

Peabody Public Schools

SUPERINTENDENT'S SUMMARY OF OCTOBER 2017 DISTRICT REVIEW
HERBERT W. LEVINE, Ph.D.

LEADERSHIP: areas of strength:

1. The School Committee and its understanding of its role
2. School Committee effectiveness
3. School Committee, Central Office and city-side communications
4. The Interim Superintendent's concentration of effective communication and treatment of people with dignity has impact on improving trust and climate which likely increases staff morale, public confidence in the district and ultimately student achievement.

areas of growth:

1. Creation of a District wide Improvement Plan

CURRICULUM & INSTRUCTION: areas of growth

1. More fully align ELA, Science & Math with current frameworks and a process for timely review and revision of curriculum
2. Increase the variety of instructional strategies and the opportunities for higher order thinking.

areas of strength:

1. Classroom climate and environment conducive to good learning; students well behaved in the classroom environment
2. Many examples of varied instructional strategies and higher order thinking

ASSESSMENT: areas of strength:

1. Title 1 in all schools (where Title 1 eligible)
2. Review of student achievement data by review teams

Challenges for growth:

1. Create policies of uniform integration, continuous collection and dissemination of student performance
2. Central coordination of data collection and usage needs strengthening.

HUMAN RESOURCES: areas of strengths

1. Mentoring program
2. Hiring process
3. Interviewing procedures
4. Support of personnel by Human Resource Department

challenges for growth:

1. Strengthen implementation of educator evaluation system

PROFESSIONAL DEVELOPMENT:

1. Expand the time Professional Development is offered
2. Develop district-wide Professional Development team with Collaborative Leadership

STUDENT SUPPORT: strengths

1. High School Health Clinic
2. Continuum of support services from Pre-K through post graduation

areas of growth:

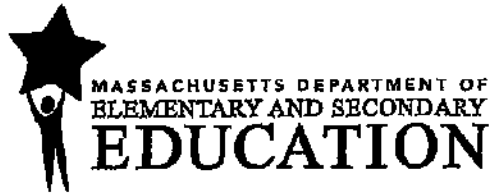
1. Expand the use and quality of varied instructional strategies in SPED classrooms
2. Create practices and policies to improve student attendance

FINANCIAL & ASSET MANAGEMENT: strengths

1. School District and municipal leaders have a strong & positive working relationship.
The City support of the school historically exceeds net school spending.

challenges for growth:

1. The age of school facilities
2. The budget document should contain trend data
3. The budget document should contain clear links to district goals
4. There needs to be a long term capital plan.



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Jeff Wulfson
Acting Commissioner
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Executive Summary

Peabody has had seven superintendents since 2000. The current superintendent, in his third consecutive year as the “interim” superintendent, has a strong relationship with the school committee and city officials. This positive relationship has contributed to improved communication among stakeholders and restored trust between the district and the city. The school committee completed a search for the new superintendent in November of 2017 and has selected the current assistant superintendent, a long-time teacher and administrator in the district, as the superintendent beginning July 1, 2018.

The newly appointed school superintendent and the school committee will face challenges to improve student achievement in district schools. For example, planning processes are rudimentary; the district does not have a strategic plan or a District Improvement Plan (DIP). The district’s goals are the goals of the interim superintendent and the assistant superintendent. Because the district does not have a DIP, School Improvement Plans (SIPs) are not aligned with any districtwide goal. Administrators and staff do not refer to SIPs during the school year to assess progress, modify goals, or to inform instruction.

One major challenge for the new superintendent is to continue and build on the current collaborative environment with city and district stakeholders and develop with them a strategic plan, which should include the district’s mission or vision, measurable goals, and priorities for action for the next three to five years. At the same time, the district should develop an annual action plan based on the strategic plan that includes measurable goals for improved student achievement.

Another challenge facing the new superintendent is to fully align all district curricula and articulate a set of rigorous, research-based instructional expectations districtwide and support teachers in their implementation. The district has not fully aligned ELA, math, and science curricula with the current frameworks and vertical articulation of the curricula at key transition points has not taken place. The district does not have a documented process for curriculum review and revision. A possible result of the state of the curriculum is that the quality of instruction observed by the team varied across the district, teachers used a limited number of instructional strategies (including using few strategies for differentiating instruction), and students were not consistently challenged to use higher-order thinking skills.

Key strategies needed to improve instruction include providing teachers with professional development opportunities and as part of teachers’ evaluations consistently providing recommendations that are instructive and promote professional growth. The district does not have a professional development (PD) plan; does not have a PD committee in place to guide the planning, implementation, and oversight of PD; and has only limited time during the school year for educators to participate in PD. In addition, most evaluation files reviewed by the team did not include instructive suggestions on how to improve practice. The district does, however, provide teachers new to teaching and to the district with a multi-year mentoring/induction program.

While the administration of assessments and collection and analysis of assessment data are consistent in the district's Title I schools, a coherent system of data collection and analysis has not been implemented at all schools. Title I schools have data teams and similar data collection and analysis strategies; at the other schools these systems are uncoordinated.

Peabody has implemented a system of continuous support pre-K–12 so that students have access to academic and social-emotional support programs. At the same time, the district should review and augment its approach to providing additional supports to students, with the goal of establishing a more coordinated tiered system of support across all schools. The district should standardize school support teams and the data necessary to identify students' needs and appropriately provide interventions as needed.

The city consistently meets its obligation to fund the operations of the school district. However, the district and the city will be challenged to develop a long-term capital plan to replace or upgrade schools. Many schools are ageing and in need of renovation or possible replacement and more collaboration and strategic planning will be needed between the city and the district to develop a capital plan that includes capital resources for schools. In addition, the district should develop a more complete, transparent, and usable budget document.

Peabody Public Schools Comprehensive District Review

Overview

Purpose

Conducted under Chapter 15, Section 55A of the Massachusetts General Laws, comprehensive 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. In addition to being a tool that districts can use to inform their own improvement efforts, review reports may be used by ESE to identify technical assistance and other resources to provide to the district.

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.

Site Visit

The site visit to the Peabody Public Schools was conducted from October 23–26, 2017. The site visit included approximately 32 hours of interviews and focus groups with approximately 70 stakeholders, including school committee members, district administrators, school staff, students, and teachers' association representatives. The review team conducted three focus groups with nine elementary-school teachers, eight middle-school teachers, and seven high-school teachers.

A list of review team members, information about review activities, and the site visit schedule are in Appendix A, and Appendix B provides information about enrollment, attendance, and expenditures. The team observed classroom instructional practice in 88 classrooms in 10 schools. The team collected data using ESE's Instructional Inventory, a tool for recording observed characteristics of standards-based teaching. This data is contained in Appendix C.

District Profile

Peabody has a mayor-council form of government and the mayor is the chair of the school committee. The seven members of the school committee meet twice each month from September to May and monthly during the summer.

The current superintendent has been the interim superintendent since July 1, 2015. The district leadership team includes the interim superintendent, the assistant superintendent, the business manager, the director of special education, the director of guidance, and the director of teaching, learning, and integrated technology. The district has 10 principals leading 10 schools. There are 8 other school administrators, including assistant principals/housemasters and the director of CTE (career and technical education) at the high school. In the 2016–2017 school year, there were 443 teachers in the district.

In the 2016–2017 school year, 5,956 students were enrolled in the district's 10 schools:

**Table 1: Peabody Public Schools
Schools, Type, Grades Served, and Enrollment*, 2016–2017**

School	School Type	Grades Served	Enrollment
John E. McCarthy	ES	Pre-K–5	353
South Memorial	ES	Pre-K–5	465
West Memorial	ES	Pre-K–5	238
William A. Welch Sr.	ES	Pre-K–5	372
Thomas Carroll	ES	K–5	619
Captain Samuel Brown	ES	K–5	369
Center	ES	K–5	386
John E Burke	ES	K–5	275
J. Henry Higgins Middle	MS	6–8	1,339
Peabody Veterans Memorial High	HS	9–12	1,540
Totals	10 schools	Pre-K–12	5,956
*As of October 1, 2017			

Between 2013 and 2017 overall student enrollment decreased by 2.4 percent. Enrollment figures by race/ethnicity and high needs populations (i.e., students with disabilities, economically disadvantaged

students, 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 similar to the median in-district per pupil expenditures for 35 K–12 districts of similar size (5,000–7,999 students) in fiscal year 2016: \$12,513 as compared with a median of \$ 12,947 (see [District Analysis and Review Tool Detail: Staffing and Finance](#)). Actual net school spending has been well above what is required by the Chapter 70 state education aid program, as shown in Table B3 in Appendix B.

Student Performance

Note: The Next-Generation MCAS assessment is administered to grades 3–8 in English language arts (ELA) and mathematics; it was administered for the first time in 2017. (For more information, see <http://www.doe.mass.edu/mcas/parents/results-faq.html>.) The MCAS assessment is administered to grades 5 and 8 in science and to grade 10 in ELA, math, and science. Data from the two assessments are presented separately because the tests are different and cannot be compared.

In ELA and math, the average scaled score on the Next-Generation MCAS was below the state average scaled score.

**Table 2: Peabody Public Schools
Next-Generation MCAS ELA and Math Average Scaled Score (SS) Grades 3–8 by Subgroup, 2017**

Group	N	ELA SS	State SS	N	Math SS	State SS
High Needs	1,348	490.7	488.5	1,344	487.2	488.1
Econ. Dis.	954	492.8	489.2	952	488.3	488.1
SWD	570	481.1	480.0	566	478.7	479.8
ELLs	332	485.5	484.9	334	483.7	486.8
All	2,780	498.7	499.1	2,774	496.2	498.8

Next Generation MCAS Achievement Levels: 440–470 Not Meeting Expectations; 470–500 Partially Meeting Expectations; 500–530 Meeting Expectations; 530–560 Exceeding Expectations

The percentage of students meeting or exceeding expectations on the Next-Generation MCAS in grades 3–8 was below the state rate by 1 percentage point in ELA (48 percent compared with 49 percent) and by 6 percentage points in math (42 percent compared with 48 percent).

**Table 3: Peabody Public Schools
Next-Generation MCAS ELA and Math Percent Meeting or Exceeding Expectations (M/E) Grades 3–8 by Subgroup, 2017**

Group	N	ELA M/E	State M/E	Above/Below State	N	Math M/E	State M/E	Above/Below State
High Needs	1,348	32%	27%	5	1,344	26%	27%	-1
Econ. Dis.	954	36%	29%	7	952	28%	27%	1
SWD	570	14%	13%	1	566	11%	14%	-3
ELLs	332	21%	23%	-2	334	20%	26%	-6
All	2,780	48%	49%	-1	2,774	42%	48%	-6

The percentage of students scoring proficient or advanced on the MCAS in 10th grade was equal to the state rate in ELA and below the state rate by 6 percentage points in math.

**Table 4: Peabody Public Schools
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10 by Subgroup, 2017**

Group	N	ELA	State	Above/Below State	N	Math	State	Above/Below State
High Needs	153	81%	79%	2	148	50%	58%	-8
Econ. Dis.	107	82%	81%	1	105	52%	60%	-8
SWD	73	74%	68%	6	71	38%	42%	-4
ELLs	15	80%	59%	21	13	38%	39%	-1
All	341	91%	91%	0	338	73%	79%	-6

Between 2014 and 2017, science proficiency on the MCAS for all students declined by 2 percentage points, and declined by 2 and 6 percentage points for high needs and English language learners, respectively.

**Table 5: Peabody Public Schools
MCAS Science Percent Scoring Proficient or Advanced in Grades 5, 8, and 10 by Subgroup, 2014–2017**

Group	N (2017)	2014	2015	2016	2017	4-yr change	State (2017)
High Needs	563	32%	33%	31%	30%	-2	31%
Econ. Dis.	393	—	35%	35%	33%	—	32%
SWD	245	18%	19%	15%	18%	0	21%
ELLs	113	27%	38%	24%	21%	-6	20%
All	1,208	49%	51%	50%	47%	-2	53%

In ELA, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS was 1 percentage point below the state rate in grades 3–8 as a whole and by 1 to 5 percentage points in the 5th, 7th, and 8th grades.

In math, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS was 6 percentage points below the state rate in grades 3–8 as a whole and by 2 to 15 percentage points in each tested grade except the 4th grade.

**Table 6: Peabody Public Schools
Next-Generation MCAS ELA and Math Percent Meeting or Exceeding (M/E) Expectations in Grades 3–8, 2017**

Grade	N	ELA M/E	State ELA	Difference	N	Math M/E	State Math	Difference
3	509	49%	47%	2	507	41%	49%	-8
4	469	49%	48%	1	467	51%	49%	2
5	455	45%	49%	-4	456	44%	46%	-2
6	482	53%	51%	2	482	46%	50%	-4
7	426	49%	50%	-1	425	32%	47%	-15
8	439	44%	49%	-5	437	40%	48%	-8
3–8	2,780	48%	49%	-1	2,774	42%	48%	-6

Between 2014 and 2017, in science, the percentage of students scoring proficient or advanced on the MCAS declined by 2 percentage points and was 47 percent in 2017, 6 percentage points below the 2017 state rate of 53 percent.

**Table 7: Peabody Public Schools
MCAS Science Percent Scoring Proficient or Advanced in Grades 5, 8, and 10, 2014–2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr change	State (2017)
5	453	50%	48%	52%	47%	-3	46%
8	437	32%	34%	33%	30%	-2	40%
10	318	66%	72%	68%	70%	4	74%
All	1,208	49%	51%	50%	47%	-2	53%

Between 2014 and 2017, in ELA the median student growth percentile (SGP) improved by 7 or more points in grades 4, 6, 7 and 10, and declined by 17.0 points in grade 8.

**Table 8: Peabody Public Schools
ELA Median Student Growth Percentile by Grade, 2014–2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr change	State (2017)
3	—	—	—	—	—	—	—
4	437	45.0	51.0	56.5	52.0	7.0	50.0
5	431	46.0	42.0	47.0	47.0	1.0	50.0
6	438	40.0	53.0	47.0	58.0	18.0	50.0
7	394	34.0	58.0	65.0	61.0	27.0	50.0
8	401	52.0	57.0	60.0	35.0	-17.0	50.0
10	308	27.0	34.5	31.0	46.0	19.0	50.0

Changes in SGP of 10 points or more are considered meaningful.

Between 2014 and 2017, in math the median SGP improved by 2.5 or more points in each tested grade with a median SGP.

**Table 9: Peabody Public Schools
Math Median Student Growth Percentile by Grade, 2014–2017**

Grade	N (2017)	2014	2015	2016	2017	4-yr change	State (2017)
3	—	—	—	—	—	—	—
4	437	42.0	49.0	44.5	56.0	14.0	50.0
5	432	42.0	43.0	48.0	50.0	8.0	50.0
6	441	48.5	39.0	41.0	51.0	2.5	50.0
7	392	52.0	52.0	47.5	57.5	5.5	50.0
8	401	48.0	58.0	60.0	62.0	14.0	50.0
10	310	41.0	41.0	47.0	52.5	11.5	50.0

Changes in SGP of 10 points or more are considered meaningful.

In ELA, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS ranged from 39 to 77 percent in the 3rd grade, from 35 to 71 percent in the 4th grade, and from 14 to 58 percent in the 5th grade in the eight elementary schools. The percentage of students meeting or exceeding expectations was 54 percent, 50 percent, and 46 percent in the 6th, 7th, and 8th grades, respectively.

**Table 10: Peabody Public Schools
Next-Generation MCAS ELA Percent Meeting or Exceeding Expectations by Grade and School, 2017**

School	3	4	5	6	7	8	3-8
Brown	39%	39%	33%	—	—	—	37%
Burke	55%	71%	58%	—	—	—	60%
Carroll	47%	49%	50%	—	—	—	49%
Center	53%	59%	58%	—	—	—	57%
McCarthy	59%	62%	58%	—	—	—	60%
Welch	46%	43%	14%	—	—	—	35%
South Memorial	43%	54%	55%	—	—	—	50%
West Memorial	77%	35%	45%	—	—	—	52%
Higgins Middle	—	—	—	54%	50%	46%	50%
District	49%	49%	45%	53%	49%	44%	48%
State	47%	48%	49%	51%	50%	49%	49%

In math, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS ranged from 26 to 61 percent in the 3rd grade, from 27 to 85 percent in the 4th grade, and from 14 to 83 percent in the 5th grade in the eight elementary schools. The percentage of students meeting or exceeding expectations was 47 percent, 32 percent, and 41 percent in the 6th, 7th, and 8th grades, respectively, all below the 2017 state rate.

**Table 11: Peabody Public Schools
Next-Generation MCAS Math Percent Meeting or Exceeding Expectations by Grade and School, 2017**

School	3	4	5	6	7	8	3-8
Brown	26%	27%	28%	—	—	—	27%
Burke	47%	85%	57%	—	—	—	61%
Carroll	41%	52%	37%	—	—	—	45%
Center	45%	54%	56%	—	—	—	52%
McCarthy	61%	55%	69%	—	—	—	62%
Welch	39%	43%	14%	—	—	—	32%
South Memorial	36%	60%	39%	—	—	—	45%
West Memorial	61%	49%	83%	—	—	—	63%
Higgins Middle	—	—	—	47%	32%	41%	40%
District	41%	51%	44%	46%	32%	40%	42%
State	49%	49%	46%	50%	47%	48%	48%

The percentage of students scoring proficient or advanced in the 10th grade on the MCAS was above the state rate by 2 percentage points in ELA and below the state rate by 4 percentage points in math.

**Table 12: Peabody Public Schools
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10, 2017**

School	ELA	Math
Veterans Memorial High	93%	75%
State	91%	79%

In science, the percentage of students scoring proficient or advanced in the 5th grade on the MCAS ranged from 22 percent at Welch to 68 percent at West Memorial, and was 30 percent in the 8th grade at Higgins Middle. Science proficiency was 71 percent in the 10th grade at Veterans Memorial High.

**Table 13: Peabody Public Schools
MCAS Science Percent Scoring Proficient or Advanced by School and Grade, 2017**

School	3	4	5	6	7	8	10	Total
Brown	—	—	36%	—	—	—	—	36%
Burke	—	—	52%	—	—	—	—	52%
Carroll	—	—	49%	—	—	—	—	49%
Center	—	—	60%	—	—	—	—	60%
McCarthy	—	—	58%	—	—	—	—	58%
Welch	—	—	22%	—	—	—	—	22%
South Memorial	—	—	48%	—	—	—	—	48%
West Memorial	—	—	68%	—	—	—	—	68%
Higgins Middle	—	—	—	—	—	30%	—	30%
Veterans Memorial High	—	—	—	—	—	—	71%	71%
District	—	—	47%	—	—	30%	70%	47%
State	—	—	46%	—	—	40%	74%	53%

In ELA, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS in the district's elementary schools ranged from 35 to 60 percent and was 50 percent at Higgins Middle.

In math, the percentage of students meeting or exceeding expectations on the Next-Generation MCAS in the district's elementary schools ranged from 27 to 63 percent and was 40 percent at Higgins Middle.

**Table 14: Peabody Public Schools
Next-Generation MCAS ELA and Math Percent Meeting and Exceeding Expectations by School, 2017**

School	ELA					Math				
	All	High Needs	Econ. Dis.	SWD	ELLs	All	High Needs	Econ. Dis.	SWD	ELLs
Brown	37%	20%	21%	13%	24%	27%	14%	18%	3%	12%
Burke	60%	41%	46%	28%	—	61%	35%	33%	29%	—
Carroll	49%	39%	43%	11%	21%	45%	32%	36%	7%	18%
Center	57%	39%	40%	23%	27%	52%	39%	45%	19%	23%
McCarthy	60%	49%	58%	36%	—	62%	47%	58%	32%	—
Welch	35%	27%	29%	9%	18%	32%	26%	22%	19%	25%
South Memorial	50%	31%	35%	8%	23%	45%	22%	26%	8%	7%
West Memorial	52%	43%	44%	20%	—	63%	40%	39%	20%	—
Higgins Middle	50%	32%	37%	14%	21%	40%	21%	24%	9%	20%
District	48%	32%	36%	14%	21%	42%	26%	28%	11%	20%

Between 2014 and 2017, ELA proficiency on the MCAS at Veterans Memorial improved by 4 percentage points for all students and by 7 to 16 percentage points for high needs students, English language learners, and students with disabilities.

Between 2014 and 2017, math proficiency on the MCAS at Veterans Memorial High declined by 4 percentage points for all students and by 4 percentage points for high needs students, and improved by 1 and 2 percentage points for students with disabilities and English language learners, respectively.

**Table 15: Peabody Public Schools
MCAS ELA and Math Percent Scoring Proficient or Advanced in Grade 10 by Subgroup, 2014–2017**

School	ELA					Math				
	2014	2015	2016	2017	4-yr Change	2014	2015	2016	2017	4-yr Change
Veterans Memorial High	89%	95%	92%	93%	4	78%	74%	73%	75%	-3
High Needs	77%	89%	81%	84%	7	57%	51%	52%	53%	-4
Econ. Dis.	—	91%	83%	87%	—	—	53%	55%	55%	—
ELLs	64%	77%	50%	80%	16	36%	38%	25%	38%	2
SWD	64%	81%	69%	77%	13	40%	44%	31%	41%	1

Between 2014 and 2017, in science, the percentage of students scoring proficient or advanced on the MCAS improved in 4 of the 8 elementary schools by 2 to 20 percentage points and declined in the other 4 elementary schools by 7 to 35 percentage points. Science proficiency declined by 2 percentage points at Higgins Middle and improved by 4 percentage points at Veterans Memorial High.

**Table 16: Peabody Public Schools
MCAS Science Percent Scoring Proficient or Advanced in Science by School and Subgroup, 2014–2017**

School	N (2017)	2014	2015	2016	2017	4-yr Change
Brown	67	34%	31%	31%	36%	2
High Needs	33	12%	19%	14%	15%	3
Econ. Dis.	23	—	7%	17%	17%	—
SWD	21	10%	14%	5%	5%	-5
ELLs	8	—	—	—	—	—
Burke	60	59%	57%	67%	52%	-7
High Needs	21	54%	33%	26%	38%	-16
Econ. Dis.	8	—	36%	40%	—	—
SWD	14	—	—	19%	21%	—
ELLs	1	—	—	—	—	—
Carroll	86	59%	51%	55%	49%	-10
High Needs	52	47%	47%	38%	35%	-12
Econ. Dis.	42	—	48%	40%	38%	—
SWD	16	21%	14%	25%	0%	-21
ELLs	21	—	53%	20%	29%	—
Center	57	40%	44%	47%	60%	20
High Needs	28	26%	21%	32%	50%	24
Econ. Dis.	15	—	11%	—	40%	—
SWD	7	—	20%	—	—	—
ELLs	9	—	25%	—	—	—
McCarthy	36	74%	59%	65%	58%	-16
High Needs	13	44%	36%	56%	54%	10
Econ. Dis.	7	—	—	36%	—	—
SWD	7	—	—	—	—	—
ELLs	5	—	—	—	—	—
Welch	49	57%	69%	38%	22%	-35
High Needs	42	56%	63%	33%	19%	-37
Econ. Dis.	30	—	62%	33%	20%	—
SWD	14	—	—	20%	7%	—
ELLs	23	54%	57%	33%	17%	-37

South Memorial	56	46%	53%	66%	48%	2
High Needs	27	23%	29%	76%	37%	14
Econ. Dis.	21	—	—	83%	38%	—
SWD	8	17%	—	—	—	—
ELLs	6	—	—	—	—	—
West Memorial	28	53%	33%	50%	68%	15
High Needs	6	53%	18%	—	—	—
Econ. Dis.	3	—	27%	—	—	—
SWD	3	50%	8%	—	—	—
ELLs	1	—	—	—	—	—
Higgins Middle	431	32%	35%	34%	30%	-2
High Needs	187	19%	16%	16%	19%	0
Econ. Dis.	132	—	19%	22%	23%	—
SWD	77	8%	7%	2%	9%	1
ELLs	26	17%	0%	8%	4%	-13
Veterans Memorial High	311	67%	73%	69%	71%	4
High Needs	132	43%	51%	46%	46%	3
Econ. Dis.	95	—	56%	50%	48%	—
SWD	62	24%	39%	25%	35%	11
ELLs	11	—	42%	8%	18%	—

Between 2013 and 2016, the district's four-year cohort graduation rate improved by 5.3 percentage points for all students and improved for each subgroup with reportable data except for English language learners and Hispanic or Latino students.

Table 17: Peabody Public Schools
Four-Year Cohort Graduation Rates by Subgroup, 2013–2016

Group	N (2016)	2013	2014	2015	2016	4-yr Change	State (2016)
High needs	235	70.0	78.6	75.2	79.6	9.6	79.1%
Economically Disadvantaged*	193	69.6	78.7	75.9	78.2	8.6	78.4%
ELLs	15	66.7	80.0	44.4	66.7	0.0	64.1%
SWD	102	57.9	68.1	68.3	68.6	10.7	71.8%
African American/Black	13	87.5	63.6	72.7	92.3	4.8	78.9%
Asian	4	90.0	88.9	88.9	—	—	92.7%
Hispanic or Latino	65	69.4	78.7	77.0	67.7	-1.7	72.7%
Multi-Race, non-Hisp./Lat.	5	87.5	—	83.3	—	—	84.3%
White	359	82.6	91.2	88.5	89.7	7.1	91.9%
All	448	81.3	88.3	86.6	86.6	5.3	87.5%

* Four-year cohort graduation rate for students from low income families used for 2013, 2014, and 2015 rates.

Between 2012 and 2015, the district's five-year cohort graduation rate improved by 2.8 percentage points for all students, and improved for each subgroup with reportable data except for English language learners and African American/Black students.

**Table 18: Peabody Public Schools
Five-Year Cohort Graduation Rates by Subgroup, 2012–2015**

Group	N (2015)	2012	2013	2014	2015	4-yr Change	State (2015)
High needs	234	74.8	75.7	85.2	79.1	4.3	82.0%
Economically Disadvantaged*	191	74.1	75.4	85.4	79.6	5.5	81.6%
ELLs	18	73.7	72.2	86.7	66.7	-7.0	70.2%
SWD	104	60.7	63.6	78.7	71.2	10.5	74.5%
African American/Black	11	90.9	87.5	72.7	72.7	-18.2	82.3%
Asian	9	—	90.0	100.0	88.9	—	94.1%
Hispanic or Latino	61	71.7	74.2	86.7	83.6	11.9	75.8%
Multi-Race, non-Hisp./Lat.	12	—	87.5	—	83.3	—	88.0%
White	384	87.5	85.4	93.3	89.8	2.3	93.1%
All	478	85.7	84.2	91.9	88.5	2.8	89.4%

* Four-year cohort graduation rate for students from low income families used for 2012, 2013, and 2014 rates.

Between 2013 and 2016, in-school suspension rates declined for all students by 0.8 percentage point and declined for each subgroup with reportable data except for English language learners.

**Table 19: Peabody Public Schools
In-School Suspension Rates by Subgroup, 2013–2016**

Group	2013	2014	2015	2016	4-yr Change	State (2016)
High Needs	4.1%	3.4%	0.7%	2.2%	-1.9	2.9%
Economically disadvantaged*	—	—	0.7%	2.0%	—	3.2%
ELLs	1.1%	0.7%	—	3.1%	2.0	1.9%
SWD	8.9%	7.4%	1.4%	4.2%	-4.7	3.5%
African American/Black	6.6%	4.3%	—	1.3%	-5.3	3.7%
Asian	—	—	—	—	—	0.6%
Hispanic or Latino	4.1%	3.3%	0.9%	2.8%	-1.3	3.1%
Multi-Race, non-Hispanic or Latino	2.7%	6.8%	—	2.1%	-0.6	2.1%
White	1.6%	1.3%	0.3%	1.1%	-0.5	1.4%
All	2.1%	1.8%	0.4%	1.3%	-0.8	1.9%

*Suspension rates for students from low income families used for 2013 and 2014 rates.

Between 2013 and 2016, out-of-school suspension rates declined by 0.7 percentage point for all students and declined for most subgroups with reportable data.

**Table 20: Peabody Public Schools
Out-of-School Suspension Rates by Subgroup, 2013–2016**

Group	2013	2014	2015	2016	4-yr Change	State (2016)
High Needs	3.9%	3.1%	0.5%	2.0%	-1.9	4.9%
Economically disadvantaged*	—	—	0.5%	2.0%	—	5.6%
ELLs	1.1%	1.7%	—	1.9%	0.8	4.0%
SWD	6.9%	5.3%	0.9%	3.0%	-3.9	5.9%
African American/Black	5.5%	4.3%	—	3.1%	-2.4	6.9%
Asian	—	—	—	—	—	0.8%
Hispanic or Latino	4.3%	3.3%	0.9%	2.4%	-1.9	5.7%
Multi-Race, non-Hispanic or Latino	2.7%	4.1%	—	4.2%	1.5	3.4%
White	1.8%	1.3%	0.1%	1.1%	-0.7	1.7%
All	2.2%	1.7%	0.3%	1.5%	-0.7	2.9%

* Suspension rates for students from low income families used for 2013 and 2014 rates.

Between 2013 and 2016, the dropout rate declined for all students by 0.5 percentage point and was 2.0 percent in 2016, compared to the 2016 state rate of 1.9 percent.

**Table 21: Peabody Public Schools
Dropout Rates by Subgroup, 2013–2016**

Group	2013	2014	2015	2016	4-yr Change	State (2016)
High Needs	5.0	2.4	4.6	4.1	-0.9	3.7%
Economically disadvantaged*	—	—	4.2	5.1	—	4.1%
ELLs	9.8	3.1	13.0	7.4	-2.4	6.6%
SWD	5.7	2.9	5.3	3.0	-2.7	3.1%
African American/Black	2.3	0.0	4.9	1.6	-0.7	3.2%
Asian	0.0	0.0	6.5	0.0	0.0	0.7%
Hispanic or Latino	4.5	3.8	5.6	5.6	1.1	4.5%
Multi-Race, non-Hispanic or Latino	3.4	4.2	0.0	11.8	8.4	2.4%
White	2.2	1.0	1.4	1.2	-1.0	1.1%
All	2.5	1.4	2.2	2.0	-0.5	1.9%

*Dropout rates for students from low income families used for 2013 and 2014 rates.

Leadership and Governance

Contextual Background

At the time of the onsite in October 2017, the superintendent was entering his third consecutive year as an interim. He had previously served one year as interim in the district in 2011. The district completed a superintendent search in November 2017 and selected the assistant superintendent to become the permanent superintendent on July 1, 2018.

The interim superintendent has improved the climate and culture of the district. His personal goals have focused on civility and how people treat each other in the district. He has restored trust and improved communication among stakeholders. City officials, school committee members, administrators, staff, and parents spoke positively about the interim superintendent's leadership.

The school committee, which has an equal mix of new and veteran members, seems well informed. Members support the superintendent, understand the duties of the school committee in terms of policy and budget, and adhere to their appropriate roles and responsibilities in the operations of the district. A robust sub-committee structure enables members to develop areas of expertise and support the superintendent in his duties.

School committee members view the budget development process favorably. The superintendent consults with his administrative team in preparing the budget and with the mayor before presenting the budget to the school committee. The city has been able to find additional funds for the schools when needed. Examples include library improvements at the Welch school and additional teachers to meet needs related to class size and English language learners.

Strength Findings

1. **The interim superintendent has improved the climate and culture of the district and restored trust among stakeholders. City officials, school committee members, staff, and parents view him positively.**
 - A. Over the two years before the onsite in October 2017, the interim superintendent rebuilt trust and improved communication in the district.
 1. The interim superintendent stated that the most important thing he wanted to do as interim was build confidence in the central office and foster effective communication.
 2. School committee members characterized communication with the interim superintendent as productive and they expressed the view that they received accurate and timely information on what was happening across the district.
 3. The interim superintendent spoke positively about his relationship with the school committee. He stated that school committee members understand the role of the

committee and the role of the superintendent and they do not become involved in district operations for which they are not responsible, but focus on budget and policy considerations.

4. School committee members stated that they understand the different roles of the superintendent and the school committee and they do not inappropriately influence the day-to-day operations of the district.
 5. The review team, in watching recorded school committee meetings, noted the positive relationship between the interim superintendent and the school committee.
- B. The superintendent has articulated and modeled communication skills, visibility, and civility. Through his goals he has made clear his priority to improve the culture and climate of the district.
1. The interim superintendent's first goal (also called a "district goal") is to "implement strategies that create, strengthen and foster an environment of collegiality, partnership and dignity...." He stated that it was important that the way people communicated with each other both within the district and with parents and the community was based on dignity.
 2. Teachers' association representatives said that the relationship with the interim superintendent was productive and that there was an "open door" at the central office.
 3. Middle-school teachers spoke positively about the interim superintendent's support for schools, noting his willingness to find resources for schools and teachers as new demands arose such as an increase in class size or in the number of English language learners.
 4. Principals stated that the Interim superintendent was a skillful communicator. They said that they knew the urgency of the communication by which method—phone, text or email—the interim superintendent used. Principals also said that leadership meetings were collaborative, and they expressed the opinion that they had positive input. One principal stated that leadership meetings were not about "housekeeping" but were about substantive issues.
 5. Parents spoke positively about the interim superintendent with one parent noting that he was impressed that the superintendent knew his daughter's name. In the 2016–2017 school year, the district had lost a young student to cancer and the parents of that student praised the interim superintendent's and the district's response to their tragedy.
 6. City leaders described the relationship between the city and the school district as collaborative and stated that there had been improvement in the relationship of the superintendent and the school committee with the city.
 - a. Central office staff described the relationship with the city as "great" and "not at all contentious."

- b. The superintendent stated that the mayor has been flexible to make things work and that if the district does get into financial difficulty the city tries to help out.

Impact: Effective communication, trust, and civility likely increases staff morale, public confidence in the district, and ultimately students' achievement.

Challenges and Areas for Growth

2. The district does not have a District Improvement Plan (DIP) with SMART goals or a long-term strategic plan.

A. Interviews and a document review indicated that the district does not have a DIP or a strategic plan.

1. The district does not have a strategic plan that outlines the vision, core values, and long-term priorities of the district.
2. The district provided the review team with a document entitled: District Goals, Educator Evaluation Rubrics, Performance and Evaluation Timelines. The document contains five goals labeled as "district goals." These goals are the annual goals for both the superintendent and the assistant superintendent.
 - a. The assistant superintendent told the review team that she is evaluated on these goals.
 - b. Teachers' association representatives stated that teachers did not have input into these goals.
3. The "district goals" are not SMART goals (Specific and Strategic; Measurable; Action-Oriented; Rigorous, Realistic, and Results-Focused; and Timed and Tracked). They do not refer to student achievement data. They are actionable, but do not lay out a timeline or state how the achievement of the goal will be measured. They do not outline which staff will be responsible for accomplishing the goals.
 - a. Two goals concern district climate and social emotional issues; the other three are academic-subject specific.
4. The "district goals" are presented to the school committee and the principals in August. The principals then provide them to the staffs at the first meeting of the school year, three months after the school committee has approved the School Improvement Plans (SIPs). This prevents any link between the SIPs and the "district goals."
5. Both the interim superintendent and teachers' association representatives recognized the need for a long-term strategic plan for the district.

- a. The interim superintendent said that he hoped the new superintendent would hire a consultant to facilitate the process of developing a strategic plan.
 - b. Teachers' association representatives expressed a hope for strong teacher input into the process.
- B. Because the district does not have a DIP, SIPs are not aligned with any districtwide goal.
 1. Of the 10 SIPs provided by the district, 6 had a format that included a report on school demographics and historical MCAS data. Four SIPs also identified staff responsible for accomplishing goals and stated desired results. The SIP goals were actionable, but were not strategic and were not based on student achievement data. In general, SIPs did not include timelines or indicate who would be responsible for the accomplishment of the goals or how the achievement of the goals would be measured.
 2. All SIPs had some elements of SMART goals. For example, the SIP for the Welch school had a goal which stated that "85% or higher of third grade students will move out of the at-risk category in STAR math."
 3. Almost all SIP goals were school specific. They reflected the perceived needs of the individual schools. The team did not find evidence of a connection to the "district goals" or of districtwide analysis of student achievement data and suggested actions and outcomes.
- C. SIPs do not reflect wide input and are not used to guide the schools' work.
 1. Teachers said that the SIPs were created mainly by the school councils with limited input from staff.
 2. In general, once SIPs had been distributed to the staffs at the beginning of the school year, administrators and staff did not return to the document throughout the school year to assess progress, modify goals, or use it to inform instructional practices.
 - a. Some middle-school teachers said that the SIP was given out at the beginning of the year, but not referred to after that. Other middle-school teachers stated that the principal did return to the SIP occasionally.
 - b. The SIPs did not contain analysis of the strengths and challenges of the previous year's plan, so it was not clear whether the staff or the school council assessed progress.
 - c. Teachers' association representatives told the team that the only assessment of SIP goals was done by staff and administrators at the end of the year.
 - d. A review of leadership team meeting agendas indicated that they did not contain agenda items related to SIPs.

Impact: Without a DIP with data-based SMART goals and SIPs with SMART goals aligned with those in the DIP, teachers, parents, town officials, and residents do not know the direction in which district schools are heading, the plans to achieve their goals, or the extent to which progress is being made.

Recommendation

- 1. The district should develop a three-year district plan and align other planning documents with it.**
 - A. Under the leadership of the superintendent, a working group with wide representation should analyze student performance data and other data sources and develop a district improvement plan (DIP).**
 1. It is critically important that this stakeholder group recognize, and be committed to, the role of the DIP in creating a blueprint for success, achieving greater teacher effectiveness, and strongly influencing each School Improvement Plan.
 2. The district should consider using an outside facilitator/consultant, which would ensure the development of the DIP in a timely and effective fashion.
 - B. The DIP should include the district's mission or vision, goals, and priorities for action.**
 1. The goals in the strategic plan should be SMART goals (Specific and Strategic; Measurable; Action-Oriented; and Rigorous, Realistic, and Results-Focused).
 - C. The district should develop an annual action plan based on the priorities in the DIP; it should contain goals that can be achieved in one school year.**
 - D. The DIP's performance goals for students should drive the development, implementation, and modification of the district's educational programs.**
 1. School Improvement Plans should be created in alignment with the strategic plan and based on an analysis of student achievement data.
 - a. Principals should provide the superintendent, the school committee, and staff with regular updates on progress toward SIP goals.
 - b. The principal should use the SIP to inform his/her self-assessment and goal setting process when creating the Educator Plan, and progress toward Educator Plan goals should be used as evidence during implementation.
 2. Professional development should be designed to support the initiatives and goals in the DIP.
 - E. The DIP should be used as a tool for continuous improvement.**

1. The superintendent should periodically report to the school committee, staff, families, and community on progress toward achieving the goals in the DIP.
2. The district should establish procedures to review the DIP on a regular basis. Strategic activities and benchmarks should be adjusted when necessary to meet current conditions.
3. The superintendent and the school committee should consider aligning some goals in the Superintendent's Educator Plan (as part of the district educator evaluation system) with the goals in the DIP.

Benefits: A broad effort to develop and communicate a District Improvement Plan, and to include all stakeholders in the improvement planning process, will refocus the district on greater teacher effectiveness and improved student achievement. The District Improvement Plan and the School Improvement Plans will provide guidance and ensure that the work at each level is designed to accomplish the district's short- and long-term goals.

Recommended resources:

- ESE's *Planning for Success* tools (<http://www.doe.mass.edu/research/success/>) support the improvement planning process by spotlighting practices, characteristics, and behaviors that support effective planning and implementation and meet existing state requirements for improvement planning.
- *Focused Planning for Accelerating Student Learning* (<http://www.doe.mass.edu/dsac/focused-planning.pdf>) provides guidance for Level 3 districts to accelerate achievement for all students through the development of a focused, actionable and sustainable Accelerated Improvement Plan (AIP).
- *District Accelerated Improvement Planning - Guiding Principles for Effective Benchmarks* (<http://www.doe.mass.edu/turnaround/level4/level-4-guiding-principles-effective-benchmarks.pdf>) provides information about different types of benchmarks to guide and measure district improvement efforts.
- *What Makes a Goal Smarter?* (<http://www.doe.mass.edu/edeval/resources/presentations/SMARTGoals/Handout5.pdf>) is a description of SMART goals with accompanying examples. The handout was designed to support educators in developing goals as part of the educator evaluation system, but could also be a useful reference for the district as it develops or refines its DIP and SIPs.
- *The Massachusetts Definition of College and Career Readiness* (<http://www.mass.edu/library/documents/2013College&CareerReadinessDefinition.pdf>) is a set of learning competencies, intellectual capacities and experiences essential for all students to become lifelong learners; positive contributors to their families, workplaces and communities; and successfully engaged citizens of a global 21st century. This could be a helpful resource as the district articulates its vision and goals.

- *Massachusetts Transfer Goals* (<http://www.doe.mass.edu/candi/model/MATransferGoals.pdf>) are long range goals that students should work toward over the course of their Pre-K–12 academic experience. They were written to provide an explicit connection between the standards-based Model Curriculum Units and Massachusetts' definition of College and Career Readiness. They are not recommended for use as a checklist, evaluation tool, or as an assessment tool, but they could be a helpful resource for the district as it articulates a vision and engages in long-term planning.

Curriculum and Instruction

Contextual Background

The district has aligned portions of its English language arts (ELA) and mathematics curricula with the 2017 Massachusetts ELA/Literacy and Math Frameworks.¹ K–12 science curriculum is not aligned with the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework.² The district does not have a written process and schedule for the review and revision of its curricula and recent methods of revising curricula have varied depending on the level and discipline. In addition, vertical articulation of curricula from the elementary-school level to the middle grades and then from the middle school to the high school has not taken place. Dialogue about vertical articulation of curricula at these transition points has been informal.

The district has not established a rigorous, research-based set of expected instructional practices across the district. In general, observers found that the district's students were behaving appropriately and that the classroom climate was conducive to teaching and learning. However, review team members generally saw a low incidence of key characteristics of effective instruction such as students engaged in higher-order thinking and teachers using a variety of instructional methods and supporting and challenging students with varied learning needs.

Challenges and Areas for Growth

- 1. The district has not fully aligned ELA, mathematics, and science curricula with the current frameworks. Vertical articulation of the curricula at key transition points has not taken place. The district has not have an established process that ensures the timely review and revision of curriculum to guarantee that updated and comprehensive curriculum will be implemented in all classrooms.**
 - A. The district does not have a documented process for curriculum development and continuous review.**
 1. Many interviewees including teachers, secondary school coordinators and department heads, principals, and district leaders stated that the district does not have a written process and schedule for curriculum review and revision.
 2. Principals, middle-school curriculum staff, and a K–12 staff member stated that typically the district adopts a text or program before beginning curriculum alignment work.
 - B. The development of the district's curriculum maps has not included vertical articulation at the key transitions between grades 5 and 6 and between grades 8 and 9.**

¹ ELA curriculum is aligned K–8; math curriculum is aligned K–2 and 6–12.

² The district's K–5 curricula are *Journeys* for ELA, *Math-in-Focus*, and *FOSS Science* kits; in grades 6–8, the curricula are an anthology for ELA, *Big Ideas in Math*, and *McGraw Hill Science*.

1. Elementary principals stated that the process of ELA curriculum map development did not include dialogue between curriculum developers in grades 5 and 6. They reported that “informal” conversations took place between curriculum developers in grades 5 and 6.
2. A high-school department head and middle-school curriculum coordinators and facilitators stated that vertical articulation dialogue between middle-school and high-school departments was “highly limited.” A mathematics educator said that high-school and middle-school teachers have worked together on the Algebra 1 curriculum.
 - a. Administrators and coordinators said that high-school teachers do not have access to middle-school student performance data.
3. A curriculum coordinator at the middle school said that “nobody has responsibility for communication between grades 5 and 6 and between grades 8 and 9.”
4. District and school curriculum and instruction leaders told the team that much of the dialogue between grade 5 and grade 6 staff has to do with decisions about student course placement.

Impact: Without a clearly documented and articulated process for the timely review and revision of curricula, including opportunity for formal vertical and horizontal collaboration at each level, the district cannot ensure that all students have equitable and consistent access to high-quality curriculum.

2. In observed classrooms, the quality of instruction was inconsistent across levels. In general, the district’s students behaved appropriately and classroom climate was conducive to teaching and learning. However, other key characteristics such as students engaged in challenging tasks and higher-order thinking, and teachers using a variety of instructional strategies, were in low incidence.
 - A. **Focus Area #1 – Learning Objectives & Expectations** In most observed classrooms, teachers demonstrated knowledge of subject matter, used appropriate instructional activities well matched to the learning objective, and ensured that students understood what they should be learning and why. Less frequently—particularly in the district’s secondary schools—did review team members find teachers checking for understanding and adjusting instruction.
 1. Observers saw sufficient and compelling evidence that teachers ensured that students understood what they were learning and why (characteristic #2) in 94 percent of elementary classes, in 70 percent of middle-school classrooms, and in 63 percent of high-school classes.
 - a. For example, in a grade 9 English class, throughout the showing of Alfred Hitchcock’s television show the teacher reinforced the lesson objective which was analyzing the differences between a short story and a screenplay.

- b. In a grade 2 spelling lesson, a teacher focused on the k sound (k, ck, and c). In an example of “mirror talk,” the teacher stated the lesson objective and the students repeated it.
 - c. In a grade 8 science class, the day’s goal was posted in a student-centered manner: *“When I leave today I will be able to identify that density is a characteristic property and will be able to determine an object’s density.”*
 - 2. The team saw sufficient and compelling evidence that teachers used appropriate classroom activities well matched to learning objectives (characteristic #3) in 91 percent of observed elementary lessons, in 69 percent of middle-school lessons, and in 55 percent of high-school lessons.
 - a. For example, in a grade 3 science activity focused on ecology, students were challenged to answer the question “Where should an animal go to stay cool?” Each pair of students was given three Ziploc baggies, each bag containing an ice cube. The students went outdoors and placed one baggie in the open and one in the shade, and buried one. Ten minutes later students were asked to determine the answer to the question.
 - 3. Observers found sufficient and compelling evidence of teachers frequently checking for student understanding (characteristic # 4) in 73 percent of elementary lessons, in 60 percent of middle-school classes, and in 52 percent of high-school lessons.
 - a. For example, in a grade 1 reading lesson linking phonics to spelling words, each student wrote an answer to the teacher’s prompt on a white board and held it up for the teacher to scan the answer.
 - b. In contrast, in a grade 8 English class, the teacher only called on those students whose hands were raised, missing the opportunity to learn who did not understand the lesson. In the same class, a student asked a question. The teacher answered the student’s question rather than taking the opportunity to see how other students might respond.
- B. Focus Area #2 – Student Engagement & Higher-Order Thinking** In most observed elementary classrooms students were engaged in the lesson and actively participated in activities. Observers noted a lower incidence of secondary classes in which students were engaged with the content. Review team members found a low incidence at all levels of students engaged in higher-order thinking such as analysis, problem solving, or application of new knowledge.
 - 1. Observers noted sufficient and compelling evidence of students engaged in the content or lesson’s objective (characteristic # 5) in 73 percent of observed elementary lessons, in 60 percent of middle-school lessons, and in 54 percent of high-school lessons.

- a. For example, in a grade 8 science class, an observer found students busy and on task. After each small group of students watched a video, students were asked to discuss responses to the following prompt: "How does the motion of particles that make up matter affect the matter's state?" The teacher asked, "What do you think? Why?" Each group then had to design a poster depicting the states of matter.
 - b. In contrast, many students in a grade 9 English class did not participate in the lesson.
 2. The team saw sufficient and compelling evidence of students engaged in higher-order thinking tasks (characteristic #6) in 39 percent of elementary lessons, in 40 percent of middle-school lessons, and in 43 percent of high-school lessons.
 - a. In one example of the use of higher-order thinking, in grade 4 science class, students were studying fossils. Using turn and talk methodology, the teacher posed the following questions to the pairs: "What can fossils tell us? What can they tell us about the past? What can fossils tell us about land forms?"
 - b. In contrast, in another grade 4 science class, the teacher read a passage about acid rain and students were asked objective questions.
 3. Observers noted sufficient and compelling evidence of students communicating their ideas and thinking with each other (characteristic # 7) in 51 percent of elementary lessons, in 40 percent of middle-school lessons, and in 40 percent of high-school lessons.
 - a. In an example of students communicating their ideas, in a grade 3 math lesson, students were asked to analyze a word problem, to think, and then to share their ideas with their neighbor.
- C. **Focus Area #3 – Inclusive Practice & Classroom Culture** In most observed classes, student behavior and classroom climate were conducive to teaching and learning. Review team members found that the use of a variety of instructional strategies was the least well-developed characteristic of effective methodology districtwide. In observed high-school classes most lessons did not include approaches that supported and challenged students with varied learning needs.
 1. The team saw sufficient and compelling evidence that teachers used a variety of instructional strategies (characteristic #10) in 45 percent of elementary and middle-school lessons, and in just 29 percent of high-school lessons.
 - a. For example, in a grade 4 math class, the teacher worked individually with students at her desk.

- b. In an example of only one instructional strategy, in a grade 5 science lesson about the earth's atmosphere, students were partnered with two peers. Each read a portion of the text. They were challenged to describe the earth's atmosphere. The two listeners' task was to summarize what they had heard. Responsibilities rotated so that everyone experienced each role.
 - c. Students in a grade 9 science class appeared to be off task while the teacher lectured. The observer did not note any variation of instruction.
- 2. Team members observed sufficient and compelling evidence that a lesson was designed to support and challenge students with varied learning needs (characteristic # 9) in 54 percent of elementary lessons, in only 30 percent of middle-school lessons, and in just 46 percent of high-school lessons.
 - a. In a grade 8 science class, students were learning about the states of matter. One group of students was creating a poster, a second was discussing the various states of matter, and a third was watching a video about states of matter on their Chromebooks.
- 3. In observed classrooms, observers noted sufficient and compelling evidence that classroom routines and positive supports were in place to encourage appropriate student behavior (characteristic #11) in 88 percent of elementary classes, in 85 percent of middle-school classrooms, and in 77 percent of high-school classes.
- 4. Team members observed sufficient and compelling evidence of classroom climate conducive to teaching and learning (characteristic # 12) in 85 percent of elementary classrooms, in 75 percent of middle-school classes, and in 66 percent of high-school classrooms.
 - a. In a grade 8 English class, students were reviewing for an upcoming test about a novel that they had read. The review was presented in the form of a game which required thinking and cooperation. All students were engaged and observed to be in discussion in anticipation of the game's challenges.

Impact: Classrooms in which students are well behaved and climate is conducive to teaching and learning are prerequisites to effective instruction. However, environments that do not offer a variety of instructional methods and do not regularly support and challenge students with varied learning needs and challenge students to engage in higher-order thinking do not maximize learning for students.

Recommendations

1. **The district should identify and articulate a set of research-based instructional expectations for the district, communicate this to the full educational community, and support teachers in its implementation.**
 - A. The district should convene a representative group of teachers and instructional leaders to define the characteristics of effective instruction.
 1. The recommended product of these meetings is a set of expectations that challenges and engages students to develop and use higher-order thinking, includes a variety of instructional strategies, and supports and challenges students with varied learning needs.
 - B. Once the set of instructional expectations has been defined, district administrators should develop a plan to share these expectations with staff.
 1. The district is encouraged to provide opportunities for educators to discuss ideas and strategies from the set of instructional expectations. These opportunities might include grade level, department meetings, faculty meetings, common planning time, or professional development days.
 2. The administrative team is also encouraged to continue to conduct non-evaluative walkthroughs in pairs/small groups to generalize and share feedback about trends observed, and to discuss improvement strategies with teachers.
 - C. Teachers should be provided with appropriate guidance and feedback as they implement instructional expectations.
 1. Principals, as instructional leaders, should ensure that teachers have the information and support necessary to meet the district's instructional expectations.
 2. Teachers should receive frequent, constructive feedback that helps them to continually improve instruction.
 3. Professional development should focus on elements of the instructional expectations as applied to the specific curricula that students and teachers work with every day.
 4. The district should consider reallocating resources to provide instructional coaches.

Benefits: Implementing this recommendation will mean clear and articulated expectations for educators for what constitutes effective teaching. This will provide a common language that will facilitate more focused feedback and professional development. In a district where instruction is based on best practices and is high-quality K–12, educators will likely experience professional growth and the district's diverse group of learners will likely be provided optimum opportunities for enriched learning.

Recommended resources:

- ESE's *Learning Walkthrough Implementation Guide* (<http://www.doe.mass.edu/educators/title-ii/ImplementationGuide2016.docx>) 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. (The link above includes a presentation to introduce Learning Walkthroughs.)
 - ESE's *"What to Look For" Observation Guides (Updated August 2017)* (<http://www.doe.mass.edu/candi/observation/>) describe what observers should expect to see in a classroom at a particular grade level in a specific subject area. This includes the knowledge and skills students should be learning and using (as reflected in state learning standards) and best practices related to classroom curriculum, instruction, and assessment for each subject area. The guides are not designed to replace any evaluation system or tools districts currently use, but are a resource to help classroom observers efficiently identify what teachers and students should be experiencing in specific subjects and grade levels.
- 2. The district should document and share a multi-year process for the regular and timely review, revision, and alignment of curricula. Alignment of K–12 curricula with the current frameworks should be a district priority.**
- A.** The district should convene a representative group of teachers and instructional leaders to develop a systematic plan to review and/or revise ELA, mathematics, and science curricula to ensure alignment with current frameworks.
1. The plan should include analysis of student performance data and other data sources, and should involve educators from different levels and areas of expertise.
 2. The plan should include a timeline for when K–12 curricula in each discipline will be reviewed and updated. It should also identify the resources needed to support this work.
 3. The district should ensure that the curriculum is vertically aligned. Particular attention should be paid to alignment at the transition points between grades 5 and 6 and grades 8 and 9.
 4. The district should develop practices to ensure that curriculum is regularly reviewed for effectiveness, such as collaborative discussions of which materials work well and which need revision.

Benefits: A curriculum review and revision process that is cyclical and timely will likely result in teachers and students engaged in their disciplines' most current thinking and knowledge. Students will be more likely to have access to a fully developed curriculum that meets their diverse learning needs.

Recommended resources:

- ESE's Massachusetts Curriculum Frameworks web page (<http://www.doe.mass.edu/frameworks/>) provides information about the 2017 ELA/Literacy and Mathematics Frameworks, including grade-by-grade comparisons between the 2010 and 2017 Frameworks and a slide deck supporting implementation of the 2017 Frameworks.
- The Massachusetts Science and Technology/Engineering Curriculum Framework web page (<http://www.doe.mass.edu/stem/review.html>) provides links to the current frameworks and supporting documents, including updated strand maps, crosswalks, and other guidance materials.
- *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.
- *Curriculum Mapping: Raising the Rigor of Teaching and Learning* (<http://www.doe.mass.edu/Candi/model/maps/CurriculumMaps.pdf>) is a presentation that provides definitions of curriculum mapping, examples of model maps, and descriptions of curriculum mapping processes.
- *ESE's STE Quality Review Rubric* (<http://www.doe.mass.edu/candi/model/rubrics/STE.pdf>) is designed to help educators determine the quality, rigor, and alignment of lessons and units to the 2016 MA STE Curriculum Framework.

Assessment

Contextual Background

The assessment standard examines the district's approach to data collection and dissemination, data-based decision making, and student assessment. Peabody implements assessments in all grades and subject areas, but does not have a comprehensive, balanced system of formative and benchmark assessments to guide instruction. The assessments and benchmarks vary by grade spans. For example, the district administers universal screenings regularly in the elementary grades to gauge the baseline and needs of students, but does not do so at the middle school.

At the five Title I elementary schools, assessment results are reviewed and analyzed to varying degrees, depending upon the school, and students are monitored for academic progress and support. Data-driven decision making is found more often in the five Title I elementary schools than in the three non-Title I elementary schools.

Middle-school assessments are embedded into the curriculum maps. Assessments include chapter quizzes, unit tests, midterms, and finals. Assessment results are analyzed to monitor students' progress. Structures for data decision-making are limited and vary among departments. Teachers spend time reviewing assessment results with colleagues at cluster, grade level, or faculty meetings. Teachers use weekly meetings to discuss curriculum, instruction, and assessment. Grade-level clusters of teachers act as professional learning communities (PLCs) and may look at assessment results together.

The high school administers assessments throughout the year in courses by levels. Common assessments are limited. Structures for data-driven decision-making vary by department. Teachers have limited common planning time to meet with colleagues. Teachers have identified limited common planning time as an impediment to reviewing and discussing student work, assessment results, and changes to instruction. The interdisciplinary PLC at the high school is limited to a small portion of staff.

The district does not have a district data team to collect or disseminate information. Data teams meet regularly in the five Title I elementary schools and are led by the principals. The middle-school cluster teams look at school data related to their subject or grade, but the middle school does not have a data team. The high school does have a data team but it met only once in 2016–2017. Teachers may look at data, such as MCAS results, during subject-area meetings or faculty meetings.

Strength Findings

1. **At the five Title I elementary schools, staff administer and analyze student assessments to measure and monitor student progress, to provide selection criteria for intervention, and to inform instruction. Data teams, led by the principal, monitor students' progress throughout the year.**
 - A. Administrators and teachers told the review team that school-based data teams are organized at the district's five Title I elementary schools.
 1. The data teams analyze data, usually monthly, to assess student learning and to make decisions about interventions for struggling students.
 2. The principal is the primary leader of the data team.
 - B. Interviews and a document review indicated a schedule for K-5 English Language Arts/Literacy assessments.
 1. At the elementary level, assessment screeners and benchmark assessments provide the selection criteria for Title I support, establish student baselines, target students for interventions, and monitor progress.
 - a. Teachers review student achievement data to monitor progress, and group students for instruction, intervention, and/or enrichment.
 - b. Teachers monitor intervention results, and adjust instruction accordingly. For example, teachers across the elementary schools use Running Records during their guided reading groups and reading teachers use the Leveled Literacy Intervention (LLI) program with specific students.

Impact: Because the Title I elementary schools have developed structures to analyze data, they are able to monitor students' progress and provide ongoing instructional support to address students' needs.

Challenges and Areas for Growth

2. **The district does not have uniform and integrated policies, structures, and practices for the continuous collection, analysis, and dissemination of student performance and other data sources.**
 - A. Teachers and school leaders told the team that the district does not have a process for the continuous collection and timely dissemination of data (for example, data dashboards).
 1. One administrator told the team "We need a system Pre-K-12 to capture data. Currently, we can't look at the data collectively."

2. Teachers and leaders use spreadsheets to collect assessment data and use a Google shared drive to house and retrieve information. Interviewees said, however, that this process consumes time and limits access.
 3. Teachers and administrators told the review team that they would like real-time data, so that they can review the performance of students in their classrooms.
 4. Middle-school leaders stated that having technology to capture data would enable them to access student achievement reports from current and previous years' teachers. They said that they needed programs to help them track student performance data K-12.
 5. High-school teachers cannot access student performance data history unless they solicit help from guidance personnel.
- B. The district does not have a data team and school-based data teams do not function consistently.**
1. At Title I elementary schools, the principal is the primary leader of the school-based data teams, which meet at least monthly. In one non-Title I elementary school, the principal is the leader of the school's data team that meets three times a year. The other non-Title I elementary schools have just begun to develop data teams.
 2. The middle school does not have a data team that analyzes student performance data. However, housemasters work with the subject-area curriculum facilitators who lead the data review for the content departments. The departments do not have formal expectations or a protocol for guiding the teams. As a result, using data to drive instruction varies from team to team.
 3. At the high school, administrators are not part of the data team. Teachers serve on and facilitate the data team. The high-school MCAS coordinator disseminates the MCAS data to subject-area department heads, who analyze the data and communicate results with staff.
- C. Administrators and teachers told the review team that the district does not have guidelines or a protocol for school-based decision-making about data.**
1. The assistant superintendent provides guidance and support for all schools and leaders. She monitors student achievement by reviewing spreadsheets and communicating with teachers and leaders about the results. However, she does not have enough time to provide guidance to all principals and data teams.
- D. Teachers and school leaders told the review team that the district provided data training to school leaders and teachers five to six years before the onsite. There has not been recent training for staff.**
1. Teachers and leaders said that many teachers are not trained to collect data, review data, and use data to adjust their instruction. One administrator noted "We need a consistent database and training in the use of data."

Impact: Without central coordination of the ongoing collection, analysis, and dissemination of data, the district cannot effectively monitor students' progress and accurately measure achievement to better inform decision making and to improve instruction and student support.

Recommendation

1. The district should develop uniform and integrated policies, structures, and practices for the continuous collection, analysis, and dissemination of student performance and other data sources.
 - A. The superintendent, principals, and program leaders, in collaboration with teachers, should develop specific strategies, timelines, and clear expectations for the use of data districtwide.
 1. Building on the practices in place at some grade levels, the district should establish systematic, consistent processes for the use of data districtwide.
 2. The data system should provide professional staff with convenient, real-time access to student performance data, as well as other relevant academic and demographic data, as appropriate.
 - B. Ongoing training in the collection, analysis, and use of student performance data should be provided for staff in every school, grade level, and content area.
 - C. District and school leaders should systematically incorporate student assessment results and other pertinent data into all aspects of policy, prioritization, and decision-making, including budget development, District and School Improvement Plans, and the evaluation of educational programs and services.
 1. Principals, as instructional leaders, should play an active role in data teams and other structures that support the analysis and use of data in their schools.

Benefits: Implementing this recommendation will help the district to continuously monitor student progress, to accurately measure achievement, to better inform decision-making—and ultimately to provide all students with greatly improved learning opportunities and academic outcomes.

Recommended resources:

- ESE's *Assessment Literacy Self-Assessment and Gap Analysis Tool* (<http://www.doe.mass.edu/edeval/ddm/webinar/PartI-GapAnalysis.pdf>) is intended to support districts in understanding where their educators fit overall on a continuum of assessment literacy. After determining where the district as a whole generally falls on the continuum, districts can determine potential next steps.

- ESE's *District Data Team Toolkit* (<http://www.doe.mass.edu/accountability/toolkit/district-data-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.

Human Resources and Professional Development

Contextual Background

The district's hiring practices for teachers and school administrators are comprehensive and implemented consistently across the district. Hiring teams at the school or district level use screening protocols and interview procedures. The district's human resource director manages the recruitment, hiring, and supervision of all employees. The human resource office supports the district and employees with core services such as staff recruitment, compensation and benefit management, training and development, employee relations, and human resource information management.

The district adopted the Massachusetts Educator Evaluation Framework in 2012 but implementation is incomplete and uneven. Implementation is uneven because evaluators do not generally provide educators with recommendations that promote professional growth. Most educators' evaluations reviewed by the team were not rigorous or evidence based and included general narrative about accomplishments but did not contain actionable recommendations designed to improve an educator's practice. Most teachers' evaluation files did include self-assessment and goal setting documents that included student learning goals that were SMART.³

Implementation is incomplete because the district does not include, as required by state educator evaluation regulations, student feedback as evidence in the teacher evaluation process and staff feedback as evidence in the administrator evaluation process. The educator evaluation regulations also require the identification of common assessments to assess student learning, growth, or achievement and inform judgments about educator impact.

The district does not have a professional development (PD) plan. In addition, limited time is provided for PD. Two PD days are scheduled in the summer, one full day is scheduled in November, and four early release days occur during the school year (each early-release day provides about 1.5 hours of PD). The district does not have a PD committee to guide the planning, implementation, and oversight of PD. The assistant superintendent—along with the new director of teaching, learning, and integrated technology, the school principals, and volunteer teacher committees—are responsible for PD in the district.

³ SMART goals are specific and strategic; measurable; action-oriented; rigorous, realistic, and results- focused; and timed and tracked.

Strength Finding

1. The district's two-year mentoring/induction program for teachers and administrators provides ongoing structured support services and activities.

- A.** A document review indicated that the goals of the program include supporting and retaining new teachers and administrators and promoting reflective practice and collegiality.
- B.** The mentoring program is overseen by the assistant superintendent, the mentor coordinator, and three lead mentors: one for the elementary schools, one for the middle school, and one for the high school. The lead mentors, the mentor coordinator, and the mentors receive stipends.
 - 1.** The mentor coordinator and the lead mentors plan the yearly mentoring activities and participate in the selection, training, and matching of mentors with new teachers.
 - a.** Interviewees said that teachers new to teaching and teachers new to the district are assigned a mentor. In school year 2017–2018, 14 mentors are assigned to 12 elementary teachers, 3 middle-school teachers, and 9 high-school teachers. Efforts are made to match mentors and mentees by content area/grade level and criteria have been developed for matching new teachers with mentors. Science teachers are matched with career and technical education teachers at the high school.
 - b.** Activities for mentees begin in August during the orientation for new teachers. Mentors spend a day during the orientation with new teachers at their assigned schools. A mentoring calendar reviewed by the team showed six three-hour professional development sessions for new teachers each year of the two-year program. Year two of the mentoring program focuses on a book study and a culminating activity.
 - i.** School leaders told the team that the content curriculum facilitator provides new teachers with curriculum materials during summer orientations.
 - c.** Mentors work with mentees at least 30 minutes weekly, inclusive of classroom observation, post-observation discussions, and developing lessons. Mentors also meet with the lead mentor monthly.
- C.** Teachers' association representatives stated that they had a positive impression of the mentoring program.
- D.** The district provides mentors for new central office administrators and principals.
 - 1.** Principals new to their position are mentored by an experienced district principal who receives a contractual stipend. Experienced principals or other administrators new to the district are mentored by the assistant superintendent.

Impact: An induction and mentoring program that pairs experienced educators with new educators is an integral part of a district's plan to recruit, retain, and support staff. Supporting educators in this way

likely leads to lower turnover, continuous professional growth, and shared responsibility for improved student achievement.

Challenges and Areas for Growth

2. The district has not achieved consistency in the implementation of its educator evaluation system. The district has not taken action on the components of the Massachusetts Educator Evaluation Framework that require the collection and use of multiple sources of evaluative evidence.

A. Overall implementation has been uneven and inconsistent.

1. The team reviewed the evaluative documentation of 23 teachers from 9 schools and 11 principals and central office administrators randomly selected from across the district.
 - a. Oasis is the district's educator evaluation management tool. Evaluation folders for the five years before the review are stored in Oasis. Folders contain supporting documents, including goal setting, self-assessments, observations, teacher rubrics, and evidence).
2. The teacher evaluations were for the most part informative,⁴ in that they included evidence related to professional practice and student achievement, SMART goals⁵ and a description of progress on goals, and general information about the accomplishments of teachers. However, only 2 of the 23 teacher evaluations included actionable feedback that would enhance instruction or improve student achievement. Of the 11 administrator evaluations, only 5 included suggestions for improvement.
3. The interim superintendent stated that he has not been evaluated by the school committee during the three years he has served as the interim. School committee members confirmed that they had not evaluated the interim superintendent, but stated they had evaluated former superintendents, with each member submitting evaluations and ratings to the chair.
4. Teachers' association representatives stated that they believed that principals provide recommendations for improvement to teachers who need support and said that comments from walkthroughs (observations) "stimulate thinking." Representatives noted that some comments may not end up in summative evaluations and new teachers may have more recommendations for improvement than veteran teachers.

⁴ An Informative evaluation is factual and cites instructional details such as methodology, pedagogy, Standards and Indicators of Effective Teaching Practice or instruction of subject-based knowledge that is aligned with the state curriculum frameworks. It does not commit to improvement strategies. An instructive evaluation includes comments intended to improve instruction.

⁵ SMART goals are specific and strategic; measureable; action-oriented; rigorous, realistic, and results- focused; and timed and tracked.

5. Some teachers stated that they had received written feedback which always included constructive feedback and ideas for improvement.
 6. School and district leaders stated that the practice of providing written feedback varies, but oral feedback is consistently provided to teachers and more attention and feedback are given to teachers who need support and coaching. Interviewees stated that teachers do not always want feedback documented, but ratings are documented for each standard on the educator evaluation rubric. Some school leaders stated that the evaluations are used to focus on specific areas such as teachers' goals.
- B. As of the 2015–2016 school year, state educator evaluation regulations (603 CMR 35.07) call for all districts to collect and use student feedback as evidence in a teacher evaluation process and staff feedback as evidence in the administrator evaluation process.⁶ District and school leaders said that the district has not taken action to implement this component of the educator evaluation system.
- C. The educator evaluation regulations also require the identification of common assessments to assess student learning, growth, or achievement and inform judgments about educator impact. District and school leaders stated the district has numerous primary (supervisory) and contributory evaluators, including principals, assistant principals, and department heads. Interviewees told the team that the district has not provided formal professional development to calibrate evaluator ratings. One strategy used to calibrate ratings has been to change evaluator assignments.

Impact: Without high-quality feedback that is actionable and contributes to professional growth, educators' ability to build their skills and to create improved learning experiences and outcomes for students is diminished.

3. **The district's professional development program is missing collaborative leadership; comprehensive, data-driven, and clearly articulated plans and goals; and sustained alignment with district priorities.**
- A. Interviews and a document review indicated that the district's professional development (PD) program is not aligned with the key components of the Massachusetts Standards for Professional Development. The guiding principles of these standards ensure that PD: (a) is intentional; (b) is a structured, comprehensive, and coordinated process; (c) requires strong and collaborative leadership; and (d) is evaluated for effectiveness.
- B. District and school leaders stated that the district does not have a PD plan.

⁶ On Tuesday, February 28, 2017, after collecting public comment since November 2016, the Board of Elementary and Secondary Education voted 9-1 to amend the educator evaluation regulations. The most significant change in the regulations is the elimination of a separate student impact rating. Under the amended regulations, evaluators do not have to make a separate judgment about an educator's impact on student learning. Instead, student learning is embedded as an indicator within one of the Massachusetts Educator Evaluation Framework's four standards.

1. At the time of the review in October 2017, district and school leaders told the team that the district had not developed a professional development (PD) plan, but was planning to develop one during school year 2017–2018. In addition, the district did not have PD SMART goals⁷ or strategic objectives to inform PD planning across the district.
 2. The superintendent told the team the goals of the district are the goals of the superintendent and the assistant superintendent. While these goals are not SMART goals, these goals are connected to PD in the district.
 - a. For example, goal 2 is related to increasing the availability of technology throughout the district. The team was told that the district has been training district staff in the use of Google classroom for three years.
 - i. The director of teaching, learning, and integrated technology has identified teachers who can help other teachers with technology.
 - b. Goal 6 is related to adoption of a districtwide science curriculum, which was the focus of elementary PD over the 2016–2017 school year.
 3. Teachers' association representatives told the team that PD is improving in the district. They said that the district wants to make PD more relevant, useful, and linked to district goals.
- C. The district has a limited structure of collaboration with teachers in the planning and implementation of PD. Overall responsibility for PD lies with the assistant superintendent who is supported by: the director of teaching, learning, and technology; the principals; and volunteer committees of teachers at the schools.
1. Interviewees said that the assistant superintendent and principals develop the PD agenda for the year. District leaders added that in past years teams of teachers worked with the principals and the central office to develop school-based PD. At the time of the onsite, teams of teachers were not in place to develop PD for the 2018–2019 school year.
 2. Some teachers present PD at their schools and they receive PDPs.
- D. Limited time is provided during the school year for PD.
1. Interviewees said that two full days are scheduled for PD during summer orientation, one full day is scheduled in November, and four early-release days during the school year. Each early-release day provides teachers with 1.5 hours of PD.
 2. Principals and teachers at each school plan early-release day PD.

⁷ SMART goals are specific and strategic; measureable; action-oriented; rigorous, realistic, and results- focused; and timed and tracked.

- a. District and school leaders stated the time allotted for PD on early-release days is not long enough to be productive.
 3. A review of the November 2016–2017 PD schedule indicated that teachers met at the Peabody Veterans Memorial High School, the Higgins Middle School, and the Carroll Elementary School. District leaders stated that the assistant superintendent, principals, and groups of volunteer teachers planned these sessions in the 2015–2016 school year.
- E. District and school leaders and teachers noted the following examples of PD for teachers.**
1. The District and School Assistance Center provided PD on the instructional rounds process.
 2. The district is a member of the Salem State University Collaborative which provides PD for teachers.
 3. Looney Math PD was scheduled at elementary schools from September to December 2017.
 4. Professional Learning Communities are in the developmental stage and are held weekly at the high school during duty periods using a protocol. The director of teaching, learning, and integrated technology attends the meetings.
 5. Teachers told the team that they had received consistent training in Keys to Literacy over the last seven years.
 6. The district provides new teachers with PD opportunities as part of the induction/mentoring program.
 7. Teachers with two years of service can request tuition reimbursement in line with collective bargaining agreement criteria.
- F. The district administers surveys after the summer orientation and November PD days. A survey review indicated that most survey questions related to measuring the quality of these sessions.**
- G. The superintendent stated that administrators attend PD during summer orientation and during an annual retreat. Experienced central office personnel and principals mentor new administrators and principals.**

Impact: When a district does not have a comprehensive and clearly articulated PD plan with SMART goals or strategic objectives aligned with district priorities, it limits its ability to enhance professional practice, to improve instruction, and to advance district priorities.

Recommendations

1. The district should fully and effectively implement all components of the state's Educator Evaluation Framework. Prioritized attention should be given to improving the overall quality of educators' evaluations and to developing systems for the collection and appropriate use of multiple sources of evidence to inform educators' evaluations.
 - A. The district should review supervisory policies, practices, and expectations to ensure that the quantity and quality of evaluative feedback, both written and oral, is enhanced.
 1. Additional and ongoing professional development (PD), coaching, and support should be provided to improve the supervisory practices and evaluative skills of all administrators and evaluators.
 2. The district should provide systematic and formal calibration training for evaluators, using tools such as ESE's observation calibration video library and related calibration protocols and activities.
 3. District leaders, in collaboration with the teachers' association, should develop an educator evaluation committee to periodically review the quality and timeliness of feedback provided to educators.
 - a. The committee's findings should inform the PD provided to teachers as well as the implementation of the district's evaluation system.
 - B. In order to implement the requirements of the state's educator evaluation regulations, the district should move forward promptly with the remaining components of the educator evaluation system.
 1. The district should collect, analyze, and use student and staff feedback.
 2. The district should develop and implement a plan for the development and appropriate use of multiple measures of student learning, growth, and achievement.

Benefits: Implementing this recommendation will improve professional practice, expand educators' competencies, and improve student achievement.

Recommended resources:

- *On Track with Evaluator Capacity* (<http://www.doe.mass.edu/eeval/resources/pln/OnTrack-EvaluatorCapacity.pdf>) is an interactive document that provides specific strategies, lessons learned, and links to district-created resources. It was produced by eight districts that were part of a Professional Learning Network for Supporting Evaluator Capacity.
- *Quick Reference Guide: Opportunities to Streamline the Evaluation Process* (<http://www.doe.mass.edu/eeval/resources/ORG-Streamline.pdf>) is designed to help districts reflect on and continuously improve their evaluation systems:

- What's working? What are the bright spots?
 - How can we streamline the process to stay focused on professional growth and development?
 - What do we need to adjust to ensure our system is valuable to educators and students?
- Through the *Online Calibration Training Tool* (<http://www.doe.mass.edu/edeval/resources/calibration/tool/>), educators watch videos of classroom instruction from ESE's Calibration Video Library (<http://www.doe.mass.edu/edeval/resources/calibration/>) tagged to specific elements from the Model Classroom Teacher Rubric (http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf). Using an online form, participants assess the teacher's practice based on evidence from the video and provide written feedback. Real-time data displays allow participants to calibrate their assessments of practice and written feedback with one another, as well with educators throughout the state.
- 2. The district should develop a professional development model characterized by strong collaborative leadership and alignment with district priorities.**
- A. The district should outline and document a set of learning experiences for its educators that is systematic, sustained, and aligned.
 - 1. The district's professional development (PD) program should be overseen by a committee composed of administrators and teacher representatives from all schools, thereby creating a well-defined leadership structure. Its responsibility would be to systematically plan and implement comprehensive and coordinated PD across the district. The plan should be aligned with the strategic plan and the district's set of instructional expectations (see Leadership and Governance and Instruction recommendations above).
 - 2. The plan should identify specific PD needs, determine how they might be met, and recommend adjustments in PD practices to meet them.
 - 3. The model should address needs indicated by student achievement data and trends from classroom observations. It should include goals focused on improving teacher practices and student outcomes.
 - B. The district should assess the effectiveness of early-release days in meeting the PD needs of educators.
 - C. The district should continue to develop the high-school Professional Learning Community process and consider expanding it to all grades.

Benefits: By implementing these recommendations the district will develop a districtwide PD program that is aligned with district and school goals and includes expected learning experiences for educators and student achievement outcomes. This will mean high-quality PD in the district. A high-quality PD program coupled with the time and resources available in the district will likely lead to improved professional practices and student achievement.

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.
- *Quick Reference Guide: Educator Evaluation & Professional Development* (<http://www.doe.mass.edu/edeval/resources/ORG-ProfessionalDevelopment.pdf>) describes how educator evaluation and professional development can be used as mutually reinforcing systems to improve educator practice and student outcomes.
- *ESE's Information for Professional Development Providers* web page (<http://www.doe.mass.edu/dsac/profdev.html>) provides links to professional development course parameters and a self-assessment.
- *Identifying Meaningful Professional Development* (<https://youtu.be/zhuFloO8GbQ>) is a video in which educators from three Massachusetts districts discuss the importance of targeted, meaningful professional development and the ways districts can use the evaluation process to identify the most effective PD supports for all educators.

Student Support

Contextual Background

In the 2016–2017 school year, 45 percent of Peabody’s students are part of the high-needs subgroup because they are in one or more of the following groups: economically disadvantaged students, students with disabilities, and English language learners (ELLs) or former ELLs. In addition, as in many districts across the state, students in Peabody are increasingly beset by trauma and social-emotional or behavioral challenges.

Many students come to school each day with high programmatic and support needs. For example, students with disabilities in the district represent 18.9 percent of the total student enrollment, compared with 17.4 percent of the state; English language learners make up 6.7 percent of enrollment, compared with 9.5 percent across the state; and 30.0 percent of students come from economically disadvantaged households, compared with 30.2 percent across the state.

The district, with financial support from the city, has allocated funds as needed to provide services to these students. A partnership with North Shore Community Health and Lahey Hospital has brought a health clinic to the high school—a key initiative of the interim superintendent. Also, the Peabody Community School and the Peabody Learning Academy provide alternative settings for high-school students with social-emotional challenges. Although the district has attempted to introduce positive behavioral support programs to the elementary schools, the district has not been able to establish one program districtwide to create a supportive environment that concurrently develops social skills and a positive sense of school spirit.

The special education department has a continuum of programs for students with disabilities and the new director of special education is working on outreach to parents through the special education parent advisory committee. The district educates fewer students in full- and partial-inclusion settings than in in- and out-of-district substantially separate settings. According to ESE data, while the district places 60.1 percent of students with disabilities in full inclusion, 71.9 percent of students with disabilities are educated in full inclusion in Massachusetts. The district educates 14.5 percent of its students with disabilities in partial inclusion while the state average is 16.2 percent. Substantially separate classrooms educate 15 percent of the district’s students with disabilities; the state average is 7.5 percent. Finally, the district places 10.4 percent of its students with disabilities in substantially separate, out-of-district placements, compared with 4.4 percent of students with disabilities across the state.

English language learner (ELL) services are managed locally at each school; the district does not have a districtwide ELL director.

In observed classrooms, the review team noted a low incidence of teachers using varied strategies and supporting and challenging students with varied learning needs. Resources for Tier 2 academic support

are limited, particularly at the secondary level. In addition, the district has not sufficiently improved student attendance; chronic absence is particularly high at the secondary level.

Strength Finding

1. **The district provides a continuum of support programs and services from pre-kindergarten through post-graduation.**
 - A. The district serves English language learners (ELLs) in a site-based system. ELL staff take responsibility for providing all necessary services at each school except for translation services, which are shared by the whole district.
 1. Because the district does not have a districtwide intake center or a central office administrator for the ELL program, ELL staff in each school take responsibility for identifying, testing, and placing incoming ELLs into appropriate courses and providing services. They supervise ACCESS testing and refer students who are transitioning out of the ELL program to the oversight of the guidance department.
 2. The Language Assistance Team (LAT) —composed of guidance, ELL staff, and teachers—, regularly meets to develop strategies for teaching ELLs who are falling behind.
 3. At the elementary schools, ELLs receive pull-out or push-in services depending on their proficiency level except at the Welch School where students are taught in a separate center within the classroom or in a breakout group.
 4. At the middle school, ESL teachers teach sheltered English Immersion (SEI) content area courses except for math; students receive math instruction in the general education classroom. These courses enable students who are not ready to integrate into general education classes to continue their content education while still acquiring English.
 5. At both the elementary- and middle-school levels, general education teachers consult with ESL teachers about strategies for teaching ELLs.
 6. The high-school ELL Department, which is part of the Foreign Language Department, offers an extensive list of courses and programs for ELLs.
 - a. The ELL department offers ESL courses at each level as well as reading courses that parallel the ELA curriculum.
 - b. The ELL department offers SEI courses in math, biology and U.S. history as well as a support class for more advanced students taking courses that require extensive reading in the general education classroom. The department also offers an MCAS strategies course.
 - c. Supplementary grant-funded support for ELLs is offered before and after school as well as during the summer.

7. The ELL and international clubs provide social support for ELLs and an opportunity for them to give back to the community through participation in the school clothing drive and other efforts.
- B. The special education department offers a continuum of services for the very youngest students to those who age out of the program.**
1. In addition to an integrated kindergarten, the district maintains a continuum of programs, some with substantially separate classrooms in the early grades and small-group and inclusion classes at the middle and high schools (the names of programs are identified in parentheses below).
 - a. The programs serve higher functioning students on the autism spectrum (Connections), those with neurological impairments (Pathways), the hearing impaired (Bridges), and students with language-based disabilities (Strides).
 - b. The programs also serve students with autism (ASD), the severely intellectually impaired (Milestones), and those with emotional disabilities (Choices and the Community High School). These programs serve students primarily in substantially separate settings.
 2. The special education department has a transition program for 18- to 22-year-old students. The program coaches developmentally delayed students for entry into the workforce. Interviewees told the review team that a partnership with North Shore Community College may provide a dual-enrollment option for students with autism.
 3. The special education program at the Brown school offers a new model for inclusion in the district. In each grade, students on the higher end of the autism and developmentally delayed spectrum receive instruction in one classroom per grade; a special education and a general education teacher co-teach each class with the assistance of two paraprofessionals. This inclusion program for students provides accommodation strategies and modifications to general education teachers.
 4. Team chairpersons or their representatives attend as many end-of-year Individualized Education Program meetings as possible for those students who are transitioning to a new school. Elementary students visit the middle school and receive peer mentors. Students receive individual attention when necessary.
- C. Because of an awareness of the growing numbers of students with social-emotional challenges, the district has funded programs and dedicated staff to this issue.**
1. Some students with emotional challenges may complete their education at the Peabody Community School, an alternative school at the high school, or the Peabody Learning Center at the Simon Northshore Mall, a joint school/business venture.

2. School adjustment counselors at each school run social pragmatics groups for students. Several have had recent training to help students with social-emotional challenges and train their peers. A new lead therapeutic counselor for the elementary schools has begun to work with staff on positive behavioral interventions.
3. Interviewees told the team that the district is planning more training for teachers and administrators to help them work with students who face social-emotional issues. Training by a consultant and workshops prepare some staff members to share the information within the district through a train-the-trainer model.
4. The Student Health Center at the high school is a satellite of North Shore Community Health and is run in conjunction with Lahey Health. Students and staff find it an invaluable resource that provides medical care and addresses behavioral health needs.

Impact: A caring school environment that provides appropriate services to students with learning, language, emotional, or health issues helps students to reach their full potential. A full continuum of programs and dedicated staff likely makes a difference for many children.

Challenges and Areas for Growth

2. The district's tiered system of support is not meeting the needs of all students.

- A. In observed classrooms, the review team noted a low incidence of teachers using varied teaching strategies and supporting and challenging students with varied learning needs. These practices form the basis of tiered instruction in the general education classroom and are commonly referred to as Tier 1.
 1. For example, team members saw sufficient and compelling evidence that students were engaged in challenging tasks regardless of learning needs (characteristic #9) in 54 percent of elementary classrooms, in only 30 percent of middle-school classrooms, and in only 46 percent of high-school classrooms. The review team found sufficient and compelling evidence that the teacher uses a variety of instructional strategies (characteristic #10) in 45 percent of elementary classes, in 45 percent of middle-school classes, and in just 29 percent of high-school classes.
 2. Interviewees reported that teachers are just beginning to understand how to make accommodations for students. They do not have ongoing support for the acquisition of new instructional strategies. District leaders acknowledged limited contractual time and the absence of a professional development plan as barriers to providing sufficient training to help teachers improve instruction.
- B. Interviews and a document review indicated that districtwide teachers have limited formative data on which to base Tier 2 targeted support, particularly at the secondary level.

1. Title I elementary schools have data teams and access to literacy data generated by Running Records, DIBELS, Rigby, benchmark testing as well as input from Title I personnel, reading specialists, and teachers. The two Title I elementary schools that provide math support use STAR assessments. At the time of the onsite in October 2017, one Title I elementary school was piloting DIBELS Math. The remaining elementary schools do not have data teams, and spreadsheet data is not easily accessible.
 2. Middle- and high-school teachers use data from MCAS as well as common assessments and chapter tests. There is little formative data available to help teachers design appropriate targeted interventions and measure their effectiveness.
 - a. Administrators and teacher leaders reported little real-time, accessible data in the district.
 - b. During the late summer 2017, the district began to train guidance counselors to use Edwin Analytics, an online reporting and data analysis tool. District leaders said that more training was needed.
- C. Administrators and teachers said that the Instructional Support Team (IST) process for Tier 2 interventions varies by school.
1. The role of the IST is to recommend accommodations that the teacher may try or to suggest other resources that the district can provide such as tutoring, additional time for literacy or math instruction, pull-out groups, classes that target academic challenges using regularly administered formative assessments, and counseling. If progress is not evident, the IST refers the student for evaluation.
 - a. The IST uses information such as teacher recommendations, grades, and behavior to determine appropriate interventions. Only Title I schools use a referral form for intervention to provide the data that they have collected.
 2. Most ISTs include teachers and are chaired by a school administrator or the guidance counselor who tracks student performance. IST referrals may be made by any teacher, guidance counselor, or administrator. The teacher of the referred student also attends the IST meetings.
 - a. Special education and ELL staff and school adjustment counselors do not sit on the ISTs.
 3. Administrators and teachers said that the IST meets two, four or six weeks after the initial meeting to evaluate students' progress. While interviewees said that most ISTs reconvene at least once or twice before referring a student for evaluation, they noted that on occasion the IST might refer a student for evaluation after the first meeting if parents agreed.
 4. At the secondary level, general support is provided; interventions are not based on assessment of need.

- a. The middle school offers support and remediation primarily through extra study options for all students including academic support study period at the beginning of the school day, an after-school homework club or peer tutoring, as well as a grant-supported two-hour after-school homework block for assigned students. The school has a few software options for remediation or accommodation; for the most part, these services are available in exploratory blocks available to the general school population.
 - b. The high school offers peer tutoring and MCAS preparatory courses during or after school as well as a supplementary math class. Staff said that remedial work was available in evening or online credit-recovery classes.
- D. Because of limited resources, the district offers few additional Tier 2 services through the IST.
- 1. In the five Title I elementary schools, Title I services and those offered by the reading specialist are part of the Tier 1 practices. The same is true of reading specialists in the other schools. Title I math support is only available at two of the five Title I schools. Although students have access to software for practice in school or at home, interviewees said that small-group instruction would be best but is only accessible after a 504 or Individualized Education Program is in place.
- E. The District Curriculum Accommodation Plan (DCAP), while offering a list of strategies and resources, does not outline expectations for a tiered system of support.
- F. Administrators told the review team that the tiered system of support needed to be strengthened at most schools in the district.

Impact: Uneven supports for students have hampered the ability of the district to improve students' well-being and achievement.

3. The district's policies and practices are not improving student attendance.

- A. Chronic absence is defined as not attending school 10 percent or more of the school year, which is 18 days or more. According to ESE data, during the 2016–2017 school year, 17.8 percent of students in the district were chronically absent, compared with 13.5 percent of their state peers.
- 1. For many years, the district's rate of chronic absence hovered around 13 percent, close to the state rate, until it rose steadily from 15.4 percent in 2015, to 15.8 percent in 2016, and to 17.8 percent in 2017.
 - 2. In school year 2016–2017, the percentages of chronically absent students were as follows: 9 percent in grade 5; 15.4 percent in grade 6; 16.4 percent in grade 7; 16.9 percent in grade 8; 23 percent in grade 9; 29.6 percent in grade 10; 34.6 percent in grade 11; and 41.4 percent in grade 12.

- a. The average number of days absent per student in grade 9 was 14.8, in grade 10, 15.9, in grade 11, 20.1, and in grade 12, 18.3.
3. While most of the district's elementary schools reported chronic absence rates in the single digits, the Carroll, Center, McCarthy, and Welch elementary schools reported double digit absence rates: 11.5 percent, 10.5 percent, 12.6 percent, and 17.0 percent, respectively.
- B. Districtwide, 36.9 percent of students had more than 9 unexcused absences in the 2016–2017 school year, compared with 15.8 percent statewide.
 1. At Peabody Veterans Memorial High School, 48.8 percent of students had more than 9 unexcused absences.
- C. The 2017–2018 Student and Parent/Legal Guardian High School Handbook states: "Regular and punctual attendance is essential for success in school." The handbook states that parents are required to provide a written explanation for the absence or tardiness of a child and may be asked to provide a doctor's note in cases of "chronic or irregular absence"; it also details action steps in the case of five or more unexcused absences.
 1. Appendix C of the handbook specifies that "a student absent more than 5 times in a marking period for any reason from a class that meets every day will receive a failing grade for that marking period. Classes that do not meet every day will have a lower prorated absence limit." The handbook also states that "A student absent more than 20 times during the year will be withdrawn/failed [sic] from that course and assigned to a study period for the remainder of the year, regardless of their class standing."
- D. Although the high-school student handbook describes the value of class attendance and sets consequences for low attendance, high school administrators and students said that the consequences are not consistently enforced.
 1. The review team was told that the dean sometimes follows up with students who are absent for three consecutive days. Staff stated that although a letter or a call to the home informs parents of a student's absence it is often difficult to reach parents, especially the parents of those who are frequently absent.
 2. Administrators said that some students work many days when they should be in school.
- E. To recover credits, students with emotional issues have the option of attending the Peabody Community School, part of a continuum of services for students with social-emotional challenges. Many do online work at the Peabody Learning Center or attend the alternative Evening School for credit recovery. The evening school option is open to students who have passed at least two quarters of work in a subject that they have failed.
- F. A review of the district's website, which was being revamped at the time of the onsite, indicated that several elementary schools had school policies posted on their websites. Although several

policies mentioned attendance briefly, only the McCarthy School's website included the school's attendance policy. The policy includes goals for parents and the school to ensure that students are attending school regularly. The policy states: "Students who are absent more than 20 days from school a year may not be promoted to the next grade level." In addition, the policy states that "the school will send home a letter once the student reaches 7 absences a trimester and will notify the district attendance officer."

- G. The practice of reviewing attendance data is not well established in the district. Data on absence has not been stored in a way that allows staff easy access to the information.
- H. Except at the new middle school, district staff take attendance by hand. Clerical staff then enter attendance into the MMS database.
 - 1. A review of the district's professional development calendar indicated that training for administrators on the MMS system took place during their August 30, 2017, professional development.
- I. Administrators said that the high school was training staff to use Edwin Analytics to see absence in concert with student performance data and other data sources.
- J. Administrators and teachers told the team that the high-school deans and guidance staff are responsible for following up on student absence, noting that the new data team at the high school, composed of teaching staff, is studying absence in 2017–2018.

Impact: As the high-school handbook states, regular attendance is a prerequisite for successful learning. Chronic absence is an early indicator for low achievement and dropping out of school. Frequent interruption of teaching likely interferes with sustained learning and academic growth.

Recommendations

- 1. The district should ensure that instruction, professional development, and interventions meet the needs of all learners.⁸
 - A. The district should review and augment its approach to providing additional supports to students, with the goal of establishing a coordinated, districtwide system of tiered interventions.
 - 1. The district should use student performance data to determine additional interventions that are necessary in order to more directly address students' needs.
 - a. The district should identify the additional types of data that are necessary to determine students' needs and appropriately provide interventions as needed.

⁸ See also the recommendations in the Curriculum and Instruction and Human Resources and Professional Development sections of this report.

2. All interventions provided in the district should be documented and communicated districtwide to ensure coordination and consistency.
- B. The district should adopt a form for Instructional Support Team (IST) referrals that requires assessment data, teacher recommendations, benchmark testing, and attendance and behavioral information to help the ISTs determine appropriate interventions and to monitor progress. ISTs should reconvene at regular intervals, usually every six weeks, to review students' progress.
- C. Specialized staff should be invited to sit on the ISTs. These additional members could include special education and ELL staff as well as staff who have a professional knowledge of behavioral and social-emotional issues.

Benefits: Implementing this recommendation will enhance the district's ability to meet the learning needs of all students. In addition, an improved IST process will ensure that the district will identify in a timely way students who are falling behind and offer effective remediation.

Recommended resources:

- The *Massachusetts Tiered Systems of Support (MTSS)* (<http://www.doe.mass.edu/sfss/>) is a blueprint for school improvement that focuses on systems, structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students. The MTSS website includes links to a self-assessment and a variety of helpful resources.
 - The *Early Warning Implementation Guide* (<http://www.doe.mass.edu/edwin/analytics/implementation-guide.pdf>) provides information on how to use early warning data, including the Massachusetts Early Warning Indicator System (EWIS), to identify, diagnose, support and monitor students in grades 1-12. It offers educators an overview of EWIS and how to effectively use these data in conjunction with local data by following a six-step implementation cycle.
 - The *Educator Effectiveness Guidebook for Inclusive Practice* (<http://www.doe.mass.edu/edeval/guidebook/>) includes tools for districts, schools, and educators that are aligned to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.
2. The district should revise its attendance policy to improve students' attendance.
 - A. Although the district may excuse extended absence because of illness or hospitalization, it should rewrite its attendance policy so that students are expected to be in school daily and the number of permissible absences for any reason is limited.
 1. The district should conduct a study of attendance data to inform the policy.

2. The district should consider gathering input from students and families about the reasons for high absence rates and possible ways to address the challenge of students missing too much instruction.
- B. The district should reach out to students' families to make them partners in the effort to ensure that students attend school regularly.
1. The district should notify parents in a timely manner about attendance issues and hold conferences with them, the student, and school personnel to improve attendance.
 2. The district should consider a variety of ways to bring parents to the school, including reaching out to community organizations as a way to communicate with students' families.
- C. The district should consider that addressing attendance issues may also involve a variety of wider initiatives such as improving instruction and its relevance to post-graduation goals.
1. The district should take steps to create a greater range of school-to-work or career activities. This may include reconsideration of the role of Career and Technical Education programming as well as establishing school-to-work partnerships and dual enrollment for students.
- D. The district should consider implementing a positive behavioral intervention and support program at least through grade 8. This would help develop social skills and create a closer sense of community for children in the neighborhood elementary schools.

Benefits from implementing this recommendation will include clearer guidelines for attendance that both the district and community can support. More active classrooms will engage students and programming that appeals to their post-graduation goals can motivate students to attend more regularly. As more families become partners with the schools and students feel more connected to the school community, attendance will improve and student learning will be enhanced.

Recommended resources:

- *Every Student, Every Day: A Community Toolkit to Address and Eliminate Chronic Absenteeism* (<http://www2.ed.gov/about/initiatives/ed/chronicabsenteeism/toolkit.pdf>) is a set of Action Guides that provide information and resources to help ensure that all young people are in school every day and benefitting from coordinated systems of support.
- *Youth Voices - How High Schools can Respond to the Needs of Students and Help Prevent Dropouts* (<http://www.doe.mass.edu/dropout/youthfocusgroup.pdf>) is a report based on youth focus groups across the Commonwealth who shared their insight about what they liked most and least about school; why students drop out; and how schools should be improved.

Financial and Asset Management

Contextual Background

The financial and asset management standard examines the extent to which the district budget document is clear, comprehensive, and aligned to the district goals. It should be created through an open, participatory process. The standard also analyzes how well the district is effectively managing its financial and capital assets and appropriately planning for the long term.

Peabody has a mayor-council form of government and the mayor chairs the school committee. The city has consistently funded education above net school spending requirements. City and district leaders work collaboratively to develop a district budget that meets required net school spending and is educationally sound. More work is needed, however, as the budget document should include historical data and through lines to district and school goals and initiatives.

The superintendent and mayor have worked together to ensure that key budget items are funded. The superintendent has developed a high level of trust with city officials and works with the mayor to access funding for operational and capital needs that are required during the school year but were not included in the original budget. For example, because of the lateness of agreement on the teachers' collective bargaining agreement (CBA), the city was required to develop a supplemental budget to compensate teachers for contractual obligations in the CBA.

The district works to reduce costs and increase efficiencies by adding programs and/or making organizational staff changes. For example, to reduce out-of-district costs and keep in or bring more students to the district, more capacity has been added to the autism program. In terms of staff changes, the district let go a high school guidance counselor and hired a K-12 guidance director.

Review team members found the facilities to be clean and well maintained, although many school buildings were old and some equipment was outmoded. Of Peabody's 10 schools, 7 are 40 years old or older. Five of the seven are rated poor or fair/poor for condition or general environment in the Massachusetts School Building Authority's (MSBA) 2016 analysis of school buildings. Two were rated as too large for their enrollment. While the district has a capital budget to make repairs to these schools, it does not have a long-term plan to renovate or replace these buildings. The district and the city do not have a signed, written agreement about expenditures made by the municipality in support of the district.

Strength Findings

- 1. District and municipal leaders have a positive working relationship. The city's support of the schools has historically exceeded required net school spending.**
 - A. The relationship between city and district officials is professional and collaborative.**

1. The superintendent cited positive communication with the mayor as being responsible for an improved relationship with the school committee. He also stated that improved communication has had a positive impact on the schools.
 - a. District leaders told the review team that the city endeavors to help the district financially and the mayor communicates to the district what the city's finances can support.
 - b. The city works collaboratively with the school committee and the superintendent to ensure that budget priorities are funded.
 2. The business manager stated that the communication between the city and schools was "great, not contentious." Municipal officials stated that there has been improvement in community relationships. The budget is put together in a collaborative way. The city treasurer has assisted the schools in resolving student activity account issues in the elementary schools.
 3. School committee members told the review team that the city was "fair" to the schools.
 4. As a sign of trust, city officials are considering delegating some school related procurement responsibilities to the MCPPO certified business manager.
 5. Municipal officials said that the district and the city share a facilities director and are investigating consolidating custodial and maintenance operations.
- B. Actual net school spending (NSS) has fluctuated over the past 10 years and has consistently exceeded the requirement.**
1. The district's actual NSS has fluctuated from \$56,805,834 in fiscal year 2007 to \$72,397,483 in fiscal year 2016.
 2. The district's actual NSS exceeded the net school spending requirement by 2.6 percent in fiscal year 2007. That excess percentage has fluctuated in the past 10 years with the fiscal year 2016 actual NSS exceeding the requirement by 12.3 percent.

Impact: Because the municipal and school officials communicate and work collaboratively, they can resolve budget issues quickly, and work together to meet students' needs.

Challenges and Areas for Growth

2. The district and the city do not have a signed, written agreement about expenditures made by the municipality in support of the district.

- A.** The district does not have a formal agreement for determining costs for municipal services provided to the district, as required by state regulation 603 CMR 10.04.
- B.** Municipal finance officials reported that the city uses actual expenditure calculations for many of these charges, but does not submit documentation to the district. The city prorates some costs such as the city finance office.
- C.** The city makes a substantial share of expenditures in the categories of district administration (primarily business and finance, and information management and technology); pupil services (especially medical/health and security services); maintenance of school buildings; and retiree benefits.
- D.** Overall expenditures (by district and city) in these categories of spending are lower than the state average, but the district cannot make comparisons and look for efficiencies without detailed information.

Impact: Without a written agreement and documentation of expenditures by the city on behalf of the district, the actual cost of district operations and actual net school spending calculated for the Chapter 70 state aid program may not be accurate, and the district cannot do detailed comparisons and look for efficiencies.

3. Seven of Peabody's ten schools are forty years old or older.

- A.** The 2016 Massachusetts School Building Authority (MSBA) School Survey Report stated that these buildings need some level of upgrade or replacement.
 - 1. MSBA ranks schools from level 1 (good) to level 4 (poor). South Memorial was rated a 3 ("may need moderate to extensive renovation") for building condition. West Memorial, Center, and Welch were rated a 2 ("good but needs attention").
 - 2. MSBA rated Burke and South Memorial a 2 ("adequate but below level 1") for general environment.
 - 3. MSBA noted that the high school and West Memorial were "under capacity." This indicates that the school is too big for its enrollment.
 - 4. The MSBA report noted that Peabody has not developed a master facilities plan. MSBA requires that districts have a master plan for maintaining schools to become eligible for reimbursement grants.
- B.** Review team members observed that the windows at Welch leaked, that some of the high school classrooms were too small, and that some of the Career and Technical Education facilities were outmoded.

- C. While the district has a capital budget to make repairs to these schools and purchase technology equipment, it does not have a long-term plan to upgrade, renovate, or replace these buildings.**
 - 1. The superintendent noted that the district needed a plan to replace the high school and a “rebuilding” plan for the elementary schools. Parents and students stated that the high school was outdated and building a new high school was a challenge facing the district.
 - 2. Finance and municipal officials stated that the district did not have a long-term capital plan.
 - 3. Municipal officials said that the district would not have a new high school for a while.

Impact: Inadequate buildings and outdated facilities are not conducive to teaching and learning. The absence of a long-term plan for renovating or replacing the district’s aging schools delays efforts to improve the condition of the schools.

- 4. The budget document does not contain trend data or a summary or narrative highlighting district goals or priorities.**
 - A. The budget document is an 11-page spreadsheet without narratives or programmatic summaries.**
 - 1. The published budget does not have trend data such as a multiple-year expenditure and staffing history.
 - 2. The budget document shows the current year’s budget and the planned budget for the upcoming year. The document does not have an actual expenditure history.
 - 3. The budget document has current and projected full-time equivalent (FTE) data in the personnel sections. The document does not have an FTE history.
 - B. The budget document does not contain clear links to district and school goals. The district does not have a District Improvement Plan or a strategic plan to inform the budget.**
 - 1. Each School Improvement Plan contains a budget page, but it is a wish list rather than a narrative detailing how the budget supports school goals.
 - 2. The review team was told that the funding needed for meeting district and school goals was discussed in administrative team budget meetings about the budget. These discussions determine the line item account levels.
 - 3. While it appears that budget discussions consider the funds needed for district and school goals, the budget document does not have a clear connection to the goals.

Impact: Without including historical data, summary narratives, and a clear link to strategic goals in the budget document, the district cannot ensure a transparent budget process and effective use of funds to support the needs of the students.

Recommendations

1. The district and the city should comply with state regulation 603 CMR 10.04, which requires the development of a written agreement for determining costs for municipal for services that are provided to the district by the city.
 - A. The district and the city should refer to the state regulations on School Finance and Accountability (<http://www.doe.mass.edu/lawsregs/603cmr10.html>) in developing an agreement.
 - B. The agreement should include an accounting of the costs for services that are typically provided by the city such as information management or school building maintenance.
 - C. The agreement should include the specific calculations and methodologies used to determine actual expenditures, including how the city pro-rates costs such as providing financial services through the city office.

Benefits: A written agreement prepared in accordance with state regulation 603 CMR 10.04 will enable the district to ensure the accuracy of the actual cost of district operations and of the actual net school spending calculated for the Chapter 70 state aid program.

Recommended resources:

- ESE's webpage on school finance laws and regulations (<http://www.doe.mass.edu/lawsregs/603cmr10.html?section=04>) provides a list of municipal payments commonly made on behalf of school districts.
 - ESE Chart of Accounts (<http://www.doe.mass.edu/finance/accounting/eoy>) describes the general requirements for reporting revenue and expenditure data from school committee appropriation, municipal spending in support of schools, revolving and special funds and state and federal grants and contracts.
2. The district and city should develop a long-term capital plan for upgrading, renovating, and maintaining its schools and a plan for funding the projects.
 - A. The central administration and school committee should develop a long-term capital plan for its schools.
 1. The plan should include an assessment of the educational and building needs of all the schools along with recommended repairs, renovations, and replacements of the buildings, estimated costs, and a reasonable schedule for them.
 2. City officials and school committee members should be involved in the development of a long-range funding plan for school building needs.

3. The district should work with the Massachusetts School Building Authority to access their resources for capital planning (<http://www.massschoolbuildings.org/building/>) and use that assistance to develop a master plan for their schools.

Benefits: Implementing this recommendation will mean sound planning practices that will ensure that appropriate and adequate learning environments are available to all students and staff.

Recommended resources:

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

3. The district should develop a more complete, transparent, and usable budget document.

- A. The budget document should contain narratives about key priorities and how they are supported financially.
 1. The document should show the ways in which the budget supports District Improvement Plan (DIP) and School Improvement Plan (SIP) goals.
 2. Budgetary changes linked to the DIP and the SIP should be monetized and explained.
- B. The budget document should be revised to better reflect key information about the district's budget.
 1. The budget document should be organized by school, or by programs. Summary totals should be available for each program.

2. The document should show trend data.
3. The district could consider including in the budget document the requests of principals and department heads for additional transparency.
4. Staff changes should be monetized and explained.

Benefits: A more complete and transparent budget document will help ensure that district stakeholders can understand how district funds are used to support the needs of the district's students. By clarifying the ways in which the budget is aligned with district and school goals, the district will communicate how it is supporting and sustaining key priorities.

Recommended resources:

- Education Resource Strategies' *Budget Hold'em for Districts* (https://www.erstrategies.org/tap/budget_holdem_for_districts) is an interactive exploration of the trade-offs that school system leaders must make in these challenging budget times.
- *Transforming School Funding: A Guide to Implementing Student-Based Budgeting* (https://www.erstrategies.org/library/implementing_student-based_budgeting), from Education Resource Strategies, describes a process to help districts tie funding to specific student needs.
- The Rennie Center's *Smart School Budgeting* (<http://www.renniecenter.org/research/reports/smart-school-budgeting-resources-districts>) is a summary of existing resources on school finance, budgeting, and reallocation.
- *Best Practices In School District Budgeting* (<http://www.gfoa.org/best-practices-school-district-budgeting>) outlines steps to developing a budget that best aligns resources with student achievement goals. Each step includes a link to a specific resource document with relevant principles and policies to consider.

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

Review Team Members

The review was conducted from October 23–26, 2017, by the following team of independent ESE consultants.

1. John Retchless, Leadership and Governance
2. Peter McGinn, Ed. D, Curriculum and Instruction
3. Marc Kerble, Assessment
4. James Hearn, Human Resources and Professional Development and *review team coordinator*
5. Katherine Lopez-Natale, Ph.D., Student Support
6. David King, Financial and Asset Management

District Review Activities

The following activities were conducted during the review:

The team conducted interviews with the following financial personnel: the business manager, two accounts clerks, two payroll clerks, the business office clerk, the city finance director, the assistant finance director, the city treasurer, and the city council chair of finance.

The team conducted interviews with the following members of the school committee: two committee members.

The review team conducted interviews with the following representatives of the teachers' association: two building representatives and the corresponding secretary from one school.

The team conducted interviews/focus groups with the following central office administrators: the interim superintendent, the assistant superintendent, the director of special education, the business manager, and the human resources director.

The team visited the following schools: John E. McCarthy (Pre-K–5), South Memorial (Pre-K–5), West Memorial (Pre-K–5), William A. Welch (Pre-K–5), Thomas Carroll (K–5), Carroll School (K–5), Captain Samuel Brown (K–5), Center (K–5), John E. Burke (K–5), J. Henry Higgins (6–8), and Peabody Veterans Memorial High School (9–12).

During school visits, the team conducted interviews with 10 principals and focus groups with 9 elementary-school teachers, 8 middle-school teachers, and 7 high-school teachers.

The team observed 88 classes throughout the district: 35 at the high school, 20 at the middle school, and 33 at the 8 elementary schools.

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

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

Site Visit Schedule

Monday 10/23/2017	Tuesday 10/24/2017	Wednesday 10/25/2017	Thursday 10/26/2017
Orientation with district leaders and principals; interviews with district staff and principals; document reviews; interview with teachers' association; and visits to the South, Carroll, and Center Schools for classroom observations.	Interviews with district staff and principals; review of personnel files; teacher focus groups; parent focus group; and visits to Peabody High School and the West School for classroom observations.	Interviews with town or city personnel; Interviews with school leaders; interviews with school committee members; visits to Higgins Middle School, the Burke School, and the McCarthy School for classroom observations.	Interviews with school leaders; follow-up interviews; district review team meeting; visits to the Brown School, Peabody High School, and Higgins Middle School for classroom observations; district wrap-up meeting with the superintendent.

Appendix B: Enrollment, Attendance, Expenditures

**Table B1a: Peabody Public Schools
2016–2017 Student Enrollment by Race/Ethnicity**

Group	District	Percent of Total	State	Percent of Total
African-American	227	3.8%	84,996	8.9%
Asian	104	1.7%	63,690	6.7%
Hispanic	808	13.6%	184,782	19.4%
Native American	—	—	2,125	0.2%
White	4,685	78.7%	584,665	61.3%
Native Hawaiian	—	—	855	0.1%
Multi-Race, Non-Hispanic	132	2.2%	32,635	3.4%
All	5,956	100.0%	953,748	100.0%

Note: As of October 1, 2016

**Table B1b: Peabody Public Schools
2016–2017 Student Enrollment by High Needs Populations**

Group	District			State		
	N	Percent of High Needs	Percent of District	N	Percent of High Needs	Percent of State
Students w/ disabilities	1,142	41.9%	18.9%	167,530	38.4%	17.4%
Econ. Dis.	1,789	65.7%	30.0%	288,465	66.1%	30.2%
ELLs and Former ELLs	400	14.7%	6.7%	90,204	20.7%	9.5%
All high needs students	2,723	100.0%	45.1%	436,416	100.0%	45.2%

Notes: As of October 1, 2016. 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 6,036; total state enrollment including students in out-of-district placement is 964,514.

**Table B2: Peabody Public Schools
Attendance Rates, 2014–2017**

Group	N (2017)	2014	2015	2016	2017	4-yr Change	State (2017)
High Needs	2,804	93.5	93.3	93.0	91.7	-1.8	-1.9%
Econ. Dis.	1,878	—	92.7	92.5	91.1	—	—
ELLs	474	95.1	94.1	93.6	91.6	-3.5	-3.7%
SWD	1,246	92.8	92.7	92.6	91.6	-1.2	-1.3%
African American/Black	251	96.0	95.0	95.7	94.8	-1.2	-1.3%
Asian	110	96.4	96.1	96.4	95.3	-1.1	-1.1%
Hispanic or Latino	896	93.3	93.2	92.5	91.0	-2.3	-2.5%
Multi-Race	142	93.7	94.2	93.1	92.5	-1.2	-1.3%
White	4,904	95.0	94.6	94.6	94.0	-1.0	-1.1%
All	6,303	94.8	94.4	94.4	93.6	-1.2	-1.3%

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 B3: Peabody Public Schools Public Schools
Expenditures, Chapter 70 State Aid, and Net School Spending Fiscal Years 2015-2017**

	FY15		FY16		FY17	
	Estimated	Actual	Estimated	Actual	Estimated	Actual
Expenditures						
From local appropriations for schools:						
By school committee	\$69,639,974	\$65,995,419	\$68,461,763	\$69,611,229	\$70,286,793	\$70,286,787
By municipality	\$14,673,742	\$14,158,289	\$12,017,504	\$14,404,904	\$15,583,625	\$17,165,046
Total from local appropriations	\$84,313,716	\$80,153,708	\$80,479,267	\$84,016,133	\$86,870,418	\$87,451,833
From revolving funds and grants	—	\$9,320,067	—	\$10,015,942	—	\$11,349,193
Total expenditures	—	\$89,483,775	—	\$94,032,075	—	\$98,801,026
Chapter 70 aid to education program						
Chapter 70 state aid*	—	\$18,472,707	—	\$18,747,217	—	\$19,070,452
Required local contribution	—	\$44,118,255	—	\$45,733,796	—	\$44,792,470
Required net school spending**	—	\$62,590,962	—	\$64,481,013	—	\$63,862,922
Actual net school spending	—	\$69,849,680	—	\$72,397,483	—	\$68,829,707
Over/under required (\$)	—	\$7,258,718	—	\$7,916,470	—	\$4,966,785
Over/under required (%)	—	11.6%	—	12.3%	—	7.8%

*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: FY15, FY16, and FY17 District End-of-Year Reports, Chapter 70 Program Information on ESE website; Data retrieved 12/13/17

**Table B4: Peabody Public Schools
Expenditures Per In-District Pupil
Fiscal Years 2014–2016**

Expenditure Category	2014	2015	2016
Administration	\$329	\$334	\$358
Instructional leadership (district and school)	\$677	\$638	\$693
Teachers	\$5,129	\$5,347	\$5,816
Other teaching services	\$642	\$692	\$784
Professional development	\$229	\$225	\$229
Instructional materials, equipment and technology	\$272	\$258	\$296
Guidance, counseling and testing services	\$393	\$417	\$416
Pupil services	\$1,062	\$1,024	\$1,155
Operations and maintenance	\$1,178	\$1,287	\$1,129
Insurance, retirement and other fixed costs	\$2,560	\$2,291	\$2,387
Total expenditures per in-district pupil	\$12,471	\$12,513	\$13,263

Sources: Per-pupil expenditure reports on ESE website

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

Appendix C: Instructional Inventory

Focus Area #1: Learning Objectives & Expectations		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Avg Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
1. The teacher demonstrates knowledge of the subject matter.	ES	0%	18%	73%	9%	2.9
	MS	0%	35%	60%	5%	2.7
	HS	3%	29%	51%	17%	2.8
	Total #	1	23	54	10	2.8
	Total %	1%	26%	61%	11%	
2. The teacher ensures that students understand what they should be learning in the lesson and why.	ES	0%	6%	88%	6%	3.0
	MS	0%	30%	60%	10%	2.8
	HS	9%	29%	54%	9%	2.6
	Total #	3	18	60	7	2.8
	Total %	3%	20%	68%	8%	
3. The teacher uses appropriate classroom activities well matched to the learning objective(s).	ES	0%	9%	76%	15%	3.1
	MS	5%	26%	58%	11%	2.7
	HS	3%	43%	46%	9%	2.6
	Total #	2	23	52	10	2.8
	Total %	2%	26%	60%	11%	
4. The teacher conducts frequent checks for student understanding, provides feedback, and adjusts instruction.	ES	3%	24%	64%	9%	2.8
	MS	15%	25%	55%	5%	2.5
	HS	17%	31%	43%	9%	2.4
	Total #	10	24	47	7	2.6
	Total %	11%	27%	53%	8%	
Total Score For Focus Area #1	ES					11.8
	MS					10.7
	HS					10.5
	Total					11.0

Focus Area #2: Student Engagement & Higher-Order Thinking		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Avg Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
5. Students assume responsibility to learn and are engaged in the lesson.	ES	0%	27%	64%	9%	2.8
	MS	0%	40%	45%	15%	2.8
	HS	11%	34%	51%	3%	2.5
	Total #	4	29	48	7	2.7
	Total %	5%	33%	55%	8%	
6. Students engage in higher-order thinking.	ES	0%	61%	39%	0%	2.4
	MS	5%	55%	40%	0%	2.4
	HS	14%	43%	34%	9%	2.4
	Total #	6	46	33	3	2.4
	Total %	7%	52%	38%	3%	
7. Students communicate their ideas and thinking with each other.	ES	12%	36%	48%	3%	2.4
	MS	15%	45%	35%	5%	2.3
	HS	23%	37%	37%	3%	2.2
	Total #	15	34	36	3	2.3
	Total %	17%	39%	41%	3%	
8. Students engage with meaningful, real-world tasks.	ES	9%	55%	36%	0%	2.3
	MS	25%	35%	40%	0%	2.2
	HS	26%	26%	43%	6%	2.3
	Total #	17	34	35	2	2.3
	Total %	19%	39%	40%	2%	
Total Score For Focus Area #2	ES					9.9
	MS					9.6
	HS					9.3
	Total					9.6

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Focus Area #3: Inclusive Practice & Classroom Culture		Insufficient Evidence	Limited Evidence	Sufficient Evidence	Compelling Evidence	Avg Number of points
		(1)	(2)	(3)	(4)	(1 to 4)
9. The teacher ensures that students are engaging in challenging tasks regardless of learning needs.	ES	3%	42%	48%	6%	2.6
	MS	10%	60%	30%	0%	2.2
	HS	14%	40%	43%	3%	2.3
	Total #	8	40	37	3	2.4
	Total %	9%	45%	42%	3%	
10. The teacher uses a variety of instructional strategies.	ES	0%	55%	39%	6%	2.5
	MS	5%	50%	35%	10%	2.5
	HS	17%	54%	26%	3%	2.1
	Total #	7	47	29	5	2.4
	Total %	8%	53%	33%	6%	
11. Classroom routines and positive supports are in place to ensure that students behave appropriately.	ES	0%	12%	55%	33%	3.2
	MS	0%	15%	60%	25%	3.1
	HS	6%	17%	57%	20%	2.9
	Total #	2	13	50	23	3.1
	Total %	2%	15%	57%	26%	
12. The classroom climate is conducive to teaching and learning.	ES	6%	9%	70%	15%	2.9
	MS	10%	15%	65%	10%	2.8
	HS	6%	29%	46%	20%	2.8
	Total #	6	16	52	14	2.8
	Total %	7%	18%	59%	16%	
Total Score For Focus Area #3	ES					11.2
	MS					10.6
	HS					10.2
	Total					10.7

