Anne S. Wilson
Summative Report – March 27, 2015

Superintendent's Goals 2014-2015 *(approved 10/03/14)*

<u>Student Learning Goal</u>: I will work with the administrative team to enhance our ability to meet the varied learning needs of all students as measured by district common assessments and standardized assessments. I will place emphasis on reducing proficiency gaps for students in the SWD and LI subgroups. Proficiency gaps for students with disabilities and students from low-income homes will have decreased by 2% or more as reflected on Spring 2015 standardized tests.

Related Standard of Effective Administrative Leadership Practice:
Standard I: Instructional Leadership – Indicator/Element I-B-1, I-B-3, I-C-1, I-C-2, I-D-1, I-D-2, I-D-4, I-E-1, I-E-3
Standard II: Management and Operations – Indicator/Element II-C-2, II-E-1
Standard III: Family and Community Engagement – Indicator/Element III-B-1
Standard IV: Professional Culture – Indicator/Element IV-A-1, IV-D-1

Related SPS Strategic Objectives: #1 Ensure that all students have access to high quality, research-based, differentiated content and high-quality instructional practices in a safe environment; #2 Align district curriculum to content standards to enhance rigor and coherence; and #3 Analyze student-learning data consistently to inform instruction and improve student achievement.

Key Actions:
- Review and analyze student achievement data for aggregate, SWD and LI subgroups with administrative team. *Completed and ongoing work at individual schools and at the district level throughout end of school year.*
- Work with administrative team to analyze type of service delivery and other supports for students in SWD and LI subgroups and evaluate for trends related to achievement. *Completed and ongoing work at individual schools as well as district-level planning for FY16.*
- Identify measures of achievement in addition to standardized test scores and report progress for all students 2014-2015 and 2015-2016. *Common assessments and district determined measures have been identified and implemented in mathematics and ELA at the elementary level. Common assessments are in development at the middle school level with some being implemented. This work will be ongoing based upon evaluation of assessments currently in use.*
- Work with Assistant Superintendent to focus professional development activities to support implementation of standards aligned curriculum and effective instructional strategies, including specification of challenge learning opportunities. *In progress and continuing. Current year PD offerings reflect this work (see PD offering grids attached to mid-cycle report as Exhibit A).*

- Work with principals through focused classroom observations and de-brief sessions with school leaders and district curriculum and special education administrators. *In progress and continuing throughout the school year.*

Evidence:
- Agendas from relevant administrative team meetings. (sample included in the mid-cycle report as Exhibit B and as Exhibit A following this summative report)
- Calendar of school visits for classroom observations. (sample calendar included in the mid-cycle report as Exhibit C and continuing monthly through May 2015 with informal visits in June)
- Summary of actions taken as a result of data analysis. (provided at 10/8/14, 10/22/14, 02/11/15, and 03/18/15 SC meetings.) In addition, at each State of the School presentation specific actions at school sites were discussed based on the needs at the individual school.
- School Committee presentations from Student Services and Teaching and Learning departments *(10/8, 10/22, 02/11, 3/18, to be presented 04/29*).
- Report of district assessment data for selected common assessments, disaggregated by subgroups. Selected common assessment summary data is included in this summative report under the heading "District Determined Measures/Common Assessments" below.
- Standardized assessment data, disaggregated by subgroup. *(see MCAS 2014 data presentations: MCAS 2014-Math, MCAS 2014-EL/A, and MCAS 2014-Summary*.)

Summative Report:

Beginning with the administrative training in August, the team has focused on building our capacity to meet the diverse learning needs of our students. In a multi-step approach including professional development, collaboration time for administrators and classroom educators, and the supervision and evaluation process, the district has an explicit focus on this most important work. The following steps have been taken thus far (through March 27) for FY15:
- Administrative training and professional reading in the areas of: leading for success for all students, data driven instruction, professional capital, and instructional technology. (Related agendas were attached to the mid-cycle report)
- Administrator SMART goals include student-learning goals related to the identified areas of need, providing a focus on capacity building at the administrative level that is consistent across the school district.
- A "deep dive" analysis of the Spring 2014 MCAS data, including an emphasis on individual scores for students with disabilities and students from low-income homes. This work was coordinated with the work of team chairs and administrators who have utilized the analysis to enhance learning opportunities at the school sites. This effort also includes work in the supervision and evaluation of staff through an emphasis on review of available data when identifying areas of focus for SMART goals. Finally, a

reallocation of the district social worker's time to both Loring and ECMS has enhanced opportunities for students from low- income homes and helped foster stronger connections to families.

- Achievement data for specific cohorts (students with disabilities, students from low-income homes, ELL, METCO) has been disaggregated in order to set individualized learning objectives for students and to monitor their progress.

- We (superintendent, director of student services, director of early childhood, site principal) conducted joint classroom observations and de-brief sessions at each school in October and with the mathematics curriculum coordinator in November and the ELA curriculum coordinator (December and January due to snow day cancelations). For the remaining visits, principals choose a different area of focus for each month (Science, Special Education Programs, World Language, PE, Music, Art, UA, Special Education Assistants). School visits including classroom observations and de-brief sessions will continue through the end of May with informal classroom visits during June. The visits are not intended to be evaluative in regard to the classroom observations but are instead more focused on identifying areas of strength and challenge within our programs and our capacity to meet diverse student needs. In addition, the de-brief sessions also are intended to enhance capacity of supervisors and to create consistency across schools in this regard. Results of these visits include feedback regarding individual needs of students, modifications in scheduling, site leadership providing supervision, further research into necessary resources/staffing efficiency and effectiveness, and identification of best practices that can be shared across the district.

- Professional development has a coherent focus on meeting the needs of diverse learners through opportunities to analyze data, learn new strategies, share effective practice, and collaborative efforts to design units of study as well as common assessments. The implementation of the 1:1 devices at Curtis has provided daily opportunities to enhance learning for all learners as well as for teachers to have "in the moment" data regarding student progress, which enhances the teacher's ability to make adjustments as needed or to provide specific support/challenge, in real time. As an example of the success of our professional development and support, please refer to Mr. O'Brien and Ms. Kerrigan's presentation, slide #18 at: District Goals Update #3 - 03 18 15 for information regarding staff feedback for on-site support and professional development offered for 1:1 implementation.

- Presentations to School Committee on 10/8 and 10/22 detailed specific actions that were taken as a result of review of 2014 MCAS results as well as examples of implementation of differentiation to meet the needs of students who require more challenge. Specifically, see: Slides 12, 22-26, and 31-32 of Ms. Dixson's 10/22 presentation at: District Goals Update 10 22 14-Student Services; Slides 4-7 of Dr. Soalt's 10/8 presentation at: MCAS 2014-EL/A; and Slides 4-11 of Ms. McGinty's 10/8 presentation at: MCAS 2014-Math. In addition, site-specific actions related to particular challenges were discussed during each school's State of the School presentation.

District Determined Measures/Common Assessments

Kim Swain, Assistant Superintendent along with Jen Soalt, E/LA Curriculum Coordinator and Maggie McGinty, Mathematics Curriculum Coordinator lead this effort in collaboration with teachers and site administrators.

Educators in the district continue to implement and evaluate common assessments including teacher created and commercial assessments. Data from common assessments are used to inform instruction at the classroom and district level. Some common assessments are used to differentiate instruction based on a student's entry point as indicated by results of a pre-test or inventory of skills prior to a new unit of study. Other common assessments provide formative data and, finally, end of unit common assessments provide information on achievement after a unit or course of study has been completed. Additionally, common assessments measure curriculum alignment with content standards and help us to identify any need for adjustments in curriculum. Our common assessments include a combination of newly piloted/implemented district created assessments and commercial assessments that have been used in Sudbury, for many years, to inform instruction. Examples of common assessment usage are included in the mid-cycle report, Exhibit E.

Some of the SPS common assessments have been designated as District Determined Measures (DDMs) that will ultimately be used to determine a rating of impact on learning for each educator in the school district (teachers and administrators). A grid of the district DDMs may be viewed in the mid-cycle report as Exhibit G. Note on the DDM grid that there are several areas marked as "Extension" indicating that we have been granted an extension to identify an appropriate DDM for that educator role from MA DESE. Identification of DDMs is a collaborative effort involving representatives from all educator roles. Ultimately, each educator will have two DDMs and in accord with the SPS approved contract language, the educator impact ratings will be designated based on three years of data. This is the first year for collection of DDM data; however, no ratings will be issued for FY15.

Mathematics Common Assessments (data from selected common assessments)

We are in the process of piloting a variety of common assessments, many of which have been created by Sudbury teachers and are being administered across the district and some of which are commercial assessments that have been used by Sudbury teachers for many years. Teachers and administrators utilize the results of these assessments to inform instruction, to identify students who need additional support, and to identify students who need additional challenge. For example, a student who scores high on a pre-test would need additional challenge during the unit to promote learning and growth while a student

who scores lower than the class average on a pre-test will need additional scaffolding and support. Teachers and administrators also are analyzing the results to determine if the pilot assessments need revision. When administering any assessment, there is a period of review to determine if questions properly illicit information about student learning. Revisions to assessments or to the unit of instruction occur routinely to enhance opportunities for student learning.

Included below is a summary of four unique mathematics common assessments. Varied results at the different grade levels are evident in these data. While significant growth is noted for all groups on each assessment, we strive for higher student achievement on post-assessments. When post unit results are not as high as expected, overall, teachers look at how individual students performed and make instructional decisions to support students who have not mastered the content. The post assessment does not signal the end of learning opportunities for students in the particular area assessed. As described in the State of School presentations, each school has systems in place to provide support and challenge for individual students and groups of students.   Math coaches along with the math curriculum coordinator provide resources and model research-based instructional strategies to assist classroom teachers in this regard. The grade level math standards (and other content areas standards) may be viewed here: Massachusetts Curriculum Frameworks.

Data from a sampling of SPS Mathematics Common Assessments

Grade PK GOLD Assessment Growth Reports-Mathematics; three benchmark periods, Fall and Winter included below. These data represent 50% students with disabilities and 50% students without identified disabilities. Commercial Assessment – see information at: Teaching Strategies - GOLD assessment			
Age	**Fall 2014** **% Below (B)/ % Meeting (M)/ % Exceeding (E) growth range**	**Winter 2015** **% Below (B)/ % Meeting (M)/ % Exceeding (E) growth range**	**% meeting or above growth range for "widely held expectations"**
3 year olds	86% Below 13.3% Meeting 0% Exceeding	6% Below 46.7% Meeting 13.3% Exceeding	100%
4 year olds	61.1% Below 38.9% Meeting 0% Exceeding	19.4% Below 72.2% Meeting 8.3% Exceeding	97%

Grade 3   Multiplication and Division Assessment; Pre – November, Post - January
District Created Assessment - Associated Standards: 3.OA.1,2,3,4,5,6,8,9; 3.NBT.3

Aggregate (pre)	Aggregate (post)	Students w/ Disabilities (pre)	Students w/ Disabilities (post)	Students from LI homes (pre)	Students from LI homes (post)
45%	74%	28%	71%	32%	74%

Grade 5   Fractions Assessment; Pre – December, Post - February
District Created Assessment - Associated Standards: 5.NF.1,2,3,4

Aggregate (pre)	Aggregate (post)	Students w/ Disabilities (pre)	Students w/ Disabilities (post)	Students from LI homes (pre)	Students from LI homes (post)
37%	92%	23%	79%	14%	71%

Grade 6   Expressions and Equations Assessment; Pre – November, Post - January
District Created Assessment - Associated Standards: 6.EE.1,2,3,4

Aggregate (pre)	Aggregate (post)	Students w/ Disabilities (pre)	Students w/ Disabilities (post)	Students from LI homes (pre)	Students from LI homes (post)
26%	74%	17%	60%	Not available	Not available

English/Language Arts Common Assessments (data from selected common assessments)

As with mathematics, we also are in the process of piloting a variety of common assessments in E/LA, many of which have been created by Sudbury teachers and are being administered across the district this school year. In addition, there are several commercial assessments that have been utilized by Sudbury teachers for many years. Similar to how assessments are used in mathematics, teachers use a variety of commercial and teacher-made assessments, including written and oral formats to inform instruction, to identify students who need additional support, and to identify students who need additional challenge.

Included below is a summary of one commercial assessment used at multiple grade levels to assess reading. Information about this assessment may be found at: F&P BAS. You will notice that at the K level only 50 students were assessed in the fall – this represents students who entered K as readers. The entire group of K students were assessed in the winter and spring as they emerged as readers. Notice also that different numbers of students are assessed at each benchmark period for each grade level. This is one example of how we attempt to streamline time spent on assessment so that we are able to increase time on learning while still having the information we need to appropriately differentiate for diverse student learning needs. Teachers make decisions regarding which students are reading at a designated level and they may or may not be assessed if they exceed the benchmark level for that assessment period. As you review % of students exceeding benchmarks, take note that those students who already exceeded the benchmark are not included since they were not reassessed (meaning that % of students exceeding benchmark is higher than indicated). Teachers review these data and pay close attention to individual student results to inform instruction. District disaggregated data are not available at this time, however, each teacher takes into consideration the status of each individual student when reviewing data and considering interventions and/or changes in instructional activities.

As presented in the State of School presentations, each school has systems in place to provide support and challenge for individual students and groups of students. Literacy specialists along with the E/LA curriculum coordinator provide resources to assist classroom teachers and also teach model lessons and work with students during workshop model lessons to support students and teachers. The grade level E/LA standards (and other content areas standards) may be viewed here: Massachusetts Curriculum Frameworks.

The Fountas and Pinnell benchmark assessment system (BAS) enables a teacher to interpret a student's reading level based on their oral reading behaviors as well as their verbal and/or written responses to comprehension questions. The assessment is scored with a nationally normed rubric that distinguishes levels of texts in ascending alphabetical order, with "A" being the lowest level.

Benchmark levels for K, 1, and 2 are as follows:

Grade	Fall benchmark level	Winter benchmark level	Spring benchmark level
K	A	B/C	C/D
1	C/D	H	J
2	J/K	L	M

Grade K Fountas and Pinnell Benchmark Assessment - Reading Commercial Assessment used historically by SPS teachers.						
Benchmark	# Assessed	% Below	% Approaching	% Meeting	% Exceeding	% Meeting& Exceeding
Fall	50	0%	0%	0%	100%	100%
Winter	262	0%	6%	22%	72%	94%
Spring	209	1%	2%	11%	86%	97%

Grade 1 Fountas and Pinnell Benchmark Assessment - Reading Commercial Assessment used historically by SPS teachers.						
Benchmark	# Assessed	% Below	% Approaching	% Meeting	% Exceeding	% Meeting& Exceeding
Fall	276	2%	10%	7%	82%	89%
Winter	244	5%	6%	6%	84%	90%
Spring	247	9%	9%	15%	67%	82%

Grade 2 Fountas and Pinnell Benchmark Assessment - Reading Commercial Assessment used historically by SPS teachers.						
Benchmark	# Assessed	% Below	% Approaching	% Meeting	% Exceeding	% Meeting& Exceeding
Fall	312	7%	4%	7%	82%	89%
Winter	271	7%	5%	9%	79%	88%
Spring	294	5%	3%	14%	78%	92%

Students who are assessed to be "below" benchmark participate in an 8-week intervention program after which they are assessed on the previous benchmark level and the current level. Students who continue to perform below benchmark receive additional literacy support. Some of the students may receive special education services and they have goals aligned with their educational needs. If students have participated in intervention and there are additional data that reveal

particular challenges, a student who may not be identified as needing special education <u>may</u> be referred for an evaluation regarding eligibility for special education.

<u>Professional Practice Goal</u>: Develop more effective ways to communicate school district progress. Publish a District Report Card by the end of the 2014-2015 school year.

Related Standard of Effective Administrative Leadership Practice:
Standard I: Instructional Leadership – Indicator/Element I-E-1, I-E-2, I-E-3
Standard II: Management and Operations – Indicator/Element II-E-1
Standard III: Family and Community Engagement – Indicator/Element III-C-1
Standard IV: Professional Culture – Indicator/Element IV-A-1, IV-A-2, IV-D-1, And IV-D-2

Related SPS Strategic Objectives: #3 Analyze student-learning data consistently to inform instruction and improve student achievement and #4 Align resources to instructional core needs in a manner that sustains excellence and enhances the effective and efficient use of resources.

Key Actions:
Convene a district-wide team to review available data and identify key data points to communicate. In progress.
Facilitate development of District Report Card. In progress, expect District Report Card to be published by the end of May 2015.
Research whether there is a need for a Data Analyst position at SPS. Delayed one year due to budget deficit.

Evidence:
Agendas/Minutes from district-wide team meetings.
District Report Card to be posted for the community by the end of May 2015.
Recommendation regarding Data Analyst position.
Summative Report:

The District Report Card team including: Kim Swain, Mary Will, Michael O'Brien, Stephen Wiltshire, Paula Moore, Betsy Grams, Annis Chwalek, Cara Maxwell, Bob Armour, and Anne Wilson met on the following dates: 11/17/14, 12/8/14, and 01/12/15. The team will meet again on March 30, 2015 to determine the final template for the District report Card. At our first meeting on 11/17, we articulated the goal of the team to be: Identification of salient data points for a one-page report card that would give information about district, including what is going well, where challenges lie. The report card would allow for clearer communication with the community and form the foundation for improvement efforts. The first report card would be shared in the spring of 2015 with a timeline for updates to be determined at a later date. The team brainstormed possible topics to be included in the report card and we divided into subcommittees to identify potential data points to be discussed at the next meeting. At the meeting on 12/8, subcommittees reported on potential data points within their assigned topic. Topics

considered include: parents satisfaction; teacher satisfaction; breadth of offerings/extra-curriculars; student success/connectedness; student demographics; district finances; and assessment/achievement. When the team met on 01/12/15, we narrowed our focus and agreed upon the specific data points to be included for each topic area on the District Report Card.

*Minutes from the 11/17/14 and 12/8/14 meetings are included in the mid-cycle report as Exhibit D and minutes from the 01/12/15 meeting are included in this summative report as Exhibit B.

District Goals (approved June 25, 2014)

District Goal #1

Enhance our ability to meet the needs of all learners.
   a. Articulate a system-wide definition of inclusive education and determine necessary resources to enhance opportunities for all learners
   b. Expand strategies to address proficiency gaps, focus on SWD and LI subgroups
   c. Identify learning opportunities to challenge students who master content within the ELA and Math curriculum
   d. Embed a focus on inclusive educational practices and meeting diverse student needs within all professional development work
   e. Identify District Determined Measures (DDMs) and begin to report progress on District Common Assessments

Goal #1 Summative Report:

Inclusive Education
A district-wide team has been under the leadership of Ms. Debbie Dixson; Student Services Director has focused on defining inclusive education in Sudbury. A summary of accomplishments to date and anticipated continuation of this work is included below. Please see slides 8-14 of Ms. Dixson's 10/22/14 presentation to School Committee for additional relevant information at: District Goals Update 10 22 14-Student Services.

Accomplished to date:
   • Committee formed including representation from across the district (general education/special education, elementary/middle school)

- Five meetings held to date 10/29/14, 11/12/14, 12/3/14, 2/11/15, and 3/11/15. The team is scheduled to meet again on April 8, 2015 and we anticipate that additional meetings will be scheduled for FY15 and the work will continue into FY16.
- Agreed that "inclusion" includes students receiving special education, students from low income homes, students of color, gender identity, ELL
- Explored beliefs through the following activities:
    o Viewed "Including Samuel" and discussed implications for practice at SPS
    o Shared and discussed information previously presented to administrators including Principle of Least Dangerous Assumption, Tom Hehir's definition of inclusion and a variety of additional inclusion definitions
    o Created a Wordle that captured the thoughts of the team in words that reflect inclusive education (may be used as a document cover, poster, etc.)

- After much review, reading and reflection from the first half of the year, the team met the charge of "defining" inclusive education in Sudbury through a Theory of Action model. The following reflects the work the committee completed at the 3/11/15 meeting:

    o Using the vision of the district, "We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring, collaborative members of the school and wider communities" as the overarching goal, the committee has put forth the following Theory of Action statement:

If we set a clear expectation for a community where <u>all</u> students are respected, valued, and included by peers, teachers, parents, and the community at large, then we will achieve an inclusive environment where students feel safe and thrive socially, emotionally, physically and academically.

*It is anticipated that this statement will be edited and revised throughout the spring of 2015. In addition to any revisions, next steps include adding strategic objectives and initiatives.
- During the month of March, team members are working in their buildings to collect information about practices that reflect inclusive thinking to be added to the final inclusion document.

    o The committee has a vision to create a document that provides teachers with guidance on considerations for inclusive practices for each area (SES, Special Ed, ELL, etc.) with examples and resources. Some examples might include:

        - Before giving homework that requires Internet connection, consider whether each student has access to technology at home.

- Before creating a homework club that starts before school, ensure that all students are able to attend regardless of where they live.
- Before school pictures are taken, ensure that all students, even those in sub separate programs, are included in the class photo.

In addition to the work of the Inclusive Education team, several other activities and strategies to promote inclusive education are currently being piloted across the district. During each school's State of the School presentation, examples of inclusive practices were detailed. These practices include but are not limited to the following:

- A variety of co-teaching models have been piloted at the elementary and middle school levels with encouraging early results for enhanced student learning opportunities and progress.

- Professional development has been provided for an increasing number of general and special education teachers to engage in co-teaching strategies.

- Purposeful blocks of time for differentiated instruction and/or flexible grouping models are in place in all schools to provide appropriate challenge and support for all learners.

- Administrators and individual school staff have engaged in book studies of research-based strategies to expand our capacity to meet the needs of all learners, whether or not a large cohort exists in a particular subgroup.

- For FY15, we reallocated and increased staffing in the areas of social/emotional/behavioral support to facilitate safe learning environments for all students.

- We have enhanced our connection to and collaboration with SEPAC through monthly meetings between the SEPAC chairperson, the Director of Student Services, and the Assistant Superintendent.

- We have supported the instructional core with a focus on inclusive education in our budgeting process for FY16 by allocating additional resources to a dedicated middle school student services administrator, co-teaching strategies, and increased social/emotional/behavioral support. By enhancing these resources, we support including a wide range of learners in general education learning environments.

The work of the Inclusive Education team and the focus of district staff on inclusion will continue into FY16 and beyond. The breadth of work to be accomplished is more than originally anticipated and we are committed to taking the time necessary for research, thoughtful consideration, professional development, and implementation of practices that will enhance educational opportunities for all learners. A final Student Services report, including the progress of the Inclusive Education team and the Tiered System of Support

team, for the '14-'15 school year will be included in the fourth SPS Goals update at an upcoming school committee meeting.

<u>Strategies to address gaps and need for challenge</u>
We continue to address proficiency gaps and, in particular, we have focused on the Students with Disabilities (SWD) and Students from Low Income Homes (LI) subgroups. During the MCAS 2014 review presentation, we reported an increase in the performance of the LI subgroup in both ELA and mathematics, while the SWD subgroup performance increased in mathematics but decreased in ELA. To review the data, see slides 17-20 at: [MCAS 2014-Summary](#).

As presented during the School Committee meetings on 10/8 and 10/22, research based strategies are being implemented and others newly developed to address needs identified through MCAS and other assessments. Unit and assessment development and professional development offerings address gaps as well as the need to challenge students with a higher level of skills in a particular content/topic. Presentations at the 10/8 and 10/22 School Committee meetings included specific information regarding strategies which may be reviewed as follows: ELA here: [MCAS 2014-EL/A](#); Math here: [MCAS 2014-Math](#); and, Student Services, in particular slides #22-32, may be reviewed here: [District Goals Update 10 22 14-Student Services](#). Information about specific analysis and actions at individual school sites was provided during each State of the School presentation.

Additionally, a "Superintendent Chat" for parents to share "what it looks like if my child is challenged at school" was held on December 9, 2014. Dr. Soalt and Ms. McGinty joined me for this "chat" where 8 parents attended and shared their thoughts regarding what challenge looks like for their children. During the conversation we learned that we need to improve how we communicate the many strategies that teachers use to differentiate instruction and learning opportunities and, in particular, how we plan for challenging all students. We also learned, not surprisingly, that there are varied ideas regarding what "challenge" looks like to individuals. Superintendent Chats are held monthly to provide an opportunity for two-way communication between families and the superintendent's office.

We believe that increasing communication with parents about curriculum is extremely important. In an effort to provide an easy-access place for parents to find information about their child's grade level curriculum, Dr. Soalt and Ms. McGinty have developed websites specifically for parents. Ms. McGinty's mathematics family website is "live" and may be viewed at: [Math family website](#). Dr. Soalt's E/LA family website is in the final review stage anticipated to go live in the next few weeks and may be previewed at: [E/LA family website](#). While information about differentiation has been provided through multiple school committee presentations, it remains a goal to provide parents with more explicit information about the strategies in place with regard to challenging students who have mastered particular standards. The SPS annual Family Math Night is one way for

parents to engage in math learning activities with their children and SPS staff. Family Math Night was held on March 5th and was very well attended by parents whose children were able to "show what they know" and provide a window into the types of math learning that occur in our schools. Another new initiative focused on involving families in curriculum and learning is the upcoming E/LA Summer Reading Family Event planned for June 2015.

The professional development calendar (Exhibit A in the mid-cycle report) and a sample of curriculum development (Exhibit E in the mid-cycle report) illustrating the work of administrators and teachers, led by our curriculum coordinators and math and literacy coaches is included in the mid-cycle report.

The SPS Professional development calendar reflects efforts to build educator capacity and our focus and emphasis on supporting and challenging all students, integrating technology as an instructional tool, and collaboration between general education and special education. The calendar and a brief description of the SPS 2014-2015 PD plan are included in Exhibit A of the mid-cycle report.

The administrative team has reviewed MCAS data as well as IEP data and continues working at the site level with Team Chairs and teachers to identify areas for improvement as well as to identify successful practices to be shared and continued. During recent staffing meetings for FY16, the data were reviewed once again in order to plan for appropriate staffing and scheduling to meet the wide variety of student learning needs. See more information in the summary for Student Learning Goal on pages 1-7 of this report.

Closing Proficiency Gaps

While students with disabilities showed improvement in math based on the 2014 MCAS results, the student scores declined in ELA. Members of the special education department have worked to target learning skills to close the gaps and bring students to higher levels of achievement. Disaggregated data for selected math common assessments is included on pages 5-6 of this report. Some of the actions taken to close proficiency gaps include:

- All special educators in grades 3-5 have participated in ELA PD with Dr. Soalt and the literacy specialists.
- All special educators in grades K-2 have participated in Math PD with Ms. McGinty and the math coaches.
- All special educators have been provided with professional development and resources to align instruction to State Standards. Resources include, but are not limited to: iReady Diagnostic and Intervention program, Math website "I Can" statements, and DESE Resource Guides for both ELA and Math. These resources target grade level skills and learning expectations.

- All special educators have received training in the writing of standards-based IEPs, which will provide documentation and direction for intervention aligned to the standards.

Additional information about some of the resources utilized:

iReady - The use of iReady for students with IEP math goals is required this school year. Students have had two benchmark assessments – one in September/October and the most recent in February/March. The data reveals that with consistent use of the program, students are more likely to reach their target score and are progressing with the skills identified in each domain. According to available data, however, use of iReady has been inconsistent due to a lack of time during the middle school day and/or the availability of staff to monitor and assist students. Many teachers indicate that there is not sufficient time during the school day for students to work on iReady and also receive instruction to address the goals and objectives in the IEPs, as written.

Since student progress has been realized with consistent use of iReady, in the future, if math is identified as a need on an IEP, it has been recommended by special education staff that this skill be broken out on the IEP service delivery grid in order to identify specific time needed to provide support with iReady and other programs. iReady also can be used at home and parent connection will become part of implementation for the '15-'16 school year.

Many students receiving math support have a "double dose" of math, meaning that they receive in class support and also a focused pull out session to target specific skills.

Math in Focus text pilot – Anecdotal reports of the pilot use of Math in Focus suggest that the program offers very good supplemental materials for students who have learning challenges. The program provides a "reteach" book for students who need multiple exposures to particular concepts. The scaffolding within the program supports student learning and success while holding the students to high standards and expectations. Teachers report that students with disabilities are very engaged in the lessons.

Meeting the needs of students in the METCO program
A 9-person team of educators and administrators from SPS attended the METCO Directors Conference on December 5, 2014 where workshops relevant to addressing varied learning needs were presented. See the workshop descriptions here: METCO Directors Conference 12 05 14.

Presentations regarding student engagement, family engagement, and supporting learners with varied needs were provided to the administrative team and to building faculty (during faculty meeting time) by Steve Desrosiers, SPS METCO Director. Student academic progress and satisfaction with the METCO program was provided in the

METCO update at the 03/18/15 school committee meeting. The presentation may be viewed here: METCO Update 2015 03 18 15.

Additional updates on actions taken to close proficiency gaps were included in the second SPS Goals update to the school committee meeting on February 11, 2015. The presentation may be viewed here: SPS Goals Update #2 02 11 15.

District Determined Measures/Common Assessments

See data and summary included in Student Learning Goal section on pages 3-8 of this summative report.

District Goal #2

Develop a system-wide Tiered System of Support (social/emotional/behavioral needs)
      a. Convene district-wide team (including consulting experts as needed) to examine data and identify areas of social/emotional/behavioral need impacting school safety or access to education
      b. Develop and communicate common language, understanding, protocols, and responses to all students social/emotional/behavioral needs for consistency across the district
      c. Identify mental health resources within the school district and the community

Goal #2 Summative Report

Tiered System of Support (TSS) District-Wide Team

Ms. Debbie Dixson, Student Services Director, is the lead on this team.

Accomplished to date:
- The TSS team has 14 members including school psychologists, school counselors, general educators, assistant principal, wellness staff, parent (SEPAC executive committee) and school committee member
- The TSS team has met monthly beginning in October 2014.
- All team members reviewed the Massachusetts Tiered System of Support (MTSS) link on the DESE website (MTSS)
- Contracted with CSCORE who has provided professional development for guidance counselors and school psychologists
- Existing data sources related to social, emotional, behavioral functioning were identified
- Reviewed multiple district data sources that are relevant to screening and identifying student needs (attendance, discipline, nurse visits for psychosomatic/ psych-social needs, report cards, DESE data, IEP and 504 data, etc.)

- Analyzed model of tier provided by CSCORE and generally accepted elements of the tiers
- Completed document outlining mental health resources across district and within the community. The link to this information on our website is: https://sites.google.com/a/sudbury.k12.ma.us/sps-local-resource-directory/ The next step is to send this to the school and parent community with an introductory letter.
- Collected/identified current practices from each school's administrative and mental health team with respect to tier 1, 2 and 3 interventions and created a visual to depict as shown below:

Tier 3: Intensive Individual Supports – Direct student services, special education, wraparound services, etc.	Behavior Intervention and Support Plans Counseling Social Skills groups Behavior consultation Facilitated recess
Tier 2: Selected Support – Specialized interventions targeting classrooms or small groups, special skills training, mentoring, targeted assistance. Support is short term.	Small group/guidance Lunch groups Friendship groups Zones of Regulation Curriculum Social skills groups Silent Mentors Guidance check-ins Social Thinking curriculum
Tier 1: Universal Support - School-wide universal research-based or evidence-based intervention and prevention programs addressing school-wide PBS, prevention, social skills, articulated expectations, and positive school climate	Open Circle curriculum Common Sense Media-Digital Citizenship Core values acknowledgement Behavior chart Guidance classroom visits Classroom rules posted Weekly reinforcement of Open Circle vocabulary Classroom positive behavior system One book, One School Assemblies/School Meetings Greeting each child every day Theme days

Next Steps/In progress to be accomplished:

- The work of the TSS team must continue throughout the '14-'15 school year and into the next school year as the scope of work is more than originally anticipated and the work thus far has prompted additional research and considerations.

- The team must continue to work to determine if identified interventions are research/evidence-based and if they should be included in the SPS tiered system and required across the district.
- A tiered system of support includes universal screening, progress monitoring and assessment to determine needs of all students and/or movement among tiers. Currently lacking in Sudbury is a universal screening system at the Tier 1 level and 2 levels. A subgroup of the TSS team, including Betsy Grams and Debbie Dixson, has researched and explored various screening systems for the elementary school level. Open Circle and Apperson SEL (social-emotional learning) are in the process of collaborating to align Open Circle to a screening and assessment instrument called the Devereaux Student Strengths Assessment (DESSA) Comprehensive System. This universal screening consists of 8 questions that a teacher responds to for the students in his/her class. The questions are rooted in CASEL (see information at: CASEL) standards and aligned to Open Circle focus areas. The screening would identify students who may be in need of more targeted support (Tier 2). At this level, a more comprehensive questionnaire is completed to guide the support for individuals, small groups of students, or a classroom.

- Consider including information regarding social-emotional functioning as part of student report cards. An offshoot of the potential assessment has been a discussion around how SEL is reported on our elementary report cards. Betsy and Debbie have taken the standards from CASEL, the focus areas of DESSA, and the targeted areas from Open Circle to create a crosswalk. The goal would be to change the language of the report card to reflect grade specific skills and domains reflecting Open Circle and its assessments.

  The domain areas that lead to healthy social-emotional functioning and school success are:

  Personal Responsibility
  Optimistic Thinking
  Goal Directed Behavior
  Social Awareness
  Decision Making
  Relationship Skills
  Self-Awareness
  Self-Management

  It has been suggested that these areas be defined for each grade level on the report card based on Open Circle's scope and sequence. The ultimate goal would be that the student report card is aligned to the curriculum.

- A tiered system also includes formal curriculum for SEL at the middle school level. Currently, there is no formal program at the Middle School. The TSS team is exploring a program named Second Step to be implemented through guidance, school psychologists, and health educators. Grant funds will support the purchase of kits to work with over the next school year.

    There are many good practices and programs occurring in the district to address SEL, however, many are occurring in isolation. It is the recommendation of the TSS team to have a district team consisting of administrators, mental health staff, health education staff, nurses and teachers to periodically review select data, report on program implementation and trends, and review the model of support in existence. This group would meet three to four times a year.

Please see initial information provided at the 10/22 meeting by accessing Ms. Dixson's presentation here: District Goals Update 10 22 14-Student Services. In particular, slides 33-36 include relevant information. A final update on the work of the Tiered System of Support team will be provided within SPS Goals Update #4 at an upcoming school committee meeting.

District Goal #3

Enhance use of technology as an instructional and learning tool.
   a. Implement 1:1 technology at the middle school
   b. Increase access to instructional technology at elementary schools
   c. Provide professional development (PK-8) through enhanced coaching model for instructional technology integration

Goal #3 Summative Report

Accomplished to date:
- Successful implementation of 1:1 at grades 6 and 7 with laptop carts diverted to grade 8
- Enhanced technology access in elementary, in particular at grade 5 to enhance transition to 6th grade
- Successful implementation of instructional technology specialist position at middle school allowing for coaching with1.0FTE focus on elementary and 1.0FTE focus at middle school
- Successful implementation of technician position at middle school allowing for 1.0FTE focus on elementary and 1.0FTE focus at middle school
- Completion of professional development sessions for middle school staff at 6th and 7th grade levels
- Two "Curriculum Showcases" for parents provided by staff to highlight 1:1 technology as an instructional and learning tool

- Ongoing professional development offerings in instructional technology and opportunities for teachers to share expertise
- SPS is now viewed as an example of "best practice" for successful implementation of a middle school 1:1 technology program and we have hosted teams from surrounding districts that wish to implement a middle school 1:1 program.

The Committee was provided with information on the successful 1:1 technology implementation and the benefit to students at the School Committee meetings on 10/22/14 and 03/18/15. In particular, note the feedback from staff and students on slides 16-19 in the 03/18/15 presentation at: SPS Goals Update #3-Technology 03 18 15. The first technology update presentation may be accessed at: District Goals Update 10 22 14-1:1 Computing.

District Goal #4

Develop a method for ongoing Communication of School System Progress.
   a. Convene a district-wide team to review available data and identify key data points to communicate to school community and community at-large (include representation from staff, parents, administrators, SC)
   b. Develop a template for a District Report Card and publish first draft
   c. Research and determine need for Data Analyst position

Goal #4 Summative Report

The District Report Card team has been formed including: Kim Swain, Mary Will, Michael O'Brien, Stephen Wiltshire, Paula Moore, Betsy Grams, Annis Chwalek, Cara Maxwell, Bob Armour, and Anne Wilson. At our first meeting on 11/17/14, we articulated the goal of the team to be: Identification of salient data points for a one-page report card that would provide information about SPS, including what is going well and where challenges lie. The report card will allow for more clarity in communication with the community and form the foundation for improvement efforts. The first District Report Card is on target to be published in May 2015 with a timeline for updates to be determined at a later date.

For more information on subsequent meetings, see the summary in Professional Practice Goal on pages 8-9 of this report and mid-cycle Exhibit D, which includes minutes from the 11/17/14, and 12/8/14 meetings as well as Exhibit B in this summative report, which includes minutes from 1/12/15 meeting.

In progress to be accomplished:

- The team has met three times with the next meeting scheduled for 03/30/15. At the meeting on 03/30/15, the team will review potential design templates and decide on the format for a one-page "district report card"

While the team has not yet discussed whether or not a Data Analyst position is necessary for the school district, it has become clear that we are very much in need. Not only as we develop the District Report Card but also as we continue to refine and enhance the forms of data we collect and analyze, it becomes increasingly apparent that we do not have the capacity to properly analyze and disaggregate all available data in a timely manner for use by educators to make decisions regarding instruction, intervention, and challenge. A Data Analyst would provide analysis of a variety of data that would allow educators to spend time discussing how implications of the data for instruction rather than engaging in analysis of raw data then trying to find the time to discuss instruction and intervention. It is unfortunate at this juncture that, due to the budget deficit, we recommended delaying the inclusion of this important position for SPS.

Additional Information

This summative report provides information regarding progress toward District Goals and the superintendent's Student Learning Goal and Professional Practice Goal. There are many more efforts in place and in progress related to providing the highest quality educational experience for all students and staff. Much of the work we do is a long-term effort to close proficiency gaps and continually respond to changing needs of our students and the demands of society. We focus on preparing our students not only for the world we live in today but for their future in a world where careers that we may not conceive of today will be choices for our students tomorrow. It also is important to acknowledge that we are in the midst of changes in curriculum and assessment that require professional development and time to collaborate to make necessary adjustments to instruction. Finally, we have made significant changes over the past few years regarding the teaching and learning structure of our school system – all in the service of "what is best for students".

A brief sample of SPS FY15 improvements (that may not be as explicit in this report) are listed below:

- Provided full-time math coaches for each elementary school
- Successful pilot of research-based inclusive instructional strategies (co-teaching as an example)
- Successful transition of leadership at Haynes elementary
- Successful transition of leadership in the Assistant Superintendent's Office
- Appointment of interim principal at Nixon and successful preparation for permanent principal
- Successful labor-management process to revise evidence collection for educator evaluation

- Successful labor-management process to move the second full-day professional development day out of the school year calendar for FY16, allowing more time for professional development prior to the opening of school and eliminating a disruption during the school year
- Robust professional development program (with consistently positive feedback from teachers) and increased opportunities for professional collaboration facilitated by restoration of lunchroom monitors
- Successful implementation of School Resource Officer program in partnership with Sudbury Police Department
- State of the School presentations include multiple members of the school team rather than administration only, reflecting our inclusive, team process and our emphasis on teacher leadership
- An explicit connection between budget decisions and the instructional core as evidenced by inclusion of FDK, increased support for inclusive education and social/emotional/behavioral support, and increased student connection and support through additional FTE to allow for 1.0 FTE assistant principal at each elementary school

Challenges in our work moving forward:

While it is important to acknowledge what is successful in our school system, it also is important to acknowledge areas of challenge. We must focus on the following (not meant to be an exhaustive list) for FY16 and beyond:

- Aggressively pursue purposeful strategies to reduce proficiency gaps
- Continue to review programs for students with disabilities and build our internal capacity for inclusive education
- Consider how we might move to a co-teaching model, with fidelity, recognizing both the positive impact on student learning as well as the financial impact
- Continue to address the need for more TIME for instruction and for collaboration that leads to enhanced strategies to meet ever-changing student needs
- Consider piloting a summer professional development institute customizing a week (or more) of professional work to meet the growth needs of all educators in order to better meet student needs
- Identify additional mechanisms for communicating with families regarding how students are challenged in our schools
- Communicate clearly regarding how various data sources inform instruction, explicitly identifying what we know and what we do not know from a variety of measures
- Maintain focus on student learning and student social-emotional well being rather than sending a message that one measure of performance tells the entire story
- Identify additional partnerships with families and the community that may enhance the educational experience for all students

- Pursue possible extended learning experiences (before/after school, summer) for students who may not be identified with special needs but who need more time to acquire particular skills and also for students who need additional challenge in order to maintain growth
- Successful transition of leadership at Nixon elementary
- Successful transition of leadership in the Business and Finance Office
- Successful transition of leadership in Early Childhood Office
- Maintaining existing collaborative relationships with Town entities and L-S and building relationships and collaboration with new Town leadership while vigorously advocating for the needs of our students