Brookfield-LaGrange Park School District #95
Superintendent's 2015-2016 End-Year Report

Dr. Mark Kuzniewski
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Superintendent End-Year Report, 2015-2016

Introduction:

The main focus of this End-Year report is to provide a brief update on the goals for the 2015-2016 year. It provides an update as to the progress on the goals established between the superintendent and the Board from the time of the mid-year report to July. The additional information is provided in red.

First, three broad goals were established between the Board and superintendent. They included:

1) Outline vision, to enhance administrative efficiencies through the use of technology and to address the use of technology in curriculum and instructional practice.

2) Provide ongoing assessment, evaluation, and recommendations relative to the instructional programming of the District.

3) Provide ongoing assessment, evaluation, and recommendations relative to the operations of the district.

Although the goals are broad, there have been certain key areas focus established for each goal. These key areas are addressed in detail in PART ONE of this report.

Review of Superintendent's Goals:

The primary work that has taken place to accomplish the three goals is detailed in the following section. Although key work has been indentified that supports each goal, it is important to remember that this work is not inclusive of everything done to support that goal. Indeed the day-to-day operations also support the goals.

Goal One: Outline vision, to enhance administrative efficiencies through the use of technology and to address the use of technology in curriculum and instructional practice.

Key Areas of Focus:
- o Develop a plan to integrate student technology resources in the classroom
- o Develop the capacity of Mastery Connect as an instructional tool

Develop a plan to integrate student technology resources in the classroom

Although we have routinely added student devices for general use or use with a special program (i.e. Title 1), absent from our instructional technology integration plan is a defined process for NEW technology resources. To that end, a comprehensive

plan/process to integrate student technology resources to the classroom has been developed. This started with a combined Curriculum/Technology Committee meeting wherein a number of beliefs and philosophical ideas about technology integration where discussed. I then took those ideas and developed a plan that honored those concepts. The plan was presented to the Board at the January meeting. The process includes the board- through its curriculum and technology committees- to review and prioritize recommendations from the administration. It further allows the finance committee an opportunity to consider the financial implications of any proposals and how they will impact the overall budget. The administration is responsible to provide rational to the board for any recommendations as well as develop a time-line for implementation that considers the required professional development as well as the requirements of the technology and building departments. With this process in place, the administration is prepared to present its recommendations for technology that would be implemented in the 2016-2017 school year. Thus, the key area has been completed and the administration is prepared to use the process immediately.

With the newly developed process in place, Administration utilized the process to develop recommendations to infuse technology into the classrooms to support learning. The plan included the addition of laptop carts at Brook Park to have 1 in each grade level, Classroom sets of IPADs in grades 6-8 science, and smartboards in grades 6-8 math and one at each grade level at Brook Park. The process will be move forward with a begin date of October 1 of each school year.

Develop the capacity of Mastery Connect as an instructional tool

Mastery Connect (MC) is rapidly growing as an instructional tool. First, MC has been the tool that has driven the development of benchmark and common assessments in grades 1-5. You may recall during the January presentation that MC is the tool that allows teachers to either input their own assessments and/or develop assessments from a bank of questions aligned with the common core curriculum. Second, it has proven an effective tool in organizing individual grade level curriculums and assigning a point in time that the curriculum is addressed. Lastly, our teachers are now using the "tracker" features to monitor student performance regularly by reviewing which students are and are not mastering curriculum objectives.

The power of MC goes beyond its use as an instructional tool. This year, teachers in grades 3-5 used its reporting features to help lead parent teacher conferences. Its ability to produce a more comprehensive report in a more efficient manner also has grades 3-5 desiring to use it as the standards based report card.

Although MC is a tool that helps guide instruction and makes reporting effective and efficient, it also is a tool that drives a much larger aspect of the District's instructional culture. Giving staff a "tool" that helps them develop common assessments makes natural the conversation amongst teachers the results of the common assessments, which in turn fosters the type of conversations teachers need to be having in team meetings:

conversations about student performance and growth. In short, the tool is directing teacher work around instruction that naturally fosters desired professional dialogue.

I'm not certain there can be an official completed date for this focus area. One will always be able to build the capacity of MC. However, significant work has occurred within the staff to utilize the tool in an effective manner.

MC continues to be used to help monitor and drive instruction. With the implementation of PERA requirements of student growth, the conversation around common assessments will grow and foster teacher use of MC to support the documentation of the growth measures in PERA.

Goal Two: Provide on going assessment, evaluation, and recommendations relative to the instructional programming of the District.

Key Areas of Focus:
- Pilot and transition to a standards based report card (SBR).
- Continue the design of the CCS assessments leading to common assessments.

Pilot and transition to a standards based report card (SBR).

BP is fully using the SBR at all grade levels. As Mastery Connect (MC) emerges and staff is witnessing the power within the tool, it is my belief that BP staff will begin to see the value of using MC to generate the SBR.

With the arrival of MC at SEG coupled with the more complex SBR tool needed to meet the needs of a middle school student, the implementation has been a little slower, but more directed. In order to use MC as a reporting tool, it is necessary to get curriculum related information into MC. The staff has spent the first two quarters getting their instructional information (i.e. assessments, curriculum maps etc.) in to MC. For the third quarter, parent groups are being formed to provide feedback on aspects of the SBR and a small pilot group of students will be identified that will get a MC and a traditional report card in quarters 3 and 4. This will allow us to workout any technical bugs within the system as it relates to generating a SBR as well as to give parent groups time to provide feedback. Full implementation will take place for 2016-2017. The Board was provided the SEG timeline that outlines the year's plan in detail during the presentation to the Board in January.

Parent focus groups were used at SEG in the 3rd and 4th quarters as part of piloting the new SBR. This has lead to ready implementation for SBR at grade 6 for the 2016-2017 school year with the plan for SBR to "roll-up" with that student cohort as the move through their middle school experience.

Continue the design of the CCS assessments leading to common assessments

You may remember-and we reinforced during the curriculum presentation- that the main reason for bringing MC to the District was to provide a resource for teachers that would allow them to develop assessments for the common core. It was our hope that as staff developed these assessments, the ability to save and share these assessments electronically would facilitate the movement towards common assessments at BP. That assumption was correct. Currently, we have common assessments in math and reading for major units of study in grades k-5.

This goal was complete at the time of the mid-year report.

<u>Goal Three:</u> Provide on going assessment, evaluation, and recommendations relative to the operations of the district.

Key Areas of Focus:
- Develop options to an on-line registration system
- Develop pilot student growth measures to be used within the context of PERA.

Develop options to an on-line registration system

In October, the Board was presented with the results of an information gathering exercise that evaluated six different options to an on-line registration system. Based on that work, it was recommended that the District use Infosnap as its on-line registration tool. The Board approved that recommendation and the implementation process is well underway. During the January meeting, the Board had a chance to view the pre-registration forms and caught a quick glimpse of how the system would look to parents.

The District is prepared to use the registration system with an effective start date of February 8 (This is the date the on-line system becomes live in our district). This will allow the system to be used for kindergarten registration. Existing students within the district will first access the system during the normal registration period in June. It is important to note that the work to refine the registration process to an online system has also allowed us to review our practices of checking residency. In doing so, I believe we have strengthened our residency check process and the online system has the capacity to help us maintain files and prevent registrations form occurring without proper residency documents.

Not only were options to the on-line registration process presented, the actual tool was implemented and used for the 2016-2017 school year's registration process. This tool allowed community the ability to more efficiently register students while at the same time providing the District a more robust way of checking residency. As a result, the District was able to identify 4 families not compliant with residency requirements. In addition to the on-line registration system, we also expanded our on-line payment system to include the option for parents to pay all school fees on-line.

Develop pilot student growth measures to be used within the context of PERA

I have been working with TAB representation in our pre-joint committee efforts to develop the student growth measure that will be included in the 2016-2017 teacher evaluation protocol. The task was to develop a student growth measure that would allow an evaluation rating to be assigned to teachers based on a group of students' growth over time. To that end, we developed 3 pilot models that would be used during the 2015-2016 year to gain feedback on what model was most desirable. During the November Board meeting, teachers from Brook Park's 5th grade team presented to the Board their experiences with the student growth model they had tried. In addition to meeting the state mandated requirement of adding this component to the teacher evaluation tool, it was my hope that this endeavor would foster a much larger outcome: to bring value to common assessments and promote professional dialogue about student growth based on student performance data. I believe it has accomplished both of these goals. Teachers have utilized the common assessments that were developed as part of a key focus of Goal 2 as a pre/post measure of student growth. Further, as evidenced from the teacher presentation in November, teachers are reporting the increased amount of collaboration necessary to achieve the required goal.

We have two other pilots that are still occurring, one is a similar pilot but in a different subject (math versus reading). The other uses the same context but is an interdisciplinary unit at SEG. Although the pilot in these two areas is still ongoing, the initial feedback mirrors that of the completed pilot.

The new requirements of PERA to include student growth measures were met with the adoption of a new teacher evaluation protocol developed in concert with teachers. This evaluation tool has been communicated to teachers and is in use for the 2016-2017 school year.

Closing Recommendations:

The work referenced above, for the most part, is completed and/or implemented. Further, most of the key factors have been achieved and work to promote those efforst are moving forward often in an expedited manner. However, as we move through the end of the school year, a few items remain as outstanding work:

1. Continue to evaluate the SBR and make changes as appropriate.

2. Continue to evaluate the potential of Mastery Connect as a SBR and/or parent portal.

3. Take the necessary steps to implement the student growth model through the joint committee.