

Dartmouth Public Schools: A Community of Learners



*Dartmouth Public Schools
Entry Findings
April 22, 2024*

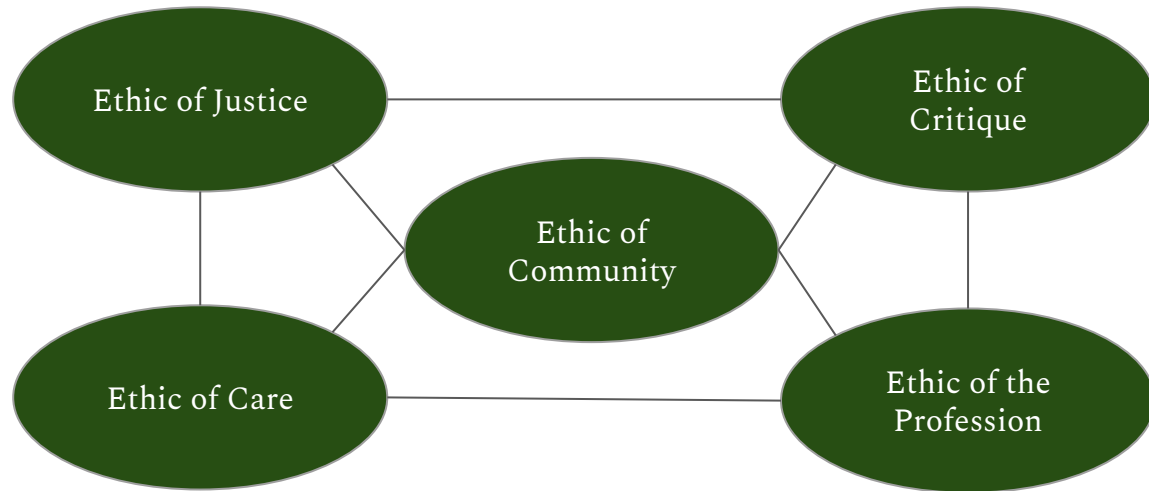


Ethics of an Organization

My belief is that the Dartmouth School District must act as an Ethical Organization.



Ethics of an Organization



Why Entry Plan?

To gain a deep understanding of the Dartmouth Community in its current state and identify areas of strength and areas for growth.

This entry planning consists of 4 phases.



Phases of the Entry Plan

Phase 1: April 2023 - ongoing

Community Building

- District Leader Team
- Principals
- Educators
- Students
- Faculty
- Town Leaders
- Families

Phase 2: August -ongoing

Listening and Learning

- Establish DLT
- Student Advisory
- Listening Tours i.e. Teachers, PTO, SEPAC etc
- Establish relationships with local media

Phase 3: November -ongoing

Analyzing Data

- District Review
- MCAS Results
- STAR Results
- DIBELS Data
- Graduation Rates
- Portrait of a Learner
- Prior District Strategic Plan
- Survey Results: i.e. faculty, students, families

Phase 4: December - on-going

Sharing Findings

- Draft Report
- Present findings to stakeholder groups i.e. School Committee, Faculty and Staff, Students, Families, Leadership, Community, etc.



Analysis of District Data

Data Artifacts

Review of District Artifacts i.e. budget documents, prior S.C. meetings, newsletters, media, prior strategic plan

DESE District Review (2021)

Community Survey

Student Survey

Staff/Faculty Survey

Student Achievement Data, i.e., MCAS, A.P. Data, DIBELS, STAR, etc.



Framing the Major Themes & Findings

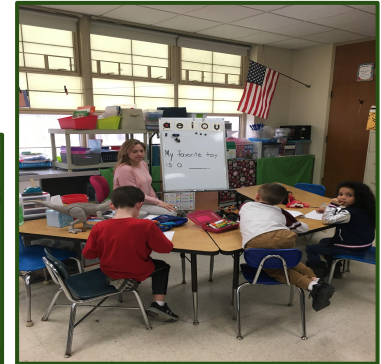
Teaching and Learning	Safe and Supportive Schools	Family and Community Engagement	Budget and Capital Improvements
Academic Achievement	Safety and Security	Community Engagement	Budget and Finance
Curriculum and Instruction, and Technology	Extracurricular Opportunities	Stakeholder Engagement	Enrollment Changes
Professional Development	Social Emotional Development	Communication, Collaboration and Community Expectations	Building Compliance and Safety Regulations, Aging Infrastructure

Diversity, Equity, Inclusion, Belonging



Teaching & Learning

Our dedicated educators have implemented innovative teaching methods to foster a dynamic and engaging learning environment. *The education landscape is ever-evolving, and Dartmouth Schools are dedicated to embracing change.* Our commitment to adaptability and innovation ensures that we provide a forward-thinking education that prepares students for the challenges and opportunities of the future.



Summary Achievement Analysis

While high school graduation rates are above the state average for the “All Students” subgroup, **discrepancies exist between our “All Students” group and our “High Needs” student groups**, particularly those of students with disabilities and low incomes.

Analysis of discipline data indicates a disproportionate number of disciplinary actions taken against select student populations, highlighting **potential disparities in disciplinary practices**.

MCAS scores indicate that **approximately 50% of students are meeting or exceeding expectations**.

Notably, 49% of our students are partially or not meeting expectations, and learning experiences are inconsistent across the District. Formative data collection exists at the elementary level, i.e., DIBELS, STAR, and Classroom assessments.

**Less formal, standardized data is available to examine at the middle and high school levels.*

Leaders understand that achievement data can and should be improved. Subgroup data is recognized as an area of particular concern. Additionally, there is an acknowledgment that data in the Dartmouth Public Schools has not been used to its maximum potential.



Student Achievement

District Name	2023 Enrollment				2023 Next Generation MCAS					
					Meeting or Exceeding Expectations					
					Grades 3-8		Grades 5 and 8	Grade 10		
	Total Enrollment	Low Income %	SWD %	ELL %	ELA	Math	Science	ELA	Math	Science
Ashburnham-Westminster	2309	25.6	17	2.3	43	41	44	59	49	44
Blackstone-Millville	1468	32.7	17.4	2.2	39	39	32	54	36	35
Danvers	3235	25.1	19.9	2.5	46	42	40	56	39	51
Dartmouth	3370	30.2	19.2	1.9	52	52	43	63	56	44
Dudley-Charlton Regional	3429	32.8	17.9	3.5	41	39	39	50	50	47
East Bridgewater	2063	27.8	18.3	2.6	46	40	42	48	36	35
East Longmeadow	2541	27.4	20.9	1.8	45	43	48	64	49	55
Middleborough	3036	39.8	18.9	2.3	36	38	44	52	42	49
North Attleborough	3916	24.8	20.2	3.1	48	46	54	70	59	59
Triton	2231	30.6	19.9	1.4	47	45	55	57	56	43
Whitman-Hanson	3539	29.9	17.5	4.7	44	42	48	58	47	48
Mean	2831	29.7	18.8	2.6	44.3	42.5	44.5	57.4	47.2	46.4
Median	3036	29.9	18.9	2.3	45	42	44	57	49	47



Summary Teaching and Learning Feedback

Curriculum Resources: While the district's curriculum is standards-based, **there is a need for updated, high-quality instructional materials** in several content areas. Additionally, the lack of access to high-quality instructional materials in areas such as science will likely contribute to student performance on the STE MCAS exam.

Professional Development: Teacher feedback indicated a desire for more **personalized and relevant professional development**. A focus on differentiated training to meet diverse teaching needs is recommended and emerged as a theme in the educator survey.

“Professional development offerings should be targeted and focused to support school and district-wide initiatives AS THEY PERTAIN TO YOUR ROLE IN DPS,” “I believe professional development needs to be more differentiated for different grade levels,” and “PD is often directed at classroom teachers and does not often have choices that are beneficial for specialists/interventionists.”

Instructional Technology: While the district has a basic technology infrastructure, **integrating technology into the curriculum can be improved**. Recent local allocations for technology require the District to identify alternative means of supporting schools' rapidly changing technology needs.





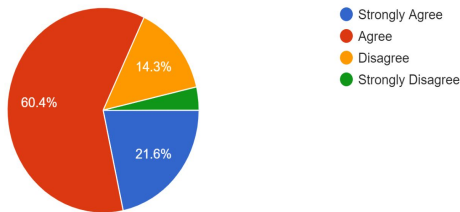
Safe and Supportive Schools

Student survey data indicates a strong sense of belonging in the Dartmouth Schools. Students generally feel as if educators care about them and are invested in their success. There is a general sense of well-being and belonging in the Dartmouth Schools. Students appear engaged, and teachers are happy. *Many Dartmouth students express a strong sense of belonging and pride in their school community.*



Safe & Supportive Schools Findings

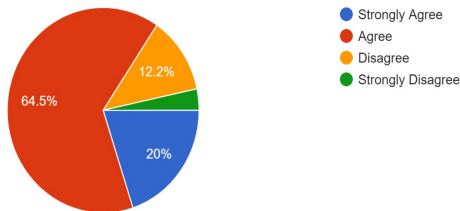
I feel like I belong at DHS.
656 responses



Data collected from families, caregivers, and high school students **indicate a strong sense of belonging exists** within the Dartmouth Public Schools which is critical to supporting student success.

Family and caregiver responses **highlight that there are trusted, caring professionals within their child(ren)'s school** who know their child(ren) well and support them in achieving their goals.

If I am absent, there is a teacher or some other adult at school that will notice my absence.
656 responses



Data collected from families, caregivers, and high school students **indicate that most feel as if students are treated fairly by faculty and staff.**



Safe and Supportive Schools Findings



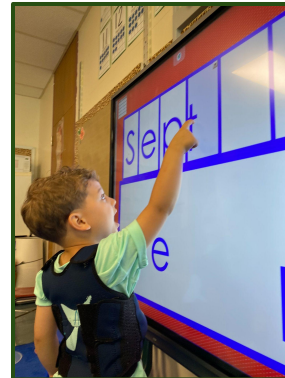
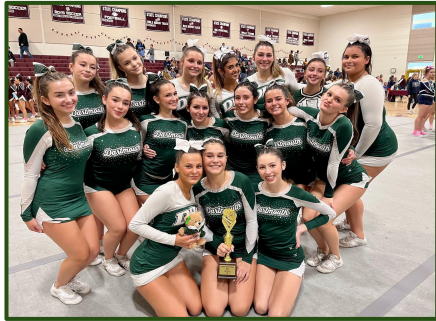
Dartmouth Public Schools maintains a positive relationship with local **first responder agencies**, including the Dartmouth Police Department and Dartmouth Fire Districts, which assist each school with regular school safety drills.

Dartmouth Public Schools **are committed to ensuring school safety and security** regularly reviewing and updating its Comprehensive Emergency Management Plan as well as by practicing with faculty, students, and staff to prepare for various emergency scenarios often with feedback from our local first responders.

Dartmouth Public Schools recognize that fostering a safe & supportive school environment transcends physical safety and **provide a number of supports to address the increasing social-emotional wellness and mental health needs of our students.**



Social Emotional Development & Extracurricular Activities



	Number of Programs	Number of Students
Athletics	56	1016
Clubs & Activities	64	739
Music	9	293
Totals	129	2048



Family and Community Engagement

Our schools are an integral part of the broader Dartmouth community, and we cherish our partnerships. *This year, we have seen increased collaboration and engagement between parents, staff, and local organizations.* Together, we are building a solid support network that contributes to the overall well-being of our students and community.



Dartmouth Public Schools

SUPERINTENDENT'S FAMILY FORUM

Dartmouth High School Auditorium
March 6th
6 p.m.-7:30 p.m.

1

Topics Will Include:

- School Budget
- Teaching & Learning
- Student Services
- Technology & More

All families & community members are invited to meet the Central Office Team and provide feedback that will inform the future focus of our school district!

www.dartmouth.school



Summary of Family and Community Engagement

School-based administrators are *accessible and approachable* for students and families/caregivers.

The district leadership team's *decisions align with the best interests of students*.

My child(ren)'s school *offers sufficient support and resources for student mental health and social-emotional well-being*.

Families believe that there is at *least one trusted adult at school who knows their child(ren) well* and assists them in meeting their goals.

The school *fosters a sense of belonging and community* among students.

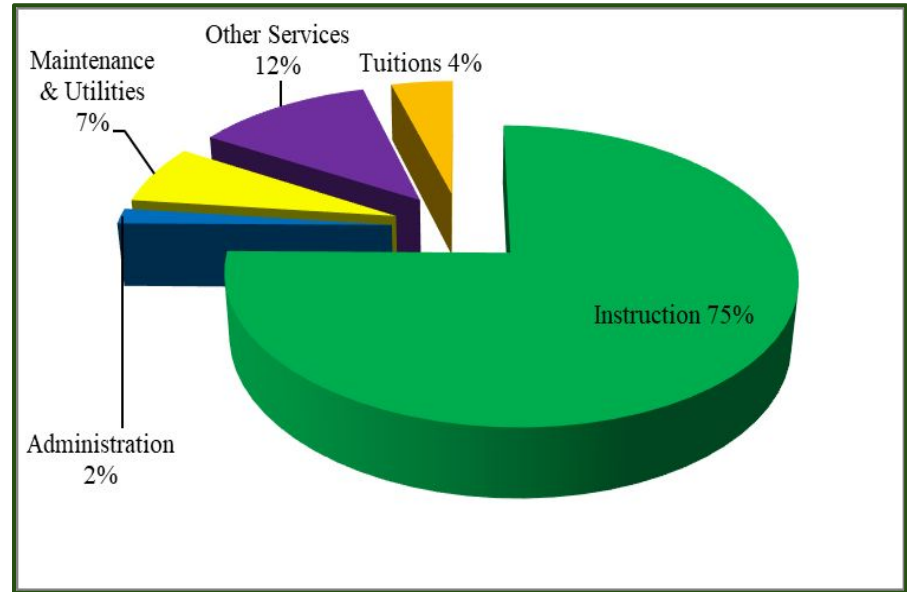
The district leadership team *promotes diversity, equity, inclusion, and belonging* within the district.

The district leadership team is *responsive to the needs* of students and their families/caregivers.



Budget and Capital Improvement

It is important to meet the local community's expectations regarding the quality of education and school facilities. Balancing community needs with budget constraints remains a challenge.



Summary of Budget and Capital Improvements

A budget review revealed limitations in funding essential programs and maintaining the current level of service. Strategic budgeting adjustments and increased funding are necessary to prioritize educational initiatives and student support services.

The Dartmouth Schools face budgetary constraints because of reliance on state funding, local taxes, and other sources. *Limited funding may restrict the ability to address various needs, including facility upgrades.*

Shifts in student enrollment impact the planning for facilities and staffing. *Declining student populations, coupled with higher student needs, necessitate adjustments to accommodate changing educational requirements.*

Older school buildings *require extensive repairs and upgrades* to meet modern educational standards and technology requirements.

Schools must comply with safety regulations and accessibility standards. Meeting these requirements involves facility modifications and upgrades.

The Town and School Community are engaged in long term capital improvement planning. This process is focused on strategically planning the replacement of four schools over approximately 30 years.

Families and community believe that the district leadership team effectively manages budget and financial resources.



Strengths, Challenges, Opportunities, Risks (SCOR)

Analysis of Major Themes & Findings

	Teaching and Learning	Safe and Supportive Schools	Family and Community Engagement	Budget and Capital Improvements
Strengths	Academic Achievement of most Dartmouth students.	Most Dartmouth students feel a sense of belonging and well-being in school.	Dartmouth Schools are the hub of the Community and create a sense of great pride.	School department has financial expertise, strong budgetary practices and transparency.
Challenges	Utilization of Data and Access to High-Quality Instructional Materials (HQIM) and Instructional Technology to Drive Instruction.	Some students struggle to access/participate in the greater school community.	There are families in the community that are disconnected from the schools and feel more communication is needed.	The District is experiencing increased costs and the Town is struggling to keep up the pace.
Opportunities	Professional development supporting implementation of research-based HQIM leads to increased student outcomes.	Provide additional access for student participation at all levels of the Pk-12 experience.	Bolster interactions and seek multiple ways to engage all families and stakeholder groups.	Invite and strengthen the school department, town government and residents to create a joint vision that meets the needs of all.
Risks	Dartmouth is at a financial crossroads. Solutions must be found to ensure the continued viability and sustainability of the Community's commitment to excellence.			



District SCOR Analysis

Strengths: Dedicated teaching staff committed to providing students with an exemplary education.

Challenges: Aging infrastructure, budget constraints, curriculum resources, teacher leadership opportunities, and communication gaps. Facilities upgrades and improvements need to be planned, and resources need to be allocated.

Opportunities: Strategic partnerships with higher education institutions, local businesses, and community groups for additional resources.

Risks: Limited financial resources and potential enrollment declines.



Future of Dartmouth

Together, we are on a *journey of continuous improvement* to create a learning environment where every student thrives academically and social-emotionally. We are committed to upholding *ethical ideals* and working collaboratively with stakeholders toward a future of excellence *celebrating diversity, equity, inclusivity, and creating a sense of belonging* exemplified by our vision of “*One Dartmouth.*”

