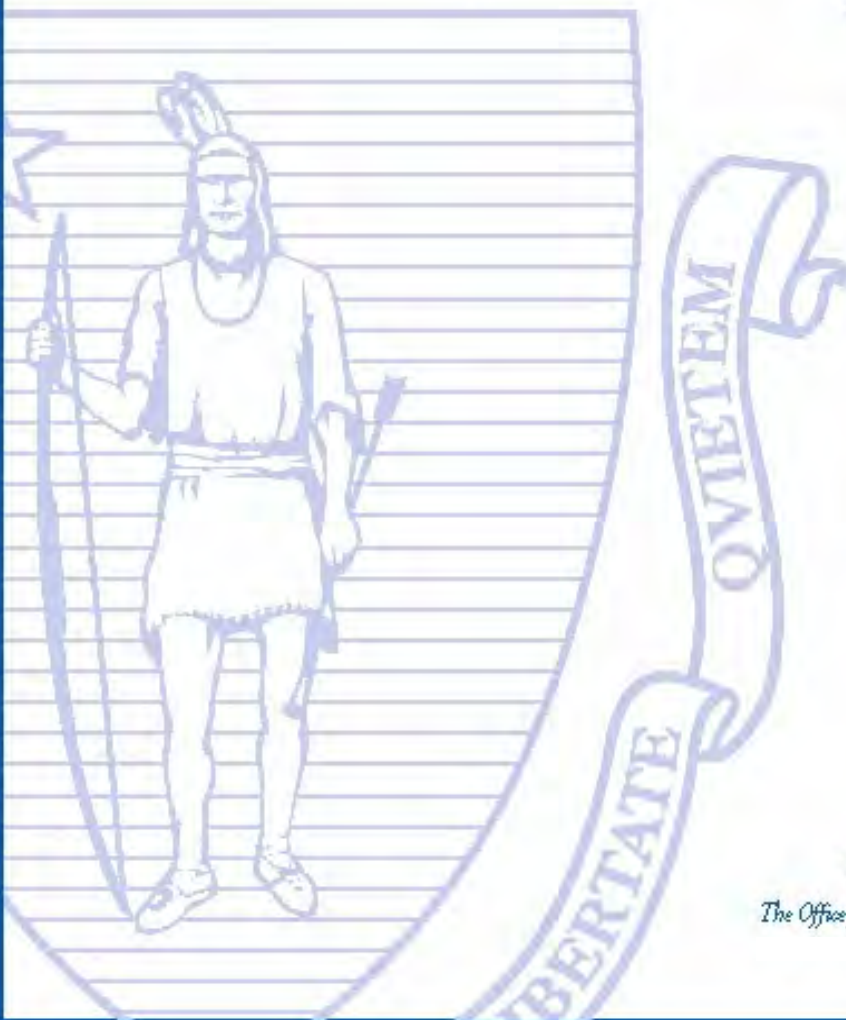




The Commonwealth of Massachusetts

# School District Examination Report:

Hull Public Schools  
**Technical Report**



*data driven*

*standards based*

*learner centered* →

*The Education Management Audit Council  
The Office for Educational Quality and Accountability*

2001 - 2004

# **The Commonwealth of Massachusetts**

## **Office of Educational Quality and Accountability**

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Andrew Paquette, Associate Examiner

Rena Shea, Senior Examiner

**At their meeting of June 14, 2005, the Educational Management Audit Council voted to accept this report and its findings.**

The Office of Educational Quality and Accountability would like to acknowledge the professional cooperation extended to the audit team by the Department of Education; the Superintendent of the Hull Public Schools, Paula Delaney; the school department staff of the Hull Public Schools; and the Town officials from Hull.

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## Executive Summary

The Office of Educational Quality and Accountability (EQA) examined the Hull Public Schools in late January of 2005. During 2001-2004, it was among the 'Moderate' performing school systems in the Commonwealth. The following provides a summary of the findings of the examination and the district's performance on the 2004 Massachusetts Comprehensive Assessment System (MCAS) test.

### Proficiency/Achievement:

- Hull's Average Proficiency Index (API) was 77, which was based on the 2004 MCAS results. The state average for the API was 77.6 in 2004. This placed Hull among the 'Moderate' performing academic school districts in the Commonwealth. In English Language Arts (ELA), the district's ELA Proficiency Index (EPI) was 85.1, and the state average for EPI was 84. In math, the district's math Proficiency Index (MPI) was 69.2, and the state average for MPI was 71.3.
- Approximately half of all students in Hull attained proficiency on the 2003 MCAS tests and one half on the 2004 tests. The proportions were not significantly different from those of students statewide.
- Approximately two thirds of all students in Hull attained proficiency on the 2004 MCAS English Language Arts (ELA) subtests, more than one third on the math subtests, and one third on the science and technology/engineering (STE) subtests. These proportions were not significantly different from the percentages attaining proficiency on those subtests statewide.
- In Hull on the 2004 math and STE subtests, the percentages of students attaining proficiency were significantly lower than that on the 2004 MCAS ELA subtests. The gaps in both math and STE were also significantly wider than that in ELA.
- In Grade 3 Reading, the gap of Hull students was significantly narrower than those of Grade 3 students statewide and of all grade levels of Hull students in ELA. The gap in Grade 4 ELA of Hull students was also significantly narrower than that of all grade levels of Hull students in ELA. In addition, the gap in Grade 5 STE of Hull students was significantly narrower than that of all Hull students in STE. In Hull on the 2004 MCAS grades 5 and 8 STE, the percentages of students attaining proficiency were significantly lower than that on those subtests statewide. On the Grade 8 math subtests, the percentages of students attaining proficiency in Hull were significantly lower than that on the Grade 7 ELA subtest. The gap in Grade 10 math of Hull students was significantly wider than that of Grade 10 ELA students.
- On the MCAS retest administered in the fall of 2004, 99 percent of the Hull class of 2005 earned a Competency Determination (CD), as compared to 92 percent of the statewide class of 2004.

- On the MCAS retest administered in the fall of 2004, 88 percent of the Hull class of 2006 earned a Competency Determination, as compared to 87 percent of the statewide class of 2005.

### **Equity of Achievement/Proficiency:**

- The proficiency gap in ELA was 60.1 points, in Hull. In math, the proficiency gap was 75.8 points.
- For Hull's students with disabilities, the gaps in both ELA and math were significantly wider than that gap for all Hull students in 2004. Significantly less than one third of students with disabilities in Hull attained proficiency on the 2004 MCAS tests. This proportion was significantly lower than that of students with disabilities statewide and that of regular education students in Hull.
- For Hull's students eligible for free or reduced-cost lunch (FRL/Y), the gaps in both ELA and math were significantly wider than the gaps for all Hull students in 2004. The percentages FRL/Y students, of students eligible for free lunch (FL), and of students eligible for reduced-cost lunch (RL) in Hull who attained proficiency on the 2004 MCAS test were all significantly lower than that of students not eligible for free or reduced-cost lunch (FRL/N) in Hull. Significantly less than one third of RL students in Hull attained proficiency on the 2004 MCAS tests. This proportion was significantly lower than that of RL students statewide and that of FL students in Hull.

### **Improvement:**

- On the MCAS test, the percentage of all Hull students attaining proficiency was not significantly different in 2004 than in 2001.
- In Hull between 2001 and 2004, the ELA Proficiency Index (EPI) increased by 3.8 PI points, for a 20.3 percent gain in closing the gap. The math Proficiency Index (MPI) increased by 7.0 PI points, for an 18.5 percent gain in closing the gap in Hull
- The gap between EPI and the MPI decreased by 3.2 points, for a 16.8 percent gain in closing that gap between 2001 and 2004 in Hull.

### **Equity of Improvement:**

- In Hull, the proficiency gap in ELA closed by 2.3 points between 2002 and 2004. In math, it widened by 1.3 points.
- For each and every subgroup the gaps in both ELA and math were not significantly different in 2004 than in 2002.

### **Participation and Access:**

- Overall, eligible students participated in the ELA, math, and STE assessments at required levels.

### **Summary of Preliminary Findings by Domain:**

#### **Assessment and Evaluation:**

- The EQA examiners rated the district as 'Satisfactory' on seventeen and 'Poor' on eleven of the twenty-eight performance indicators in this domain.

- Hull's special education students and students eligible for free or reduced-cost lunch (FRL/Y) did not make Adequate Yearly Progress (AYP) in 2004.
- The district regularly analyzed test data in an effort to improve student achievement.
- The district's response to the high school's high rate of chronic absenteeism was inconsistent.
- Personnel changes at the high school led to inaccurately maintained attendance records.
- The district's teacher and administrator evaluations did not comply with CMR 35.00.
- The district thought that teachers were to be evaluated every three years instead of every two years.
- The district did not evaluate administrators yearly.
- The district used PIM for data-driven curriculum review and revision at all three schools in order to improve student achievement.
- During the period under review, the district found a need to strengthen early reading instruction. As a result, it re-introduced Reading Recovery and implemented Early Success Reading.

**Curriculum and Instruction:**

- The EQA examiners rated the district as 'Satisfactory' on thirty and 'Poor' on two of the thirty-two performance indicators in this domain.
- Teachers had daily common planning time in all grades. This enhanced teacher collaboration on the common goal of improving student achievement.
- During the period under review, the percentage of district students who scored in the 'Advanced' category on the MCAS ELA and math subtests increased.
- During the period under review, the percentage of district students who scored in the 'Needs Improvement' and 'Warning/Failing' categories on the MCAS ELA and math subtests decreased.
- The district chose 16 lead teachers in grades 1-12 to help staff deliver curriculum and instruction with the overall goal of improving student achievement.
- The district gave students many opportunities to participate in educational technology programs that were integrated with the curriculum.
- The district monitored student MCAS test scores and changed its ELA and math curriculum offerings to improve results.

- The district increased math instructional time at the elementary and middle schools. The district's aggregate MCAS math test scores improved during the period under review.
- In all of the years under review, all district seniors met or exceeded CD, graduated, and received diplomas on schedule.
- The district supported students as they moved from one level to another.
- The district had virtually no dropouts, but its in-school and out-of-school suspension rates were above the state averages.
- The district exceeded state requirements for resources committed to professional development.
- The district's professional development plans listed the goals of the DIP and the SIPs and corresponding activities.

**Academic Support Services:**

- The EQA examiners rated the district as 'Satisfactory' on nine and 'Poor' on two of the eleven performance indicators in this domain.
- The district did not have an approved District Curriculum Accommodation Plan (DCAP) for some of the period under review.
- The DCAP for the period under review did not address direct and systematic reading instruction.
- Changes to the elementary school math curriculum informed greater student achievement.

**Leadership, Governance, and Organization:**

- The EQA examiners rated the district as 'Satisfactory' on fourteen and 'Poor' on four of the eighteen performance indicators in this domain.
- The district had a District Improvement Plan (DIP) for each of the years under review.
- The district regularly updated its school committee policy manual, which covered the acceptance of annual School Improvement Plans (SIPs).
- The district focused on improving MCAS test scores during the period under review.
- During the period under review, the district leadership had clear policies, procedures, and practices that ensured open communication within the educational community.
- The district lost many staff during the period under review because of a low starting pay rate.

- The central office and the schools experienced high turnover during the period under review.

**Business and Finance:**

- The EQA examiners rated the district as ‘Satisfactory’ on eleven, ‘Poor’ on fifteen, and ‘Unsatisfactory’ on two of the twenty-eight performance indicators in this domain.
- The district’s budget development process during the period under review lacked significant cost-effectiveness analysis.
- During the period under review, the district had some accuracy issues in budget reporting and reporting for revolving accounts such as lunch.
- Grants and special revenue funds were monitored on programs separate accounting system, and when they were on the system there were accuracy issues as well.
- The district did not have a capital improvement plan or a preventive maintenance plan during the period under review. In the absence of a plan and appropriate funding, the district funded capital expenditures from the local budget.
- The district did not formally evaluate grant-funded programs for their effectiveness in addressing student needs.

## **Part I: Overview of the EQA Review Process and the District**

On January 18 through 21, 2005, the EQA conducted an independent examination of the Hull Public Schools for the period 2001-2004. This examination applied the standards related to the EQA's five major domains of inquiry, which include: A, Assessment and Evaluation; B, Curriculum and Instruction; C, Student Academic Support Services; D, Leadership and Governance; and E, Business and Financial Management. The EQA's examination process for school districts involved two tiers of investigation and used 15 standards. The report is based on the source documents, correspondence sent prior to the on-site visit, interviews with the representative from the school committee, the district leadership team, school administrators, and additional documents submitted while in the district. The report does not consider documents, revised data, or comments that may have surfaced after the on-site visit.

Hull is a small town located in northeastern Plymouth County in eastern Massachusetts. In Hull, education, healthcare, and social services are the largest sources of employment, followed by retail sales. According to the 2000 U.S. Census, the town has a population of 11,050 people and a median family income of \$62,294, while the median family income in Massachusetts is \$61,664. The Town is governed by a Town Meeting/Board of Selectmen. There is a five-person school committee in Hull. Hull has three schools serving grades PreK-12. The most recent Massachusetts Department of Education (DOE) figures indicate that there were 1,273 students enrolled in all on October 1, 2004. The demographic/subgroup composition in Hull is: 95 percent White, 1.8 Hispanic, 1.7 percent African-American, 0.8 Native-American, 0.7 Asian-American, Limited English Proficiency (LEP), 0.1 percent; Low-Income, 21.9 percent; and Special Education (SPED), 12.5 percent.

For the nine-year period, FY1996 to FY2004, Hull met the state-mandated Net School Spending Requirement. For the period between FY1996 and FY2004, Chapter 70 Aid to Hull increased 33.6 percent (from \$2,703,954 to \$3,613,343). Hull's Required Local Contribution increased 38.4 percent (from \$5,796,230 to \$8,019,553). Since FY1996, Hull received a total of \$34,484,152 in Chapter 70 Aid and was required to raise locally \$61,941,189. From FY2001 to FY2004, Chapter 70 Aid was \$17,036,462 and the Required Local Contribution was

\$30,692,569. For the period between FY1996 and FY2004, Hull's foundation enrollment increased 0.1 percent and its student headcount decreased 15.3 percent. Between FY2001 and FY2004, its foundation enrollment decreased 9.0 percent and its student headcount decreased 9.1 percent.

This report finds Hull to be a 'Moderate' performing school district, marked by student achievement that is 'High' in ELA and 'Low' in math on the MCAS test. Since 2001, Hull has demonstrated noted improvement on its 'Moderate' MCAS test scores. In Hull, 52 percent of the students scored above standard on the 2004 administration of the MCAS test.

## **Part II: Tier I Analysis of Student Achievement and MCAS Test Data**

At Tier I, while particular attention was paid to the 2004 MCAS test, the EQA review of the Hull Public Schools' MCAS test results (2001-2004) is framed by the following five essential questions:

1. **Proficiency/Achievement:** To what extent is the MCAS test performance of all of the district's students meeting or exceeding state proficiency standards?
2. **Equity of Achievement:** How does the MCAS test performance vary among the district's student subgroups?
3. **Improvement:** How has the MCAS test performance for all students in the district changed over time?
4. **Equity of Improvement:** How has the MCAS test performance for the district's student subgroups changed over time?
5. **Opportunity and Access:** Are all eligible students attending and participating in all required programs and assessments?

The most current state and district MCAS test results are subjected to a series of analyses to determine whether there were significant differences between the mean results of district students and those of students statewide or between student subgroups within the district. Descriptive analyses of the results of the 2004 MCAS test revealed differences, some significant, between students in the district and the average scores of students in Massachusetts.

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

## **Assessment of the MCAS Test Results 2001-2004**

### **1. Proficiency/Achievement: To what extent is the MCAS test performance of all the district's students meeting or exceeding state proficiency standards?**

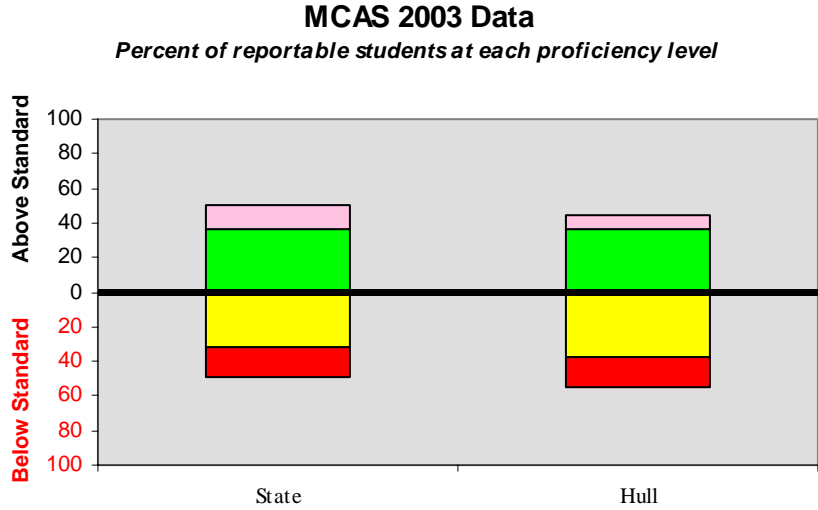
#### **Preliminary Finding(s):**

- Approximately half of all students in Hull attained proficiency on the 2003 MCAS tests and one half on the 2004 tests. The proportions were not significantly different from those of students statewide.
- Approximately two thirds of all students in Hull attained proficiency on the 2004 MCAS English Language Arts (ELA) subtests, more than one third on the math subtests, and one third on the science and technology/engineering (STE) subtests. These proportions were not significantly different from the percentages attaining proficiency on those subtests statewide.
- In Hull on the 2004 math and STE subtests, the percentages of students attaining proficiency were significantly lower than that on the 2004 MCAS ELA subtests. The gaps in both math and STE were also significantly wider than that in ELA.
- In Grade 3 Reading, the gap of Hull students was significantly narrower than those of Grade 3 students statewide and of all grade levels of Hull students in ELA. The gap in Grade 4 ELA of Hull students was also significantly narrower than that of all grade levels of Hull students in ELA. In addition, the gap in Grade 5 STE of Hull students was significantly narrower than that of all Hull students in STE. In Hull on the 2004 MCAS grades 5 and 8 STE, the percentages of students attaining proficiency were significantly lower than that on those subtests statewide. On the Grade 8 math subtests, the percentages of students attaining proficiency in Hull were significantly lower than that on the Grade 7 ELA subtest. The gap in Grade 10 math of Hull students was significantly wider than that of Grade 10 ELA students.

Figures/Tables 1A-B:

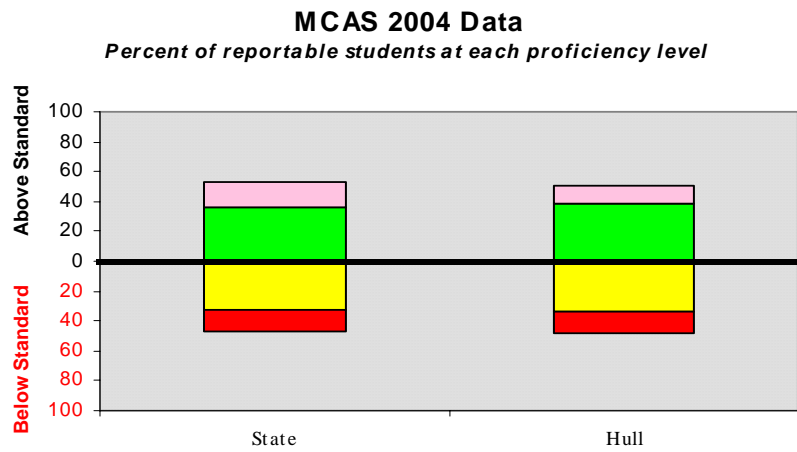
**Student MCAS Test Performance, Overall, 2003 and 2004**

A.



	<b>Advanced</b>	15	9
	<b>Proficient</b>	36	37
	<b>Needs Improv.</b>	32	37
	<b>Warning/Failing</b>	17	18

B.



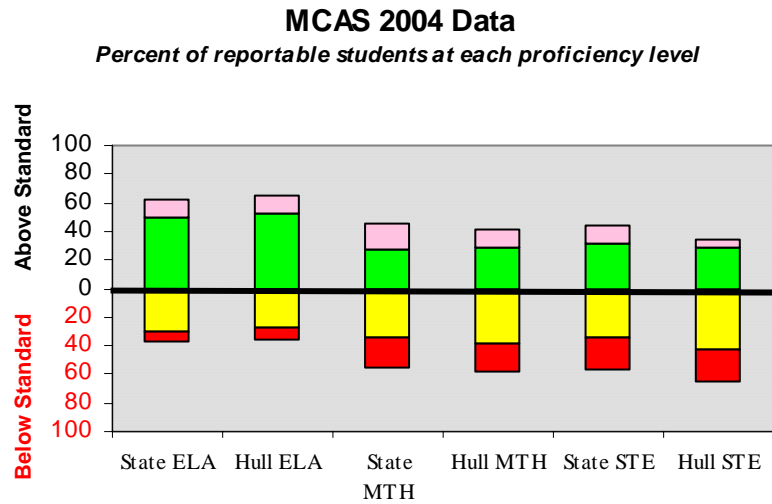
	<b>Advanced</b>	16	13
	<b>Proficient</b>	37	39
	<b>Needs Improv.</b>	32	34
	<b>Warning/Failing</b>	15	15

**Analysis of Figures/Tables 1A-B:**

- On the 2003 MCAS test, 46 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories.
- On the 2004 MCAS test, 52 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories.

**Figures/Tables 2:**

**Performance by Subject**



Advanced	13	12	18	13	12	6
Proficient	50	53	27	29	32	28
Needs Improv.	29	28	35	38	35	43
Warning/Failing	8	8	20	20	21	23

**Analysis of Figure/Table 2:**

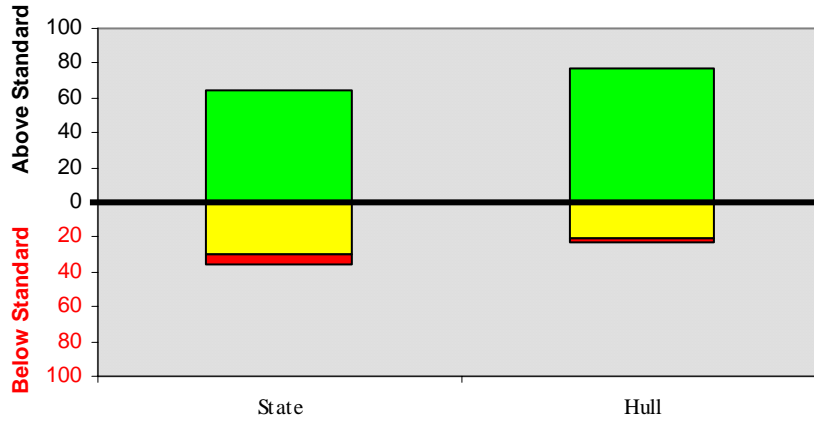
- On the 2004 MCAS ELA subtests, 65 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories.
- On the 2004 MCAS math subtests, 42 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 23 percentage points lower than that on the ELA subtests.
- On the 2004 MCAS STE subtests, 34 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories. This was 31 percentage points lower than that on the ELA subtests.

Figures/Tables 3A-E:

**Performance by Grade**

A.

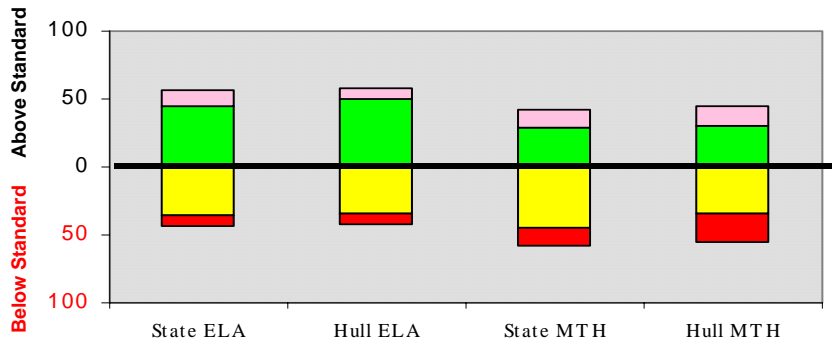
**MCAS 2004 Grade 03 Reading**  
*Percent of reportable students at each proficiency level*



<span style="color: green;">■</span>	<b>Proficient</b>	64	77
<span style="color: yellow;">■</span>	<b>Needs Improv.</b>	30	21
<span style="color: red;">■</span>	<b>Warning</b>	6	2

B.

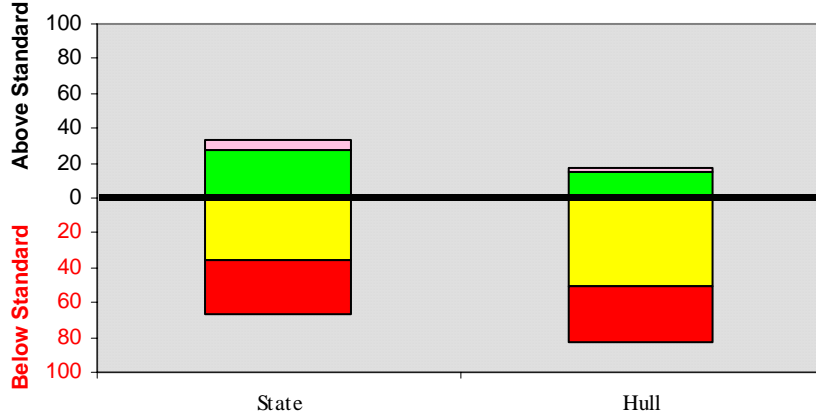
**MCAS 2004 Data - Grade 04**  
*Percent of reportable students at each proficiency level  
 English and Math*



<span style="color: pink;">■</span>	<b>Advanced</b>	11	7	14	15
<span style="color: green;">■</span>	<b>Proficient</b>	45	51	29	30
<span style="color: yellow;">■</span>	<b>Needs Improv.</b>	35	34	44	34
<span style="color: red;">■</span>	<b>Warning/Failing</b>	9	9	13	21

C.

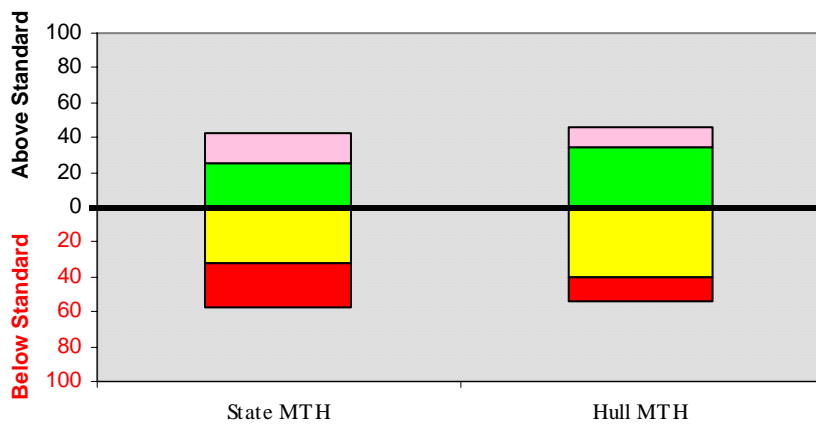
**MCAS 2004 Grade 05/08 Science**  
*Percent of reportable students at each proficiency level for the Science, Technology and Engineering Test*



Advanced	5	2
Proficient	28	15
Needs Improv.	36	51
Warning/Failing	31	32

D.

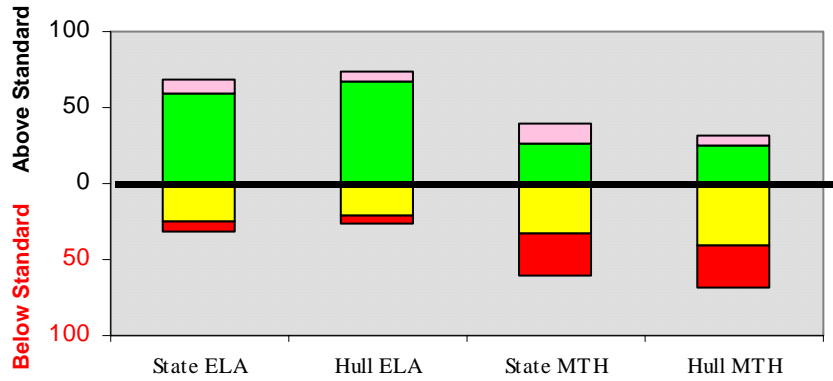
**MCAS 2004 Data - Grade 06**  
*Percent of reportable students at each proficiency level*



Advanced	17	11
Proficient	26	35
Needs Improv.	33	41
Warning/Failing	24	13

E.

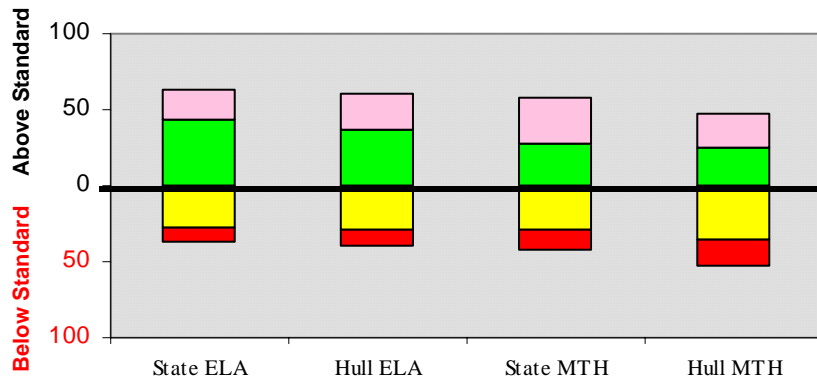
**MCAS 2004 Data - Grade 07/08**  
*Percent of reportable students at each proficiency level*  
*English and Math*



	<b>Advanced</b>	9	7	13	7
	<b>Proficient</b>	60	68	26	25
	<b>Needs Improv.</b>	25	21	33	40
	<b>Warning/Failing</b>	6	5	28	28

E.

**MCAS 2004 Data - Grade 10**  
*Percent of reportable students at each proficiency level*  
*English and Math*



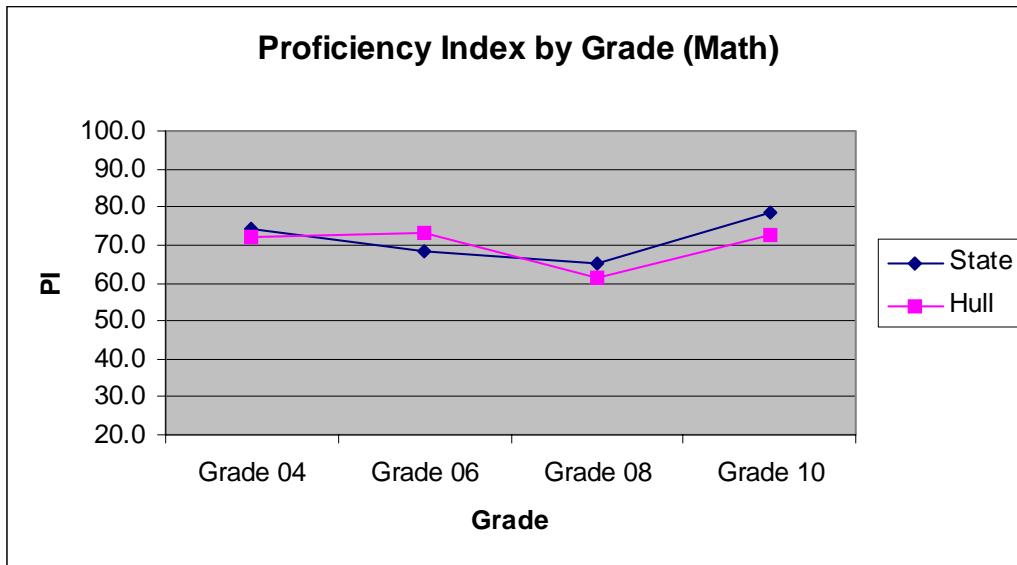
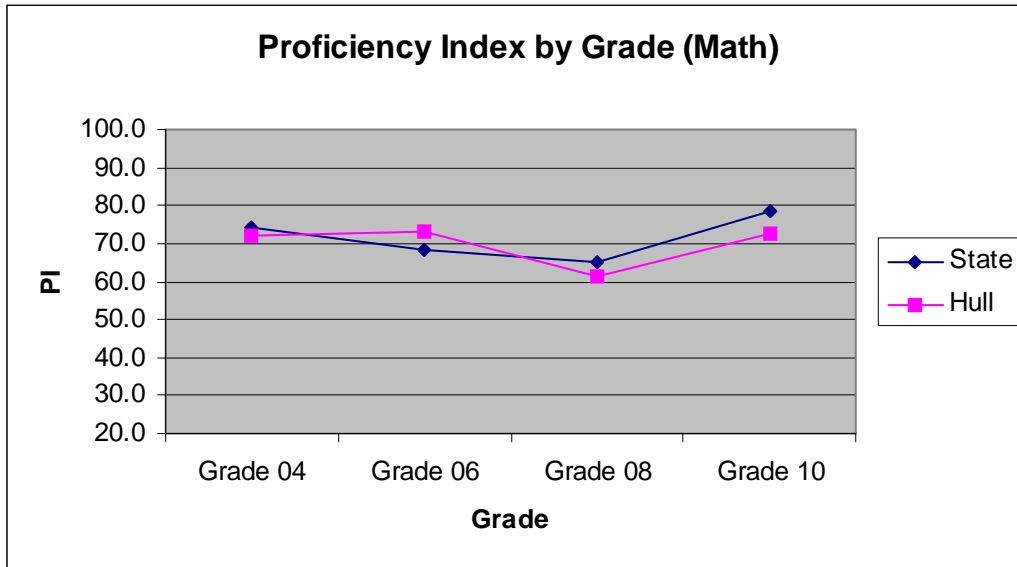
	<b>Advanced</b>	19	24	30	22
	<b>Proficient</b>	44	37	28	26
	<b>Needs Improv.</b>	28	29	29	36
	<b>Warning/Failing</b>	9	10	14	17

**Analysis of Figures/Tables 3A-E:**

- On the 2004 MCAS grades 5 and 8 STE subtests, 17 percent of Hull students scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 16 percentage points lower than that statewide on those subtests.
- On the 2004 MCAS Grade 8 math subtest, 32 percent of the Hull students scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 43 percentage points lower than that on the Grade 7 ELA subtest.

**Figures/Table 4:**

**Proficiency Index (MCAS 2004) by Grade**



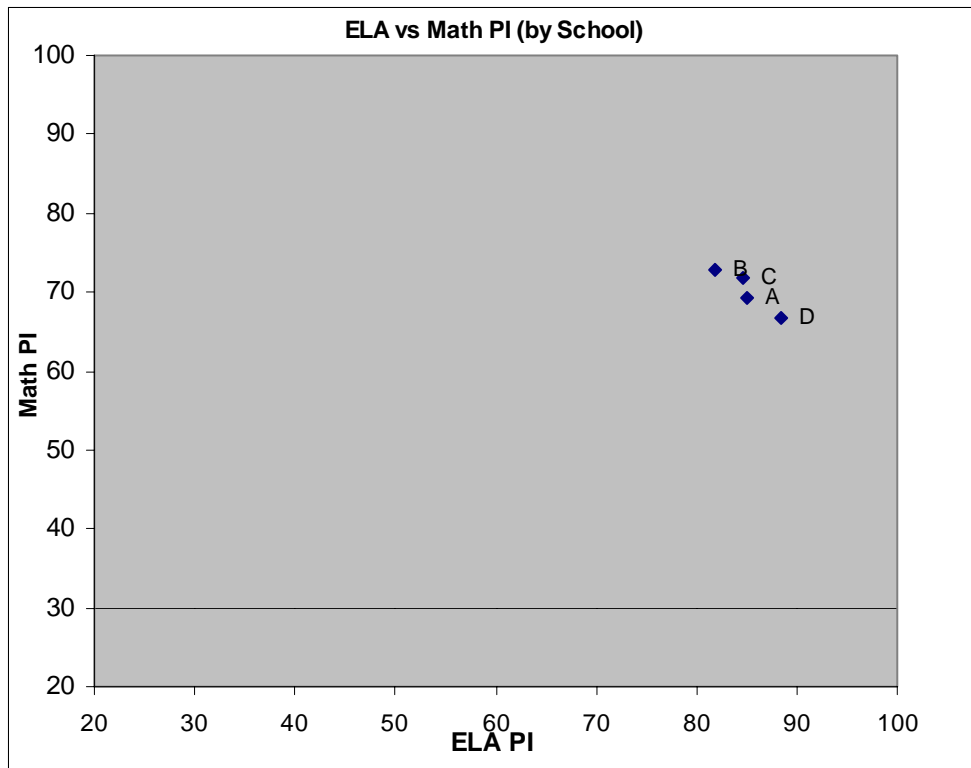
	<b>State ELA</b>	<b>Hull ELA</b>	<b>State Math</b>	<b>Hull Math</b>	<b>State STE</b>	<b>Hull STE</b>
<b>Grade 03</b>	85.5	91.2	0.0	0.0	0.0	0.0
<b>Grade 04</b>	81.1	78.7	74.0	71.9	0.0	0.0
<b>Grade 05</b>	0.0	0.0	0.0	0.0	78.7	79.6
<b>Grade 06</b>	0.0	0.0	68.4	73.3	0.0	0.0
<b>Grade 07</b>	86.4	88.4	0.0	0.0	0.0	0.0
<b>Grade 08</b>	0.0	0.0	65.2	61.1	62.8	55.4
<b>Grade 10</b>	83.0	81.9	78.6	72.8	0.0	0.0
<b>All Grades</b>	<b>84.0</b>	<b>85.1</b>	<b>71.3</b>	<b>69.2</b>	<b>70.6</b>	<b>66.1</b>

**Analysis of Figures/Tables 4:**

- Hull’s district-wide gap in ELA was 14.9 PI points; the gap was 30.8 points in math and 33.9 points in STE.
- In Hull, the Grade 3 Reading gap was 8.8 PI points; statewide the gap in Grade 3 Reading was 14.5 points; Hull’s gap in Grade 4 ELA was 21.3 PI points, and the district-wide gap in ELA was 14.9 points.
- In Grade 5 STE Hull’s gap was 20.4 PI points; the district-wide gap in STE was 33.9 points.
- In Grade 10 ELA Hull’s gap was 18.1 PI points; the gap in Grade 10 math was 27.2 points.

**Figure/Table 5:**

**Proficiency Index (MCAS 2004) by School:**



		<b>ELA</b>	<b>Math</b>
<b>A</b>	<b>HULL</b>	85.1	69.2
<b>B</b>	<b>HULL HIGH</b>	81.9	72.8
<b>C</b>	<b>LILLIAN M. JACOBS</b>	84.6	71.9
<b>D</b>	<b>MEMORIAL MIDDLE</b>	88.4	66.7

**Analysis of Figure/Table 5:**

- Hull’s district-wide gap between ELA and math was 15.9 PI points; at Memorial Middle School, this gap was 21.7 points.

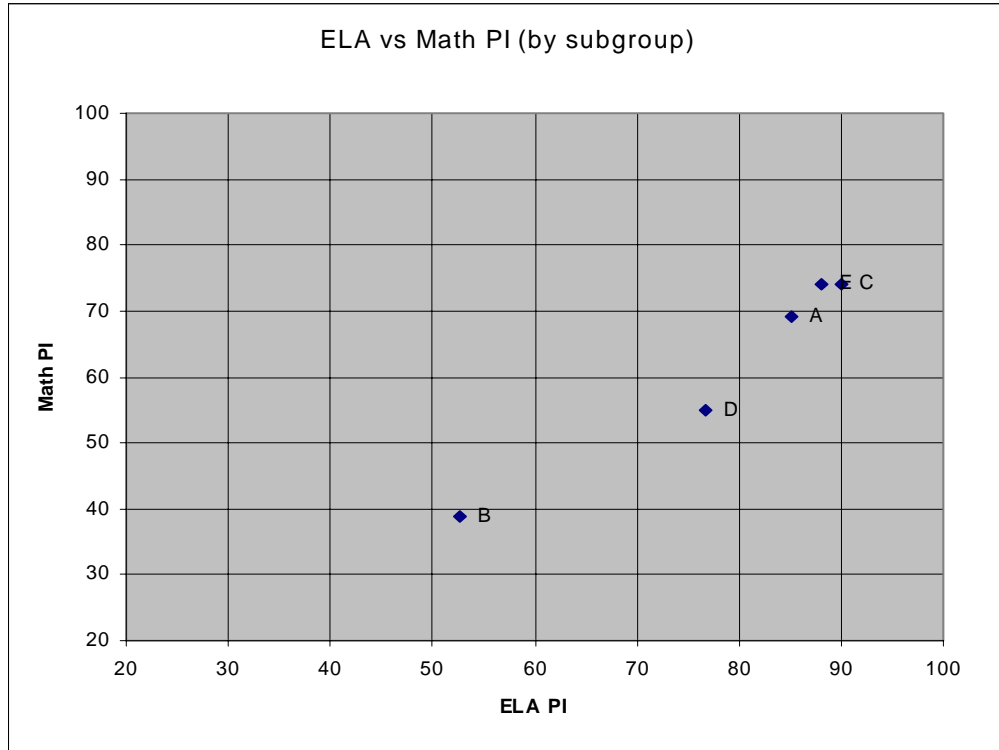
**2. Equity of Achievement: How does the MCAS test performance vary among the district's student subgroups?**

**Preliminary Finding(s):**

- The proficiency gap in ELA was 60.1 points, in Hull. In math, the proficiency gap was 75.8 points.
- For Hull's students with disabilities, the gaps in both ELA and math were significantly wider than that gap for all Hull students in 2004. Significantly less than one third of students with disabilities in Hull attained proficiency on the 2004 MCAS tests. This proportion was significantly lower than that of students with disabilities statewide and that of regular education students in Hull.
- For Hull's students eligible for free or reduced-cost lunch (FRL/Y), the gaps in both ELA and math were significantly wider than the gaps for all Hull students in 2004. The percentages FRL/Y students, of students eligible for free lunch (FL), and of students eligible for reduced-cost lunch (RL) in Hull who attained proficiency on the 2004 MCAS test were all significantly lower than that of students not eligible for free or reduced-cost lunch (FRL/N) in Hull. Significantly less than one third of RL students in Hull attained proficiency on the 2004 MCAS tests. This proportion was significantly lower than that of RL students statewide and that of FL students in Hull.

**Figure /Table 6:**

**Proficiency Index (MCAS 2004) Free/Reduced lunch Status, Student Status, and Race**



		<b>ELA</b>	<b>Math</b>	<b># of Tests</b>
<b>A</b>	<b>HULL</b>	85.1	69.2	599
<b>B</b>	<b>Disability</b>	52.6	38.8	82
<b>C</b>	<b>Regular</b>	90.1	74.0	517
<b>D</b>	<b>FRL/Y</b>	76.7	54.9	145
<b>E</b>	<b>FRL/N</b>	88.1	74.1	454

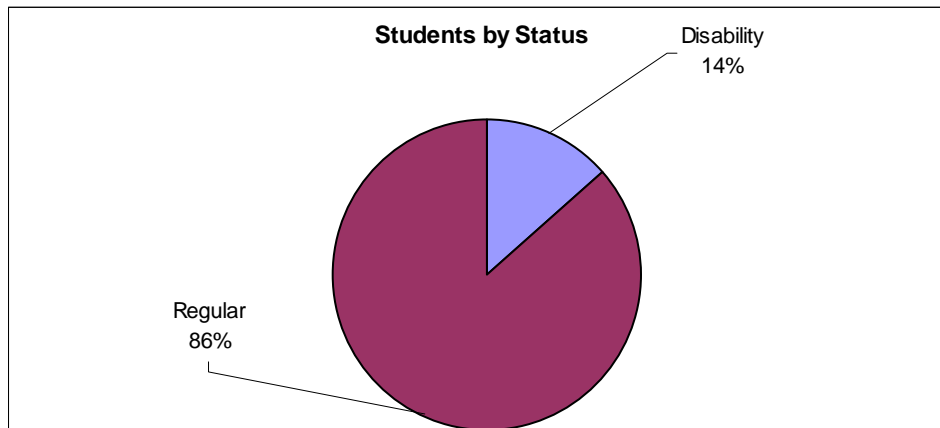
**Analysis of Figure/Table 6:**

- In Hull, the gap in 2004 ELA was 14.9 PI points for all students; for students with disabilities this gap was 47.4 points, for FRL/Y students 23.3 points, and 9.9 points for regular education students. The gap in math was 30.8 points for all students; for students with disabilities this gap was 61.2 points, and for FRL/Y students it was 45.1 points, in Hull in 2004.
- The span between the highest ELA Proficiency Index (EPI) and the lowest EPI for a subgroup was 37.5 points, in Hull in 2004. In math, this subgroup span was 35.3 points. The average of the differences between the 2004 EPI of the highest-scoring subgroup and those of the other subgroups (excluding the lowest-scoring subgroup) was 7.7 points in Hull. In math, this average subgroup gap was 9.7 points.
- The proficiency gap in ELA was 60.1 points, in Hull. In math, the proficiency gap was 75.8 points.

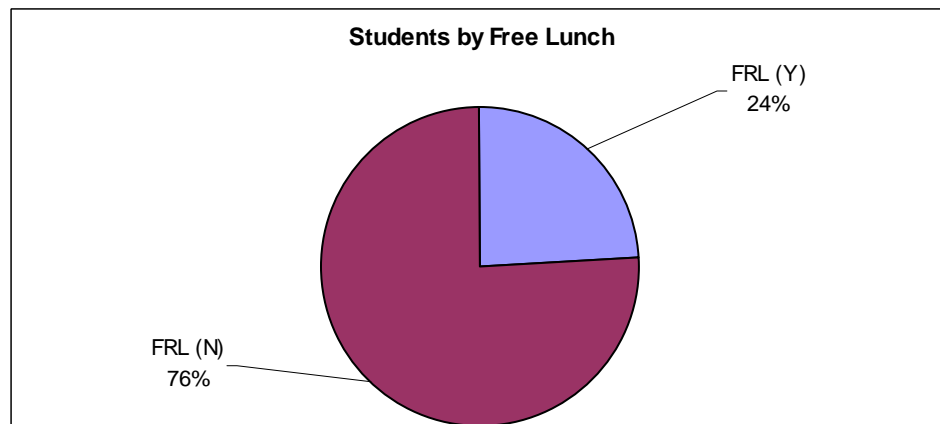
**Figures/Table 7A-D:**

**Student Population by Reportable Subgroups**

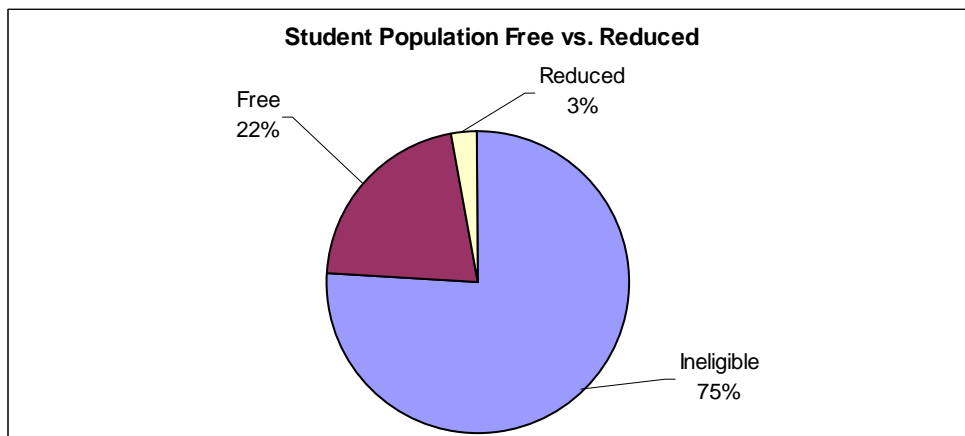
**A.**



**B.**



C.

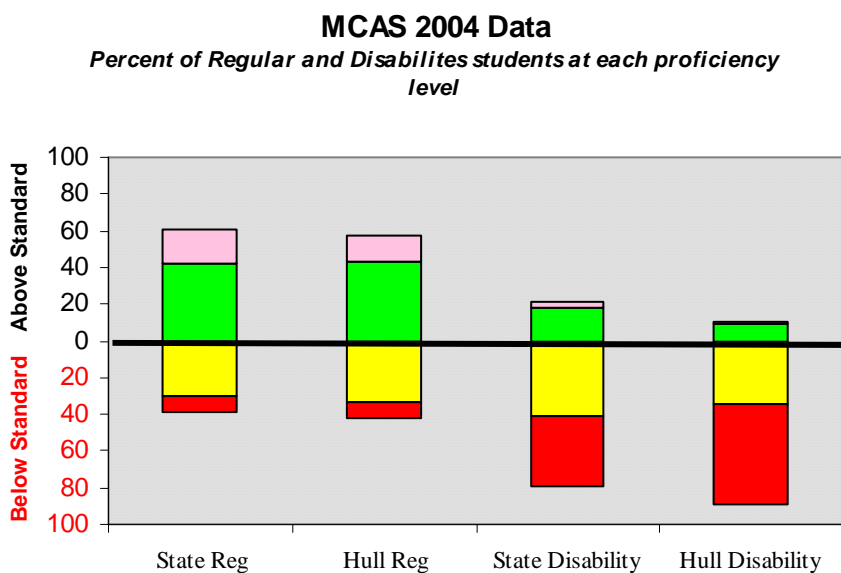


**Analysis of Figures 7A-D:**

- In Hull in 2004, regular education students comprised significantly more than two-thirds of all students and FRL/N students were more than two-thirds of all students.

**Figure /Table 8:**

**Student Subgroup MCAS Test Performance, by Student Status, 2004**



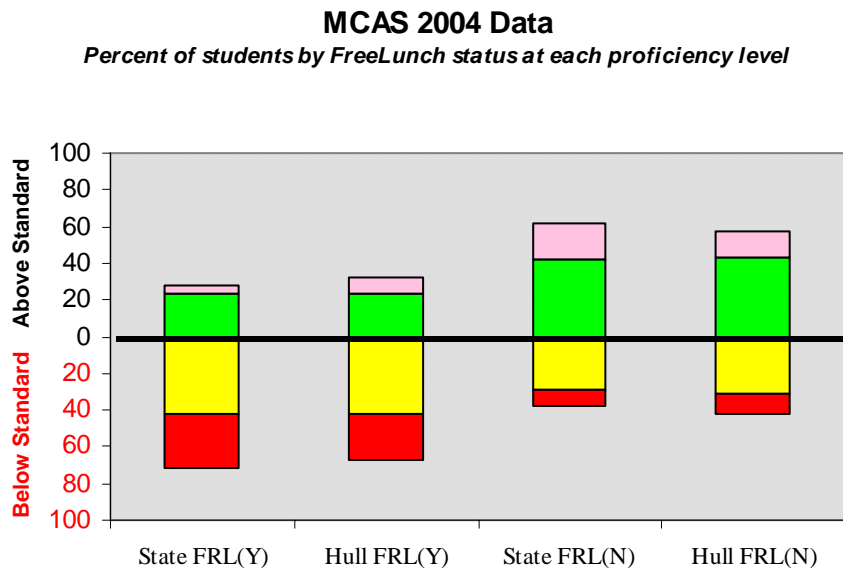
Advanced	19	14	3	1
Proficient	42	43	18	9
Needs Improv.	30	33	41	35
Warning/Failing	9	9	38	55

**Analysis of Figure/Table 8:**

- On the 2004 MCAS test, 10 percent of the students with disabilities in Hull scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 11 percentage points lower than the statewide percentage and was 47 percentage points lower than that of Hull regular education students.

**Figure /Table 9:**

**Student Subgroup MCAS Test Performance, by Free and Reduced Lunch Status, 2004**



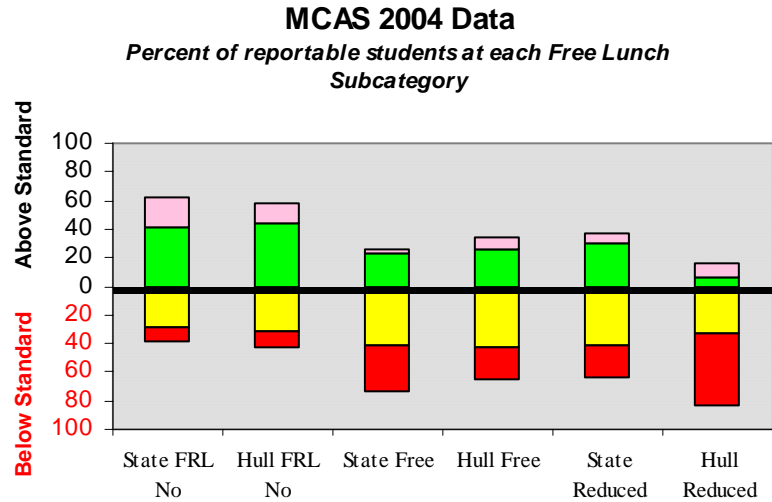
	<b>Advanced</b>	4	9	20	14
	<b>Proficient</b>	24	24	42	44
	<b>Needs Improv.</b>	42	42	29	31
	<b>Warning/Failing</b>	30	25	9	11

**Analysis of Figure/Table 9:**

- On the 2004 MCAS test, 33 percent of the FRL/Y students in Hull scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 25 percentage points lower than that of Hull FRL/N students.

**Figure /Table 10:**

**Performance Free vs. Reduced Lunch**



	<b>Advanced</b>	20	14	4	8	7	11
	<b>Proficient</b>	42	44	22	26	30	6
	<b>Needs Improv.</b>	29	31	42	43	42	33
	<b>Warning/Failing</b>	9	11	32	22	22	50

**Analysis of Figure/Table 10:**

- On the 2004 MCAS test, 34 percent of the FL students in Hull scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 24 percentage points lower than that of FRL/N students in Hull.
- On the 2004 MCAS test, 17 percent of the RL students in Hull scored in the ‘Advanced’ and ‘Proficient’ categories. This percentage was 20 percentage points lower than that of RL students statewide, 41 percentage points lower than that of FRL/N students in Hull, and 17 percentage points lower than that of FL students in Hull.

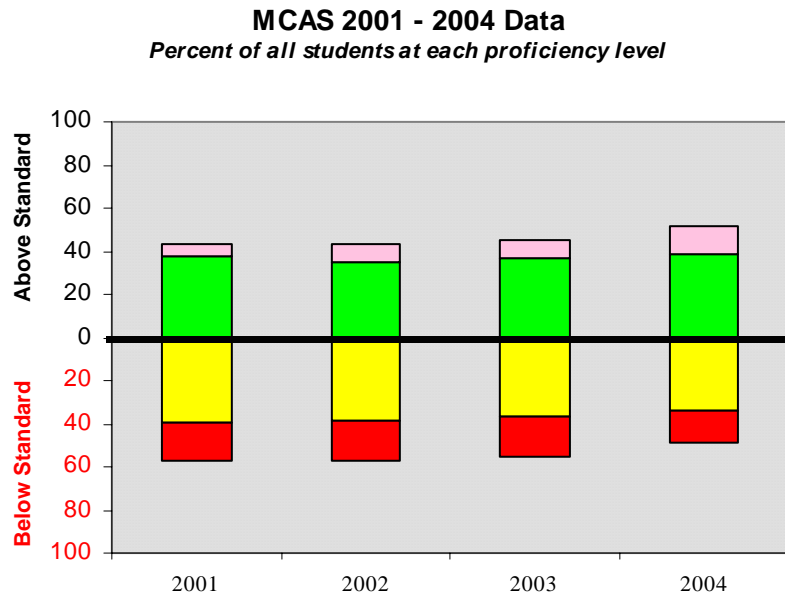
3. **Improvement:** How has the MCAS test performance for all students in the district changed over time?

**Preliminary Findings:**

- On the MCAS test, the percentage of all Hull students attaining proficiency was not significantly different in 2004 than in 2001.
- In Hull between 2001 and 2004, the ELA Proficiency Index (EPI) increased by 3.8 PI points, for a 20.3 percent gain in closing the gap. The math Proficiency Index (MPI) increased by 7.0 PI points, for an 18.5 percent gain in closing the gap in Hull
- The gap between EPI and the MPI decreased by 3.2 points, for a 16.8 percent gain in closing that gap between 2001 and 2004 in Hull.

**Figure/Table 11:**

**Student MCAS Test Performance, 2001-2004**



	<b>Advanced</b>	6	9	9	13
	<b>Proficient</b>	37	35	36	39
	<b>Needs Improv.</b>	39	39	37	34
	<b>Warning/Failing</b>	18	18	18	15

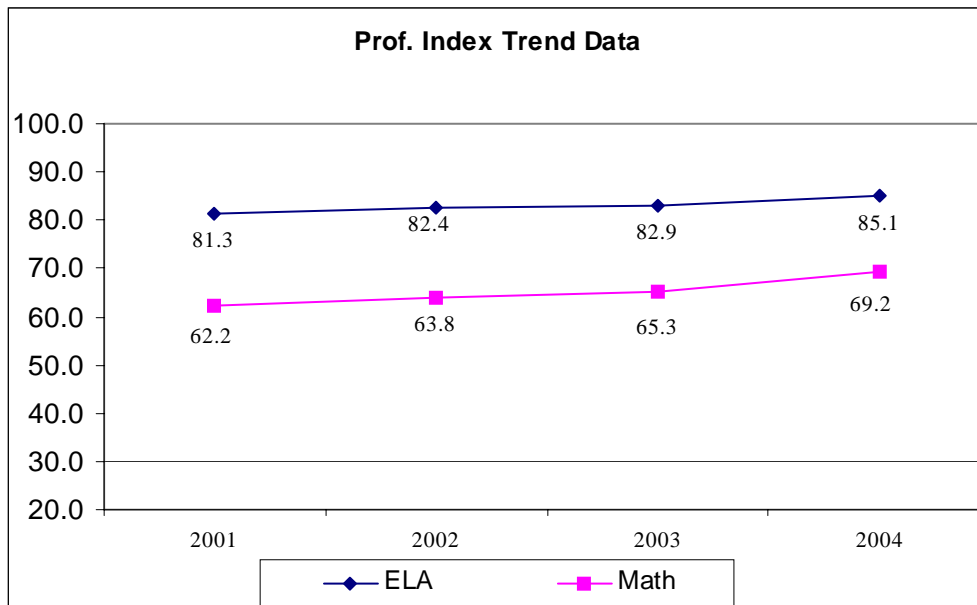
**Analysis of Figure/Table 11:**

- The percentage of Hull students scoring in the ‘Advanced’ and ‘Proficient’ categories on the MCAS test in 2004 was 9 percentage points higher than in 2001.

- The percentage of Hull students scoring in the ‘Warning/Failing’ category on the MCAS tests in 2004 was 3 percentage points lower than in 2001.

**Figure/Table 12:**

**Proficiency Index Trend Data MCAS 2001, 2002, 2003, 2004**



**Trend Data MCAS, 2001, 2002, 2003, 2004 (detail)**

	ELA				Math			
	2001	2002	2003	2004	2001	2002	2003	2004
<b>Advanced</b>	4.2%	8.6%	6.0%	12.2%	6.9%	8.6%	10.4%	13.0%
<b>Proficient</b>	52.7%	50.0%	51.4%	52.6%	22.2%	23.5%	24.8%	28.9%
<b>Needs Improvement</b>	34.3%	33.1%	37.5%	27.5%	44.6%	42.5%	37.0%	37.9%
<b>Warning/Failing</b>	8.8%	8.3%	5.1%	7.7%	26.3%	25.4%	27.8%	20.3%

**Analysis of Figure/Table 12:**

- In Hull between 2001 and 2004, EPI increased by 3.8 PI points. The MPI increased by 7.0 PI points, for an 18.5 percent gain in closing the gap in Hull.
- The gap between EPI and the MPI decreased by 3.2 points between 2001 and 2004 in Hull.
- The percentage of Hull students scoring in the ‘Advanced’ and ‘Proficient’ categories on the MCAS math subtest in 2004 was 12.8 percentage points higher than in 2001, for a difference of 44.0 percent.

4. **Equity of Improvement:** How has the MCAS test performance for the district's student subgroups change over time?

**Preliminary Finding(s):**

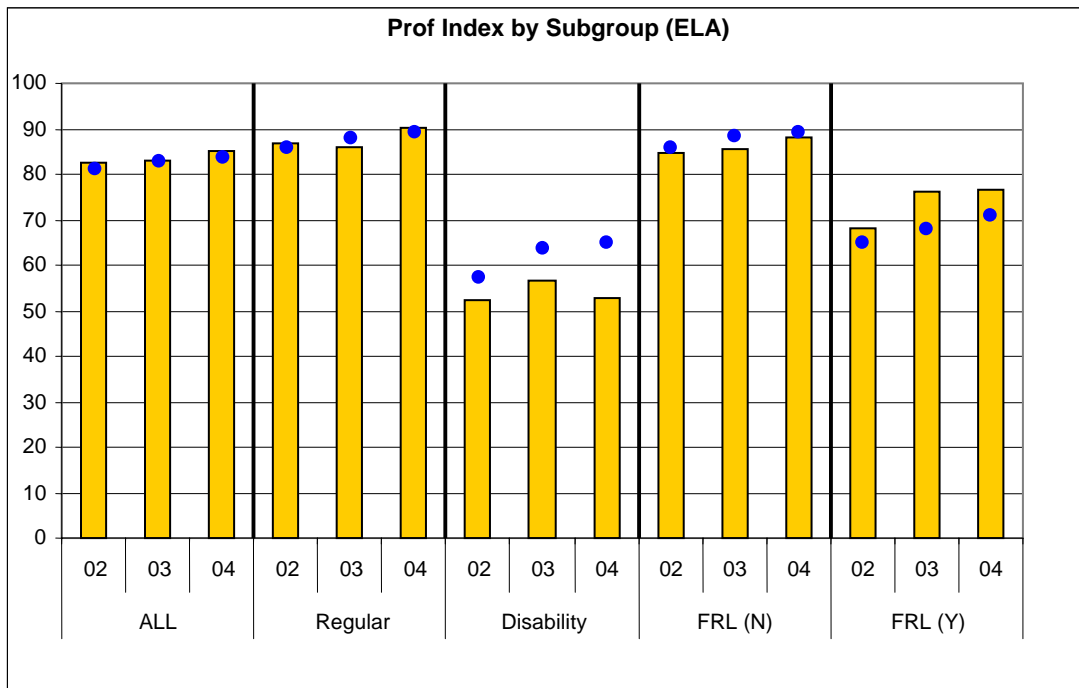
- In Hull, the proficiency gap in ELA closed by 2.3 points between 2002 and 2004. In math, it widened by 1.3 points.
- For each and every subgroup the gaps in both ELA and math were not significantly different in 2004 than in 2002.

**Figures 13/A B/Table 13:**

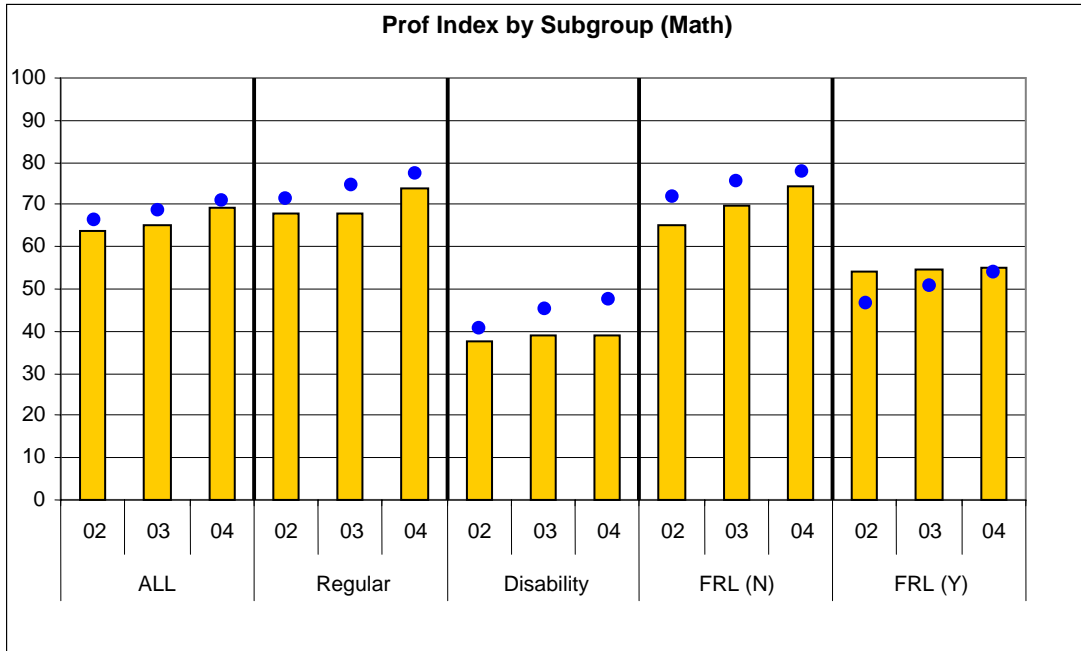
**Improvement in Student MCAS Test Performance by Subgroup**

NOTE: In the following graphs, the bars represent the individual district's performance; the dots represent the performance of all the schools in the state.

A.



**B.**



<u>State</u>				<u>Hull</u>			
		ELA	Math			ELA	Math
<b>ALL</b>	'02	81.4	66.5	<b>ALL</b>	'02	82.4	63.8
	'03	82.9	69.0		'03	82.9	65.3
	'04	84.0	71.3		'04	85.1	69.2
<b>Regular</b>	'02	85.8	71.4	<b>Regular</b>	'02	86.9	67.7
	'03	87.9	74.7		'03	86.0	68.1
	'04	89.4	77.4		'04	90.1	74.0
<b>Disability</b>	'02	57.4	41.0	<b>Disability</b>	'02	52.5	37.7
	'03	63.9	45.3		'03	56.4	39.1
	'04	65.2	47.9		'04	52.6	38.8
<b>FRL/N</b>	'02	85.8	72.0	<b>FRL/N</b>	'02	84.8	65.2
	'03	88.5	75.9		'03	85.7	69.7
	'04	89.3	78.1		'04	88.1	74.1
<b>FRL/Y</b>	'02	65.3	46.7	<b>FRL/Y</b>	'02	68.2	53.9
	'03	68.2	50.7		'03	76.1	54.8
	'04	70.9	53.9		'04	76.7	54.9

**Analysis of Figures 13A-B/Table 13:**

- In Hull, the EPI of all students increased 2.7 PI points between 2002 and 2004. The MPI increased 5.4 PI points between 2002 and 2004.
- The subgroup span in ELA widened by 3.1 PI points, and in math widened by 5.2 points between 2002 and 2004 in Hull. In Hull between 2002 and 2004, the average gap in ELA closed by 2.7 points. It widened by 1.5 points in math during this period.
- In Hull, the proficiency gap in ELA closed by 2.3 points between 2002 and 2004. In math, it widened by 1.3 points.

**5. Participation and Access: Are all eligible students attending and participating in all required programs and assessments?**

**Preliminary Finding(s):**

- Overall, eligible students participated in the ELA, math, and STE assessments at required levels.

**Table 14:**

**Student MCAS Test Participation by Subject Area**

	<b>ELA</b>	<b>Math</b>	<b>STE</b>
<b>NTO</b>	1.3%	1.2%	0.0%
<b>T</b>	98.7%	98.8%	99.6%
<b>ALT</b>	0.0%	0.0%	0.0%
<b>NTM</b>	0.0%	0.0%	0.5%
<b>NTA</b>	0.0%	0.0%	0.0%

**Analysis of Table 14:**

- In Hull, the 98.7 percent student participation rate on the 2004 MCAS ELA subtest was 3.7 percentage points higher than the state's 95 percent requirement.
- In Hull, the 98.8 percent student participation rate on the 2004 MCAS math subtest was 3.8 percentage points higher than the state's 95 percent requirement.
- In Hull, the 99.6 percent student participation rate on the 2004 MCAS in STE subtest was 4.6 percentage points higher than the state's 95 percent requirement.

## Appendix A: N- values

### 1. N-Values by Grade

<b>YEAR</b>	<b>GRADE</b>	<b>ELA</b>	<b>Math</b>	<b>STE</b>
<b>2001</b>	<b>Grade 03</b>	105	0	0
	<b>Grade 04</b>	106	108	0
	<b>Grade 05</b>	0	0	0
	<b>Grade 06</b>	0	102	0
	<b>Grade 07</b>	103	0	0
	<b>Grade 08</b>	119	119	0
	<b>Grade 10</b>	103	104	0
	<b>All Grades</b>	<b>536</b>	<b>433</b>	<b>0</b>
<b>2002</b>	<b>Grade 03</b>	0	0	0
	<b>Grade 04</b>	104	105	0
	<b>Grade 05</b>	0	0	0
	<b>Grade 06</b>	0	115	0
	<b>Grade 07</b>	101	0	0
	<b>Grade 08</b>	0	100	0
	<b>Grade 10</b>	97	97	0
	<b>All Grades</b>	<b>302</b>	<b>417</b>	<b>0</b>
<b>2003</b>	<b>Grade 03</b>	94	0	0
	<b>Grade 04</b>	101	101	0
	<b>Grade 05</b>	0	0	0
	<b>Grade 06</b>	0	102	0
	<b>Grade 07</b>	119	0	0
	<b>Grade 08</b>	0	105	0
	<b>Grade 10</b>	95	95	0
	<b>All Grades</b>	<b>409</b>	<b>403</b>	<b>0</b>
<b>2004</b>	<b>Grade 03</b>	82	0	0
	<b>Grade 04</b>	89	89	0
	<b>Grade 05</b>	0	0	97
	<b>Grade 06</b>	0	106	0
	<b>Grade 07</b>	108	0	0
	<b>Grade 08</b>	0	124	124
	<b>Grade 10</b>	90	90	0
	<b>All Grades</b>	<b>369</b>	<b>409</b>	<b>221</b>

**2. N-Values by Subgroup/Level**

		<b>ELA</b>	<b>Math</b>	<b>STE</b>
<b>Hull</b>	<b>ALL LEVELS</b>	<b>369</b>	<b>409</b>	<b>221</b>
<b>Hull</b>	<b>Advanced</b>	35	53	14
	<b>Proficient</b>	214	118	62
	<b>Needs Improv</b>	96	155	94
	<b>Warning/Failing</b>	24	83	51
<b>Regular</b>	<b>Advanced</b>	34	53	14
	<b>Proficient</b>	208	113	60
	<b>Needs Improv</b>	72	140	82
	<b>Warning/Failing</b>	6	47	32
<b>Disability</b>	<b>Advanced</b>	1	0	0
	<b>Proficient</b>	6	5	2
	<b>Needs Improv</b>	24	15	12
	<b>Warning/Failing</b>	18	36	19
<b>Free Lunch/Y</b>	<b>Advanced</b>	6	9	1
	<b>Proficient</b>	39	13	8
	<b>Needs Improv</b>	34	46	24
	<b>Warning/Failing</b>	10	35	14
<b>Free Lunch/N</b>	<b>Advanced</b>	29	44	13
	<b>Proficient</b>	175	104	54
	<b>Needs Improv</b>	61	109	70
	<b>Warning/Failing</b>	13	47	35

**3. N-Values by Race/Level**

		<b>ELA</b>	<b>Math</b>	<b>STE</b>
<b>Hull</b>	<b>ALL LEVELS</b>	<b>369</b>	<b>409</b>	<b>221</b>
<b>Hull</b>	<b>Advanced</b>	35	53	14
	<b>Proficient</b>	214	118	62
	<b>Needs Improv.</b>	96	155	94
	<b>Warning/Failing</b>	24	83	51
<b>African-American</b>	<b>Advanced</b>	0	0	0
	<b>Proficient</b>	2	1	1
	<b>Needs Improv.</b>	3	2	3
	<b>Warning/Failing</b>	0	4	1
<b>Asian-American</b>	<b>Advanced</b>	0	1	0
	<b>Proficient</b>	2	0	0
	<b>Needs Improv.</b>	0	2	1
	<b>Warning/Failing</b>	0	0	0
<b>Hispanic</b>	<b>Advanced</b>	0	0	0
	<b>Proficient</b>	1	0	0
	<b>Needs Improv.</b>	2	1	1
	<b>Warning/Failing</b>	0	2	2
<b>Native-American</b>	<b>Advanced</b>	0	1	1
	<b>Proficient</b>	5	0	0
	<b>Needs Improv.</b>	0	1	0
	<b>Warning/Failing</b>	0	0	0
<b>White</b>	<b>Advanced</b>	35	51	13
	<b>Proficient</b>	204	117	61
	<b>Needs Improv.</b>	90	149	89
	<b>Warning/Failing</b>	24	77	48

**4. N-values by year:**

	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Advanced</b>	48	62	61	88
<b>Proficient</b>	323	249	262	269
<b>Needs Improvement</b>	341	277	267	234
<b>Warning/Failing</b>	152	131	128	105
<b>Total</b>	<b>864</b>	<b>719</b>	<b>718</b>	<b>696</b>

**5. N-values for NTA, NTM, and NTO by Student Status:**

	<b>ELA</b>	<b>Math</b>	<b>STE</b>
<b>T. Disability</b>	49	56	33
<b>T. Regular</b>	320	353	188
<b>NTM.Regular</b>	0	0	1
<b>NTO. Disability</b>	1	2	0
<b>NTO. Regular</b>	3	2	0
<b>NTO. LEP</b>	1	1	0

**T = Tested**

**NTA = Not Tested, Absent**

**NTM = Not Tested, Medical**

**NTO = Not Tested, Other**

**ALT = Alt. Assessment**

**Notes:** In 2004, for State vs. District performance charts, only data from ELA and math tests for grades 3 through 10 was included unless otherwise noted. For Proficiency Indicator charts, Grade 3 was included. Grade 3 does not include an ‘Advanced’ category and would therefore skew aggregated proficiency level charts. Subgroup inclusion was based on the number of students in a district and the number of schools in a district. To be included, a subgroup must have at least 10 times the number of schools in the district to be considered reportable. For example, in a school district with four schools, only subgroup categories with 40 or more students from that district in that category were included. These results include only students with test status of Tested, ALT, or NTA with a Scaled Score  $\geq$  200 unless otherwise noted.

In calculation for EPI, the following groups were included for each year reported:

2001: Gr. 4, Gr. 7, Gr. 10

2002: Gr. 4, Gr. 7, Gr. 10

2003: Gr. 4, Gr. 7, Gr. 10

2004: Gr. 3, Gr. 4, Gr. 7, Gr. 10

In calculation for MPI, the following groups were included for each year reported:

2001: Gr. 4, Gr. 8, Gr. 10

2002: Gr. 4, Gr. 8, Gr. 10

2003: Gr. 4, Gr. 8, Gr. 10

2004: Gr. 4, Gr. 6, Gr. 8, Gr. 10

Rounded differences may result in slight discrepancies.

## Part III: Domain Findings and Summary

### Domain A: Assessment and Evaluation

Standards ▼	Indicators ►	1	2	3	4	5	6	7	8	Total
<i>Domain A - Assessment &amp; Evaluation</i>										
<b>S1 - Student Assessment</b>										
Excellent		0	0	0	0	0	0	0	N/A	0
Satisfactory		1	0	1	1	1	1	1	N/A	6
Poor		0	1	0	0	0	0	0	N/A	1
Unsatisfactory		0	0	0	0	0	0	0	N/A	0
<b>S2 - Participation</b>										
Excellent		0	0	0	0	0	0	0	N/A	0
Satisfactory		1	1	1	0	0	0	1	N/A	4
Poor		0	0	0	1	1	1	0	N/A	3
Unsatisfactory		0	0	0	0	0	0	0	N/A	0
<b>S3 - Evaluation Processes: Personnel</b>										
Excellent		0	0	0	0	0	0	0	0	0
Satisfactory		0	0	0	0	0	1	0	1	2
Poor		1	1	1	1	1	0	1	0	6
Unsatisfactory		0	0	0	0	0	0	0	0	0
<b>S4 - Evaluation Processes: Programs, Services, &amp; Resource Acquisition</b>										
Excellent		0	0	0	0	0	0	N/A	N/A	0
Satisfactory		1	1	1	1	1	1	N/A	N/A	6
Poor		0	0	0	0	0	0	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	N/A	N/A	0

**Standard 1. STUDENT ASSESSMENT:** For the period of time under examination, district and building administrators carefully administered statewide assessments and teachers regularly assessed the performance of their students relative to state and local student performance standards, and analyzed aggregate and individual assessment results to improve curricula, instructional practices, and supplementary and remedial programs.

**Preliminary Finding(s):**

- Hull’s special education students and students eligible for free or reduced-cost lunch (FRL/Y) did not make Adequate Yearly Progress (AYP) in 2004.
- The district regularly analyzed test data in an effort to improve student achievement.

**Indicators:**

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

**Rating: Satisfactory**

**Evidence:** During the 2001 school year, each school had an English Language Arts (ELA) and math task force. District staff said that during the 2002-2003 school year, the district formalized its approach by having facilitation teams at designated grade levels look at MCAS test scores. The district used TestWiz to analyze test data. At the elementary and middle schools, staff discussed the MCAS test results at grade-level meetings. At the high school, staff discussed the results at department meetings. During the 2002 school year, the district began using Performance Improvement Mapping (PIM) to analyze test data. During the 2003-2004 school year, the district appointed a PIM facilitator at each level. District staff said that PIM allowed the district to refine its data analysis and involve more teachers. In addition, the district administered the Star Reading and Math tests in grades 3-11 to determine student progress and provide appropriate support. All elementary school teachers received test results and discussed them among themselves and with principals and coordinators during grade-level common planning time. The district also administered the First Steps Writing Continuum quarterly at all grade levels and administered the Hull Literacy Inventory in grades K-1. The district maintained an assessment portfolio for each student; the portfolio followed the student from grade to grade.

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

**Rating: Poor**

**Evidence:** The district used aggregate and disaggregated data to measure the progress of all its students. Special education students, who were 12.5 percent of the student population, and FRL/Y students, who were 24 percent of the population, did not make AYP in math in 2004. Ninety percent of the tested special education students scored in the 'Needs Improvement' and 'Warning/Failing' categories that year. District administrators said that they re-evaluated the

progress of the special education students and in 2003-2004 discussed their MCAS test scores with the special education teachers. The elementary school had total inclusion until 2002-2003, but the district thought that a pull-out model would help improve student achievement. It began a partial pull-out program and hired more staff. Interviewees also said that high staff turnover at the high school affected the achievement of special education students.

3. District and building administrators carefully and accurately implemented the “Principles of Test Administration” in their jurisdictions and provided complete and accurate information on student status and participation in accordance with the “Principles” in the administration of the MCAS test and system-wide tests.

**Rating: Satisfactory**

**Evidence:** District staff and the principals said that the district adhered to the “Principles of Test Administration” in administering the MCAS test. Some principals designated oversight of the test administration. All schools counted the tests when they arrived, made schedules, and instructed test administrators in the testing principles. Administrators said that test administrators took special care to count finished tests and return them to the principal’s office, where they were secured until the next testing. The principals reviewed all testing requirements when testing was done and signed off on any necessary documents.

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

**Rating: Satisfactory**

**Evidence:** The district administered the First Steps Reading and Writing Continuum, the Marie Clay Observation Survey, and the Developmental Reading Assessment (DRA) in the early primary grades. The district assessed all student writing quarterly. Grade-level teachers gave extra support to students who scored in the lowest 15 percent of their grade level in writing. The district administered the Harcourt Brace Integrated Language Arts Performance Assessment

district-wide in September and May. The district administered the Star Reading and Math tests, which had standardized criteria and were norm-referenced, in grades 3-11 in the fall and spring. After analyzing math scores, the district introduced Everyday Math in grades K-5, beginning with grades K-2 in 2002 and adding grades 3-5 in 2004. Interviewees said that until four years ago, the district had a mixture of math programs. A middle school math task force met during the period under review to consider a new math program, which the school introduced during the 2004-2005 school year. The district discontinued double math periods after the 2001-2002 school year.

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

**Rating: Satisfactory**

**Evidence:** The central office staff shared test results with principals who in turn shared them with teachers. During the period under review, the district increased and reallocated its Title I staff. In 2002, the district used Title I funds to create the position of curriculum coordinator. Title I money also funded Reading Recovery in Grades 1, four Literacy Specialists for the Early Success Program in grades 1-2 and Sour to Success in grades 3-5, and two math coaches who worked twice weekly with regular education elementary school teachers. During the 2003-2004 school year, a literacy teacher worked four days a week with Grade 1 students and one day a week with Grade 4 students. District and school administrators also said that principals could reassign teachers in the best interest of the students.

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

**Rating: Satisfactory**

**Evidence:** The assistant superintendent first examined the MCAS test data and prepared a report for the superintendent, who shared it with the principals, the school committee, and the district's Assessment Review Team. For the past three years, the district set aside a full day of release time

for grades K-12 staff, including a cross-section of paraprofessionals and specialists, to examine the MCAS test results, including AYP and previous scores. During that time, data analysis teams shared instructional techniques that could improve student achievement. The district provided professional development to address the need for improvement on open response items. At other times, team meetings, school meetings, and common planning time meetings reviewed test data. During the 2000-2001 school year, the district formed a faculty senate composed of lead teachers who met monthly to discuss the MCAS test and share results with all teachers.

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

**Rating: Satisfactory**

**Evidence:** Teachers and administrators said that the district's goal of Curriculum, Instruction, and Assessment (CIA) was the overarching theme for all staff meetings and common planning times. In 2003-2004, the district made curriculum maps that teachers then used as pacing guides and to link learning standards with the state curriculum frameworks. Teachers said that the ELA and math curricula that they developed during the period under review also referred to the state standards. The district's aggregate Proficiency Indexes (PIs) in ELA and math increased somewhat between 2001 and 2004. However, while students in the aggregate made AYP in both subjects in 2004, the district's special education and FRL/Y students did not.

**Standard 2. PARTICIPATION:** For the period of time under examination, the district and all of its schools had policies, procedures, and practices that met federal and state participation and attendance standards. Data on participation in state and local tests were monitored and assessed to ensure participation and opportunity for all students and all subgroups.

**Preliminary Finding(s):**

- The district's response to the high school's high rate of chronic absenteeism was inconsistent.
- Personnel changes at the high school led to inaccurately maintained attendance records.

**Indicators:**

1. The district and each of its schools had clear management systems in use that required all students to participate in all mandatory and appropriate assessments that resulted in a two- or three-year average participation rate of 95% in the state assessment.

**Rating: Satisfactory**

**Evidence:** The district had a policy requiring all students to participate in mandatory tests. The Hull High School Parent-Student Handbook's listed the year's scheduled tests and their dates. Monthly parent newsletters and the district's website also listed the dates. The elementary school handbook listed the tests but no dates, and the middle school handbook did not list either. District and school staff said that all principals told school-wide student assemblies of the importance of taking the MCAS test. Guidance counselors called the homes of high school students who were absent on the days of the MCAS test. During the period under review, students at every grade level participated in the MCAS test well above the required rate of 95 percent.

2. The district and each of its schools had systems in use that required all students to participate in district and school-based assessment programs or benchmarks.

**Rating: Satisfactory**

**Evidence:** The district had practices for ensuring participation in school-based tests. Teachers who administered the Star Reading and Math tests used the printout that the company provided to determine who was not tested. The elementary school maintained an assessment portfolio for each student. School administrators said that the school called home if a student was absent on a test day. The district made an effort to test students who missed the MCAS test for medical or other reasons as soon as they returned to school.

3. The district maintained clear and accurate records on student waivers for LEP and ALT status for MCAS assessment.

**Rating: Satisfactory**

**Evidence:** District and school staff said that there were only three students with Limited English Proficiency (LEP) in the district during the period under review, and one waiver for a Grade 4 student. None of the district's special education students met the criteria for alternative testing (ALT).

4. The district and each of its schools had clear management systems in place that required all students to attend school, and these systems were actively implemented and resulted in a student attendance rate of 93% or higher.

**Rating: Poor**

**Evidence:** The Hull School Committee's policy on student attendance was dated October 14, 2003. The district's 2004 Annual Report of the School Committee referred to a revised high school attendance policy that reduced the number of allowed absences from 27 to 18. The report stated that "a preliminary review of the student attendance data and suspension data suggests that attendance at Hull High School has improved and that the number of suspensions had dropped." The report went on to say that the revised attendance policy and better enforcement accounted for improved attendance. The district's average attendance rate for the four-year period under review was 94 percent. However, the high school's rate of chronic absenteeism averaged 13.2 percent over the three most recent years. The student-parent handbooks for each school spelled out attendance requirements. High school attendance clerks called parents when students were absent. Every school required parents to call an absentee line after receiving a call about their child's absence.

5. The district and its schools had and enforced, when necessary, clear consequences for students with chronic absenteeism.

**Rating: Poor**

**Evidence:** The district's attendance counselor supported and advised students who had severe attendance problems. The counselor also worked with parents. During the 2003-2004 school year, the district made the counselor available to all grades. The high school handbook's attendance policy listed seven different requirements and the consequences of not meeting those

requirements. The middle school handbook's attendance policy noted that students who had more than 18 unexcused absences would receive failing grades in all of their classes. The elementary school handbook stated the importance of attendance and listed permissible excuses for absence. It also stated that some cases would require the attention of an Attendance Officer. District and school administrators acknowledged the high rate of chronic absenteeism at the high school. In 2004, Grade 9 students had a chronic absenteeism rate of 23.5 percent, Grade 10 students had a rate of 20.5 percent, Grade 11 students had a rate of 27.0 percent, and Grade 12 students had a rate of 16.0 percent. Interviewees said that during the 2002-2004 school years, the school had procedures for improving attendance, but the principal was very liberal and did not apply consequences for absenteeism.

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

**Rating: Poor**

**Evidence:** District and school staff said that during the 2002-2004 school years, the position of attendance clerk turned over, resulting in incomplete knowledge of the software and incorrect input of attendance data. The district also kept records on suspension and discipline. The high school's average rate of in-school suspensions for 2001-2003 was 21.3 percent. District and school staff said that, after analyzing suspension data, the high school redefined its discipline code during the 2003-2004 school year to include a consequence package. They also said that the high school had three different assistant principals in the past three years, and that each had a different approach to the discipline code. District staff said that the district would set up a more detailed profile of attendance starting in the 2004-2005 school year.

7. The district maintained and used clear and accurate program and individual records of all English language learners (ELLs) during the period under examination.

**Rating: Satisfactory**

**Evidence:** The central office maintained records on the district's few ELL students.

**Standard 3. EVALUATION PROCESS/PERSONNEL:** For the period of time under examination, the district used student assessment data in its development, implementation, evaluation, and analysis of school and district personnel. The evaluation process focused on accountability for administrators, teachers, and instructional support staff, and one of the goals of the process was the improvement of achievement for all students.

**Preliminary Finding(s):**

- The district's teacher and administrator evaluations did not comply with CMR 35.00.
- The district thought that teachers were to be evaluated every three years instead of every two years.
- The district did not evaluate administrators yearly.

**Indicators:**

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

**Rating: Poor**

**Evidence:** District and school staff said that district's evaluations were not linked to student achievement data. Administrators said that there was no formal link. However, a high school administrator said that after looking at the MCAS test data, the high school changed some teaching assignments; the evaluations did not discuss this. A district administrator said that the elementary school principal might, after examining student achievement data, put the school's strongest teachers in the tested grades. The same district administrator indicated that the central office might also reassign teachers based on its review of MCAS test data. However, this link between student achievement and staff assignment was informal and not part of the evaluations.

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

**Rating: Poor**

**Evidence:** The district's evaluation document complied with CMR 35.00, but the frequency of the district's administrator evaluations did not. The EQA team reviewed eight administrator files, each of which had one evaluation for the period under review. A district administrator said that the previous superintendent met with administrators to set goals but did not meet mid-year to discuss the goals or write a summative evaluation at the end of the year. Interviewees said that the assistant superintendent evaluated administrators during the 2003-2004 school year, and that this was the first time many of them were evaluated. One school administrator said that in 2003-2004, the acting superintendent at the time set up good procedures that included setting goals aligned with the district goals, meeting during the year to discuss progress toward meeting the goals, and a summative evaluation at the end of the year.

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

**Rating: Poor**

**Evidence:** The eight administrator files produced four evaluations completed during the 2003-2004 school year by the acting superintendent. The four evaluations were lengthy, listed goals, and referred to meetings between the evaluator and the people evaluated. The evaluations were informative in that they discussed accomplishments and areas that needed improvement. They were instructive in that they suggested means for professional growth.

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

**Rating: Poor**

**Evidence:** The administrator evaluations that the EQA reviewed did not refer to test results. However, district administrators and principals said that they discussed test results in a general way when setting goals with the superintendent. However, their written goals did not specifically refer to student testing.

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

**Rating: Poor**

**Evidence:** The district evaluated its professional-status teachers every three years, instead of every two years as CMR 35.00 required. A district administrator said that the former superintendent was not aware of the required frequency, but that the current superintendent was aware. Members of the Hull Teachers Association said that they were not aware that professional-status teachers should be evaluated every two years. A district administrator said that the district was negotiating with the association on this. The district did evaluate non-professional status teachers yearly, as required. The district's guidelines for teacher evaluations were part of the 2002-2005 teachers' contract. Teacher evaluations included a list of Hull Teaching Standards. The evaluation process consisted of an observation by an administrator, pre- and post- conferences, and a summative evaluation using the observation document, which included components of education reform.

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

**Rating: Satisfactory**

**Evidence:** The EQA reviewed 32 randomly selected teacher files, which produced 15 evaluations completed during the period under review. The EQA team found that 14 of the 15 were informative and eight of the 15 were instructive, in that they recommended ways to promote individual professional growth.

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

**Rating: Poor**

**Evidence:** A district administrator said that the “teacher accountability system need[ed] to be improved.” Teachers had data-sharing sessions, but the district did not break down test results for the teacher’s students. Principals opposed this type of disaggregation because it focused on the teachers. Teacher and administrator evaluations did not refer to test results.

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

**Rating: Satisfactory**

**Evidence:** Interviewees said that the district did not renew a few non-professional staff contracts during each year of the period under review. The district did not withhold compensation but could curtail the advancement of ineffective lead teachers.

**Standard 4. EVALUATION PROCESS/PROGRAMS, SERVICES, AND RESOURCE**

**ACQUISITION:** For the period of time under examination, the district used student assessment data in its development, implementation, evaluation and analysis of programs, services, and resource acquisition. The evaluation process focused on accountability for administrators, teachers, and staff, and one of the goals of the process was the improvement of achievement for all students.

**Preliminary Finding(s):**

- The district used PIM for data-driven curriculum review and revision at all three schools in order to improve student achievement.

- During the period under review, the district found a need to strengthen early reading instruction. As a result, it re-introduced Reading Recovery and implemented Early Success Reading.

**Indicators:**

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

**Rating: Satisfactory**

**Evidence:** District administrators said that the district began using MCAS test data to evaluate its instructional programs as soon as it was available. Interviewees said that the district also reviewed scores from the Star Reading and Math tests in grades 3-11, Reading Recovery in Grade 1, and Early Success in Grades 1 and 2. After analyzing its scores on the MCAS ELA subtest, the district enhanced literacy instruction with the DRA, the First Steps Writing Continuum, Harcourt Brace's Integrated Language Arts Performance Assessment, and Marie Clay's Observation Survey. The elementary grades used Everyday Math, while middle schools used Math Steps and Connected Math. Interviewees said that central office administrators used TestWiz to look at trends in district and school MCAS test scores. They gave this data to principals and curriculum directors, who shared it with teachers. They used item analyses to identify the strengths and weaknesses of the district's curricula. For two of the years under review, the district's three schools used PIM. The DOE trained each school's leadership team, which included teachers, lead teachers, support specialists, and principals. The teams met regularly to review test data, develop action plans, and determine the adequacy of the curriculum, instruction, and student support programs.

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

**Rating: Satisfactory**

**Evidence:** District administrators said that the district used MCAS test data, Title I data, and Chapter 632 grant data to measure the effectiveness of the its instructional program and support

services. They also said that the district used the 2001 report of the New England Association Schools and Colleges (NEASC) and parent surveys to evaluate programs and services. Interviewees said that a majority of subject-matter teachers received MCAS test item analyses. District administrators said that the district often described student performance in general terms before receiving MCAS test results. Analyzing MCAS test data allowed discussion of specific approaches to improving student achievement.

The district used tests to identify reading difficulties across grade levels. District administrators said that reading instruction was a high priority in all three schools. They highly valued the common planning for teachers at all grade levels. Administrators often used the term CIA to describe the essence of faculty and department meetings and common planning time, with an overall goal of improving student achievement. District administrators said that about 75 percent of teacher meetings and common planning time was devoted to CIA. They also said that PIM was a major vehicle for measuring the effectiveness of the district's curricula and support services.

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

**Rating: Satisfactory**

**Evidence:** The district evaluated its instructional and support programs annually during the period under review. District administrators said that yearly reviews of MCAS test scores prompted curriculum changes in an effort to improve student achievement. The middle school eliminated its heterogeneously grouped math classes and provided more opportunities for special education specialists to coordinate instruction with regular education teachers during common planning time. District administrators said that reading instruction was problematic. The district re-instituted Reading Recovery in Grade 1 and implemented Early Success in Grades 1 and 2, and Sour to Success in Grades 3-8. The Title I grant funded both programs. District administrators said that there was no common ground for curriculum before the period under review. During the period under review, assistant superintendent developed the standards-based

ELA and math curriculum benchmark templates, and the teachers added instructional activities to complete the ELA and math curricula. The district administered the Star Reading and Math tests in grades 3-11 and related the scores to the MCAS test scores.

4. District and school administrators used student assessment and other pertinent data to measure the effectiveness of acquired resources, including capital improvements and projects, equipment, materials, and supplies.

**Rating: Satisfactory**

**Evidence:** District administrators said that the district's purchase of graphing calculators for the improvement and standardization of high school math was an example using test data to measure the effectiveness of teaching materials. They also mentioned that the district had procedures for reviewing its technology equipment and providing further opportunities to integrate technology into instruction. The elementary school added a computer laboratory with 22 flat screen monitors. The district also updated the middle and high schools' computer laboratories during the period under review. A technology grant funded a mobile computer laboratory of 12 laptops at the elementary school. District administrators said that the district was not data-driven before 2001. District administrators said that the district began using MCAS test data to evaluate its instructional programs as soon as it was available.

5. The results of the district's evaluation of acquired resources, including capital improvements and projects, equipment, materials, and supplies, were used to inform decision making and resulted in sustained or continued improvements in the quality of teaching and learning.

**Rating: Satisfactory**

**Evidence:** The district passed a \$37 million debt exclusion to renovate all three schools. High school interviewees said that few opportunities existed for students in technical areas. As a result, the district was planning an Industrial Technical Education (ITE) program. District administrators visited high schools that had ITE programs. Input from industry and local contractors provided impetus for adding an ITE program. The debt exclusion included \$50,000 to fund an ITE program as part of the high school renovation.

District administrators often mentioned grades K-12 common planning time as an effective means of working toward continued improvement in student learning. They said that curriculum coverage, scope and sequence, benchmarks, test results, and MCAS test data dominated common planning time. They said that the district's focus was improving student achievement. DOE data showed that the district's aggregate PI on the MCAS test increased between 2001 and 2004. The percentage of district students scoring in the 'Advanced' category also increased. Administrators said that the district had a goal of seeing a greater percentage of students obtaining proficiency at all grade levels. They said that, during the last three years of the period under review, 100 percent of tested high school students attained MCAS test proficiency before graduation.

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

**Rating: Satisfactory**

**Evidence:** District administrators cited examples of changes made or considered because test data showed that a program was not effective. The district deemed it necessary to increase elementary school math instruction to 90 minutes each day and to half an hour of math instruction to the daily middle school schedule. Administrators said that the district was reviewing the current middle school math program, Connected Math. After reviewing test scores, the district made improving students' reading abilities a priority. It designated Title I funds to re-implement the Reading Recovery Program in Grade 1 and to implement Early Success in grades 1 and 2. District administrators said that the district used the Star Reading and Star Math tests in grades 3-11 because they were highly similar to the MCAS tests. District administrators said that the district once had one administrator who reviewed test data but that now many administrators, principals, and teachers did so. The PIM facilitated this during the last two years of the period under review. The district hired 16 lead teachers for all grades as part of its plan to improve student achievement. The principals chose the lead teachers. The lead teachers received a yearly stipend of \$3,500 to help teachers deliver curriculum and instruction, interpret the results of the MCAS test and the Star Reading and Star Math tests, and to review course content and methodology to improve student achievement.

**Domain B: Curriculum and Instruction**

Standards ▼	Indicators ►	1	2	3	4	5	6	7	8	9	Total
<b>Domain B - Curriculum &amp; Instruction</b>											
<b>S5 - Curriculum</b>											
Excellent		0	0	0	0	0	0	0	0	N/A	0
Satisfactory		1	1	1	1	1	1	1	1	N/A	8
Poor		0	0	0	0	0	0	0	0	N/A	0
Unsatisfactory		0	0	0	0	0	0	0	0	N/A	0
<b>S6 - Instruction: Expectations &amp; Policies</b>											
Excellent		0	0	0	0	0	0	0	0	0	0
Satisfactory		1	1	1	1	1	1	1	1	1	9
Poor		0	0	0	0	0	0	0	0	0	0
Unsatisfactory		0	0	0	0	0	0	0	0	0	0
<b>S7 - Opportunity &amp; Access To Quality Education Programs</b>											
Excellent		0	0	0	0	0	0	0	0	N/A	0
Satisfactory		1	1	0	0	1	1	1	1	N/A	6
Poor		0	0	1	1	0	0	0	0	N/A	2
Unsatisfactory		0	0	0	0	0	0	0	0	N/A	0
<b>S8 - Professional Development &amp; Training</b>											
Excellent		0	0	0	0	0	0	0	N/A	N/A	0
Satisfactory		1	1	1	1	1	1	1	N/A	N/A	7
Poor		0	0	0	0	0	0	0	N/A	N/A	0
Unsatisfactory		0	0	0	0	0	0	0	N/A	N/A	0

**Standard 5. CURRICULUM:** For the period of time under examination, the district, each of its schools, and programs utilized curricula that were aligned with the State Curriculum Frameworks in the core academic subjects of English Language Arts (ELA), mathematics, science and technology (and other tested core academic subjects as added). The curricula were current, academically sound, and clearly understood by all who administered and taught in the district.

**Preliminary Finding(s):**

- Teachers had daily common planning time in all grades. This enhanced teacher collaboration on the common goal of improving student achievement.
- During the period under review, the percentage of district students who scored in the ‘Advanced’ category on the MCAS ELA and math subtests increased.

- During the period under review, the percentage of district students who scored in the ‘Needs Improvement’ and ‘Warning/Failing’ categories on the MCAS ELA and math subtests decreased.
- The district chose 16 lead teachers in grades 1-12 to help staff deliver curriculum and instruction with the overall goal of improving student achievement.

**Indicators:**

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

**Rating: Satisfactory**

**Evidence:** The district’s Pre-K-12 ELA and math curriculum guides were aligned with the state curriculum frameworks, referenced strands and standards from the frameworks, and included benchmarks for each strand. The ELA guides also included literacy stage descriptions with grade-level targets for stage proficiencies. The school committee formally adopted the ELA guide on May 15, 2001, and the math guide on October 27, 2003. Teachers were involved in writing the curriculum guides, particularly the activities sections. Subject-matter teachers, curriculum coordinators, and the assistant superintendent reviewed and approved the guides before the school committee adopted them.

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

**Rating: Satisfactory**

**Evidence:** According to the district’s organizational chart and administrator interviews, the assistant superintendent was responsible for the district’s overall curriculum and instruction, and principals were the instructional leaders at their schools. A PreK-5 Coordinator of Curriculum, a 6-12 Coordinator of Curriculum, and 16 lead teachers helped the principals with CIA. Lead teachers had a full teaching schedule, and the district paid them a \$3,500 yearly stipend to mentor new teachers, help all teachers get instructional resources, help prepare their schools’ budgets, and facilitate grade-level meetings.

District administrators indicated that all teachers had curriculum guides, and that the district expected them to use the guides in their teaching. Principals collected instructional design plans weekly for the curriculum coordinators to review. Administrators expected the plans to refer to benchmarks in the curriculum guides. The principal was the designated evaluator of teachers in a school.

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

**Rating: Satisfactory**

**Evidence:** District administrators indicated that, early in the period under review, teachers, lead teachers, and curriculum coordinators used data from the Star reading and math tests and the MCAS tests to review the curricula during common planning time, professional development release days, and grade-level and department meetings. Curriculum revision was more formal in the last two years of the period under review, after the schools adopted PIM. During the last year of the period under review, the district wrote a Curriculum Renewal and Management Protocol. It defined the role of teachers in curriculum revision and prioritized the use of test data.

- 4a. (In academic districts) The results of student assessment data (i.e., longitudinal, demographic, disaggregated, diagnostic, and/or surveys) indicated that the district implemented an established process to ensure the scope, sequence, and alignment of learning goals, competencies, and expectations from one grade to the next in grades K-12 in ELA, mathematics, science and technology (and other tested core academic subjects as added).

**Rating: Satisfactory**

**Evidence:** District administrators indicated that teachers' common planning time did much to ensure the alignment of the scope, sequence, and competencies of the ELA and math curricula at all grade levels. The district was proud that it gave teachers common planning time almost daily. District administrators said that CIA prioritized improving student achievement and that common planning time let teachers work together on the curriculum. Principals also held

monthly staff meetings to discuss CIA priorities, particularly in reference to the state curriculum frameworks. Each of the schools scheduled meetings during the school year for horizontal and vertical curriculum articulation. The district's aggregate MCAS test scores improved during the period under review.

- 4b. (In vocational districts and academic districts with Chapter 74 programs) The results of student assessment data (i.e., longitudinal, demographic, disaggregated, diagnostic, and/or surveys) and post-graduate placement data indicated that the district implemented an established process to ensure sequencing and alignment of learning goals, skills and expectations from one grade to the next in grades 9-12, and integration of academic skills, particularly in ELA, mathematics and science and technology (and other tested core academic areas as added) into each occupational area.

**Rating: Satisfactory**

**Evidence:** District administrators said that teachers horizontally and vertically articulated the curricula during common planning time. They indicated that teachers actively participated in writing the newly adopted ELA and math curriculum guides. The district mapped the curriculum for all grades to ensure appropriate coverage and eliminate redundancies. Teachers also helped set grade-level expectations. The new curriculum guides showed that the curricula were horizontally articulated. The guides' benchmarks set appropriate timelines for covering topics.

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

**Rating: Satisfactory**

**Evidence:** District administrators said that teachers horizontally and vertically articulated the curricula during common planning time. They said that teachers actively participated in writing the newly adopted ELA and math curriculum guides. The district mapped the curriculum for all grades to ensure appropriate coverage and eliminate redundancies. Teachers also helped set

grade-level expectations. The new curriculum guides showed that the curricula were horizontally articulated. The guides' benchmarks set appropriate timelines for covering topics.

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

**Rating: Satisfactory**

**Evidence:** District administrators gave examples of curriculum changes that improved student performance, such as changing to the Everyday Math program at the elementary school and replacing three basal readers with Scholastic Literacy Place and guided reading in the elementary literacy program. After the change, all elementary school classrooms had sets of anthologies and non-fiction works available to students. The district increased elementary math instruction to 90 minutes daily and added 30 minutes of math instruction to the middle school schedule. The district's aggregate MCAS test scores improved during the period under review, but the special education and FRL/Y students did not make AYP in 2004. District administrators said that the district had a goal of improving their achievement.

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

**Rating: Satisfactory**

**Evidence:** The teachers' labor contract specified that class size would not to exceed 23 students at the elementary school, 25 students at the middle school, and 30 students at the high school. District administrators said that class sizes at the elementary school ranged from 16 to 22 students, but they said that some high school classes had more students than in previous years. Fifty-six high school students were enrolled in AP courses, with no more than 15 students per class. Interviewees said that an increase in special education staff at the middle school would be helpful. To help elementary school students learn to read, the school re-implemented one-on-one Reading Recovery in Grade 1. The school offered Early Success, a follow-up reading intervention program, to small groups in grades 1 and 2, Sour to Success in grades 3-6. The district's aggregate MCAS test scores improved during the period under review, but the special

education and FRL/Y students did not make AYP in 2004. District administrators said that the district had a goal of improving their achievement. During the last three years of the period under review, 100 percent of the high school graduates attained Competency Determination (CD).

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

**Rating: Satisfactory**

**Evidence:** District administrators said that the district provided adequate textbooks, teaching materials, supplies, and equipment during the period under review. They also mentioned that the district funded a grades Pre K-5 curriculum director, a grade 6-12 curriculum director, and lead teachers for grades 1-8 and for each high school department. These people provided leadership in curriculum and instruction. Lead teachers had a full teaching schedule, and the district paid them a \$3,500 yearly stipend to mentor new teachers, help all teachers get instructional resources, help prepare their schools' budgets, and facilitate grade-level meetings. District administrators praised teachers' almost daily common planning time for promoting teacher collaboration to improve student achievement.

**Standard 6. INSTRUCTION: EXPECTATIONS AND POLICIES:** For the period of time under examination, the district used the analysis of student achievement data to develop policies and documents that expressed high expectations for student achievement and clear expectations for staff in the use of effective instructional methods strategies and practices to teach all students.

**Preliminary Finding(s):**

- The district gave students many opportunities to participate in educational technology programs that were integrated with the curriculum.
- The district monitored student MCAS test scores and changed its ELA and math curriculum offerings to improve results.

- The district increased math instructional time at the elementary and middle schools. The district's aggregate MCAS math test scores improved during the period under review.

**Indicators:**

1. The district had policies in place that expressed rigorous/high expectations for teachers, their work as professional educators, and the effectiveness of the instructional process.

**Rating: Satisfactory**

**Evidence:** The district's mission statement advocated education of the highest quality and listed five core values, one of which was high standards and expectations. Another core value was on-going professional development. District administrators said that the district provided Best Practices training for staff in 2002-2003. They indicated that the mentoring program enhanced professional practices for new teachers, and that the SIPs addressed instructional expectations for teachers. The district hired a consultant to help update the mission statement and core values and develop a strategic plan to be finished in March 2005.

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

**Rating: Satisfactory**

**Evidence:** District administrators said that they expected teachers to use data from the MCAS tests and the Star reading math tests to plan and deliver instruction. They also expected teachers to change the curriculum as the data indicated. During the 2002-2004 school year, the 6-12 curriculum coordinator trained teachers in differentiated instruction for the longer block at the high school. When the district analyzed MCAS test results, it identified open response questions as a weakness. The district developed an open response manual and trained teachers to use it. The district offered teachers a credit course called Instruction for All Students during the school day and a summer institute called Active Classrooms. District administrators said that the district

gave teachers adequate materials and supplies, and that most class sizes were educationally sound.

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

**Rating Satisfactory**

**Evidence:** Schedules showed that the schools met state requirements for instructional time. The elementary and middle schools met the 900-hour requirement, and the high school surpassed the 990-hour requirement by 16 hours. The district increased elementary math instruction to 90 minutes daily and added 30 minutes of math instruction to the middle school schedule.

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

**Rating: Satisfactory**

**Evidence:** During the period under review, the district's grades Pre-K-5 and 6-12 curriculum coordinators provided instructional leadership. During the same period, the district aligned its curriculum guides with the state frameworks and gave them to teachers, trained teachers in data analysis, administered the Star reading and math tests, and adopted PIM. The district also designated 16 lead teachers to help with curriculum articulation, facilitate of grade-level meetings, and distribute data from the MCAS tests and the Star reading and math tests. The district's aggregate MCAS test scores improved during the period under review, but the special education and FRL/Y students did not make AYP in 2004. District administrators said that the district had a goal of improving their achievement.

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

**Rating: Satisfactory**

**Evidence:** When it first reviewed its scores on the MCAS ELA and math subtests, the district set the goal of improving student achievement. The district increased elementary math instruction to 90 minutes daily and added 30 minutes of math instruction to the middle school schedule. At the elementary school, 1.5 hours of ELA instruction was recommended. The high school provided MCAS test grant-funded after-school and evening academic support and Saturday School for the middle and high school students. To help elementary school students learn to read, the school re-implemented one-on-one Reading Recovery in Grade 1. The school provided Early Success, a follow-up reading intervention program, to small groups in grades 1 and 2, and Sour to Success in grades 3-8. The district's aggregate MCAS test scores improved during the period under review, but the special education and FRL/Y students did not make AYP in 2004. District administrators said that the district had a goal of improving their achievement.

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

**Rating:** Satisfactory

**Evidence:** The district kept teacher attendance records during the period under review. The district's December 2004 teacher attendance report indicated that the district's teachers were absent 7.5 days on average that year. District administrators said that the district monitored teacher attendance and did not find that this rate of absence negatively affected student achievement.

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

**Rating:** Satisfactory

**Evidence:** District administrators said that the district did not have a problem with chronic staff absenteeism. They could recall only one case of chronic absenteeism in previous years. The district resolved the problem with legal counsel. Interviewees said that the central office reviewed teacher absences monthly. The teachers' contract allowed three personal days per year.

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

**Rating: Satisfactory**

**Evidence:** District administrators said that each elementary school classroom had one computer with Internet access. The school had a new computer laboratory with a full-time technology specialist who worked with teachers to teach process writing and research methods, and 22 stations, each equipped with a flat-screen monitor. Students spent an average of 45 minutes each week in the laboratory. The elementary school also had a 10-computer mobile laboratory. The middle school's media center had two computers with Internet access. The school also had two fully equipped instructional laboratories, staffed by technicians. Each classroom had two computers, one for the teacher and one for the students. Teachers and the media specialist worked together to teach both process writing and research methods. The high school had two computer laboratories and planned to build a third. Each classroom had about four computers for student and teacher use. The high school had a Computer Assisted Drafting (CAD) laboratory with 18 computers. District administrators said that the high school planned to use smart boards. The high school taught webpage design. The district and the Town of Hull shared a Director of Technology: the district had 60 percent of the director's time, while the town had 40 percent. District administrators added that the high school shared a television studio with the town's cable vendor, offered a two-year course for students to become certified as technicians, and offered Internet courses for credit and the second year of the Milton Group and Wave course in graphics and design.

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

**Rating: Satisfactory**

**Evidence:** District administrators said that the district had only three ELLs during the period under review, all at the elementary school. They were fully immersed in regular classes.

Interviewees said that they were performing well. The district offered them services including summer tutoring and a classroom aide.

**Standard 7. OPPORTUNITY AND ACCESS TO QUALITY EDUCATION PROGRAMS:**

For the period under examination, district and school policies, practices, procedures, and programs encouraged and supported equitable access to and participation in high quality educational programs for all students.

**Preliminary Finding(s):**

- In all of the years under review, all district seniors met or exceeded CD, graduated, and received diplomas on schedule.
- The district supported students as they moved from one level to another.
- The district had virtually no dropouts, but its in-school and out-of-school suspension rates were above the state averages.

**Indicators:**

1. All of the students in the district graduated in their senior year. All senior students met or exceeded the state's Competency Determination.

**Rating: Satisfactory**

**Evidence:** During the period under review, all district seniors graduated and received diplomas on schedule. All students met or exceeded the CD. Administrators said that one student moved out of the district before starting his senior year in 2003. The 100 percent graduation rate also applied to out-of-district students. The district used ISSPs to help students who failed to display minimal competency on the first administration of the Grade 10 MCAS test.

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

**Rating: Satisfactory**

**Evidence:** The district held transition days for all students going from Grade 5 to Grade 6 and from Grade 8 to Grade 9. The district bused Grade 5 students to the middle school for a three- to four-hour move-up day experience. At the same time, it bused Grade 8 students to the high school for a similar experience. They toured their new schools and received all necessary information for the upcoming school year: policies, general school information, and after-school opportunities. Students could meet their new teachers and visit the classrooms they would be in during the upcoming year. At the same time, Grade 6 students met with Grade 7 staff and Grade 7 students met with Grade 8 staff. The district also held Parent Nights for the parents of Grade 5 students and Grade 8 students. The district notified parents of these events through mail, district website, and the local newspaper. Pre-K students and parents could meet with the Kindergarten staff, and kindergarten students and parents could meet with Grade 1 staff. The principals greeted students new to the district. If they entered the high school, they also met the guidance counselor assigned to their grade. At this time, they filled out paperwork, toured the school, met teachers, and “hooked up” with a student mentor. The district urged their parents to meet with administrators and teachers. The district tracked dropouts with Rediker. The rate was minimal during the period under review: 0.9 percent in 2000, 2.2 percent in 2001, and 0 percent in both 2002 and 2003.

3. Disaggregated trend data (minimum of 3 years) indicated no significant differences or disproportionate rates of discipline referrals, retentions, suspensions, exclusion, or dropout rates among students of all subgroup populations.

**Rating: Poor**

**Evidence:** The district’s in-school suspension rate was 3.7 percent in 2001, 9.6 percent in 2002, and 13.3 percent in 2003. In 2003, the statewide rate was 4.5 percent. Hull High School reported

rates of 6.6 percent in 2001, 26.0 percent in 2002, and 33.2 percent in 2003. The high school's three-year average rate was 21.3 percent. The high school's out-of-school suspension rate was 8.6 percent in 2001, 9.4 percent in 2002, and 10.7 percent in 2003. Its three-year average rate was 9.5 percent. Data showed that the in-school suspension rate for Grade 11 students rose sharply during the period under review, from 9.3 percent in 2001 to 26.0 percent in 2002 and 54.8 percent in 2003. Grades 7, 8, 9, 10, and 12 showed similar trends. The suspension rates for male students were higher than those for female students. In 2003, 18 females and 56 males received out-of-school suspension, while 56 females and 120 males received in-school suspension. Interviewees said that changes were made to discipline codes and to the high school leadership. Administrators said that the school had three different assistant principals during the period under review and that there was some doubt about the accuracy of record-keeping. The high school established a clear code of conduct and adhered to it, which increased the number of students suspended. Interviewees said that the new block schedule and the associated changes in classroom behavior management, as well as stricter adherence to the tardy policy, also produced some of the increase in the 2003-2004 school year.

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

**Rating: Poor**

**Evidence:** Administrators said that changes to instruction, especially for special education students, and the evaluation of these changes were minimal during the first two years of the period under review. Data showed gains in the MCAS test scores of regular education students, but the scores of special education students were flat. It should be noted that five percent of the special education students scored in the 'Advanced' category on the 2003 MCAS test. All special education students scored in the 'Needs Improvement' or 'Warning/Failing' categories on the grades 4 and 6 MCAS math subtests. Interviewees said that there was little collaboration between regular education and special education staff. They said that there was inclusion, but regular education teachers did not take ownership. This changed during the 2003-2004 school year as special education staff joined regular education teachers in common planning time.

During the latter part of the 2002-2003 school year and continuing into the 2003-2004 school year, the district adjusted its curriculum to target a team-teaching model in the classroom.

5. Enrollment data indicated equitable participation in higher level, advanced, and AP-type courses in all assessed grade levels and programs.

**Rating: Satisfactory**

**Evidence:** Administrator interviews and the student handbooks indicated equitable participation in quality educational programs. The district was vested in keeping student-teacher ratios as low as possible. The teachers' contract reiterated this commitment. The elementary school used the following supplementary academic supports: Reading Recovery, Early Success, Soar to Success, math coaching, and academic summer school. The middle school gave all students a half hour of either remediation or enrichment, depending on their standardized test scores. The middle school also offered Saturday school. The high school offered Foundation classes, Saturday school, individual and small-group study skills instruction, reading classes, academic support classes, and a program of district curriculum support interventions. The high school offered Advanced Placement (AP). The number of students in AP classes increased each year during the period under review. Some interviewees were concerned that most students only scored a one or two on many of the AP course exams. However, administrators said that many students scored three on the AP history exams. Administrators said that the district's size limited the number of properly trained teachers who could teach AP courses. They also said that the district absorbed the cost of the PSAT for all sophomores and juniors.

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

**Rating: Satisfactory**

**Evidence:** Each school had a student handbook. During the period under review, the district made a concerted effort to align the handbooks with each other to ensure a smooth transition

from one school to the next. The school councils updated the handbooks yearly, and curriculum coordinators worked with the principals to make sure that there were no gaps or missing information. The high school had a Principal's Advisory Group, composed of students, who offered input when change was on the horizon. Interviewees said that absenteeism was an issue. The district had attendance policies, but the lack of follow-through by teachers and administrators undermined them. Stricter enforcement of stated rules led to more suspensions. The district received a grant for its high school Saturday program, which provided up to three days of "buy back" for students who exceeded the number of absences allowed by the school committee's attendance policy. The absentee rate began a downward trend in the latter part of the 2003-2004 school year.

7. The district had policies and programs in place to address the needs of transient or mobile students. These policies and programs promoted transient student involvement in quality, challenging programs and extra curricular activities.

**Rating: Satisfactory**

**Evidence:** The district had no policies or procedures for transient or mobile students. However, interviewees said that the district had no transient or mobile students. Some interviewees expressed concern that there were a number of "crack houses" and that drug dealing was part of the community's culture.

8. The district had policies and practices that assigned faculty to students and courses that maximized all faculty talents and skills and promoted high levels of student achievement.

**Rating: Satisfactory**

**Evidence:** The document review and interviews indicated that the district employed non-certified teachers during the period under review. All of these teachers were on waivers. At the time of the review, they were 11 teachers of a staff of 128. At the high school, lead teachers worked with the principal to assign teachers. Certification and training drove particular assignments, especially in math and science. The middle school had instruction team. Each grade level had its own floor. Certification and a teacher's ability to "fit in" with the established team

determined placement. The elementary school had no specific procedure for assigning staff. It assigned special education teachers according to the model it used at the time. The district used the full-inclusion, pull-out, and separate-class models during the period under review. All principals had authority for staff assignment.

**Standard 8. PROFESSIONAL DEVELOPMENT AND TRAINING:** For the period of time under examination, the district adopted and implemented a Professional Development Plan developed through the analyses of data for all administrators, teachers, and other professional staff, paraprofessionals, and professional support teams.

**Preliminary Finding(s):**

- The district exceeded state requirements for resources committed to professional development.
- The district's professional development plans listed the goals of the DIP and the SIPs and corresponding activities.

**Indicators:**

1. The district had an annually approved professional development plan for all administrative and instructional staff employed by the district.

**Rating Satisfactory**

**Evidence:** The document review and administrator interviews indicated that the district had an annually approved professional development plan for all staff during the period under review. Administrators and curriculum coordinators verified that the district's professional development plan was part of the DIP and the SIPs. Administrators said that that professional development during the period under review focused on student achievement goals. Documents indicated that principals set their schools' schedules of professional development activities. Teachers could submit professional development topics to principals and curriculum coordinators. In 2003, the district trained administrators and selected lead teachers in Understanding by Design (UBD), which gave the trainees common language and planning protocols.

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

**Rating: Satisfactory**

**Evidence:** The district's End-of-Year Pupil and Financial Report (EOYR) indicated that the district exceeded the spending requirement for professional development by \$119,576 in FY2001, by \$68,379 in FY2002, and by \$274 in FY2003. The requirement was waived in FY2004. The district evaluated the professional development plan for its effectiveness in improving student performance.

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

**Rating: Satisfactory**

**Evidence:** Administrators said that the district expected teachers to meet the Hull Teaching Standards and implement the components of education reform. The document review and teacher focus groups confirmed that the district offered workshops in curriculum alignment topics, such as high school curriculum mapping and aligning the curriculum with the state frameworks. The district offered teachers professional development in differentiated instruction. Documents showed that the district offered professional development in using block time and instructional methods for math, literacy, technology, and special education. The document review and administrator interviews indicated that programs and services such as Everyday Math and the Soar to Success Reading intervention program, informed professional development. Interviewees said that principals and curriculum coordinators guided teachers in analyzing MCAS test data, both aggregate and disaggregated by subgroup. Data analysis led the district to add differentiated instruction and methods for improving student performance on open response questions to its professional development plan. The district's professional development plans for the period under review listed the goals of the DIP and the SIPs and corresponding activities.

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

**Rating: Satisfactory**

**Evidence:** The document review and teacher focus groups indicated that the district offered professional development in using curriculum guides. The DIP's number-one goal for student achievement was aligning the social studies, world language, and fine arts curricula with the state frameworks. The district offered training in curriculum mapping during the 2002-2003 school year. Principals and coordinators were trained to use TestWiz. They distributed data and item analyses to teachers and discussed them at meetings in order to identify the curricula's strengths and weaknesses. The schools used PIM during the final two years of the period under review. The DOE trained some district staff members in PIM, and the district implemented PIM through a train-the-trainer model at each school. Administrators said that the district encouraged teachers to participate in school councils and on various other committees in order to provide input and feedback on professional development activities. Teachers were involved in developing programs for parents, including parent-student math nights and a workshop called Practical Ideas to Enhance Your Child's Literacy and Language Development. During the period under review, the district provided training for teacher mentors.

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

**Rating: Satisfactory**

**Evidence:** The document review and administrator interviews indicated that the district devoted professional development time to aligning the curricula with the state frameworks and two full professional development days to curriculum development. The district wrote standards-based curriculum guides for ELA and math. There was documented evidence that the district offered professional development in differentiated instruction. Administrators and curriculum

coordinators said they were trained to use TestWiz to analyze disaggregated test data. The DOE trained some district staff members in PIM, and the district implemented PIM through a train-the-trainer model at each school. School teams met regularly to review test data and to determine any needed changes to the curriculum or instructional techniques. The district trained staff to administer the Star reading and math tests and to use the Internet to deliver Riverdeep Math.

6. Administrators and teachers advanced their knowledge and skills on a regular basis by enrolling in courses that were directly related to their professional assignments.

**Rating: Satisfactory**

**Evidence:** The teachers' contract offered tuition reimbursement of \$100 per credit, up to \$600 per year. The district gave teachers one professional development point for each hour spent in workshops. The district encouraged teachers to seek professional development opportunities. Teachers and administrators submitted requests to take courses and workshops for the superintendent's approval. Teachers also requested the superintendent's approval for any workshops they wanted to present. Teachers and administrators said that teachers completed individual professional development plans and consulted with their principals on their continued enhancement of credentials for certification.

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

**Rating: Satisfactory**

**Evidence:** Teachers were involved in developing, implementing, and assessing the district's professional development program. Administrators and teachers said that teachers suggested professional development topics in writing to the principals and curriculum coordinators. The district's professional development committee reviewed all topic selections. The district also gave teachers the opportunity to teach in the professional development program. The professional development committee received formal and informal feedback from staff on professional development activities in the district and on outside training.

**Domain C: Academic Support Services**

<b>Standards ▼</b>	<b>Indicators ►</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Total</b>
<b><i>Domain C - Academic Support Services</i></b>								
<b>S9 - Student Academic Support: Programs</b>								
Excellent		0	0	0	0	0	0	0
Satisfactory		1	0	0	1	1	1	4
Poor		0	1	1	0	0	0	2
Unsatisfactory		0	0	0	0	0	0	0
<b>S10 - Student Academic Support: Program Management &amp; Evaluation</b>								
Excellent		0	0	0	0	0	N/A	0
Satisfactory		1	1	1	1	1	N/A	5
Poor		0	0	0	0	0	N/A	0
Unsatisfactory		0	0	0	0	0	N/A	0

**Standard 9. STUDENT ACADEMIC SUPPORT PROGRAMS:** For the period under examination, the district provided appropriate academic support services in ELA, math, and other core content areas for students who were not meeting state performance expectations.

**Preliminary Finding(s):**

- The district did not have an approved District Curriculum Accommodation Plan (DCAP) for some of the period under review.
- The DCAP for the period under review did not address direct and systematic reading instruction.

**Indicators:**

1. The district monitored student progress through the assessment of individual student performance data and provided students who were not proficient with additional programs and support to assist their progress.

**Rating: Satisfactory**

**Evidence:** The DIP and the SIPs indicated that the district used tests and data analysis to monitor student needs. Principals and curriculum coordinators collected test data and reviewed it with teachers. The district also developed a District Wide Student Success Plan during the period under review. Administrators and teachers recommended specific supports and programs for

students who scored below the 'Proficient' category on the MCAS test. These included Title I, special education, Reading Recovery, Early Success, Soar to Success, math coaching, academic summer school, Saturday school, Foundations classes, small-group study skills, reading, and academic support classes. The DCAP was individualized at each school. Child Study Teams at each level offered methods for accommodation or intervention and the evaluation of student progress.

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

**Rating: Poor**

**Evidence:** The district did not have a formally approved DCAP during some of the period under review. It only adopted one after the DOE's 2003 Coordinated Program Review cited it for the lack. The district formally adopted and implemented a DCAP for the 2003-2004 school year. Administrators said that pieces of the plan already existed during 2001 and 2002. Administrators said that teachers received DCAP training during CIA time and common planning time. The document review and administrator interviews indicated that the DCAP was individualized for each school and was written to achieve the strategies and goals of the DIP and the SIPs. The document review and staff interviews indicated that the 2003 DCAP had an instructional support intervention process for identifying student needs and accommodating them in the regular classroom when possible. Administrators indicated that copies of the DCAP were available through the guidance counselors and in the teachers' room.

3. Components of the DCAP included the following:
  - a. direct and systematic instruction in reading;
  - b. provision of services to address the needs of students whose behavior may have interfered with learning;
  - c. provisions encouraging teacher mentoring and collaboration and parental involvement; and
  - d. assistance to classroom teachers, such as professional development, to help them analyze and accommodate the needs of students.

**Rating: Poor**

**Evidence:** Interviewees said that the DCAP did not address direct and systematic reading instruction. The elementary school used running records for its guided reading program, as well as Scholastic Literacy Place for one and a half hours a day, starting in kindergarten. Title I small-group instruction was also available. All students had literacy-based anthologies. Books were leveled and collections of stories were available for students up to Grade 5. At the elementary school, full-time school adjustment counselors were available to work individually with students when necessary. The district hired consultants from the May Institute to help with students' special needs. There was documented evidence that the school-based Child Study Teams met regularly to discuss behavior concerns and develop contingent behavior plans before formally referring students for evaluations. The middle and high school assistant principals used the TIDES program to reintegrate students returning from private placements. The district also relied on collaborative settings to meet the needs of several students. Administrators said that the district had three coordinators trained in Pathwise mentoring to support beginning teachers. They promoted effective decision-making in lesson planning and preparation and effective communication with parents. The document review and teacher interviews indicated that the district provided professional development on analyzing and accommodating diverse student needs.

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

**Rating: Satisfactory**

**Evidence:** The document review and administrator interviews indicated that the district had a District Wide Student Success Plan in 2003. It explained how to use test data, disaggregated by special education status, free or reduced-cost lunch status, and gender, to identify at-risk students. Principals and other administrators said that the district administered the Star Reading and Star Math tests twice each year in grades 3-11 and used the results to determine student progress and appropriate support. The district also administered the Harcourt Brace Integrated Language Arts Performance Assessment twice per year in grades K-12. All students took the Hull Literacy Inventory, and the district tested all students' writing annually with the First Steps in Writing Continuum. Grade 1 students took Marie Clay's Observation Survey and the DRA. The district maintained all test data for each student in an assessment portfolio that followed him or her from kindergarten to Grade 12. The used its student success plan to connect programs such as additional individualized instruction, using tutors, in reading and math at the elementary and middle schools, Saturday school at the secondary level, and Foundations classes at the high school. The document review and administrator interviews indicated that the district developed a District Curriculum Renewal and Management Protocol during the period under review. It defined the systematic review of curriculum learning areas. Teachers were involved in this process. They made decisions on course content and instruction methods. The district matched its curricula with standards and performance benchmarks.

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

\*This indicator is not applicable to secondary and vocational-technical schools and districts.

**Rating: Satisfactory**

**Evidence:** The document review and administrator interviews indicated that the district used literacy programs such as Reading Recovery, Early Success, and Soar to Success in the primary grades. All staff members were responsible for addressing the student needs that data analysis identified. Teachers also developed support methods during common planning time when they reviewed student work samples related to the state frameworks. Title I services were available to students who qualified.

6. The district's MCAS success plan was approved by the Department of Education, and contained the elements articulated in MGL Chapter 69, §1I (in applicable districts only).

**Rating: Satisfactory**

**Evidence:** Administrators said that the DOE approved the district's MCAS Success Plan and that it contained the elements required by law.

**Standard 10. STUDENT ACADEMIC SUPPORT: PROGRAM MANAGEMENT AND**

**EVALUATION:** For the period under examination, the district engaged in a comprehensive analysis of the results from student performance assessments and student needs in order to determine the content and scope of academic support services that were offered.

**Preliminary Finding(s):**

- Changes to the elementary school math curriculum informed greater student achievement.

**Indicators:**

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

**Rating: Satisfactory**

**Evidence:** The document review and administrator interviews indicated that the district administered a variety of tests and analyzed their results to determine student needs and support programs and services. During the period under review, district administrators shared the results of their analysis of MCAS test data with the curriculum coordinators and principals, who shared them with teachers. The district used TestWiz to disaggregate data. During common planning time, teachers reviewed data analysis, examined learning gaps, adjusted content and instructional practices, and added classroom activities and benchmarks to improve student performance. The district's District-Wide Student Success Plan provided test data for regular and special education students. This included district-wide scores on standardized math and reading tests. The

Assistant Superintendent for Learning and Teaching met with the principals and with grade-level and subject-area teams to identify all students in need of academic support. Child Study Teams met to determine the appropriate support programs and services for identified students. The district responded to student needs by providing after-school tutorial support, academic summer school, and using the First Steps Writing Continuum, Reading Recovery, Title I, and special education services. The district maintained all test data for each student in an assessment portfolio that followed him or her from kindergarten to Grade 12.

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

**Rating: Satisfactory**

**Evidence:** The district had a Title I program to enhance academic support during the period under review. Federal grants funded Saturday school at the middle and high schools. These programs relied on small-group instruction, but some students received individual help. The district used money from the 632 Academic Support competitive grant to identify and support students who scored in the 'Warning/Failing' category on the MCAS math and ELA subtests. The program included small study groups supported by frequent teacher interaction. For the majority of the period under review, the elementary school had a five-week math and reading camp for at-risk students. Grade 3 and 4 students participated in after-school math and reading MCAS test support.

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

**Rating: Satisfactory**

**Evidence:** During the period under review, teachers monitored student progress on the Star Reading and Math tests and other tests, including performance tests used in common across each grade level. Principals, curriculum coordinators, and teachers used the District Wide Student Success Plan and Individual Student Success Plans (ISSPs) to evaluate programs funded by MCAS test grants. The district assigned a specialist to monitor the growth and development of

math and ELA skills and knowledge. Parents could participate in developing their student's ISSP during regularly scheduled parent-teacher conferences. The DIP and the SIPs set goals for increased student achievement. Principals and curriculum specialists analyzed documentation of student mastery of specific skills and knowledge. They also evaluated pre- and post-test scores to determine if program interventions were successful. They shared the results of these evaluations with the school and district councils.

4. The district used a range of supplemental support programs to advance student performance for those students in need. These programs were designed to address a variety of learner needs and styles in the assessed content areas.

**Rating: Satisfactory**

**Evidence:** The DCAP for the period under review offered a number of support programs. School-based Child Study Teams identified student learning profiles, considered accommodations in regular education classes, or decided on alternative support programs and services. The elementary school had math and reading coaches who consulted with teachers on curriculum modifications, co-taught classes, and directly served some groups and students. The district gave both professional and paraprofessional staff professional development on differentiated instruction. The middle school provided after-school and Saturday School help in all disciplines, remedial reading classes, and a reading specialist who worked with small groups and individuals. The high school offered MCAS test remediation courses, peer tutoring, academic summer school, and after-school help. More intensive and specialized services such as speech and language therapy and occupational therapy were available at all levels.

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

**Rating: Satisfactory**

**Evidence:** During the period under review, changes to the elementary school math curriculum, such as the use of Everyday Math, resulted in improved student achievement. Changes to the

science curriculum responded to students' identified needs to review concepts taught in previous grades. The science kits were then changed to different instructional levels to meet this need. The district aligned the Grade 5 science scope and sequence to ensure that concepts were taught at the appropriate times during the academic year. The district used MCAS test data and Title I data to evaluate the effectiveness of support programs. Analysis of student performance prompted the district to add tests such as the DRA and the First Steps in Writing Continuum. The middle school eliminated heterogeneously grouped math classes to improve instruction. The district re-implemented the Reading Recovery program for Grade 1 students. The district evaluated its Title I and special education programs according to DOE protocols. The district's aggregate MCAS test scores improved during the period under review.

**Domain D: Leadership, Governance, and Organization**

Standards ▼	Indicators ►	1	2	3	4	5	6	7	8	9	Total
<b>Domain D - Leadership, Governance, &amp; Organization</b>											
<b>S11 - Organizational Leadership: Direction, Goal Setting, Policies, &amp; Planning</b>											
Excellent		0	0	0	0	0	0	0	0	0	0
Satisfactory		1	1	1	0	1	0	1	1	1	7
Poor		0	0	0	1	0	1	0	0	0	2
Unsatisfactory		0	0	0	0	0	0	0	0	0	0
<b>S12 - Organizational &amp; Human Resource Management</b>											
Excellent		0	0	0	0	0	0	0	0	0	0
Satisfactory		1	1	0	1	1	1	1	1	0	7
Poor		0	0	1	0	0	0	0	0	1	2
Unsatisfactory		0	0	0	0	0	0	0	0	0	0

**Standard 11. ORGANIZATIONAL LEADERSHIP: DIRECTION, GOAL SETTING, POLICIES AND PLANNING:** For the period under examination, the district, each of its schools, and programs implemented improvement plans that were based on a comprehensive vision or mission, clear priorities for student achievement, and the analysis of recent and long-range student performance data. The district maintained organized, accessible, thorough, and complete documentation on past and current initiatives, practices, policies, procedures, and achievements of the district and its students. The implementation of improvement plans was consistently assessed and modified based on the ongoing analysis of student achievement data.

**Preliminary Finding(s):**

- The district had a District Improvement Plan (DIP) for each of the years under review.
- The district regularly updated its school committee policy manual, which covered the acceptance of annual School Improvement Plans (SIPs).
- The district focused on improving MCAS test scores during the period under review.

**Indicators:**

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

**Rating: Satisfactory**

**Evidence:** The district had a DIP for each of the years under review. The superintendent wrote the original DIP to ensure that the district complied with education reform. A district-wide committee of school council members, administrators, and community members had input on the DIP. Interviewees said that sometimes the SIPs drove the DIP, but that most recently the DIP drove the SIPs. The school committee was concerned about MCAS test scores, and their desire for an improvement drove the DIP. All interviewees said that the district's mission was to increase its MCAS test scores. The district was reviewing its strategic plan, written in 1996. The student and faculty handbooks included the strategic plan's mission statement. It was also posted in the schools.

2. School Committee members were informed and knowledgeable about their responsibilities under Education Reform, and relied on student achievement and other data as the foundation of their policy making and decision making.

**Rating: Satisfactory**

**Evidence:** All new school committee members took the eight-hour Massachusetts Association of School Committees (MASC) training. The school committee sent a representative to all MASC conferences, and the chairman of the school committee and the superintendent attended the annual MASS/MASC conference. A veteran school committee member mentored new members. School committee members said that they had a good working relationship with each other. The chairman, a member for five years, was the senior member. The school committee had five members. School committee said that running the district was the superintendent's responsibility.

They said that were well informed of events and issues. They communicated with the superintendent and among themselves primarily through electronic mail and telephone calls.

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

**Rating: Satisfactory**

**Evidence:** The school committee policy manual was well organized, and the district updated it regularly. New policies received two or three readings before adoption. The committee sought staff and community input on new policies and major revisions. School committee members said that they brought in the town council to discuss potential legal issues arising from the use of breathalyzers at school functions. Copies of the policy manuals were available in the superintendent's office, in each school, and on the district's website.

4. An approved School Improvement Plan (SIP) for every school, aligned with the district's plan, was in use and based on the analysis of student achievement data.

**Rating: Poor**

**Evidence:** School committee policy stated that all SIPs would be approved on or before June 1 each year. School committee agendas and minutes verified this. During two of the years under review, the SIPs drove the DIP. Interviewees said that there was not much K-12 goal-setting before the 2003-2004 year. Each school council developed its school's SIP without consulting the district at large. All interviewees said that school councils were very active and involved in setting both academic and non-academic goals for their schools. Data analysis did not drive the SIPs during the first years of the period under review. However, PIM training began during the 2002-2003 school year and was ongoing.

5. District administrators, building administrators, and teachers demonstrated that they had the skills to use aggregate and individual test analyses to inform and assess the effectiveness of the planning process, and to improve instructional programs and services for all student populations.

**Rating: Satisfactory**

**Evidence:** Interviewees said that, during the 1999-2000 school year, item analysis indicated weaknesses in word problems and open response questions. All interviewees said that the district's mission during the period under review was to increase its MCAS test scores. This goal did not result from data analysis but from the fact that Hull's scores were below the state averages. During the 2002-2003 school year, the district trained its curriculum coordinators in PIM. They trained lead teachers, who trained other teachers. The district was vested in the trainer of trainer model.

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

**Rating: Poor**

**Evidence:** Interviewees said that, during the period under review, the district emphasized improving the mathematics curriculum because of the low scores on the MCAS test. The district introduced new math curricula at all levels and the monitored their success. The district discovered a disconnect during the 2003-2004 school year and immediately began changing the curriculum. The district worked toward a K-12 math curriculum with no gaps. There was no evidence that the district disaggregated data by subgroup. Interviews gave no evidence that administrators discussed the DIP or the SIPs at their monthly meetings with the superintendent.

7. All of the district's administrators were appropriately certified.

**Rating: Satisfactory**

**Evidence:** Eight of nine administrators were certified. One assistant principal had a waiver.

8. The leadership reported annually to the school committee, staff, and community concerning the extent to which the implementation of the DIP and SIPs did/did not result in improved student achievement.

**Rating: Satisfactory**

**Evidence:** School administrators stated they submitted their SIPs to the school committee for adoption annually. The school committee discussed the goals for the upcoming year but spent little time if any on progress toward the goals of the previous SIP and whether that progress improved student achievement. Interviewees said that the DIP was presented to the school committee in 2002-2003. The school committee was more interested in the MCAS test scores and how they compared to previous years and to the state average. Interviewees said that the school committee became more diligent in asking questions about progress toward the goals of the DIP during the 2003-2004 school year. In an attempt to include identified issues with the MCAS test results in the SIPs, the district had each school council present adjustments to its SIP's goals after analyzing the MCAS test results. Administrators said that the district was definitely moving toward putting more credence in the evaluation of the effectiveness of the DIP and the SIPs as related to student achievement.

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

**Rating: Satisfactory**

**Evidence:** The district evaluated its superintendent yearly basis during the period under review. The superintendent and the school committee agreed on the evaluation tool. Each school committee member rated the superintendent, and the chairman tallied the ratings and produced the final evaluation. The chairman shared this with the superintendent before the final presentation at a regularly scheduled school committee meeting. The assistant superintendent and the middle school principal were hired in July 2000, and the elementary principal began his employment in April of 2001. The previous superintendent's contract had a pre-determined salary for the tenure of the contract. The current superintendent's contract included a merit

clause that was directly tied to student achievement. The current superintendent and the school committee had a retreat to establish mutual goals for the school year. They scheduled a mid-year review. This was not district practice during the period under review.

**Standard 12. ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT:** For the period under examination, the district had organizational structures, policies, collective bargaining agreements, procedures, and practices with clear lines of authority, responsibility, and accountability. Teacher retention/turnover rates were within reason. Together, these elements promoted efficient and effective district operation and facilitated achievement for all students.

**Preliminary Finding(s):**

- During the period under review, the district leadership had clear policies, procedures, and practices that ensured open communication within the educational community.
- The district lost many staff during the period under review because of a low starting pay rate.
- The central office and the schools experienced high turnover during the period under review.

**Indicators:**

1. The superintendent effectively delegated the educational and operational management of the schools to the building principals and program directors.

**Rating: Satisfactory**

**Evidence:** Interviewees said repeatedly that the district had school-based management with some influence “from above” (the superintendent) during the period under review. The fact that each principal was responsible for developing his or her school’s annual budget supported this. The superintendent met monthly with all administrators. An agenda was published prior to all meetings, and all participants could add items to the agenda. There was time at the end of each meeting for open discussion. The assistant superintendent, the director of special education, the business manager, and the principals reported directly to the superintendent. Assistant principals, coordinators, and lead teachers reported to their principals.

2. The district leaders ensured that:
  - a. all principals were aware of and understood published policies and district improvement plans, and
  - b. the district used system-wide and intra-district communication systems to keep all faculty and staff informed and to provide avenues for response.

**Rating: Satisfactory**

**Evidence:** All principals had copies of the school committee policy manual and the DIP. Administrators said that the SIPs were addressed more often than the DIP. Interviewees said that the DIP was developed on the heels of the SIPs for two of the years under review. All administrators used electronic mail to convey information from school to school and from administrator to administrator. Teachers received information through electronic mail, staff meetings, and postings. Teachers and union representatives said that information was timely. The local cable channel broadcast school committee meetings replayed tapes of them often. The local weekly newspaper covered meetings and activities. The district posted vacancies in all schools.

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

**Rating: Poor**

**Evidence:** The central office and each school had organizational charts. The district did not have current job descriptions for all positions. Interviewees said that the district developed or updated job descriptions as openings occurred. Administrators said that they were aware of this deficiency.

4. The district had practices for the recruitment and hiring of staff that involved administrative and staff participation. The process was perceived as fair and open and focused on identifying and acquiring the most qualified individuals for each position.

**Rating: Satisfactory**

**Evidence:** The district did not have consistent hiring policies. The district formed screening committees of staff and parents when a position opened. Principals, along with the superintendent, made the final decision. If they disagreed, they worked together to resolve the differences. Teachers and union representatives said that the practice was fair.

5. The district employed qualified teachers who were certified in the area(s) of their primary assignment or responsibility.

**Rating:** Satisfactory

**Evidence:** At the time of the review, the district employed 11 who were not certified and had waivers. Administrators said that the percentage of uncertified teachers was between seven and ten percent during the period under review.

6. The district maintained waivers for staff regarding certification and progress toward certification.

**Rating:** Satisfactory

**Evidence:** The district kept records on staff waivers and progress toward certification. The district dismissed teachers who failed to become certified.

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

**Rating:** Satisfactory

**Evidence:** The district had a formal mentoring program. The district added the mentoring program to the responsibilities of the lead teachers during the period under review. The district's size made it likely that a lead teacher would have to mentor a new teacher in another department. The district discussed this issue; the major concern was that the lead teacher might not have the content-area expertise to help the new teacher. Some teachers disagreed and said that all teachers could mentor other teachers, regardless of certification.

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

**Rating: Satisfactory**

**Evidence:** The superintendent's office kept all personnel records. The records were well organized, and individual folders were color-coded so information was easy to retrieve. Folders included all necessary information, including certification, signed and dated evaluations (except for school administrators' files), letters of commendation or reprimand, and attendance records. The central office asked staff to call ahead so that their files would be ready for them, and the office required staff to sign their files out.

9. District employment policies and practices identified and encouraged skilled, qualified personnel to be appointed to and remain in the district's employ, which resulted in a low rate of teacher and administrative turnover among qualified staff.

**Rating: Poor**

**Evidence:** The district had high turnover during the period under review. There were two different high school principals during the period under review, as well as an interim principal during the current year. The high school also had three different assistant principals during this period. The assistant superintendent, the middle school principal, and the elementary school principal were all hired in 2000. The director of special education also changed during the period under review. In reviewing personnel data, the EQA team noted that many staff did not have professional status. Interviewees were concerned about high teacher turnover, especially at the middle school. The principal said that he had real problems keeping qualified staff. New teachers would leave after one to three years. All interviewees said that low starting pay, especially compared to surrounding districts, contributed to the high turnover rate. Administrators and members of the teachers' union said that the top salaries were competitive.

**Domain E: Business and Financial Management**

Standards ▼	Indicators ►	1	2	3	4	5	6	7	8	9	10	Total
<b>Domain E – Business &amp; Financial Management</b>												
<b>S13 - Budget Preparation &amp; Development</b>												
	Excellent	0	0	0	0	0	0	0	0	0	0	0
	Satisfactory	0	1	1	0	0	1	1	1	1	1	7
	Poor	1	0	0	1	0	0	0	0	0	0	2
	Unsatisfactory	0	0	0	0	1	0	0	0	0	0	1
<b>S14 - Financial Asset Management</b>												
	Excellent	0	0	0	0	0	0	0	0	0	N/A	0
	Satisfactory	1	0	0	0	0	0	0	0	0	N/A	1
	Poor	0	1	1	1	1	1	1	1	1	N/A	8
	Unsatisfactory	0	0	0	0	0	0	0	0	0	N/A	0
<b>S15 – Supplemental, Capital, &amp; Facilities Asset Management</b>												
	Excellent	0	0	0	0	0	0	0	0	0	N/A	0
	Satisfactory	0	0	0	0	1	0	0	1	1	N/A	3
	Poor	1	0	1	1	0	1	1	0	0	N/A	5
	Unsatisfactory	0	1	0	0	0	0	0	0	0	N/A	1

**Standard 13. BUDGET PREPARATION AND DEVELOPMENT:** For the period under examination, the district had a budget preparation and development process that ensured full consideration and effective use of available resources essential for district and school operations focused on student achievement. The school committee, superintendent, administrators, faculty, staff, parents, and members of the community met their responsibility to ensure that the school budget and appropriations met the educational and achievement needs of all students.

**Preliminary Finding(s):**

- The district’s budget development process during the period under review lacked significant cost-effectiveness analysis.

**Indicators:**

1. There were clear, documented policies and procedures for the development of the district’s budget to ensure input from all staff.

**Rating: Poor**

**Evidence:** The school committee's policy manual used the NSBA/NEPN classifications. It required the district to publish its budget proposal at least two weeks before the annual town meeting. Not less than thirty days before the meeting, the finance committee held a public hearing on the proposed budget. The earliest that a budget could be presented was December 31. The policy manual's section on budget planning stated that the superintendent was responsible for budget preparation, including the calendar.

The administration began budget development by publishing a budget manual after October 1, when it received its enrollment figures from the state. The administration directed the principals to include staff, such as lead teachers and school councils, in budget development. School budget allocations were per-pupil: the elementary school received \$50.00 per pupil, the middle school \$60.00, and the high school \$80.00 per pupil. The budget was compiled and shared with the budget subcommittee of the school committees, which further deliberated it. The budget was presented to the school committee and then to the town manager. The town manager determined the amount available for education based on the funding of previous years and the funding sources available. The manager stated the percent increase that the town could afford, and the school committee and administration reworked the budget to meet that level.

2. Relevant budget development decisions were premised on a clear, documented systemic analysis of student performance data as well as other pertinent information.

**Rating: Satisfactory**

**Evidence:** School budget allocations were per-pupil: the elementary school received \$50.00 per pupil, the middle school \$60.00, and the high school \$80.00 per pupil. During the period under review, analysis of the elementary school's MCAS test scores led to the decision to pilot a new math series. The district chose Everyday Math and presented the choice to the school committee. The committee gave the elementary school \$30,000 for implementation. Analysis of MCAS STE subtest scores prompted the district to give more money to the science program. The middle school used Connected Math but found that it was not improving scores and that it was inconsistent with the elementary school program. The district offered professional development to improve the delivery of instruction and the curriculum to improve test scores. During the

2003-2004 school year, the district began to analyze student progress grade K-12. Before that, the analysis was only school-by-school. During the 2001-2002 school year, the district used grant money to hire math coaches to be in the classrooms twice per week. During the period under review, the town manager determined the amount available for education based on the funding of previous years and the funding sources available. The manager stated the percent increase that the town could afford, and the school committee and administration reworked the budget to meet that level.

3. The district's budget development process was clear, document and integrated district and school improvement plans, long-term goals, and action plans.

**Rating: Satisfactory**

**Evidence:** During the period under review, the SIPs had academic goals, such as improving math scores at the elementary school that were based on data analysis. That particular goal led the school to pilot and then buy a new math series. The DIP also had academic goals that were used in building the budget. For example, the Pathwise program was part of the DIP. The district's technology plan was funded at one percent of the yearly proposed budget. The district's construction projects resulted in an increase in funding for technology in the district.

4. The district allocated its resources based on the ongoing analysis of student assessment data in the aggregate and disaggregated by student subgroups to improve achievement for all student populations.

**Rating: Poor**

**Evidence:** The DOE's 2003 Coordinated Program Review stated that the district did self-assessment but needed to evaluate its special education programs and services more systematically. Administrators said that the district analyzed subgroup data and increased special education staffing. The elementary school added one special education teachers, for a total of four. The district once had a straight inclusion model, but during the period under review it changed to an inclusion and pull-out model. The district changed its Title I programs yearly to adjust to student needs. The middle school changed its schedule and staff as well as the special

education program. The school offered after-school and Saturday School programs and summer school for all students. This included special education summer school. Administrators said the student body was so small that the teachers could address individual needs whether the student was in the special or regular education program.

5. The district, as part of its budget process, implemented a review process to determine the cost effectiveness of all of its programs, initiatives, and activities.

**Rating: Unsatisfactory**

**Evidence:** Administrators said that the budget process did not include consistent cost-effectiveness analysis. The business office analyzed the school lunch program and considered fees for transportation, but the school committee did not approve the superintendent's recommended increase in the price for the lunch program.

6. The district's budget document was clear, complete, current, and understandable and provided accurate information on all fund sources as well as previous history and trends.

**Rating: Satisfactory**

**Evidence:** The FY2005 budget booklet included the approved budget and actual expenditures for fiscal years 2002 and 2003, the FY2004 approved budget, and the FY2005 proposed budget. It included percentage changes by cost center and function code. The district compiled a summary comparing the requested budget to the revised proposal and clarifications as to why changes occurred. In June, the district presented a FY2004 and FY2005 approved budget by cost center and line item. The district used this format consistently during the period under review. District administrators and town officials said that the information was clear and was useful for making budget decisions.

7. The budget and district's expenditures were adequate to provide for appropriate levels of staffing, professional development, materials, supplies, and equipment.

**Rating: Satisfactory**

**Evidence:** The EOYR indicated that the district exceeded the spending requirement for professional development by \$119,576 in FY2001, by \$68,379 in FY2002, and by \$274 in FY2003. The requirement was waived in FY2004. Materials, supplies, and equipment were also adequate. Administrators said that the budget presentation included three funding scenarios: one that maintained programs, one that enhanced programs, and one that included things and programs that would be nice to have. During the period under review, the Town chose the first or second option. The district had adequate staffing during the period under review. Class size was not a problem, but the district did not have full-time staff for a unified arts programs at the middle school.

8. The community provided financial resources to ensure an educational program of quality, as evidenced by a sufficient district revenue levy.

**Rating:** Satisfactory

**Evidence:** The DOE data and the EOYR indicated that the town exceeded the required local contribution. In FY2001, it exceeded the Net School Spending (NSS) requirement by \$159,063. In FY2002, it spent \$1,227,708 more than required, and in FY2003, it spent \$1,211,976 more than require. In FY2004, it exceeded the requirement by \$3,499,960. Town officials said the Town considered previous spending in setting the district budget.

9. The school committee:
- a. reviewed and approved a budget for education in the district according to the process and timeline developed with the superintendent,
  - b. worked to ensure that necessary funds were appropriated for the district, and
  - c. maintained the balance between needs and resources in the distribution of monies, and oversaw the operation of the annual school budget.

**Rating:** Satisfactory

**Evidence:** The school committee policy manual required the district to publish its budget proposal at least two weeks before the annual town meeting. Not less than 30 days before the meeting, the finance committee held a public hearing on the proposed budget. The earliest that a

budget be presented was December 31. The school committee oversaw the operation of the budget through its budget transfer authority and by approving warrants in addition to the monthly financials presented to it. The school committee minutes for January 12, 2004 indicated that the school committee requested that certain line items be pulled for discussion. The school committee did not formally vote on a budget schedule; the date of the annual town meeting drove the schedule. The committee worked to ensure proper funding by approving the superintendent's request and trying to get more funding from the town. Administrators said that the budget presentation included three funding scenarios: one that maintained programs, one that enhanced programs, and one that included things and programs that would be nice to have. During the period under review, the town chose the first or second option.

10. The district and its leadership actively pursued and developed community partnerships to expand interest and involvement in the educational system and to support the educational needs of the students and the financial needs of the system.

**Rating: Satisfactory**

**Evidence:** The district had several partnerships with local organizations and businesses, such as the Coast Guard and the Clarion Hotel, during the period under review. The hotel provided free or inexpensive space for professional development workshops. Local businesses paid for the Student Planners for the grades 4-5 teachers. The district had an active Parent Teacher Organization and an active Boosters Club.

**Standard 14. FINANCIAL ASSET MANAGEMENT:** For the period under examination, the district maintained adequate accounting and financial reporting procedures. This was done to inform district-level and school-level decision-makers, to ensure effective and efficient managerial control over the use of all funds, and to improve achievement for all students.

**Preliminary Finding(s):**

- During the period under review, the district had some accuracy issues in budget reporting and reporting for revolving accounts such as lunch.

- Grants and special revenue funds were monitored on programs separate accounting system, and when they were on the system there were accuracy issues as well.

**Indicators:**

1. School committee policies and guidelines, and administrative procedures were clear regarding the processes and expectations for expenditures, transfers, and investment of funds.

**Rating: Satisfactory**

**Evidence:** The school committee policy manual gave the superintendent the authority to approve purchase orders. The manual also stated that purchasing was to be done in accordance with Massachusetts General Laws. It required the person receiving the goods or services to sign for them. It was then processed on a warrant for payment and approved by a majority of the school committee. The policy manual also detailed the procedure for expending funds. This required a principal's signature on all requisitions. The central office made maintenance and repair requisitions. District purchase orders required three signatures: those of the principal, the superintendent, and the town accountant or his or her designee. The manual's section on budget transfer authority required the administration to inform the school committee of the need for transfers. The principals presented transfers on a transfer sheet for the approval of the superintendent and the district's chief financial officer (CFO). The town had a different chart of accounts for the district, and the district presented transfers for school committee when the town's chart of accounts indicated the need.

2. The district exercised appropriate controls to ensure accuracy of local, state, and federal financial reports.

**Rating: Poor**

**Evidence:** The district used Business Management Systems, Incorporated (BMSI) software during the period under review. The software was not networked throughout the district during fiscal years 2001-2004. District administrators said that issues with entering of information in the software led to inaccurate information. The district monitored grants manually during fiscal years 2001-2004. The EOYR and the compliance reviews by Raymind Kasperowicz, CPA for

fiscal years 2001 and 2002 cited the district for inaccuracies regarding grant expenditures not in the general ledger, as well as for lacking documentation for the allocation of expenditures paid by the town on the district's behalf. The district listed charges of \$85,000 for police, fire, and health services and building maintenance, with no supporting documentation. A charge of \$100,000 for extraordinary maintenance also lacked supporting documentation. In FY2002, the district accounted its grants on the general ledger, but the amount reported on schedule 1 did not agree with the ledger.

3. Regular, timely, accurate, and complete financial reports were made to the school committee and the public.

**Rating: Poor**

**Evidence:** The school committee received monthly financial statements from the administration, as required by school committee policy. It received warrants for approval monthly, and transfers as required. The school committee meetings were open to the public and televised. Accuracy in reporting was an issue.

4. Required local, state, and federal financial reports and statements were filed in a timely manner.

**Rating: Poor**

**Evidence:** The district filed its Final Financial Reports on the schedules required by the grants. The district filed for extensions the EOYR and did not file them by the DOE deadline. The FY2002 EOYR was dated June 16, 2003. The DOE required that the report be filed by September 30, 2002.

5. The district used efficient accounting technology that integrated district-level financial information with the financial information of each school and program, and the district used forecast mechanisms and control procedures to ensure that spending was within fiscal budget limits.

**Rating: Poor**

**Evidence:** The district used BMSI software during the period under review. The software was not networked throughout the district during fiscal years 2001-2004. District administrators said that issues with entering of information in the software led to inaccurate information. The district monitored grants manually during fiscal years 2001-2004. The school secretaries went to the central office to enter information into BMSI. This changed in FY2005, but there were still issues to work out. During the period under review, the district did not track its revolving accounts with BMSI. The district did not formally encumber teacher salaries due to turnover during the year. Administrators said that the salaries were approximately \$100,000 to \$200,000 “in the red” at the end of each fiscal year during the period under review. In January of each fiscal year, the district froze the budget. The district’s forecasts were based on historical data; for expenses such as utilities, the district used the past five years’ data for forecasting.

6. District administrators were able to accurately track spending and other financial transactions on a regular basis.

**Rating: Poor**

**Evidence:** Administrators received monthly financials from the business office. BMSI was not networked throughout the district until FY2005.

7. The district reviewed student achievement data and the reviews were reflected in the district’s financial decisions.

**Rating: Poor**

**Evidence:** Administrators said that the budget was able to handle changes in focus and financial adjustments based on test data throughout the year. However, the changes usually occurred in the next budget development. School budget allocations were per-pupil: the elementary school received \$50.00 per pupil, the middle school \$60.00, and the high school \$80.00 per pupil. During the period under review, analysis of the elementary school’s MCAS test scores led to the decision to pilot a new math series. The district chose Everyday Math and presented the choice to the school committee. The committee gave the elementary school \$30,000 for implementation. Analysis of MCAS STE subtest scores prompted the district to give more money to the science

program. The middle school used Connected Math but found that it was not improving scores and that it was inconsistent with the elementary school program.

8. The district regularly employed:
- a. certified business officials,
  - b. purchasing agents with MCPPO credentials,
  - c. independent financial auditors and implemented their recommendations to ensure efficient and quality financial systems, and
  - d. objective and independent treasurers and a separate auditor.\*

\*This portion of indicator 8 is applied to regional academic and vocational-technical school districts.

**Rating: Poor**

**Evidence:** The district's CFO was not certified as a school business official, but he was certified as an MCPPO official and as a superintendent. Raymond Kasperowicz, CPA, wrote the Agreed Upon Procedures Report of the district's June 2002 EOYR. For FY2001, the accountant found that: the district did not administer its student activity accounts in accordance with the law (this finding was also in the FY2000 report); the district maintained its grant expenditures reported on worksheets separate from the general ledger; payments by the Town on behalf of the district did not comply with DOE guidelines and lacked supporting documentation; and allocations by prototype for special education needed amendments to correct errors. The FY2002 report, dated June 2003, cited the district for the same issues regarding student activity accounts, documentation of charges, and special education allocations. In FY2002, the district recorded grant expenditures on the general ledger, but the amounts reported on Schedule 1 did not agree with the ledger.

9. The district had a system in place to:
- a. ensure that state bidding laws were followed;
  - b. monitor special revenue funds, revolving accounts, and fee structures related to them to ensure that they were managed and used efficiently; and,
  - c. monitor and track instructional assets, such as texts, materials, supplies, and equipment to ensure efficient and maximum utilization.
  - d. regularly, at least every five years, competitively procure independent financial auditing services

**Rating: Poor**

**Evidence:** The CFO prepared all bids as needed. District administrators knew the requirements and thresholds for soliciting quotes. The district attached quotes to the purchase orders. The district used Excel or Lotus to monitor its special revenue funds. According to the district's auditor, did not administer its student activity accounts in accordance with the law. The minutes of the January 12, 2004, school committee meeting noted a deficit in the school lunch program. The minutes of the March 29, 2004, meeting noted that the superintendent recommended to the school committee that they increase the price of the lunch; however, the school committee did not approve his recommendation. The district tracked equipment, such as computers and textbooks by writing a number on each item. Each school had a designated supply manager who tracked paper and other basic supplies.

**Standard 15. SUPPLEMENTAL, CAPITAL, AND FACILITIES ASSET MANAGEMENT:** For the period under examination, the district maintained adequate accounting and financial reporting procedures and used them to acquire and efficiently manage supplemental funding and to promote student achievement and accountability to the public. The condition, management, and maintenance of facilities encouraged public support for education and were conducive to promoting high levels of student achievement.

**Preliminary Finding(s):**

- The district did not have a capital improvement plan or a preventive maintenance plan during the period under review. In the absence of a plan and appropriate funding, the district funded capital expenditures from the local budget.
- The district did not formally evaluate grant-funded programs for their effectiveness in addressing student needs.

**Indicators:**

1. Educational and program facilities were of adequate size, clean, safe, well-lit, maintained, and conducive to promoting the learning process.

**Rating: Poor**

**Evidence:** The August 2002 NEASC report required the district to write a preventive maintenance plan. The report cited Hull High School for conditions “significantly impede[d]” teaching and negatively affected learning. The Facilities Inventory Attachment reported that Jacobs Elementary School, built in 1969, was in good condition, Memorial Middle School, built in 1948 and renovated in 2002, was in excellent condition, and Hull High School, built in 1957 and renovated in 2004 (in response to the NEASC finding), was in excellent condition. The EQA team visited the schools and found that the ongoing major renovations at the high school did not greatly disrupt teaching and learning, and it appeared that the renovations would be successful. The middle school was new and in excellent condition. The elementary school was older and needed renovation, but aside from slight overcrowding, it functioned satisfactorily. The district

planned to renovate it completely in the coming year, thereby bringing all of its schools up to new and excellent condition.

2. The district had a long-term capital plan that was reviewed regularly and revised as needed with input from all appropriate stakeholders.

**Rating: Unsatisfactory**

**Evidence:** The district did not have a formal long-term capital plan during the period under review. Administrators said that all capital improvements prior to the new construction used the district's operating budget. For example, the district used \$200,000 of its local budget to fix a roof leak. Administrators said that the town had a capital planning committee, but that their plans never included any district requests.

3. The district implemented formal preventive maintenance programs for buildings and equipment.

**Rating: Poor**

**Evidence:** There was no formal preventive maintenance plan. Principals and staff used work order forms to order preventive maintenance. The school routed routine maintenance such as changing ventilation filters. In addition, the custodial staff had routine projects, such as floor waxing and painting, to complete during school vacations.

4. The district spent at least 50% of its combined foundation maintenance and extraordinary maintenance targets each fiscal year during the period under examination. (See 603 CMR 38.14).

**Rating: Poor**

**Evidence:** The EOYR indicated that the district's FY2001 foundation maintenance requirement was \$403,375, and that the district's actual expenditures were \$792,441, or \$389,066 over the requirement. In FY2002, the district's actual expenditures of \$412,077 fell \$4,376 short of the \$416,453. The FY2003 requirement was \$416,107, and the actual expenditures were \$594,858, or \$178,751 over the requirement. The DOE had not yet reviewed the FY2004.

5. The district tracked its capital assets in accordance with GASB No. 34.

**Rating: Satisfactory**

**Evidence:** The auditor implemented GASB No. 34 in FY2003. Hull set its threshold for the capitalization of assets at \$10,000.

6. The district implemented procedures for the appropriate expenditure of monies from all supplemental sources of revenue, goods, services, endowments, foundations, and donations.

**Rating: Poor**

**Evidence:** The district's management of its grants and revolving funds during the period under review was inconsistent and problematic. For FY2001, the accountant found that: the district did not administer its student activity accounts in accordance with the law (this finding was also in the FY2000 report), the district maintained its grant expenditures reported on worksheets separate from the general ledger, payments by the Town on behalf of the district did not comply with DOE guidelines and lacked supporting documentation, and allocations by prototype for special education needed amendments to correct errors. The FY2002 report, dated June 2003, cited the district for the same issues regarding student activity accounts, documentation of charges, and special education allocations. In FY2002, the district recorded grant expenditures on the general ledger, but the amounts reported on Schedule 1 did not agree with the ledger. The minutes of the January 12, 2004 school committee meeting noted a deficit in the school lunch program. The minutes of the March 29, 2004, meeting noted that the superintendent recommended to the school committee that they increase the price of the lunch; however, the school committee did not approve his recommendation. The Waxler Foundation was independent of the district and required that applications be made to the organization and approved by the board of trustees. These funds were not used for salaries. The Hull Academic Support Coalition provided grants to teachers through the same process. The school committee formally approved the acceptance of donations.

7. The district implemented a critical review process to assess the effectiveness and appropriateness of supplemental expenditures to ensure that they were used for the purpose intended and to improve student achievement.

**Rating: Poor**

**Evidence:** District administrators said that the district had no formal process for reviewing supplemental expenditures and programs during the period under review, other than those required by grants, such as Title I, Title IV, and Academic Support Service. The Coordinated Program Review cited the district for lacking a formal procedure for evaluating its special education program.

8. In addition to entitlements, the district obtained competitive grants to supplement and support its efforts to improve academic achievement for all students.

**Rating: Satisfactory**

**Evidence:** In FY2002, the district received various competitive grants to help in its efforts to improve student achievement: the Occupational Ed-Consortium grant, the Pilot Mentoring Health Ed grant, the PALMS State LEA, the Early Intervention Literacy grant, the Community Partnerships for Children grant, Hull Family Network, Perkins, Quality Full-day Kindergarten, a Community Development Block grant, and the Environmental Community Service Learning Grant. In FY2003, the district received the Community Partnerships for Children grant and the Class Size Reduction Program grant. In FY2004 it received the Early Intervention Literacy grant and the Integrated Technology Models grant.

9. The district coordinated the management and use of grants in an efficient manner.

**Rating: Satisfactory**

**Evidence:** The district's Final Financial Reports for FY2004 indicated that the district coordinated and managed its grants efficiently. In FY2004, the district received \$1,105,343 in federal and state grants and expended \$1,097,613, or 99 percent of the funds received. The district filed grant amendments when needed for programmatic changes.



## **Appendix A: Proficiency Index (PI)**

The Proficiency Index is a metric used to measure and compare all schools and school districts regarding their performance on each of the MCAS tests. There are three indices: The Average Proficiency Index (API), the English Language Arts Proficiency Index (EPI) and the Math Proficiency Index (MPI). The index is developed as follows:

The Proficiency Index is a measure of the level of achievement a district, school, grade, or subgroup has made in relation to the proficiency achievement level on the annual MCAS test. The Proficiency Index is calculated as follows:

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

The Proficiency Index (PI) equals the sum of  $A + B + C + D + E = PI$

Example: The Governor Ambrose High School had the following results for the 2001 MCAS test:

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

The Proficiency Index is calculated by adding:  $0 + 3.75 + 10.5 + 25.5 + 18 = 57.75$

The Proficiency Index for the Governor Ambrose High would be: 57.75  
The MPI would use the same calculation for all students taking the math exam.  
The EPI would use the same calculation for all students taking the ELA exam.

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

**Appendix B: Hull's Chapter 70 Funding and NSS FY1996-2004**

FY	Foundation	Pct	Foundation	Pct	Required	Chapter	Pct	Required	Pct	Actual	Pct	Dollars	Pct
	Enrollment	Chg	Budget	Chg	Local	70	Chg	Net School	Chg	Net School	Chg	Over/Under	Over/
					Contribution	Aid		Spending(NSS)		Spending		Requirement	Under
FY96	1,483		8,798,022		5,796,230	2,703,954		8,500,184		8,780,365		280,181	3.3
FY97	1,542	4	9,313,970	5.9	5,893,027	3,317,517	22.7	9,210,544	8.4	9,192,597	4.7	-17,947	-0.2
FY98	1,571	1.9	9,647,991	3.6	6,209,750	3,423,683	3.2	9,633,433	4.6	9,980,966	8.6	347,533	3.6
FY99	1,654	5.3	10,415,907	8	6,494,582	3,898,375	13.9	10,392,957	7.9	10,723,727	7.4	330,770	3.2
FY00	1,638	-1	10,342,599	-0.7	6,855,031	4,104,161	5.3	10,959,192	5.4	11,302,355	5.4	343,163	3.1
FY01	1,632	-0.4	10,500,578	1.5	7,127,861	4,389,761	7	11,517,622	5.1	11,676,685	3.3	159,063	1.4
FY02	1,616	-1	10,848,251	3.3	7,519,181	4,516,679	2.9	12,035,860	4.5	13,263,568	13.6	1,227,708	10.2
FY03	1,574	-2.6	10,832,512	-0.1	8,025,974	4,516,679	0	12,542,653	4.2	13,754,629	3.7	1,211,976	9.7
FY04	1,485	-5.7	10,469,718	-3.3	8,019,553	3,613,343	-20	11,632,896	-7.3	15,132,856	10	3,499,960	30.1

Chapter 70 Aid  
as

Pct of Actual  
NSS

FY	Dollars per Foundation Enrollment			Percentage of Foundation			Pct of Actual NSS
	Fnd. Budget	Ch 70 Aid	Actual NSS	Ch 70	Required NSS	Actual NSS	
FY96	5,933	1,823	5,921	30.7	96.6	99.8	30.8
FY97	6,040	2,151	5,961	35.6	98.9	98.7	36.1
FY98	6,141	2,179	6,353	35.5	99.8	103.5	34.3
FY99	6,297	2,357	6,484	37.4	99.8	103	36.4
FY00	6,314	2,506	6,900	39.7	106	109.3	36.3
FY01	6,434	2,690	7,155	41.8	109.7	111.2	37.6
FY02	6,713	2,795	8,208	41.6	110.9	122.3	34.1
FY03	6,882	2,870	8,739	41.7	115.8	127	32.8
FY04	7,050	2,433	10,190	34.5	111.1	144.5	23.9