School Committee Meeting

June 11, 2014
7:00 pm

Town Hall
Selectmen's Meeting Room

**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
June 11, 2014 7:00pm
Town Hall—Selectmen's Meeting Room**

Items	Suggested time allotments

Items   **Suggested time allotments**

I.   Public Participation

II.   Chairperson's Report & Members' Reports   7:00 – 7:10

III. Superintendent's Report

IV. Time Scheduled Appointments
     A. National & State Champions: Recognition   7:10 – 7:20
     B. School Wellness Advisory Council: Annual Report   7:20 – 7:35

V.   Curriculum
     A. PARCC Testing Program: Presentation, Discussion &
     Vote   7:35 – 8:05

VI. Policy
     A. Organizational Chart - Technology Administration:
     Presentation & Vote   8:05 – 8:20

VII. Budget
     A. Non-Represented Administrator Compensation:
     Presentation & Vote   8:20 – 8:30
     B. Fiscal Year 2014 Budget Transfers: Vote   8:30 – 8:40

VIII. Old Business

IX. New Business
     A. Assabet Valley Collaborative: Quarterly Update   8:40 – 8:45

X.   Approval of Minutes   8:45 – 8:50

XI. Executive Session
     A. Discussion of Strategy Concerning Contract Negotiations
     With Non-Represented Administrators   8:50– 9:15

XII. Information Enclosures

XIII. Adjournment   9:15

Next regularly scheduled meeting: June 18, 2014

ITEM NO: **I.** **Public Participation**   MEETING DATE: **6/11/14**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:
Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: **II.** **Chairperson's Report/Members' Reports**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from the Chairperson of the School Committee, and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:
This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:
Dr. B. Dale Magee, Chairperson
Mr. Jason Palitsch, Vice Chairperson
Ms. Erin Canzano, Secretary
Ms. Sandra Fryc, Committee Member
Mr. John Samia, Committee Member

ITEM NO: **III.** **Superintendent's Report**

SPECIFIC STATEMENT OR QUESTION:
Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:
This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:
Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:
That the School Committee accept the report and take such action as it deems in the best interest of the school system.

ITEM NO: IV. **Time Scheduled Appointment**   MEETING DATE: 6/11/14
          A. **National & State Champions: Recognition**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee honor the recipients of the national championship in speech & debate and the state championship in golf?

BACKGROUND INFORMATION:

1. It is the School Committee's tradition to recognize Shrewsbury students who earn championships at the state and national level.
2. On the weekend of May 24 & 25, the SHS Speech & Debate team traveled to Chicago to compete in the 63rd Annual Grand National Tournament of the National Catholic Forensic League. Along with many other finalist placements recently graduated team president, Nic Gerard, was awarded the national championship in Congressional Debate.
3. On June 3, 2014, sophomore, Julia Ford won the MIAA Division I State Golf Championship in girls golf.
4. Both Nic and Julia will be present to give details of their accomplishments.

ACTION RECOMMENDED:

That the School Committee hear the presentation and recognize the SHS Speech & Debate national champion and girls golf state champion.

STAFF AVAILABLE FOR PRESENTATION:

STAFF AND OTHERS AVAILABLE FOR PRESENTATION:
Mr. Todd Bazydlo, Principal, Shrewsury High School
Mr. Jason Costa, Athletic Director, Shrewsbury Public Schools
Mr. Marc Rischitelli, Head Coach, Shrewsbury High School Speech and Debate Team

ITEM NO: **IV. Time Scheduled Appointment**   MEETING DATE: **6/11/14**
          B. School Wellness Advisory Committee: Annual Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear the annual report from the School Wellness Advisory Committee?

BACKGROUND INFORMATION:

1. In May 2013, the district created a School Wellness Advisory Committee (SWAC), with members appointed by the Superintendent of Schools. Ms. Pat Degon, chairperson of the committee, has prepared the annual report for the School Committee.

ACTION RECOMMENDED:

That the School Committee hear the annual report School Wellness Advisory Committee (SWAC), discuss its contents, and take such action as it deems in the best interest of the school system.

AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

June 2014

To: School Committee
Subject: School Wellness Advisory Council Annual Report

Background

Per the regulations established in 2010, Massachusetts passed *An Act Relative to School Nutrition,* which requires every Massachusetts public school district have a School Wellness Advisory Committee.

Summary

The bullets below summarize the meetings as they relate to the School Wellness Advisory Council Committee meetings:

- The council developed the Annual Improvement Plan for the year with three priorities that match the district strategic priorities.
  - Priority #1: Reinforce respectful, positive school cultures in order to empower members to act with kindness empathy and compassion.
  - Priority #2: Promote Health and Wellbeing - Communicate and model the importance of proper nutrition, exercise and health living habits.
  - Priority #3: Ensure a systematic response to students who are struggling with social, emotional, and/or mental health issues.

- The GET FIT ADVENTURE PEP Grant year 2 Performance Reports were reviewed along with the continuation requirements for year three and the new initiatives for the final year.

- The GET FIT ADVENTURE PEP Grant year 3 Performance Reports were reviewed.

- The transitional student plan was introduced and was added as an action step to the annual improvement plan.

- The Centers For Disease Control (CDC) School Health Index (SHI)was administered and the report represents work to be addressed in the future.

- The health education department partnered with the Worcester Health Department as part of the Community Health Improvement Plan (CHIP) and administered the Regional Youth Health Survey (RYHS) replacing our previous YRBS instrument. The Shrewsbury instrument was customized with specific questions we have use for years and were not included on the instruments used for other communities in Central Ma.

The Shrewsbury Public Schools in partnership with the community, will provide students with the skills and knowledge for the 21st century, an appreciation of our democratic tradition, and the desire to continue to learn throughout life.

The preliminary data has been received and we are waiting for a final report highlighting the most significant behaviors both positive and negative. The next step will be to determine what actions are needed to address the data.

On the horizon

Based on the data analyzed from the SHI the following areas should be included in the Annual Improvement Plan for 2014-2015:
- o Health Promotion for Staff
- o Staff development
- o Parenting Strategies

The RYHS data will be presented in a final report with cross tabulations that are requested by SWAC. The Advisory Committee will consider what resources are needed and available to address needs in the data and the Advisory Committee will make a recommendation about presenting the report to the community.

School Health Index (SHI)

2009

Module	Low 0-20%	21-40%	Medium 41-60% Elem / MS/HS	61-80%	High 81-100%
1. School Policy & Environment			77% 75%		
2. Health Education			71% 75%		
3. Physical Education			65% 63%		
4. Nutrition Services			79% 76%		
5. Health Services					
6. Counseling, Psychological and Social Services					
7. Health promotion for staff					
8. Family & Community Involvement					

2011

Module	Low 0-20%	21-40%	Medium 41-60% Elem / MS/HS	61-80%	High 81-100%
1. School Policy & Environment			71% 73%		
2. Health Education			71% 77%		
3. Physical Education			64% 67%		
4. Nutrition Services			74% 74%		
5. Health Services					
6. Counseling, Psychological and Social Services					
7. Health promotion for staff					
8. Family & Community Involvement					

2014

Module	Low 0-20%	21-40%	Medium 41-60%	61-80%	High 81-100%
1. School Policy & Environment				80% Elem	86% MS/HS
2. Health Education				65% Elem	82% MS/HS
3. Physical Education				72% Elem	77% MS/HS
4. Nutrition Services					92%
5. Health Services				80%	
6. Counseling, Psychological and Social Services				80%	
7. Health promotion for staff			55%		
8. Family & Community Involvement				71%	

School Wellness Advisory Council
Annual Improvement Plan
Annual Report
2013-2014

Priority #1: Reinforce respectful, positive school cultures in order to empower members to act with kindness empathy and compassion.

Measurable Objectives	Person(s) Responsible	Completion Data	2013-2014 Completion Dates
Goal Objective 1: Establish baseline data of opinions of students, parents and educators related to the social and emotional cultures by ?% *Activity 1:* Develop survey and collect baseline data *Activity 2:* Analyze the opinions of students, parents and educators related to the social and emotional cultures of our schools *Activity 3:* Determine target benchmarks for the Strategic Priorities long term plan *Activity 4:* Recommend activities to improve the social and emotional cultures of or schools. Evaluation: On going	Dr. Sawyer Melissa Maguire	Continued through June 2014	• **Grant awarded** • **Mental Health Committee was formed and has met twice.** • **Liaison assigned for each building and working with small groups to complete school surveys.** • **Surveys will be completed by 5/14** • **Report with recommendations for next steps will be completed by end of June**

- **4 staff have been certified as Youth Mental Health First Aid Instructors. Instructors: Elementary – Cara Demoga; Middle – Kristen Minio; High School – Cathy LaRoche; District – Melissa Maguire**

- **1st section of the training is scheduled for 6/6 provided to nurses, psychologists, adjustment counselors, Speech and Language Pathologists, Occupational Therapists, and all high school special education staff.**

Priority #2: Promote Health and Wellbeing - Communicate and model the importance of proper nutrition, exercise and health living habits.

Measurable Objectives	Person(s) Responsible	2012-2013	2013-2014 Dates
Goal Objective 1: Increase the number of students participating in at least 60 minutes of physical activity each day by 10%	Pat Degon Marc Alterio PE Staff	***Status*** **Baseline 38%** **Year 1 36%** **Year 2 42%** • **Showing progress but not meeting the 10%** • **Older students show more activity trends** • **Focus on elementary population and community activity**	Continuation for year 3 of PEP grant **YEAR 3 51%** • **Met the 10% goal.** **Show significant progress with each year.** • **Working on data collection thru 2016.**
Activity 1: Review data from PEP grant year 1 and 2 and identify barriers to physical activity participation			
Activity 2: Establish measurable benchmarks for the next 3 years			
Activity 3: Review data from PEP grant year 2, and 3			
Evaluation: Measure change in physical activity participation			
Goal Objective 2: Provide multiple opportunities for students and their families to participate in physical fitness activities	Pat Degon PE Staff Maria Rydelik SYFS	**42 Family Adventures offered**	Continuation for year 3 of PEP grant • **14 more Family Adventures offer this year.** • **Planning one large culminating event for fall 2014.**
Activity 1: Offer Family Adventure at each school during year 2 and 3 of the Get Fit Adventure PEP grant			
Activity 2: Pilot and coordinate Build Our Kids Success (BOKS) before school program at the elementary level		**BOKS in all 4 elementary schools**	• **BOKS offered all year in 3 schools.** • **Some 5210 conducted at Sherwood.**
Activity 3: Coordinate community education and public service announcements with 5-2-1-0 messaging.			• **SYFS offered 6 week Well Ahead after school program.**
Evaluation: Completed			

Measurable Objectives	Person(s) Responsible	Completion Data	2013-2014 Completion Dates
Goal Objective 3: Implement and analyze the revise the Youth Risk Behavior Survey	Health Staff Derek Brindisi or Designee	Shrewsbury YRBS HS instrument revised to match regional questions.	New partnership with Central MA Regional Public Health Alliance.
Activity 1: Health teachers at the high school implement the new instrument during the 2013-2014 school year.			YRBS Administered to all 9-12 students by 2/28/14.
Activity 2: CMRPHA submits data reports to review with school administration, SWAC and Health Education Department			Data analyzed by CMRPHA and reported out to Administration and SWAC by June 2014
Activity 3: Health teachers adjust instructional practices to address needs identified in survey			
Activity 4: School department works with CMRPHA to identify resources available to address community needs.			
Goal Objective 4: Increase physical activity during the school day.	Pat Degon Building Principals PE Staff		June 2014
Activity 1: Train faculty to implement new classroom activity break toolkits			• Some "Gimme-A-Break" staff orientation completed.
Activity 2: Collect teacher feedback on the frequency and outcome of classroom activity breaks			• Full implementation ready for fall '14. • Teacher feedback to be collected next year.
Activity 3: Offer staff a classroom yoga training after school to be implemented during the school day			• PE staff trained in classroom yoga. Offered to classroom teachers '14-'15

Measurable Objectives	Person(s) Responsible	Completion Data	2013-2014 Completion Dates
Goal Objective 5: Collect student, parent, teacher feedback about the impact of the *GET FIT ADVENTURE* *Activity 1:* Develop and implement a survey to be administered via survey monkey to determine the level of understanding and participation related to the goals of the Get Fit Adventure. *Activity 2:* Review the survey data with school administration, SWAC and Health Education Department	Dr. Magee		**• Survey development completed. Implementation in progress**
Goal Objective 6: Conduct a self assessment using the CDC's School Health Index and compare the progress made from the previous data obtained in 2010. *Activity 1:* Prepare and distribute the SHI to the appropriate stakeholders to complete the elementary and middle/high scorecards. *Activity 2:* Analyze and share the finding and comparisons to the previous implementation data. *Activity 3:* Use the data and needs identified in the SHI to prioritize actions for future Annual Improvement Plans.			**• SHI self assessment completed and areas for work identified for priorities, goals and activities beginning in '14-'15**

Priority #3: Ensure a systematic response to students who are struggling with social, emotional, and/or mental health issues.

Measurable Objectives	Person(s) Responsible	Completion Data	2013-2014 Dates
Goal Objective 1: Utilize the partnership with the UMASS Medical Psychiatry Fellows program to *Activity 1:* Provide consultation to assist in the delivery of intervention plans to assist students identified with social, emotional and/or mental health issues *Activity 2:* Investigate at least five alternative programs in nearby communities that serve the needs of students with social, emotional, or substance abuse issues to make a recommendation regarding the possible creation of an alternative program in Shrewsbury Evaluation: On Going	Melissa Maguire Kim Kusiak Stephanie Coutant-Matson Jenn Lencioni	**Status** **In Progress** **The HS team will present a report to the principal and Pupil Personnel Director**	• **2nd year Psychiatry Fellow participated in and will continue to participate in 4 hr weekly consultation rotations with Kim Kusiak supervising.** • **We continue our relationship with Fellows who are now in the community and who provide services to our students.** • **The high school team visited multiple programs in the community and developed a proposal for an alternative program for next year contingent on funding**

Goal Objective 2: Address the needs of transitional students and families			
Activity 1: Collaborate with task force, SYFS, community agencies and school department to provide resource, referrals and services.			• A comprehensive transition committee has been formed lead by Dan Shaughnessey and Kelli McSweeney. It includes multiple community agencies, businesses, parents, administrators and educators. There have been two full meetings with all stakeholders. A website has been developed and will be launched soon

ITEM NO: **V. Curriculum**   MEETING DATE: **6/11/14**
        A. PARCC Testing Program: Presentation, Discussion & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report and recommendation regarding the state testing program and the choice districts need to make regarding whether to continue using the MCAS test or change to the PARCC test in the next academic year?

BACKGROUND INFORMATION:

1.   The Department of Elementary and Secondary Education has been working with a consortium of other states to develop a "next generation" test as its measurement and accountability tool regarding how well students are performing relative to knowledge and skills outlined in the state curriculum frameworks for English language arts and mathematics.

2.   For 2014-2015, the DESE is requiring districts to choose whether to continue with the MCAS or use the new PARCC test. The Massachusetts Board of Elementary and Secondary Education will vote in the fall of 2015 whether to adopt PARCC as the replacement for MCAS. The DESE is requiring districts to choose by June 30, 2014, or risk not having their choice be accommodated, as the state needs to order materials. This decision would be binding. The DESE is allowing districts to wait until October 1, 2014 to make a final decision, but districts that wait may not be able to get their choice of testing program, as it will depend on materials availability.

3.   A memorandum from Ms. Banios and materials from the DESE are enclosed. The memorandum indicates that the administrative recommendation is to choose the PARCC test.

4.   The administration seeks the guidance of the School Committee regarding the substance of this topic as well as the timing of its vote to decide which testing program to use next year.

ACTION RECOMMENDED:

That the School Committee hear the report, discuss the topic, and determine when it wishes to vote on which testing program will be used in the Shrewsbury Public Schools next year.

STAFF AVAILABLE FOR PRESENTATION

Ms. Mary Beth Banios, Assistant Superintendent
Dr. Joseph M. Sawyer, Superintendent of Schools

To: School Committee
From: Mary Beth Banios
Re: MCAS vs. PARCC Decision for 2014-15 School Year
Date: June 9, 2014

<u>Choices Available to Districts for State Testing During the 2014-15 School Year</u>
The Massachusetts Board of Education will be making a decision in the fall of 2015 whether or not to adopt PARCC as the new assessment in English Language Arts and Mathematics or continue its use of MCAS. In order to better inform this decision, the state participated in a nation-wide field test of PARCC during this current school year and will provide districts with the option of an operational administration of PARCC for the 2014-15 school year. In brief, districts will have to choose one of two assessment paths of the 2014-15 school year:

Status Quo Option: Districts will continue to administer MCAS as in previous years and results we be used to report accountability information and school and district performance levels

PARCC Option:
- Districts will administer PARCC in grades 3-8 in English Language Arts and Mathematics next year. Students, schools, and the district will receive data back on student performance on the PARCC exam.
- Districts that choose this option will be "held harmless" meaning that a school or a district cannot drop a level due to performance on PARCC but will have the ability to increase a level if the data warrants this change.
- There is an additional option of adding the PARCC ELA and/or math assessment in Grade 9 and 11. All 10th grade students will continue to take the ELA and Math MCAS as the competency determination exam through 2016.
- The science MCAS exam will continue to be administered. This assessment is given in grades 5, 7 and end of course at the high school level.

It should be noted that after the 2014-15 school year, the decision of PARCC vs. MCAS will rest with the Massachusetts Board of Education. Regardless of which option is chosen, the 2011 Massachusetts State Frameworks, which have their basis in the Common Core Standards, will form the basis for the exam.

Pros and Cons of Each Option

Status Quo Option
On the positive side, continuing with MCAS next year provides the district with data using the same assessment that has been used in the past. If the state does not decide to adopt PARCC, Shrewsbury will have avoided any unnecessary transitional work to administer a new assessment. On the other hand, it seems very likely that the Board of Education will vote to adopt PARCC in 2015. If the district waits until PARCC has been formally adopted, it will lose out on the opportunity to have both educators and students experience the assessment in a "hold harmless setting". The district would also miss the chance to assess PARCC data to understand which areas of the exam our students are well prepared for and which areas present a challenge for our students. It is anticipated that this will be a more rigorous exam than the MCAS. Statewide, for English language arts, 28% of students who were involved in the field test reported that the PARCC was "harder than my schoolwork," and 56% reported it "was about the same," while 17% said it was "easier" and 10% did not fill out that survey item. For mathematics, 61% said it was "harder," 33% "about the same," 5% "easier," and 11% no response.

PARCC Option
As noted above, the Board of Education has not yet voted to adopt the PARCC assessment. This is the biggest draw back to moving forward with this option. However, it seems very likely that this will be the ultimate outcome at the state level. The advantages of having Shrewsbury students take the PARCC exam prior to a formal adoption by the Board include:

- Providing Shrewsbury students and educators the opportunity to interact with this next generation of assessment in a "hold harmless" setting
- Shrewsbury will received student data on PARCC that will allow the district to adjust instruction in order to address any areas of deficit prior to having the assessment impact school and district performance ratings
- It appears that the majority of districts will be choosing the PARCC option; this option would put Shrewsbury on a "level playing field" if the PARCC exam is adopted in 2016
- It would provide the district the opportunity to problem solve the operational challenges associated with administering a new assessment, particularly as it relates to on-line testing.

Recommendation
The Shrewsbury administrative leadership team, in consult with the Shrewsbury Education Association leadership, is recommending that the district participate in PARCC testing for the 2014-15 school year in grades 3-8. Given the amount of testing that is currently occurring at the high school level (AP, SAT, MCAS) the team does not recommend PARCC testing in grades 9 and 11. This recommendation is also supported by the School Committee's strategic priority associated with Increasing the Value to the Community. One of the five-year goals under this priority is to *"prepare students to be successful with the next generation of assessments"*. The PARCC appears to be the likely "next generation" of testing and it is important to position our students and district for a successful experience with this evolution of student assessment.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

2015	Why PARCC in 2015?
PARCC	Key Training and Decision Dates
MCAS	Field Test vs. Operational Test
CHOICE	Holding Districts "Harmless"

PARCC or MCAS in Spring 2015?
Why districts should choose to administer PARCC

In November 2013, the Massachusetts Board of Elementary and Secondary Education endorsed a two-year "test drive" of a new, high quality, 21st century student testing program called PARCC (Partnership for Assessment of Readiness for College and Careers).

PARCC is aligned to the 2010 Massachusetts Curriculum Frameworks in English Language Arts and Mathematics, which incorporate the Common Core State Standards. PARCC has the potential to deliver clearer signals to schools, colleges, employers, and parents about students' readiness for the next grade level and, in high school, readiness for college and careers.

This year (2013-14) in Year 1 of the two-year tryout, more than 81,000 students in Massachusetts are participating in a PARCC field test. The lessons we learn about the test items and the new technology platform used for the online administration will help us to refine PARCC and make it a better assessment for when it counts next year.

Next year (2014-15) in Year 2 of the tryout, districts in Massachusetts will have the choice to administer either PARCC or MCAS (with the exception that all high school students through at least the class of 2018 must continue to pass the grade 10 / high school MCAS tests in ELA, Mathematics, and Science and Technology/ Engineering to satisfy the state graduation requirement).

So why should a district elect to administer PARCC instead of MCAS in spring 2015?

1. **Students:** Students participating in PARCC will have a head start on experiencing a next generation assessment system which is aligned to our new learning standards and could replace MCAS in two years.

2. **Accountability:** Districts that choose to administer PARCC in spring 2015 will have their 2015 accountability levels "held harmless." That means a district's accountability level can only improve or remain the same based on student performance on PARCC – it cannot decline from its 2014 level next year.

3. **Paper vs. Online PARCC:** PARCC will provide both a paper and online version of its assessments next year. We will allow districts choosing to administer PARCC in spring 2015 the opportunity to select the format that best fits their profile based on technology readiness and comfort with the online format. The paper version of PARCC provides a great way to enable students to experience the new test.

4. **No Double-Testing:** Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing of students in spring 2015.

5. **Educator Evaluation:** PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation. SGPs are calculated using a relative comparison of each student with his or her "academic peers." With a sufficiently representative sample, we can reliably calculate SGPs when a student takes MCAS one year and PARCC in the next year.

Training and Decision Timeline for Superintendents, 2014-2015

2014	**May**	▪ **Early May**: First of weekly conference calls to give districts information about choice ▪ **May 19**: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
	June 30	▪ **CHOICE 1st Deadline**: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
	July	▪ One-day workshop for districts administering PARCC online in 2015
	October	▪ **October 1: CHOICE Final Day**: Districts submit decision (PARCC or MCAS) for spring 2015, pending availability ▪ **October 31**: Final decision for PARRC online or paper test administration
2015	**Winter**	▪ PARCC and MCAS trainings ▪ Data uploads for online PARCC testing
	Spring	▪ PARCC and MCAS test administrations (see dates below)

* Grades 9 and 11 are optional and subject to appropriation

MCAS 2015 Testing Dates
- ELA testing window: March 23-April 6
- Math and G5/G8 STE testing window: May 4-May 19
- HS STE testing window: June 2-5

PARCC 2015 Testing Dates (tentative)
- Performance-Based Assessment: March 16-April 10 for computer-based testing; March 23-April 3 for paper-based testing
- End-of-Year: May 4-29 for computer-based testing; May 11-22 for paper-based testing

PARCC: 2014 Field Test vs. the 2015 Operational Test

The 2014 PARCC Field Test includes a representative sample of 81,000 Massachusetts students, or about 13 percent of all students statewide who are enrolled in the assessed grades (3-11). The purpose of the field test is to "test the test" and determine the validity, accuracy, and reliability of the test items.

The 2015 PARCC Operational Test will include all students in the assessed grades in those districts that choose to administer PARCC. Participating students will take the entire PARCC assessment (paper or online) in both English Language Arts (ELA) and Mathematics. Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests.

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
Choice of PARCC or MCAS	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
Student Participation	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
Test Format	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
Performance Results	No district, school, or student-level results were produced.	District, school, and student-level results will be produced and publicly reported.
Student Rosters	District or school personnel were required to load classrooms of students into PearsonAccess using the student data upload process.	The Department will upload all students enrolled as of the October 2014 SIMS. Schools will only need to add or remove any students who were not reported on the October 1 enrollment report.
Technology	Online delivery: TestNav 8.0 (1st administration).	Online delivery: TestNav 8.0 (with more functionality to enhance usability and accessibility).

2015 School and district accountability reporting: "Hold harmless" approach for schools administering PARCC

Both federal and state law require ESE to generate accountability determinations for schools and districts each year. Typically, results from spring MCAS tests are used in school and district accountability and assistance level calculations for the following school year. In spring 2015, some schools will administer MCAS and others will administer PARCC.

Will accountability reporting be different in 2015?
Yes, but only for schools that administer PARCC.
- Schools administering PARCC will have their 2015 accountability and assistance level held harmless, meaning the level will stay the same or improve from 2014, but cannot decline.
- Schools administering MCAS will be classified into a level as usual, and will not be held harmless.

Will data be reported for a school that chooses PARCC?
Yes, ESE intends to report assessment and accountability data for all schools, whether they administer MCAS or PARCC. Through a statistical approach called "equipercentile linking", ESE will link 2015 MCAS and PARCC results and, as a result, calculate and publish achievement levels and Composite Performance Index (CPI) scores for each school regardless of whether it administers MCAS or PARCC. We will also calculate student growth percentiles (SGPs) for schools that administer PARCC. We will use these data to calculate new levels for all schools; however, we will not allow the level for a school taking PARCC to decline in 2015.

The key requirement for equipercentile linking and SGP calculations is having a representative sample of students take PARCC.[1] Representative in this case means students who reflect the entire state's student population, both in terms of MCAS performance and demographics.

Why hold school levels harmless if you can calculate accountability data?
Commissioner Chester has pledged that any school participating in the spring 2015 administration of the operational PARCC assessments will be able to do so without concern that its PARCC participation may adversely impact its accountability level.

What will hold harmless look like in practice?
Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015.

As a reminder, schools that have a school percentile of 20 or lower are normally classified in Level 3 or below, and schools that do not meet the cumulative PPI target of 75 for all students and/or high needs students are classified in Level 2. A district is classified into the level of its lowest performing school unless it has been placed in Level 4 or 5 by the Board of Elementary and Secondary Education independent of the level of its schools.

	2014				2015				
	Cumulative PPI		School Percentile	Level	Cumulative PPI		School Percentile	Level – Effect without Hold Harmless	Level - Effect with Hold Harmless
	All students	High needs			All students	High needs			
School A	78	76	45	Level 1	76	70	43	Level 2 (declines)	Level 1 (remains the same)
School B	85	68	24	Level 2	74	73	17	Level 3 (declines)	Level 2 (remains the same)
School C	73	70	19	Level 3	77	71	24	Level 2 (improves)	Level 2 (improves)

[1] With a representative sample, schools that choose to administer PARCC will be able to continue to use SGPs as district-determined measures (DDMs) for educator evaluation purposes.

2015 School and district accountability reporting: "Hold harmless" approach for schools administering PARCC

How will the Department ensure that schools taking PARCC in spring 2015 are not disadvantaged when it comes to their accountability level throughout the four-year period from 2015 to 2018?

For accountability determinations in 2015:
ESE will use equipercentile linking to link 2015 MCAS and PARCC results, and will calculate and publish achievement levels and Composite Performance Index (CPI) scores for each school regardless of whether it administers MCAS or PARCC. We will also calculate student growth percentiles (SGPs) for schools that administer PARCC. We will use those achievement levels, CPI scores, and SGPs to calculate 2015 annual and cumulative Progress and Performance Index (PPI) scores and school percentiles.

However, the 2015 accountability level for any school administering PARCC in grades 3-8 in spring 2015 can only improve or remain the same as its 2014 level. It cannot decline. [2]

For accountability determinations in 2016 through 2018:
As a reminder, ESE typically uses four years of data to calculate cumulative PPIs and school percentiles which are used to classify a school into an accountability level.

a) When determining the cumulative PPI for 2016, 2017, and 2018 for a school that administers PARCC in spring 2015, ESE will calculate the PPI two ways. The first calculation will include the school's 2015 PARCC results, and the second calculation will exclude its 2015 results. ESE will then assign the higher of the two resulting cumulative PPIs to the school.

b) School percentile calculations, used to identify and classify the lowest performing 20 percent of schools into Level 3, will exclude 2015 results from both PARCC and MCAS. In this way, all schools will have the same rules apply to their school percentile calculations with no school disadvantaged because of its assessment choice in 2015. School percentile calculations for 2016-2018 will be based on the following years of assessment results:

Year of accountability determination	Years of data in school percentile
2016	2016, 2014, 2013, 2012
2017	2017, 2016, 2014, 2013
2018	2018, 2017, 2016, 2014

[2] Level 5 determinations are separate from these considerations.

PARCC/MCAS Choice: Why PARCC in 2015?

May/June 2014

Bob Bickerton, MCAS-PARCC Transitions Coordinator
Maureen LaCroix, Special Assistant to the Deputy Commissioner

MASSACHUSETTS DEPARTMENT OF
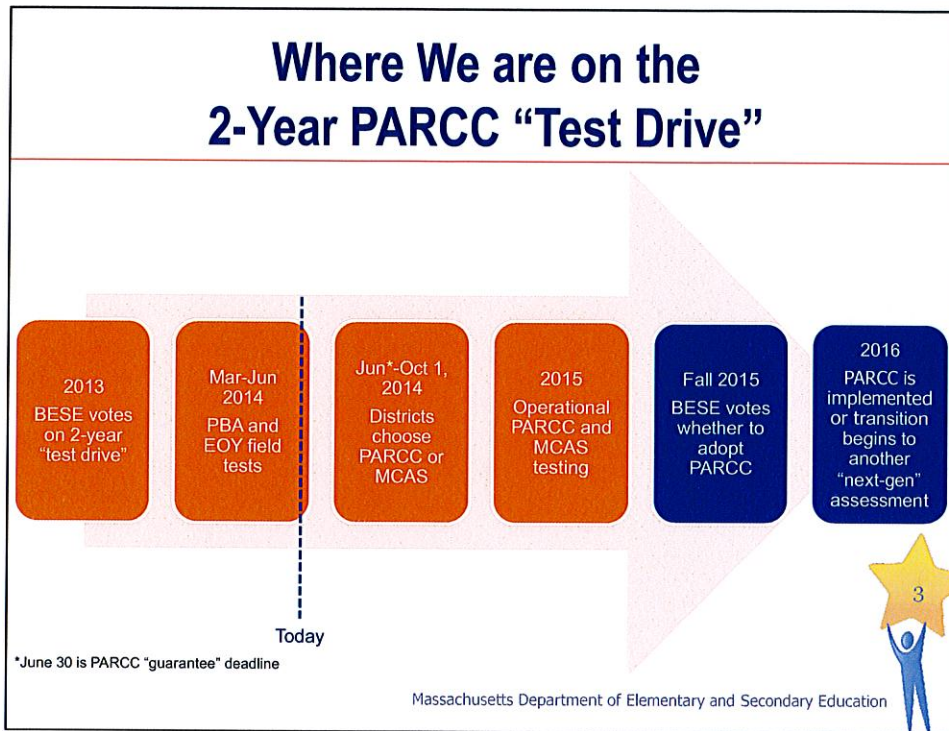ELEMENTARY AND SECONDARY
EDUCATION

Agenda

1. Welcome and Presenter Introductions
2. Where We are on the 2-Year PARCC "Test Drive"
3. PARCC Field Test Update and Preliminary Student and Teacher Survey Data
4. The PARCC/MCAS Choice
   ★ Why PARCC in 2015?
   ★ How will Choosing PARCC Affect Our Schools?
5. Let's Talk

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Massachusetts Department of Elementary and Secondary Education

Where We are on the 2-Year PARCC "Test Drive"

2013 BESE votes on 2-year "test drive"

Mar-Jun 2014 PBA and EOY field tests

Jun*-Oct 1, 2014 Districts choose PARCC or MCAS

2015 Operational PARCC and MCAS testing

Fall 2015 BESE votes whether to adopt PARCC

2016 PARCC is implemented or transition begins to another "next-gen" assessment

Today

*June 30 is PARCC "guarantee" deadline

Massachusetts Department of Elementary and Secondary Education

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PARCC Field Test Update

★ Most schools in Massachusetts will participate
   ★ Approx. 81,000 students in 1,050 schools in 345 districts
★ March 24 to April 11: Performance Based Assessment (PBA) window completed
   ★ 41,000 students tested online
   ★ 17,000 students tested with pencil and paper
★ May 5 to June 6: End of Year Assessment window
   ★ Approx. 33,500 students expected to test online
   ★ Approx. 14,500 students expected to test with pencil and paper

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What did 37,000 Students Say about Taking PARCC Online?

★ The majority of students expressed a preference for the online tests over paper-and-pencil tests (74% ELA, 56% Math)

★ All or most test questions asked students about things they had learned in school this year (87% in ELA, 70% in math)

★ 28% reported that the ELA test was more difficult than their school work; 61% of students reported that the math test was more difficult

★ 83% (Math) to 94% (ELA) of students responded that they had enough time!

★ Two out of three of students took one or more practice tests on a computer or tablet to get ready

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What did 37,000 Students Say about Taking PARCC Online?

★ Approximately 87% use a computer or tablet on at least a weekly basis at home

★ Approximately 60% use a computer or tablet on at least a weekly basis in school

★ The vast majority (87%) of students taking the ELA PBA found it "easy to type answers;" for math, 58% founding typing "easy" – but 41% found it "hard"

★ Almost half of students (46%) reported a technology problem during the math test, compared to 31% in ELA

★ Students overwhelmingly found it easy to navigate and use the embedded "accessibility tools"

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371 Online PARCC Field Test Administrator Survey Highlights

★ 81% had never before administered a computer based test

★ Most students were able to complete the test without needing the additional time allotted (sessions were 40-80 minutes)

   ★ 29% said **none** of the students in their class needed additional time; 44% said less than 1/3rd needed additional time; 28% said about half to the majority needed the additional time

★ 48% said the training did not prepare them to solve basic problems related to technology; 46% agreed that the training was adequate

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Fewer than 1% of Students "Opt Out"

★ Questions about student opt-outs were fielded from 43 districts; however, only 86 students were recorded as opting out during the online PBA Field Tests

   ★ This represents .2% of 41,000 students tested online

   ★ Perhaps some of the 319 students who were absent were "opting out," however, even if every absence not recorded as "medically necessary" were included, the maximum percent "opting out" would still be fewer than .75%

★ Parental opt outs are not allowed on state tests

★ Many PARCC states are experiencing far greater resistance to implementation of new standards and assessments than is Massachusetts
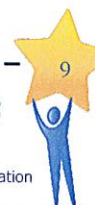
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The PARCC/MCAS Choice: Why PARCC in 2015?

★ So why should a district elect to administer PARCC instead of MCAS in spring 2015?

  ★ Students participating in PARCC will have a head start on experiencing a next generation assessment – the type of assessment that all schools must administer beginning with the 2015/2016 SY

  ★ Districts that choose to administer PARCC in spring 2015 will be able to do so at *"NO RISK"* – they will have their 2015 accountability levels "held harmless"

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The PARCC/MCAS Choice: Why PARCC in 2015?

★ So why should a district elect to administer PARCC instead of MCAS in spring 2015?

  ★ PARCC will provide both a paper and online version of its assessments next year

  ★ Students will take either PARCC or MCAS next year; generally speaking, there will be no double-testing

  ★ PARCC will not cause any interruption in a district's ability to use student growth percentiles (SGPs) for educator evaluation

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The PARCC/MCAS Choice: Why PARCC in 2015?

2014	May	▪ **Early May**: First of weekly conference calls to give districts information about choice ▪ **May 19**: M.A.S.S. Drive-in Conference and release of PARCC/MCAS choice tool
	June 30	▪ **CHOICE 1st Deadline**: Districts interested in choice 'guarantee' submit decision (PARCC or MCAS for grades 3-8) for spring 2015*
	July	▪ One-day workshop for districts administering PARCC online in 2015
	October	▪ **October 1: CHOICE Final Day**: Districts submit decision (PARCC or MCAS) for spring 2015, pending availability ▪ **October 31**: Final decision for PARRC online or paper test administration
2015	Winter	▪ PARCC and MCAS trainings ▪ Data uploads for online PARCC testing
	Spring	▪ PARCC and MCAS test administrations (see dates below)

MCAS 2015 Testing Dates
- ELA testing window: March 23-April 6
- Math and G5/G8 STE testing window: May 4-May 19
- H9 STE testing window: June 2-5
* Grades 9 and 11 are optional and subject to appropriation

PARCC 2015 Testing Dates (tentative)
- Performance-Based Assessment: March 16-April 10 for computer-based testing; March 23-April 3 for paper-based testing
- End-of-Year: May 4-29 for computer-based testing; May 11-22 for paper-based testing

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Test Drive: Yr 1: 2014 Field Test
Yr 2: 2015 Operational Test

★ 2014 Field Test: About 15% of students in grades 3-11 "tested the test" – assessing test items and online/paper test delivery

★ 2015 PARCC Operational Test: All students within a district that selects PARCC in grades 3-8 and possibly some in grades 9 & 11 will take the new assessments

  ★ Each school will administer PARCC either online OR on paper in both English Language Arts and Mathematics

  ★ Students in grades 5, 8, and high school will also continue to take the MCAS Science and Technology/Engineering tests

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Test Drive: Yr 1: 2014 Field Test
Yr 2: 2015 Operational Test

	Spring 2014 PARCC Field Test	Spring 2015 PARCC Operational Test
Choice of PARCC or MCAS	Districts were randomly sampled to participate. Districts taking the Performance-Based Assessment had a choice to also take MCAS, or exempt students from MCAS.	Districts will choose either PARCC or MCAS, not both. Separate choices will be made for Grades 3-8 and for grades 9 & 11. Grade 10 MCAS continues to be required.
Student Participation	In participating districts, students from a small number of classrooms were randomly selected to take parts of the ELA or Mathematics test, not the entire test.	All students in grades 3-9 and 11 selected to participate will take the complete PARCC tests in both ELA and Mathematics.
Test Format	Schools were assigned to take either the paper version or the online version of the assessments.	Districts administering PARCC will have the opportunity to select whether students will take the paper or online version of the assessments.
Performance Results	No district, school, or student-level results were produced.	District, school, and student-level results will be produced and publicly reported.
Student Rosters	District or school personnel were required to load classrooms of students into PearsonAccess using the student data upload process.	The Department will upload all students enrolled as of the October 2014 SIMS. Schools will only need to add or remove any students who were not reported on the October 1 enrollment report.
Technology	Online delivery: TestNav 8.0 (1st administration).	Online delivery: TestNav 8.0 (with more functionality to enhance usability and accessibility).

"Hold Harmless" Approach for
Schools Administering PARCC

★ Will accountability reporting be different in 2015?
  ★ Yes, but only for schools that administer PARCC. Their level will stay the same or improve from 2014, but cannot decline. Protocols will be followed that ensure PARCC 2015 results do not disadvantage school accountability classifications in 2016, 2017, and 2018 as well
  ★ Schools administering MCAS will be classified into a level as usual, and will not be held harmless

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"Hold Harmless" Approach for Schools Administering PARCC

★ Will data be reported for a school that chooses PARCC?

  ★ Yes, ESE will report assessment and accountability data for all schools, whether they administer MCAS or PARCC

  ★ Using a representative sample, ESE will use "equipercentile linking" to compare and publish achievement levels and CPI scores based upon 2015 MCAS and PARCC results for each school

  ★ ESE will calculate reliable student growth percentiles[15] (SGPs) for schools that administer PARCC

Massachusetts Department of Elementary and Secondary Education

"Hold Harmless" Approach for Schools Administering PARCC

★ What will hold harmless look like in practice?

  ★ Below are three hypothetical examples of 2015 accountability determinations for schools that participate in PARCC in spring 2015

| | 2014 | | | | 2015 | | | | |
| | Cumulative PPI | | School Percentile | Level | Cumulative PPI | | School Percentile | Level – Effect without Hold Harmless | Level - Effect with Hold Harmless |
	All students	High needs			All students	High needs			
School A	78	76	45	Level 1	76	70	43	Level 2 (declines)	Level 1 (remains the same)
School B	85	68	24	Level 2	74	73	17	Level 3 (declines)	Level 2 (remains the same)
School C	73	70	19	Level 3	77	71	24	Level 2 (improves)	Level 2 (improves)

Massachusetts Department of Elementary and Secondary Education

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PARCC: Anticipated Decision Criteria

★ RIGOR
- ★ First round: Fall 2014 based upon field tests
- ★ Second round: Fall 2015 – MCAS/PARCC comparison

★ QUALITY
- ★ Items are aligned with full range of standards and full continuum of student performance: Ongoing
- ★ Provides valid and reliable assessment of students' knowledge, skills and abilities: Fall 2015

★ COVERAGE
- ★ Provides measures of student performance on all standards,[17] including the hardest to assess

+ TECHNOLOGY Readiness and Paper Option

Massachusetts Department of Elementary and Secondary Education

10 Things Parents Should Know About PARCC

1. **Massachusetts is the nation's top performing state, but we cannot stand still and allow key educational and technological innovations to pass by us.**
   Massachusetts students are performing at high levels – second-to-none among the 50 states and on par with some of the highest performing nations in the world. Despite this, not all students are enjoying the same level of success. To remain competitive globally, we cannot stand still. We need to continue to invest in public education, upgrade our curriculum and instruction to reflect the demands of the 21st century, and put all students on a pathway to college and career readiness.

2. **Massachusetts is currently developing a new, high quality, 21st century student testing program called PARCC.**
   Massachusetts is one of 18 states working collaboratively to develop PARCC, which stands for the Partnership for Assessment of Readiness for College and Careers. PARCC is a key component of the state's commitment to prepare all students for success after high school. The state will administer PARCC tests to students in grades 3 through 11 in two subjects, English language arts and mathematics.

3. **The goal of PARCC is to measure student progress toward a common set of academic learning standards in English language arts and mathematics.**
   In 2010, Massachusetts adopted new learning standards, and since then, schools across the Commonwealth have been introducing them into classrooms. The standards are more rigorous than previous standards and are tied to the skills and knowledge that colleges and employers expect of our high school graduates. The best preparation for PARCC is good classroom instruction that focuses on the standards that students receive every day.

4. **Over the next two years, Massachusetts schools will "test drive" PARCC before the state decides whether to fully adopt this new testing program.**
   In spring 2014, more than 1.35 million students in grades 3-11 across 14 states, including Massachusetts, will take a PARCC field test. A field test lets us try out the test questions, make sure the questions measure the subject area content contained in the learning standards, and build the best test we can. In Massachusetts, we will randomly select roughly 15 percent of students in grades 3-11 to take a PARCC test this spring and try out the test questions.

5. **Higher education is a key partner in the development of the new PARCC tests.**
   Educators from K-12 and higher education are playing integral roles in the development of the new PARCC tests. PARCC will provide clearer signals about students' readiness for the next grade level and, in high school, readiness for college and careers. Each of Massachusetts' 29 public two-year and four-year colleges and universities have committed to use student performance on the PARCC tests as an indicator of students' readiness for entry-level, credit-bearing college courses.

6. **PARCC is a computer-based test, though a paper-and-pencil option exists.**
   Computers are playing an increasingly larger role in everything we do, including education. A computer-based test will allow us to improve the ways that students can demonstrate on a test what they know and are able to do. For instance, students will be able to use the computer to complete performance-based tasks that better measure the range of skills we value and colleges and employers report are necessary for students to acquire.

7. **Students selected to take a PARCC test this spring are most likely to continue participating in MCAS testing as well.**
   Students taking a PARCC field test this year will not receive a score or grade based on their performance. Most schools will continue to administer MCAS tests to students in grades selected for PARCC to preserve the reporting of valuable information on student performance to parents. In addition, all Massachusetts high school students, at least through the class of 2018, are required to take and pass the high school MCAS tests in three subjects to satisfy the state graduation requirement and earn a high school diploma.

8. **We are striving to make PARCC tests accessible to all students.**
   We are committed to ensure that all students, including students with disabilities and English language learners, are able to participate in a meaningful and appropriate manner so we can report valid results for all students. We are designing a testing program that is inclusive of all students and building many accessibility features that we consider to be accommodations on MCAS into the computer-based PARCC test.

9. **Parents can help children prepare for the PARCC test.**
   Parents can help their children prepare for PARCC by familiarizing themselves with the state's academic learning standards. The standards are posted online at http://www.doe.mass.edu/candi/commoncore/. The National PTA has also developed a Parents' Guide to Student Success, available in English and Spanish, in response to the new common set of learning standards. Additionally, PARCC practice tests and sample questions will be made available later this spring.

10. **In future years, PARCC could replace MCAS as the state's student testing program.**
    Based on the two-year "test drive" of PARCC, the state commissioner of elementary and secondary education will evaluate the strengths of PARCC and the program's ability to measure the state's new academic learning standards in English language arts. The Massachusetts Board of Elementary and Secondary Education will vote whether to fully adopt PARCC as the state's new testing program in fall 2015.

If you have questions about PARCC, please visit http://www.doe.mass.edu/parcc, send an email to parcc@doe.mass.edu, or, as always, ask your principal.

Massachusetts Spring 2014 PARCC Field Test
Preliminary Online PBA Student Survey Results

Q1: Did you understand all of the directions read by the person who gave you the test?

	Yes		No		No Response		Total Responses
ELA	19,942	95%	1,041	5%	2,005	10%	20,984
Math	15,004	89%	1,883	11%	1,820	11%	16,888

Q2: How often was it hard to understand the directions for the questions on this test?

	Almost Always		Most of the time		Some of the time		Almost Never		No Response		Total Responses
ELA	1,076	5%	2,763	13%	10,541	50%	6,575	31%	2,033	10%	20,956
Math	2,134	13%	4,198	25%	8,074	48%	2,458	15%	1,843	11%	16,865

Q3: How many questions asked you about things you have not learned in school this year?

	All of them		Most of them		Few of them		None of them		No Response		Total Responses
ELA	654	3%	1,976	9%	10,022	48%	8,283	40%	2,053	10%	20,936
Math	674	4%	4,400	26%	8,912	53%	2,871	17%	1,850	11%	16,858

Q4: How difficult was this test?

	It was easier than my school work		It was about the same as my school work		It was harder than my school work		No Response		Total Responses
ELA	3,463	17%	11,678	56%	5,796	28%	2,051	10%	20,938
Math	854	5%	5,645	33%	10,353	61%	1,855	11%	16,853

Q5: Did you have enough time to finish this test?

	I finished very early		I finished on time		I had to rush to finish		I did not finish		No Response		Total Responses
ELA	8,074	39%	11,421	55%	1,039	5%	403	2%	2,051	10%	20,938
Math	4,308	26%	9,633	57%	1,690	10%	1,211	7%	1,865	11%	16,843

Q6: How often do you use a computer or tablet at home?

	Every day		A few times a week		A couple of times a month or less		I don't have a computer or a tablet at home		No Response		Total Responses
ELA	12,072	58%	6,313	30%	1,762	8%	774	4%	2,067	10%	20,922
Math	9,414	56%	5,119	30%	1,597	9%	716	4%	1,861	11%	16,847

Q7: How often do you use a computer or tablet in school?

	Every day		A few times a week		A couple of times a month or less		I have never used a computer or tablet in school		No Response		Total Responses
ELA	3,959	19%	9,138	44%	6,936	33%	876	4%	2,079	10%	20,910
Math	2,968	18%	7,049	42%	6,049	36%	763	5%	1,878	11%	16,830

Q8: When writing a story or essay, how often do you use a computer or tablet?

	All of the time		Most of the time		Some of the time		Never		No Response		Total Responses
ELA	3,282	16%	5,796	28%	8,166	39%	3,670	18%	2,074	10%	20,915
Math	2,795	17%	4,709	28%	6,247	37%	3,072	18%	1,884	11%	16,824

Q9: Would you rather take this test on paper OR on a computer or tablet?

	On paper		On a computer or tablet		No Response		Total Responses
ELA	5,456	26%	15,445	74%	2,087	10%	20,902
Math	7,450	44%	9,374	56%	1,883	11%	16,825

Q10: What did you use to take this test?

	Desktop computer		Laptop computer		Tablet with a keyboard		Tablet without a keyboard		No Response		Total Responses
ELA	11,354	54%	6,807	33%	2,426	12%	305	1%	2,096	10%	20,893
Math	8,989	53%	5,780	34%	1,724	10%	346	2%	1,868	11%	16,840

Q11: How many times did you practice on a computer or tablet to get ready for this test?

	Never		Once		More than once		No Response		Total Responses
ELA	8,018	38%	8,522	41%	4,350	21%	2,098	10%	20,891
Math	6,006	36%	7,366	44%	3,461	21%	1,874	11%	16,834

Q12: Was it easy to use the highlighter?

	Yes, it was easy		No, it was hard		I did not use the highlighter		No Response		Total Responses
ELA	12,936	62%	1,304	6%	6,652	32%	2,096	10%	20,893
Math	6,189	37%	970	6%	9,661	57%	1,887	11%	16,821

Q13: Was it easy to type your answers?

	Yes, it was easy		No, it was hard		I did not type any answers		No Response		Total Responses
ELA	18,201	87%	2,374	11%	288	1%	2,125	10%	20,864
Math	9,736	58%	6,865	41%	207	1%	1,899	11%	16,809

Q14: Was it easy to make pictures or words bigger or smaller?

	Yes, it was easy		No, it was hard		I did not change the size of pictures or words		No Response		Total Responses
ELA	6,391	31%	1,933	9%	12,548	60%	2,116	10%	20,873
Math	3,892	23%	2,351	14%	10,555	63%	1,909	11%	16,799

Q15: Was it easy to move back and forth between passages or stories?

	Yes, it was easy		No, it was hard		I did not move between stories or passages		No Response		Total Responses
ELA	18,139	87%	1,608	8%	1,095	5%	2,146	10%	20,843
Math	10,719	64%	5,438	32%	627	4%	1,923	11%	16,785

Q16: Was it easy to find information in the passages or stories when answering questions?

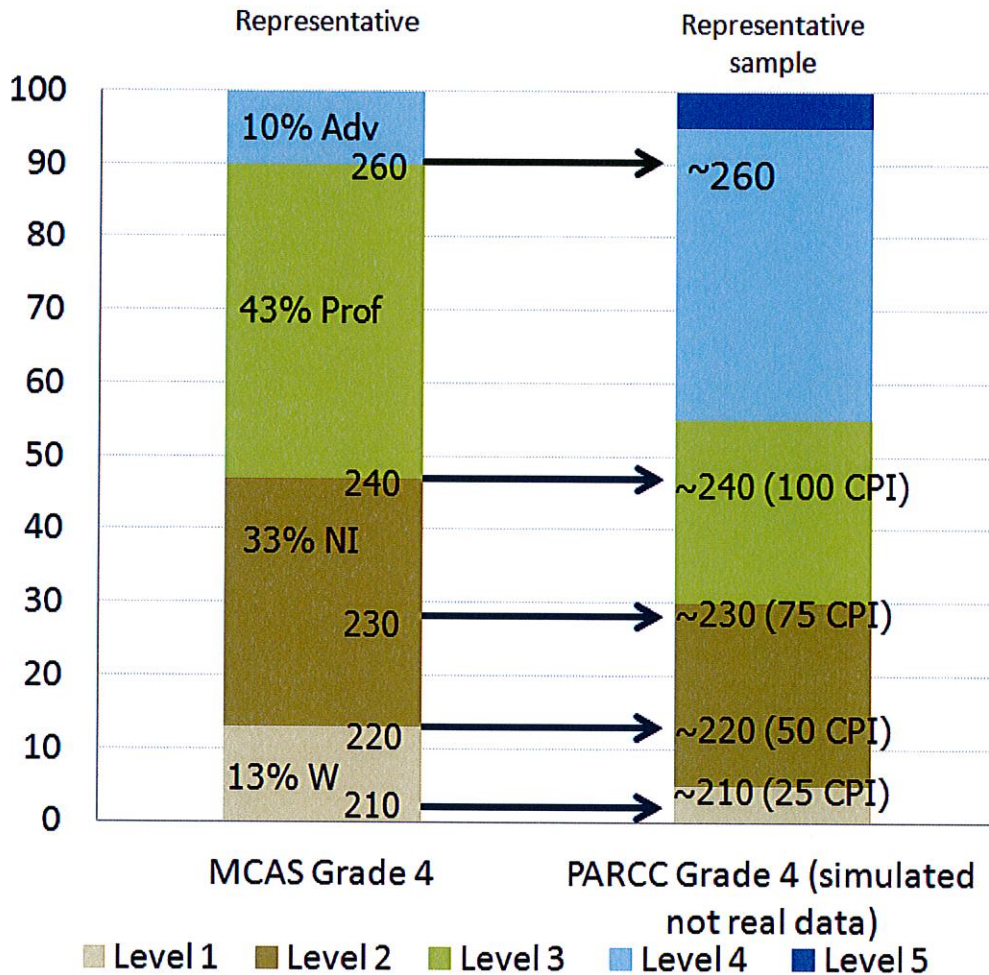|	Yes, it was easy		No, it was hard		I did not move between stories or passages		No Response		Total Responses
ELA	15,721	75%	4,492	22%	636	3%	2,139	10%	20,850
Math	7,997	48%	1,518	9%	7,287	43%	1,905	11%	16,803

Q17: Did any of the problems listed below happen during your test? (Select all that apply)

	The computer stopped working		The computer worked slowly		I had a hard time dragging or moving things on the		I had a hard time making changes to my answers		No problems happened during the test		No Response		Total Responses
ELA	1,217	7%	1,579	10%	1,687	10%	632	4%	11,185	69%	2,206	14%	16300
Math	616	6%	1,171	12%	631	6%	2,164	22%	5,415	54%	1,970	20%	9997

MCAS and PARCC: HOW WE WILL COMPARE RESULTS

The procedure used to compare the results (student scores) from two different tests is called "equipercentile linking." Below you will find a schematic that provides an overview of how the process works: the left column shows actual MCAS achievement data sorted by percentiles while the right column shows a "simulation" of what PARCC achievement data might be (no actual data yet exists), once again sorted by percentiles. The arrows show how we will identify which scores on PARCC are equivalent to levels (and scores) in MCAS. You are likely already familiar with such comparisons since this process is used to compare, e.g., SAT and ACT scores, and ACCESS and MEPA scores.

Linking Student Achievement

Representative

Representative sample

MCAS Grade 4		PARCC Grade 4 (simulated not real data)
10% Adv		
260	→	~260
43% Prof		
240	→	~240 (100 CPI)
33% NI		
230	→	~230 (75 CPI)
220	→	~220 (50 CPI)
13% W		
210	→	~210 (25 CPI)

Level 1　　Level 2　　Level 3　　Level 4　　Level 5

MCAS and PARCC: SUSTAINING A RELIABLE GROWTH MEASURE

Over the past three years, testing and measurement experts in PARCC states that use Student Growth Percentiles (SGP) as a measure of student growth have been analyzing issues related to sustaining the reliability of SGPs as we transition from our legacy assessment (e.g., MCAS) to PARCC. The conclusion is that given representative samples of student data, SGPs will be reliable whether a student who has taken MCAS for the prior year or two takes MCAS or PARCC in 2015. Following is a graphic that highlights how the percentile underpinnings of the SGP support this conclusion. Understanding that perception is just as important as the mathematical evidence, ESE will convene a forum for interested parties to review and better understand these analyses.

2015 MCAS Growth Percentiles
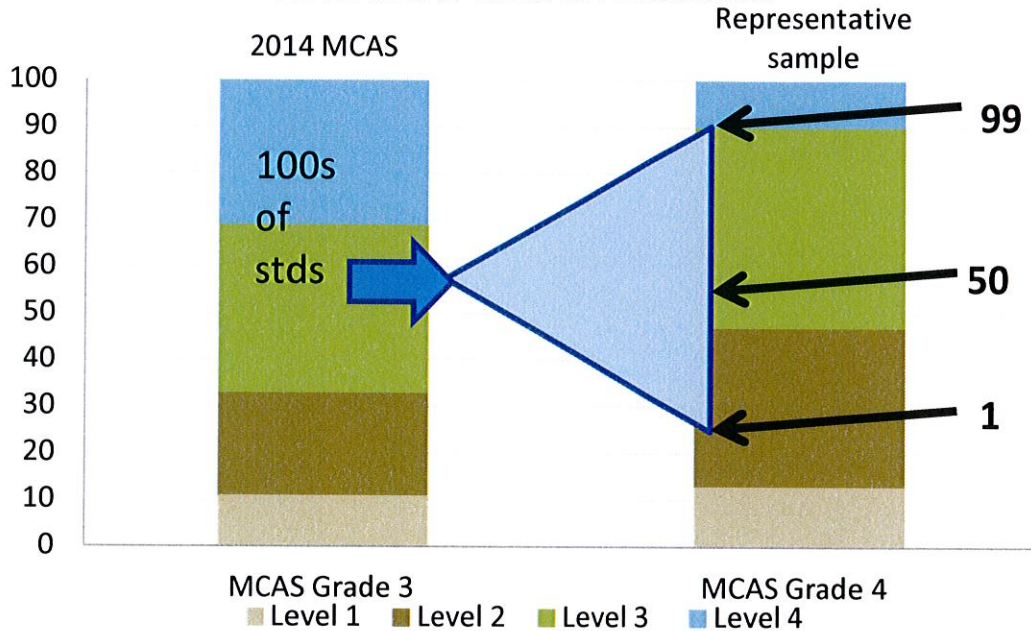
2015 PARCC Growth Percentiles
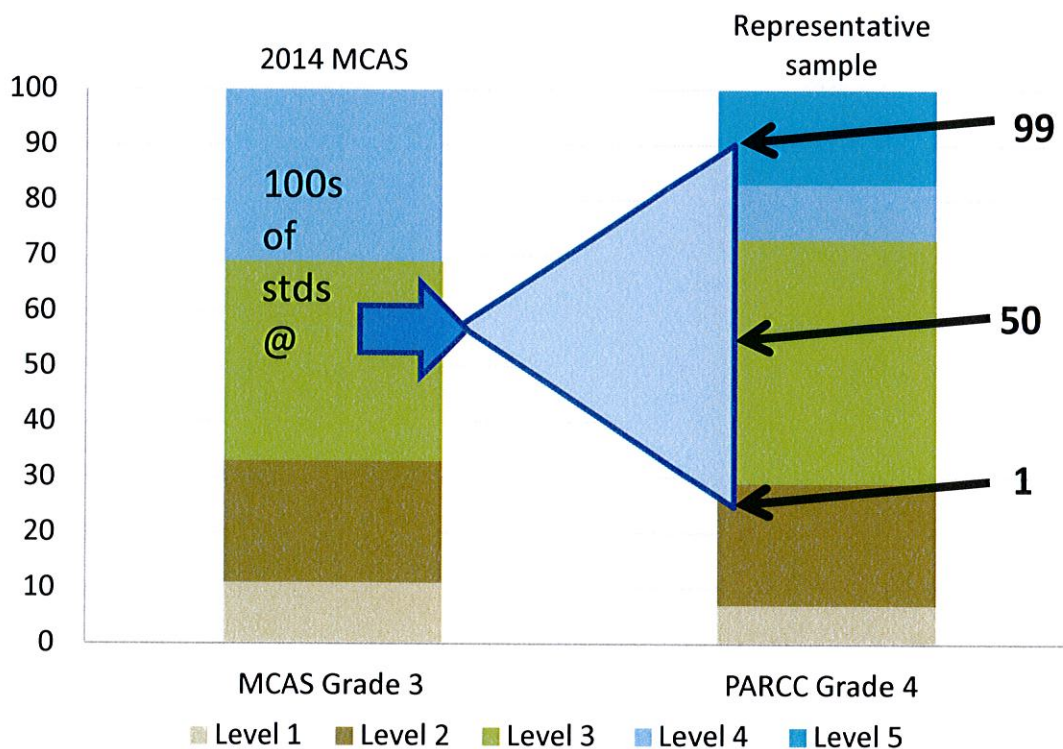
ITEM NO: **VI. Policy**   MEETING DATE: **6/11/14**
         A. Organizational Chart - Technology Administration: Presentation & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to change the district's organizational chart in order to update the reporting structure for the administration of education technology?

BACKGROUND INFORMATION:

1.   Due to the resignation of the current Director of Technology, the district administration has reviewed the position in an effort to determine the most effective way to organize the structure of the program.
2.   The administration believes that the explosion of education and information technology has resulted in the portfolio of responsibilities for the Director of Technology to be too extensive for one individual.
3.   The administration recommends that the district return the position of Director of Instructional Technology and Media Services to a PreK-12 Director level, which it was prior to four years ago when it was raised to the level of Central Office. This position will focus primarily on the integration of technology into teaching and learning and professional development in this area.
4.   The administration also recommends that the current position of Information Technology Systems Manager, which reported to the Director of Technology, be changed to Director of Information Technology and report directly to the superintendent. This position will focus primarily on the technical elements of the district's technology infrastructure and information systems management.
5.   In order to meet demand for data management and reporting, the administration recommends filling the position of Data Specialist, which had been subsumed under the IT Systems Manager position.
6.   Both the current and proposed organizational charts are enclosed. Job descriptions for these three positions are also enclosed.
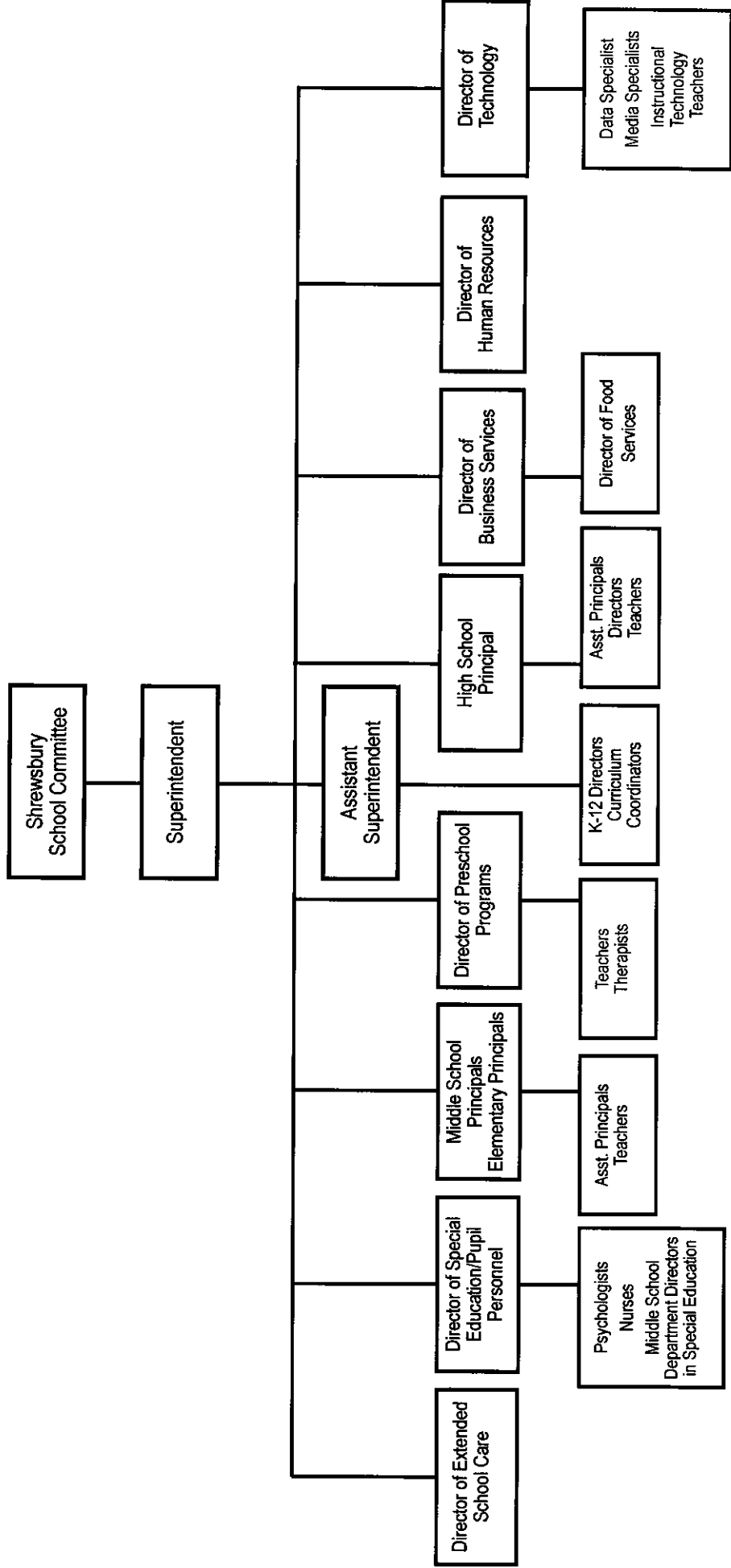
ACTION RECOMMENDED:

That the School Committee vote to revise the district's organizational chart to replace "Director of Technology" with "Director of Information Technology" and to reflect title updates as indicated in the enclosed document.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Mary Beth Banios, Assistant Superintendent
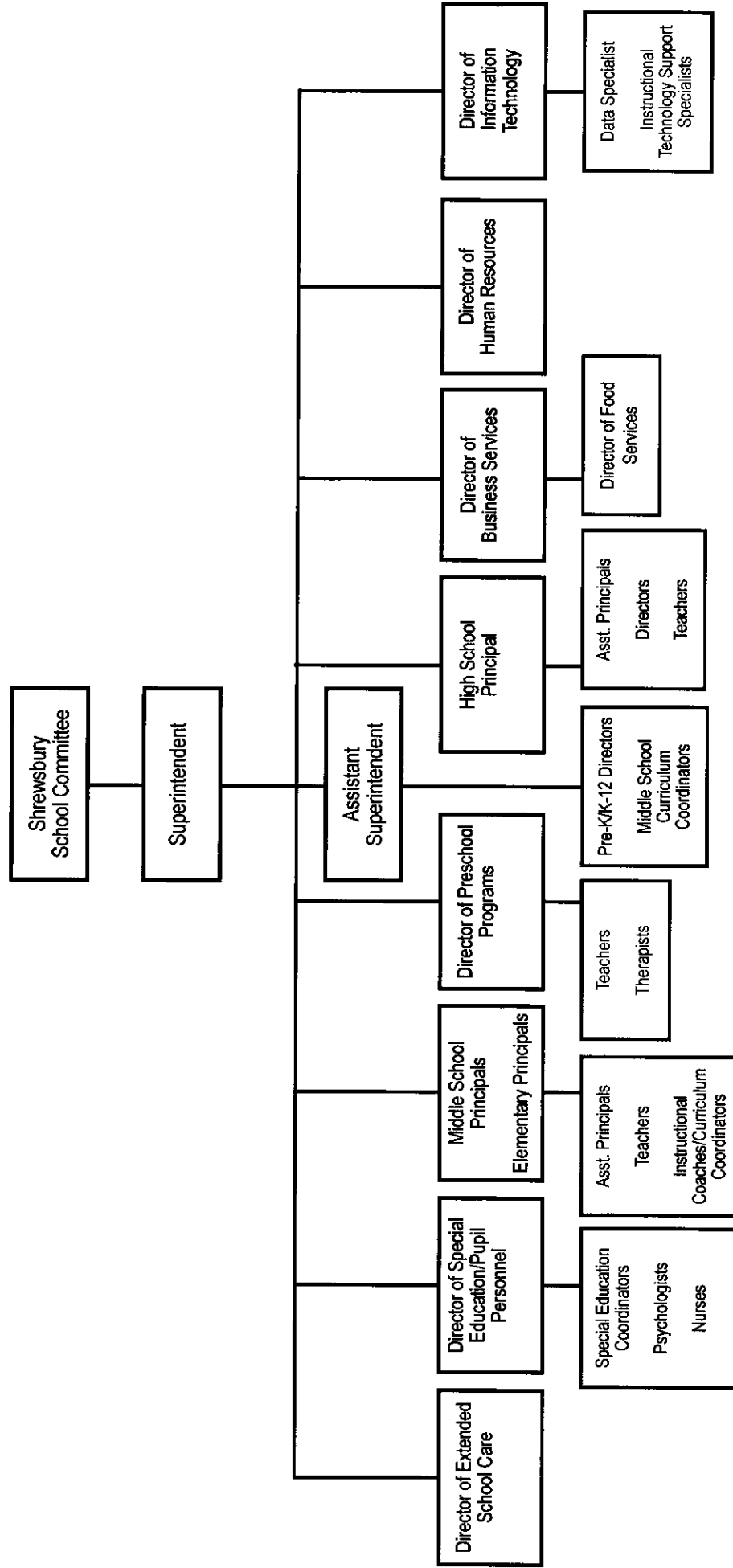Ms. Barbara A. Malone, Director of Human Resources

Policy Family	ORGANIZATION AND ADMINISTRATION	212

ORGANIZATIONAL CHART

Shrewsbury School Committee

Superintendent

Assistant Superintendent

Director of Extended School Care

Director of Special Education/Pupil Personnel
- Psychologists
- Nurses
- Middle School Department Directors in Special Education

Middle School Principals Elementary Principals
- Asst. Principals
- Teachers

Director of Preschool Programs
- Teachers
- Therapists

K-12 Directors Curriculum Coordinators

High School Principal
- Asst. Principals
- Directors
- Teachers

Director of Business Services
- Director of Food Services

Director of Human Resources

Director of Technology
- Data Specialist
- Media Specialists
- Instructional Technology Teachers

Policy Family	ORGANIZATION AND ADMINISTRATION	212

ORGANIZATIONAL CHART

Shrewsbury School Committee

Superintendent

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Director of Special Education/Pupil Personnel
- Special Education Coordinators
- Psychologists
- Nurses

Middle School Principals
Elementary Principals
- Asst. Principals
- Teachers
- Instructional Coaches/Curriculum Coordinators

Director of Preschool Programs
- Teachers
- Therapists

Pre-K/K-12 Directors
Middle School Curriculum Coordinators

High School Principal
- Asst. Principals
- Directors
- Teachers

Director of Business Services
- Director of Food Services

Director of Human Resources

Director of Information Technology
- Data Specialist
- Instructional Technology Support Specialists

POSITION: Director of Instructional Technology and Media Services (PreK-12)

The Director of Instructional Technology and Media Services, PreK-12 is responsible for providing leadership to maximize student learning through the implementation and appropriate use of technology throughout the district, as well as to ensure educators have appropriate technology tools and effective professional development in order to improve their practice. This position will supervise and evaluate instructional technology and media specialists. As with other PreK-12 Director positions in the district, this director is responsible for the instructional program in his/her subject areas for the school district, grades PreK-12. Shrewsbury Public Schools services 6000+ students across 9 schools. The focus of the position is curriculum development and implementation, professional development, and program assessment.

Key Responsibilities:

- Maximizes student learning through the implementation and appropriate use of technology in the classroom
- Provides leadership to ensure educators have appropriate technology tools and effective professional development in order to improve their practice
- Supervises and evaluates the library and media specialists and instructional technology teachers
- Works with central off in hiring and assigning of department staff
- Pursues grant opportunities for the development of the program
- Makes presentations to school committee and community groups
- Participates in the district budget preparation and budget management process
- Supports the efforts of school principals who serve as the instructional leaders of the individual schools. Collaborates with principals and central office administrators in providing leadership to the district and to the schools
- Supports the development and implementation of the district's annual goals

- Fosters close collaborative relationship with Director of Information Technology in areas of mutual responsibility, e.g. 1:1 technology, balancing needs of implementation with governance/policy development

Preferred Qualifications:
- Minimum of five years combined teaching and or teaching/administrative/leadership experience in instructional technology
- Master's degree in related field
- Demonstrated ability and successful experience in developing and implementing technology related professional development to educators
- Ability to identify problems, analyze situations, develop potential solutions, and work collaboratively with various personnel to implement those solutions
- Possesses current knowledge of technology, including administrative and instructional data systems and its impact on teaching and learning
- Strong communication skills, effective interpersonal relationships,
- Strong understanding of 1:1 technology

Work Year/Compensation:
- The Director of Instructional Technology and Media Services work year is based on the teachers' school year calendar (typically 183-184 days) plus ten additional days. Salary will be based on the Shrewsbury teacher contract system, commensurate with qualifications and experience. As a director, the successful candidate will also receive a stipend, adjusted for years of experience.

Shrewsbury Public Schools

POSITION: Director of Information Technology

The Director of Information Technology provides leadership to the district for its information technology needs, including responsibility for hardware, software, data integrity and systems security. This position has several direct reports, who are focused on serving various technology needs throughout the school department. This position reports to the Superintendent of Schools, with a strong collaborative relationship with the Assistant Superintendent of Schools and K-12 Directors for the district, including the PreK-12 Director of Instructional Technology and Media Services.

Key Responsibilities:
- Provides leadership to utilize information technology in order to enhance the district's capacity to use data for decision making
- Oversees district work to support various systems, data management and software, including state level assessments, Student Information Systems (e.g. Power School), repositories for educator evaluation information (e.g. Baseline Edge)
- Provides leadership to employ communication technology including the district's web presence to strengthen the effectiveness of the district's internal and external technical footprint
- Maintains systems security
- Responsible for ongoing data integrity, ensuring that systems are as integrated as possible, system back ups, recovery/disaster recovery, and business continuity
- Supervises the technology support services and employees for data, video and audio-visual systems in all school facilities
- Supervises the Instructional Technology Support Specialists, Information Technology Operations Specialist, Data Specialist, and their work
- Works with central office in the hiring and assigning of department staff
- Establishes and maintains close working relationships with appropriate municipal departments on technology-related issues
- Leads and supports the district's efforts in maintaining and submitting required student, staff and technology data to DESE
- Oversees the development of software (in-house and contracted), networking, operations, help desk and related vendor relations

- Oversees the acquisition and inventory of computer hardware, software and related equipment
- Oversees the information of technology infrastructure, including the network systems supporting connectivity for students, faculty and staff. Oversees maintenance of computer systems and servers
- Participates in the district budget preparation and budget management process. Makes presentations as necessary to the School Committee and to the community regarding budget and other relevant information
- Advises the Superintendent in area of responsibility and initiates program proposals and activities to improve services and/or increase efficiency of the school department
- Fosters close collaborative relationship with PreK-12 Director of Instructional Technology and Media Services in areas of mutual responsibility, e.g. 1:1 technology, balancing needs of implementation with governance/policy development
- Perform other tasks as assigned by the superintendent

Preferred Qualifications:
- Bachelor's or Master's Degree in Computer Science, Management Information Systems, or related field
- Strong background in database management, especially student information systems
- Knowledge and experience with IT infrastructure, including servers, networking, etc.
- Knowledge and/or experience with management of technology devices assigned to employees and/or students
- Experience in the public education sector

ITEM NO: **VII. Budget**   MEETING DATE: **6/11/14**
       A. Non-Represented Administrator Compensation: Presentation & Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to authorize a compensation adjustment for non-represented administrators?
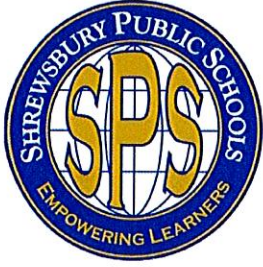
BACKGROUND INFORMATION:

1.   In Fiscal Year 2014, the only employee group that did not receive any form of additional compensation is the non-represented administrators (i.e., Central Office administrators and principals).
2.   Given that a) the district is on solid footing as it begins to close out the fiscal year,; b) these district leaders have, in the opinion of the superintendent, done an outstanding job leading their departments and schools; and c) retaining leaders is a critical need for the district, the superintendent recommends providing administrators who are returning in Fiscal Year 2015 with a 1% salary adjustment effective with the last pay period of FY 2014.   This reflects the same cost-of-living adjustment provided to top-step teachers, who moved to a new maximum step increase.
3.   The superintendent is recommending this adjustment for the non-represented administrators who report to him; the superintendent defers to the School Committee's discretion whether to apply this to the superintendent's compensation as well.
4.   A memo from Dr. Sawyer that outlines this recommendation and the fiscal impact is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to authorize a 1% salary increase for non-represented administrators who will be returning for Fiscal Year 2015.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

June 10, 2014

To: School Committee
Re: Proposed Compensation Adjustment for Non-Represented Administrators

In Fiscal Year 2014, the only School Department employee group not to receive any form of additional compensation is the non-represented administrators (i.e., Central Office administrators and building principals).

For reasons of internal equity, retention of talented leaders, and in recognition of the skillful efforts this employee group has demonstrated during a challenging time, I recommend that the School Committee authorize a 1% salary adjustment for these administrators, effective with the last pay period of the fiscal year. This adjustment is in line with the compensation adjustment that top-step teachers received through the addition of a new maximum step this year.

This adjustment would only apply to administrators who are returning for Fiscal Year 2015. The financial impact would be a total of $13,104, with administrators receiving approximately $1,000 to $1,200 in additional compensation, depending on individual salaries. The Fiscal Year 2014 budget has more than sufficient resources to allocate this amount.

I am making this recommendation for those administrators who report to me. Should the School Committee wish to apply the same approach to my salary, the additional financial impact would be $1,617. I defer to the School Committee's judgment regarding any adjustments it may deem appropriate for my compensation in Fiscal Year 2014.

ITEM NO: **VII. Budget**   MEETING DATE: **6/11/14**
          B. Fiscal Year 2014 Budget Transfers: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve Fiscal Year 2014 budget transfers?

BACKGROUND INFORMATION:

1. As FY14 comes to a close, the final budget update is enclosed which shows anticipated year end totals for salaries and other expenses.
2. Transfers between accounts are required to reconcile the FY14 budget based on actual expenditures.

ACTION RECOMMENDED:

That the School Committee vote to authorize the administration to make budget transfers between categories in order to reconcile the FY14 budget, as illustrated in the attachment.

STAFF AND OTHERS AVAILABLE FOR PRESENTATION:

Mr. Liam Hurley, Director of Business Services

FY 2014 OPERATING BUDGET STATUS REPORT
AS OF 11 JUNE 2014

	FY14 Budget	Expended & Encumbered	Percent Exp./Enc.	Year End Projection	Dollar Variance	Percent Variance
Admin. Sal. (CO, Principals & Unit B)	$ 2,596,066	$ 2,483,899	95.7%	$ 2,611,066	$ (15,000)	-0.6%
Unit A Salaries (Teachers, Nurses, etc.)	$ 28,833,540	$ 23,713,621	82.2%	$ 29,075,540	$ (242,000)	-0.8%
Aides/ABA/Para.Wages	$ 4,347,432	$ 4,293,119	98.8%	$ 4,427,432	$ (80,000)	-2.6%
Secretarial Wages & Non- Represented	$ 1,591,839	$ 1,432,397	90.0%	$ 1,591,839	$ -	0.0%
Substitutes (daily & long-term)	$ 603,000	$ 692,616	114.9%	$ 750,616	$ (147,616)	-27.8%
Other Wages/Sal. (See Note 1)	$ 889,177	$ 648,520	72.9%	$ 815,000	$ 74,177	15.2%
					$ -	
In-district & Vocational Transport	$ 2,173,889	$ 2,129,438	98.0%	$ 2,198,889	$ (25,000)	-1.4%
SPED Transportation & Monitors	$ 1,371,515	$ 1,320,549	96.3%	$ 1,371,515	$ -	0.0%
					$ -	
Vocational Tuition	$ 2,244,040	$ 2,058,240	91.7%	$ 2,058,240	$ 185,800	8.0%
SPED Tuition (see Note 2)	$ 4,815,477	$ 4,555,838	94.6%	$ 4,540,838	$ 274,639	9.9%
					$ -	
Other Expenses (See Note 3)	$ 2,574,671	$ 2,548,950	99.0%	$ 2,599,671	$ (25,000)	-1.1%
					$ -	
TOTALS	$ 52,040,646	$ 45,877,187	88.2%	$ 52,040,646	$ -	0.0%

Format Notes:

Note 1. Other Wages/Sal. include custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, crossing guards , tuition reimbursement and sick leave buy back.

Note 2. Special Education tuition projection is the net Special Education Tuition (Total Costs less Circuit Breaker Reimbursement funding)

Note 3. Other expenses include (but are not limited to) contracted services, Site Based Management (SBM) funds, office supplies, text books and education supplies, technology purchases equipment leasing & repairs, custodial supplies, travel, postage etc...

Note 4. Salary projections subject to change based on collective bargaining agreements

ITEM NO: **VIII. Old Business**   MEETING DATE: **6/11/14**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **IX. New Business**   MEETING DATE: **6/11/14**
        A. Assabet Valley Collaborative: Quarterly Update

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative?

BACKGROUND INFORMATION:

1. The new state law governing educational collaboratives requires quarterly updates to member school districts.
2. The enclosed Executive Director's Budget Message provides information regarding AVC's programs and services.
3.

ACTION RECOMMENDED:

That the School Committee hear a quarterly update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Assabet Valley Collaborative
57 Orchard Street
Marlborough, MA 01752
Phone: 508-481-3611   Fax: 508-481-0379

Cathy Cummins
Executive Director
ccummins@assabet.org
www.avcollaborative.org

Executive Director's Budget Message

May 30, 2014

The FY2015 budget development process at Assabet Valley Collaborative began in October to align with districts' budget timelines to support their needs to plan for AVC's costs and fees.

The initial budget timeline and known conditions and assumptions that form the basis of the FY15 budget guide the process. Beginning in October, Anne Mahan met with each program administrator to identify enrollment/utilization and program needs for FY15. Ms. Mahan also convened the Finance Subcommittee to review cost drivers and assumptions in building the preliminary FY15 budget documents presented in December 2013. The Subcommittee met again in January and due to uncertainty in projecting enrollment and revenue at that time, determined to propose rates and fees for adoption but to withhold a final budget recommendation until later in the year when revenue projections were more concrete. The Subcommittee met again in May to review FY14 status update and to propose a final FY15 budget for Board approval.

At the midpoint of FY14, AVC was projecting limited growth in some programs and a decline in enrollment and service utilization in other programs in FY15. During January through April, 2014, AVC's leadership team and stakeholders explored current and projected utilization patterns, identified options to increase program quality and capacity, and embarked on activities to better promote, market and make visible the vast array of services we provide. AVC participated in the Special Education Advocacy Network (SPAN) school exhibit and showcase in March and also explored emerging needs with special education administrators, curriculum leaders, technology leaders and superintendents. AVC engaged Marketing Studios to support strategic communications including a website audit, logo creation, and marketing materials. AVC also capitalized on the closure of private schools to ensure that member and nearby non-member districts were aware of AVC's capacity to support students suddenly in need of specialized programming. AVC also conducted outreach with neighboring collaboratives to identify possible opportunities to increase mutual capacity through formal agreements or partnerships. We also sought grant funding to continue to support efforts to showcase the cost-avoidance benefits of wraparound services and to build capacity to support districts in addressing the mental health and behavioral health needs of students.

The results of these activities include the following impacts and priorities for the FY15 Budget:

1) AVC was awarded continuation funding from Sudbury Foundation to support expanded cost avoidance study for Family Success Partnership.

2) AVC was awarded a grant (in partnership with Boston Children's Hospital and Massachusetts Advocates for Children) from C.F. Adams Trust to support the creation of professional development content to support districts in serving the needs of students with mental health and behavioral health needs.

3) AVC's stakeholders identified that our current programming would gain credibility and competitive advantage if we added psychiatric consultation as part of our programming.

4) AVC's stakeholders identified professional development as a priority need to add value to membership. During FY14 – AVC offered a wide range of professional development to over 700 participants, creating significant momentum for FY15.

5) AVC played a role in assisting districts in better understanding upcoming legislation and how it will impact districts and what members might rely on AVC to provide in response to new requirements – including Chapter 222 (discipline law) and fingerprinting.

6) AVC was asked to explore the launch of consultation transition services – including transportation, job development, vocational assessment, consultation, and job coaching – to support in-district high school and post-grad programs.

7) AVC identified a gap in service delivery for diploma eligible students requiring transition support beyond 12th grade. Stakeholders identified a need for programming to support diploma-eligible students in post-graduate programming that would take place in the first year or two following the completion of academic high school requirements and state tests.

8) AVC identified a need to address data collection and analysis to better support multiple needs: a) continuous improvement; b) development of DDMs for highly specialized low-incidence student population, and c) to increase integrity, efficiency and effectiveness of IEP goal development and progress monitoring. These needs mirror those we learned about in districts and AVC seeks to identify solutions that may also benefit districts in addressing their needs. Risk-Eraser is a consulting and software company being utilized (and highly recommended) by two other collaboratives. With a focus on building better data integrity and better methodology (goals and interventions) using web-based software, AVC will strive to have better assessment tools to impact student outcomes and our compliance with state mandates.

Transportation

Mid-year, AVC and transportation vendor, Vanpool, had the opportunity to respond favorably to meet a sudden new need from one member district in response to the bankruptcy filing of their transportation vendor. This provided increased revenue through our current out-of-district contract with Vanpool but also gave us the opportunity to expand our service delivery to include in-district routes. Outreach from a non-member district regarding transportation also resulted in the possibility of additional added transportation services and subsequent revenue.

Family Success Partnership (FSP)

FSP continues to be a vital service offered to districts. Initially grant-funded for the first five years, AVC is entering a second year of district funding of this service. AVC's grant-funded cost-avoidance study showcases the value of wraparound and during a legal workshop held this year, our presenting attorney also noted the value of providing wraparound to avoid litigation and to promote favorable legal and procedural outcomes. AVC will continue to expand the marketing of this program. Other collaboratives have started to ask AVC to share our model with their stakeholders so that they can consider replicating. When districts fully embrace and implement FSP with fidelity, the testimony they provide reinforces what our practitioners know to be true: wraparound helps districts respond to emerging issues in ways that can improve outcomes, reduce crises, and save districts time and money. In FY15 it will be imperative that

we continue to study and promote the value of wraparound and continue to seek opportunities to bring in other sources of revenue to support this innovative work.

Facilities and Capital Costs
Facilities renovations and costs at Evolution (through FY19) and at Bigelow (through FY38) continue to impact budget development. At Evolution these costs are associated with lease payments and discounted tuitions to Shrewsbury Public Schools. AT AVCAS/SOAR these costs are associated with lease payments and the responsibility for large-scale building renovation projects including most notably the installation of an elevator and a new roof. AVC will need to undergo capital planning process and the pursuit of financing in order to address these capital projects.

REACH
Enrollment in REACH has stabilized in FY15 as a result of referral activity due to the closing of the Mercy Center and some new referrals from both member and nonmember districts. Given the vulnerability of fluctuating enrollment, AVC will need to explore options to market the program, as appropriate, and to work with other Collaboratives to explore opportunities to share resources for this highly specialized, flagship AVC program.

Legislation, Regulations, and Strategic Planning

The institution of new legislation for Collaboratives continues to impact AVC's future financial planning in ways that continue to be unpredictable. DESE has now promulgated new regulations that help to guide our practices and actions relative to capital funds, limits on surplus funds, and other requirements. Significantly increased reporting requirements related to EPIMS, financial reports, and greater reporting to School Committees continue to add to the responsibilities of existing staff in a central office that is already lean.

As prescribed by Chapter 43, a Commission studied (among other topics) the merits of regionalization/consolidation of collaboratives and the expansion of the capacity for Collaboratives to do more work related to DESE's state-wide initiatives and mandates. While 'consolidation' of collaboratives was not a formal recommendation in the final report, the Commission did recommend the establishment of regional networks and regional 'liaisons' to provide a mechanism for DESE to launch future initiatives through collaborative regions. If collaboratives are expected to take on new initiatives, which sometimes result in a financial risk, it will be important for our Board to consider the value of AVC stepping up for new initiatives that would increase capacity at some financial risk.

It will be important that in FY15 the Board engages in activities that will determine how AVC will respond strategically in FY15-FY20 to the recommendations of the Commission as we envision our future in the new landscape for collaboratives in Massachusetts.

Sincerely,

Cathy Cummins

ITEM NO: **X.** **Approval of Minutes** MEETING DATE: **5/28/14**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the School Committee meeting on April 30, 2014?

BACKGROUND INFORMATION:

1. The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the minutes of the School Committee meeting on April 30, May 12 and May 14, 2014.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Erin Canzano, Secretary

ITEM NO: **XII. Executive Session**   MEETING DATE: **6/11/14**
       A. Discussion of Strategy Concerning Contract Negotiations With Non-
         Represented Administrators

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session for the purpose of discussing
negotiations with non-represented school administrators, where discussion in open session
may have a detrimental effect on the bargaining position of the public body?

BACKGROUND INFORMATION:

That the School Committee discuss the information presented and take such action as it deems
to be in best interests of Shrewsbury Public Schools.

ACTION RECOMMENDED:

That the School Committee enter into executive session.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Barbara M. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Information Enclosures**   MEETING DATE: **6/11/14**
ITEM NO: **XIII. Adjournment**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION: