



LINCOLN PUBLIC SCHOOLS

REBECCA E. MCFALL, ED.D.
SUPERINTENDENT

To: School Committee
From: Rebecca McFall
Re: Superintendent's Annual Plan End-of-Year Update
Date: May 13, 2015

In February, I provided an update on work completed related to the goals in my Annual Plan. This memo provides end-of-year information about steps taken since February to achieve the goals established.

Professional Practice Goal: Establish a regular meeting (Principal Group) that includes the Principals, Preschool Coordinator, Assistant Superintendent, and Superintendent to discuss leadership practices, share best practices, and develop consistent models in a variety of areas such as; discipline, developing faculty collaboration, data analysis, community building, calibration of evaluation practices, etc.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

Benchmarks:

- **A long-term agenda is developed.**
A long-term agenda was provided in February. As noted, the agenda would change based upon the immediate needs of the group. In fact, the agenda was altered due to several outside factors. The February 3rd meeting was canceled due to a snow day. The March 31st meeting was canceled because Patricia and I were attending a conference. The meeting on April 14th was swapped for an added Administrative Council meeting that took place on the same day. As a result, the following meetings have taken place since the February update:

March 3

Discussion of purposes, roles, and structural organization of curriculum leadership across the district.

March 17

Joint Observation of Classroom Instruction at Hanscom Middle School

May 5

Discussion and development of Strategic Plan Priorities in preparation for May 12th Strategic Planning session

Additional meetings are scheduled for May 19th, June 2nd, and June 16th.

- **A log of shared work and shared practices of the Principal Group is kept.**
Additions to the log of shared work include Joint Observations and discussion conducted on November 25th and March 17th.
- **A log and samples of collaboratively-developed work is kept.**
We collaboratively developed the Draft 2015 – 2016 Strategic Priorities and list of possible work to be carried out related to these priorities.

Measures:

- **Administrator feedback provided to the superintendent through the annual Superintendent Evaluation Feedback Survey related to the Indicators addressed by this goal are summarized.**
See attached summary of Superintendent Evaluation Feedback Survey.
- **Collaborative work and decisions discussed and agreed upon in the Principal Group are observed in the instructional leadership practices of participating members.**
As a result of our work together, members of the Principal Group have furthered their understanding of the areas of focus in each respective building. We have increased our shared understanding of our strategic work and have identified areas of focus for the coming years. These outcomes are difficult to quantify and demonstrate, and yet, I believe that our collaborative efforts in this school year have moved us forward towards developing a more cohesive vision of education in the Lincoln Public Schools.

Student Learning Goal: Establish a set of universal indicators to monitor the growth and achievement of students in the areas of math and English language arts. Use these indicators to monitor student results at a district and school level, including information disaggregated by “high needs” subgroups including race.

Superintendent Evaluation Rubric: Indicator I – E

Benchmarks:

- **Indicators are identified for grade spans in math and English language arts.**
At the May 7 School Committee Meeting, Assistant Superintendent, Patricia Kinsella provided a report on the District Wide Program of Assessment and District Determined Measures. In this report, yearly measures of academic achievement were identified for each grade level in literacy and math.

Key Yearly Measures of Academic Achievement						
Literacy				Math		
Gr.	F&P	Common Writing Assessment	MCAS	Student Interview Model	MCAS	STAR
K	✓	✓		✓		
1	✓	✓		✓		
2	✓	✓	✓	✓		
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓		✓	✓
5	✓	✓	✓		✓	✓
6		✓	✓		✓	✓
7		✓	✓		✓	✓
8		✓	✓		✓	✓

We will continue to review this docket of assessments for their value and utility in informing our work as a district as well as providing valuable information to teachers that informs their work with students. As has been reported, we are in the initial stages of using these math assessments and do not yet have a full cycle of data from which to assess the validity and value of these assessments. Reports of district data for 2014 – 2015 will be provided in the fall of 2015.

- **A district schedule of assessments is developed.**
In January, Assistant Superintendent, Patricia Kinsella provided an inventory of assessments being used across the district. She has begun conversations with groups of educators to further understand the perspectives held about these assessments. An important next step in this work is to identify those assessments worth continuing and those that should be eliminated.
- **Methods of data collection are established.**
Director of Technology, Rob Ford and his Instructional Technology team have assisted educators in the development of data management tools to support their use of assessment data. In addition, Rob is in the process of piloting the development of a Data Dashboard that will provide key assessment information for each student in an easily accessible format.
- **A District Assessment Summary Report is created**
See Report 5.6 from the May 7th School Committee meeting.

Measures:

- **District Assessment Data is reported to the School Committee**
Final assessment administration will take place in early June. Assessment data from the Key Yearly Measures of Academic Achievement will be reported to the School Committee in the fall of 2015.
- **Guiding questions and goals are developed based on the district data and presented to the Administrative Team and the School Committee.**
As above, this work will need to take place in the fall following the analysis of year end data.

District Improvement Goal 1: Develop an understanding of teaching, learning, and school culture based upon the feedback provided by students in grades three through eight.

Superintendent Evaluation Rubric: Indicators I-B, I-C, IV-A, IV-D, IV-E

Benchmarks:

- **The DESE Model Feedback Survey is administered.**
Completed in February.
- **Teachers and administrators are provided professional development and support about how to interpret and use the results of the survey.**
I conducted a Professional Development session for teachers of grades 3-8 who received Student Feedback Survey results. Communications with faculty regarding survey results and additional information regarding the reporting of results can be found in the Superintendent Evaluation Materials folder on Synergy.
- **The survey results are organized in a manner that will inform the practices of the district.**
In addition to analyzing the results of the surveys as provided by Panorama Education, according to Educator Rubric Indicators, I re-organized the survey results into categories that more closely aligned with the Strategic Priorities of the district and categories that more readily explained areas of strength and need. As a result of this re-organization, our strengths and areas of further development became clearer. These results were reported to the School Committee on March 19th.

Measures:

- **Summary report of the district level survey results including reflections on what we can learn from the data.**
See School Committee report 5.3 on March 19th, 2015.

Additional evidence of progress:

Although we are new to the use of Student Feedback Surveys in Lincoln, we have developed a reputation as a forerunner in this area. DESE leadership in the Center for Educator Effectiveness has recommended our district as a resource to people across the country. Rob Ford and I provided support and information via a conference call to members of the Office of Human Capital of the District of Columbia Public Schools. I have been invited to write a perspectives piece about the meaning and value of soliciting student feedback for the fall issue of *School Administrator* magazine, the publication of AASA, the national superintendent's association. In addition, I have met with several members from DESE over the course of the year to share feedback and perspectives on the process of gathering and using student feedback.

District Improvement Goal 2: Improve instructional practices by providing opportunities for faculty collaboration and instructional growth through the participation in Peer Observation practices.

Superintendent Evaluation Rubric: Indicators I-A, I-B, I-C, IV-D, IV-E

Benchmarks:

- **An implementation plan including timeline, entry points and process for teacher participation, and models/protocols for peer observation is created.**
- **Professional development and training for faculty and administrators on engagement in Peer Observation is conducted.**
- **A feedback tool to solicit information from participants regarding their learning as a result of participating in Peer Observation is developed.**

Measures:

- **Summary of faculty and administrator participation rates and the models/protocols for peer observation used.**
- **Summary report of feedback received from faculty and administrators about their experience and learning as a result of participating in Peer Observation.**
Reports to the School Committee on January 22nd and May 21st provided by Assistant Superintendent, Patricia Kinsella address the benchmarks and measures of this goal. Patricia is to be credited for all of the work related to this goal. It is a strong first year of implementation, and I look forward to the growth and development of this work and the positive impact it will have on teaching and learning in our district.