

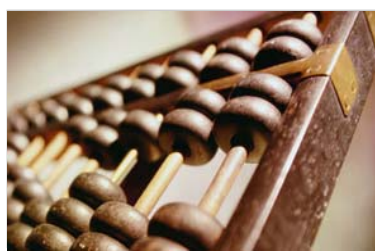


An Evaluation of the Commonwealth Pilot Schools Initiative

Briefing of Baseline Characteristics and Change at Homer Street Elementary School

A Preliminary Analysis of Baseline Characteristics and Immediate School-Level Change Resulting from the Commonwealth Pilot Schools Initiative

March 16, 2009



Introduction

In September 2008, Homer Street Elementary School in Springfield became the fifth Massachusetts school to reopen as a Commonwealth Pilot. Homer was selected through a request for proposal process, joining four other urban schools already participating in the Commonwealth Pilot Schools Initiative (the Initiative). Academy Middle School in Fitchburg, John J. Duggan Middle School in Springfield, Roger L. Putnam Vocational High School in Springfield, and The English High School in Boston converted the previous year.

The Initiative is patterned on the Boston Pilot Schools model, and is part of the Massachusetts Department of Elementary and Secondary Education's (ESE) ongoing effort to provide effective options for restructuring underperforming schools. Program guidelines specify that Commonwealth Pilot Schools are granted autonomy in five operational areas: (1) staffing and hiring, (2) school schedule and calendar, (3) curriculum and assessment, (4) governance, and (5) budget.

This briefing was prepared by the University of Massachusetts Donahue Institute (the Institute), which serves as the statewide evaluator for the Initiative. It presents a range of data describing baseline characteristics at Homer, a view of changes in these baseline characteristics as of January 2009, and an overview and discussion of recent student indicators and achievement data. It concludes with a summary of historical school-level data at Homer, presented in tables alongside data pertaining to the four existing Commonwealth Pilot Schools.

Information contained in this document is intended to provide a foundation for understanding longer-term program outcomes. The content is consistent with the data collected and reported for the first cohort of Commonwealth Pilot Schools in the March 2008 report, *Interim Report: Baseline School Characteristics and Changes*. Data were collected and reported using the same methodology employed in that report, which contains a detailed description of all data collection and reporting protocols. The report is available at:

http://www.doe.mass.edu/research/reports/0308pilotsch_eval.doc.

Homer Street Elementary, Springfield

Following is an overview of baseline characteristics and immediately observable school-level changes at Homer Street Elementary School in Springfield. Sections are devoted to: school enrollment and staffing; the school schedule, including time for instruction and professional collaboration; and student achievement prior to the school's entry into the Initiative.

I. School Enrollment and Staffing

Homer is one of 44 public schools operated by Springfield Public Schools (SPS), the largest public school district in western Massachusetts. SPS provides educational services to more than 25,000 students, the demographic profile of which differs markedly from that of the city as a whole. Public school enrollment is 55% Hispanic, 23% African American, and 16% white, while the city's population of 150,000 is estimated to be 49% white, 27% Hispanic, 20% African American, and 2% Asian.¹ Thirty-one SPS schools serve elementary grades, including 29 for students in grades pre-K or K through 5, and two that serve students through middle school grades.²

Student Enrollment and Demographics

In SY09, Homer serves a population of 401 students in grades K through 5, which represents a 3% increase relative to its SY08 enrollment of 389. Students continue to be assigned to the school via the pre-existing SPS boundary plan.³ This plan was introduced in SY06, replacing a "controlled choice" assignment plan. Since the implementation of the boundary plan, enrollment at Homer has increased steadily, following a period of rapidly decreasing enrollment under controlled choice. The school's enrollment prior to entry into the Initiative was consistent with Commonwealth Pilot guidelines relative to school size, and for SY09, the school's boundary was expanded for reasons other than conversion, contributing to the observed increase in enrollment.

Homer continues to serve a challenging student population. As shown in Figure 1, its SY09 student population was estimated to be 91% low-income, 98% non-white, 20% first language not English (FLNE), and 13% limited English proficient (LEP). Twenty-one percent of its SY08 MCAS-eligible students were on individualized education plans.

Figure 1: Student Profile, Homer Street Elementary

	SY08 (N=389)	SY09 (N=401)	Change (% pts)
Low-Income Status	94%	91%	-3
Non-White	94%	98%	4
First Language Not English (FLNE)	20%	20%	0
Limited English Proficient (LEP)	14%	13%	-1
Special Education	13%	18%	5

Source: MA ESE Information Services. Selected Populations Data.

¹ MISER State Data Center analysis of Census 2000 Summary File 1 (SF 1) 100-Percent Data.

² An additional SPS school, Margaret C. Ells School, currently serves students in grades pre-K through 1.

³ SPS relies primarily on a city-wide district boundary plan to assign students to elementary and middle schools. The plan "links every address in the city with a corresponding elementary and middle school," although students are also given the option of attending one of the district's magnet schools.

Administrators and Staff

In SY08, Homer operated with an administrative team consisting of a building principal and three full-time instructional leadership specialists (ILSs) who provided additional curricular and instructional leadership in mathematics, English language arts (ELA), and science. For SY09, an assistant principal was added to the school's administrative ranks. The five-member team is responsible for day-to-day instructional decision-making and comprises the core of the school's educational leadership team, which also includes teacher representatives and was created as part of the school's Commonwealth Pilot design.

Linda Wilson has served as Homer's principal since July 2006. Prior to her arrival, she served for nine years as an elementary principal in other SPS schools. Her tenure at Homer was preceded by a period of rapid leadership turnover at the school, during which time three principals served within a five-year span.

The Commonwealth Pilot model provides great autonomy to leaders in the areas of staff hiring, retention, and deployment. Wilson streamlined her teaching staff, redeploying two positions to enhance building management and student support, which the design team had identified as priorities for school improvement. New positions included an assistant principal and a teacher of department—a vacant position the prior year. The teaching staff was trimmed by reducing positions in two of the school's three existing ELL inclusion classes, replacing two-teacher classrooms with a single-teacher model, staffed by dual-certified elementary education/ELL teachers. Teachers filling these positions are currently pursuing dual licensure. This model was already in place in one classroom, leading to confidence that it would serve students effectively.

Other staffing changes include:

- The conversion of three standard classrooms to ELL inclusion classes within grade levels 3 through 5, which lacked such classes in SY08. Staffing changed from standard teaching positions to dual-certified positions.
- The expansion of the school's science teacher position from half-time to full-time.
- An increase in intervention staffing by an estimated 0.5 full-time equivalents (FTEs).⁴
- Elimination of a reading coordinator position due to the elimination of Homer's Reading First funding.

Figure 2 summarizes the impact of these changes on Homer's instructional staffing levels, which includes classroom teachers, ILSs, interventionists, and dedicated ELL and special education teachers. The school's SY09 staffing level of 33 teachers reflects a slight decrease relative to SY08. Concurrent with Homer's increase in enrollment, this change resulted in an increase in Homer's student-teacher ratio (STR).⁵

Figure 2: Staffing Profile, Homer Street Elementary

	SY08	SY09	Change	% Change
Instructional Staff	36	33	-3	-8%
Estimated Student-Teacher Ratio (STR)	10.8 to 1	12.2 to 1	1.3 to 1	12%

Source: SY08 and SY09 Staff Rosters. STRs are estimated using staff counts and ESE-reported enrollment and may differ slightly from ESE-reported STRs.

Consistent with Commonwealth Pilot guidelines, all teachers and staff were required to reapply and agree to the terms of the school's Work Election Agreement (WEA), which outlines school-based work rules for staff on teachers' contracts, in order to remain at the school. Staff on teachers' contracts who had professional status were entitled to transfer elsewhere in the district if they did not wish to remain with Homer.

⁴ Full-time equivalency (FTE) is a measure of staffing that indicates how many individuals would have been employed had the work performed by part-time employees been done by full-time employees.

⁵ Instructional staff totals represent the number of teachers, ILSs, and interventionists included on staff rosters. These figures may differ from official ESE figures for several reasons, including, but not limited to the fact that they reflect staff counts rather than FTE measurements, and that attribution of itinerant district staff to individual schools may differ across sources. STRs are calculated using staff counts and may also differ from official ESE estimates for this reason.

An analysis of staff rosters shows that 11 of the school's 34 teachers and student support staff⁶ (32%) did not return for SY09. This represents a substantial increase in turnover relative to recent years. The principal reports that only two teachers left the school between SY07 and SY08, and no staff exited between SY06 and SY07. Among teachers and support staff who did not return, four reportedly opted not to reapply and seven left at the principal's initiative. It should be noted, however, that concurrent with the staff re-hiring process, SPS was undergoing a district-wide reduction in force (RIF), and two teachers who would have otherwise been transferred were reassigned to the school.

Teacher Qualifications

High turnover has the potential to impact the overall qualifications of teaching staff. Rosters indicate that nine new teachers and student support staff were hired for SY09. The principal reports that she relied primarily on district applicant lists and job fairs to identify candidates to replace exiting staff and fill new positions. Positions for dually-certificated elementary education/SEI teachers were filled by incumbent staff who already had or were pursuing dual certification with support from SPS.

Figure 3 presents the proportion of Homer's teachers licensed in their teaching assignment in SY08, as well as the proportion of core academic courses taught by a highly qualified instructor under No Child Left Behind (NCLB).⁷ Data for SY09 were not available at the time of this report. Homer's licensure rate of 96% has improved steadily since SY05 when it was 84% and is slightly higher than the average rate for elementary schools in SPS (94%). Rates of licensure and highly qualified status within the SPS district as a whole have improved in recent years, but have been among the lowest in the Commonwealth within traditional school districts.

Figure 3: Teacher Qualifications, Homer Street Elementary

	SY08
Proportion of Teachers Licensed in Teaching Assignment	96%
Proportion of Core Academic Classes Taught by Highly Qualified Instructor	99%

Source: MA ESE Information Services. Teacher Data.

II. Time for Instruction and Collaborative Planning

The scheduling autonomy afforded to Commonwealth Pilots provides leaders with substantial discretion with regard to the development and structure of their school schedule, subject to provisions of the school's WEA. Changes to Homer's school schedule are presented in this section, including an analysis of changes in: students' time in learning and the teacher work week; instructional time in four core academic subjects (ELA, mathematics, science, and history/social studies); time for student advisories and other student support activities; and teachers' individual planning time and time for professional collaboration and professional development (PD).

Overall Schedules

As displayed in Figure 4, in SY08 Homer operated on a daily schedule in which the student day began at 8:50 a.m. and ended at 3:30 p.m. Students were permitted to arrive as early as 8:30 a.m. for breakfast, which was consistent with schedules in other SPS elementary schools. For the current year, leaders used new scheduling autonomy to create a weekly late-start day every Wednesday for students, a common pilot school strategy to create time for staff to collaborate and engage in PD, whether in small groups or on a whole school basis. On

⁶ For the purposes of the evaluation, student support staff refers to guidance and counseling staff, and may also include teachers of department, or other staff on teaching contracts primarily engaged in providing academic, social, or other support.

⁷ To be considered highly qualified, teachers must possess a valid Massachusetts teaching license at either the preliminary, initial, or professional level, and demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Wednesdays, the student day begins at 10:30 a.m., although students may arrive as early as 10:15 a.m. for breakfast. The school's regular day schedule remains unchanged from SY08.

Figure 4: SY09 School Schedule, Homer Street Elementary

	SY08	SY09
Regular day	Monday - Friday 8:50 a.m. to 3:30 p.m.	Mon, Tues, Thurs, Friday 8:50 a.m. to 3:30 p.m.
Alternative day	n/a	Wednesday 10:30 a.m. to 3:30 p.m.

Source: School schedule documents provided by Homer Street.

In SY08, teachers were required to report to school at 8:30 a.m. each day and were released at 3:30 p.m. following student dismissal, except on Mondays when teachers remained for an additional 75 minutes for a teacher extended day required under SPS district policy. The teacher schedule on regular days remains unchanged in SY09, but leaders redeployed the weekly after-school time required under the SPS teacher contract. Teachers are now required to arrive at 8:00 a.m. on the school's late-start day for students, a half hour before the contractually obligated arrival time for SPS elementary teachers, and remain after school for a 90-minute extended day every other Monday.

Figure 5 compares the amount of time in both the student and teacher week under the SY08 and SY09 school schedules. Student time in learning refers to all time in the student school day, less time for lunch and recess. As this figure shows, weekly time in learning decreased by 1 hour and 25 minutes relative to SY08, which reflects the school's strategic decision to enhance the time available for staff collaboration and development, at least in the short term. The school's principal expressed interest in also creating more instructional time in the school's schedule, but noted this would require a long-term funding source.

To adjust for the teacher extended day, the reported teacher work week reflects the average amount of time staff on teacher contracts are required to be in the building—excluding time provided for lunch—over a two-week period. As Figure 5 shows, although the teacher work week is lengthened somewhat every other week, the average work week remains unaltered and no additional time was added for teachers. The memorandum of agreement between SPS and the Springfield Education Association regarding Commonwealth Pilots prohibits schools from adding time to teachers' schedules without full compensation. Lacking additional funding, Homer Street could not seriously consider lengthening the average teacher work week.

Figure 5: Average Weekly Time in the Schedule, Homer Street Elementary

	SY08 (hrs:mins)	SY09 (hrs:mins)	Change (hrs:mins)
Weekly student time in learning	29:35	28:10	-1:25
Average teacher work week (biweekly)	33:45	33:45	0:00

Source: Leader interviews and school schedule documents provided by Homer Street.

Instructional time in Core Academic Subjects

Scheduling autonomy also provides leaders with an opportunity to make changes to the daily instructional schedule. In SY08, Homer's students received daily instruction in ELA, mathematics, and either science or social studies from classroom teachers, and additional standards-based instruction in science, music, or physical education on a rotating basis from one of the school's three subject-area teachers. Consistent with SPS district policy, the ELA instructional block was approximately 150 minutes for all students, and the mathematics block was 90 minutes. The length of the science/social studies block delivered by classroom teachers varied by grade-

level, ranging from 30 minutes in grade 4 to 45 minutes in grade 5. Because teachers are required to deliver three science units, the principal estimates that most students received more time in science than social studies, with teachers delivering approximately three science lessons and two social studies lessons each week, on average.

For SY09, all students continue to receive a daily instructional block of approximately 150 minutes in ELA and 90 minutes in mathematics—including on the weekly late-start day for students. On regular days, students in grade 5 receive additional mathematics instruction from their homeroom teacher, and students in grades K through 4 receive additional time in ELA. The classroom science/social studies block is now 35 minutes in all grades, and the instructional block delivered by content-area teachers (music, physical education, and science) continues to be 40 minutes. However, these subjects are now delivered only on regular days.

Figure 6 provides a comparative view of the average weekly instructional time in each of four core academic subjects—ELA, mathematics, science, and social studies—in SY08 and SY09. Please note that time in science and social studies reflect average estimated weekly time over the course of the year. As this figure shows, although overall time in learning for students decreased as a result of the weekly alternative day, time in mathematics and ELA stayed relatively constant, and actually increased for some grade-levels as a result of the addition of either extra ELA time (grades K through 4) or homeroom mathematics instruction (grade 5). Time allotted to science, social studies, and other subjects (such as music and physical education), decreased as a result of the elimination of time for these subjects on the alternative day.

Figure 6: Weekly Time in Core Academic Subjects, Homer Street Elementary

		SY08 (hrs:mins)	SY09 (hrs:mins)	Change (hrs:mins)	% Change
ELA	(Grades K - 4)	12:30	13:30	1:00	7%
	(Grade 5)	12:30	12:10	-0:20	-3%
Mathematics	(Grades K - 4)	7:30	7:30	0:00	0%
	(Grade 5)	7:30	9:10	1:40	18%
Science		3:06	2:17	-0:49	-36%
History/social studies		1:20	0:56	-0:24	-43%
Total	(Grades K - 4)	24:26	24:13	-0:13	-1%
	(Grade 5)	24:26	24:33	0:06	0%

Source: Leader interviews and school schedule documents provided by Homer Street.

Student Advisories

Homer's school Design Plan outlines time for two new student programs—community meetings and student advisories. These programs are intended to enhance the school's overall student culture by increasing personalization and providing a context for positive interactions between and among students and adults. Community meetings provide time for students to interact with one another and with teachers outside of a classroom setting in relatively large groups, while student advisories allow smaller groups of students to meet with teachers on a regular and more individualized basis.

Community meetings at Homer were implemented beginning in December 2008. These student-led meetings occur twice-monthly for 45 minutes, and provide an opportunity for teams of students to meet and recognize accomplishments, with the assistance of teachers. Each student team consists of two consecutive grade-levels (K and 1; 2 and 3; 4 and 5). School leaders view these meetings as an important component of the school's strategy to improve student culture and as a precursor to the school's student advisory program, which is still in the planning stages.

Time for Professional Collaboration

Time for professional collaboration—including various types of teacher meetings and PD—provides teachers with an opportunity to acquire and exchange information, which may enhance instructional practice and increase responsiveness to student needs. As Figure 7 shows, changes to Homer’s schedule nearly doubled the average weekly time devoted to professional collaboration and development.

In SY08, the school had one 75-minute block for teacher collaboration each week, on the school’s extended day for teachers. In SY09, the weekly late start day allows for 1 hour and 40 minutes of PD and grade-level planning for all staff, including paraprofessionals. Teachers receive an additional hour and a half for grade-level and other staff meetings every other week in the form of a teacher extended day. Paraprofessionals do not participate in the after-school portion of professional collaboration time. After-school time may also be used for other contractually obligated activities, such as parent-teacher conferences, which is consistent with SY08.

With regard to individual planning time, in SY08, teachers received 40-minutes each day, during which time students were receiving science, music, and physical education instructions from teachers dedicated to those subjects. In SY09, teachers continue to receive 40-minutes of individual planning time each day, except on the student late-start day, when there are no dedicated science, music, and physical education classes for them to attend while their primary classroom teachers are immersed in individual planning time. On this day, a shortened individual planning block of 20 minutes is provided prior to student arrival.

Figure 7: Average Weekly Time for Professional Collaboration and Individual Planning, Homer Street

	SY08 (hrs:mins)	SY09 (hrs:mins)	Change (hrs:mins)	% Change
Time for professional collaboration (biweekly average)	1:15	2:25	1:10	93%
Individual planning time	3:20	3:00	-0:20	-10%

Source: Leader interviews and school schedule documents provided by Homer Street.

III. Baseline Student Indicators and Achievement

The Commonwealth Pilot Schools Initiative is intended to introduce substantive reform to schools struggling with persistently low student achievement. This section discusses recent trends in student outcome data at Homer, providing a baseline against which future outcomes can be measured. Data presented includes rates of student attendance, as collected and reported through ESE’s Student Information Management System (SIMS), and trends in school-level student achievement on the Massachusetts Comprehensive Assessment System (MCAS) examinations that have the longest historical basis and have longest been included in calculations of adequate yearly progress (AYP) under the state’s accountability system.⁸

Student Attendance

Figure 8 presents SY08 student attendance rates and the average number of student absences at Homer and at other SPS elementary schools. As the table shows, Homer’s students were absent an average of 12.5 days, and the school’s attendance rate was 92%. That same year, student attendance rates at other SPS elementary schools ranged from 88% to 96%, and averaged 93%. During the five years prior to conversion, Homer’s student attendance rate has remained relatively constant, ranging from 92% to 93% (see Appendix A: Historical Trends, Figure 26: Student Attendance Rate).

⁸ The March 2008 interim report also included an additional indicator, student retention rates. However, at the time the current report was prepared, ESE-reported retention rates were only available through SY06. As such, this indicator is not presented here.

Figure 8: Student Attendance, Homer Street

	School SY08	District SY08	Difference (% pts)
Student attendance rate	92%	93%	-1
Average number of absences	12.5	11.8	+0.7

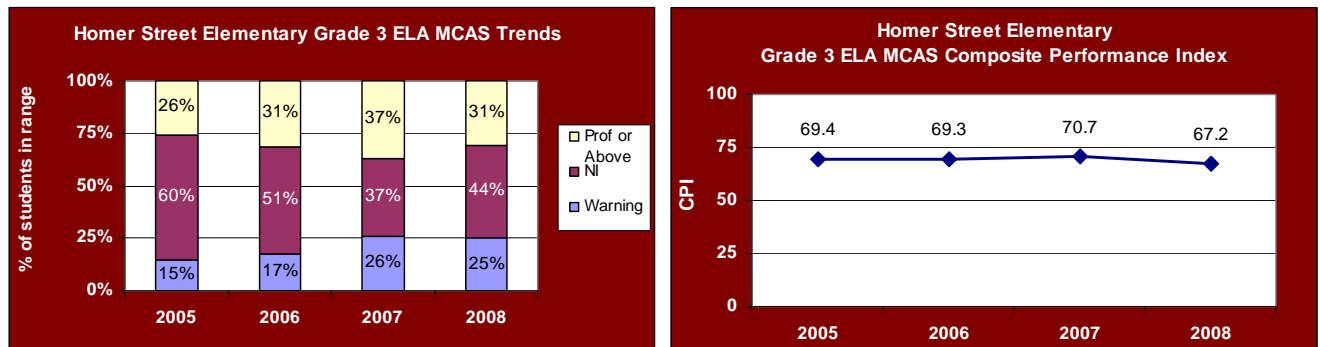
Source: ESE Information Services. Student Indicators. District figures report the average of school-level student attendance rates and average number of student absences for other SPS schools serving students in the same grades as Homer (PK or K through 5).

MCAS Achievement

Students at Homer Street have struggled to achieve proficiency on MCAS examinations, and in 2004 the school was designated “under-performing” by the Massachusetts Board of Elementary and Secondary Education. Figure 9 through Figure 11 display the school’s recent MCAS performance, as measured by the proportion of students who attained each of three performance levels—advanced or proficient, needs improvement, and warning—as well as by ESE’s Composite Performance Index (CPI).⁹

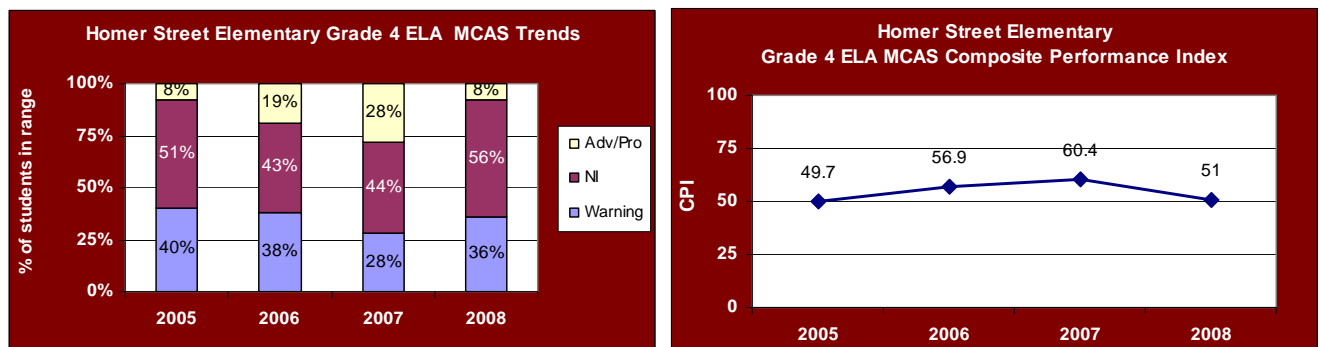
As these figures show, recent trends on the Grade 4 Mathematics and ELA examinations have generally been positive, although student performance fell in the year preceding conversion. Trends on the Grade 3 Reading examination are mixed. Although the proportion of students attaining proficiency increased slightly between 2005 and 2007, the proportion of students testing at the *Warning* level also increased over the same period. The school met its aggregate adequate yearly progress (AYP) targets in ELA for the first time in 2006 and in mathematics for the first time in 2007. The school did not meet 2008 AYP targets in either subject.

Figure 9 A and B: Grade 3 Reading MCAS Trends, Homer Street Elementary



Source: MA ESE Information Services. MCAS Performance Results. (2006 Rules/Policies Applied).

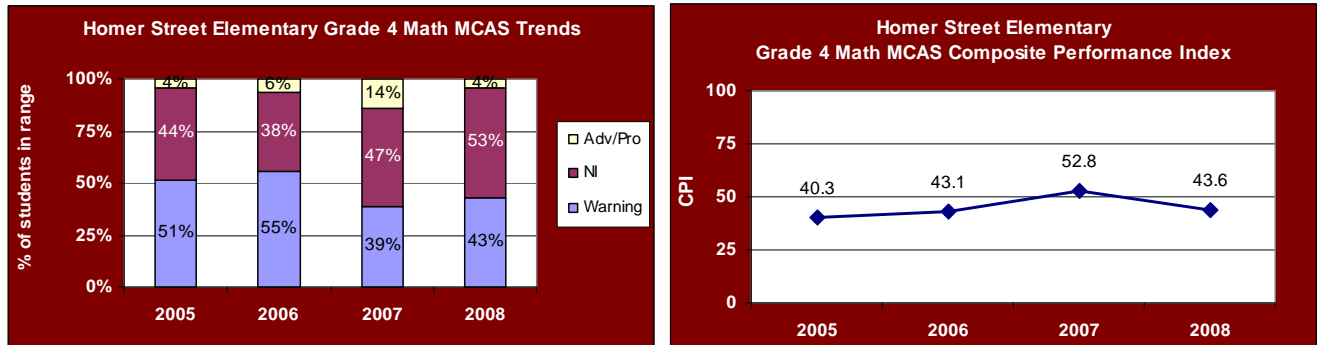
Figure 10 A and B: Grade 4 ELA MCAS Trends, Homer Street Elementary



Source: MA ESE Information Services. MCAS Performance Results. (2006 Rules/Policies Applied).

⁹ CPI is a calculation used to summarize MCAS achievement and illustrate progress toward proficiency. For a more detailed explanation of how CPI is calculated, refer to the MA ESE “School Leaders’ Guide to the 2007 Adequate Yearly Progress (AYP) Reports” (pp. 4-6).

Figure 11 A and B: Grade 4 Math MCAS Trends, Homer Street Elementary



Source: MA ESE Information Services. MCAS Performance Results. (2006 Rules/Policies Applied).

Appendix A: Historical Trends

This appendix presents a range of data regarding school enrollment, demographics, staffing, student indicators, and student achievement within and across the four Commonwealth Pilot Schools for three or more years prior to their participation in the Initiative. Except where otherwise noted, the source of data presented here is ESE Information Services.

A. Student Enrollment and Demographics

Figure 12: Total Student Enrollment

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	557	516	462	368	295
Duggan Middle School, Springfield	866	699	778	437	428
Putnam V-T High School, Springfield	989	1,164	1,333	1,472	1,595
The English High School, Boston	1,255	1,314	1,244	820	843
Homer Street Elementary, Springfield	415	343	326	389	401

Figure 13: Student Race/Ethnicity (Proportion Non-White)

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	55%	64%	71%	71%	68%
Duggan Middle School, Springfield	89%	91%	87%	82%	82%
Putnam V-T High School, Springfield	86%	86%	86%	87%	87%
The English High School, Boston	95%	95%	96%	96%	97%
Homer Street Elementary, Springfield	96%	99%	95%	94%	98%

The following set of figures (Figure 14 to Figure 17) presents the prevalence of selected student populations, including low income, limited English proficient (LEP), first language not English (FLNE), and special needs students.

Figure 14: Low Income Status

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	60%	80%	77%	78%	82%
Duggan Middle School, Springfield	82%	84%	81%	77%	74%
Putnam V-T High School, Springfield	76%	67%	69%	69%	64%
The English High School, Boston	77%	71%	69%	62%	75%
Homer Street Elementary, Springfield	83%	90%	89%	94%	91%

Figure 15: Students with Limited English Proficiency

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	32%	23%	7%	11%	8%
Duggan Middle School, Springfield	23%	18%	16%	7%	5%
Putnam V-T High School, Springfield	14%	12%	11%	10%	8%
The English High School, Boston	23%	23%	24%	25%	26%
Homer Street Elementary, Springfield	20%	18%	16%	14%	13%

Figure 16: Students for Whom First Language Is Not English (FLNE)

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	38%	36%	39%	33%	34%
Duggan Middle School, Springfield	31%	28%	24%	17%	17%
Putnam V-T High School, Springfield	16%	19%	22%	25%	27%
The English High School, Boston	50%	54%	53%	51%	48%
Homer Street Elementary, Springfield	26%	22%	19%	20%	20%

Figure 17: Students with Special Education Needs

	SY05	SY06	SY07	SY08	SY09
Academy Middle School, Fitchburg	15%	18%	21%	24%	22%
Duggan Middle School, Springfield	22%	27%	26%	28%	29%
Putnam V-T High School, Springfield	28%	27%	25%	22%	22%
The English High School, Boston	21%	21%	20%	23%	19%
Homer Street Elementary, Springfield	11%	10%	14%	13%	18%

Figure 18 presents single-year student mobility trends for each of the four schools, calculated using ESE-provided student-level data files. The mobility percentage represents the proportion of students who either:

- a. Were enrolled at the school as of October 1 (the fall SIMS reporting date) but withdrew prior to the end of the year for reasons other than graduation or acquisition of a Certificate of Attainment, or
- b. Were enrolled at or graduated from the school at the end of the year but had not been at the school as of the October 1 reporting date.

Figure 18: Single-Year Student Mobility Rates

	SY05	SY06	SY07	SY08
Academy Middle School, Fitchburg	11%	16%	21%	16%
Duggan Middle School, Springfield	18%	26%	22%	15%
Putnam V-T High School, Springfield	16%	17%	14%	13%
The English High School, Boston	23%	21%	24%	21%
Homer Street Elementary, Springfield	18%	34%	36%	29%

Note: The methodology used to estimate mobility differs from that used in earlier Interim Reports. Also note that students who arrived at the school after October 1 but left prior to the end of the year were not reported as an enrolled student in either the October or end-of-year SIMS files, and are therefore not included in this analysis. Exact arrival and departure dates cannot be identified, but fall between ESE reporting periods in October and June of a given school year.

B. Staffing and Teacher Qualifications

Figure 19 through Figure 25 present ESE baseline data relative to staffing levels and the qualifications of teaching staff. Because ESE staffing data is not currently available for SY09, and the methodologies by which preliminary calculations presented within the report are not identical to ESE data collection protocols, this set of figures omits current-year data. For the four schools in the initial cohort this four year trend represents a three-year historical baseline prior to entry into the Initiative and immediate changes in the conversion year (SY08), while for Homer Street, this data represents a four-year historical baseline.

Figure 19: Total Number of Teachers

	SY05	SY06	SY07	SY08
Academy Middle School, Fitchburg	46	45	41	34
Duggan Middle School, Springfield	62	66	59	42
Putnam V-T High School, Springfield	120	130	134	153
The English High, Boston	107	96	80	70
Homer Street Elementary, Springfield	38	39	36	35

Figure 20: Student-to-Teacher Ratios

	SY05	SY06	SY07	SY08
Academy Middle School, Fitchburg	12.1 to 1	11.6 to 1	11.4 to 1	10.9 to 1
Duggan Middle School, Springfield	14.0 to 1	10.6 to 1	13.2 to 1	10.5 to 1
Putnam V-T High School, Springfield	8.3 to 1	9.0 to 1	10.0 to 1	9.6 to 1
The English High, Boston	11.7 to 1	13.7 to 1	15.6 to 1	11.7 to 1
Homer Street Elementary, Springfield	10.9 to 1	8.9 to 1	9.1 to 1	11.0 to 1

Figure 21: Percent of Teachers Licensed in Teaching Assignment

	SY05	SY06	SY07	SY08
Academy Middle School, Fitchburg	90%	96%	99.5%	100%
Duggan Middle School, Springfield	71%	62%	78%	76%
Putnam V-T High School, Springfield	85%	61%	76%	74%
The English High, Boston	87%	95%	96%	99%
Homer Street Elementary, Springfield	84%	90%	94%	96%

Figure 22: Total Number of Core Academic Teachers

	SY05	SY06	SY07
Academy Middle School, Fitchburg	37	42	38
Duggan Middle School, Springfield	46	55	47
Putnam V-T High School, Springfield	41	74	79
The English High, Boston	69	89	67
Homer Street Elementary, Springfield	33	32	27

Note: Beginning in SY08, this indicator is no longer reported by ESE.

Figure 23: Total Number of Classes in Core Academic Areas

	SY08
Academy Middle School, Fitchburg	86
Duggan Middle School, Springfield	134
Putnam V-T High School, Springfield	247
The English High, Boston	218
Homer Street Elementary, Springfield	165

Note: ESE began collecting and reporting this indicator through EPIMS, beginning in SY08.

Figure 24: Percent of Core Academic Teachers Identified as Highly Qualified

	SY05	SY06	SY07
Academy Middle School, Fitchburg	96%	98%	99.5%
Duggan Middle School, Springfield	67%	55%	66%
Putnam V-T High School, Springfield	83%	63%	68%
The English High, Boston	79%	94%	90%
Homer Street Elementary, Springfield	85%	91%	96%

Note: Beginning in SY08, this indicator is no longer reported by ESE.

Figure 25: Percent of Core Academic Classes Taught by Teachers Who Are Highly Qualified

	SY08
Academy Middle School, Fitchburg	100%
Duggan Middle School, Springfield	63%
Putnam V-T High School, Springfield	71%
The English High, Boston	88%
Homer Street Elementary, Springfield	99%

Note: ESE began collecting and reporting this indicator through EPIMS, beginning in SY08.

C. Student Indicators

Figure 26 through Figure 29 present ESE data relative to student indicators, including attendance rates; rates of retention, or the proportion of students reported to have repeated the grade in which he or she was enrolled during the previous school year; dropout rates; and four-year cohort graduation rates. For the four schools in the initial cohort, trends represent a historical baseline prior to entry into the Initiative and immediate changes in the conversion year (SY08). For Homer, these data represent a historical baseline only. Dropout rates are only reported for the high schools. In addition, data regarding student retentions were not available for SY07 and SY08, and drop-out rates were not available for SY08. As such, figures presenting these indicators (Figure 27 and Figure 28) omit data for these years.

Figure 26: Student Attendance Rate

	SY05	SY06	SY07	SY08
Academy Middle School, Fitchburg	94%	93%	92%	91%
Duggan Middle School, Springfield	85%	89%	89%	93%
Putnam V-T High School, Springfield	88%	88%	87%	87%
The English High School, Boston	83%	85%	84%	88%
Homer Street Elementary, Springfield	92%	92%	93%	92%

Figure 27: Retention Rates

	SY05	SY06
Academy Middle School, Fitchburg	7%	4%
Duggan Middle School, Springfield	5%	4%
Putnam V-T High School, Springfield	18%	4%
The English High School, Boston	15%	21%
Homer Street Elementary, Springfield	6%	2%

Figure 28: Student Dropout Rates

	SY05	SY06	SY07
Putnam V-T High School, Springfield	9%	6%	7%
The English High School, Boston	6%	10%	14%

Figure 29: Four-Year Graduation Rates

	SY05	SY06	SY07	SY08
Putnam V-T High School, Springfield	n/a	49%	53%	57%
The English High School, Boston	n/a	57%	49%	52%

Note: ESE began reporting this indicator for SY06.

D. Recent School Performance: AYP Determinations 2004-2008

These and other more detailed school-level AYP summaries are available for download at <http://profiles.doe.mass.edu/ayp2008.aspx>. In the historical data tables, a “yes” indicates that the school met its AYP target for that particular year, while a “no” indicates that the school did not meet AYP.

Figure 30: Academy Middle School: 2008 AYP Data Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ELA	Improvement Year 2	Low	Declined
MATH	Restructuring Year 2	Very Low	Declined

		2004	2005	2006	2007	2008
ELA	Aggregate	Yes	Yes	No	No	No
	All Subgroups	No	Yes	No	No	No
MATH	Aggregate	No	No	No	No	No
	All Subgroups	No	No	No	No	No

Figure 31: Duggan Middle School: 2008 AYP Data Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ELA	Restructuring Year 2	Low	On Target
MATH	Restructuring Year 2	Critically Low	Improved Below Target

		2004	2005	2006	2007	2008
ELA	Aggregate	No	No	No	No	Yes
	All Subgroups	No	No	No	No	No
MATH	Aggregate	No	No	No	No	No
	All Subgroups	No	No	No	No	No

Figure 32: Putnam V-T High School: 2008 AYP Data Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ELA	Restructuring Year 2 - Subgroups	Moderate	Above Target
MATH	Restructuring Year 2 - Subgroups	Moderate	Above Target

		2004	2005	2006	2007	2008
ELA	Aggregate	Yes	No	No	No	Yes
	All Subgroups	No	No	No	No	No
MATH	Aggregate	Yes	No	No	No	Yes
	All Subgroups	No	No	No	No	No

Figure 33: The English High School: 2008 AYP Data Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ELA	Restructuring Year 2 - Subgroups	Low	No Change
MATH	Restructuring Year 2 - Subgroups	Low	No Change

		2004	2005	2006	2007	2008
ELA	Aggregate	No	Yes	Yes	Yes	No
	All Subgroups	No	No	No	No	No
MATH	Aggregate	Yes	No	No	Yes	No
	All Subgroups	No	No	No	No	No

Figure 34: Homer Street Elementary: 2008 AYP Data Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ELA	Restructuring Year 2	Very Low	Declined
MATH	Restructuring Year 2	Very Low	No Change

		2004	2005	2006	2007	2008
ELA	Aggregate	No	No	Yes	No	No
	All Subgroups	No	No	No	No	No
MATH	Aggregate	No	No	No	Yes	No
	All Subgroups	No	No	No	No	No