

DISTRICT ACCOUNTABILITY PLAN: 2004 - 2008

Mission Statement

The mission of Barnstable Public Schools is to develop life-long learners and productive/contributing citizens.

Concerns:

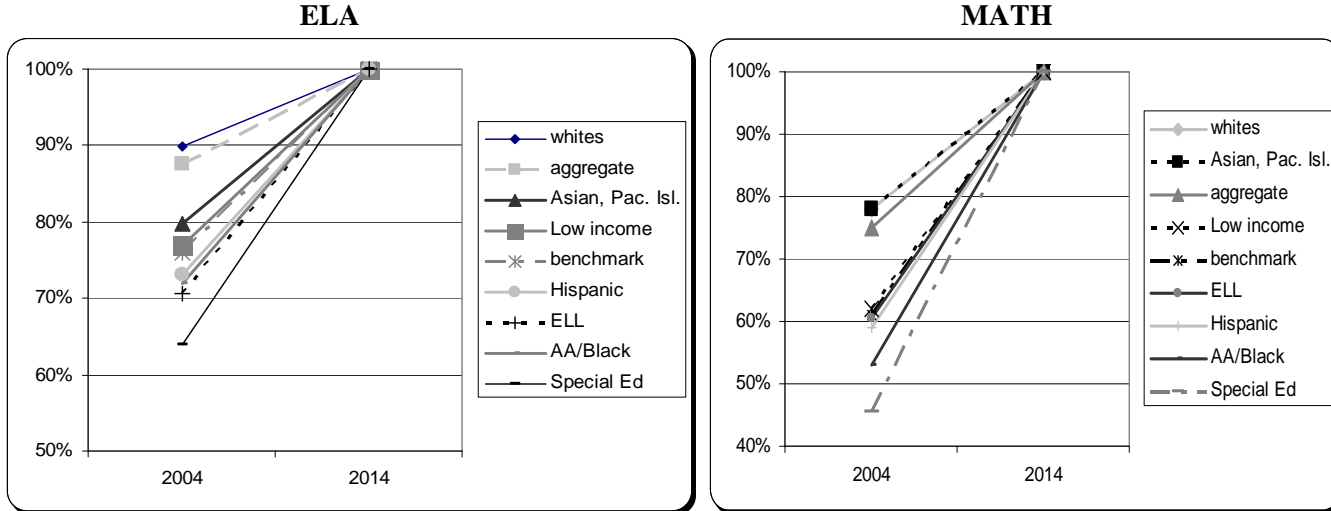
- The need to have all students, including subgroups, meet AYP;
- Improving student achievement;
- Uncertainty associated with leadership at the district level;
- Short and long term building maintenance, repair and construction needs; and
- Need for financial stability.

The district's Cycle III results justify the first two concerns. As can be seen, even though the aggregate scores are well above the benchmarks set by the Commonwealth, the same is not true for subgroups within that aggregate. Our subgroups tend to be below or very close to the Cycle III standard set by the state (75.6 CPI in ELA and 60.8 CPI in math). It is also important to decrease the number of students scoring less than proficient, as the goal set for us is to have all students there by 2014. The graphs in Figure 1 show the rate of increase needed for each group.

**Table 1. Cycle III Composite Proficiency Index (CPI) Performance and Improvement Scores by Subgroups,
ELA and Math, 2004 & 2006 Benchmarks**

Subgroup	ELA CPI	ELA CPI Change	Met ELA Target	Math CPI	Math CPI Change	Met Math Target
2004 Benchmarks	75.6	2.7	2.5	60.8	5.2	Yes
Aggregate	87.6	3.7	Yes	75.1	6.1	Yes
White	89.8	2.8	Yes	77.6	5.5	Yes
Low Income	77.2	7.3	Yes	62.4	10.1	Yes
ELL	70.7	46.8	Yes	60.6	42.7	Yes
Special Education	64.4	2.6	Yes	45.5	3.5	Yes
AA/Black	72.1	3.9	Yes	52.6	1.6	No
Hispanic	71.0	24.7	Yes	58.6	21.6	Yes
Asian or Pac. Isl.	79.8	-0.8	Yes	77.6	-4.8	Yes
2006 Benchmarks	80.5	2.5		68.6	5.0	

Figure 1. Trendline for CPI improvement, subgroups compared, 2004 – 2014



Attendance is another factor in meeting AYP, and the requirement for that is ninety-two percent. Our aggregate attendance rate is 92.4, so attendance is an issue across the district, but is particularly so for subgroups. As there is a clear association between poor attendance in school and student achievement, these two concerns are related. The other concerns indirectly effect student outcomes and have to do with district management and change.

Table 2. Rates of Attendance by Subgroup

Subgroup	%	Change	Met Target
Aggregate	92.4	-0.3	Yes
White	92.8	-0.3	Yes
Low Income	89.6	+0.1	No
ELL	87.1	+0.1	No
Special Education	89.6	-0.7	No
AA/Black	89.2	-1.3	No
Hispanic	88.1	+1.2	Yes
Asian or Pac. Isl.	94.3	-0.7	Yes

In response to the above listed concerns, the following priorities have been selected for the district.

Priorities, Goals	Action Plan	Time Line	Student Outcomes
<p>Goal 1: Develop a comprehensive data-driven plan to maximize student achievement for all students (for AYP and other outcomes). (Addresses Educational Quality and Accountability (EQA) Standards 1, 2, 7, 9, 10, 11)</p>	<p><i>Develop a format for a revised school accountability plan) and district accountability plan.</i></p> <ul style="list-style-type: none"> ▪ The format requires that concerns, priorities, strategies for responding, and student outcomes are all based in data. ▪ The desired student outcomes need to address school and district AYP requirements and the individual school's mission statement. ▪ The educational needs of both the aggregate, student subgroups and transient students are addressed. ▪ District's Curriculum Accommodation Plan revised and used to assist principals in ensuring that all efforts are made to meet students' needs in regular education. <p><i>The district will provide education and training to the relevant audiences to enable them to use data appropriately and effectively.</i></p> <ul style="list-style-type: none"> ▪ To classroom teachers about their students, past and present, for purposes of improved instruction and student learning. ▪ To instruction/curriculum/assessment teams in the building/district doing work to improve student learning. 	<p>2004-2005 Plans due from schools 7/15/05 (covers 2005 - 2008)</p> <p>Training of principals in using data in Plans.</p> <p>Informational sessions with School Councils, Leadership teams, and building teachers about data-based Plans.</p> <p>Explore web-based data systems for data delivery</p> <p>2005-2006 Begin putting a data delivery system in place.</p> <p>Develop formative assessments to "inform Plans."</p>	<p><i>District and school accountability plans will lead to</i></p> <ul style="list-style-type: none"> ▪ Data-based education decision-making at the classroom, building and district levels. ▪ Student aggregates in each building and at the district level continue to exceed the requirements of AYP in both ELA and Mathematics for Cycle IV (2005-2006). ▪ Student subgroups failing to meet AYP in Cycle III will show sufficient CPI improvement to meet AYP in Cycle IV (2005-2006). ▪ Individual schools setting their own specific learning outcomes in relation to AYP. ▪ Individual schools establishing and measuring success in other student outcomes not included in AYP ▪ Individual schools using data to both inform and evaluate the education of their students. ▪ A higher percent of students are achieving proficient/advanced in MCAS exams.

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	<ul style="list-style-type: none"> ▪ To building principals as leaders of student learning in their buildings. ▪ To the district to monitor student progress and to guide use of resources. ▪ To parents to partner with teachers in providing support for their own children in student learning and to help them make good educational choices. ▪ To the community to inform members about school/district improvement in educating its students. ▪ To point out areas of specific concern that need to be addressed by the district and/or individual schools. <p>The district will provide achievement data (formative and summative) to appropriate audiences.</p> <p>Data on chronic absenteeism, discipline is explored and presented to schools.</p> <ul style="list-style-type: none"> ▪ District and school policies developed to reduce chronic absenteeism, inequities in discipline. <p>The district will explore, with the schools, ways to improve achievement of subgroups.</p> <ul style="list-style-type: none"> ▪ Evaluate all aspects of the delivery of Special Education. ▪ Understand how to better meet the learning needs of minority students and students from low income families. 	<p>.</p> <p>2006-2007 Complete data system; continue expansion of use of formative, summative assessment</p> <p>Fall 2005 A district attendance policy is established</p> <p>2005-2006 Professional development in diversity training</p> <p>Task force formed to research effective methods. Final report shared with buildings—Spring, 2006</p> <p>Spring, 2006 – 2008</p>	<p>Improved curriculum/instruction result in better student outcomes.</p> <p>There is a general trend in improved attendance rates, district-wide, 2005 to 2007.</p> <p>The rate of CPI change upward enables subgroups to meet AYP in Cycle IV (2005-2006) and Cycle V (2007-2008).</p>

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		Schools implement plans appropriate to their situation	
<p>Goal 2: Develop a three-year comprehensive plan to ensure financial stability in the district with a focus on student achievement. (Addresses EQA Standards 4 & 5)</p>	<p>Write a FY06 budget to allow continued improvement of student achievement, consistent with local expectations as well as state and federal mandates.</p> <ul style="list-style-type: none"> ▪ The district distributes its financial resources to individual schools and programs in a fair, equitable, reasonable, and predictable manner. ▪ Transition from the current staff-based funding formula to a student-based funding formula (evolutionary process). ▪ Transition from a reactionary model to one that is analytical in terms of assisting decision makers with accurate and reliable data. ▪ All revenue is included in the budget for the school committee's information and review. ▪ The development of the budget uses clear, documented policies and procedures that ensure input from all the staff. ▪ Based on data analysis, two priorities are established for FY06-FY08: curriculum development and revision and professional development. ▪ Develop in FY06 a funding allocation methodology for FY07-08. <p>Educational and operational management of the schools is delegated to the building principals and program directors.</p> <ul style="list-style-type: none"> ▪ Governance for individual schools is either a contract school or a Horace Mann School. 	<p>Spring, 2005 Budget approved in March. Resources made available to schools for professional development.</p> <p>Spring 2006 & 2007 Budget adjustments made as needed to improve student achievement</p> <p>Timely budget development in follow-up years</p> <p>Entitlement grants secured and managed to improve student achievement by addressing areas of greatest need.</p> <p>Competitive Grants</p>	<p>Greater financial stability and priority spending with a focus on student achievement will result in:</p> <ul style="list-style-type: none"> ▪ Student outcomes that will significantly improve over the next three years in all buildings and among all subgroups of students. ▪ Evaluation of grant-supported programs to measure contribution to improvement in student outcomes. ▪ Direct links to improvement in student outcomes in particular areas (discipline, grade-level, building) related to specific curriculum or professional development efforts. ▪ Formative assessments of program development/curriculum efforts (including grant-supported programs) provides information that enables program modification to improve student outcomes. <p>Principals and curriculum/data teams perceive that the new organizational structure is helping them improve student outcomes.</p>

Priorities, Goals	Action Plan	Time Line	Student Outcomes
	<ul style="list-style-type: none"> ▪ Training and management tools made available to principals to assist principals in site-based management. ▪ Curriculum that is aligned with the Mass Frameworks is offered in each building and revised as assessments indicate need. <p><i>Modify the organizational structure to use existing expertise and leadership to plan, implement, and assess school improvement under site-based management.</i></p> <ul style="list-style-type: none"> ▪ This district team will work with the building Principals and directors on matters of technology, curriculum, instruction, grant-writing and program development, assessment, and meeting academic and non-academic student support needs. ▪ Scope, sequence, and alignment of learning goals, competencies, and expectations from one grade to the next in grades K-12 in all disciplines are in place. ▪ Curricula are aligned horizontally across grade-levels. 	<p>sought that will help the district or schools meet the goals in their improvement plans. Partnerships continuously developed with community to expand interest and support</p>	
<p><i>Goal 3:</i> Develop a plan to address professional development needs for the next five years. (Addresses EQA Standards 6, 8, 11, 12, 13, 14)</p>	<p><i>Professional development support occurs at both the building level (for curriculum/instruction work toward improved student learning) and at the district level to meet individual teacher and district goals.</i></p> <ul style="list-style-type: none"> ▪ The Professional Board is responsible for the planning and implementation of district-wide professional development and efforts to move teachers to "Highly Qualified" status. ▪ Principals are responsible for curriculum and professional development efforts in the individual buildings. Such efforts are directly connected to the School and District Accountability Plans. ▪ The district in cooperation with the individual schools will address the professional needs of the faculty and staff to be able to work with student subgroups to meet their 	<p>2005 – 2006 Professional Development Board devises approach for professional development that accommodates the shared needs of teachers, individual schools, and the district.</p>	<p>Teachers</p> <ul style="list-style-type: none"> ▪ presently employed by the district will reach the classification of "Highly Qualified" by end of 2005-2006 school year. ▪ newly hired, will enter the district with "Highly Qualified" status in hand. ▪ will show growth in their instruction of students and in student learning as a result of professional development as measured by direct or indirect application to their classrooms in the following year.

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	<p>AYP expectations for 2006 to 2008.</p> <p><i>Adoption of a revised teacher evaluation process that is informative, instructive, and used to promote individual professional growth and overall effectiveness.</i></p> <p><i>Examination of staff absenteeism data.</i></p> <ul style="list-style-type: none"> ▪ Policies developed to improve staff attendance. 	<p>New district teacher evaluation document adopted</p> <p>Fall, 2005</p> <p>Spring, 2006</p>	<p>Teacher evaluation process will result in continued/sustained improvement in the quality of teaching and learning. Staff attendance gradually improves from 2006 to 2008.</p>
<p><i>Goal 4:</i> Develop a comprehensive capital plan based on the TAMS report to ensure meeting the infrastructure needs of the district for the next ten years. (Addresses EQA Standard 4, 13, 15)</p>	<p><i>Develop a plan for building modification and closure that meets the enrollment changes of the students in our district.</i></p>	<p>Spring, 2005 with six month updates of student enrollment trends.</p>	<p><i>Completed plan submitted to the School Committee and larger school community and generally accepted by all.</i></p>
<p><i>Goal 5:</i> Consolidate finance and human resources with the Town of Barnstable.</p> <p>(Addresses EQA Standards 4, 12, 13, 15)</p>	<p><i>Programs are consolidated.</i> Leads to effective human resources and financial management.</p> <p>Conduct a formal review of the consolidation initiative, complete 12/05.</p> <p>Explore other services for potential consolidation.</p>	<p>Spring 2005</p> <p>12/05 – 6/06</p>	<p><i>Cost/benefit analysis of partnership to be completed Spring 2006:</i></p> <ul style="list-style-type: none"> ▪ Cost to the school district remains the same or is lower. ▪ Timeliness in delivery of services to enable school activities to move forward better than under previous system. . ▪ Ease of operation for principals in carrying out their site-based

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			<p>management functions.</p> <ul style="list-style-type: none">▪ Adequacy of school district cooperation with and independence from town to insure effective financial processes and human resource management for the school department.