School Committee
Meeting Book

November 18, 2015
7:00 pm

Town Hall
Selectmen's Meeting Room

SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING
AGENDA
November 18, 2015 7:00pm
Town Hall—Selectmen's Meeting Room

The meeting may open at 6:15pm in Town Hall - Conference Room A and immediately enter executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A, & b) reviewing and/or approving executive session minutes from a prior meeting, and/or c) negotiations with non-represented employees.

Items		**Suggested time allotments**
I.	Public Participation	7:00 – 7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. Student Presentation: SHS TV Studio Production Team	7:10 – 7:25
	B. Student Presentation: Marine Biology Field Study	7:25 – 7:45
	C. Proposed Overnight Student Trips for Marine Biology and TV Production: Votes	7:45 – 7:55
V.	Curriculum	
	A. State Testing: Annual Report	7:55 – 8:25
	B. State Testing: Discussion	8:25 – 8:40
VI.	Policy	
	A. Updated Policy on Substitute Teachers: First Reading	8:40 – 8:50
VII.	Finance & Operations	
VIII.	Old Business	
IX.	New Business	
X.	Approval of Minutes	8:50 – 8:55
XI.	Executive Session (if necessary)	8:55 – 9:30
	A. Negotiations with the Shrewsbury Education Association	
	B. Possible review and approval of executive session minutes	
	C. Possible negotiations with non-represented employees	
XII.	Adjournment	9:30

Next regular meeting: December 2, 2015

ITEM NO: **I. Public Participation** MEETING DATE: **11/18/15**

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 Mr. John Samia, 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:
Mr. John Samia, Chairperson
Ms. Sandra Fryc, Vice Chairperson
Ms. Erin Canzano, Secretary
Dr. B. Dale Magee, Committee Member
Mr. Jon Wensky, 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.

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **IV. Time Scheduled Appointment**
A. Student Presentation

MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation from members of the SHS TV Studio Production Team?

BACKGROUND INFORMATION:

1. On October 21, 2015 Ms. Maggie Korab and four students were selected to attend the MassCue/M.A.S.S. "Dare to Innovate" conference at Gillette Stadium. The students presented their projects on news reporting and original fiction and discussed their experiences with learning about technology and techniques of storytelling through the broadcast medium.

2. Ms. Maggie Korab and students from the SHS TV Studio Production Team will present these projects and discuss details of their experiences.

ACTION RECOMMENDED:

That the School Committee hear the presentation and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Maggie Korab, Director, Educational Television Studio (ETS)
Dr. Joseph M. Sawyer, Superintendent of Schools

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **IV. Time Scheduled Appointment**
B. Student Presentation

MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a presentation about an opportunity for field study in Marine Biology?

BACKGROUND INFORMATION:

1. Students from Shrewsbury High School participated in a hands-on marine biology field experience this past summer at a research facility in San Salvador at the Gerace Research Institute.

2. These students will make a presentation and discuss their experiences.

ACTION RECOMMENDED:

That the School Committee hear the presentation and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Alex Wilson, Environmental Science/Biology teacher, Shrewsbury High School

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **IV. Time Scheduled Appointment** MEETING DATE: **11/18/15**
C. Proposed Overnight Student Trips for Marine Biology and TV Production: Votes

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve two proposed overnight trips?

BACKGROUND INFORMATION:

1. School Committee Policy #537 requires School Committee approval for school-sponsored trips in excess of two nights for the first or second time.

2. The enclosed information provides the required details of two different trips a) an eight-day trip to a Marine Biology hands-on research center in San Salvador and b) a five-day trip to Atlanta, GA for students to attend the Student Television Network convention per the policy.

3. These are optional enrichment trips that are not connected to any school academic requirements.

ACTION RECOMMENDED:

That the School Committee vote to approve an overnight trip to San Salvador for students interested in science and another overnight trip to Atlanta for students to attend a television conference.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Maggie Korab, Director, Educational Television Studio (ETS)
Ms. Alex Wilson, Environmental Science/Biology teacher, Shrewsbury High School
Dr. Joseph M. Sawyer, Superintendent of Schools

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal

Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: November 12, 2015
Re: Proposed Trip to San Salvador

Attached please find a request from Ms. Alex Wilson for approval of an eight-day trip to visit the Gerace Research Center (GRC) on the island of San Salvador during late June/early July 2016. The date has yet to be confirmed as it is subject to lodging availability and cost of airline tickets. The GRC is a facility open to students, teachers, and researchers who look to study the ecology of a tropical environment. As mentioned in the proposal from Ms. Wilson, the purpose of this trip is to give students who have an interest in environmental science, ecology, or biology a hands-on field experience.

The estimated cost of this trip is $1,600-1,900 per student. The range price is contingent on the size of the group, with a minimum of 3 students to a maximum of 12 students. Additionally, SHS students will travel and partner with a group from Carver High School, who had the experience of conducting student field studies to the GRC. The trip will be offered for those students who will be enrolled in AP Environmental Science, AP Biology, Environmental Science and Biology classes. This trip will provide students with an outstanding opportunity to demonstrate their communication, critical thinking, creativity, and collaboration skills as they conduct comparative field studies, laboratory work, attend lectures, and complete an outcome project.

This packet includes all of the information required by School Committee Policy #537.

Please contact me if you have any further questions.

Overnight School Sponsored Field Trip Proposal

Alexandra Wilson – Trip Coordinator

1. Educational Purpose

The Science Department of Shrewsbury High School is providing an exciting and unique opportunity for students to travel to San Salvador Island in the Bahamas. The purpose of our trip to the island will be to participate in scientific field research utilizing the island's rich marine and ecological resources for our study. It should be noted that San Salvador is not a tourist island and that we will not be participating in typical tourist activities such as shopping and tanning on the beach. We will be snorkeling, hiking, and spelunking. While on the island we will be staying at the Gerace Research Center, a center established specifically to provide the necessary facilities for students, teachers, and researchers to study in a tropical environment.

San Salvador and the GRC, with their cultural setting and geographic location, are not for everyone. Faculty and students will not live in a manner and style to which they have become accustomed at vacation resorts. San Salvador lies well off the coast of Florida, a distance that can be measured in cultural difference as well as miles. The language is English and the people are generally very receptive, but linguistic affinity and friendliness can easily be misinterpreted for cultural similarity. In fact, this island is inhabited by largely agrarian people who are very religious, and who have a value system and worldview quite unlike our own.

Four objectives will guide our activities at the GRC:

1. Students will investigate and describe relationships between ecological systems and human activities
2. Students will be able to describe similarities and differences between American and Bahamian cultures.
3. Students will be able to describe and identify protocols related to research methods and techniques.
4. Through field studies and activities, students will contribute to ongoing scientific investigations taking place on the island

2. Curriculum unit related to the trip

Emphasis will be placed on comparative field studies and methods utilized in undergraduate level system ecology. Laboratory work, lectures, and an outcome project will be included. With the ever-increasing need for subject and issue integration common in mathematics and science curriculum, the course's approach will borrow from STS (Science, Technology, and Society) research to include instruction in strategies for environmental issue analyses in light of global patterns.

Utilization of a multi-national marine field station by the class in a clear water environment will:

- facilitate the visual observations of and comparison to species and marine processes not easily observable in normal conditions in the sediment laden waters off the eastern Atlantic coast of the United States
- provide a diverse site for the comparison of maritime terrestrial systems of a tropical environment vs. the temperate environment that is the more familiar system to these students
- allow for the observation and study of coastal, geologic, and hydro chemical processes not common to the northeastern Atlantic coast of the United States
- aid in the comparison of speciation, behavioral habits, and survival techniques between tropical and temperate flora and fauna
- afford the opportunity to become familiar with a different country and its customs while providing contact with other students and researchers also in residence at the field station during this time period

The subjects to be taught from an *introductory* standpoint include, but are not restricted to:

I. Morphology, ecology, and taxonomic survey of fish indigenous to reef systems

II. Morphology, ecology, and taxonomic survey of invertebrates indigenous to reef systems

III. Morphology, ecology, and taxonomic survey of coral colonies indigenous to reef systems

IV. Morphology, ecology, and taxonomic survey of marine and terrestrial plants indigenous to reef systems and tropical islands

V. Morphology, ecology, and taxonomic survey of birds in this area as either residents or neotropical migrants.

VI. A cultural history of the islands of the Bahamas

3. Proposed classroom preparation and follow up

Each student will be expected to choose an area of focus at the beginning of the trip. Though all students are to participate in all activities, time will be allowed for individual specialization. In turn, the student will present a 5-10 minute lecture to the class on the last day at the station demonstrating knowledge gained in that area and sharing that knowledge with their peers. Additional prerequisites for attendance will include a swimming assessment. American Red Cross first aid training will be encouraged. All students must be in good physical condition and have no record of disciplinary action.

Though all students will participate in all activities, each student will select a specific exploration or investigation to observe, study, and learn about for the duration of the time on the island. For instance – reef ecology, reef fish adaptations, cave ecology, human impacts on reefs, etc. On the last day each student will share with the group a 5-10 minute presentation summarizing their conclusions and what they learned regarding their area of concentration.

4. Destination in Detail

Island History

San Salvador Island is one of the outermost of a chain of some 700 islands sprinkled throughout more than 5,000 square miles of the most beautiful waters of the world. Although San Salvador is similar to the other islands of this archipelago, it is unique for its history, ecology, inland lakes, and potential for future development.

In 1492 Christopher Columbus made his first landfall in the New World at San Salvador. At that time the Lucayans, an Indian population who lived off fishing and agriculture, populated the island. After befriending these people, the admiral explored the island, going north from Long Bay where his fleet was anchored and rowing some twenty miles in search of an entrance through the barrier reef. One such boat canal was found with seven feet of water leading to a deep harbor that Columbus reported, "would hold all the ships of Christendom." It is now known as Grahams Harbor.

The harbor remains as it was except for the Gerace Research Centre (GRC), which is located on the edge of a beach composed of calcareous sands.

Much of the interior of San Salvador is made up of lakes which were utilized in days past for transportation. This unique inner island passage promoted the development of several communities on the perimeter of these interconnected lakes. After trampling in the dense bush which covers the island, one can appreciate why this method of transport was used.

Today the island's paved perimeter road traverses through several small settlements which reflect the unspoiled Bahamian natural charm. The largest community, Cockburn Town, is the center of all activities on the island, having the Commissioner's office, Post Office, telecommunication station, and electricity generators

The Gerace Research Centre

The GRC, as part of the College of the Bahamas, has a continuing agreement with the Bahamas government to undertake a wide range of environmental research projects in the natural sciences, social sciences, and humanities. San Salvador offers a natural field laboratory for such studies.

Faculty Housing

Facilities at the GRC were built over forty years ago by the United States Sea Bees. Faculty rooms are all on the ground floor and designed to house two or more people. Each room has a sink and mirror, 2 beds or more, a dresser and desk. Most of the rooms have private bathrooms. However, in some cases, two adjoining rooms share a toilet and shower. Each room has a ceiling fan, and a number of the rooms can be air-conditioned with window units for an additional fee.

Undergraduate students are housed in dormitories located in the barracks which housed the Navy personnel during their stay on the island. They consist of a number of separate rooms housing a

maximum of five students each, in single beds and sharing a common bathroom. Men's and women's dorms are separate.

While these barracks were one of the finest built for military, they in no way compare with dormitories on a college campus. For a field station, however, living conditions are more than adequate for persons who are disciplined in keeping their quarters neat and who can function comfortably with minor inconveniences.

Each student room has at least one dresser and a desk. Most of the rooms have private bathrooms. In one case two rooms (housing two students each) share one bathroom. The GRC furnishes bed linens and towels for each room, but does not provide daily laundry service. Each participant must launder his/her own towels and bed linens. Maids clean each room and lavatory daily.

Laboratory Facilities

The GRC has available 10 modest but adequate laboratory classrooms, most of which are air-conditioned. A limited number of compound and dissecting microscopes, as well as assorted laboratory glassware, are available for student and faculty use. There are two large air-conditioned lecture rooms with overhead and slide projectors and VCRs, a wet lab containing aquariums with circulating sea water, a library, a computer lab, and a specimen repository. Each faculty member submits, prior to the trip, a list of those items of equipment and library references required to complete his/her research or individual course. In this way our laboratory will have equipment tailored to the specific research being undertaken.

Dining Facilities

The GRC has complete dining facilities for ninety people. The bulk of the food utilized on campus is shipped from Nassau by marine transport.

Fresh vegetables and fruits can be limited since the GRC is dependent not only on availability of supplies from Nassau but also on the supply boat being able to sail from Nassau to deliver produce. With the aforementioned problems in logistics, the menu is sometimes limited, however, the kitchen staff will provide balanced meals and normally serves a vegetarian alternative. Special accommodations are manageable but must be discussed with the trip coordinator before the trip.

Recreation and Entertainment

Sports equipment is provided for basketball and volleyball. Students should bring their own small games, such as cards, chess, etc. Paperback literature is available in the library for free time reading. Sodas, candy, snacks, postcards, and stamps are available for purchase at the Snack Bar located on campus. T-shirts are available for sale in the library.

Insects

Like most tropical places, San Salvador has insects. The island has palmetto bugs, flies, and roaches which are not usually considered a nuisance to our participants. However, of the several

hundred species of mosquitoes, San Salvador can boast of twelve. During the rainy season, the nuisance level builds to intolerable levels. However, relief can be obtained in screened quarters, especially during the twilight hours. Throughout the year most participants should not experience mosquito bites during the heat of the day in unshaded cleared areas.

The biggest offender of the insect world on San Salvador is the "no-see-um." They are also known as the sand fly, punky, gnat, or nit. They can get through standard mosquito mesh and can sometimes crawl under covers to deliver a painful bite. Some people are more tormented by these insects than others. Two people sleeping next to each other may find one bothered by bites while the other experiences no discomfort at all. After the first two weeks on the island people either get used to the nuisance or develop immunity to bites. Insect sprays are useful in the control of these tropical nuisances, and anti-itch creams and aloe bring relief from bite irritation.

4. Proposed dates and times of departure and return

Late June 2016 to early July 2016*

*Dates of the trip are tentative and subject to change based on airline ticket prices and lodging availability. Although Feb. or April break would be ideal from our HS perspective, these time periods are typically very expensive as we are competing with other colleges and airline tickets are generally more expensive and more crowded.

5. Number of students participating

Students of Shrewsbury High School currently in 10^{th} or 11^{th} grade who have an interest in environmental science, ecology, or biology. Preferential placement will be given to those who will be enrolled in AP Environmental Science or AP Biology, followed by A-level Environmental Science, and lastly, Biology classes. There will be a maximum of 10 students enrolled in this field study and a minimum of 3 students due to accommodations and transportation availability on the island.

6. Number and names of adult supervisors and ratio

There will be at least 1 adult for every 6 students from Shrewsbury High School. This trip will be run in conjunction with a group from Carver High School, MA, which will provide a minimum of 2 additional chaperones that will oversee the Carver group, but will work with Shrewsbury chaperones to oversee and organize all student activities on the island.

Chaperones:
Alexandra Wilson (Trip Coordinator)
Second Chaperone – TBD

7. Detailed itinerary

7:30AM	Breakfast
9:00AM - 11:45AM	Field work - land and/or water based; vehicle needed
12:00PM	Lunch
1:00PM	Field work - land and/or water based; vehicle needed
5:00PM	Return and clean-up
5:30PM	Dinner
7:00 - 10:00PM	Lecture, Lab, Independent Research, Synthesis (lab/lecture)

The specific sites visited each day are weather and/or tide dependant, but will be chosen from the following list:

Cockburn Town, Columbus Monument, Dump Reef, East Beach, Fernandez Bay, Fortune Hill, French Bay and observation tower, Government Dock, Grotto Beach, Inland Lakes, Light House, Light House Cave, Lindsey, Long Bay, North Point, Pigeon Creek, Rocky Point/Gerace Reef, Sand Dollar Bay, United Estates, White Cay, Green Cay, Fossil Reef

8. Sample form for parents – trip in detail

Please see attached parent information sheet.

9. Costs of trip for students

$1600.00 – $1900.00 per student.

The actual cost is dependent on several factors that are yet to be determined, including cost of airfare and the number of students attending. The more students that participate in the trip the lower the final cost will be to each student. This fee will include round trip airfare, overnight hotel in Miami, and room and board on the island for 8 days and seven nights (all meals included).

10. Sources of funding

Students will have the opportunity to work in conjunction with the athletics department to earn funds through the break down and set up of USA gymnastics meets twice throughout the year. This can serve as a fundraiser to help curb the cost of the trip for all participating students

Students are expected to provide the remainder of their own funds for this trip and submit payments in a timely manner.

Shrewsbury High School
64 Holden Street
Shrewsbury, Massachusetts 01545
Office of the Principal

Memorandum

To: Dr. Joseph Sawyer
From: Todd Bazydlo
Date: November 12, 2015
Re: Trip proposal for Student Television Network Convention

Attached is a request from Ms. Maggie Korab for approval of a five-day trip to Atlanta, GA to attend the Student Television Network convention from Wednesday, March 9 to Sunday, March 13, 2016. The Student Television Network Convention will allow SHS students an opportunity to experience and explore the digital video production convention with their peers from across the United States.

The estimated cost of this trip is $1,200 per student. This trip will provide an outstanding opportunity for students to participate in a variety of training sessions, compete in contests, and visit equipment booths. Training sessions and contests at the convention will provide an occasion for students to learn more about camera composition, editing techniques, news reporting, movie making, and digital storytelling. Professionals will judge and comment on contest entries. Students will apply knowledge learned at this convention to their work in our television studio.

The Student Television Network convention addresses the International Society for Technology in Education (ISTE) Standards for Students, which are:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making

This packet includes all of the information required by School Committee Policy #537.

Please contact me if you have any further questions.

Shrewsbury High School Educational Television Studio students

Field Trip Proposal: 3/9/16-3/13/16

Students of the Educational Television Studio at Shrewsbury High School are considering attending the Student Television Network Convention in Atlanta, GA in March 2016. The Student Television Network is an organization that includes high school affiliates all over the United States. This trip will allow students the opportunity to experience and explore opportunities in digital video production. All participants at this conference are high school video production students and high school video production educators. The convention includes multiple training sessions in video production, a myriad of contests such as short film fiction, short film documentary, news reporting, sports editing, public service announcements, spot feature story, anchor team, news writing, movie trailer, and sports highlights.

1. **Educational or Extra-Curricular purpose of the trip**
   The purpose of this trip is for students to explore and expand on their knowledge in digital video storytelling. Students will participate in a variety of training sessions, compete in contests, and visit equipment booths. Students will complete and work with students who are involved in video production all over the United States. Professionals will judge and comment on contest entries.

2. **Curriculum unit or units related to the trip**
   The following curriculum units relate to the STN convention trip:
   - Camera Composition
   - Editing (Skill Builders)
   - News Reporting
   - Movie Shorts
   - Studio Production

   Training sessions and contests at the convention provide opportunities for students to learn more about camera composition, editing techniques, news reporting, movie making, and digital storytelling. Students will apply the knowledge learned to their work in the television studio.

   The Student Television Network convention addresses the International Society for Technology in Education (ISTE) Standards for Students (http://www.iste.org/standards/ISTE-standards/standards-for-students):

   - Creativity and Innovation
   - Communication and Collaboration
   - Research and Information Fluency
   - Critical Thinking, Problem Solving, and Decision Making

3. **Proposed classroom preparation for the trip and proposed classroom follow-up after the trip**

The curriculum for Advanced Television classes and Television 2 production courses will prepare students for this event.

In addition, students will prepare for this event by:

- Reviewing the 2015 STN Convention video
- Reading all guidelines from STN pertaining to contest and convention participation
- Watching "winning" videos from the 2015 Convention video
- Identifying and practicing new techniques as noted in the "winning" videos

After the trip students will create a video about their trip and include their personal reflections on what they learned. The will use the ISTE Standards for students to guide their thinking and responses.

4. **Destination in detail**

Location of Convention:

Atlanta Marriott Marquis, Atlanta, GA
265 Peachtree Center Avenue, GA 30303
Students will be staying at the hotel during the entire trip.
The hotel rate is provided by the Student Television Network. They have reserved a block of rooms for the convention.

Dates: Thursday, March 10 – Sunday, March 13, 2016
It is expected that students will fly to Atlanta on Wednesday, March 9, 2016 in order to participate in the first contest on March 10 at 7:30 AM

5. **Proposed dates and exact times of departure and return, including departure point and destination point**

The dates of the trip are Wednesday, March 9 – Sunday, March 13, 2016. Students will depart from Shrewsbury High School Wednesday morning/afternoon and travel via motor coach/limousine service to the airport where they will fly to Hartsfield-Jackson Atlanta International Airport. Students will be transported to the Atlanta Marriott Marquis by motorcoach/shuttle. Students will return to Shrewsbury High School on Sunday, March 13, 2016 afternoon/early evening depending on flight schedules.

6. **Number of students participating**
   The estimated number of Shrewsbury students attending is 16. Students in Advanced Television production will be offered the opportunity to attend the conference first. Additional available spots will be offered to students in TV 2.
7. **Number and names of adult supervisors**
   There will be at least one chaperone per 8 students accompanying us on this trip. The educational television studio director (Maggie Korab) will be attending as well as an administrator and the tv studio technician (Greg Marceau).
8. **Itinerary**
   A copy of the proposed itinerary is enclosed.
9. **Sample Form given to parents**
   Each parent will receive a proposed itinerary and a payment plan. Included will be a permission slip, a medical release, and a list of behaviors that is expected on the trip. All permissions will be on file with the school.
10. **Costs per student**
    The projected cost of the trip is $1,200.00. This includes flight, hotel, registration, hotel, food, and taxes. Rates may fluctuate with changes in number of students, flight costs, and possible tour on Wednesday.
11. **Sources of funding** Students will have the opportunity to work in conjunction with the athletics department to earn funds through the break down and set up of USA gymnastics meets twice throughout the year. This can serve as a fundraiser to help curb the cost of the trip for all participating students.
    Students and parents are responsible for the cost of the trip.
12. **Sponsors, prizes, stipends**
    There are no prizes, stipends, tips, gifts, or any other gratuities association with acquisition of travel and/or accommodations.
    There is price reduction for the hotel rooms. A block of rooms is reserved for those attending the STN Convention.
13. **Informational Meeting**
    An informational meeting for all television production students will be held to explain the trip. In addition the educational television studio director will hold a meeting 3-4 weeks prior to the trip to discussion any changes in the itinerary and to reinforce the expected behavior for the trip.
14. **Release Forms**
    Each parent will receive a proposed itinerary and a payment plan. Included will be a permission slip, a medical release, and a list of behaviors that is expected on the trip. Each parent will receive a release form that parents must sign releasing the school and employees from liability arising from the trip. All permissions will be on file with the school.
15. **Provisions for members to participate**
    All students will be encouraged to participate in this conference. We are currently looking into additional ways to fund this trip so that it is financially possible for students who are interested in attending this conference.

Addendum

Itinerary

Wednesday, March 9
Arrive Late Afternoon
Dinner on your own

* Thursday, March 10, 2016
7:30 AM Crazy 8's contest – this is an all day event
Various training sessions
8 PM Opening Ceremony

* Friday, March 11th, 2016
8:00AM-6:00PM On-Site contests
8:00AM-5:00PM Exhibit Booths Open
8:00AM-6:00PM Professional Sessions
8:00PM Broadcast Excellence/Film Excellence/US ED TV Awards

* Saturday, March 12th, 2016
8:00AM-6:00PM
On-Site contests 8:00AM-5:00PM
Exhibit Booths Open 8:00AM-6:00PM Professional Sessions
8:00PM-10:00PM STN Party

Sunday, March 13th, 2016
10:00AM Closing Ceremony and Awards

* There are numerous contests for students at this conference during each day. In addition students have the opportunity to participate in training sessions each day.

Flight approximately$350.00 per person not including baggage from TF Green airport.

Transportation to and from the airport – unknown.

For more information:
https://www.studenttelevision.com/convention.htm

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **V. Curriculum** MEETING DATE: **11/18/15**
A. State Testing: Annual Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the district's results on the annual MCAS exams?

BACKGROUND INFORMATION:

1. Each year, the administration provides a report on the district's performance on the MCAS exams, a key measure of learning. She will also discuss results from the spring 2015 administration of PARCC in grades 3-8.
2. Ms. Banios will summarize the report and be available to answer questions.
3. The report will be provided under separate cover

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Mary Beth Banios, Assistant Superintendent

Report to the School Committee:
2015 PARCC Assessment
System Performance, Growth, and Results

Introduction

The Shrewsbury School Committee voted to take the PARCC exam in place of the MCAS exam in grades 3-8 for the Spring 2015 state testing program. Students at the elementary level took the paper based version of the test, while students at the middle level took the computer based version of the test. By selecting this option, the district and students were provided with with a low stakes opportunity to become familiar with the PARCC exam. The district approached this testing with the perspective that the 2015 PARCC assessment results would provide educators, parents and students with an initial baseline of how well individual students and the district as a whole are prepared to successfully respond to expectations of the next generation of assessments. Please find below for a breakdown of district assessment choices for Spring of 2015. All Massachusetts public school districts continued to administer the MCAS in ELA and Math for grade 10 and for Science in grades 5, 8, and 10.

It should be noted that Accountability data has not yet been released by the DESE for districts that administered the PARCC in the Spring of 2015/

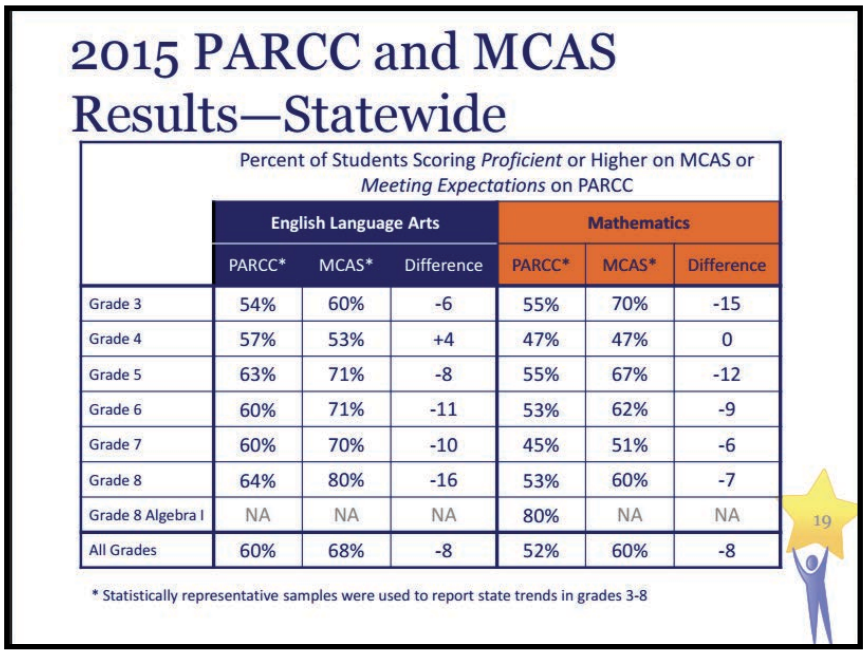
Assessment Choices for Spring 2015

Spring 2015	Number of public districts	MCAS			PARCC		
		# of districts	% of districts	# of students	# of districts	% of districts	# of students
Grades 3-8	359	165	46%	202,000	194	54%	229,500
PARCC for Grade 9 and/or 11 (optional)	295	N/A	N/A	N/A	69	23%	22,500

2015 Participation Rates

Spring 2015	Enrolled	Tested	Part. Rate
MCAS Grades 3-8	202,000	200,000	99%
PARCC Grades 3-8	229,500	223,500	98%
MCAS Grade 10	71,500	70,000	98%

Given the many variables associated with the PARCC testing in 2015, the PARCC data contained in this report should be viewed tentatively given the early stages of this assessment's development and in on-line testing in general. Additionally, the state has released overall student result comparisons between PARCC and MCAS which are outlined in the table below. Given the discrepancies with students achieving "Proficient" with MCAS as compared to PARCC, this report does not look to compare year over year progress in PARCC tested grades.



2015 PARCC and MCAS Results—Statewide

Percent of Students Scoring *Proficient* or Higher on MCAS or *Meeting Expectations* on PARCC

	English Language Arts			Mathematics		
	PARCC*	MCAS*	Difference	PARCC*	MCAS*	Difference
Grade 3	54%	60%	-6	55%	70%	-15
Grade 4	57%	53%	+4	47%	47%	0
Grade 5	63%	71%	-8	55%	67%	-12
Grade 6	60%	71%	-11	53%	62%	-9
Grade 7	60%	70%	-10	45%	51%	-6
Grade 8	64%	80%	-16	53%	60%	-7
Grade 8 Algebra I	NA	NA	NA	80%	NA	NA
All Grades	60%	68%	-8	52%	60%	-8

* Statistically representative samples were used to report state trends in grades 3-8

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<u>Test Administration by Grade Level and Subject</u>

This table shows the subject areas and grade levels that were assessed using PARCC and those that were assessed with MCAS. The DESE has communicated that all students will continue to take MCAS in Grade 10 at least through the class of 2018 (this year's current sophomores). As PARCC was only designed to assess students in ELA and Mathematics; the MCAS Science test continues to be given at the usual grade levels.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9/10
English Language Arts/Reading - PARCC							
English Language Arts/Reading - MCAS							
Mathematics - PARCC							
Mathematics - MCAS							
Science and Technology - MCAS							

This report is broken down into three main sections, each providing information and data related to 2015 PARCC and MCAS testing results. The first section focuses on performance results, how Shrewsbury students performed in terms of achievement scoring. The second section concerns student growth. Student growth, which was utilized on a full scale for the first time in Massachusetts in 2010, provides a metric for how students 'grow' in comparison to peers with similar testing histories. Finally, the third section focuses on plans and focus area for the future.

The information in this report is meant to provide a macro view of PARCC and MCAS results for the entire district. Over the coming weeks the Department of Elementary and Secondary Education will be making available a wide range of in-depth reports that will allow for more detailed analysis which will help us guide and modify instruction as needed.

PARCC Performance Levels

PARCC differs from MCAS in the way that it reports out performance levels. PARCC does not use the *Advanced, Proficient, Needs Improvement and Warning* labels, instead, it uses a system of 5 levels of performance. Results that fall in the Level 4 or 5 categories are considered evidence of proficiency. Please see below for a description of each category:

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Performance Results – English Language Arts

Five-year history of Shrewsbury's MCAS/PARCC results in English Language Arts
Five -year history of *Advanced/Proficient* (Grade 10 MCAS only)
Five-year history of *Advanced* (Grade 10 MCAS only)
District Subgroup Performance (Grade 10 MCAS only, district data not available for PARCC)
District % Level 4/Level 5 (Grades 3-8) and Advanced/Proficient Comparison (Grade 10)

1. Five-year history of Shrewsbury's MCAS/PARCC results in English Language Arts (ELA)

Grade 3 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	27	57	13	3	
2012	36	48	14	3	
2013	33	47	17	2	
2014	28	50	18	5	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	22	58	13	5	2

Grade 4 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	42	43	11	4	
2012	49	40	9	3	
2013	35	49	13	3	
2014	39	41	17	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	45	41	10	3	1

Grade 5 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	32	54	11	3	
2012	41	42	12	5	
2013	39	45	13	4	
2014	35	46	16	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	14	61	17	6	2

Grade 6 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	40	46	12	3	
2012	44	43	9	4	
2013	39	50	8	4	
2014	37	50	11	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
	25	53	16	4	1

Grade 7 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	34	56	9	1	
2012	32	58	8	3	
2013	29	60	9	2	
2014	24	64	9	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	35	45	10	6	3

Grade 8 ELA

	Advanced	Proficient	Needs Improvement	Warning	
2011	45	46	6	2	
2012	31	62	5	2	
2013	35	55	7	4	
2014	33	59	6	3	
	Level 5	Level 4	Level 3	Level 2	Level 1

Grade 10 ELA

	Advanced	Proficient	Needs Improvement	Failing
2011	59	37	2	2
2012	62	35	1	2
2013	72	26	1	1
2014	70	27	2	1
2015	76	23	1	0

2. Combined Performance in Advanced/Proficient Categories

% Students Scoring in Advanced or Proficient 2011-2015

Grade and Subject	Shrewsbury % Adv/Pro. 2011	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	Shrewsbury % Adv/Pro. 2014	Shrewsbury % Adv/Pro. **2015**	% Change 14-15	State Avg. % Level 4/5. 2015
Grade 10ELA	96	97	97	97	97	0	91

3. Performance in Advanced Category

% Students Scoring Advanced in ELA 2011-2015

Grade and Subject	% of students Advanced	% of students Advanced	% of students Advanced	% of students Advanced	% of students Advanced	% Change	State % of students Advanced
	2011	2012	2013	2014	**2015**	14-15	2015
Gr 10 ELA	59	62	72	70	74	4	49

4. District Subgroup Performance –ELA

Currently, district-wide sub-group data for the Spring 2015 administration of PARCC is not available. The 2015 data reflects Grade 10 ELA only

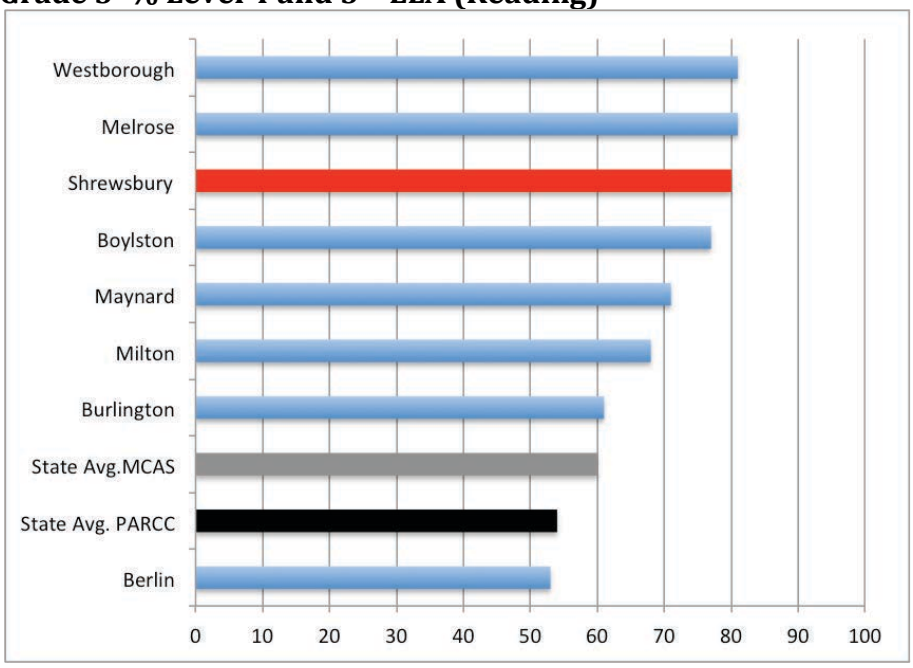
AYP Subgroup (2015)	Shrewsbury Adv./Prof. **2015**	State Avg %Adv/Pro 2015
All Students (418)	97	91
Stud. w/Disab. (479)	77	67
LEP/FLEP (137)	no data	
Low-Income (538)	97	84
African Am/Black (63)	no data	
Asian (719)	100	94
Hispanic/Latino (178)	95	79
White (2,236)	96	94

5. District Comparisons % Level 4 and 5 – ELA

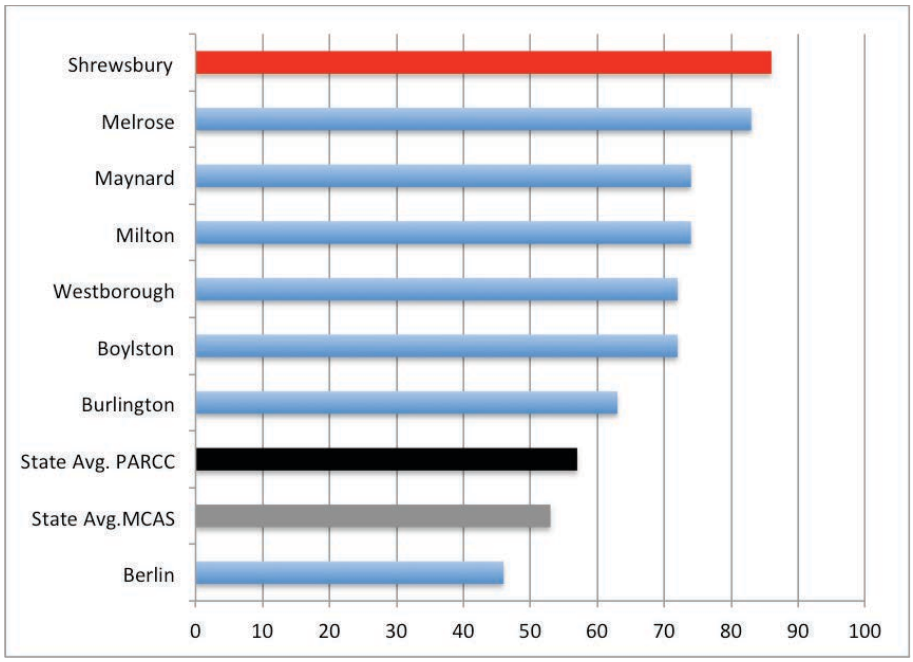
The following graphs focus on achievement in English language arts and illustrate Shrewsbury's grade level performance (2015) in the area of combined Level 4 and Level 5 percentiles in comparison to other districts that administered PARCC in the Spring of 2015. Comparison Districts were selected if they were in either in the Assabet Valley Collaborative or if they were designated as comparison districts by the DESE.

Shrewsbury's ranking ranged from first (grades four and six) to fourth (grade eight) in regards to these comparison districts.

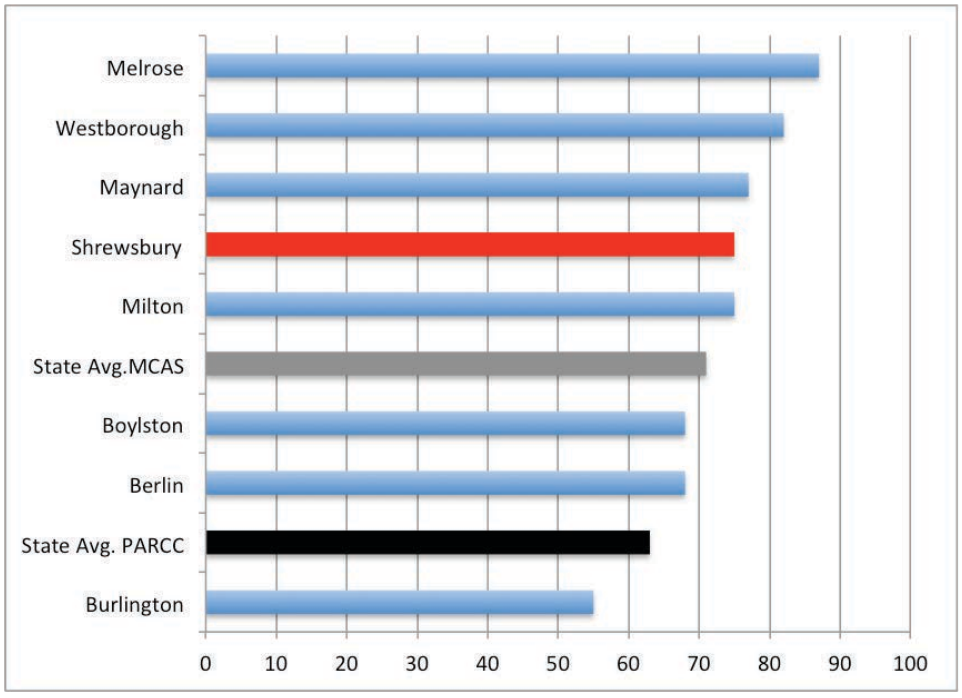
Grade 3 % Level 4 and 5 – ELA (Reading)



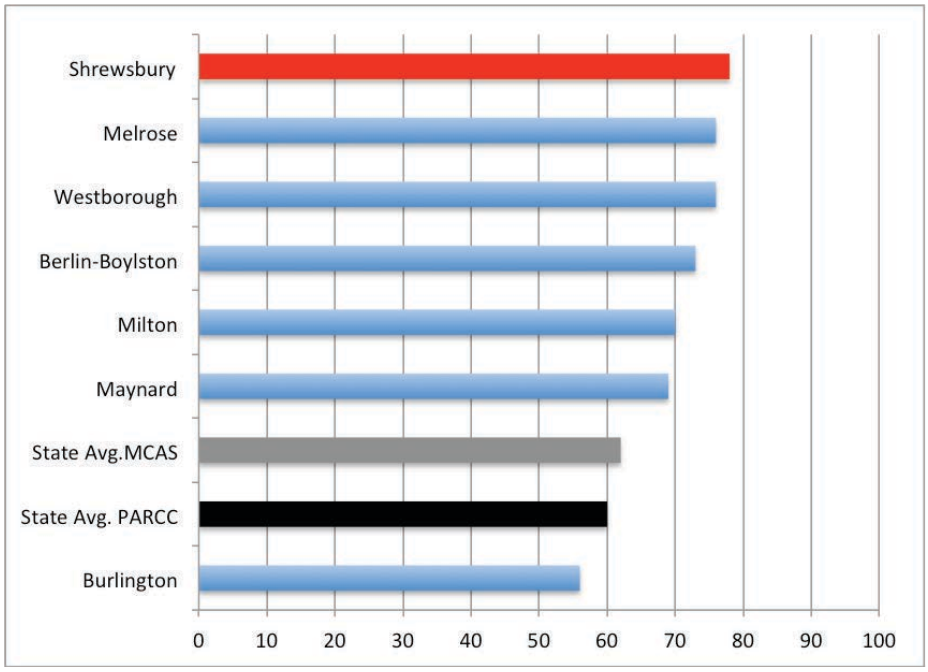
Grade 4 % Level 4 and 5 – ELA



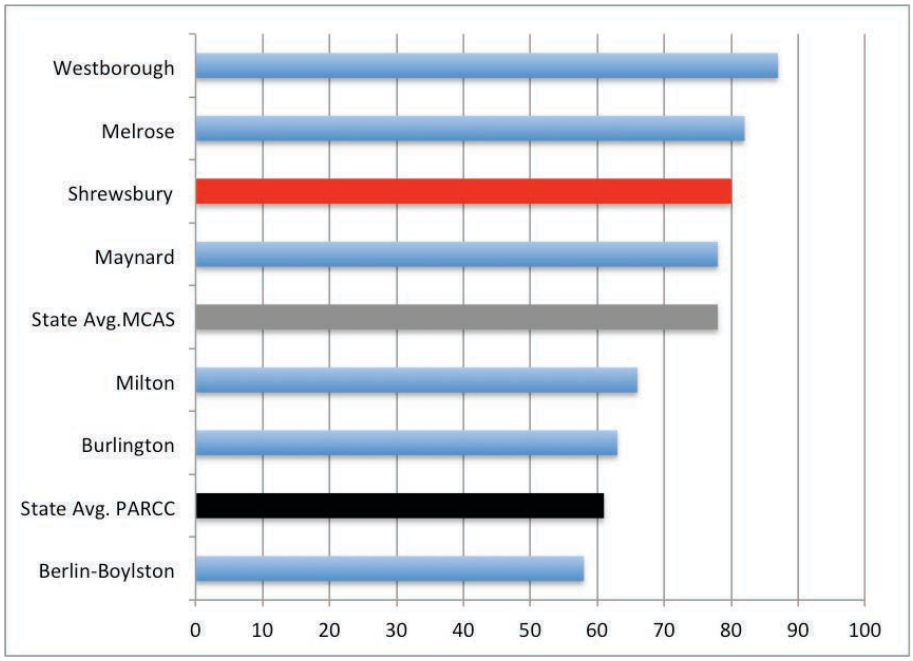
Grade 5 % Level 4 and 5 – ELA



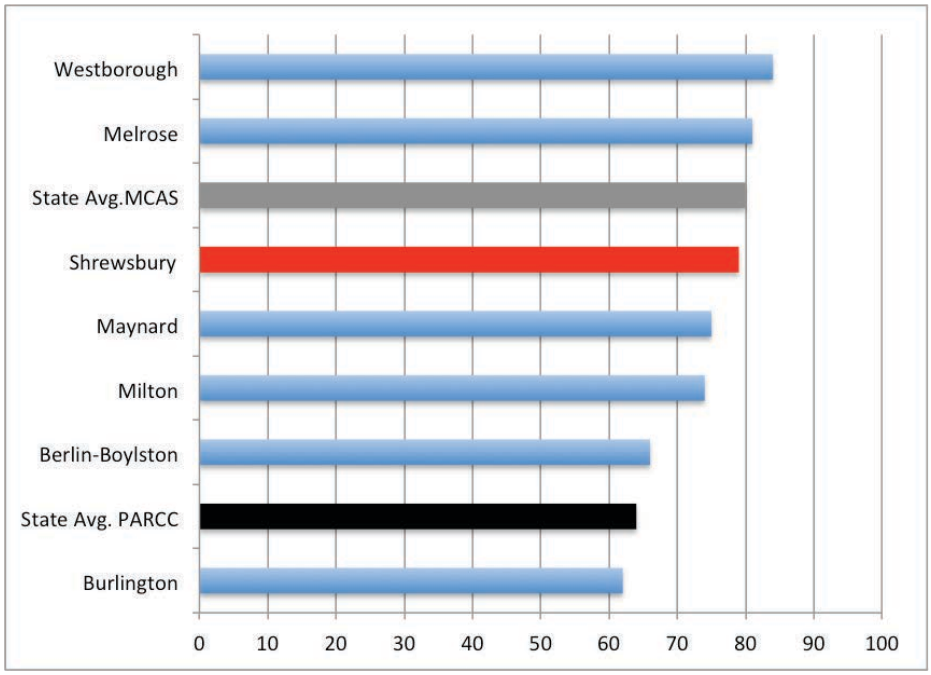
Grade 6 % Level 4 and 5 – ELA



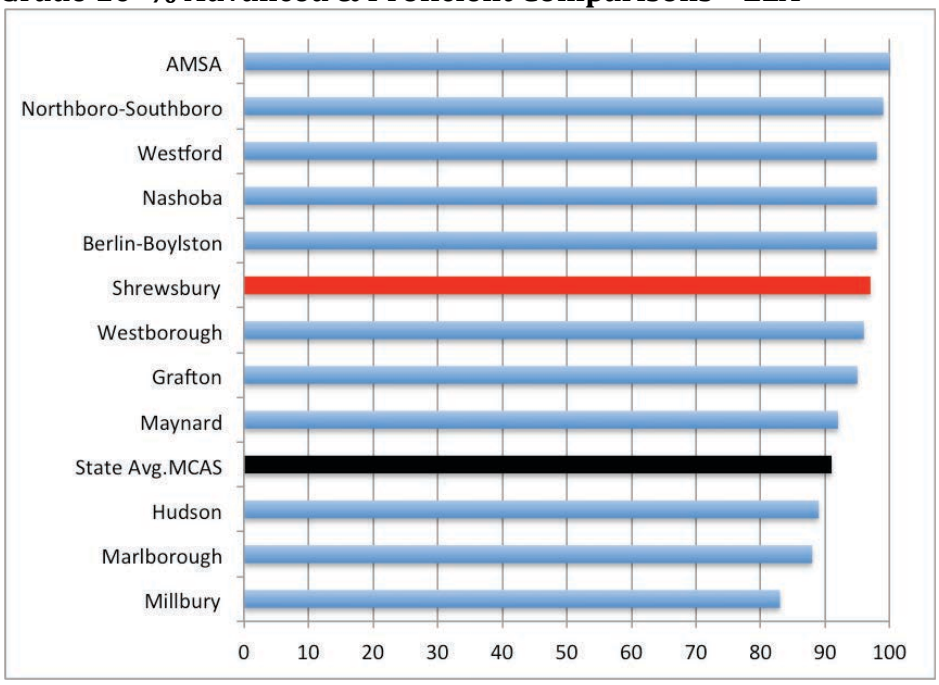
Grade 7 % Level 4 and 5 – ELA



Grade 8 % Level 4 and 5 – ELA



Grade 10 % Advanced & Proficient Comparisons – ELA



Performance Results – Math

The performance results section is broken down by subject area and each section includes the following components:

Five-year history of Shrewsbury's MCAS/PARCC results in Mathematics
Five -year history of *Advanced/Proficient* (Grade 10 MCAS only)
Five-year history of *Advanced* (Grade 10 MCAS only)
District Subgroup Performance (Grade 10 MCAS only, district data not available for PARCC)
District % Level 4/Level 5 (Grades 3-8) and Advanced/Proficient Comparison (Grade 10)

1. Five-year history of Shrewsbury's MCAS/PARCC results in Mathematics

Grade 3 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	34	52	25	10	
2012	64	24	8	4	
2013	59	29	8	4	
2014	56	30	9	5	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	**34**	**43**	**16**	**4**	**2**

Grade 4 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	41	38	18	4	
2012	44	40	13	3	
2013	42	36	19	3	
2014	47	34	16	3	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	**25**	**55**	**16**	**4**	**1**

Grade 5 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	46	32	16	7	
2012	48	30	15	7	
2013	49	30	16	5	
2014	51	30	14	5	
	Level 1	Level 2	Level 3	Level 4	Level 5
2015	**22**	**50**	**19**	**7**	**2**

Grade 6 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	54	28	12	6	
2012	58	25	11	5	
2013	51	32	13	4	
2014	54	27	13	6	
	Level 5	Level 4	Level 3	Level 3	Level 1
2015	**16**	**53**	**21**	**9**	**1**

Grade 7 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	43	34	17	6	
2012	43	33	16	7	
2013	40	35	17	8	
2014	26	43	19	11	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	**12**	**50**	**27**	**10**	**2**

Grade 8 Mathematics

	Advanced	Proficient	Needs Improvement	Warning	
2011	46	29	16	9	
2012	46	30	17	7	
2013	50	27	14	8	
2014	35	38	19	8	
	Level 5	Level 4	Level 3	Level 2	Level 1
2015	**17**	**52**	**18**	**9**	**3**

Grade 10 Mathematics

	Advanced	Proficient	Needs Improvement	Failing
2011	70	22	3	3
2012	74	19	5	3
2013	80	13	4	3
2014	81	14	3	1
2015	**79**	**13**	**6**	**2**

2. 5-year History of Advanced/Proficient Categories (Grade 10 Mathematics MCAS only)

3.

	Shrewsbury % Adv/Pro. 2011	Shrewsbury % Adv/Pro. 2012	Shrewsbury % Adv/Pro. 2013	Shrewsbury % Adv/Pro. 2014	Shrewsbury % Adv/Pro.. **2015**	% Change 14-15	State Avg. 2014 %Adv/Pro
Grade 10 Math	92	93	93	95	91	-4	80

3. 5-year History of Advanced Category (Grade 10 Mathematics MCAS only)

	% of students Advanced 2011	% of students Advanced 2012	% of students Advanced 2013	% of students Advanced 2014	% of students Advanced **2015**	% Change 14-15	State % of students Advanced 2015
Grade 10 Math	70	74	80	81	79	-2	14

4. District Subgroup Performance – Mathematics

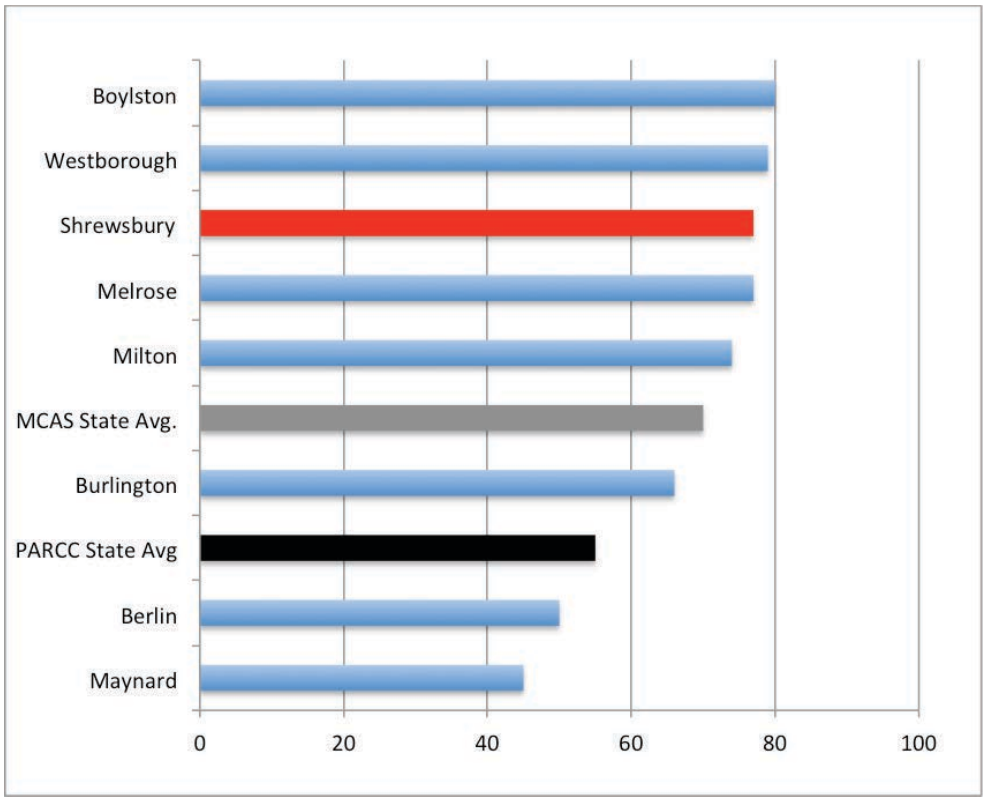
AYP Subgroup (2015)	Shrewsbury Adv./Prof. **2015**	State Avg %Adv/Pro **2015**
All Students (421)	92	78
Stud. w/Disab. (479)	53	39
LEP/FLEP (137)	no data	
Low-Income (538)	97	84
African Am/Black (63)	80	62
Asian (719)	96	91
Hispanic/Latino (178)	73	56
White (2,236)	91	85

5. District % Advanced & Proficient Comparison - Math

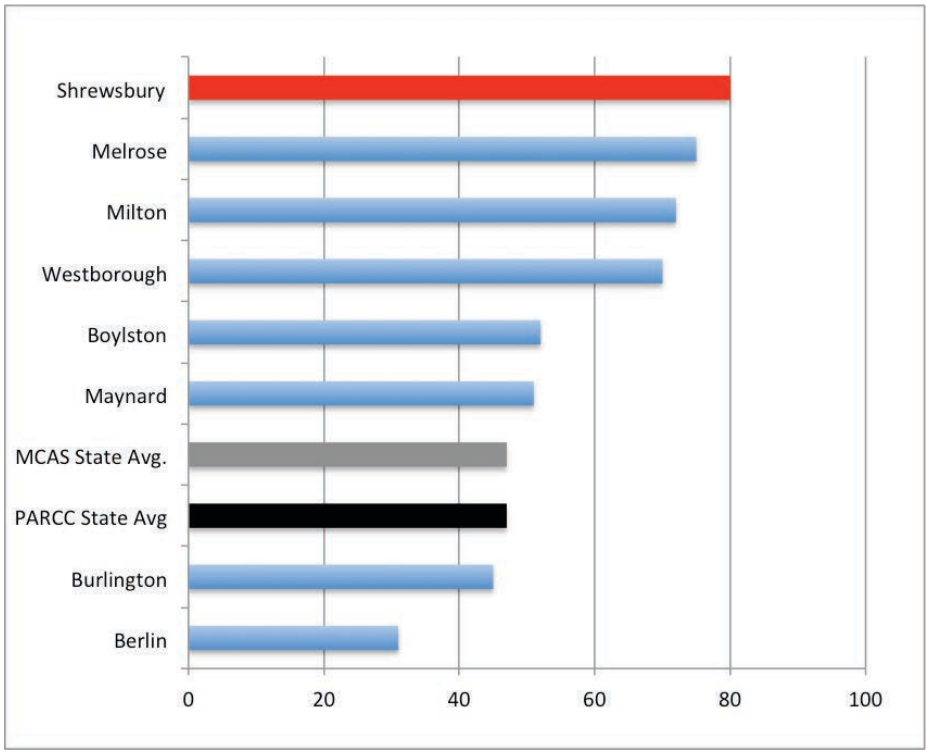
The following graphs focus on achievement in Mathematics and illustrate Shrewsbury's grade level performance (2015) in the area of combined Level 4 and Level 5 percentiles in comparison to other districts that also administer PARCC in the Spring of 2015. Comparison Districts were selected if they were in either in the Assabet Valley Collaborative or if they were designated as comparison districts by the DESE.

Shrewsbury's ranking ranged from first (grade four) to fourth (grade eight) in regards to these comparison districts.

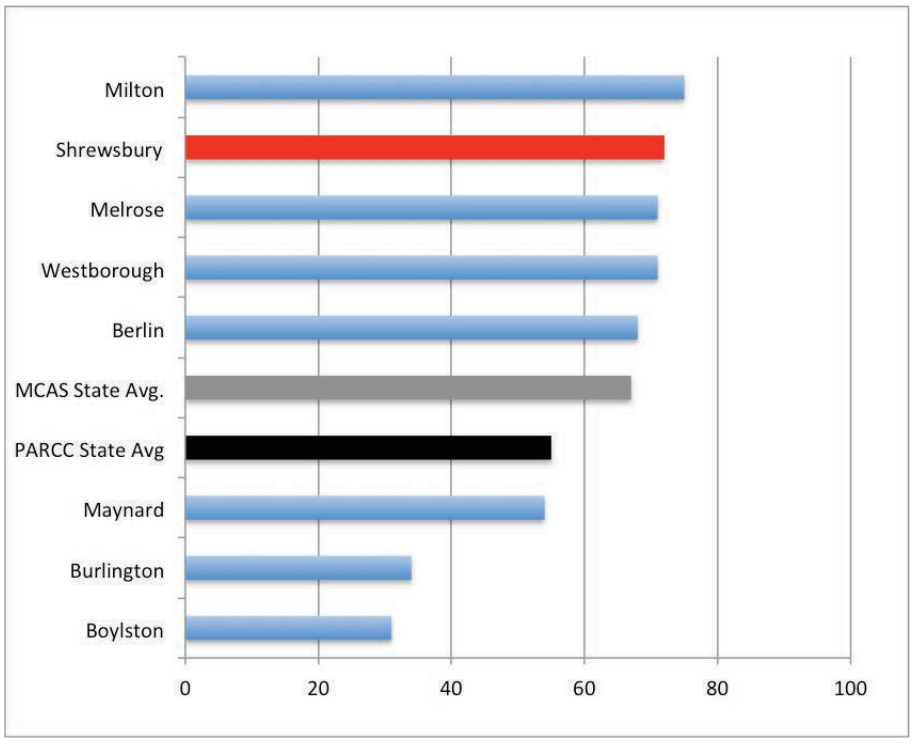
Grade 3 % Level 4 and 5 – Math



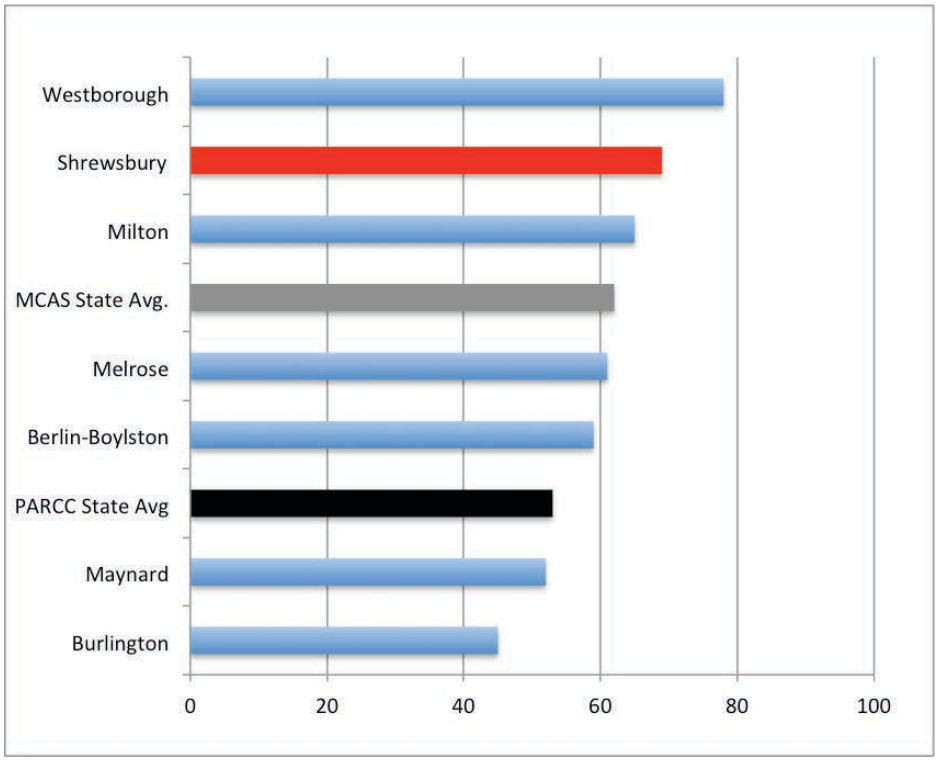
Grade 4 % Level 4 and 5 – Math



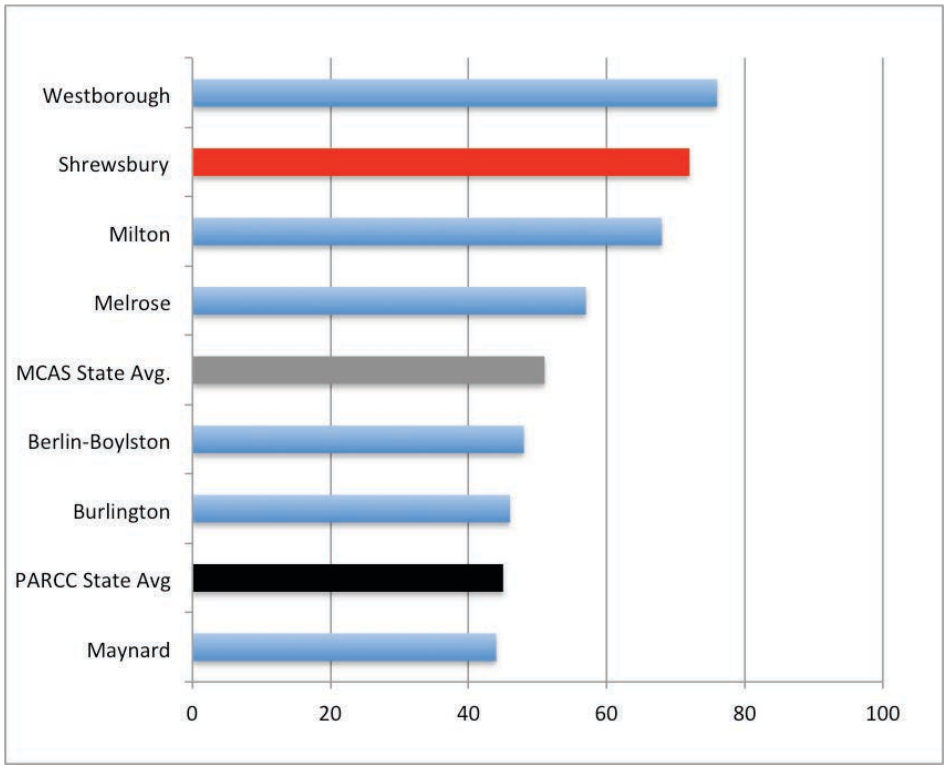
Grade 5 % Level 4 and 5 – Math



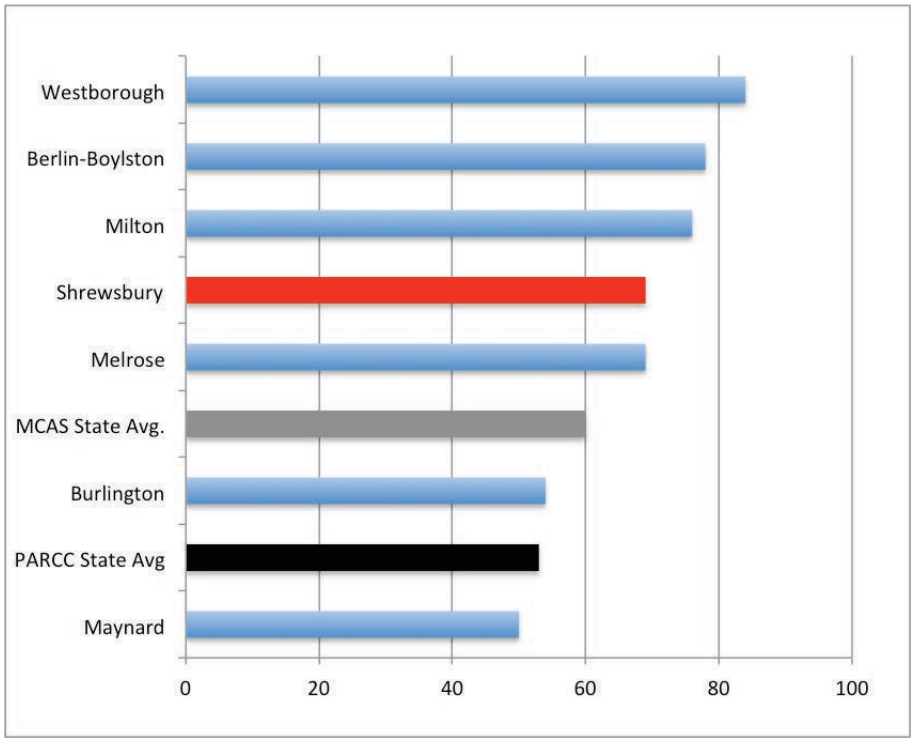
Grade 6 % Level 4 and 5 – Math



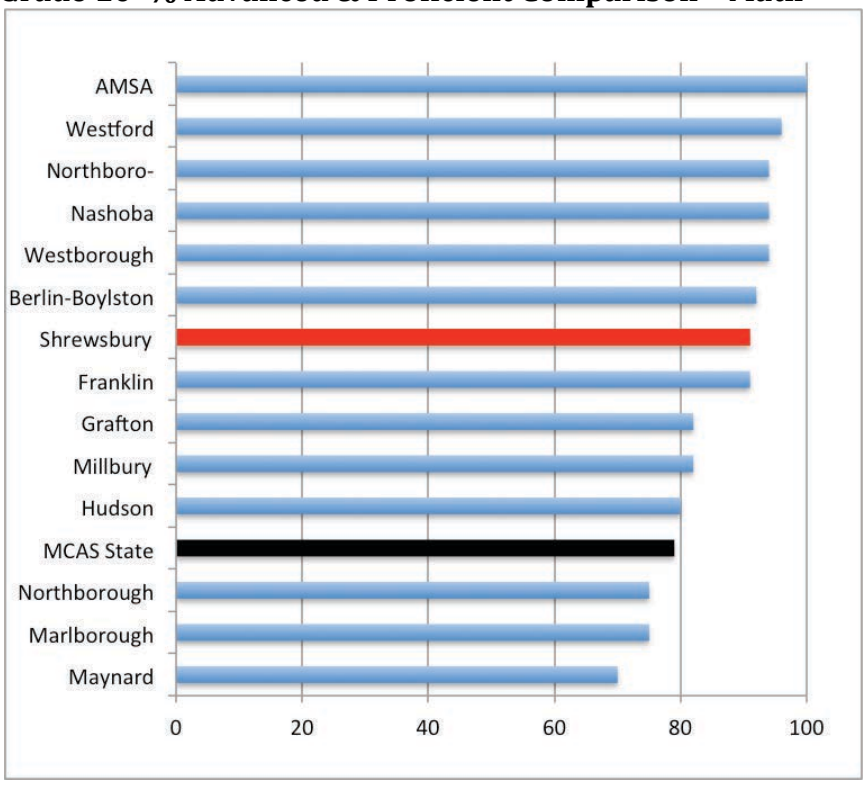
Grade 7 % Level 4 and 5 – Math



Grade 8 % Level 4 and 5 – Math



Grade 10 % Advanced & Proficient Comparison – Math



Performance Results – Science & Technology

This is the ninth year for state reporting of data for the high school tests in this subject, which are now part of the graduation requirement that started with the Class of 2010. Because the science and technology test is only administered in grades five, eight, and nine/ten there is no growth data produced for this testing area.

1. Five-year history of Shrewsbury's MCAS results in Science & Technology
Summary

Grade 5 Science and Technology

	Advanced	Proficient	Needs Improvement	Warning
2011	28	45	23	4
2012	44	33	20	4
2013	39	34	23	4
2014	31	41	23	4
2015	**31**	**40**	**25**	**4**

Grade 8 Science and Technology

	Advanced	Proficient	Needs Improvement	Warning
2011	12	49	33	5
2012	10	50	32	8
2013	13	50	31	7
2014	14	55	26	5
2015	**9**	**53**	**33**	**6**

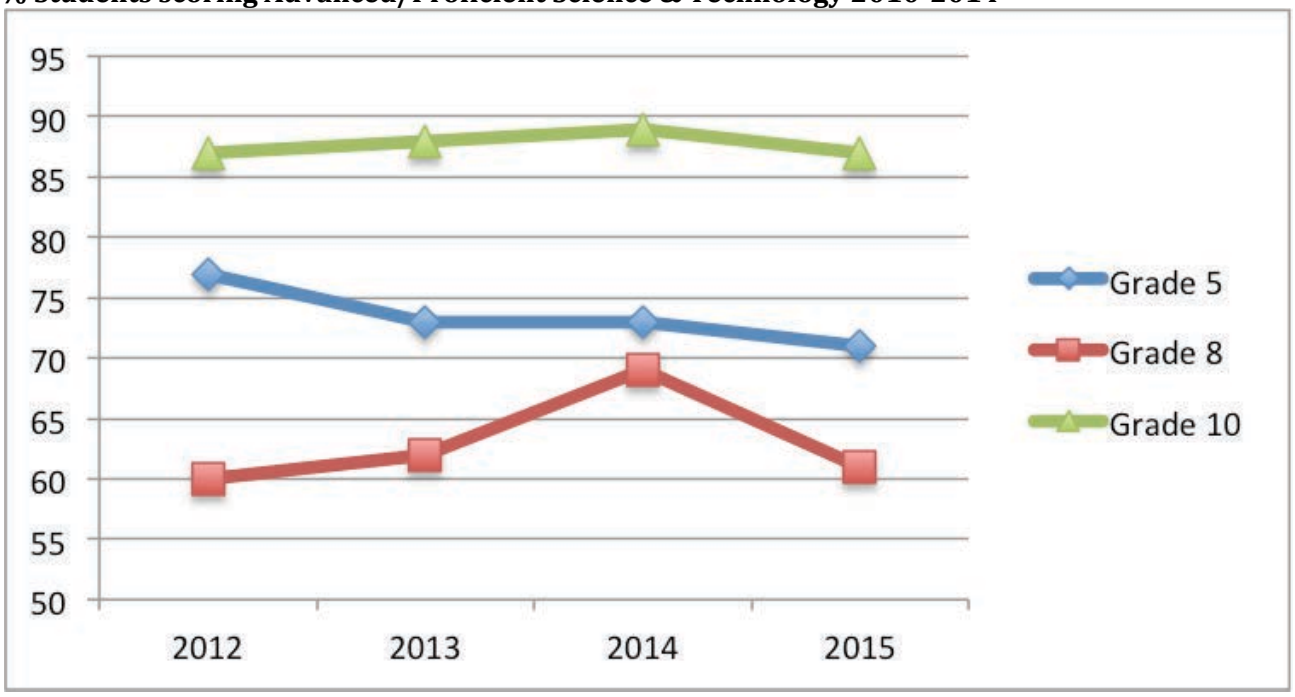
Grade 10 Science and Technology

	Advanced	Proficient	Needs Improvement	Warning
2011	34	49	15	2
2012	45	42	10	2
2013	46	42	10	1
2014	50	39	10	1
2015	**46**	**40**	**12**	**1**

2. Combined Performance in Advanced/Proficient Categories

Grade and Subject	Shrewsbury % Advanced /Proficient 2011	Shrewsbury % Advanced /Proficient 2012	Shrewsbury % Advanced /Proficient 2013	Shrewsbury % Advanced /Proficient 2014	Shrewsbury % Advanced /Proficient **2015**	% Change from 14-15	State Avg. 2015 %Adv/Pro.
Grade 5 Science/Tech	73	77	73	73	71	-2	51
Grade 8 Science/Tech	61	60	62	69	61	-6	42
Grade 10 Science/Tech	83	87	88	89	87	-2	72

% Students scoring Advanced/Proficient Science & Technology 2010-2014

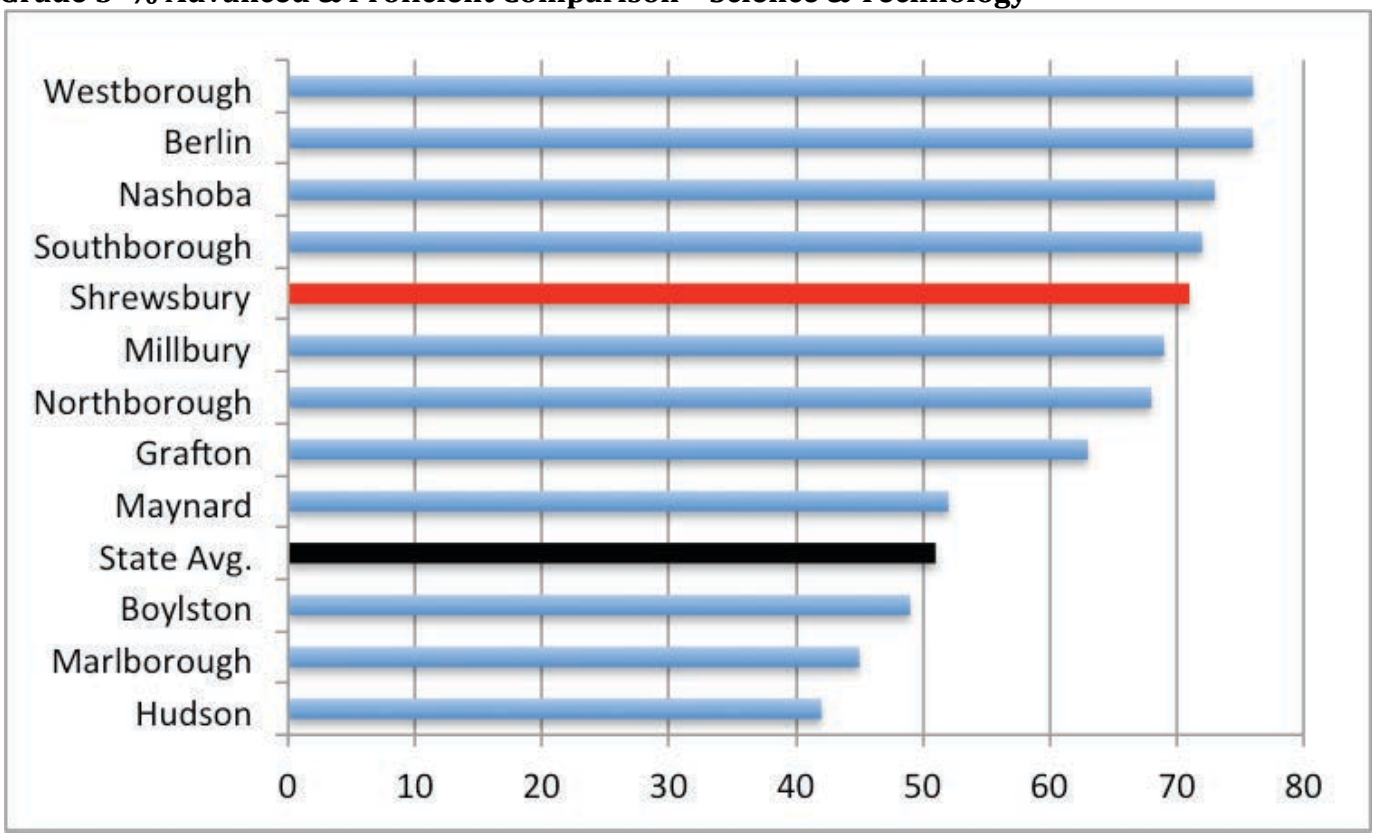


3. District % Advanced & Proficient Comparison – Science & Technology

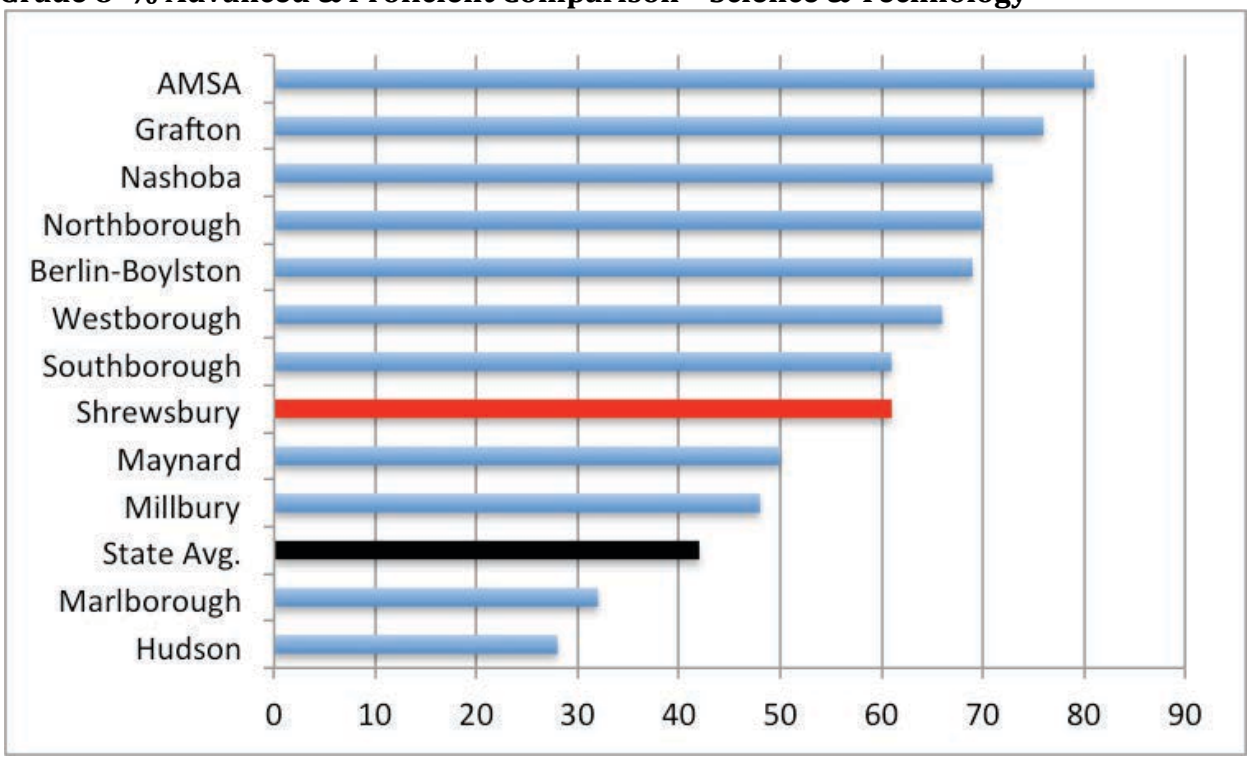
Summary

The following graphs compare Shrewsbury's performance (2015) to districts within the Assabet Valley. The graphs focus on combined advanced and proficient achievement in science & technology.

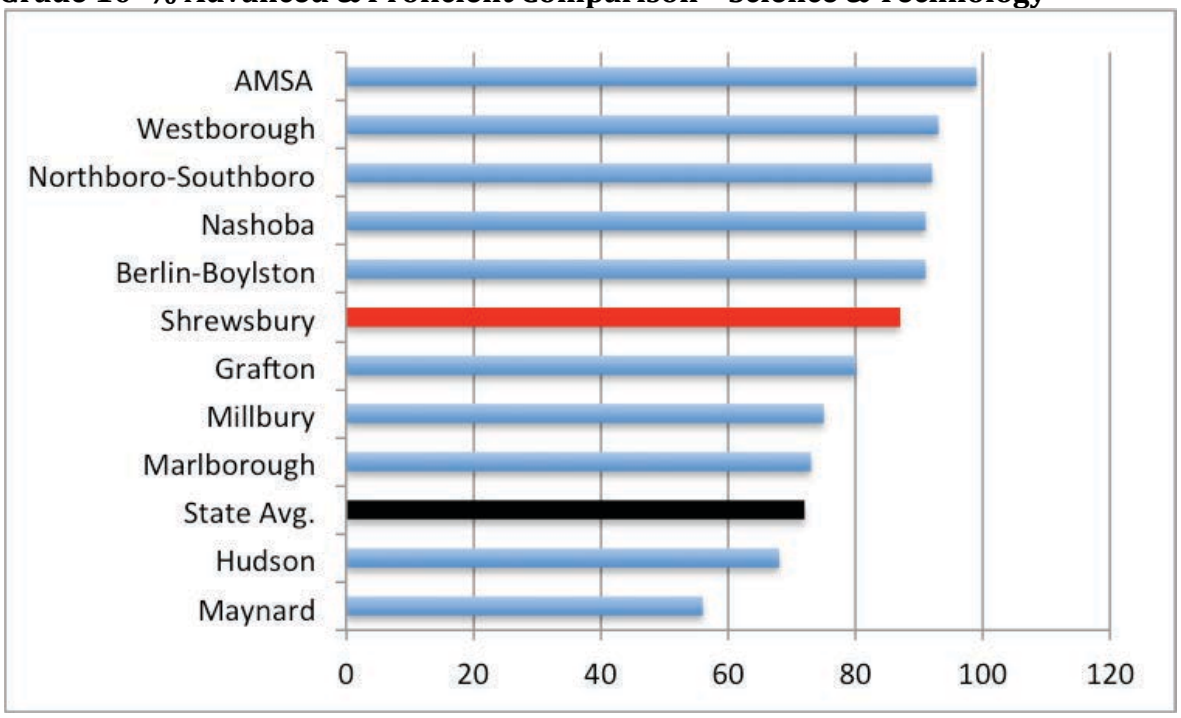
Grade 5 % Advanced & Proficient Comparison – Science & Technology



Grade 8 % Advanced & Proficient Comparison – Science & Technology



Grade 10 % Advanced & Proficient Comparison – Science & Technology



Growth Model Results

Introduction

Originally, MCAS results had only been provided in absolute measures and provided insight into how individual students, as well as groups of students, performed in terms of state curriculum standards. Attempts to quantify individual and cohort growth based on traditional MCAS data had been highly speculative. Massachusetts now utilizes a growth model system to measure growth.

By utilizing a growth model system, the state is attempting to do a better job answering the question, "How much academic progress did a student or group of students make in one year as measured by MCAS?". This measure of student growth provides us with additional information that helps us better answer this question within the district and build on the exceptional instruction being provided.

The use of growth model percentiles helps the state (and districts) put MCAS achievement into greater context. MCAS achievement scores answer one central question, "How did a student fare relative to grade level standards in a given year?". MCAS student growth percentiles add another layer of understanding, providing a measure of how a student changed from one year to the next relative to other students with similar MCAS test score histories.

The term 'growth model' describes a method of measuring student growth by tracking their progress on MCAS from one year to the next. Students are tracked by comparing their individual performance on MCAS testing to the performance of their 'academic peers,' those students who have similar MCAS score histories. Student growth percentiles range from 1 to 99, higher numbers represent higher levels of growth and lower numbers represent lower levels of growth.

The growth model method operates independently of MCAS performance levels. Therefore, all students, no matter what their scores were on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and mathematics for students in grades 4 through 8 and 10. The state's growth model requires at least two years of MCAS results to calculate growth percentiles. Therefore no growth scores are available for grade 3.

Individual Student Examples

The growth model measures change in performance rather than absolute performance. This change is measured in percentiles that provide values that express the percentage of cases that fall below a certain score. For example:

- A student with a growth percentile of 80 in 5th grade mathematics grew as much or more than 80 percent of her academic peers (students with similar score histories) from the 3rd and 4th grade math MCAS to the 5th grade math MCAS. Only 20% of her academic peers grew more in math than she did.

- A student with a growth percentile of 33 in 8th grade ELA grew as well or better than 33 percent of his academic peers (students with similar score histories) from the 6th and 7th grade ELA MCAS to the 8th grade ELA MCAS. This student grew less than 67% of his academic peers.

Aggregate Growth Percentiles

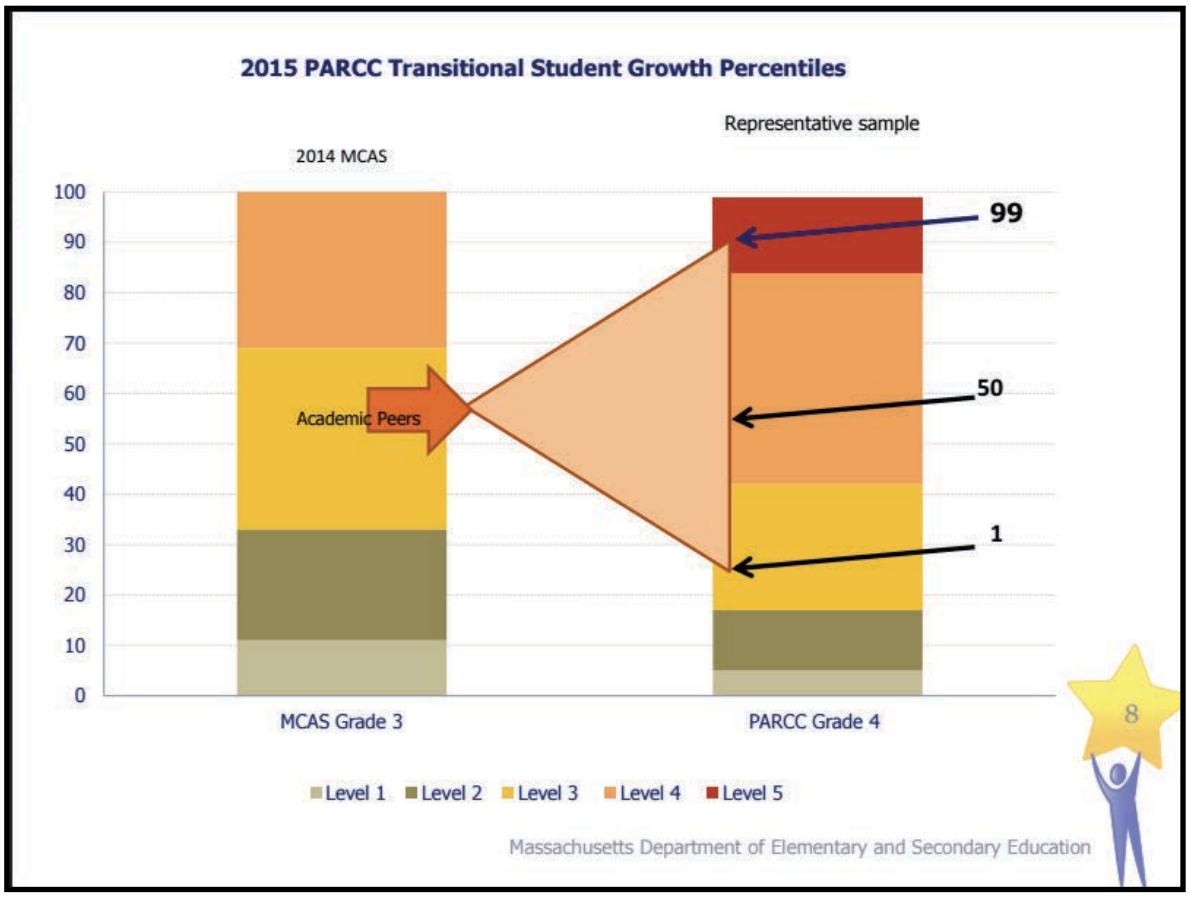
While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles may also be aggregated to understand growth at the subgroup, school, or district level.

The most effective way to report growth for a group is through the use of the median student growth percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). A typical school or district in the commonwealth would have a median student growth percentile of 50.

When using student growth percentiles, it is important to be aware that the statistic and interpretation does not change. For example, if we look at the student growth percentile of low-income status students at the district level we see that this group's median student growth percentile is 56. This means that this particular group of students, on average, achieved higher than their academic peers – a group of students with similar MCAS test score histories. It does not mean that our low-income students improved more than 56 percent of other low-income status students, nor does it mean that this particular group of students improved more than 56 percent of non low-income status students, it simply means that in comparison to other students with similar score histories, our low-income status students improved more than 56 percent of their academic peers.

Student Growth Percentiles and PARCC

In order to calculate student growth scores for PARCC the state identified the academic peers of students based on the 2014 MCAS, and then looked at the students in this group that took the PARCC assessment in 2015. The growth score was then calculated as below.



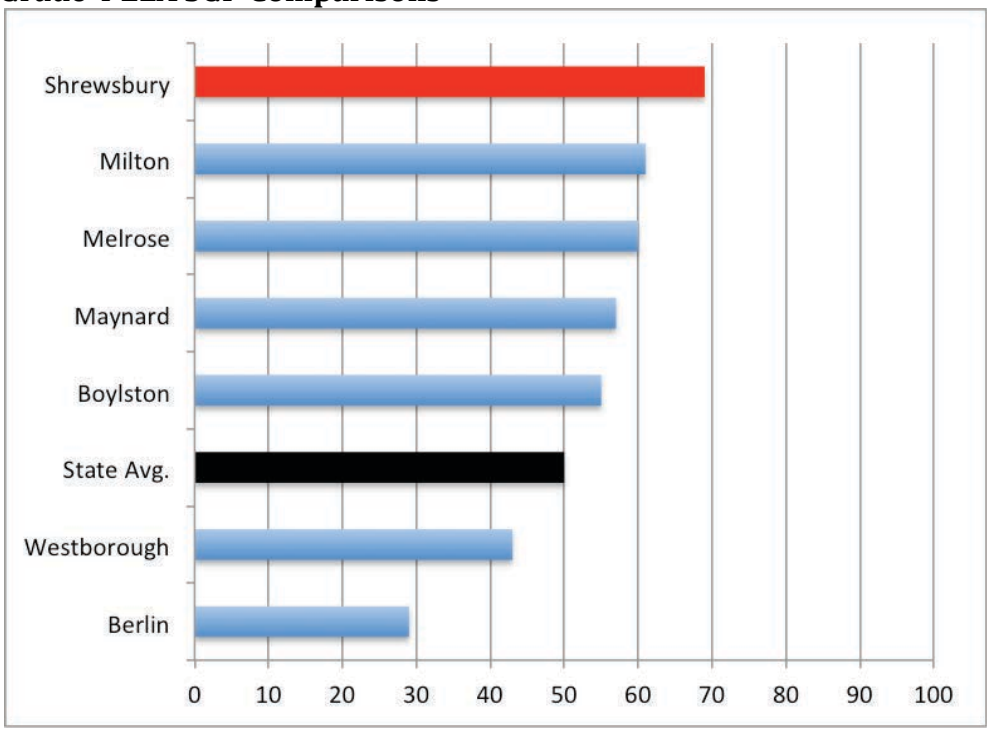
Growth Model Results – ELA

Growth Comparison – ELA

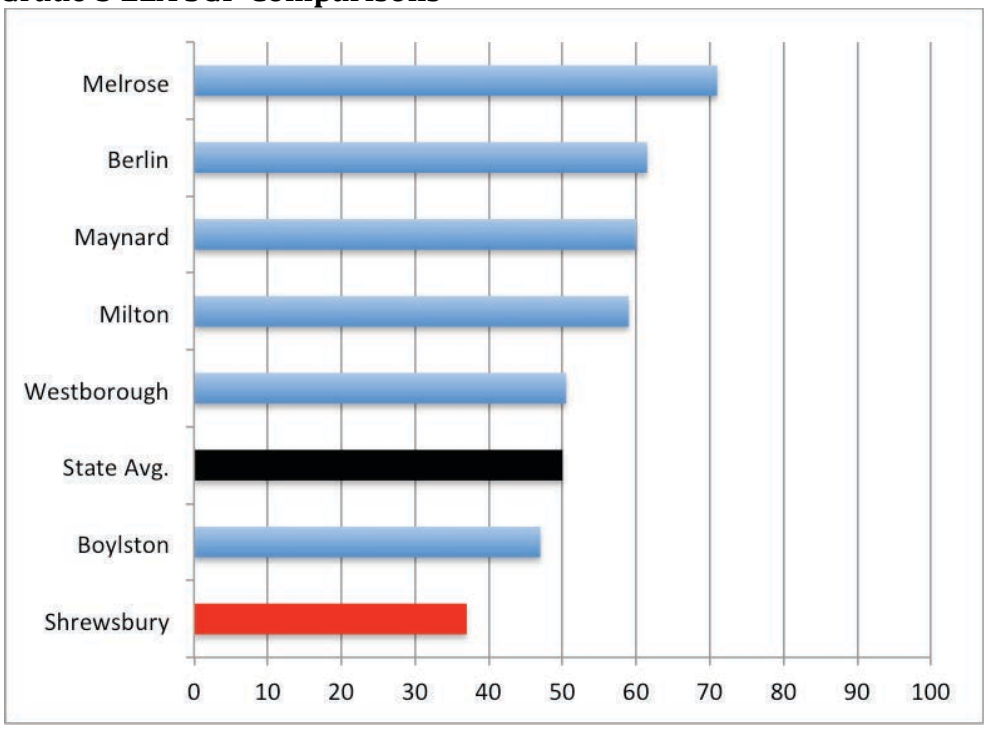
Grade and Subject	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	Shrewsbury Median Student Growth Percentile 2014	Shrewsbury Median Student Growth Percentile **2015**	% Change 2014-2015
Grade 3 ELA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 ELA	83	83	77	65	69	-4
Grade 5 ELA	44	49	42	45	37	-8
Grade 6 ELA	60	63	55.5	50	46	-4
Grade 7 ELA	58	50	46.5	42	36.5	-5.5
Grade 8 ELA	56	49.5	48	51	50	-1
Grade 10 ELA	57	58	60	54	53	-1
All Grades ELA	60	59	54	52	Not Available	N/A

District Growth Comparison – English Language Arts

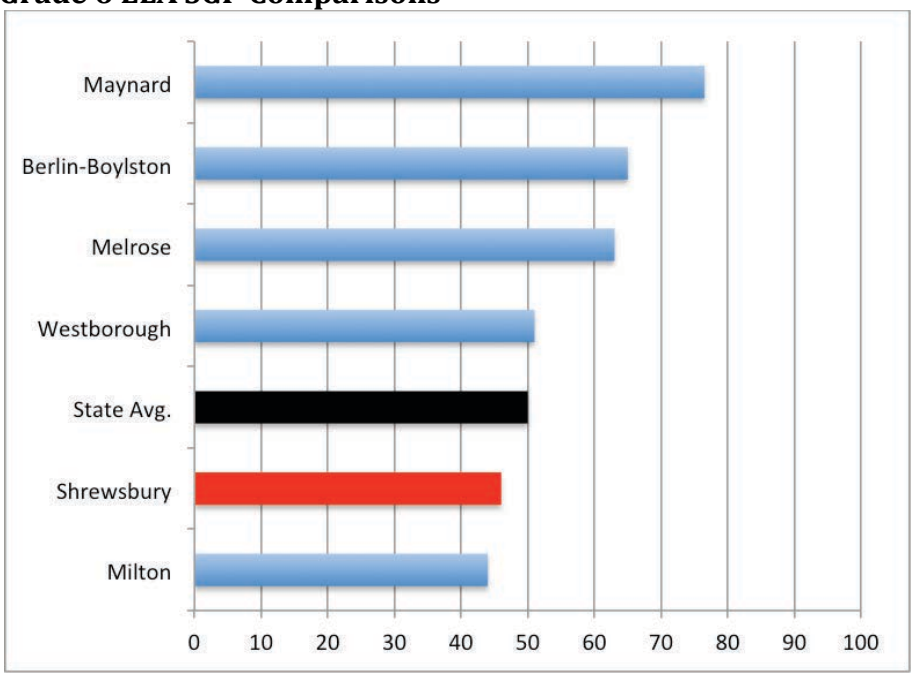
Grade 4 ELA SGP Comparisons



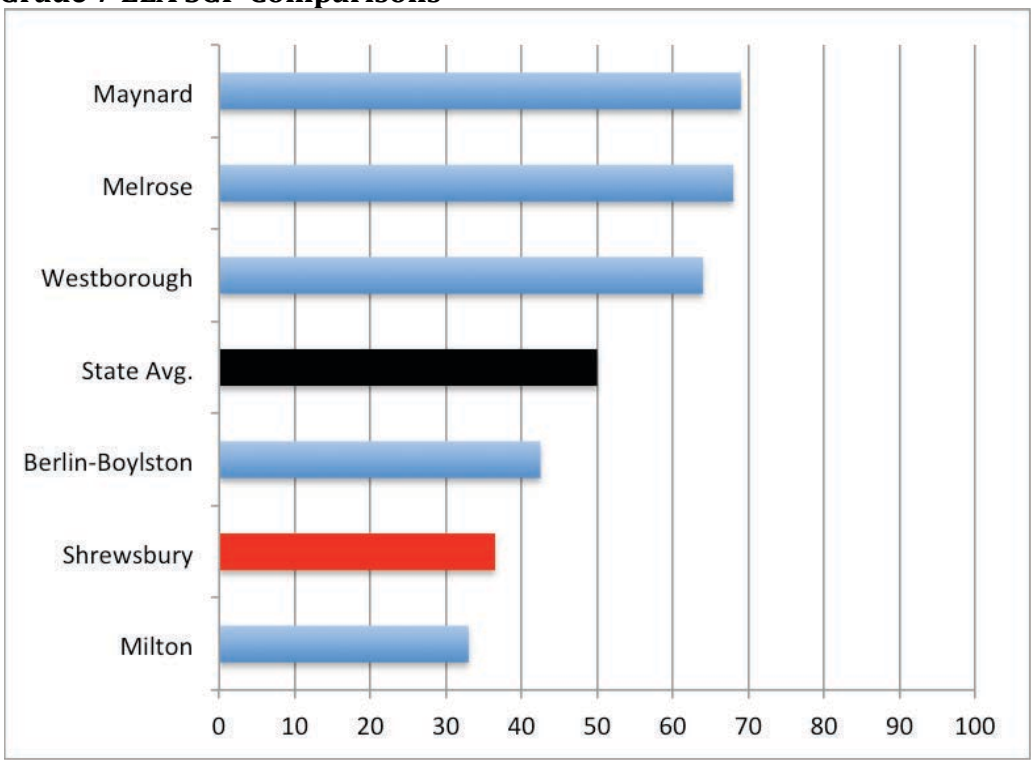
Grade 5 ELA SGP Comparisons



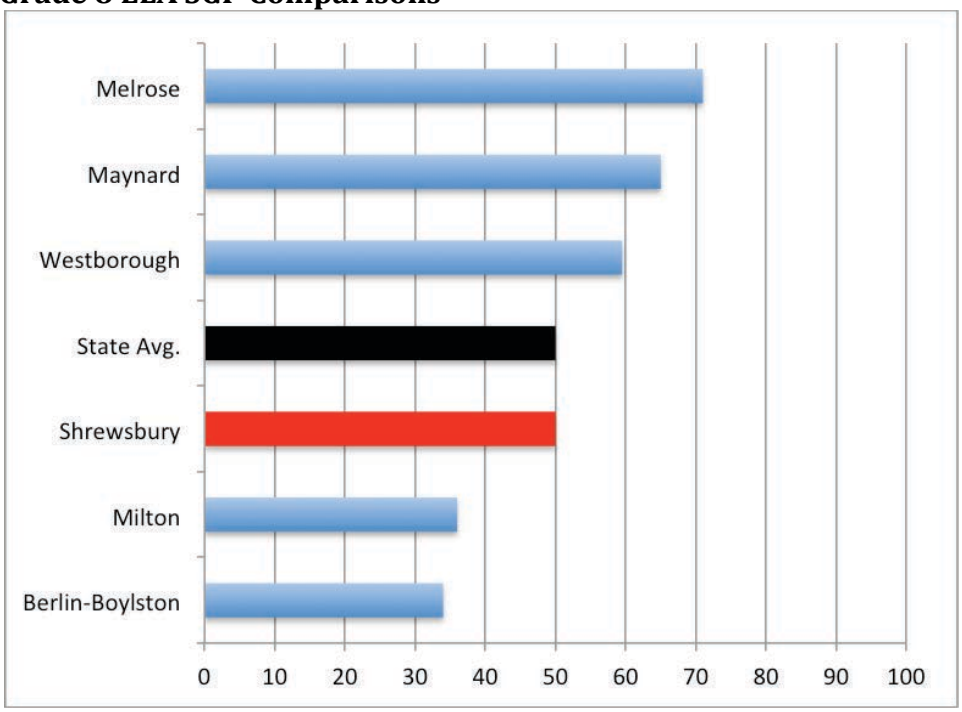
Grade 6 ELA SGP Comparisons



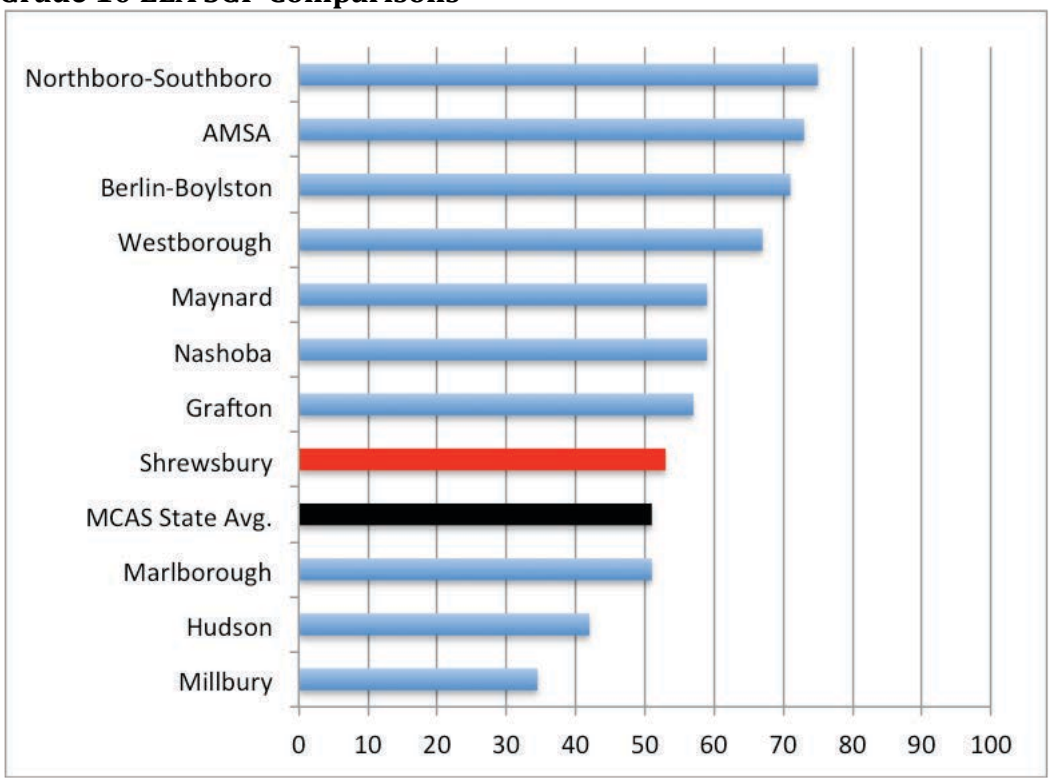
Grade 7 ELA SGP Comparisons



Grade 8 ELA SGP Comparisons



Grade 10 ELA SGP Comparisons



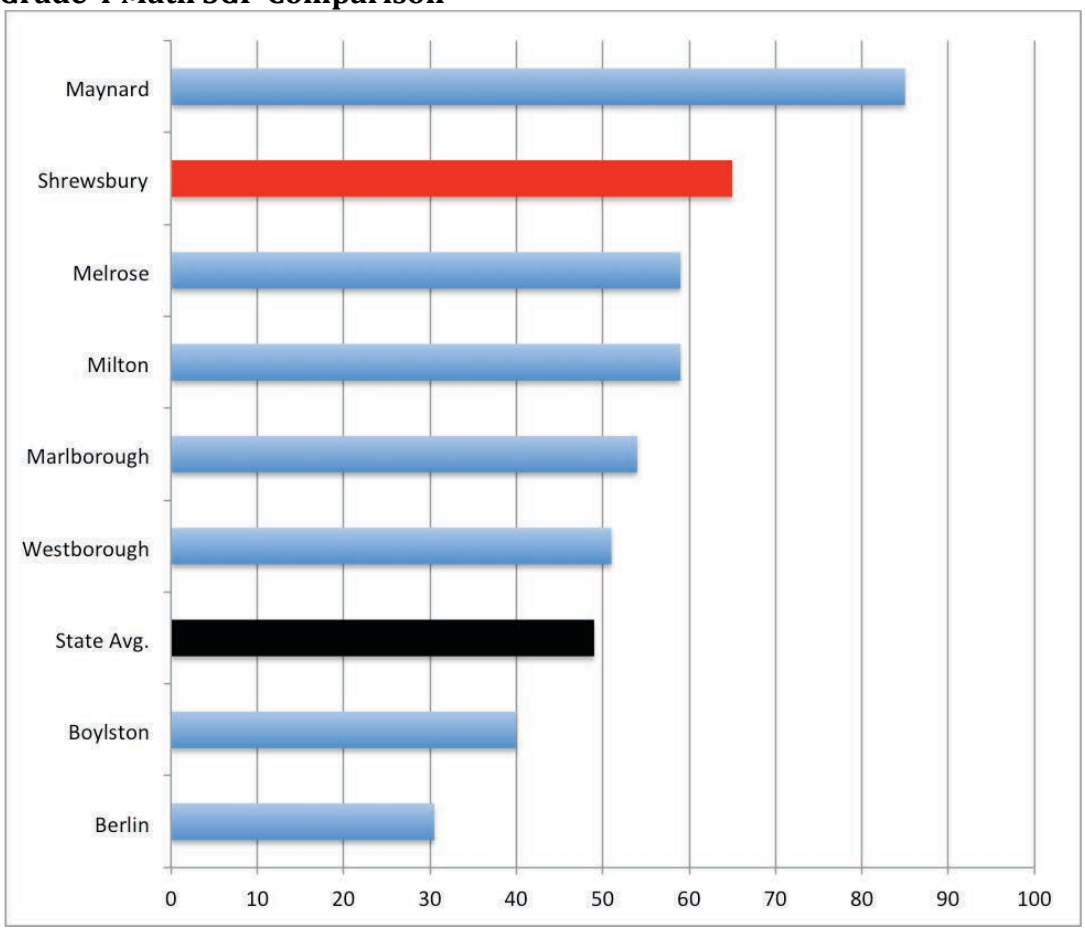
Growth Model Results – Math

Growth Comparison – Mathematics

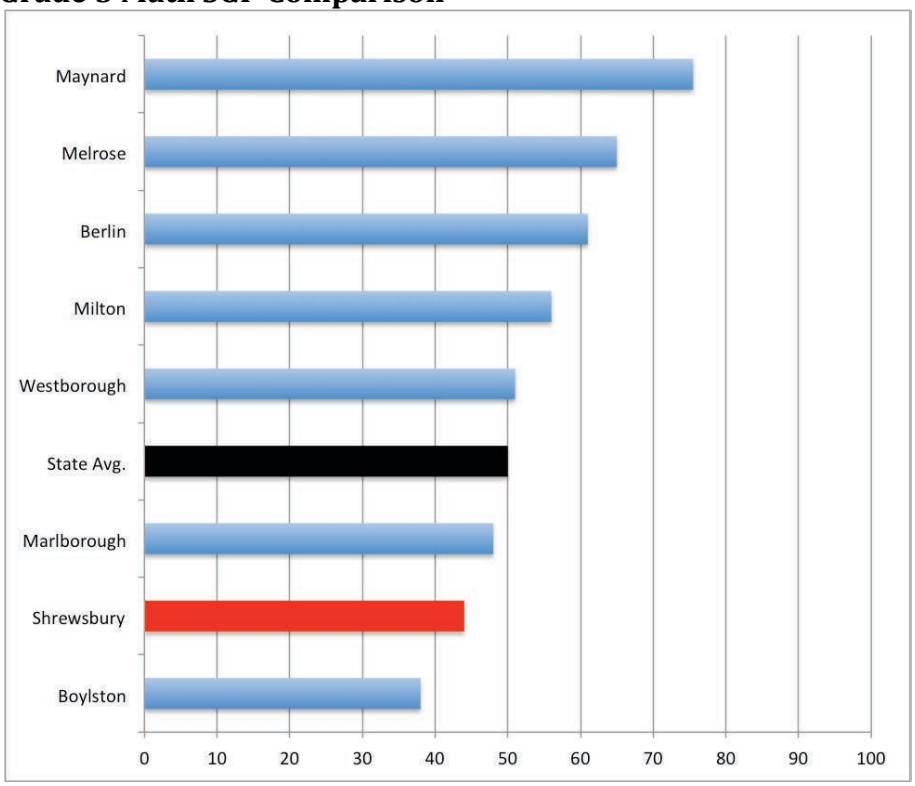
Grade and Subject	Shrewsbury Median Student Growth Percentile 2011	Shrewsbury Median Student Growth Percentile 2012	Shrewsbury Median Student Growth Percentile 2013	Shrewsbury Median Student Growth Percentile 2014	Shrewsbury Median Student Growth Percentile **2015**	% Change 2014-2015
Grade 3 Math	N/A	N/A	N/A	N/A	N/A	N/A
Grade 4 Math	62	69	58	67	65	-2
Grade 5 Math	37	46	42	45	44	-1
Grade 6 Math	65	66.5	57	53.5	38	-15.5
Grade 7 Math	55	55.5	42	36	30	-6
Grade 8 Math	50	52.5	61	45	39	-6
Grade 10 Math	57	54	55	62	53	-9
All Grades Math	55.5	59	51	50	Not Available	N/A

District Growth Comparison – Mathematics

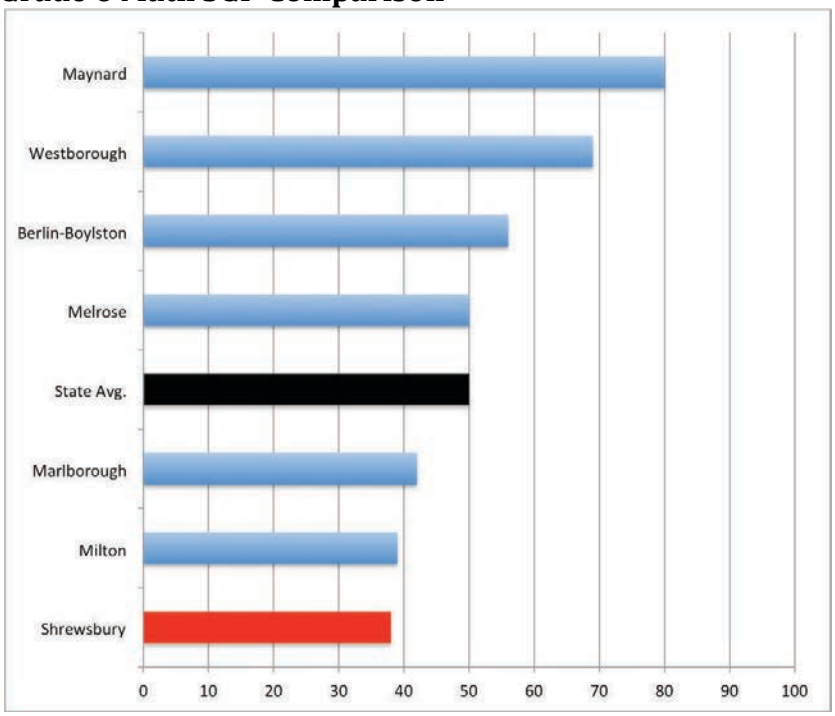
Grade 4 Math SGP Comparison



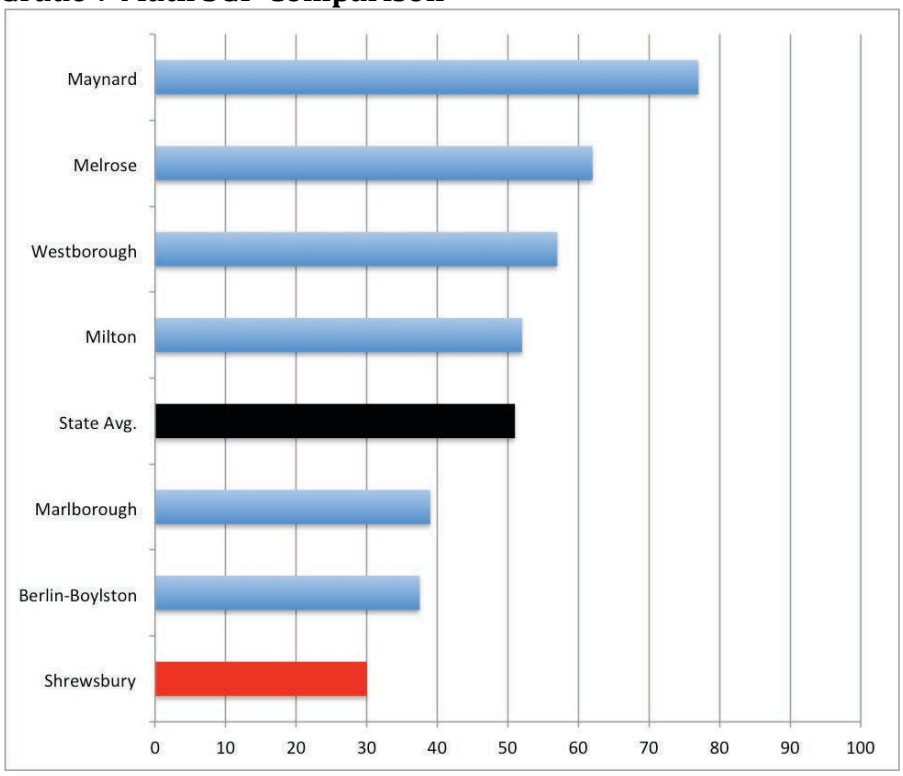
Grade 5 Math SGP Comparison



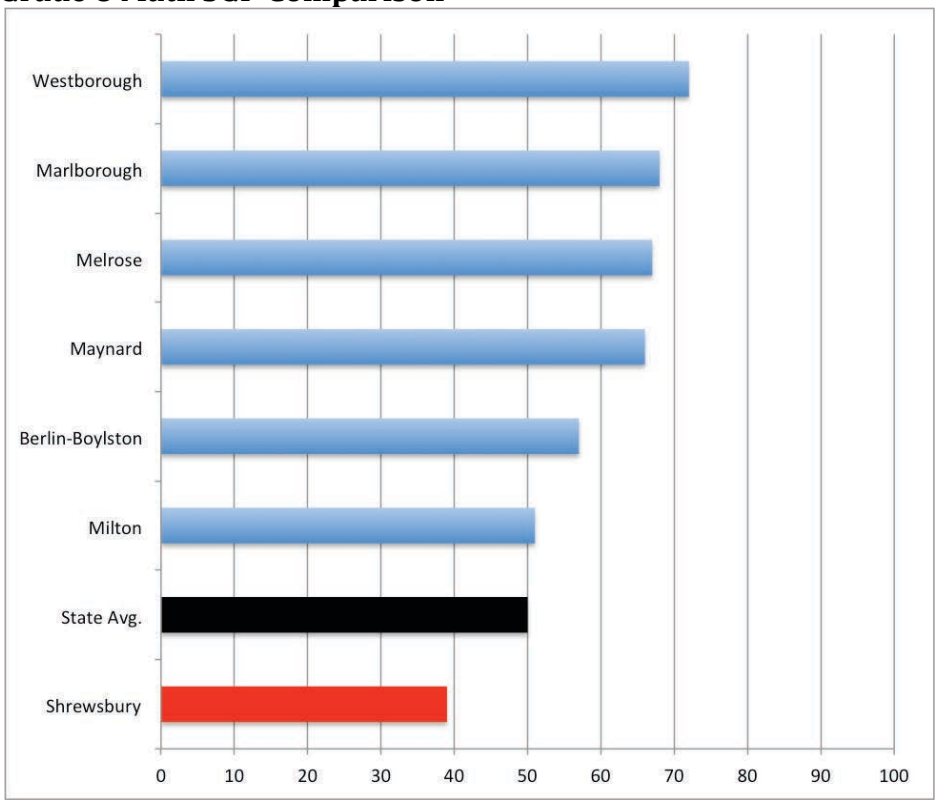
Grade 6 Math SGP Comparison



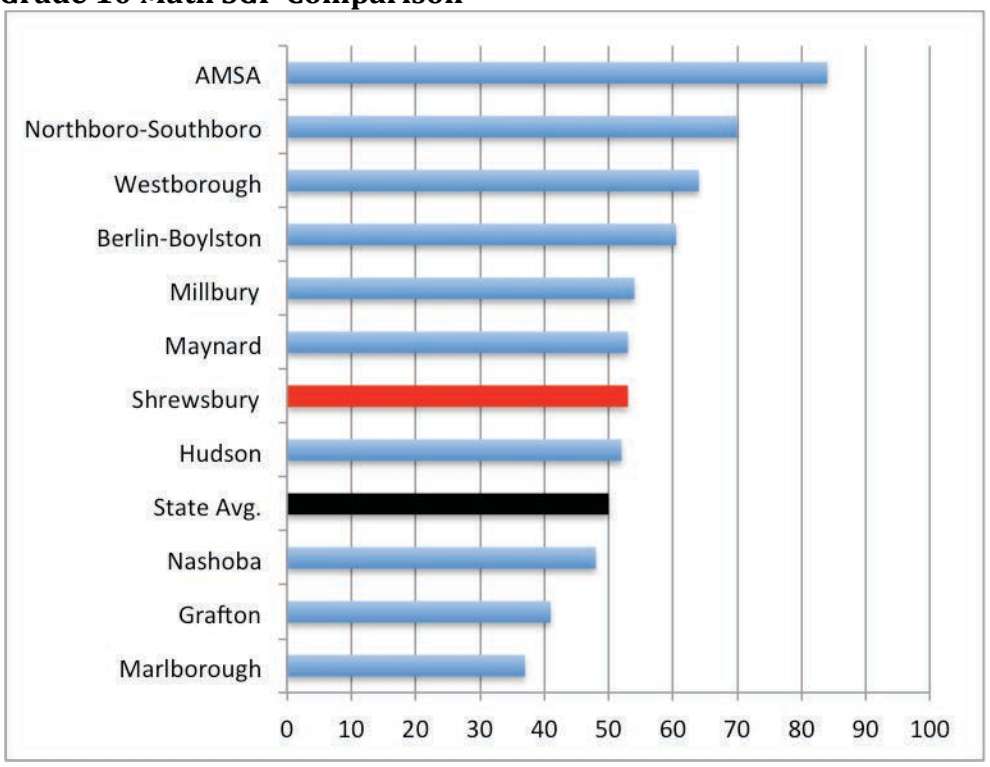
Grade 7 Math SGP Comparison



Grade 8 Math SGP Comparison



Grade 10 Math SGP Comparison



Looking Forward

- Districts that administered PARCC during the Spring of 2015 are currently awaiting specific information around how students responded to the various test items. The analysis of this data will be very beneficial in understanding where Shrewbury students have both strengths and challenges in terms of state standards and expectations for the next generation of assessments.

- The DESE will formally release new Science Standards this year. A committee has been formed to review the Shrewsbury science curriculum and to prepare for the changes anticipated with new state standards.

- It is anticipated that the DESE will make available PARCC individual student reports the first week of December. We will be mailing out these reports shortly after receipt. The parent report from PARCC will differ from the previous MCAS reports. Please visit the link below to better understand what this new report will look like.

  https://www.youtube.com/watch?v=67G12fhSXmA

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **V. Curriculum**
B. State Testing: Discussion

MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee have a discussion regarding changes in the state standardized testing program?

BACKGROUND INFORMATION:

1. The Commissioner of Elementary and Secondary Education has made a recommendation regarding the evolution of the state testing program. The Commissioner's memo is enclosed. The state board is scheduled to vote on his recommendation on November 17, 2015.

2. The administration will report on the outcome and answer questions the committee has.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

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

Massachusetts Department of
Elementary & Secondary Education

Recommendation on Student Assessment for Spring 2016 and Beyond

To: Members of the Board of Elementary and Secondary Education

From: Mitchell D. Chester, Ed.D., Commissioner

Date: November 12, 2015

At our October 2015 meeting, I shared with the Board of Elementary and Secondary Education three conclusions that I had reached regarding the Massachusetts Comprehensive Assessment System (MCAS)/Partnership for the Assessment of Readiness for College and Careers (PARCC) decision.

MCAS has reached a point of diminishing returns. MCAS has served the Commonwealth well. Our K-12 public school students lead the nation in academic achievement and are competitive internationally. That success would not have been possible without a high quality assessment providing feedback on student, school, district, and state achievement and progress. In 2015, MCAS was administered for the 18th year. MCAS was a terrific 20th century assessment. We have a better understanding now than we did one or two decades ago about learning progression in mathematics, text complexity and the interplay of reading and writing, and the academic expectations of higher education and employers.

Now that we have the benefit of two decades of experience, and we have upgraded our learning expectations through revisions to our curriculum frameworks and content standards, it is time to upgrade our assessments to a new generation. As we look to the Commonwealth's next-generation assessment, we have the opportunity to build on this knowledge and experience. Perhaps my greatest concern about continuing with MCAS as it exists now is that we have reached a point of diminishing returns. As I see in my visits to schools and as I hear from educators and parents, too often the response to MCAS is instruction designed to teach students to succeed on the test rather than instruction designed to meet the learning standards.

PARCC is a substantial advancement over our current MCAS test. Our goal in joining the PARCC consortium was to build a better test. We had access to more than $100 million in funding for the development work, as well as expertise from state education departments across the country. Massachusetts played a leading role in the consortium, and the Commonwealth's efforts are reflected in the strong quality of PARCC.

In many ways PARCC sets a higher bar than MCAS for student performance. This is particularly true as students move up the grades into middle and high school. This higher bar is not simply about being harder. PARCC provides more opportunity for critical thinking, application of knowledge, research, and connections between reading and writing. As I travel the Commonwealth, I see more and more schools that have upgraded curriculum and instruction to align with our 2010 frameworks, which in turn are represented in the PARCC assessments. Classroom instruction is increasingly focused on the knowledge and skills in the frameworks rather than test preparation.

I also have observed that the computer-based testing experience is qualitatively different from a paper-and-pencil test. The computer-based environment is a more engaging experience, preferred by students by almost a two to one margin. The introduction of video and audio increases accessibility for many students, including students with disabilities and English language learners. Most importantly, the computer-based setting mirrors the digital world that is ubiquitous in students' current and future lives.

We need to ensure the Commonwealth's control of our standards and assessments. The Board's discussions and the public comments we heard have helped me to understand the importance of ensuring the Commonwealth's control over our standards and assessments as we move forward. While Massachusetts has exercised a leadership role among the consortium states, any path forward to a next-generation test that builds on the PARCC assessment must be a direction that the Commonwealth controls.

My Recommendations

For these reasons, I am recommending to the Board that we begin work on a next-generation, computer-based MCAS assessment program. This new test will build on the best elements of both PARCC and MCAS and will allow us to retain final control over our test content, testing policies, and test administration procedures.

The following are my recommendations that I am asking the Board to endorse next week:

1. We will incorporate into an upcoming procurement for a new MCAS contract[1] the services needed to develop next-generation English language arts (ELA) and mathematics assessments, to be administered in all schools beginning in the spring of 2017. In order to expedite the development process and minimize costs, we will maximize the use of existing PARCC development, as well as MCAS test items, as appropriate. These will be augmented by additional test items developed to meet our needs. We remain committed to a policy of transparency with regard to releasing test items, as we currently do with MCAS.
2. Because of the time required to conduct a procurement for a new MCAS testing contractor, spring 2016 will need to be a transitional year for grades 3-8. Districts that administered PARCC in spring 2015 will administer PARCC again, and will again have the option to select the computer-based or paper-based versions. Districts that administered MCAS in spring 2015 will administer MCAS again, unless the district affirmatively elects to switch to PARCC (either computer-based or paper-based). The MCAS tests will be augmented with a limited number of PARCC test items to facilitate statewide comparisons and to provide teachers and students in MCAS districts with some initial exposure to these types of questions.
3. We will convene technical advisory committees representing Massachusetts K-12 teachers, higher education faculty, and assessment experts to advise on the content and test administration policies of the next-generation assessments. Among the policies to be reviewed are the content and length of our tests; the scheduling of test administration windows; our testing policies for students with disabilities and English language learners; and the requirements for the new high school competency determination.[2] We will also discuss the timing for reinstituting a history and social science test.
4. As an adjunct to the test development process, we will convene review panels comprised of Massachusetts K-12 teachers and higher education faculty to review the current ELA and mathematics curriculum frameworks and identify any modifications or additions to

ensure that the Commonwealth's standards match those of the most aspirational education systems in the world, thus representing a course of study that best prepares students for the 21st century.

5. We will commit to computer-based testing for our state assessments. A paper-based option will be made available through the spring 2018 administration, with a goal of implementing computer-based testing statewide by spring 2019. We will work with districts to help them identify funding sources for the needed technology.
6. As we did in spring 2015, districts administering PARCC in grades 3-8 for the first time in spring 2016 will be held harmless for any negative changes in their school and district accountability levels. In spring 2017, when we return to a single test for all districts, every district will be subject to accountability level adjustments.
7. For ELA and mathematics assessments at the high school level in spring 2016, we will offer only the current MCAS grade 10 tests, in order to focus our efforts on the new test development work. We will consult with our technical advisory committees to propose a broader range of high school testing options beginning in spring 2017. Our current MCAS graduation requirement will remain unchanged at least through the Class of 2019.
8. We will work to ensure that the new PARCC consortium memorandum of understanding, currently under development, fully protects our ability to use PARCC intellectual property in future Massachusetts-based tests.
9. We expect to remain an active member of the PARCC consortium. I anticipate that continued membership will give us access to high quality assessment research and new test items, with the costs shared among the participating states. Membership also will provide us with useful multi-state data comparisons. Because we will be contracting with our own testing vendor, we will have the flexibility to leave the consortium at any time that membership is no longer of added value to Massachusetts.

In this memorandum I will review the background on my recommendations; comment on some of the concerns and issues raised; and provide a detailed outline of my proposed path forward.

Background

The landmark 1993 Massachusetts education reform law[3] directed the Board of Elementary and Secondary Education[4] to develop and administer a statewide assessment system to measure the academic achievement and progress of districts, schools, and individual students. Under the Board's direction, the Department of Elementary and Secondary Education developed the Massachusetts Comprehensive Assessment System (MCAS), which has been administered annually since 1998.

In 2011 Massachusetts joined the Partnership for Advancement of Readiness for College and Careers (PARCC), a multi-state consortium formed to develop a new set of assessments for English language arts and mathematics. In November 2013, the Board voted to conduct a two-year "test drive" of the PARCC assessments, in order to decide whether we should adopt them in place of our existing MCAS assessments in those two subjects. In the spring of 2014, PARCC was field tested in a randomized sample of schools in Massachusetts and in the other consortium states. In the spring of 2015, PARCC was administered in full operational mode. In Massachusetts, districts were given the choice of administering either the computer-based version of PARCC, the paper-based version of PARCC, or MCAS.

During the past several months, you have had the opportunity to review numerous research studies and hear presentations from many experts. At our meeting on Tuesday, November 17, I will ask you to discuss and vote on the findings and recommendations presented in this memorandum. Your decision will determine the direction of student assessment in the Commonwealth for the years ahead.

I want to express my thanks and appreciation to all of those who have assisted us in the development and evaluation of the PARCC assessments, including:

- current and former Board members, for your patience and guidance;
- our colleagues from the Executive Office of Education and the Department of Higher Education, and in particular former Commissioner of Higher Education Richard Freeland, who played a key leadership role in the consortium;
- the many Massachusetts educators who gave freely of their time and expertise during the test development, standard setting, and scoring activities; and
- my staff at the Department of Elementary and Secondary Education, and in particular our Student Assessment Services unit under former Associate Commissioner Elizabeth Davis, for their exceptional efforts in helping to advance the consortium's work while still keeping MCAS operational.[5]

I would also like to thank the many educators, public officials, students, and private citizens who have offered thoughtful comments and feedback during this process, either at one of the Board's five public comment sessions earlier this year or in other venues and meetings. In this memorandum I have tried to address many of the recurring themes and concerns that we have heard. Board members are reminded that we will have one final public comment session, on Monday, November 16, from 4:00 pm to 7:00 pm in the Malden High School auditorium. This final session will give you an opportunity to hear feedback on the recommendations presented in this memorandum.

Massachusetts Curriculum Frameworks

It is impossible to fully separate the assessment debate from the broader debate, here in Massachusetts and nationally, on curriculum frameworks. I want to start by addressing those issues.

The Massachusetts curriculum frameworks date back to the 1993 education reform law, when the Legislature directed the Board to define the skills and knowledge students should have in each grade and in each subject area. Setting statewide curriculum standards for Massachusetts public schools is a fundamental responsibility of the Board. The statewide standards also provide a consistent basis for measuring school and student performance, and assure continuity for students who move from district to district.

Massachusetts currently has curriculum standards and frameworks in seven areas: arts; comprehensive health; English language arts; foreign languages; history and social science; mathematics; and science and technology/engineering. There are also curriculum standards for the 44 career and vocational technical education programs.[6] Each was developed with extensive participation by Massachusetts teachers, curriculum specialists, and subject matter experts. Each set of standards is periodically reviewed and updated.

Curriculum standards or frameworks are not the same as a curriculum. A curriculum is a planned sequence of instructional units drawing upon

textbooks and other instructional materials. Daily lesson plans define the specific activities and assignments for each class. Curricular decisions have always been made, and continue to be made, at the local level by school committees, school and district administrators, and classroom teachers. Although some states do have state-mandated curricula and textbooks, that is not true in Massachusetts.

In 2008, the National Governors Association (NGA), the Council of Chief State School Officers (CCSSO),[7] and Achieve, Inc, published *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*. The first recommendation of this bipartisan call to action was: "Upgrade state standards by adopting a common core of internationally benchmarked standards in math and language arts for grades K-12 to ensure that students are equipped with the necessary knowledge and skills to be globally competitive." Governors and chief state school officers were aware that in a world where state and national boundaries are increasingly irrelevant to economic and social opportunity, it made little sense for each state to have its own definition and assessment standards for what it means to be literate and know math.

In 2008, the Department began a review and update of our English language arts (ELA) and mathematics frameworks. These are the two foundational academic subjects. Without proficiency in ELA and mathematics, students are highly unlikely to succeed after high school. Feedback from the business community and from higher education indicated that too often we were doing an insufficient job in preparing all students in these two subjects. Many other states were facing similar concerns, and that prompted a multi-state effort led by the NGA and the CCSSO. Pooling resources among many states seemed to us to be an efficient and effective means of developing new ELA and mathematics frameworks that would better represent college and career readiness. Common standards across state lines would also benefit students in an increasingly mobile society. Massachusetts participated actively in the development of the so-called common core state standards, and in fact the new standards drew heavily from our state's earlier standards.

In 2010, the Board reviewed the common core work and voted to incorporate it into a new set of Massachusetts ELA and mathematics frameworks, along with some additional standards recommended by Massachusetts educators. Our districts have invested a significant amount of time and effort in implementing these standards, including acquisition of new curriculum and instructional materials and extensive professional development for teachers. Feedback from educators in the field who are familiar with the 2010 frameworks has been very positive. Even among teachers who have concerns about our assessment program, I hear very little criticism of the frameworks themselves.

I believe our students will be best served by continuing to implement the 2010 Massachusetts frameworks. Any wholesale change would be both disruptive and costly to our schools. That is not to say that I believe the frameworks are perfect. We need to draw upon our teachers' experiences using the frameworks over the past five years to identify any particular standards that are not working as well as they should and any gaps that need to be filled. Incremental improvement can be done at the same time that we are reviewing and updating our assessment program, and with minimal disruption to local curricular and instructional efforts.

Why Do We Need a Statewide Assessment?

The 1993 education reform law directed the Board to institute an annual statewide assessment program. This was part of the "grand bargain" incorporated in that landmark statute - clear standards, a significant increase in state funding and other resources, and accountability for results. A lively debate is currently underway, here in Massachusetts and across the nation, on the subject of standardized testing. It is entirely appropriate for us to look at what we are testing, how much time we are spending on testing, whether test results are helping to improve instruction, and whether test preparation activities are crowding out more effective uses of classroom time.

But I disagree with those who would eliminate or suspend our annual statewide assessments. I know of no high performing system that fails to benchmark its performance and hold itself responsible for results. MCAS results have supported our education efforts in a number of ways:

- The Commonwealth has a constitutional obligation to ensure that all students have the opportunity to receive an adequate education.[8] MCAS results are one of several sources of information the Department and the Board use to identify schools and districts that require some additional assistance or intervention from the state.
- High quality assessments send important signals about the kinds of curriculum and instruction, teaching and learning that are reflected in the standards.
- Teachers and administrators are provided with detailed analyses of student test results, offering useful information on what parts of their curriculum are effective and where instruction needs to be strengthened.
- Test results also allow us to identify higher performing schools and districts and spotlight effective practices.
- Parents deserve objective feedback on their children's progress through elementary and secondary school grades. When students are performing below their grade-level expectations, we hope that their MCAS score reports will prompt constructive conversations among parents, teachers, and guidance counselors.
- Passing the tenth grade MCAS tests is one of the requirements for a student to receive a Massachusetts high school diploma. Before education reform, too many students, especially in our larger and poorer cities, were receiving diplomas without having even a basic foundation of skills and knowledge.
- Finally, test scores help us to demonstrate our achievements and our progress to the Legislature and to the public at large. We spend more than $16 billion a year on K-12 public education in the Commonwealth. We have an obligation to demonstrate to the taxpayers that we are spending that money effectively.

I agree that testing by itself does not improve instruction □ but it provides essential information to support those improvement efforts.

The 2001 reauthorization of the federal Elementary and Secondary Education Act (popularly called "No Child Left Behind") added a federal mandate for annual statewide testing. Congress is currently considering proposals for a new reauthorization of this law, some of which reduce the federal testing requirement. If and when a new federal law is passed, it will give us an additional opportunity to review and reflect on our state testing program.

General Concerns About Standardized Testing

Many comments and concerns we heard at our public comment sessions related to testing in general rather than the strengths and weaknesses of specific tests. Here are my thoughts on some of the comments we heard most frequently.

- *"Our tests don't measure everything."* I agree that we want our schools to foster many skills that are not easily measured on standardized statewide tests, for example, creativity or working with others cooperatively. But I also believe that English language arts and mathematics are foundational for success in all other areas. If our schools are not teaching students to be literate and numerate, they are failing those students, regardless of what other successes they may be having.
- *"Testing takes up too much time."* This has been a very widely expressed concern, not only from the public but from educators as well. We have an obligation to ensure that the time required to administer state tests is the minimum necessary to obtain the information we need. But concern over "too much testing" also reflects on assessments selected by districts themselves, as well as classroom time spent in preparing for tests. Research indicates that the value of these activities varies widely. The Department has been studying the amount of time spent in districts on statewide assessments, and we will continue to be vigilant in this area as we encourage and assist districts in evaluating the usefulness of their own testing programs.
- *"Statewide tests put too much pressure on students."* For students, MCAS is a "high stakes" test only in tenth grade, where it is part of the high school graduation requirement. There are no high stakes for students taking the test in the lower grades, so if these students are feeling undue pressure, it seems likely that it is coming from their teachers, principals, and parents. I understand that some educators feel anxiety when we ask how well their schools are performing, but we should expect that they are not sharing those anxieties with their students.
- *"Our tests are too difficult for students with disabilities and English language learners."* We offer a range of accommodations, special tests, and testing policies for these students to reflect their unique needs. We will continue to work with the advocates for these groups to ensure that our testing program is fair. But I do not want to return to the days when we had low aspirations and expectations for these students.
- *"Testing in some subjects forces schools to deemphasize others."* We currently administer statewide tests in English language arts, mathematics, and science. The 1993 education reform law also calls for tests in history and social science, foreign languages, and the arts. Adding additional tests is feasible but pushes against the concerns over too much testing time. There does appear to be considerable interest in reinstating the history and social science assessment, and I expect that we will have more discussion with the field on this topic in the months ahead.
- *"Private testing companies could misuse confidential student data."* We have contracted with private testing companies for more than two decades to help administer our large-scale assessments, including MCAS. All use of confidential student data is subject to federal and state data privacy laws, and we make every effort to ensure that our contractors use best practices in data security. There is no evidence that any of our current testing contractors have misused confidential data, and it is unlikely that they would stay in business very long if they did.

The PARCC Assessment

A. Background

In 2008, the Department began planning for a next-generation MCAS to replace the existing, ten-year-old tests. Data from our state higher education system regarding the high number of students requiring remedial courses pointed out the need for more rigorous assessments at the high school level to signal readiness for post-secondary work. At all grades, we wanted to provide added focus on critical thinking skills as well as factual knowledge, and we wanted to provide richer feedback to students and teachers on areas of strength and weakness. We wanted to explore options for a computer-based assessment, and we knew that changes would be needed to reflect the new ELA and mathematics frameworks then under development.

Budget constraints arising out of the Great Recession of the mid-2000s ended this effort before it got very far. But then the U.S. Department of Education offered funding from the American Recovery and Reinvestment Act to states that were willing to work together in partnership to develop state-of-the-art assessments. Two such multi-state consortia were established and funded: the Smarter Balanced Assessment Consortium (SBAC) and the PARCC consortium. Massachusetts was one of the founding members of the PARCC consortium. Our participation in this partnership offered the opportunity to pool our expertise with other states, share the costs of test development, and realize economies of scale in test administration.[9]

The governing board of the consortium is comprised of the chief state school officer of each member state. I was selected by my colleagues to chair the governing board meetings. Each state also provides the time and expertise of state agency staff, educators from the field, and higher education faculty, to participate in various leadership groups, advisory committees, and test development activities. Staff from our Student Assessment Services office have devoted a substantial amount of time to the PARCC project over the past five years.[10]

B. Test Content and Administration

Our current MCAS assessment includes ELA and mathematics tests in grades 3 through 8 and grade 10. PARCC also has ELA and mathematics tests in grades 3 through 8, but has a broader range of high school tests. There are ELA tests for grades 9, 10, and 11, and course-specific mathematics tests for algebra I, algebra II, and geometry.[11]

The content and design of the PARCC test items have proved to be of very high quality. The material is well aligned to the common core state standards and provides a richer assessment of reasoning and critical thinking skills than MCAS. Feedback on test content was generally positive from educators who were familiar with both tests. There is, however, room for improvement. There were some isolated instances of test questions that had editing errors or that simply could have been written more clearly (or using vocabulary more appropriate to the grade level). This is not an uncommon occurrence in the initial development of a new test; similar problems cropped up in the first years of our MCAS administration. We also noted that some of the PARCC tests did not have as good a balance in the difficulty of questions as we would like.

The use of time limits, in comparison to the untimed MCAS test, pleased many people because it helped to reduce the amount of time students spent in the test session. Others felt that it was a problem for some students. In general, a timed test with reasonably generous time limits is to be preferred. Whether the PARCC time limits meet that standard or require further adjustment is worth additional study.

The move to computer-based testing (CBT) probably occasioned more comment than the actual content of the test. Last spring's administration demonstrated the significant value of CBT. Test items can include richer and more engaging content and a greater range

of accessibility features; tests can be scored more quickly and at a lower cost; and CBT reflects the reality that students in the 21st century are doing more keyboarding than handwriting. We also learned that there is a significant learning curve for test administrators in setting up and administering a computer-based test, but districts that did so in both 2014 and 2015 reported that the process was much smoother the second time. The Pearson testing platform performed extraordinarily well, handling millions of users with only scattered problems. Less satisfactory was the performance of the Pearson call center in handling those scattered problems; improvements are being implemented for 2016.

Until all schools have the necessary technology to administer a CBT, we will need to offer a paper version. But we need to help schools get that technology as soon as possible, not just for assessment but to support more individualized and creative instruction and learning. Today's students need to be technologically literate if they want to succeed in college or the workforce. Schools that do not make the effort to upgrade their technology will find themselves losing students to other schools and districts.

C. **Reporting of Results**

PARCC student results are reported in five performance bands, compared to four for MCAS. The standards for each performance band are set by the consortium, allowing for potentially useful comparisons of data among the participating states. In contrast, each state determines how the results will be used in its accountability systems. For example, in states such as Massachusetts that require high school students to pass a state test for graduation, the passing score would also be set by the state.

PARCC is developing an expanded set of reporting tools for use by teachers and administrators. These are intended to provide extensive and useful data to inform curriculum and instruction. Because the complete suite of reports has not yet been made available, we cannot evaluate their usefulness at this time.

In terms of reporting timeliness, first year results were delayed, as expected, due to the standard-setting process. Results in future years will be available earlier; however, the goal of having results by the end of the school year is not likely to be met in the near term. This is due to the decision to combine the two testing windows into a single window. Open-ended and essay questions, which take the longest to score, will now be given later in the year.

D. **Additional Diagnostic Assessment Tools**

In addition to the summative annual assessments that have been the focus of our efforts, the PARCC project also includes the development of diagnostic assessment tools that districts will be able to purchase for their own use on a voluntary basis. These tools have not yet been released, and the potential costs have not yet been determined. Because it is too soon to gauge the value of and level of interest in these tools, their availability is not a significant factor in my evaluation.

E. **Costs**

The total cost of our statewide assessment system is a small fraction of our total K-12 education spending (less than two-tenths of one percent), so I would argue that our decision should be based primarily on the quality of the assessments, not by transitional increases or decreases in that cost as we migrate to the next-generation tests. That said, the per pupil cost of the PARCC assessments is lower than our current MCAS costs, because: (a) the development costs were heavily subsidized by federal and foundation grants; (b) computer-based testing is less expensive to deliver and score; and (c) joining with other states provides economies of scale.[12] All testing contracts are subject to periodic cost increases when they are re-bid. The current MCAS testing contract is in its last year; the PARCC testing contract runs through June 2018.[13]

The development costs for next-generation MCAS ELA and mathematics tests are difficult to project without conducting an actual procurement. Costs will depend in part on the length of the tests; the degree to which existing PARCC and MCAS items can be used; and the speed with which we move to all computer-based testing. Combining the new ELA and mathematics tests in the same contract with the MCAS science and legacy grade 10 tests will provide some economies. We can expect an incremental annual cost of several million dollars, to be applied for three or four years. Savings from even a partial move to computer-based testing will help to offset the development costs.

Once the procurement is conducted, we will be able to provide the Governor and the Legislature with accurate cost information to inform the state budget development.

F. **Governance and Sustainability**

Many of the concerns expressed about the PARCC assessment have focused more on the governance structure of the consortium and on its future prospects.

In addition to Massachusetts, the following are currently active members of the consortium: Colorado, District of Columbia, Illinois, Maryland, New Jersey, New Mexico, and Rhode Island.
Aside from Massachusetts, the other members have all committed to using PARCC as their state assessment and are clearly interested in continuing the enterprise. The memorandum of understanding that governs the consortium is scheduled to be renewed at the end of this calendar year; discussions are already underway on needed changes to update and improve the governance structure. In the event that the consortium disbanded for any reason at any time in the future, a process is in place to designate a third party to take over and manage the consortium's intellectual property (test items, scoring rubrics, standards, etc.) for the benefit of the members.

With respect to the consortium's decision making, policies are now set by the governing board, and I would expect that some form of that arrangement will continue. Because Massachusetts has had a leadership role in the consortium, there have been relatively few instances where we disagreed with a policy decision. Nevertheless, we do need to acknowledge that we are only one state with one vote, and there are no guarantees that the other states will always move in the direction that we think is appropriate.

The consortium has engaged a consultant, Bellwether Partners, to study and advise it on its structure going forward. A major focus is the development of options for states (both member and non-member) to access and use the PARCC test content without needing to give the complete assessment or needing to use the designated PARCC testing contractor. A number of states in addition to Massachusetts, as well as other educational entities, are interested in these options. I expect the consortium to issue a statement shortly in which the members express their support for this new direction.

Conclusion

For all of the reasons described above, I am asking for your support for the recommendations presented earlier in this memorandum. A motion for your consideration is attached.

Also attached is an initial draft of the scope and workplan for the proposed next-generation MCAS test development program, prepared by our Student Assessment Services office. If you adopt my recommendations, this will be expanded and refined in consultation with our stakeholders.

The approach I have recommended lets us continue to benefit from a high quality, next-generation assessment in which we have invested a great deal of time and effort. It also ensures that the assessment will reflect the Commonwealth's unique needs and concerns. I look forward to discussing this with you next week.

Attachments

Appendix: Proposed Model for New Massachusetts Assessments

Motion

Note:

1 The current MCAS contract with Measured Progress, Inc. expires at the end of December 2016. At a minimum, a successor contract is needed for the science tests and for the continued administration of the legacy ELA and mathematics tests used for the high school competency determination.

2 The Board has previously voted to retain the legacy MCAS test as the high school competency determination through at least the class of 2019. The next-generation test would become the competency determination for the class of 2020.

3 St. 1993, c.71.

4 The Board and Department of Elementary and Secondary Education were called the Board and Department of Education until a statutory change in 2008.

5 As I previously reported to you, Liz Davis very recently left the Department to relocate out of the area. Michol Stapel is currently serving as acting associate commissioner for student assessment.

6 The Board has also adopted the English language development standards from the WIDA consortium, a multi-state curriculum effort focusing on English language learners. Massachusetts is one of 37 states in the WIDA consortium.

7 The chief state school officer is the senior public official responsible for K-12 education policy. In Massachusetts that is the commissioner of elementary and secondary education. In other states, the title is commissioner of education, state superintendent of schools, secretary of education, or some other variant.

8 *McDuffy v. Secretary of Education*, 415 Mass. 545 (1993).

9 In many ways, this partnership among states parallels the partnerships among Massachusetts municipalities that have been created in recent years to share the costs of various administrative services, for example, regional 911 call centers.

10 It has been suggested by some that our participation in the project, and in particular my participation as a member and chairman of the governing board, creates a conflict of interest. From a legal perspective, the State Ethics Commission has reviewed this matter and determined that there is no conflict. From a policy perspective, my *ex officio* participation on the governing board is no different than superintendents who serve *ex officio* on the governing boards of the educational collaboratives to which their district belongs. Further, as the Board has noted, our active participation has enabled Massachusetts to advocate for maintaining high standards in the project. I receive no personal gain, fiscal or otherwise, from my role as chairman. Finally, I have no vote in the Board's decision.

11 PARCC also offered Integrated Mathematics tests in high school, but these are being phased out due to lack of participation.

12 Even though many of the original consortium members have since withdrawn, the total number of students in the remaining states is still larger than any one state.

13 The current MCAS testing contractor is Measured Progress. The current PARCC testing contractor is Pearson LLC.

Last Updated: November 12, 2015

ITEM NO: **VI. Policy**
A. Updated Policy on Substitute Teachers: First Reading

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a first reading of a revised policy regarding substitute teachers?

BACKGROUND INFORMATION:

1. The existing policy and the proposed revised policy are enclosed.

ACTION RECOMMENDED:

That the School Committee review the recommended changes to the policy and provide feedback prior to the draft being posted for community feedback.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Erin Canzano, Member of the Policy Subcommittee
Mr. Jon Wensky, Member of the Policy Subcommittee
Dr. Joseph M. Sawyer, Superintendent of Schools
Ms. Barbara A. Malone, Director of Human Resources

POLICY FAMILY	SUBSTITUTE TEACHERS	314
314. Substitute Teachers Adopted 2/6/80 Amended 4/10/91 11/20/96 2/14/02	The Superintendent's office shall develop and maintain a list of substitute teachers in order to ensure the continuation of instructional programs in the absence of regularly assigned staff. 1. All substitute teachers must hold an undergraduate degree from an accredited institution of higher learning. 2. Whenever possible, substitute teachers should also be certified by the Massachusetts Department of Education. 3. No substitute teacher shall be employed without the consent of the Superintendent of Schools. 4. School administrators will notify the Director of Human Resources if a substitute teacher does not meet the standards of the Shrewsbury Public Schools. The Director of Human Resources will determine when individuals are to be removed from the substitute list. 5. Administrators in each building will provide substitutes with written information about school procedures. 6. The Superintendent will periodically review the compensation of substitute teachers and make recommendations for adjustments to the School Committee.	

POLICY FAMILY	SUBSTITUTE TEACHERS	314

314.

Substitute Teachers

Adopted 2/6/80
Amended 4/10/91
11/20/96
2/14/02

The Superintendent's office shall develop and maintain a list of substitute teachers in order to ensure the continuation of instructional programs in the absence of regularly assigned staff.

1. An undergraduate degree from an accredited institution of higher learning is preferred for substitute teachers; a candidate who does not hold an undergraduate degree may be appointed if, in the judgment of the Director of Human Resources, military and/or workplace experience are sufficient in combination with the candidate's perceived overall suitability for the role. A higher education degree is desirable but not necessary for paraprofessionals or other support personnel. All substitutes will be subject to whatever background check laws and policies are in effect at the time of their hire (e.g., CORI, fingerprinting, etc.).

2. Whenever possible, substitute teachers should also be certified by the Massachusetts Department of Elementary and Secondary Education (DESE). The district will follow state regulations related to when long-term substitutes must hold state licensure or a waiver from the DESE.

3. No substitute teacher shall be employed without the consent of the Superintendent of Schools.

4. School administrators will notify the Director of Human Resources if a substitute teacher does not meet the standards of the Shrewsbury Public Schools. The Director of Human Resources will determine when individuals are to be removed from the substitute list.

5. Upon hiring, all substitutes will receive information from the school district regarding general expectations for the role and safety, security, and emergency procedures. School-level administration will provide substitutes with written information about school procedures, as well as information regarding specific student needs where appropriate.

6. The Superintendent or designee will periodically review the compensation of substitute teachers and make recommendations for adjustments to the School Committee.

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **VII. Finance & Operations** MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **VIII. Old Business**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **IX. New Business** MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **X. Approval of Minutes** MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee approve the minutes of the meetings on October 21 and November 4, 2015?

BACKGROUND INFORMATION:

1. The minutes will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee approve the minutes of meetings on October 21 and November 4, 2015.

STAFF AVAILABLE FOR PRESENTATION:
Mr. John Samia, Chairperson
Ms. Erin Canzano, Secretary

SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS

MINUTES OF SCHOOL COMMITTEE MEETING

WEDNESDAY, OCTOBER 21, 2015

Present: Mr. John Samia, Chairperson; Ms. Sandra Fryc, Vice Chairperson; Ms. Erin Canzano, Secretary; Dr. B. Dale Magee, and Mr. Jon Wensky; Dr. Joseph Sawyer, Superintendent of the Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent; Ms. Barbara Malone, Director of Human Resources; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

The meeting was convened at 6:15pm by Mr. Samia.

Mr. John Samia asked the School Committee if there was a motion to vote to enter into executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A; b) for the purpose of reviewing and releasing executive session minutes from a prior meeting. On a motion made by Dr. Magee, seconded by Ms. Fryc the School Committee voted unanimously to go into executive session at 6:15 PM. Roll call vote is as follows: Dr. Magee, yes; Ms. Canzano, yes; Ms. Fryc, yes and Mr. Samia, yes. Mr. Wensky was not present.

After executive session was adjourned, the meeting was recessed, and then was re-convened at 7:03 PM by Mr. Samia. All members were present.

I. Public Participation
None

II. Chairperson's Report and Members' Reports
Mr. Samia shared that they attended to the 25th Annual Shrewsbury Media Connections (SMC) Producer Awards and he wanted to recognize Mr. Bill Nay who is retiring after 23 years of service as Director at SMC.

III. Superintendent's Report
Dr. Sawyer reported that he, Ms. Banios, Assistant Superintendent and Mr. Bazydlo, SHS Principal had the opportunity earlier in the day to attend an educational conference at Gillette stadium. This conference, which is sponsored by the Mass Computer Using Educators (MASSCUE) and Massachusetts Superintendent's Association, featured keynote speakers and numerous sessions on technology related topics. He explained the highlight was seeing presentations from Shrewsbury students and educators. Educational Television Director, Ms. Maggie Korab and four students presented innovative work they are doing during the morning session; Shawna Powers, Director of Instructional Technology and Media Services, Tara Gauthier, Instructional Technology teacher at SHS, and four students from her newly created Student Innovation Team (SIT) class gave a presentation on educational technology and the creation of the SIT program at a session in the afternoon. These groups were selected after applying last spring to present their exceptional work. Dr. Sawyer also shared that Ms. Carol Virzi, fifth grade teacher at Sherwood Middle School and some of her former students would be presenting previously created

technology projects the next day. Feedback from attendees was very positive and he congratulated the students for their work.

Next he shared that he would be sending out a formal request for participants from the community for a committee to review the school calendar and school start times. He explained that the School Committee asked him to convene this group to review and develop a recommendation regarding the potential for adjustments to the school calendar and school start times, which would be presented to the Committee.

IV. Time Scheduled Appointments

A. Student Recognition: Superintendent's Awards

Dr. Sawyer selected SHS seniors Yutong Liu and Allison Ross as the recipients of the Superintendent's Awards on behalf of the Massachusetts Association of School Superintendents. Ms. Liu and Ms. Ross currently hold the two highest GPA's in the senior class at SHS. Dr. Sawyer provided highlights of each student's achievements and Ms. Liu and Ms. Ross made statements about being honored to receive the awards. Dr. Sawyer said that he and Mr. Bazydlo, SHS Principal, would attend the annual Worcester County School Superintendents Award luncheon in January with Ms. Liu and Ms. Ross.

B. PreK-12 Enrollment & PreK-8 Class Size: Report

Dr. Sawyer and Mr. Collins presented a report to Committee members on the district's enrollment and class size data for the current school year effective October 1, 2015. He said this report information is also shared with the Department of Elementary and Secondary Education. Dr. Sawyer shared key points and data and said the current student enrollment, noting a surprising rise at the middle level with 2001 students, a higher number than projected. He explained that they are keeping a close eye on the number of students in 8th grade moving to the high school in order to determine whether or not any budget changes will be required. He also noted the increase in grade six, where in the past, reduced numbers were appearing due to students transferring to the Advanced Math and Science Academy (AMSA). This rise in numbers is due in part to the number of students leaving to attend AMSA decreasing. Next Dr. Sawyer reviewed kindergarten figures, which show 10 more students than last year. He then talked about the percent increase from kindergarten to grade 1 explaining that the enrollment numbers often increase due to the amount of full-day kindergarten spots available. When families are unable to enroll in full day kindergarten they typically choose private kindergarten but then return to SPS for first grade thereby increasing the overall enrollment.

Mr. Collins highlighted the overall class sizes in relationship to School Committee guidelines. He discussed overall figures at each grade level based on a comparison of five-year figures. Figures indicate consistency throughout the schools including out-of-district placement except for a notable change at Oak Middle School, which has shown a steady increase. Vocational school enrollment showed a slight dip in numbers. Mr. Collins then reviewed demographic data on ethnicity using comparative information available from the Department of Education from the time period of 1993 to present. The numbers reflect significant changes in the Asian and Hispanic populations.

Committee members asked a few questions regarding whether families are choosing charter schools as an alternative for full day kindergarten, the impact if state funding for full day kindergarten is not an option, and when data will be available to better predict the numbers for students moving on to ninth grade. Dr. Sawyer indicated that they are waiting for the release of reports on charter schools to determine if families are choosing that as an option. He stated that administration is considering options for maximizing full day kindergarten. Finally, in regard to students choosing other schools for 9th grade, it is too early to have a clear indication of choices regarding private or vocational options for the next school year.

C. SHS Enrollment & Class Size: Report
Mr. Todd Bazydlo, Principal at SHS and Mr. Greg Nevader, Assistant Principal at SHS, presented an overview of SHS class size by department. Mr. Bazydlo and Mr. Nevader shared highlights from the report including that there are currently 1,668 students enrolled at SHS, which is a decrease of 17 students from the 2014-15 school year. Mr. Nevader also discussed enrollment vs. FTE's, and reductions in academic student-teacher ratio, over enrollment figures, average class size by department, reductions in teachers' caseloads. Mr. Bazydlo then reviewed examples of the continued impact additional resources are having.

The Committee asked various clarifying questions regarding the expected impact of the incoming 8th grade class that has the largest number in many years, the effects of reduced caseloads in regards to teachers being involved again in professional book groups and/or study groups, and an overall indication of the impact on teachers' caseloads with the introduction of the 1:1 technology program and overall occupancy of the high school.

Mr. Bazydlo indicated they will review the number of incoming 8th grade students in early spring and consider ways in which to keep class sizes low. He also indicated that at least four teacher study groups have been reestablished, and there is a plan to survey students and staff to get metrics on the 1:1 technology impact on teachers' caseloads. He also mentioned that having a unified platform through the use of the learning management system, Schoology, has streamlined their work. Mr. Nevader indicated the high school room occupancy level is at 97% and they have found solutions to maintain efficiency.

Committee members and Dr. Sawyer thanked Mr. Bazydlo and Mr. Nevader for their report.

V. Curriculum
None

VI. Policy
None

VII. Finance and Operations
A. Potential Beal Early Childhood Center Building
Mr. Collins gave an update regarding the Statement of Interest (SOI) application that was submitted to the Massachusetts School Building Association (MSBA) in January 2015. He started with an overview of the process and the criteria that the MSBA uses to determine eligibility. He also explained the funding process, how many districts have submitted applications and how many projects the MSBA might be likely to undertake. He then gave further explanation of the process if the Beal project is invited into the Eligibility Period and then what is required after that including the drafting of maintenance documents and certification of enrollment projection. He indicated that the MSBA's decision on Beal would be issued in January 2016.

VIII. Old Business
None

IX. New Business
A. Shrewsbury Education Association Contractual

Stipends: Vote
Ms. Malone explained that recently a conclusion had been reached regarding a stipend negotiation with the Shrewsbury Education Association (SEA). She said a group of eight committee members worked together for over a year to review all the stipends for the purpose of updating since this process has not been done for a number of years. She noted that the key points were: 1) An increase of $10 from $265 to $275 for clubs at the high school level; 2) The addition of payment for 10 clubs that have been running at the high school for at least two years without pay - stipends will be $275; 3) Matching amounts paid for "like" roles; 4) Equity within the performing arts program, which is significantly self-funded by ticket sales; 5) Delisting positions in the contract that are defunct. Mr. Samia asked a clarifying question about how the positions are listed in the report in regards to future funding.

On a motion by Dr. Magee, seconded by, Ms. Fryc, the School Committee voted 4-0 to ratify the stipend agreement between the SEA with Mr. Wensky recusing himself from the vote due to a conflict of interest.

B. Assabet Valley Collaborative: Quarterly Report
In accordance with the state regualtions of providing quarterly updates, Dr. Sawyer enclosed information regarding the purpose of the Collaborative, and the various services provided, noting in particular the transitional Evolution program offered at the Shrewsbury High School.

X. Approval of Minutes: Vote
Mr. Samia requested a motion to approve the amended minutes of the School Committee meeting on September 23, 2015. On a motion by Dr. Magee, seconded by Mr. Wensky, the School Committee voted unanimously to approve the amended minutes of the School Committee meeting on September 23, 2015.

XI. Executive Session
Executive session was held prior to the general meeting – see above.

XII. Information Enclosures
None

XIII. Adjournment
On a motion by Dr. Magee, seconded by Mr. Wensky, the meeting was adjourned at 8:25 PM. On a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Canzano, yes; Ms. Fryc, yes; Mr. Samia, yes.

Respectfully submitted
Kimberlee Cantin, Clerk

Documents referenced:

1) PreK-12 Enrollment & PreK-8 Class Size Report and Slide Presentation
2) SHS enrollment and Class Size Report and Slide Presentation
3) Potential Beal Early Childhood Center Building Report and Slide Presentation
4) Shrewsbury Education Association Contractual Stipends Memo
5) Assabet Valley Collaborative Quarterly Brochure

SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS

MINUTES OF SCHOOL COMMITTEE MEETING

WEDNESDAY, NOVEMBER 4, 2015

Present: Ms. Sandy Fryc, Vice Chairperson; Ms. Erin Canzano, Secretary; Dr. B. Dale Magee, and Mr. Jon Wensky; Dr. Joseph Sawyer, Superintendent of the Shrewsbury Public Schools; Ms. Mary Beth Banios, Assistant Superintendent; Ms. Barbara Malone, Director of Human Resources; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

Not present: Mr. John Samia, Chairperson

The meeting was convened at 7:01 PM by Ms. Fryc.

I. Public Participation
None

II. Chairperson's Report and Members' Reports
Dr. Magee explained that he, Ms. Fryc, and Dr. Sawyer attended a presentation on sleep deprivation by Dr. Judith Owens from the Children's Hospital in Boston which provided a great deal of useful insight for the new subcommittee to study the school calendar and start times for students.

III. Superintendent's Report
Dr. Sawyer shared that he also found the presentation by Dr. Owens beneficial and thanked Christine Johnson, Superintendent of Schools for Northborough/Southborough for the invitation. He explained that there were many parents who expressed interest in being members of the subcommittee and that meetings would be getting underway later in the month.

He also explained that he had the opportunity on November 2, along with Assistant Superintendent for Finance and Operations, Patrick Collins, Town Manager, Mr. Dan Morgado, and Assistant Town Manager, Ms. Kristen Las to attend an event that was put on by members of Governor Baker's administration from the Executive Office for Administration and Finance. This was a listening tour for members of the office that provided community leaders an opportunity to express concerns about state regulations. Mr. Morgado spoke about his concerns including water rates and water issues. Dr. Sawyer spoke about a variety of mandates. In particular he mentioned that some mandates such as fingerprinting requirements are billed as no cost since it is a requirement of employment, but often come with costs when staff is required to put in overtime to process additional paperwork. He also discussed the costs associated with non-residential vocational transportation that are not being reimbursed by the state as expected, the lack of scrutiny given to special education tuition rate increases requested by private providers, and charter school funding mechanisms that are not sensitive to economies of scale. He noted his satisfaction and appreciation for this group coming out in the community to listen to these concerns.

IV. Time Scheduled Appointments

A. Student Presentation: Sherwood Technology Projects

Ms. Shawna Powers, Director of Instructional Technology and Media Services; Ms. Carol Virzi, Grade 5 teacher at Sherwood Middle School, 6th grade students, Madeline Duke, Aishwarya Narayanan and Vidyut Veedgav presented details to the Committee about a their experiences at the conference that they were selected to attend called the MassCue/M.A.S.S "Dare to Innovate". Aishwarya Narayanan presented her project "Digital Classroom Portfolios", where students and teachers use a personal iPad, to create interactive digital portfolios" to showcase work and projects; Vidyut Veedgav spoke about his project "KidFit for the Future!" where students track daily fitness activities as well as the quality and quantity of their sleep by wearing a device called the "Kid-fit Tracker"; and Madison Duke explained that her project, "Going Digital: A Classroom Odyssey", is used to create digital newsletters in classrooms to communicate with families and staff in more innovative ways.

Committee members asked students various questions including what types of questions did conference attendees ask, what they learned about presenting at the conference, what they learned while visiting other student presenters and what projects they would like to try in the future. Committee members and Dr. Sawyer congratulated Ms. Virzi, Ms. Powers, Dr. Lizotte, Principal of Sherwood Middle School and the students for their presentation and made special note of their high level of proficiency with communication.

B. Student Presentation: SHS Student Innovation Team

Ms. Shawna Powers, Director of Instructional Technology and Media Services; Ms. Tara Gauthier, Instructional Technology teacher at SHS, and students Christopher Radkowski, David Schwartz, Chasia Molina and Simran Soin presented details to the Committee about a their experiences at the same conference and work they are doing with their Student Innovation Team (SIT) course. Ms. Gautherier provided an overview of the course requirements before each student spoke about their specific chosen topic from the "Independent Learning Endeavor" course requirement. These topics included "Game Design", which was Christopher Radkowski's project, David Schwartz talked about, "Computer Maintenance", Chasia Molina reviewed her project of "Improving Learning Habits" and Simran Soin explained her project, which was on "Python Coding".

Committee members asked a few questions about students' plans for the future, help desk issues, and what they have learned about customer service. Committee members commended the students on their great presentation and Dr. Sawyer thanked Ms. Banios, Mr. Bazydlo, SHS Principal and Mr. Brian L'Heureux, Director of Information Technology for their efforts in developing this course as an option. He also congratulated the students on their exceptional work.

C. SHS Testing: Annual Report

Mr. Bazydlo, SHS Principal and Ms. Nga Huynh, SHS Director of School Counseling, shared a report on Shrewsbury High School's 2014-15 results on various academic tests. Some highlights that they discussed were mean scores for SAT's which increased 13% this year, participation rates for students who take the SATs which is 96%, and scoring comparisons with local districts. They next reviewed the participation levels for SAT Subject Tests in comparison with national levels, PSAT/NMSQT results, ACT participation and scoring increases. Mr. Bazydlo shared the results for AP test scores. He explained that 97% of the students participated and the numbers over the past 10 years have doubled. They next shared the results in comparison with local districts, national scores, number of exams taken by students and number of AP scholars.

Next, they talked about plans to maintain and increase participation rates for all tests. Finally, they gave an overview of the redesigned SAT tests, which will occur in March 2016 for the Class of 2017 and Mr. Bazydlo gave examples of the eight key changes to the test.

Committee members asked various clarifying questions pertaining to the increased spike for AP Scholars and criteria for taking AP classes. There were also questions about the writing portion of the newly designed SAT test, if the MCAS aligns with SAT and if tests scores can give indications of students' level of preparation for college. Dr. Sawyer and Committee members congratulated the administration and teachers at the high school on the test results.

D. Personnel: Annual Report

Ms. Barbara Malone, Director of Human Resources, shared a summary of the report for district staffing levels for the 2015-16 school year. As of October 1st, there are 802.77 FTE's in the Shrewsbury district and the headcount is 856 employees. Ms. Malone explained the difference in the FTE and headcount figures is that more than one employee staffs some of the FTE positions. She then reviewed projected versus actual figures for the different positions throughout the district including administration, instructional classroom, specialists, support staff and classified employees.

Committee members asked for clarification around the differences in state reporting and what is contained in the district report. Dr. Sawyer explained that information taken from payroll accounts are what the district derives its most accurate information. Ms. Malone thanked Ms. Elizabeth Callahan, Executive Assistant for Business and Finance for her efforts in producing these reports and Dr. Sawyer and Committee members thanked Ms. Malone for her presentation.

V. Curriculum

None

VI. Policy

None

VII. Finance and Operations

A. Fiscal Year 2016 Update: Report

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations, referenced the report included in the packet regarding the first FY16 update explaining that it is an expanded report that includes more categories than usual. He explained that the budget, which was approved at the town meeting in May, totals just over $58.4 million and is a 2.2% increase over the prior year. The information portrayed in the report is a representation of a two-month time period of the school year. As of October 23, expenditures were just over $13 million, which accounts for just below 23% of the total budget and encumbrances are just over $6.1 million, which is approximately 10% of the total budget. He characterized the overall budget is stable but tight with a year-end variance projection of approximately $35,000, a .6% variance. He then reviewed in more detail some of the variances including substitute teachers, other wages, special education and vocational tuitions before ending with an overview of projected year end deficits including administrative and educational contracted services, special education therapy services and educational supplies. Mr. Collins indicated that he would provide another update in February at which time more expenditure data will be available, therefore providing a more accurate projection for year-end.

Ms. Fryc thanked Mr. Collins for providing a more detailed update as requested. Dr. Sawyer noted that the fluidity of the budget is always a concern and they would continue to pay close attention and provide timely updates as needed to stay on target.

VIII. Old Business
None

IX. New Business
None

X. Approval of Minutes: Vote
Ms. Fryc requested a motion to approve the minutes of the School Committee meeting on October 7, 2015. On a motion by Mr. Wensky, seconded by Dr. Magee, the School Committee voted unanimously to approve the minutes of the School Committee meeting on October 7, 2015.

XI. Executive Session
A. For the purpose of discussing negotiations with the Shrewsbury Education Association, Unit A
Ms. Fryc requested a motion for the School Committee to adjourn to executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A; & b) for the purpose of reviewing and releasing executive session minutes from a prior meeting. On a motion by Dr. Magee, seconded by Mr. Wensky, on a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Canzano, yes; Ms. Fryc, yes; the School Committee voted to adjourn to executive session at 8:38pm.

XII. Information Enclosures
None

XIII. Adjournment
Ms. Fryc requested a motion to adjourn the School Committee meeting for November 4, 2015. On a motion by Dr. Magee, seconded by Erin Canzano, the meeting was adjourned at 9:10 PM. On a roll call vote: Dr. Magee, yes; Mr. Wensky, yes; Ms. Canzano, yes; Ms. Fryc, yes.

Respectfully submitted
Kimberlee Cantin, Clerk

Documents referenced:

1. Sherwood Technology Projects slide presentation
2. SHS SIT Course slide presentation
3. SHS Annual Testing Report and slide presentation
4. Annual Staffing Report and slide presentation
5. Budget ?

SHREWSBURY PUBLIC SCHOOLS
School Committee Meeting

ITEM NO: **XI. Executive Session** MEETING DATE: **11/18/15**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee enter into executive session executive session for the purpose of a) discussing negotiations with the Shrewsbury Education Association, Unit A, & b) reviewing and/or approving executive session minutes from a prior meeting, and/or c) negotiations with non-represented employees 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 A. Malone, Director of Human Resources
Dr. Joseph M. Sawyer, Superintendent of Schools

ITEM NO: **XII. Adjournment**