WAREHAM PUBLIC SCHOOLS

DESE COMPREHENSIVE DISTRICT REVIEW
REVIEW OF FINDINGS
2018
<table>
<thead>
<tr>
<th>Standards</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Leadership &amp; Governance</td>
<td>School Committee and district and school leaders work collaboratively and strategically to improve all students' performance, opportunities, and outcomes.</td>
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<tr>
<td>Curriculum &amp; Instruction</td>
<td>The district ensures effective implementation of high-quality, standards aligned curricula materials; instruction that challenges and supports all students with a variety of academic offerings preparing all students for college, career, and civic participation.</td>
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<tr>
<td>Assessment</td>
<td>The district establishes and supports a culture that values the use of data in improving teaching, learning, and decision-making.</td>
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<tr>
<td>Human Resources &amp; Professional Development</td>
<td>The district strategically designs, implements, and oversees human resources and professional development efforts in a way that supports an aligned human capital management system and results in the employment, development and retention of effective educators who are successful in advancing all students’ performance, opportunities, and outcomes.</td>
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<tr>
<td>Student Support</td>
<td>The district ensures that schools support students’ safety, well-being, and sense of belonging; systematically identify and address students’ needs; and engage families and community partners to improve all students’ performance, opportunities, and outcomes.</td>
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<tr>
<td>Financial &amp; Asset Management</td>
<td>District leaders manage the equitable allocation and effective use of funding and other resources to improve all students’ performance, opportunities, and outcomes, support the district's improvement plan, and ensure community support.</td>
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The CDR Team & Their Visit: Interviews-Observations

The review was conducted from December 10–13, 2018, by the following team of independent DESE consultants: Marc Kerble, Leadership and Governance; Michele Kingsland-Smith, Curriculum and Instruction; Kahrism McLaughlin, Assessment; William Contreras, Human Resources and Professional Development; James Hearns, Student Support, review team coordinator; and Margaret Foster, Financial and Asset Management.

The team conducted interviews with business manager, town administrator, town treasurer, and business office administrative staff, school committee: chair. The review team conducted interviews with the following representatives of the teachers’ association: president, vice president, and grievance chair. Interviewed focus groups with the following central office administrators: the superintendent; the assistant superintendent and Title I director; the business manager; the director of beyond school time, 21st century, and beyond school time; and the director of global education, family & community engagement, and EL.

The team visited the following schools: Wareham Senior High (grades 8–12), Wareham Cooperative Alternative School (grades 9–12), Wareham Middle (grades 5–7), Minot Forest (grades 3–4), and John William Decas (PreK–2). During school visits, the team conducted interviews/focus groups with students, students’ families, and 5 principals, and focus groups with 5 elementary-school teachers, 1 middle-school teacher, and 10 high-school teachers. The team observed 93 classes in the district: 45 at the 2 high schools, 25 at the 1 middle school, and 23 at the 2 elementary schools.
The CDR Team: Data/Document Analysis

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

District and school leaders and town officials have a collaborative working relationship and focus their efforts to improve students’ performance, opportunities, and outcomes (Culture of Collaboration).

District and school leaders and staff use the district’s strategic plan, annual action plans, and school improvement plans to drive the development, implementation, and modification of educational programs and practices (Student Focused).

District administrators allocate resources based on the goals and priorities of the school improvement plans as well as student needs as they arise, and the district acts upon these goals and priorities (The plans supports vision).

By providing funds needed to address the behavioral and social-emotional needs of students as well as to improve quality of teaching, the District strategically allocates funds based on district and school priorities, providing rigorous and high—quality education for all students.
Curriculum & Instruction: Impact

The district has in place well-defined and inclusive processes, structures, and tools to support the use of high-quality, standards-aligned curricular materials to ensure that all students have access to high-quality teaching and learning. In addition, teachers have a clear sense of content and instructional expectations and the resources available to effectively deliver the curricula.

The district provides a range of rigorous and challenging academic coursework and experiences that encourage choice, address student’s diverse interests, skills, and readiness levels, and ensures that all students have equitable access to a high-quality, rigorous education aligned with students’ ambitions and interests and prepare them for college, careers, and civic engagement.

The district has established a robust and inclusive curriculum review and revision process that is informed by district needs and includes structures to support its implementation.
Assessment: Impact

The district has an organized process in place that allows formative, benchmark, and summative assessment results to be collected, used, and shared with teachers in a meaningful way enhancing the district’s capacity to quickly identify student strengths and challenges and improve teaching, learning, and decision-making.

The district has implemented a balanced system of assessments across all schools and grades to measure students’ progress and support struggling students. The results are collected, analyzed, and shared in an organized way with stakeholders.
Human Resources & Professional Development: Impact

The district provides high-quality (specific, timely, and actionable) feedback, particularly feedback after walkthroughs that is most valuable in improving instruction.

The district promotes opportunities for teacher leadership by encouraging teachers to assume leadership positions as department chairs, the district has built its capacity to track and implement its educator evaluation system and to retain effective professional staff and maximize their impact.

The district’s educator evaluation system prioritizes opportunities for teachers and administrators to receive high-quality feedback that helps them improve their practice.

[1] High-quality feedback is specific, timely, and actionable
Student Services: Impact

The district's systems approach to supporting students' well-being ensures that students receive the support they need to be successful academically, behaviorally, socially, and emotionally.

The district has allocated staff and programmatic resources to support students' needs.
Financial & Asset Management: Impact

The district's comprehensive and detailed capital plan, along with the advocacy of district officials, has contributed to town support for annual capital improvements and a new school that will help support health and safety, which can improve all students' performance, opportunities, and outcomes.
Challenges & Areas of Growth

The district is challenged by high chronic absence and suspension rates.

The district is facing increasingly high numbers of students choosing to enroll in other districts.

In observed classrooms across the district, instruction did not consistently engage students in higher-order thinking, promote meaningful student discourse about content and their thinking, and ensure that students were supported and challenged regardless of learning needs.

*However, the commitment toward transformation has shown impressive gains.*

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<thead>
<tr>
<th>Focus Area</th>
<th>2012 Percentage of Evidence</th>
<th>2018 Percentage of Evidence</th>
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<tbody>
<tr>
<td>Learning Objectives and Expectations</td>
<td>17%</td>
<td>90%</td>
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<tr>
<td>Student Engagement</td>
<td>25%</td>
<td>67%</td>
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<tr>
<td>Inclusive Practices</td>
<td>20%</td>
<td>82%</td>
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DESE CDR Recommendations

The district should ensure that all teachers provide effective instruction that challenges and supports all students.

The district should strengthen its efforts to improve student attendance and reduce the need to rely on suspension as a response to misconduct.

District leaders and town officials should continue to work strategically and collaboratively to improve all students' performance, opportunities, and outcomes. They should take decisive and collaborative action to prepare projections of enrollment, expenditures, and revenue for the next five years, and develop plans to meet the challenges of declining enrollment.

The district should identify the innovative educational programs, student support, wrap-around services, and extra-curricular programs that students and families might not be aware of, and develop a plan for communicating information about them. For example, the International Baccalaureate (IB) and Global Education programs are advanced educational offerings that are not found in many districts. In addition, the high school has expanded the number of Advanced Placement (AP) courses and has encouraged all students to participate.