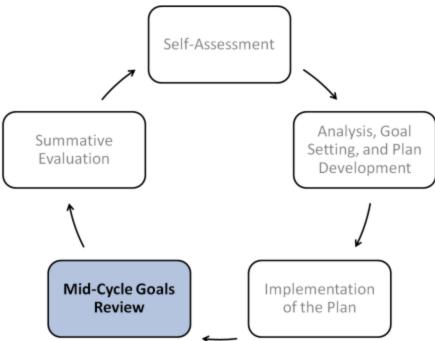# Superintendent's Mid-Cycle Review 2016-2018

Milton School Committee Meeting

March 7, 2018

The Massachusetts Model System for Educator Evaluation Part VI Guide for Superintendent Evaluation

- http://www.doe.mass.edu/edeval/model/PartVI.doc

Mid-Cycle Review

Step 4 of the Cycle: Mid-Cycle Goals Review Meeting

The superintendent prepares a progress report.

At mid-cycle, the superintendent synthesizes information obtained to date and prepares an assessment of progress on each of the goals detailed in the Superintendent's Annual Plan to present to the school committee for review. To enhance public understanding of the evaluation process, the superintendent typically presents the progress report on goals as an agenda item at a regularly scheduled meeting of the school committee.

Mid-Cycle Review

The school committee and superintendent review the progress report at a public meeting:

The superintendent and school committee review and discuss the report and evidence. Their purpose is to share relevant feedback, develop a clear understanding of the progress being made on each goal, and achieve agreement on what, if any, mid-course adjustments may be needed. To enhance public understanding of the evaluation process, it is recommended that the committee review the report and evidence at the same meeting at which the superintendent presents the report or at a subsequent regularly scheduled meeting of the school committee.

I. District Improvement Goals

Goal 1: Identify and implement strategies to address the social, emotional and mental health issues that impact student academic achievement. Complete by June 2017. Utilize the DESE "Whole Child, Whole School" framework to develop and deliver on-going support, programs and initiatives.

Goal 2: Develop a plan for recruitment and retention strategies for new and veteran teachers of color to increase the population of teachers of color in the long-term. Ensure that 15% of all new teacher openings are filled by well-qualified candidates of color by the commencement of the 2017-18 school year.

Goal 3: Increase the athletic participation of students of color by 5%. Complete by June 30, 2017.

Goal 4: Develop and execute a Digital Technology strategy to enhance and improve academic achievement for Grades K-12, with consideration for the unique needs of Grades K-5. Implement in the 2017-18 school year.

II. Professional Practice Goals

Goal 5: Develop and utilize differentiated instruction practices such as extension projects, differentiated literature in the same classroom, online coursework, and Honors/AP Blended courses to further challenge students in the Milton High School Honors and College Prep levels by 2018.

Goal 6: Ensure all staff has the opportunity to engage in high quality professional development in the following areas by June 2018:
- Cultural Competency
- Subject vs. Level Specific
- Vertical Intra-Discipline Integration
- Inclusion Policies and Best Practices
- Measuring and Monitoring Outcomes and Competency
- Technology Integration
- Differentiated Instruction
- Personalized Learning

III. Student Learning Goals

Goal 7: Narrow academic proficiency gaps for subgroups by 25% by June 30, 2017 as measured against the Spring 2016 MCAS/PARCC Results presented at the 10/5/16 School Committee Meeting and the Spring 2016 MCAS/PARCC Cohort Analysis presented at the 10/26/16 School Committee Meeting.

Goal 8: Increase college matriculation rates of subgroups (including African-American/Black and Students with IEP's) so that the percent of subgroups matriculating in college mirrors their share of the high school population by June 2018.

IV. Additional Goals

Goal 9: Improve teacher-family communication by aligning the grade book and student information systems. By September 2017, all high school and middle school teachers will transition to TeacherPlus Grade Book to easily integrate with our Administrator's Plus student information system.   At the Elementary level, all teachers will use a new tool aligned with Standards-Based Report Cards to report to parents/families.

Goal 10: Provide teachers with more effective means of communicating with parents/families through Administrator's Plus Parent Portal. Complete by May 31, 2018.

Staff Contributions

- District Improvement Goals
  - Social Emotional – Laurie Stillman and Dr. Karen Spaulding
  - Increase Staff of Color – Janet Sheehan
  - Athletic Participation – Vy Vu
  - Digital Technology – AJ Melanson
- Professional Goals
  - Differentiated Instruction – Milton High School Curriculum Leaders
  - Quality Professional Development – Janet Sheehan
- Student Learning Goals
  - Narrow Academic Proficiency Gaps – Vy Vu
  - Increase College Matriculation Rates of Subgroups – Karen Cahill
- Additional Goals
  - TeacherPlus Grade Book and Standards-Based Report Cards – AJ Melanson
  - Administrator's Plus Parent Portal – AJ Melanson

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Identify and implement strategies to address the social, emotional and mental health issues that impact student academic achievement. Complete by June 2017. Utilize the DESE "Whole Child, Whole School" framework to develop and deliver on-going support, programs and initiatives.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

Goal #1 Revised

- Social Emotional Learning (SEL) is the process through which children and adults develop the skills needed to effectively manage themselves and their relationships with others. Through a "Whole Child, Whole School" approach, we will create school environments and classroom practices whereby children, parents and faculty appreciate and apply the concepts consistent with enhancing the emotional intelligence and social competencies of students.   Help facilitate the development and implementation of a MPS SEL Action Plan for the 2018-2019 school year.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

Over the past year, the Milton Public Schools has made tremendous strides in learning about, and promoting, a school culture where social and emotional learning is prioritized. The following are highlights of our progress:

- An <u>SEL District Facilitator</u> position was created.

- A comprehensive <u>SEL Needs and Resource Assessment</u> was developed, containing recommended action steps to help inform the development of an Action Plan.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Professional Development opportunities have been provided to school leadership and faculty. (However, more is needed.).

- A Compendium of SEL Resources was created for the District.

- Through two Safe and Supportive School grants from DESE, spearheaded by Dr. Karen Spaulding, every school conducted assessments of their behavioral health offerings and needs, and two schools (Pierce and Glover) devised an Action Plan to address the needs assessment.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Raised approximately $10,000 in funds to sponsor a <u>PARENT Speakers Series</u> to help parents gain the skills to raise emotionally resilient children.

- Applied for, and was accepted for, a highly competitive <u>statewide Excellence in Social Emotional Learning (exSEL) Network,</u> where a team of school leaders and faculty work with 8 other districts to learn best practices for implementing SEL competencies at the school level, sponsored by the Rennie Center for Education Research and Policy as well as by Transforming Education.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Partnered with the <u>Milton Substance Abuse Prevention Coalition</u> on programs to reduce youth substance use.

- Reviewed and substantially <u>revised the School Committee's Health and Wellness Policy</u>, to prioritize social and emotional learning policies and objectives.

- Developed a wellness program for MPS faculty.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Connected with a number of regional organizations to enhance our knowledge about and access to SEL resources:
  - Norfolk District Attorney's School Partnership and his Substance Abuse Coalitions
  - South Shore Hospital's Youth Health Connection
  - William James College
  - Curry College
  - BID Milton BID Hospital's community grants program(that has also provided us with free professional design services)

- Sent high school SADD students to an all-day substance abuse prevention conference at Lombardo's, and school government students to an all day suicide and mental illness prevention summit.

I. District Improvement Goals
Goal #1: Social-Emotional Goal

- Planned the implementation of <u>Screening, Brief Intervention and Referral to Treatment (SBIRT)</u> to screen students in the middle and high schools for mental health or substance abuse disorders.

- Wrote successful grant to create an Implementation Plan for the prioritized <u>Bridge for Resilient Youth in Transition (BRYT Transition) program</u> at the high school.

- Identified and funded the <u>Interface Referral Service</u>, which will help Milton Public School families access mental health services.

- Incorporated an SEL section to the <u>Superintendent's email blast</u>.
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I. District Improvement Goals
Goal #1: Social-Emotional Goal

- We created a district wide SEL Team. Representatives from leadership, guidance and adjustment, and teachers from the elementary, middle and/or high school levels, as well as the district's SEL Facilitator, are learning practical strategies for planning and integrating SEL best practices through their participation on the exSEL network. This team meets every other month at Holy Cross in Worcester for ½ day training sessions, and then returns to Milton where they apply what they have learned. They will continue to operate as the district's SEL planning and implementation team over the coming years.

I. District Improvement Goals
Goal #2: Increase in Staff of Color

- Develop a plan for recruitment and retention strategies for new and veteran teachers of color to increase the population of teachers of color in the long-term. Ensure that 15% of all new teacher openings are filled by well-qualified candidates of color by the commencement of the 2017-18 school year.

I. District Improvement Goals
Goal #2: Increase in Staff of Color

<u>Goal #2 Revised</u>

- Develop additional strategies for recruitment and retention of new and veteran teachers of color to increase the population of teachers of color in the long-term.   Ensure that 17% of all new teacher openings are filled by well qualified candidates of color by the commencement of the 2018-19 school year.

I. District Improvement Goals
Goal #2: Increase in Staff of Color

- MPS met the goal of ensuring that 15% of new teacher openings were filled by candidates of color for the 2017-18 school year.
  - 37 teachers hired
    - 6 teachers of color (15% of the new teachers hired)
    - [Additional note: 24% of the paraprofessional openings were filled by candidates of color for the 2017-18 school year]

I. District Improvement Goals
Goal #2: Increase in Staff of Color

- Established District-wide Cultural Competency Committee
  - Meets Monthly
  - Hosted Staff Pre-K through Grade 12 World Wide Café on Cultural Competency
  - Sponsored 2nd Annual Minority Educator Recruitment Fair
  - Increased contact with area colleges/universities

I. District Improvement Goals
Goal #2: Increase in Staff of Color

- Retention Strategies
  - Creation of MPS Affinity Group – 2017 and 2018
    - Two meetings a year
  - Created partnership with University of Massachusetts, Boston with goals to increase teachers of color and increase interns of color

I. District Improvement Goals
Goal #2: Increase in Staff of Color

- Retention Strategies (continued)
  - District Induction and Mentoring Program
    - Adoption of *Mentoring in Action*
    - Month-by-Month curriculum for mentors and mentees
    - Monthly Survey Data from new teachers
    - Annual Induction and Mentoring Reports with DESE

I. District Improvement Goals
Goal #3: Athletic Participation

- Increase the athletic participation of students of color by 5%. Complete by June 30, 2017.

<u>Goal #3 Revised</u>

- Increase the athletic participation of students of color by 5%. Complete by June 30, 2018.

I. District Improvement Goals
Goal #3: Athletic Participation

- In school year 2016-17, the Athletic Department revamped the way it tracks sports team participation data, so that it is more reflective of actual spots on teams as opposed to registration data.

- By the end of the school year, 28% of athletes were students of color. This percentage is essentially the new baseline for this goal of increasing participation.

I. District Improvement Goals
Goal #3: Athletic Participation

- MPS Data Specialist Vy Vu proposes that we move the completion timeline for this goal to June 30, 2018 to ensure we are comparing participation data in the same way.

- As of Winter 2018, 26% of total athletes are students of color. Last year by this time, 27% of total athletes were students of color. Note that spring season usually draws in more athletes. It should also be noted that we have more students who have participated in a sport by this point this year than last year -- 548 versus 517 students respectively.

I. District Improvement Goals
Goal #4: Digital Technology

- Develop and execute a Digital Technology strategy to enhance and improve academic achievement for Grades K-12, with consideration for the unique needs of Grades K-5. Implement in the 2017-18 school year.

I. District Improvement Goals
Goal #4: Digital Technology

<u>Goal #4 Revised</u>

- Develop, fund and execute a long term Technology Professional Development Plan. The plan will provide teachers with the knowledge needed to redesign lessons in innovative ways. This plan will enhance and improve academic achievement for Grades K-12. Implementation will occur in the 2018-19 school year.

I. District Improvement Goals
Goal #4: Digital Technology

- In Fall 2017, a Technology Task Force was formed.
  - Comprised of faculty, administrators, and teacher representatives across all levels.
  - The committee has been working on the MPS Technology Plan, the Technology Strategic Plan (a component of the larger MPS Technology Plan), and the 1:1 Bring Your Own Device (BYOD) initiative at MHS.

I. District Improvement Goals
Goal #4: Digital Technology

- The Task Force determined other committees were needed. The following committees have been created:
  - 1:1 Team
    - Analyzed research from surrounding school districts compiled by the Technology Task Force; conducted learning walks at East Bridgewater and Westwood High School (with a third walk planned for March 7, 2018 at Hopkinton High School). The team is working with the Task Force to create all of the guidelines and forms needed for the successful implementation of the BYOD initiative.

I. District Improvement Goals
Goal #4: Digital Technology

- Assistive Technology Team
  - Compiling list of targeted applications/tools all teachers in MPS will be able to utilize when needed.
  - Creating formal process for implementing assistive tech screening/evaluations.
  - Investigating how personalized learning might look in MPS through the lens of technology, how effective is it, and how it can improve.

I. District Improvement Goals
Goal #4: Digital Technology

- Apps Team
  - Deciding which web based applications can have the most significant impact on student achievement, and can be used across all technology devices.
  - Discussing the best way to deliver instruction on how to use the applications.

I. District Improvement Goals
Goal #4: Digital Technology

- Digital Learning Team
  - Identifying the key technology skills all MHS graduates should master.
  - Creating a chart showcasing how this will look across all grade levels.
  - Analyzing the Massachusetts Digital Literacy and Computer Science Curriculum, and ensuring all of the standards are being met in MPS.

I. District Improvement Goals
Goal #4: Digital Technology

- Instructional Technology Team
  - Investigating best practices with the new elementary ELA curriculum, *Reach for Reading*, and the *Everyday Math* curriculum. The team's focus has been on the best practice of creating learning centers. Videos have been created and assessment rubrics have been provided for grade levels to watch and assess *Reach for Reading* and *Everyday Math* lessons.

I. District Improvement Goals
Goal #4: Digital Technology

- Keyboarding Committee
  - Researching the appropriate age level to start keyboarding instruction, frequency of lessons, and a free platform that tracks progress.

I. District Improvement Goals
Goal #4: Digital Technology

- 'App of the Month' Program
  - Each month the Educational Technology Director showcases an "App of the Month" to all faculty. The apps are selected by the Apps team, and include formative assessment apps, a digital portfolio app, an app that allows students to create a digital story, and an app that allows teachers to use digital rubrics. Video tutorials on how to use the app are created by MPS staff, along with ideas on how to implement them and tutorials from the apps website. These are available to all staff.

I. District Improvement Goals
Goal #4: Digital Technology

- Equipment
  - 5 iPads in each Pre K-2 classroom (as a result of partnering with Community Schools).
  - Each school received at least 30 Chromebooks (as a result of the 2017 successful Override).

I. District Improvement Goals
Goal #4: Digital Technology

- Professional Development (PD)
  - Milton High School has conducted two technology PD sessions. The first session highlighted Gradebook, Plus Portal, and Google Classroom. The second training required all teachers to participate in a Google Classroom training. The training was differentiated according to the staff members self-rated ability level.

  - Pierce Middle School has conducted several PD sessions including: Gradebook; Assistive Technology; Google Classroom; SMARTBoard; Google Read & Write; Gradebook; and, Screencasting.

I. District Improvement Goals
Goal #4: Digital Technology

- Professional Development (PD)
  - At the elementary level, core teachers received Plus Portal training; Pre K-2 teachers received iPad training; and all non-core subject teachers received website development training.

  - PD strands were offered in following areas: Google Classroom, Google Forms, Gradebook and Screencasting.

I. District Improvement Goals
Goal #4: Digital Technology

- Digital Citizenship Curriculum
  - A comprehensive K-12 Digital Citizenship curriculum was created.
    - The Elementary Instructional Technology Specialists have begun facilitating the units of study at the elementary level.
    - MHS and Pierce are a little more challenging. The technology committees have been brainstorming ways to implement the 6-12 curriculum in a way that will reach all students.

I. District Improvement Goals
Goal #4: Digital Technology

- Best Practices Videos
  - Videos showcasing centers have been created and shared with staff members. Lessons in *Reach for Reading, Everyday Math*, French, and English have been featured. The videos have been shared with all staff, along with assessment/discuss sheets prompting teachers to reflect on lesson highlights, and what can be done differently.

I. District Improvement Goals
Goal #4: Digital Technology

Surveys have been conducted to the groups noted below(Brief highlights):

- Alumni
  - Expressed MHS students would be better prepared for college and careers if the school offers 1:1 devices, and provides a personal school email address.
- Families
  - More than 70% of families report that they will or will consider sending their student to MHS with a device other than SMARTPhone next year.
  - They voice concerns with the security of the student's device, weight of backpacks, and screen time.
- Students
  - 67% of students in grades 9-11 report they have a device other than SMARTPhone that they will bring to school next year.
- Staff
  - Staff would like to see more technology choice professional development sessions. They appreciate the technology trainings that have be provided. 79.2% rated their technology PD session as valuable or extremely valuable.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

- Develop and utilize differentiated instruction practices such as extension projects, differentiated literature in the same classroom, online coursework, Honors/AP Blended courses to further challenge students in the Milton High School Honors and College Prep levels by 2018.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

English

- Independent reading choices focused on a genre or theme – Example: Students read a title of their choice that was non-fiction. As the students read the books they chose, the teacher devised lesson plans that focused on the components and structure of non-fiction as a genre. Teachers work with Jen Troy to create a wide variety of available titles right in our own library.

- Research Assignment: Our research assignment in both junior and senior year is a months-long practice in differentiated instruction, and students work as a class as well as independently on a piece of literature of their choosing. The structure of the research project is universal in that our department has a guideline of what each student will complete, but the process is differentiated throughout. Students choose their title, have multiple individual writing conferences with their teachers, and seek literary criticisms for the titles they have chosen. Teachers will conference with a student to find a level-appropriate title for students.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

Social Studies

- Choices in Assessment: Example: When teaching a unit on the French Revolution or the Industrial Revolution students are given a "Tic-Tac-Toe" grid of assessments. They can choose which row or column to complete, which each segment of the grid providing a unique form of assessment such as graphs, journal entries, worksheets or illustrations.

- Research to support a thesis: Example: Museum walks, where students are given a choice of essay prompts and then use the articles, images, quotes, graphs, etc from a museum walk to find supporting evidence for their essay choice. The teacher is the facilitator throughout the museum walk (which is usually two classes in length) to support individual students when needed. A sample assignment is attached from a unit in USI about slavery.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

Science

- Inquiry based lab investigations – This allows students to control a given variable and use problem solving and critical thinking skills to interpret and analyze data based results. Lab practical assignments are part of the course assessment.

- Pre-AP alignment among honors courses to help showcase depth for students looking to purse AP level science courses.

- STEM: Expansion of STEM offerings to engage students in science through biotechnology, astronomy, and engineering. Outside of school science and STEM offerings are also communicated to all students and families. Students are able to self-register/attend based on their interests and scheduling.

- Teacher determined extension projects for students at all levels. Available to those students excelling in particular unit within the curriculum, or resources for students who are interested in the subject matter.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

Math

- Math Projects - Students are assigned math projects that allow for creativity and varying levels of difficulty. Example – Constructions Portfolio (grade 9) where students are asked to create a portfolio of geometric constructions at the end of the unit. Choice is given to students on construction level of difficulty, use of tools and presentation formats.

- Pre-AP Math Labs - Example in AP Statistics students are able to complete open response question re-writes.

- AP Course Scaffolding (AP Statistics and AP Calculus) Example: AP Statistics questions were written with varying level of difficulty (to make them appropriate for various levels of students in pre-AP courses). This work allows all students at all levels (grades 9-12) to become familiar with the AP question format and to be exposed to AP language. This work was completed in faculty groups and shared with all teachers in the department.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

World Languages

- Blended classes – all World Language Honors and College Prep courses are mixed. Assessments and instruction are differentiated accordingly.

- Differentiation is at the heart of World Language instruction. Latin, French and Spanish classes offer a wide range of projects and activities based on authentic communication and therefore on students' proficiency, personal interests and experiences. Example: following the reading of a short story, Spanish VI students chose their own way to reflect on its message: creation of an evocative illustration, a character template, and a short skit. The finished products were presented to the group in the target language.

- The wide array of World Language multi-media resources and the class chromebooks allow students to practice and develop their language skills in the target language at their own pace in class and at school.

- The regular use of our language Lab enables students to develop their reading, writing, speaking, listening and comprehension skills in multiple and personalized fashions. Thanks to the language lab, teachers are able to assess each student's proficiency, progress and need.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

Fine and Applied Arts

- Multiple Level offerings - Students in performing ensembles (Band, Chorus, String Ensemble, & Jazz Ensemble) and Visual Art classes can elect advanced study to earn Honors Credit and Advanced Placement courses are offered in Studio Art & Music Theory.

- Cooking Competition - Culinary students are invited to participate in an annual cooking competition. Participants spend several hours in training prior to the competition where teams are required to incorporate specific ingredients into a provided recipe. Students are coached by a professional chef during the competition.

II. Professional Practice Goals
Goal #5: Differentiated Instruction

- Wildcat Catering - This is an opportunity available to students who are interested in advanced learning in the Culinary Industry. They provide catering services for events.

- Visual Art Competitions - Students of the Visual Arts are encouraged to submit artwork to the Scholastic Art Competition, and the Congressman Lynch Art Competition, two nationwide, arts programs.

- Music Festivals - Students in performing ensembles are encouraged to audition for two regional music festivals provided by the Southeastern Massachusetts School Bandmasters Association, and the Massachusetts Music Educators Association. If selected, participants prepare advanced literature and are rehearsed by nationally renowned composers and music educators. Depending on the audition score, students may advance to the state and national level festivals.

II. Professional Practice Goals
Goal #6: High Quality Professional Development

- Ensure all staff has the opportunity to engage in high quality professional development in the following areas by June 2018:
  - Cultural Competency
  - Subject vs. Level Specific
  - Vertical Intra-Discipline Integration
  - Inclusion Policies and Best Practices
  - Measuring and Monitoring Outcomes and Competency
  - Technology Integration
  - Differentiated Instruction
  - Personalized Learning

III. Student Learning Goals
Goal #7: Narrow Proficiency Gaps

- Narrow academic proficiency gaps for subgroups by 25% by June 30, 2017 as measured against the Spring 2016 MCAS/PARCC Results presented at the 10/5/16 School Committee Meeting and the Spring 2016 MCAS/PARCC Cohort Analysis presented at the 10/26/16 School Committee Meeting.

III. Student Learning Goals
Goal #7: Narrow Proficiency Gaps

- The state transitioned to a new assessment, the Next-Generation MCAS (MCAS 2.0), in school year 2016-17 for grades 3-8. As such, this goal will need to be recalibrated as the state is figuring out a new system of accountability. As MCAS 2.0 tests a new set of standards, along with being changed to a computer-based assessment, performance levels on MCAS 2.0 are also being calibrated. The state is actually waiting for 2017-18 results to have two years of data in hand before setting achievement and growth goals statewide for schools and subgroups. MPS data specialists and curriculum leaders propose that we wait to see how the state will calculate all these measures before we set goals for these assessments.

III. Student Learning Goals
Goal #7: Narrow Proficiency Gaps

- The next slide presents aggregate district data about subgroups' achievement level on the 2017 MCAS. Note that this may not be how the state will ultimately summarize achievement gap data. Previously, the state used CPI to calculate achievement level and the achievement gap, but CPI was not assigned for the 2017 assessments. We are not certain whether the state will calculate CPI in future testing results.

2017 MCAS Results by Subgroups

Next Generation MCAS

% Meeting or Exceeding Expectations

Legacy MCAS

% Proficient or Higher

	Grades 3-8 MCAS 2.0 ELA	Grades 3-8 MCAS 2.0 Math	All Grades MCAS STE	Grade 10 MCAS ELA	Grade 10 MCAS Math	Grade 10 MCAS STE
All Students						
All Students	64%	68%	67%	96%	91%	91%
Economic Status						
Economically Disadvantaged	37%	39%	53%	95%	81%	91%
Non-Economically Disadvantaged	67%	72%	69%	97%	93%	91%
Disability Status						
Students w/ Disabilities	19%	26%	28%	71%	43%	52%
Non-Disabled	73%	77%	74%	100%	98%	98%
English Language Learner (ELL) Status						
ELL	17%	50%				
Non-ELL	65%	69%	68%	96%	91%	91%
Race/Ethnicity						
African Amer./Black	38%	38%	47%	93%	77%	81%
Amer. Ind. or Alaska Nat.						
Asian	68%	84%	77%	100%	100%	100%
Hispanic/Latino	56%	61%	63%	100%	100%	100%
Multi-Race, Non-Hisp./Lat.	68%	68%	67%	91%	82%	70%
Nat. Haw. or Pacif. Isl.						
White	70%	74%	72%	97%	94%	94%

Note: Results are not calculated for student groups of less than 10. Data provided by DESE in Edwin Analytics.

III. Student Learning Goals
Goal #8: Increase College Matriculations Rates of Subgroups

- Increase college matriculation rates of subgroups (including African-American/Black and Students with IEPs) so that the percent of subgroups matriculating in college mirrors their share of the high school population by June 2018.

IV. Additional Goal
Goal #9: Transition to TeacherPlus Grade Book and Standards-Based Report Card

Goal #9

- Improve teacher-family communication by aligning the grade book and student information systems.

  - By September 2017, all high school and middle school teachers will transition to TeacherPlus GradeBook to easily integrate with our Administrator's Plus student information system.

  - At the elementary level, all teachers will use a new tool aligned with Standards-Based Report Cards to report to parents/families.

IV. Additional Goal
Goal #9: Transition to TeacherPlus Grade Book and Standards-Based Report Card

- In March 2017, all MHS teachers transitioned from Grade Quick to Rediker's Gradebook. In November 2017, MHS went "live" with their Gradebooks. This allows families and students to view their grades through the Plus Portals at any point. In August of 2017, all Pierce Middle School teachers transitioned from Grade Quick to Rediker's Gradebook. And in January 2018, Pierce went "live" with their Gradebooks.

IV. Additional Goal
Goal #9: Transition to TeacherPlus Grade Book and Standards-Based Report Card

- In Winter 2017, all elementary teachers transitioned from a traditional report card to a standards based report card. All elementary schools currently use Report Card Maker for their Standards Based Report Cards.

IV. Additional Goal
Goal #10: Administrator's Plus Parent Portal

- Provide teachers with more effective means of communicating with parents/families through Administrator's Plus Parent Portal. Complete by May 31, 2018.

IV. Additional Goal
Goal #10: Administrator's Plus Parent Portal

- In August of 2017, all high school, middle school, and core elementary school teachers transitioned from Edline to Rediker's Plus Portals. The Portals allow teachers to communicate with families and students more efficiently and effectively. Although the teacher requirements have not changed in the transition from Edline to Plus Portals, most teachers in MPS go above and beyond their contractual obligations with their Portal communication. The Portal allows teachers to email families within the Portal without having to look up a family email address. With a few clicks, a teacher can email the entire class or a single family. The Portal talks with Google Drive (Edline did not), and more importantly Gradebook. Teachers who use Google Drive only have to post their assignment once linking it to the Portal. Plus Portal also offers smartphone apps for teachers and families, further increasing accessibility.

Superintendent's Mid-Cycle Review 2016-2018

- Please refer to your Superintendent's Mid-Cycle Review binder for the following materials:
  - DESE's *Implementation Guide for Superintendent's Evaluation*
  - MASC's *Evaluating the Superintendent*
  - 2016-2018 Superintendent's Goals
  - Superintendent's Mid-Cycle Review Power Point
  - Superintendent's Mid-Cycle Review Narrative
  - Evidence
  - Revised 2016-18 Superintendent's Goals