

**SPECIAL MEETING
OF THE
NEW BEDFORD SCHOOL COMMITTEE
MINUTES**

PRESENT: MAYOR MITCHELL (Arr. @ 6:23 P.M.) MR. LIVRAMENTO, MR. AMARAL,
DR. FINNERTY, MR. NOBREGA, MR. OLIVEIRA, MS. POLLOCK

ABSENT: NONE

IN ATTENDANCE: DR. DURKIN, MRS. DUNAWAY

The Special Meeting was called to start the process of the Superintendent's End-of-Cycle Summative Evaluation and other New Business.

Dr. Durkin went over the next steps in regard to the New Bedford High School Redesign Grant (SRG). She stated that within the next few weeks, she will be reviewing what the grant supports. More funds may be used in year one than in subsequent years for such items as professional development and technology. The district will also have to demonstrate that specific supports have made a difference and will continue upon exit of the Level 4 designation.

Dr. Durkin went on to thank the Redesign Team for their work as part of the Turnaround Plan.

Mr. Amaral asked if the grant will lessen the proposed budget of \$116.4M. Dr. Durkin explained that this was added funding to be used on other priorities that were unable to be included in the FY 15 budget.

Dr. Durkin announced to the Committee that the change in start and end times at the High School will not affect the Elementary (with the exception of Parker School) and Middle School program times as previously planned. A range of after school programming will provide coverage for bus students at the 11 schools that will be affected at the end of the school day.

Mr. Nobrega asked what the present and future schedules are for New Bedford High School. Presently, the time is 7:30 to 2:07. In September it will be 7:30 to 2:40. After school activities will not be affected.

At this time, Dr. Finnerty addressed the Committee in regard to the Superintendent's End-of-Cycle Summative Evaluation.


He explained that a ring binder containing documentation of evidence to support the goals was provided to all members. Dr. Durkin went on to further explain the process and stated that it is the same rubric used to evaluate teachers, administrators and principals.

Also, since there are no MCAS or end of the year data available, the Committee may want to consider changing the dates of the cycle. Due to the information not being available, Dr. Finnerty recommended that the Committee not include Step 4 – “Rate Impact on Student Learning” for this year.

Voted UNANIMOUSLY, on a motion by Mr. Oliveira and seconded by Ms. Pollock to disregard Step 4 – “Rate Impact on Student Learning” when evaluating the Superintendent.

A PowerPoint presentation was given by Dr. Durkin as follows:

DRAFT



New Bedford Public Schools

Superintendent's End of Year Review

MAY 2014

The district's theory of action is working.

New Bedford Public Schools Theory of Action

IF

We focus and persist in delivering rigorous and engaging instruction that is...

- Aligned to state standards
- Monitored for student progress towards proficiency
- Adjusted and differentiated so all students are supported and stretched to make progress
- Demonstrates student learning every day in every classroom

THEN

Student achievement will significantly increase in NBPS

2

We have some proof points that schools that have focused on the Theory of Action have started to see results; as the rest of the district builds on the successes of this year, more schools will follow.

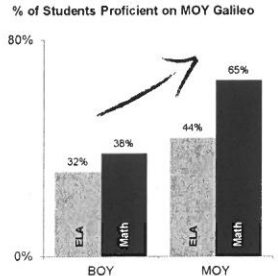
Example: School A ILLUSTRATIVE

This school has focused on the district's key levers for change...

Key Capacity	Evidence
Principal's capacity to identify RIGOROUS INSTRUCTION	✓
Teachers' USE OF DATA	✓
Time spent on INSTRUCTIONAL LEADERSHIP activities	✓

...and has seen student performance move.

% of Students Proficient on MOY Galileo



Source: Middle of year Galileo assessments, rigor assessment data, classroom and TCT observations, and sample instructional leadership practice data from December.

3

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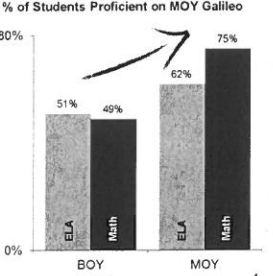
Example: School B ILLUSTRATIVE

This school has focused on the district's key levers for change...

Key Capacity	Evidence
Principal's capacity to identify RIGOROUS INSTRUCTION	✓
Teachers' USE OF DATA	✓
Time spent on INSTRUCTIONAL LEADERSHIP activities	✓

...and has seen student performance move.

% of Students Proficient on MOY Galileo



Source: Middle of year Galileo assessments, rigor assessment data, classroom and TCT observations, and sample instructional leadership practice data from December.

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Today's presentation will reflect on our work this year to make the Theory of Action a reality in all schools. It is organized around my 6 performance goals established at the beginning of the year...

Superintendent Goals

- 1 Student Learning Goal** New Bedford Public Schools will reduce by at least 40% the number of students who are not proficient or advanced on the ELA and Math MCAS by the end of the year.
- 2 Professional Practice Goal** Through the Urban Superintendents' Network, I will improve my practice by learning from and with colleagues from other urban districts as to the most effective strategies for raising achievement in a Level 4 district as well as manage the DESE requirements for NBHS and Parker as a result of their new Level 4 and 5 designations.
- 3 Data-driven instruction** By EOY, the district data team, school instructional leadership teams, and teacher collaboration teams will be functioning at an effective level as evidenced by a representative sampling of team meeting observations, review of minutes, and the impact of meeting decisions on classroom practice.
- 4 Rigor** By the end of the year, 100% of evaluators will be demonstrating improvement toward proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations, growth-producing feedback, and overall use of the educator evaluation tool.
- 5 Budget** The FY15 budget will be devised and proposed according to agreed-upon timelines, reflecting the district's priorities outlined within the district's AJP and communicated to all stakeholders so that the connection between the district's educational plan and the necessary fiscal plan is clear.
- 6 Community Engagement** By the end of the year, over 70% of families and community members responding to a survey will demonstrate an understanding of the overall vision and new direction for New Bedford Public Schools.

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...and references the 12 indicators from the Massachusetts superintendent evaluation rubric that we selected as priority indicators at the start of the year.

Priority Indicators

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family and Community Engagement	Standard IV: Professional Culture
A. Instructional Indicators	A. Human Resources Management & Development Indicators	A. Engagement Indicators	A. Commitment to High Standards Indicators
B. Instruction Indicators	B. Human Resources Management & Development Indicators	B. Family and Community Engagement Indicators	B. Professional Learning Indicators
C. Assessment Indicators	C. Human Resources Management & Development Indicators	C. Communication Indicators	C. Communications Indicators
D. Evaluation Indicators	D. Human Resources Management & Development Indicators	D. Family and Community Engagement Indicators	D. Continuous Learning Indicators
E. Data-Informed Decision Making Indicators	E. Fiscal Systems Indicators	E. Family and Community Engagement Indicators	E. Professional Learning Indicators
		F. Managing Conflict Indicators	

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- 1 Student Learning:** New Bedford Public Schools will reduce by at least 40% the number of students who are not proficient or advanced on the ELA and Math MCAS by the end of the year.

District Goals

Reduce the # of students not proficient/advanced by...

	SHORT-TERM OUTCOMES		FINAL OUTCOMES
	MOY	EOY	
DIBELS	20% (on repeated subtests)	40% (on composite score)	MCAS 40% (ELA, math, & science)
Galileo	25% (ELA & math)	40% (ELA & math)	
District writing benchmarks	25%	40%	

Source: New Bedford Public Schools Assessment Improvement Plan, 01/2013-14

Legend:
I-B Instruction
I-C Assessment
I-E Data
I-F Information
I-G Decision Making

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- 1 Student Learning (ELA):** Overall, the district is within reach of meeting the end-of-year target of reducing by 40% the number of students who are not proficient/advanced in ELA.

Highlights from MOY ELA DIBELS & Galileo Results

In DIBELS, kindergarten exceeded the MOY goal of reducing by 20% the number of students not meeting the benchmark on repeated subtests

In DIBELS, grades 2-3 approached the MOY goal

In Galileo, grade 3 met the MOY goal of reducing by 25% the number of students not proficient

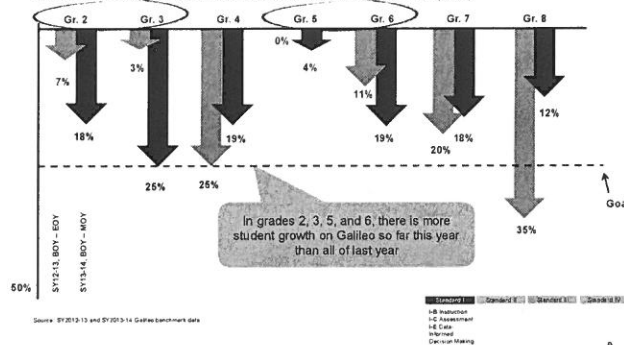
In Galileo, grades 2, 4, 6, and 7 made substantial growth towards their MOY goal, and are on track to meet the final goal of reducing by 40% by EOY

Legend:
I-B Instruction
I-C Assessment
I-E Data
I-F Information
I-G Decision Making

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- 1 Student Learning (ELA):** In many grades, the reduction in students who are not proficient/advanced so far this year surpasses student growth from all of last year.

Reduction in % of Students not Proficient/Advanced on Galileo (ELA)



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- 1 Student Learning (Math):** Overall, the district is on track to meet the end-of-year target of reducing by 40% the number of students who are not proficient/advanced in math in many grades.

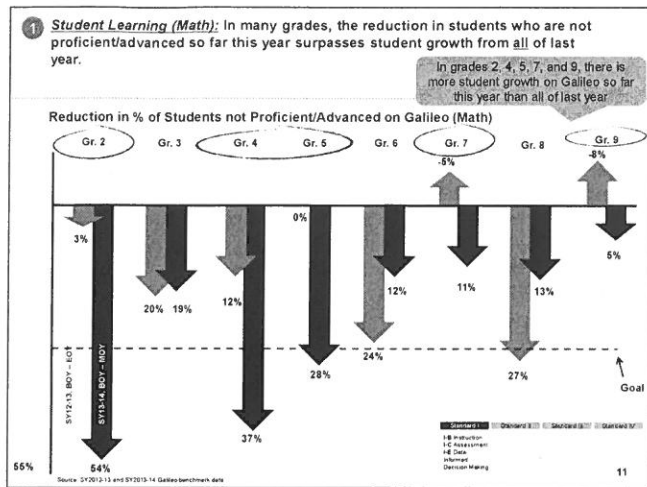
Highlights from MOY Math Galileo Results

Grades 2, 4, and 5 exceeded the MOY goal of reducing by 25% the number of students not proficient

Grades 3, 6, 7, 8, and 9 made progress towards the MOY goal

Legend:
I-B Instruction
I-C Assessment
I-E Data
I-F Information
I-G Decision Making

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2 Professional Practice: Through the Urban Superintendents' Network, I will improve my practice by learning from and with colleagues from other urban districts as to the most effective strategies for raising achievement in a Level 4 district as well as manage the DESE requirements for NBHS and Parker as a result of their new Level 4 and 5 designations.

Status of Level 3, 4, and 5 Schools

Level 5: Parker Elementary	Level 4: New Bedford High School	Level 3 schools
<ul style="list-style-type: none"> Only Superintendent to be named Receiver of a Level 5 school Final plan released in April Over 45 applicants for each position at the school 	<ul style="list-style-type: none"> Turnaround plan accepted by DESE with only minor feedback Re-negotiated contract with union; no need for joint resolution committee School Redesign Team already putting plans into action: hiring new teachers, creating new program of studies, designing summer PD, designing the Summer Acceleration Academy, and identifying a new student information system School Redesign Grant submitted for \$5.2M over three years 	<ul style="list-style-type: none"> Install new literacy program Hired new CAO to lead redesigned office of instruction and support student learning Redesigned schedules to align across the middle schools while providing more intervention time to struggling students

2 Professional Practice: A complete overhaul of human capital has already begun, with our first-ever career fair, collaborating with other urban districts and a new department of human capital services.

Taking Charge of Human Capital

NBHS and district-wide recruiting successes

- Managed teacher reapplication process to fill NBHS positions
- Key leadership hires: CAO, headmaster, upper and lower school principals, executive director of human capital, equity and diversity recruitment specialist
- District-hosted career fair with all principals participating
- Attendance at 4 hiring fairs so far, with 5 more planned

Gateway Cities Summit – hosted by Teach for America

- Getting the word out that New Bedford is the place to be
- Recruitment opportunity for teachers and rising leaders
- Other participants: Lawrence Public Schools, KIPP Massachusetts, Teach Plus, Boston Collegiate

3 Data-driven instruction: By EOY, the district data team, school instructional leadership teams, and teacher collaboration teams will be functioning at an effective level as evidenced by a representative sampling of team meeting observations, review of minutes, and the impact of meeting decisions on classroom practice.

Exemplar Reteach Plan

1. Identify what students should learn
2. Identify how students' knowledge will be assessed
3. Set an ambitious but achievable target for the % of students who will achieve mastery
4. Create a lesson plan to achieve the reassessment goal

4 Rigor: By the end of the year, 100% of evaluators will be demonstrating improvement toward proficiency in identifying effective instruction with a focus on rigor as measured by the quality of observations, growth-producing feedback, and overall use of the educator evaluation tool.

Criteria for Tying

- Capacity to identify RIGOROUS INSTRUCTION
- Capacity to deliver EFFECTIVE FEEDBACK
- STUDENT ACHIEVEMENT

Professional Development Opportunities

- Principals' Trainings:** Focus on instructional strategies (e.g., think-pair-share, visible thinking, close reading) and Common Core shifts
- Principal Collaboration Teams:** Principals meet in feeder groups to create training material for monthly Principals' Trainings
- One-on-one coaching:** Opportunities to reinforce understanding of effective instruction

4 Rigor: The superintendent identified topics for principal and teacher professional development based on areas of need she observed during school learning walks.

Creating Consistency Through PD

- Identify areas of need
- Align PD to identified areas
- Deliver PD

- Superintendent identified areas of need in instruction through school learning walks**
- Principals:** External coach coached principals on areas of need
- Teachers:** Principals developed material for teacher PD related to these focus areas
- January district-wide PD day** aligned to identified areas of need across all schools
- External coach** delivered targeted PD session to over 200 teachers on Common Core shifts

Mayor Mitchell reiterated that there should be no deliberation but members can contact Dr. Finnerty regarding the process.

At 7:17 P.M., on a motion by Mr. Oliveira and seconded by Mr. Livramento, the Committee voted to adjourn the Special Meeting.

The roll call vote was as follows:

Mayor Mitchell – Yes	Mr. Amaral – Yes
Ms. Pollock – Yes	Mr. Livramento - Yes
Mr. Nobrega – Yes	Dr. Finnerty – Yes
Mr. Oliveira - Yes	

7 – Yeas 0 – Nays 0 – Absent

Respectfully Submitted,



Lisa P. Dunaway
Recording Secretary

Reviewed by,



Pia Durkin, Ph.D.
Superintendent,
Secretary/School Committee

/lpd