades 7 and 8.

A. The district should consider providing content specialists for grades 7-12 to ensure that there is skilled oversight in the alignment, development, and implementation of the core curricula.

B. The district should ensure that updated curriculum documents and resources are developed in a timely manner.

1. Curriculum materials should include units, objectives, resources, instructional strategies, timelines, and a balanced set of assessments.
2. Curriculum development should involve integrating World-Class Instructional Design and Assessment (WIDA) standards into written K-12 curricula.

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.

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

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

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

- *Curriculum Mapping: How to Develop Curriculum Maps to Support a Guaranteed and Viable Curriculum that Guides Instruction* (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.

- 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 ' and schools' curriculum development and revision.

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

- *Mathematics Framework Exploration Activities* (http://www.doe.mass.edu/candi/commoncore/mathexplore/default.html) are a growing set of activities designed by the Department of Elementary and Secondary Education mathematics staff and educators. The activities can be accessed and used to promote discussion and collaborative inquiry.

- *Science and Technology/Engineering Concept and Skill Progressions* (http://www.doe.mass.edu/STEM/ste/default.html) articulate of possible ways for students to progress through levels of understanding of concepts.

- ESE's *Writing Standards in Action* (http://www.doe.mass.edu/candi/wsa/) provide examples of high-quality student writing with annotations that highlight how each piece demonstrates competence in learning standards at each grade level.

- The *World-Class Instructional Design and Assessment (WIDA) English Language Development Standards Implementation Guide (Part I)* (http://www.doe.mass.edu/ell/wida/Guidance-p1.pdf) provides general information about the WIDA ELD standards framework, expectations for district implementation, and available support.

Benefits: By implementing this recommendation, the district will ensure full development and alignment of English language arts and math curriculum**.** Improved rigor, particularly in grades 7 and 8, is likely to lead to improved student achievement.

Assessment

3. The district should continue to build its teachers' capacity to make instructional decisions based on data.

A. The district should work with the DSAC to establish data teams.

1. Each school needs a functioning data team composed of a representative group of teachers, including data coaches.

    a. In partnership with district leaders, each data team should establish systems and protocols for disseminating various data to teachers and for helping teachers to analyze and respond to the data.

    b. The data teams should focus on locally generated data and data available from external resources such as ESE's Edwin Analytics.

        ii. The Early Warning Indicator System (EWIS) provides valuable information to help identify students in need of additional intervention. At present, counselors have access to the EWIS data. With support from an active data team, they could help teachers to make better instructional decisions on targeted interventions to some high needs students.

2. A representative from each school's data team should serve on a district data team, which should inform district-level decisions and planning.

    a. Local statistics, such as course sign-ups, school choice statistics, out-of-district placements, evaluation of local benchmarks, program cost-efficiency determinations, survey results, and many other sources of information that the district currently collects can also provide valuable information for decision makers.

B. The district should plan professional development to support teachers' data analysis.

1. This should include embedded professional development, such as coaching.

2. The district should consider the feasibility of reducing data coaches' teaching loads to ensure that they have the time necessary to support their colleagues' use of data.

C. Teaching schedules should be analyzed in order to increase the amount of time that all teachers have available for data analysis.

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.
- The *Edwin Analytics* web page (http://www.doe.mass.edu/edwin/analytics/) includes links to a Getting Started Guide, as well as a video tutorial series.

Benefits from implementing this recommendation will likely include more systematic use of data, increased teacher capacity to make informed instructional decisions, improved identification of students needing targeted interventions, and increased student achievement.

Human Resources and Professional Development

4. The district has in place or is beginning to implement a number of professional development programs that it should continue to develop and support.

A. The district has been gathering teacher feedback on professional development and working with the DSAC to identify professional development needs and goals. The district should be commended for its use of available resources (including the DSAC), and should continue using data to identify professional development needs and to determine the effect of professional development on classroom instruction. The district should also continue to pursue interaction with teachers and the teachers' association concerning professional development needs.

B. The district should formalize its leadership mentoring program to ensure the longevity of the program and to continually develop leadership personnel.

C. The district should formalize its teacher mentoring program to provide needed support in the development of the district's teachers.

Recommended resources:

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

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

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

- *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: Formalizing the mentoring programs can lead to improved instructional leadership and teaching practices throughout the district. Additionally, by using data to determine professional development needs and to assess the impact of professional development on classroom practice, the district will ensure that professional development becomes a powerful tool that can increase teacher effectiveness and, over time, improve student learning.

5. **Depending on available funding (see recommendation below), the district should consider increasing salaries for some key positions as well as adding positions to strengthen support for teaching and learning.**

   A. The district should continue to identify positions with the potential to dramatically impact curriculum and instruction, such as the curriculum coordinator, instructional coach and science specialist positions that it has requested.

   B. The district should assess the implementation of its educator evaluation system to date, and consider adding or reconfiguring positions as needed to ensure timely and frequent feedback for all educators.

Financial and Asset Management

6. **The Town of Weymouth should meet the requirements of minimum net school spending so that the instructional needs of students, schools, and facilities throughout the school district can be addressed.**

A. From fiscal year 2012 to fiscal year 2014, increases in the school committee budget indicate that the Net School Spending gap has been closing. In developing the fiscal year 2015 school budget, the town should actively explore ways to fund the Required Net School Spending figure for fiscal year 2015, plus the estimated $300,000 carryover deficit from fiscal year 2014. This would satisfy the state requirement.

B. A *Use of Free Cash Policy* should be developed. The certified free cash for fiscal year 2013 is $3,695,593, which is 4.4 percent of the tax levy. When developing all fiscal year 2015 school and town operating budgets in the spring of 2014, town financial officials should project how much additional free cash is likely to be generated, so that this amount can be applied to needed funding increases in the any or all of the operating budgets.

Recommended resources:

- ESE's *Chapter 70 Program* web page (http://www.doe.mass.edu/finance/chapter70/) provides information, resources, and updates about the Chapter 70 program.
- *End-of-Year Financial Report* information can be found at http://www.doe.mass.edu/finance/accounting/eoy/.
- Per-Pupil Expenditure Reports (http://www.doe.mass.edu/finance/statistics/ppx.html): a report series that provides summary and detail per pupil spending data for each school district.
- School Finance Statistical Comparisons (http://www.doe.mass.edu/finance/statistics/): comparisons of per-pupil expenditure, long-term enrollment, teacher salaries, and special education direct expenditure trends.
- 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.

Benefits from implementing this recommendation will include an appropriate allocation of available resources to support effective instructional practices and district operations.

7. So that the school district can apply for a Massachusetts School Building grant from the MSBA to address the needs of the Chapman Middle School, the district should fund the proposed feasibility study.

A. To address the issue of deteriorating heating pipes and asbestos covering on the outer walls of the Chapman Middle School and all other needs of the Chapman school, the district should perform a feasibility study. This study should describe all deficiencies in the school in priority ranked order. The study should also describe alternative methods of addressing these deficiencies with cost estimates for each alternative. Once the school committee and town

officials have chosen a course of corrective action, the district should submit an application to the MSBA for state construction funding.

Recommended resource:

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

Benefits: By implementing this recommendation the district will be able to develop a long-term spending plan that will help manage the costs to have the Chapman school building serve the long-term needs of the school district.

Appendix A: Review Team, Activities, Site Visit Schedule

Review Team Members

The review was conducted from January 27-30, 2014, by the following team of educational specialists and independent ESE consultants.

1. Dr. Owen Conway, leadership and governance
2. Ms. Suzanne Kelly, curriculum and instruction
3. Dr. John Roper, assessment and review team coordinator
4. Mr. Kevin Daly, human resources and professional development
5. Ms. Willette Johnson, student support
6. Dr. Gerard Missal, financial and asset management

District Review Activities

The following activities were conducted during the review:

The team conducted interviews with the following financial personnel: interim business manager, finance supervisor, financial analysts.

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

The review team conducted interviews with the following representatives of the teachers' association: president, vice-president, treasurer, secretary, and Joint Labor-Management Committee chair.

The team conducted interviews/focus groups with the following central office administrators: superintendent, assistant superintendent for administration and personnel, assistant superintendent for instructional services and support, director of instructional technology, interim business manager.

The team visited the following schools: Academy Avenue (K-4), Thomas V. Nash (K-4), Lawrence W. Pingree (K-4), William Seach (K-4), Ralph Talbot (K-4), Thomas W. Hamilton (K-4), Wessagusset (K-4), Abigail Adams Middle School (grades 5-6), Maria Weston Chapman Middle School (grades 7-8), and Weymouth High School (grades 9-12).

During school visits, the team conducted interviews with 12 principals and focus groups with 10 middle school teachers and 17 high school teachers. No elementary teachers participated in the focus group that was offered by the review team.

The team observed 61 classes in the district: 12 at the high school and 12 at the middle school, and 37 at 9 of the 10 elementary schools.

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

- Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.
- Data on the district's staffing and finances.
- 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).
- 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, the new superintendent's entry plan and the district's end-of-year financial reports.
- All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

Site Visit Schedule

Monday 01/27/2014	**Tuesday** 01/28/2014	**Wednesday** 01/29/2014	**Thursday** 01/30/2014
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; interview with teachers' association.	Interviews with district staff and principals; review of personnel files; parent focus group; and visits to Nash Primary School and Weymouth High School for classroom observations.	Interviews with school leaders; interviews with school committee members; teacher focus groups; visits to Weymouth High School, Chapman Middle School, and Wessagussett Primary School for classroom observations.	Interviews with school leaders; follow-up interviews; district review team meeting; visits to Talbot, Seach, and Academy Ave primary schools for classroom observations; emerging themes meeting with district leaders and principals.

Appendix B: Enrollment, Performance, Expenditures

Table B1a: Weymouth
2013-2014 Student Enrollment by Race/Ethnicity

Student Group	District	Percent of Total	State	Percent of Total
Afr. Amer./Black	371	5.4%	82990	8.7%
Amer. Ind. or Alaska Nat.	19	0.3%	2209	0.2%
Asian	274	4.0%	58455	6.1%
Hispanic/Latino	457	6.7%	162647	17.0%
Multi-race, Non-Hisp./Lat.	203	3.0%	27803	2.9%
Nat. Haw. or Pacif. Isl.	7	0.1%	1007	0.1%
White	5512	80.5%	620628	64.9%
All Students	6843	100.0%	955739	100.0%

Note: As of October 1, 2013

Table B1b: Weymouth 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	1193	41.2%	17.2%	164336	34.8%	17.0%
Low Income	2040	70.4%	29.8%	365885	77.5%	38.3%
ELLs and Former ELLs	215	7.4%	3.1%	75947	16.1%	7.9%
All high needs students	2896	100.0%	41.7%	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 6,948; total state enrollment including students in out-of-district placement is 966,360.

Table B2a: Weymouth 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	524	90.9	86.5	86.3	87.2	83.3	-3.7	0.9
	P+	524	73.0%	66.0%	66.0%	65.0%	57.0%	-8.0%	-1.0%
4	CPI	487	85.5	83.5	81.8	83	78.9	-2.5	1.2
	P+	487	63.0%	59.0%	57.0%	60.0%	53.0%	-3.0%	3.0%
	SGP	468	54	51	49	51	49	-3	2
5	CPI	485	86.6	88.2	83.5	82.7	84.7	-3.9	-0.8
	P+	485	67.0%	70.0%	62.0%	60.0%	66.0%	-7.0%	-2.0%
	SGP	463	37	34	37	32	52	-5	-5
6	CPI	512	86.7	86.3	83.5	84.4	85.1	-2.3	0.9
	P+	512	69.0%	65.0%	61.0%	63.0%	67.0%	-6.0%	2.0%
	SGP	491	31	29	30.5	35	52	4	4.5
7	CPI	513	86.3	88.4	82.8	83.6	88.4	-2.7	0.8
	P+	513	68.0%	69.0%	59.0%	60.0%	72.0%	-8.0%	1.0%
	SGP	478	38	29	20	23	48	-15	3
8	CPI	509	91.7	87.6	91.1	88.4	90.1	-3.3	-2.7
	P+	509	78.0%	73.0%	77.0%	73.0%	78.0%	-5.0%	-4.0%
	SGP	481	42	31	31	42	50	0	11
10	CPI	469	92.6	96.3	97.4	96.6	96.9	4	-0.8
	P+	469	79.0%	89.0%	92.0%	92.0%	91.0%	13.0%	0.0%
	SGP	389	57	55	41	56	57	-1	15
All	CPI	3499	88.5	88	86.5	86.5	86.8	-2	0
	P+	3499	71.0%	70.0%	67.0%	67.0%	69.0%	-4.0%	0.0%
	SGP	2770	41.5	38	33	39	51	-2.5	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 B2b: Weymouth 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	523	87.7	86.8	84.4	87.1	84.3	-0.6	2.7
	P+	523	72.0%	68.0%	67.0%	72.0%	66.0%	0.0%	5.0%
4	CPI	488	84.8	81.2	82.6	84	80.2	-0.8	1.4
	P+	488	59.0%	54.0%	55.0%	59.0%	52.0%	0.0%	4.0%
	SGP	468	59	50	57	56	54	-3	-1
5	CPI	487	77.3	77.4	75.6	79.4	80.6	2.1	3.8
	P+	487	52.0%	54.0%	52.0%	59.0%	61.0%	7.0%	7.0%
	SGP	462	34	26	30.5	43	54	9	12.5
6	CPI	511	79.7	78.1	80.1	77.7	80.3	-2	-2.4
	P+	511	58.0%	57.0%	57.0%	56.0%	61.0%	-2.0%	-1.0%
	SGP	488	39	35	43	38	50	-1	-5
7	CPI	516	69.3	66.7	66.9	64	74.4	-5.3	-2.9
	P+	516	43.0%	41.0%	36.0%	33.0%	52.0%	-10.0%	-3.0%
	SGP	482	33.5	27	24	20.5	46	-13	-3.5
8	CPI	502	72.3	65.3	69.2	63.2	76	-9.1	-6
	P+	502	46.0%	38.0%	43.0%	33.0%	55.0%	-13.0%	-10.0%
	SGP	474	41	37	33	28	50	-13	-5
10	CPI	476	90.2	90.9	90.5	87.2	90.2	-3	-3.3
	P+	476	77.0%	79.0%	79.0%	76.0%	80.0%	-1.0%	-3.0%
	SGP	395	47.5	43	42.5	49	51	1.5	6.5
All	CPI	3503	80.1	77.8	78.2	77.4	80.8	-2.7	-0.8
	P+	3503	58.0%	55.0%	55.0%	55.0%	61.0%	-3.0%	0.0%
	SGP	2769	42	36	37	38	51	-4	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 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: Weymouth 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	487	84.8	80.8	80.5	75.8	78.5	-9	-4.7
	P+	487	60.0%	55.0%	54.0%	46.0%	51.0%	-14.0%	-8.0%
8	CPI	501	72.5	67.5	70.2	64.7	71	-7.8	-5.5
	P+	501	39.0%	35.0%	36.0%	25.0%	39.0%	-14.0%	-11.0%
10	CPI	450	90.2	92.8	92.6	89.8	88	-0.4	-2.8
	P+	450	77.0%	81.0%	80.0%	76.0%	71.0%	-1.0%	-4.0%
All	CPI	1438	82.1	79.9	80.6	76.3	79	-5.8	-4.3
	P+	1438	58.0%	56.0%	56.0%	48.0%	53.0%	-10.0%	-8.0%

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: Weymouth 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	1437	79	78.4	75.8	76.3	-2.7	0.5
		P+	1437	50.0%	49.0%	47.0%	47.0%	-3.0%	0.0%
		SGP	1056	39	34	30	38	-1	8
	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	1030	82.6	81.8	78.5	79.7	-2.9	1.2
		P+	1030	58.0%	57.0%	52.0%	54.0%	-4.0%	2.0%
		SGP	767	39	35	30	39	0	9
	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	626	67.5	64.6	63.7	63.3	-4.2	-0.4
		P+	626	26.0%	23.0%	26.0%	24.0%	-2.0%	-2.0%
		SGP	459	37	28	27	34	-3	7
	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	103	73	66.9	61.9	67	-6	5.1
		P+	103	47.0%	35.0%	31.0%	33.0%	-14.0%	2.0%
		SGP	62	60	47	33	50	-10	17
	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	3499	88.5	88	86.5	86.5	-2	0
		P+	3499	71.0%	70.0%	67.0%	67.0%	-4.0%	0.0%
		SGP	2770	41.5	38	33	39	-2.5	6
	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: Weymouth 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	1439	66.7	63.3	64	64.1	-2.6	0.1
		P+	1439	35.0%	32.0%	33.0%	35.0%	0.0%	2.0%
		SGP	1053	40	32	35	34	-6	-1
	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	1033	70.6	66.9	67.4	68	-2.6	0.6
		P+	1033	41.0%	38.0%	38.0%	41.0%	0.0%	3.0%
		SGP	766	40	32	35	33	-7	-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	626	52.5	47.9	50	49	-3.5	-1
		P+	626	15.0%	13.0%	16.0%	16.0%	1.0%	0.0%
		SGP	456	37	29	32	32	-5	0
	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	107	66.4	60.4	61.4	62.4	-4	1
		P+	107	38.0%	27.0%	35.0%	35.0%	-3.0%	0.0%
		SGP	62	66	38	46	52.5	-13.5	6.5
	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	3503	80.1	77.8	78.2	77.4	-2.7	-0.8
		P+	3503	58.0%	55.0%	55.0%	55.0%	-3.0%	0.0%
		SGP	2769	42	36	37	38	-4	1
	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: Weymouth 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	586	70.3	67.1	69.5	65.4	-4.9	-4.1
		P+	586	36.0%	36.0%	36.0%	32.0%	-4.0%	-4.0%
	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	411	73.4	70.4	71.3	69	-4.4	-2.3
		P+	411	42.0%	41.0%	40.0%	39.0%	-3.0%	-1.0%
	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	257	59.3	55.6	59.1	53.8	-5.5	-5.3
		P+	257	17.0%	18.0%	22.0%	15.0%	-2.0%	-7.0%
	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	37	70.2	59.7	63.1	47.3	-22.9	-15.8
		P+	37	39.0%	32.0%	38.0%	11.0%	-28.0%	-27.0%
	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	1438	82.1	79.9	80.6	76.3	-5.8	-4.3
		P+	1438	58.0%	56.0%	56.0%	48.0%	-10.0%	-8.0%
	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: Weymouth 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	2.9	3.4	2.9	1.9	-1	-34.5%	-1	-34.5%	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: Weymouth 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	229	68.3%	67.4%	75.8%	69.9%	1.6	2.3%	-5.9	-7.8%	74.7%
Low income	188	68.1%	74.1%	77.8%	70.7%	2.6	3.8%	-7.1	-9.1%	73.6%
Students w/ disabilities	91	62.5%	46.2%	69.3%	58.2%	-4.3	-6.9%	-11.1	-16.0%	67.8%
English language learners & Former ELLs	--	--	--	55.0%	--	--	--	--	--	63.5%
All students	560	81.5%	81.7%	84.8%	85.0%	3.5	4.3%	0.2	0.2%	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: Weymouth 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	260	70.9%	74.1%	75.6%	82.3%	11.4	16.1%	6.7	8.9%	78.9%
Low income	198	66.0%	75.4%	80.6%	82.3%	16.3	24.7%	1.7	2.1%	77.5%
Students w/ disabilities	101	69.4%	68.3%	55.9%	80.2%	10.8	15.6%	24.3	43.5%	73.8%
English language learners & Former ELLs	20	50.0%	--	--	65.0%	15.0	30.0%	--	--	68.5%
All students	534	82.0%	85.9%	86.6%	89.9%	7.9	9.6%	3.3	3.8%	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: Weymouth 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	94.0%	94.0%	94.4%	94.0%	0.0	0.0	-.04	0.1%	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: Weymouth Public Schools
Suspension Rates, 2010-2013

Group	School Year Ending				Change 2010-2013		Change 2012-2013		State (2013)
	2010	2011	2012	2013	Percentage Points	Percent Change	Percentage Points	Percent Change	
In-School Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0	--	0.0	--	2.2%
Out-of-School Suspension Rate	6.0%	6.0%	5.5%	4.3%	-1.7	-28.3%	-1.2	-21.8%	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: Weymouth 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	$51,506,261	$51,615,599	$55,273,248	$55,293,702	$58,327,809	$58,482,454
By municipality	$18,243,331	$18,679,646	$19,090,745	$20,819,121	$20,825,337	$20,900,816
Total from local appropriations	$69,749,592	$70,295,245	$74,363,993	$76,112,823	$79,153,146	$79,383,270
From revolving funds and grants	--	$14,728,161	--	$11,976,557	--	$11,845,911 -
Total expenditures	--	$85,023,406	--	$88,089,380	--	$91,229,181
Chapter 70 aid to education program						
Chapter 70 state aid*	--	$22,447,209	--	$25,510,253	--	$27,034,585
Required local contribution	--	$39,769,391	--	$40,812,989	--	$41,965,448
Required net school spending**	--	$62,216,600	--	$66,323,242	--	$69,000,033
Actual net school spending	--	$60,458,533	--	$64,699,465	--	$68,364,823
Over/under required ($)	--	-$1,758,067	--	-$1,623,777	--	-$635,210
Over/under required (%)	--	-2.8%	--	-2.4%	--	-0.9%

*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 June 18, 2014

Table B9: Weymouth Public Schools
Expenditures Per In-District Pupil
Fiscal Years 2010-2012

Expenditure Category	2010	2011	2012	2013
Administration	$309	$300	$311	$342
Instructional leadership (district and school)	$614	$599	$777	$631
Teachers	$4,228	$4,322	$4,404	$4,769
Other teaching services	$773	$866	$936	$881
Professional development	$108	$30	$45	$54
Instructional materials, equipment and technology	$380	$446	$201	$364
Guidance, counseling and testing services	$352	$374	$425	$440
Pupil services	$870	$903	$1,093	$1,019
Operations and maintenance	$862	$853	$836	$929
Insurance, retirement and other fixed costs	$1,940	$2,045	$2,290	$2,382
Total expenditures per in-district pupil	$10,437	$10,739	$11,318	$11,812

Sources: Per-pupil expenditure reports on ESE website

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

Appendix C: Instructional Inventory

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	1	30	**#**	0	4	51
	MS	0	1	11	**%**	0%	7%	93%
	HS	0	2	10	**---**	---	---	---
2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	**ES**	4	1	32	**#**	7	4	50
	MS	0	1	11	**%**	11%	7%	82%
	HS	3	2	7	**---**	---	---	---
3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	**ES**	0	4	33	**#**	3	13	45
	MS	3	5	4	**%**	5%	21%	74%
	HS	0	4	8	**---**	---	---	---
4. Classroom rituals and routines promote transitions with minimal loss of instructional time	**ES**	3	2	32	**#**	11	6	44
	MS	6	1	5	**%**	18%	10%	72%
	HS	2	3	7	**---**	---	---	---
5. Multiple resources are available to meet all students' diverse learning needs.	**ES**	6	10	21	**#**	18	15	27
	MS	10	1	0	**%**	30%	25%	45%
	HS	2	4	6	**---**	---	---	---

(Please see next page)

Teaching	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
6. The teacher demonstrates knowledge of subject and content.	**ES**	2	5	30	**#**	3	8	50
	MS	1	1	10	**%**	5%	13%	82%
	HS	0	2	10	**---**			
7. The teacher plans and implements a lesson that reflects rigor and high expectations.	**ES**	4	11	22	**#**	10	17	34
	MS	3	3	6	**%**	16%	28%	56%
	HS	3	3	6	**---**	---	---	---
8. The teacher communicates clear learning objective(s) aligned to 2011 Massachusetts Curriculum Frameworks. SEI/language objective(s) are included when applicable.	**ES**	18	8	11	**#**	36	9	16
	MS	10	0	2	**%**	59%	15%	26%
	HS	8	1	3	**---**	---	---	---
9. The teacher uses appropriate instructional strategies well matched to learning objective(s) and content.	**ES**	10	6	21	**#**	15	17	29
	MS	2	5	5	**%**	25%	28%	48%
	HS	3	6	3	**---**	---	---	---
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**	26	6	5	**#**	47	7	7
	MS	12	0	0	**%**	77%	11%	11%
	HS	9	1	2	**---**	---	---	---
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**	5	8	24	**#**	12	16	33
	MS	4	4	4	**%**	20%	26%	54%
	HS	3	4	5	**---**	---	---	---

(Please see next page)

Teaching (continued)	Evidence by Grade Span				Evidence Overall			
	Grade Span	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**	5	7	25	**#**	10	13	38
	MS	2	3	7	**%**	16%	21%	62%
	HS	3	3	6	**---**			
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**	8	6	23	**#**	16	12	32
	MS	3	2	6	**%**	27%	20%	53%
	HS	5	4	3	**---**	---	---	---
14. The teacher paces the lesson to match content and meet students' learning needs.	**ES**	3	9	25	**#**	11	17	33
	MS	6	2	4	**%**	18%	28%	54%
	HS	2	6	4	**---**	---	---	---
15. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	**ES**	7	7	23	**#**	10	19	32
	MS	2	4	6	**%**	16%	31%	52%
	HS	1	8	3	**---**	---	---	---
16. The teacher makes use of available technology to support instruction and enhance learning.	**ES**	22	4	11	**#**	33	13	15
	MS	6	3	3	**%**	54%	21%	25%
	HS	5	6	1	**---**	---	---	---

(Please see next page)

Learning	Evidence by Grade Span				Evidence Overall			
	Grade Span	None	Partial	Clear & Consistent		None	Partial	Clear & Consistent
		(0)	(1)	(2)		(0)	(1)	(2)
17. Students are engaged in challenging academic tasks.	**ES**	6	10	21	**#**	13	17	31
	MS	6	2	4	**%**	21%	28%	51%
	HS	1	5	6	**---**	---	---	---
18. Students articulate their thinking orally or in writing.	**ES**	8	11	18	**#**	16	22	23
	MS	6	3	3	**%**	26%	36%	38%
	HS	2	8	2	**---**			
19. Students inquire, explore, apply, analyze, synthesize and/or evaluate knowledge or concepts (Bloom's Taxonomy).	**ES**	14	6	17	**#**	27	13	21
	MS	10	1	1	**%**	44%	21%	34%
	HS	3	6	3	**---**	---	---	---
20. Students elaborate about content and ideas when responding to questions.	**ES**	13	9	15	**#**	28	17	16
	MS	9	2	1	**%**	46%	28%	26%
	HS	6	6	0	**---**	---	---	---
21. Students make connections to prior knowledge, or real world experiences, or can apply knowledge and understanding to other subjects.	**ES**	17	5	15	**#**	28	12	21
	MS	8	2	2	**%**	46%	20%	34%
	HS	3	5	4	**---**	---	---	---
22. Students use technology as a tool for learning and/or understanding.	**ES**	30	2	5	**#**	51	5	5
	MS	12	0	0	**%**	84%	8%	8%
	HS	9	3	0	**---**	**---**	**---**	**---**
23. Students assume responsibility for their own learning whether individually, in pairs, or in groups.	**ES**	11	6	20	**#**	19	15	27
	MS	5	4	3	**%**	31%	25%	44%
	HS	3	5	4	**---**	---	---	---
24. Student work demonstrates high quality and can serve as exemplars.	**ES**	17	8	12	**#**	34	12	15
	MS	8	3	1	**%**	56%	20%	25%
	HS	9	1	2	**---**	---	---	---