

# ATTACHMENT F

TO: Members of the New Bedford School Committee

FROM: Pia Durkin, Ph.D.  
Superintendent

DATE: May 5, 2014

RE: Level III Grievances

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Pursuit to Article 26, Section C of the Unit A contract, the School Committee delegated its authority to me, as the Superintendent to hear (6) Level III grievances. I conducted these grievance hearings on April 15, 2014.

**Grievance 1: Olena Marques Letter of Reprimand**

In October, NBHS teacher, Ms. Marques received and signed, a letter of reprimand related to her asking inappropriate, personal, medical questions of a student. NBEA disputed the wording of the letter. We have reached an agreement on the revised wording, of the letter. It has been re-issued and accepted by NBEA and the teacher.

**The Superintendent, on behalf of the School Committee, upholds this grievance and the matter is resolved.**

**Grievance 2: Mathew DeMatos - Educator Evaluation System**

This grievance relates to a classroom observation conducted by an administrator on February 3, 2014 on Mr. DeMatos who teaches Portuguese at NBHS. Because the evaluator/administrator is now on medical leave and is not expected to return this year, we are unable to fully investigate the matter. Therefore, I am upholding the grievance, agreeing that the observation in question not be considered as evidence for Mr. DeMatos's evaluation.

**The Superintendent, on behalf of the School Committee, upholds this grievance and the matter is resolved.**

### **Grievance 3: Professional Development at NBHS Faculty Meeting**

According to the Unit A contract prohibits (1) the use of staff meeting time for professional development and (2) that professional development is limited to three dates in August, October, and January. The grievance is filed on behalf of “Unit A members of New Bedford High School”. In its grievance, NBEA asserts that Headmaster Kulak violated Article 12 of the current Unit A contract by using staff meetings for professional development

I find that the grievance lacks merit and the grievance is denied.

First, Article 12 Section E is silent on what topics can and/or cannot be discussed during faculty meetings. Specifically, the language of that section says nothing which can be read as preventing the discussion of professional development subjects during these meetings. Article 12 Section E provides merely that professional employees may be required to attend building meetings or other after-school meetings called by the principal/headmaster of a school once a month. Section E also provides that professional employees may be required to attend one assistant superintendent and one director/coordinator/department head meeting per month. The Merriam-Webster dictionary defines meeting as “a gathering of people for a particular purpose (such as to talk about business).” Absent language which requires a different conclusion, faculty meetings are intended to discuss the “business” of the school as it involves the faculty/staff – i.e., teaching and learning. That is precisely what has occurred here.

Article 32 Section A provides a schedule for three professional development days that are built into the work year. Article 32 Section A, however, contains no language which states or suggests in any way that activities which relate to or involve professional development may occur only on these three days. In past practice, across several years and across the district, numerous professional development activities have taken place outside the three professional development days. By way of example, these activities have included when information is presented on revised regulations, when educators conduct self-assessments and develop educator plans as part of the evaluation system, when Teacher Collaboration Teams review student achievement results and plan adjustments to practice, when teachers attend workshops, when teachers have attended *Children Discovering Justice* program professional development, and when teachers have participated in STEM workshops through UMass Dartmouth. All of these activities have occurred outside the three full-day professional development dates.

The absence of any language in the Unit A contract which would limit the content of faculty meetings in the way which the grievance asserts or which would severely curtail the days on which professional development activities may occur makes sense. In a Level 4 district such as New Bedford, every available minute must be used for educators to work together to improve student learning. Because teachers are the most important factor in student achievement, the overarching strategy is to improve teaching. The attempt to read into the Unit A contract language which would effectively prevent or severely limit professional development would have a detrimental effect on members, particularly those who are most in need of improvement.

Second, I find that there is no clear definition in the Unit A contract for “professional development” subject matter, as distinguished from “building business” which the NBEA asserts is the limitation on subject matter for faculty meetings. In fact, it appears that at least one of Headmaster Kulak’s meetings involved what is clearly “building business” at NBHS under any reasonable interpretation – providing teachers with information on how to de-escalate circumstances which may otherwise result in NBHS students engaging in inappropriate behavior/and or conduct. It is ironic that only this past Friday, May 2, 2014 the NBEA engaged in public advocacy asserting that NBPS has not done enough to protect teachers at NBHS from behavior exhibited by students, yet its grievance apparently is premised on an assertion that the Headmaster may only provide teachers with relevant safety information during the three required “professional development” days.

Regarding the remedies sought, I find that there has been no violation of Article 12 Section E or Article 32 and deny the grievance. The district has agreed to adhere to the requirements of Article 26 Section D and will continue to do so.

**The Superintendent, on behalf of the School Committee, denies this grievance.**

**Grievance 4: Roosevelt Middle School Special Education Staff Meeting**

This grievance is based on a meeting of special education faculty that took place on December 2, 2013. Principal Mongiello asked the special education facilitator, a teacher whose position includes administrative responsibilities, to facilitate a meeting of special education teachers. By way of background, there are several Unit A positions whose responsibilities include administrative, but not supervisory duties, including teaching and learning specialists and school adjustment counselors. In the Roosevelt grievance, the principal agrees that the special educator facilitated the meeting. The remedy requested by the union is that Principal Mongiello facilitates all faculty meetings. I do not find for the grievance. My response to the grievance will be to agree that the meeting agendas will be developed by the principal. However, I cannot agree that Unit A members will not facilitate meetings. We are working to develop leadership capacity at all levels of the school district. Special educators and teaching and learning specialists facilitate meetings and workshops across the district.

**The Superintendent, on behalf of the School Committee, denies this grievance.**

**Grievance 5: Winslow Individual Preparation Time**

The union brought this grievance forward in September, 2013. Principal Bailey denied the grievance on October 11, 2013. The union did not respond within agreed-upon timelines, demanding that the principal meet with the association. The heart of the matter is whether the principal has the authority to meet with individual teachers during the school day. This practice takes place in every school in New Bedford, if not in the state. Principals ask teachers to meet with them before or after school or at other times when they are not in class. Times are generally mutually agreed upon and critical to the improvement of instruction since such meetings involve principals providing growth-producing feedback to improve. The objection is solely directed to Principal Bailey at the Winslow School. To resolve the matter, Principal Bailey has agreed to allow the limited use of common planning time for meetings with individual teachers on a limited basis at Winslow and only applicable to Winslow. This compromise was suggested by the union during the Level III hearing. I expect that this matter will be resolved and I will update you accordingly.

**Grievance 6: Educator Evaluation System: Class Action**

The union asserts that the Unit A contract has been violated in two ways:

1. Dates for formative assessments were changed
2. The evaluation process is being implemented improperly.

The contract provides that dates for formative assessments are determined by evaluators. It is true that some high school teachers' dates were changed, but they were notified. The contract does not state that dates cannot be changed.

The evaluation system is complex; we acknowledge that it is a work in progress. There has been a shift from previous years, when virtually all staff were rated Proficient. As a result of additional training and the focus on higher standards for teaching, evaluators are being more honest, noting deficiencies and providing growth-producing feedback. The union's position is that a teacher whose performance was previously rated Proficient cannot be currently performing at a Needs Improvement or Unsatisfactory level. In addition to evaluators' judgments based on observations, student achievement data does not reflect results that most or many of New Bedford teachers are performing at a Proficient level.

The union presented a list of 39 concerns that describe concerns related to the evaluation process as follows:

1. Evaluators are cutting and pasting educator's formative and summative narratives.  
***The reuse of some material from formative to summative evaluations is to be expected as they are connected across the evaluation period. We will be happy to review specific cases that are of concern. Please provide the names of educators who have been affected.***

2. Evaluators when conducting observations are writing them in the form of word for word narratives (Script Format).  
***Taking careful notes is an effective practice in conducting observations. It is helpful to be able to refer to details on what educators and students said and did.***
3. Evaluators are writing observations negatively. They are not looking at their observation experience using a holistic approach.  
***Evaluators are giving accurate feedback based on observations.***
4. Every evaluation cycle is “Summative” in nature.  
***This item is unclear. Is the concern related to the fact that all educators have either a formative or summative evaluation each year? Or is the concern that evaluators use the terms observation and evaluation interchangeably?***
5. Evaluators are changing educators plan based on one or two observations.  
***This may be correct. Please provide the names of educators whose plans were changed based on one or two observations.***
6. Evaluators are making broad overall judgments based on their observations very similar to the old NB model. Where an educator was assessed based on that one 30-40min observation.  
***Evaluators are making the judgments based on what they are seeing during observations.***
7. Educators Summative or Formative date is being arbitrarily changed to an earlier date. Educators are given 10days to construct their evidence binder and provide data for their Student and Professional SMART goals. Educators are then “evaluated” and as a result of these “evaluations” many educators specifically at the high school are being placed on a different plan.  
***The date for formative assessments and formative evaluations are established by the evaluator.***
8. Educators are not being given specific meaningful feedback.  
***Educators are given very specific feedback with clear expectations. Please provide examples of feedback that is not specific.***
9. Educator’s observations are being conducted by consultants.  
***Consultants are on hand for training evaluators and coaching the evaluators through the process of writing “growth producing” feedback. Feedback to educators is from their evaluators.***
10. Walk-throughs are being used as part of the observation data collection  
***Please provide specific cases in which walkthroughs were used as observations.***
11. Educators are being forced to meet before or after contract hours to receive feedback from their evaluators.  
***Educators are asked to meet with supervisors/principals/evaluators for any number of reasons, including discussing the evaluation process. If there are cases in which educators***

***were “forced” to meet to discuss evaluation at a particular time instead of at a mutually agreeable time, please provide the names of the educators.***

12. Educators are being forced to meet during their personal plans to receive feedback from their evaluator’s observations and or formative/summative evaluations.  
***Please see item # 11.***
13. Evaluators are coming into classrooms and observing educators and not providing feedback then randomly writing up a negative observation.  
***Please provide the written observations that did not provide feedback.***
14. Educators are being forced to have Student SMART goals which are not realistic.  
***We agree that more training is needed on writing SMART goals. In most cases, the SMART goals are taken from the district’s Accelerated Improvement Plan. SMART goals are expected to be ambitious.***
15. Educators are forced to write goals which use DDM. The Association has yet to negotiate the impact of DDM yet because the district requires that the educator use DDM in their goal they are circumventing the Association.  
***DDMs have not been established.***
16. Educators are being forced SMART goals which use programs that they are not thoroughly trained in (Galileo, EWIS)  
***Galileo is an assessment tool that is not new to NBPS and EWIS is a pilot. Goals establish improvement targets measured by Galileo. It is not clear what training is needed to use these tools. Please let us know what training is needed and we will provide it.***
17. Educators are being evaluated on Lesson plans and their content even though the district has never given any clear requirements for the educators Lesson plans.  
***In an effort to provide support, educators on improvement plans at NBHS were given a lesson plan template to use as a tool. Standard I in the evaluation rubric is focused on “Curriculum, Planning and Assessment” and provides criteria for well-structured lessons.***
18. The association is not being notified when educators are being placed on improvement plans.  
***Educators must consent to this and educators are asked when the meeting is set up if they want union representation at the meeting.***
19. Educators who are on improvement plans are being required to purchase and read specific book and then required to write a summary of the text. They are also being required to develop detailed daily lesson plans using non negotiated Lesson plan templates. Educators on improvement plans are being required to attend school functions.  
***Educators are given very specific feedback with clear expectations on how to help improve their craft. This may include the study of professional material and guidance in lesson planning. We are unaware of improvement plans that require attendance at school functions. Please provide the names of educators whose improvement plans require them to attend school functions.***

20. Many Educators who are at the parker school were not observed until after the formative date.  
***The Parker principal was focused on building culture and climate at a newly labeled Level 5 school. The principal wanted to get to know staff and provide them with coaching before beginning the evaluation process.***
21. Educators are not being observed by their evaluators.  
***Except for one instance, we are not aware of educators that have not been observed. Please provide the names of educators who have not been observed.***
22. Evaluators are giving “Formative” ratings on their progress toward standards during observations. Observations are negative in nature.  
***Evaluators are using the agreed-upon observation form which requires a rating. Educators are given very specific feedback with clear expectations. Evaluators are making judgments based on what they see during observations. Some may be perceived as negative, but they are honest appraisals.***
23. Evaluators are making unsupported opinions on their educator’s observations.  
***Please provide additional clarity/details.***
24. Evaluators when educators are out on medical leave or an extended leave are changing the plans of educators.  
***In the interest of fairness, evaluators establish timelines for educators who are absent on extended leaves. We see this as being flexible and accommodating.***
25. Evaluators when educators are out on medical leave or an extended leave are not adjusting due dates. The union is forced to intervene to ensure that this happens.  
***Please see # 24 above.***
26. An educator who was out on medical leave was given their notice of non rehire and required to provide evidence for their Formative/Summative evaluation.  
***Please provide additional clarity/details.***
27. It seems that Educators who were hired by the pervious parker school principal are all being given unsatisfactory ratings on their observations.  
***Each educator is given very specific feedback with clear expectations.***
28. Educators plan changes are going from Self directed to Improvement plans.  
***The contract provides that evaluators may place educators on a different plan appropriate to the new rating.***

29. Baseline Edge electronic Evaluation program is beginning to be used but teachers are not being given computers to be able to access this program. Educators are being told to go to a computer lab during their individual plan. Districts internet blocks the site due to lack of certificate or requires update of software programs on the computers.  
***We recognize that the district is behind in access to technology. Although each teacher does not have a computer capable of using BE, teachers have access to computers in each school that are capable. Teachers can also access BE from any computer with Internet access. We thought the certificate issue was resolved, but we will revisit with IT.***
30. Educator's SMART goals are based on testing which doesn't align with the formative or summative dates. Therefore teachers are set up for failure since progress cannot be determined at the time of the Formative or Summative Assessment dates. "By June 2013 I will become proficient in administering DIBELS analyzing the data and implementing cements within the classroom for students in the intensive category. Thus decreasing intensive scores in grades 1 and 2 by 10%" -Professional Practice Goal, "By May 2013 I will move 60% of my students who scored a 2 on the open response section of the math MCAS to a 3"-Student SMART Goal)  
***Yes, we are committed to resolving this timeline/deadline issue moving forward. This is a state-wide issue as MCAS results are not in sync with evaluation cycles.***
31. Educators are being observed and given ratings of Unsatisfactory and then less than a week later observed again and told they are Unsatisfactory.  
***Yes, the evaluator is going in within the next week to ensure that the first observation wasn't a one-time issue.***
32. Educator was given an overall rating of needs improvement for a formative rating no feedback toward goal and no standards feedback given. Still this educators plan was changed. From self directed to directed growth.  
***Please provide additional clarity/details.***
33. Team goals being accepted yet individual progress toward attaining them educators are not given the same ratings.  
***Please provide additional clarity/details.***
34. Evaluators are using this as a I got you method of evaluation  
***Educators are given very specific feedback with clear expectations. The new evaluation system has high standards.***
35. New Educators are not being given adequate training to be able to understand what is expected from them such as what evidence should be collected.  
***The district is committed to collaborating with the union to establish additional training and support for educators and evaluators.***
36. Evaluators are not being given adequate training to be able to effectively implement the educator evaluation tool.  
***Please see item # 35.***

37. Many Educators who were given a letter stating that they are not being asked to come back to the high school are being placed on improvement plans.  
***The letters stating that teachers are not returning to NBHS were related to the school's Level 4 designation and reapplication process and not the evaluation process.***
38. Educators on Directed Growth plans are not being given support by their Evaluators. For example they are being required to submit numerous drafts of their SMART goals and develop their own growth plan. The plans and goals are rejected without giving the educators meaningful specific feedback.  
***Please provide specific cases in which this is happening.***
39. Evaluators are not having ongoing conversations with their educators as to ensure that the, expectations, and evidence pieces are clear. The intent of the new evaluation incorporating open constructive conversations are almost nonexistent.  
***The district and the union have worked together to clarify expectations for and stress related to the collection of evidence. The district and union held an information session on the collection of evidence. All educators received a memo on the collection of evidence.***

Some of the above concerns are legitimate, such as the need for additional training on SMART goals. We acknowledge that and plan to provide additional training. Another legitimate concern is the timing of observations in some cases. Other concerns lack the specificity needed to respond to them. Many of the concerns reflect disagreement with honest appraisals of teachers' performance.

The remedies the union seeks are not appropriate, reasonable, nor fair. . For example, NBEA wishes to reassign evaluation dates and plans following the disposition of the grievance. They want all teachers who are dismissed based on poor evaluation to be reinstated. And they would like all teachers who received a negative evaluation after January to have that evaluation expunged from their files.

**The Superintendent, on behalf of the School Committee, denies this grievance.**

However, I am committed to working with the union to continuously improve the evaluation process.

# ATTACHMENT G

## 2013 Accountability Data - John Avery Parker

http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=02010115&orgtypecode=6&

Organization Information		
<b>District:</b>	New Bedford (02010000)	<b>School type:</b> Elementary School
<b>School:</b>	John Avery Parker (02010115)	<b>Grades served:</b> PK,K,01,02,03,04,05
<b>Region:</b>	Commissioner's Districts	<b>Title I status:</b> Title I School (SW)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 5</b>	<b>Chronically underperforming school</b>	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
<b>All students:</b>		
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)		
Student Group (Click group to view subgroup data)	<div style="text-align: center;">On Target = 75 or higher - ■</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Less progress</span> <span>More progress</span> </div>	<a href="#">View Detailed 2013 Data</a>
<a href="#">All students</a>		Met Target
<a href="#">High needs</a>		Met Target
<a href="#">Low income</a>		Met Target
<a href="#">ELL and Former ELL</a>		-
<a href="#">Students w/disabilities</a>		-
<a href="#">Amer. Ind. or Alaska Nat.</a>		-
<a href="#">Asian</a>		-
<a href="#">Afr. Amer./Black</a>		-

<a href="#">Hispanic/Latino</a>		Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-
<a href="#">White</a>		Met Target

### About this Report

**Accountability and Assistance Levels:** All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

**School Percentiles:** A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

**Progress and Performance Index (PPI):** The PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over multiple years into a single number. All districts, schools, and student subgroups receive an annual PPI based on improvement over a two-year period and a cumulative PPI (shown above) between 0 and 100 based on four years of data. For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

### Resources

-  [Interpretive Materials](#)
-  [Glossary of 2013 Accountability Terms](#)

## Massachusetts School and District Profiles

### John Avery Parker

### 2013 Accountability Data- John Avery Parker

#### 2013 English Language Arts Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		67.7	68.8	69.3	0.5	73.1	83.9	11	115	50	Improved Below Target
High needs		66.2	67.8	68.9	1.1	71.8	83.1	26	106	50	Improved Below Target
Low income		66.8	68.0	68.8	0.8	72.3	83.4	23	101	50	Improved Below Target
ELL and Former ELL		-	-	-	-	-	-	-	1	-	-
Students w/disabilities		-	-	-	-	-	-	-	29	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	2	-	-

Afr. Amer./Black		-	-	-	-	-	-	-	-	21	-	-
Hispanic/Latino		63.6	68.6	62.9	-5.7	69.7	81.8	32	33	0	Declined	
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	9	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	1	-	-	
White		69.9	71.9	68.9	-3.0	74.9	85.0	3	49	0	Declined	

### 2013 Mathematics Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		70.0	68.8	75.0	6.2	75.0	85.0	20	114	75	On Target
High needs		67.9	67.5	75.2	7.7	73.3	84.0	54	105	100	Above Target
Low income		67.8	67.2	75.3	8.1	73.2	83.9	55	100	100	Above Target
ELL and Former ELL		-	-	-	-	-	-	-	1	-	-
Students w/disabilities		-	-	-	-	-	-	-	29	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	2	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	21	-	-
Hispanic/Latino		62.9	64.7	71.2	6.5	69.1	81.5	56	33	100	Above Target
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	1	-	-
White		73.9	75.6	76.0	0.4	78.3	87.0	10	48	50	Improved Below Target

### 2013 Science Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	2011 CPI (Baseline)	2012 CPI	2013 CPI	CPI Change	2013 Target	6 Year Goal	Percentile in School Type	N	PPI Points	Rating
All students		58.3	66.0	73.0	7.0	65.3	79.2	27	38	100	Above Target
High needs		58.7	-	-	-	-	79.4	-	35	-	-
Low income		58.7	-	-	-	-	79.4	-	31	-	-
ELL and Former ELL		-	-	-	-	-	-	-	1	-	-
Students w/disabilities		-	-	-	-	-	-	-	8	-	-
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	-	-	-
Asian		-	-	-	-	-	-	-	2	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	6	-	-
Hispanic/Latino		-	-	-	-	-	-	-	10	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	1	-	-
White		-	-	-	-	-	-	-	14	-	-

**2013 English Language Arts Extra Credit**

	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	2.7	1.7	115	0	16.8	16.5	115	0
High needs	1.9	1.9	106	0	16.8	17.0	106	0
Low income	1.9	2.0	101	0	16.3	17.8	101	0
ELL and Former ELL	-	-	1	-	-	-	1	-
Students w/disabilities	-	-	29	-	-	-	29	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	2	-	-	-	2	-
Afr. Amer./Black	-	-	21	-	-	-	21	-
Hispanic/Latino	2.6	.0	33	0	12.8	30.3	33	0
Multi-race, Non-Hisp./Lat.	-	-	9	-	-	-	9	-
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	-	1	-
White	5.0	4.1	49	0	15.0	16.3	49	0

**2013 Mathematics Extra Credit**

	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	11.6	17.5	114	25	17.9	11.4	114	25
High needs	9.4	16.2	105	25	18.9	11.4	105	25
Low income	9.7	17.0	100	25	19.4	12.0	100	25
ELL and Former ELL	-	-	1	-	-	-	1	-
Students w/disabilities	-	-	29	-	-	-	29	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	2	-	-	-	2	-
Afr. Amer./Black	-	-	21	-	-	-	21	-
Hispanic/Latino	5.1	9.1	33	25	25.6	18.2	33	25
Multi-race, Non-Hisp./Lat.	-	-	9	-	-	-	9	-
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	-	1	-
White	12.8	20.8	48	25	7.7	8.3	48	0

**2013 Science Extra Credit**

	Extra credit for increasing % Advanced (10% or more)				Extra credit for decreasing % Warning/Failing (10% or more)			
	2012 % Advanced	2013 % Advanced	N	PPI Points	2012 % Warning/Failing	2013 % Warning/Failing	N	PPI Points
All students	4.0	7.9	38	25	20.0	13.2	38	25

High needs	-	-	35	-	-	-	35	-
Low income	-	-	31	-	-	-	31	-
ELL and Former ELL	-	-	1	-	-	-	1	-
Students w/disabilities	-	-	8	-	-	-	8	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-
Asian	-	-	2	-	-	-	2	-
Afr. Amer./Black	-	-	6	-	-	-	6	-
Hispanic/Latino	-	-	10	-	-	-	10	-
Multi-race, Non-Hisp./Lat.	-	-	5	-	-	-	5	-
Nat. Haw. or Pacif. Isl.	-	-	1	-	-	-	1	-
White	-	-	14	-	-	-	14	-

### 2013 English Language Arts Growth

	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students		52.0	50.0	-2.0	51.0	No	72	50	Below Target
High needs		48.5	51.5	3.0	51.0	No	66	75	On Target
Low income		51.0	51.0	0.0	51.0	No	63	75	On Target
ELL and Former ELL		-	-	-	51.0	-	1	-	-
Students w/disabilities		-	-	-	51.0	-	11	-	-
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-
Asian		-	-	-	51.0	-	2	-	-
Afr. Amer./Black		-	-	-	51.0	-	12	-	-
Hispanic/Latino		-	-	-	51.0	-	19	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	9	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	1	-	-
White		-	-	-	51.0	-	29	-	-

### 2013 Mathematics Growth

	0 10 20 30 40 50 60 70 80 90 100	2012 SGP	2013 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students		58.5	60.0	1.5	51.0	No	71	100	Above Target
High needs		59.0	61.0	2.0	51.0	Yes	65	100	Above Target
Low income		58.5	61.5	3.0	51.0	Yes	62	100	Above Target
ELL and Former ELL		-	-	-	51.0	-	1	-	-
Students w/disabilities		-	-	-	51.0	-	11	-	-
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-

Asian	-	-	-	51.0	-	2	-	-
Afr. Amer./Black	-	-	-	51.0	-	12	-	-
Hispanic/Latino	-	-	-	51.0	-	19	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	51.0	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	51.0	-	1	-	-
White	-	-	-	51.0	-	28	-	-

### 2013 MCAS Participation

	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)	Enrolled	Assessed	%	Met Target (95%)
All students	128	128	100	Yes	127	127	100	Yes	42	42	100	Yes
High needs	119	119	100	Yes	118	118	100	Yes	39	39	100	Yes
Low income	114	114	100	Yes	113	113	100	Yes	35	35	100	Yes
ELL and Former ELL	1	-	-	-	1	-	-	-	1	-	-	-
Students w/disabilities	35	-	-	-	35	-	-	-	10	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	2	-	-	-	2	-	-	-	2	-	-	-
Afr. Amer./Black	23	-	-	-	23	-	-	-	6	-	-	-
Hispanic/Latino	35	35	100	Yes	35	35	100	Yes	10	-	-	-
Multi-race, Non-Hisp./Lat.	10	-	-	-	10	-	-	-	5	-	-	-
Nat. Haw. or Pacif. Isl.	1	-	-	-	1	-	-	-	1	-	-	-
White	57	57	100	Yes	56	56	100	Yes	18	-	-	-

# ATTACHMENT H



# Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.  
Commissioner

March 7, 2014

Dear Parker Elementary School Community:

We are excited to share with you the turnaround plan for the John Avery Parker Elementary School.

Accompanying this letter is a preliminary plan for turning around Parker so that all of its children receive a world-class education. We have high expectations for what Parker's students can achieve if provided with the right tools. As a result, we have high expectations for the professionals who will work at the school, and for the effectiveness and impact of the programs and strategies we will implement.

Superintendent Durkin will serve as the Commissioner's point person in charge of the day-to-day management of the school, and will work directly with him to implement the Parker turnaround plan. More detail about the priorities and strategies for our work follows in the plan, but key themes include:

- 1) A strong focus on great teaching, so all students will achieve to their highest potential;
- 2) A program of study that provides students with a well-rounded curriculum;
- 3) Supports for students, so they have what they need to learn; and
- 4) Effective use of resources, including time, funds, staff, operational support, and other resources.

We know this work will be challenging, but it is our conviction that we must – and can – do better for Parker's students. It will take bold thinking, a commitment to continuous rapid improvement in teaching and learning, and multiple years of effort, focusing on what's best for students as the core of our work.

The Parker community deserves a school where – in every classroom, every day – we are helping students to perform at high levels, reach their full potential, and be prepared to succeed in the world that awaits them, in high school and beyond. We encourage you to read through this plan, contact Superintendent Durkin with any questions, and think about the role you can play as we move forward over the coming years.

We look forward to working with you.

Sincerely,

**Signed by Commissioner Chester**

Mitchell D. Chester, Ed.D.  
Commissioner  
Department of Elementary & Secondary Education

**Signed by Superintendent Durkin**

Pia Durkin, Ph.D.  
Superintendent  
New Bedford Public Schools  
[turnaround@newbedfordschools.org](mailto:turnaround@newbedfordschools.org)

## Section 1. Executive Summary

### Introduction from Commissioner Chester:

On October 30, 2013, I determined that the John Avery Parker Elementary School is chronically underperforming – a level 5 school in the Commonwealth’s accountability system. This designation provides a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance. Using the tools provided by the Achievement Gap Act, we will transform the Parker so that all students receive a high quality education.

The turnaround work at the Parker will be realized only through substantial reform that will require considerable time and effort. I know this work is challenging, and I do not assume that the Parker’s status as a level 5 school is due to a lack of effort or concern by the adults working there. I also know, however, that the students at the Parker need and deserve a much stronger education than they have received at the school over the past several years. I have every conviction we can do better.

On January 29, 2014, I named New Bedford School District Superintendent Pia Durkin as my selection to implement the turnaround plan at Parker. Superintendent Durkin participated with me in the creation of the turnaround plan that follows. I look forward to working with Superintendent Durkin and with the Parker community to implement the turnaround plan.

### Turnaround Plan summary

For years, the John Avery Parker Elementary School has struggled to make consistent academic progress. Its students have demonstrated limited mastery of core skills, even during the school’s tenure as a Level 4 school. Despite designation as a Level 4 school in 2010 (and the resulting autonomies, authorities, and investments provided the district and school), student achievement at John Avery Parker Elementary School has lagged for the past three years, leading to the school’s designation as a Level 5 school in fall 2013. Superintendent Durkin, as the Commissioner’s selection to implement the turnaround plan for the Parker, will restart the school in summer 2014.

Based on student performance data, classroom observations, and evidence collected by the Department of Elementary and Secondary Education (DESE) and by school and district leaders, six central challenges have kept the school from improving student performance:

- **Low rigor of classroom instruction:** In the 2012-2013 school year, fewer than 50% of students passed the Massachusetts Comprehensive Assessment System (MCAS) in any subject. Particularly in reading and English/Language Arts (ELA), data suggests that students are not provided with rigorous instruction every day in every classroom.
- **Lack of structure for tracking progress and making mid-course corrections:** After it was designated Level 4 in 2010, the school had difficulty making the comprehensive, rapid changes needed to create substantial improvement, delaying much-needed improvements in the school’s systems for providing rigorous instruction and supports.
- **School schedule does not maximize instructional time:** Due to structural issues in the school schedule, students are often pulled for related arts courses during core instructional time, preventing teachers from providing high-quality instruction during a continuous core instructional period.
- **Lack of use of data to drive instruction:** According to Monitoring Site Visits from previous school years, teachers did not formally use a data cycle to identify “root causes” for why students struggle. Student performance did not grow between past years’ middle-of -year (MOY) and end-of-year (EOY) assessments, suggesting that teachers did not know how to analyze data thoroughly, or did not know how to change their practice in response to the data.

- **Disruption of core instructional time:** Teachers lack the expertise to address behavioral issues in the classroom. Students with disabilities are often pulled from core classes to receive specialized services. This leads to disruptions of classroom instruction and a school environment that does not focus primarily on teaching and learning.
- **Limited number of focused approaches to engage families as partners in their children's learning:** While many families attend social activities at the school, Parker has offered few events focused on academics. Parent-teacher conferences are optional, and teachers have not been expected to maintain two-way communication with their students' families. The school has struggled to build relationships with community resources to assist families, many families do not speak English and the school has not established effective ways to engage them.

As a district, New Bedford Public Schools has started to address these issues in the 2013-2014 school year under the leadership of Superintendent Pia Durkin, who was named the Commissioner's designee for operating Parker Elementary School. As a Level 5 school, Parker Elementary will use the authorities afforded to it to deepen the focus on instruction and on the use of data to ensure that all students receive challenging instruction in every classroom every day. This will be accomplished by exercising certain authorities available to Level 5 schools, including:

- Extending the school day and school year for students and staff
- Providing extensive professional development to teachers
- Retaining and hiring highly-effective staff to ensure the school's teachers are dedicated to a continuous cycle of improvement to raise student performance
- Implementing a new career ladder that rewards teachers for improving student achievement
- Revising the collective bargaining agreement with the New Bedford Educators' Association and other applicable unions for members working at Parker

To address these challenges, Parker Elementary will focus on four priorities:

- **Increase the rigor of Tier I, Tier II, and Tier III instruction (Priority Area 1):** The school will focus heavily on professional development and coaching for teachers to ensure that they use evidence-based best practices to consistently provide instruction to students that promotes higher-order thinking and pushes students to improve toward grade level standards . This will be accomplished through:
  - Establishing curricula in reading, math, and science that are Common Core-aligned.
  - Providing professional development on implementing effective and rigorous instructional practices and strategies in Tiers I, II, and III; and holding teachers accountable for using the evidence-based practices they learn through professional development in their classroom, including strategies for differentiating instruction for all students based on their individual needs.
  - Hiring a turnaround manager to oversee the school's rapid improvement by closely tracking the turnaround plan, ensuring the plan's components are implemented with fidelity; and closely monitoring teacher quality and student learning with the principal, Superintendent, and Chief Academic Officer.
  - Expanding the school's pre-kindergarten program to address literacy development at an early age.
  - Developing and refining services for English Language Learners.
- **Create school structures and systems that support instruction and maximize time on task (Priority Area 2):** The school will establish systems and structures to ensure that students receive instruction from teachers who can support and challenge them to improve toward grade level standards , such as:

- Retaining, hiring, and developing teachers who are committed to rapidly improving student performance through a cycle of continuous improvement and who have a track record of success in improving student achievement.
- Revising the school schedule to maximize time in core instruction by extending the school day and year; and restructuring the schedule for arts, interventions, and support services.
- Creating incentives to reward teachers for improving student achievement through a new career ladder.
- **Increase the use of data to drive instruction (Priority Area 3):** The school leadership team and teacher collaboration teams (TCTs) will use data to inform instruction. To ensure that data analysis informs classroom instruction, the school will focus on:
  - Establishing a system for collecting, organizing, and summarizing student data.
  - Ensuring that common formative assessments are administered and analyzed on a regular schedule.
  - Sharing data with students and helping them set goals for their learning.
  - Building the capacity of TCTs to analyze student-level data and use it to inform their instruction during core and intervention instructional periods.
  - Monitoring TCTs' decisions for impact in the classroom.
- **Establish a school culture focused on achievement and engage families as partners in their children's learning (Priority Area 4):** School leaders and teachers will be responsible for promoting a school culture that focuses on learning, and for engaging families in the school's efforts to improve student performance through:
  - Creating a safe and respectful school climate that prioritizes student learning.
  - Providing tiered supports to ensure students come to school ready to learn by addressing behavioral issues, including on-task behavior during class, and the reinforcement of content at home.
  - Developing a coherent strategy for teacher and family communication.
  - Building families' capacity to support their student's academic progress using parent-centered programs like a Family Resource Center and a Saturday Academy.

The effective use of resources to maximize student achievement is the principle on which all of the school's strategies will be based. All resources allocated to Parker – including time, funds, human capital, operational supports, and other resources – will be fully aligned in support of student learning.

## **Theory of Action**

IF John Avery Parker Elementary School focuses on and persists in expecting, developing, supervising, and evaluating educators' capacity to deliver rigorous and engaging instruction that is:

- aligned to state standards,
- monitored so student progress in attaining those standards reaches a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress,
- and demonstrated every day in every classroom

THEN student achievement will significantly increase in each classroom and in the school overall.

## **Parker Elementary School Core Values**

- Our core business is teaching and learning
- Our students always come first
- Everyone shares in accountability for student results
- Teamwork, trust, and mutual respect are expected
- Parents and community members are our partners in ensuring that all students improve their academic performance

## Section 2: Priority Areas for Improvement

### Priority Area for Improvement 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student every day

#### Rationale

Achievement will only increase if students are consistently provided with rigorous instruction. To ensure that student achievement improves rapidly, Parker Elementary must establish a curriculum aligned to Common Core standards; must develop and support teachers through professional development to provide Tier I, Tier II, and Tier III instruction, supports, and interventions; and must empower school leaders to provide growth-producing feedback with a focus on rigor.

#### Related Emerging and Sustaining Practices for School Turnaround

- Improving instruction and interventions through teacher- and student-specific data

#### Challenges Addressed by Priority Area 1

- Low rigor of classroom instruction:** Parker did not meet any of its Composite Performance Index (CPI) targets in the 2012-2013 school year. The percentage of students who were Proficient or Advanced on the 2013 MCAS was at or below 50% in every subject in grades 3-5. The number is even lower for special education students, who make up 25% of the school's population. In 2013 in grade 3, no students with disabilities passed the reading MCAS; only 14% passed in math. This low student performance suggests that instruction does not promote higher-order thinking for students, nor is it differentiated to meet students' needs.
- Students struggle with reading:** While performance in all subjects is below the state average, MCAS results in reading and ELA are especially weak, particularly in third and fourth grade. Parker has seen some growth in math performance, but reading and ELA scores have remained almost flat (see Figure 1). On the 2013 MCAS in third and fourth grade, no students were Advanced in reading. In 2013, only 30% of second graders started the year proficient on the Grade 1 Reading for Literature Standards, as measured by the beginning-of-year Galileo assessment; and 15% of second graders met the standard regarding phonics and word recognition (see Table 1). This low performance is due in part to the fact that the school has been using outdated curricula that are not aligned to Common Core standards. The school launched a new reading program, Reading Street, in grades 3-5 at the beginning of the current school year and began to pilot the program in grades K-2 in February 2014. However, in K-2 classes not piloting the new program, the curricula are over 10 years old, and few curriculum maps or model units exist as resources for teachers. As a result, turnaround work will focus heavily on literacy.

Figure 1. MCAS Reading/ELA Performance  
(% of Students Proficient or Higher, 2009 – 2013)

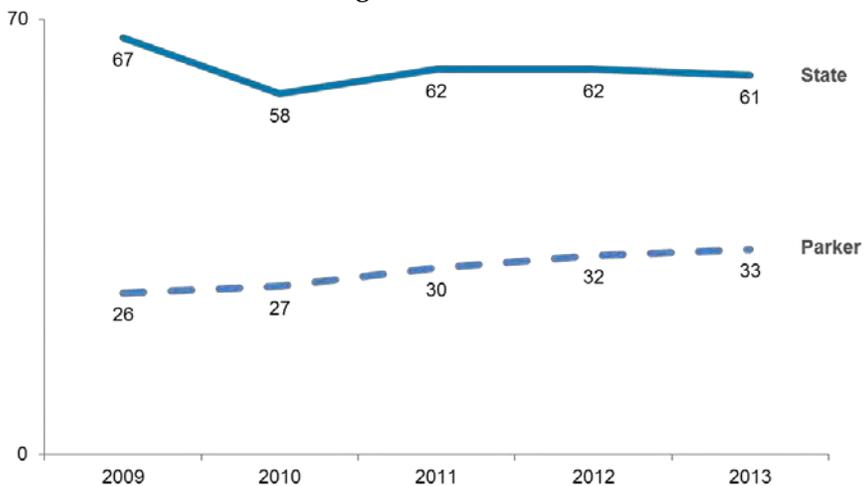


Table 1. Second Grade ELA Beginning-of-Year (BOY) Galileo Assessment Performance (SY2013-2014)

**% of Students Meeting Standard**

<b>MA-RL.2. Reading Standards for Literature Concept Mastery</b>	15%
<b>MA-RI.2. Reading Standards for Informational Text Concept Mastery</b>	5%
<b>MA-RF.2. Reading Standards for Foundational Skills</b>	15%

- **Lack of dedicated school structure for tracking turnaround plan progress and making mid-course corrections:** After it was designated Level 4 in 2010, Parker School had difficulty making the comprehensive, rapid changes needed to create substantial improvement. It took almost a year for Parker's original Level 4 school turnaround plan to meet approval from the Department of Elementary and Secondary Education, delaying much-needed improvements in the school's systems of instruction and supports. No one person was responsible for tracking the plan's progress on a regular basis or for changing plan strategies that weren't yielding results. As a result, student achievement at the school has lagged for the past three years, leading to the school's designation as a Level 5 school.

## Strategies to Achieve Priority Area 1

Key Strategy	Owner	Timeline
<p><b>1.1 Align the reading, writing, and math curriculum with Common Core standards to ensure students receive rigorous core instruction.</b></p> <ul style="list-style-type: none"> <li>• <u>Reading</u>: Continue to implement the new Reading Street curriculum that was piloted in SY 2013-2014 in grades 3-5, and rollout the program in all classes in grades K-2. <ul style="list-style-type: none"> <li>○ Expand the Lively Letters curriculum from pre-K to kindergarten to teach students and help them master phonemic awareness to ensure early reading fluency.</li> <li>○ Continue the work of the current reading specialist to assist with implementation of Reading Street.</li> </ul> </li> <li>• <u>Writing</u>: Continue to use the Empowering Writers program, currently used in grades K-5.</li> <li>• <u>Math</u>: Finalize and implement the K-5 math curriculum based on district evaluation of potential math programs.</li> <li>• <u>Science</u>: Continue to use the existing curriculum with an emphasis on literacy development.</li> <li>• Implement model curriculum units for reading; based on pilot, roll out district-wide as appropriate.</li> <li>• Regularly assess the fidelity of implementation of each program through classroom observations, conversations with teachers, and focused learning walks to identify areas where teachers need additional support in using the curricula.</li> <li>• Based on identified areas for support, provide additional professional development to help teachers understand and deliver the content of their core curricula. <ul style="list-style-type: none"> <li>○ Share best practices and professional development material with other elementary schools in the district.</li> </ul> </li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-6, B-7, and B-10.</i></p>	<p>Chief Academic Officer</p>	<p>July 2014, with monthly assessments of impact in the classroom</p>
<p><b>1.2 Use Level 5 authorities to increase the amount of focused and accountable professional development for teachers on delivering effective, engaging, and rigorous reading and math instruction in Tiers I, II, and III during and beyond the core block.</b></p> <ul style="list-style-type: none"> <li>• The Level 5 authorities include, for example, expanding the school year and school day, establishing a plan for professional development, and providing increased opportunities for teacher planning time and collaboration focused on improving student instruction.</li> <li>• <u>Tier I</u>: Provide training for core teachers in grades K-5 over the summer and during the school year on evidence-based best practices for providing Tier I instruction in ELA and math. Tier I instruction occurs during the core block and includes instruction and interventions that target all students. <ul style="list-style-type: none"> <li>○ Provide four weeks of training for all core teachers in grades K-5 over the summer through a pilot summer institute in which teachers receive professional development on Tier I instruction for half the day and teach struggling students in summer school for the other half. <ul style="list-style-type: none"> <li>▪ Identify struggling students for the program based on middle-of-year (MOY) and end-of-year (EOY) student achievement data, including Galileo and MCAS data, and performance on common formative assessments (see Priority Area 3).</li> </ul> </li> </ul> </li> </ul>	<p>Turnaround manager, principal</p>	<p>June 2014, ongoing monthly</p>

<ul style="list-style-type: none"> <li>○ Work with an external consultant to identify an instructional focus area and identify evidence-based best practices to share during professional development, with a goal of ensuring that teachers develop skills for teaching higher-order thinking skills and know how to build a culture of high expectations for learning in their classrooms.</li> <li>○ Dedicate monthly faculty meetings to professional development on Tier I instruction with a focus on ELA and math; and provide professional development for related service providers.</li> <li>○ Redefine the role of the Teaching and Learning Specialist to be a literacy coach who provides job-embedded professional development and works with teachers individually and in small groups on delivery of differentiated, high-powered instruction rich in literacy through side-by-side coaching of teachers and observations of students needing intensive literacy instruction. <ul style="list-style-type: none"> <li>▪ 70% of literacy coach’s time will focus on working with teachers, and 30% of his/her time will be spent directly with students.</li> </ul> </li> <li>● <b>Tier II:</b> Coach teachers on further differentiating instruction based on specific needs of subgroups of students as identified by the collection and review of student data (see Priority Area 3). Tier II instruction provides interventions and time on instruction for struggling students, in addition to Tier I. <ul style="list-style-type: none"> <li>○ During professional development on monthly early release days and during common planning time, train teachers to implement center-based instruction in which students are flexibly grouped and re-grouped based on their strengths and skills. <ul style="list-style-type: none"> <li>▪ “Centers” provide the opportunity to review, reinforce, and accelerate student learning based on students’ strengths and weaknesses in priority Common Core standards.</li> </ul> </li> <li>○ Train teachers to differentiate Reading Street and math curriculum based on student need.</li> </ul> </li> <li>● <b>Tier III:</b> Coach teachers and related service providers to support students who demonstrate significant learning gaps and work with struggling students directly. Tier III instruction is the most intense level of intervention, provided to students who receive Tier I and II instruction but who continue to struggle. <ul style="list-style-type: none"> <li>○ As part of the new role, literacy coach trains teachers on providing targeted instruction to students who are significantly behind grade-level and provides additional support to struggling students directly.</li> <li>○ Provide additional time on task for students who are struggling during the school’s remediation/intervention period (see Priority Areas 2 and 3).</li> </ul> </li> <li>● Present targeted professional development to teachers with a focus on providing appropriate accommodations and modifications for students with disabilities in both general education and substantially separate classrooms to ensure access to quality instruction in the least restrictive environment possible in all three tiers of instruction.</li> <li>● Identify two teacher-leaders to model implementation of reading, writing, math, and science curricula in “best-practice” classrooms during core instruction and to coach peers. <ul style="list-style-type: none"> <li>○ Principal and Superintendent select teacher-leaders through an application process.</li> <li>○ Establish a schedule that allows teacher-leaders to teach their own classes and coach peers through role-modeling and during TCT conversations.</li> <li>○ Financial incentives for the position may be awarded, consistent with the provisions of the performance-based compensation plan (see Appendix A).</li> </ul> </li> <li>● Establish the expectation that teachers will immediately use the practices gained in professional development in their daily instruction and monitor teachers for follow-</li> </ul>		
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<p>through.</p> <ul style="list-style-type: none"> <li>○ After each professional development session, teachers implement what they learned in their classrooms.</li> <li>○ Literacy coach and teacher-leaders provide embedded support and activities, coach teachers, and develop follow-up activities to ensure teachers are able to put their new knowledge and skills into practice.</li> <li>○ Teachers continue to use weekly common planning time to share successful practices and learn from each other.</li> <li>○ Principal conducts classroom observations and learning walks to ensure new instructional practices are being used and implemented with fidelity, and to provide feedback to teachers on their instruction.</li> <li>○ Teachers, literacy coach, and principal assess the impact of the professional development on student learning by analyzing data.</li> </ul> <ul style="list-style-type: none"> <li>● Use the educator evaluation tool for the principal to provide growth-producing feedback to teachers that is aligned between teacher skill and evidence of student outcomes. <ul style="list-style-type: none"> <li>○ Principal conducts at least 10 mini-observations a week and spends at least 600 minutes a week on instructional leadership.</li> </ul> </li> <li>● Share professional development material and best practices with other elementary schools in the district.</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-3, B-9, and E-3.</i></p>		
<p><b>1.3 Hire a turnaround manager to ensure that the turnaround plan's strategies lead to improvements in student learning.</b></p> <ul style="list-style-type: none"> <li>● Turnaround manager will: <ul style="list-style-type: none"> <li>○ Manage implementation of the school's turnaround plan and organize and coordinate resources to ensure plan is implemented.</li> <li>○ Coordinate professional development with principal, Chief Academic Officer, and Superintendent and assess impact of professional development on classroom instruction.</li> <li>○ Help school develop data management systems and ongoing assessments.</li> <li>○ Share lessons learned and best practices from other district and school leaders with principal.</li> <li>○ Report to Superintendent directly to ensure that progress is being made and recommend mid-course corrections if progress is not on track.</li> </ul> </li> <li>● Position will be in place for the duration of the Parker turnaround plan.</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation E-4.</i></p>	Superintendent	June 2014 - ongoing
<p><b>1.4 Study, develop, and expand the current pre-K program to better serve all students in a more cohesive program with a focus on literacy.</b></p> <ul style="list-style-type: none"> <li>● Examine and propose new program parameters to increase the current population of students served in the pre-K program. <ul style="list-style-type: none"> <li>○ Currently, program serves mostly students with disabilities from throughout the district and a limited number of general education students from the Parker neighborhood.</li> <li>○ Analyze data to examine why more families of Parker students do not take advantage of the pre-K program and how the program can be enhanced to attract additional students and meet their needs.</li> </ul> </li> </ul>	Principal	September 2015 - ongoing

<ul style="list-style-type: none"> <li>○ Based on data analysis, develop and execute a strategy for attracting more students to the program.</li> <li>○ Change current district policy to prioritize enrollment in the pre-K program for students who would attend Parker in grades K-5.</li> <li>○ Study the feasibility of expanding the program to add classrooms and instructional time (e.g. possibly full days, full week).</li> <li>● Establish a curriculum for the program with a focus on early literacy and oral language development to address the literacy development deficits in many incoming kindergartners, and narrow the learning gaps of students by grade 3. <ul style="list-style-type: none"> <li>○ Continue using the Lively Letters curriculum to teach phonemic awareness to students.</li> </ul> </li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-4.</i></p>		
<p><b>1.5 In conjunction with efforts underway in the district, study and evaluate the need for supports for English Language Learners (ELLs) and develop services as necessary.</b></p> <ul style="list-style-type: none"> <li>● In alignment with wider district efforts, re-evaluate current processes for screening students for fluency in English. <ul style="list-style-type: none"> <li>○ In SY 2013-2014, send home-language surveys to all Parker students in their native language to identify and evaluate students who may qualify as ELL or Formerly Limited English Proficient (FLEP) and who need language support.</li> </ul> </li> <li>● Depending on survey results, develop and implement relevant ELL and/or SEI curriculum, classrooms, and services as needed.</li> <li>● Depending on survey results, develop a Parker ELL Parent Advisory Committee (PAC) as needed.</li> <li>● If necessary, present targeted professional development to teachers with a focus on providing appropriate accommodations and differentiating instruction to meet the needs of ELLs and FLEP students in all three tiers of instruction. <ul style="list-style-type: none"> <li>○ Professional development for teachers will focus on strategies to help non-native English speakers access the curriculum, differentiate instruction to meet student needs, and provide appropriate assessments.</li> <li>○ Interventions for ELL students will target language development.</li> </ul> </li> </ul>	Superintendent	March 2014 - ongoing

*This priority area is aligned with Initiative 3.2 in the 2013-2014 New Bedford Accelerated Improvement Plan.*

## **Final Outcomes**

By June 2015, Parker Elementary School will meet or exceed all of its Measurable Annual Goals related to student achievement, including:

- Narrowing proficiency gaps in ELA, math, and science
- Demonstrating growth in student performance in ELA and math

### Early Evidence of Change

- Within 2 weeks of every professional development session, 100% of core K-5 teachers will be observed using an evidence-based practice taught in professional development during a classroom observation, or will present other evidence of having used such practice(s) to their principal.
- By June 2015, 100% of students will be provided with rigorous Tier I instruction, as measured by a review of observation data and growth-producing feedback provided by the school principal, turnaround manager, Chief Academic Officer, and/or Superintendent.
- By February 2015, 100% of students will be regularly grouped and re-grouped based on their identified need to receive the appropriate supports, interventions, and enrichment opportunities as part of tiered instruction.

### Implementation Milestones

#### **Strategy 1.1**

- By September 2014, ELA curriculum maps in grades K-5 will be finalized and shared with teachers.
- By January 2015, model curriculum units in reading in grades K-5 will be developed and shared with teachers.

#### **Strategy 1.2**

- In July and August 2014, 100% of core K-5 teachers will participate in a summer institute to receive additional professional development on providing rigorous instruction and to teach struggling students over the summer.
- By August 2014, a plan for providing professional development on Tier I instruction and supports during the 2014-2015 school year will be finalized.
- Starting in September 2014 and ongoing throughout the year, 100% of core K-5 teachers will receive professional development on Tier I instruction at least once a month.
- By October 2014, two teacher-leaders at Parker Elementary will be identified.
- By October 2014 and ongoing throughout the year, the impact of 100% of professional development sessions on classroom instruction and student learning will be monitored through conversations, learning walks, observations, and data collection.

#### **Strategy 1.3**

- By June 2014, a turnaround manager will be hired for the school.
- Starting in August 2014 and ongoing throughout the year, the turnaround manager will report on the school's progress to the Superintendent at least every week.

#### **Strategy 1.4**

- By September 2015, the percentage of neighborhood students enrolled in Parker's pre-K program will increase from 4% to 6%.
- By September 2016, the percentage of neighborhood students enrolled in Parker's pre-K program will increase from 6% to 10%.

#### **Strategy 1.5**

- By September 2014, ELL and FLEP students at Parker will be identified based on results of home language surveys completed in SY2013-2014.

## Priority Area for Improvement 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time

### Rationale

*Without the proper resources and support, teachers cannot successfully provide rigorous instruction to all students. Parker Elementary must be staffed with teachers who are committed to delivering rigorous instruction and continually improving their own practice to ensure that all students succeed. Systems and structures must be established to provide adequate time in core instruction with these highly-qualified staff. All resources allocated to Parker—including time, funds, human capital, operational supports, and other resources—will be used to maximum effectiveness and will be fully aligned to support student learning.*

### Related Emerging and Sustaining Practices for School Turnaround

- Building a community of effective practice through leadership, shared responsibility, and professional collaboration

### Challenges Addressed by Priority Area 2

- **Low rigor of classroom instruction:** As discussed in Priority Area 1, Parker did not meet any of its CPI targets in the 2012-2013 school year, suggesting that teachers did not consistently provide rigorous instruction to their students across all content areas. The 2012-2013 Monitoring Site Visit also reported that classroom instruction did not promote higher-order thinking. Retaining and hiring staff that have track records of success in raising student achievement will help ensure that all students receive rigorous instruction.
- **School schedule that does not maximize instructional time:** As a Level 4 school, Parker Elementary failed to maximize additional learning time to extend instruction for its students. Parker Elementary did add 30 minutes to the school day, providing students with an additional 3.5 hours of instruction per week, and is one of only two elementary schools in the district with a dismissal time after 1 PM on Fridays. Despite these earlier improvements to the schedule, a fragmented instructional day offsets the potential gains of the extended school day. Slow transitions from breakfast and lunch result in the loss of learning time. Students with disabilities are often pulled from core classes to receive specialized services. Due to the constricting schedules of related arts and music teachers, core instructional time is interrupted for art, music, and physical education and students are pulled out of instructional time to participate in chorus and band. This leaves teachers with only a fraction of their homeroom classes for a portion of core instruction. While these additional subjects are important aspects of a well-rounded education, the current schedule results in a loss of core academic instructional time.

## Strategies to Achieve Priority Area 2

Key Strategy	Owner	Timeline
<p><b>2.1 Exercise Level 5 autonomies to recruit, hire, and develop all teachers who are committed to a cycle of continuous improvement and who take responsibility for improving student results.</b></p> <ul style="list-style-type: none"> <li>• Level 5 autonomies include limiting, suspending, or changing provisions of contracts or collective bargaining agreements as they relate to the school (see Appendix A).</li> <li>• Articulate expectations for staff at a Level 5 school that requires bold and robust change, including: <ul style="list-style-type: none"> <li>○ Teachers and other professional staff will devote whatever time is required to achieve and maintain high-quality education.</li> <li>○ In addition to their traditional responsibilities, all staff members will be expected to be involved in a variety of educational and administrative activities necessary to fulfill the mission of the school.</li> <li>○ The Superintendent, working with the principal, will have the sole authority to set professional expectations and put policies and procedures in place for the school that will lead to the rapid academic achievement of Parker's students.</li> </ul> </li> <li>• Superintendent and the school principal have the sole discretion to select the staff for any and all positions at the school. In order to exercise this autonomy, following consultation with the union, all existing Parker employees who are interested in continuing to work at Parker will be asked to reapply to secure positions. <ul style="list-style-type: none"> <li>○ Specifically, the Superintendent and principal may select staff for Parker's positions represented by the New Bedford Educator Association (NBEA) without regard to seniority within the NBEA or past practices between the New Bedford School Committee and the NBEA.</li> <li>○ Principal, in collaboration with the Superintendent, may formulate job descriptions, duties, and responsibilities for any and all positions in the school.</li> </ul> </li> <li>• Beginning in the 2014-15 school year, Superintendent and principal identify teachers to retain through a thorough assessment based on: <ul style="list-style-type: none"> <li>○ Teachers' expressed interest in remaining at the school for at least three years</li> <li>○ Student growth data</li> <li>○ Classroom observations</li> <li>○ Educator evaluation ratings, including educators' portfolios of evidence, using the educator evaluation system used within New Bedford Public Schools</li> <li>○ Principal's assessment of teachers' skill to provide rigorous instruction, continually improve their practice, and commit to working in an environment where staff feel an urgency for raising student performance</li> <li>○ Evidence of commitment to working as part of a high-performing team</li> <li>○ Teacher willingness to participate in a four-week summer institute, extensive professional development, an extended school day and school year, occasional weekends for Saturday Academy, and other requirements of a Level 5 school</li> <li>○ Additional evidence as determined by the principal and Superintendent.</li> </ul> </li> </ul>	<p>Superintendent, principal</p>	<p>March 2014 – ongoing</p>

<p>An example of this includes, but is not limited to teachers providing sample lessons.</p> <ul style="list-style-type: none"> <li>• Based on number of teachers retained for the 2014-2015 school year, identify staffing needs.</li> <li>• Recruit and hire teachers annually to fill needed positions. <ul style="list-style-type: none"> <li>○ Publicize for and recruit high-quality proficient and exemplary teachers within New Bedford Public Schools.</li> <li>○ Partner with outside organizations to recruit effective teachers with track records of success.</li> </ul> </li> <li>• Principal may make adjustments to staff positions annually and may unilaterally move staff to other positions if they are appropriately licensed for those positions.</li> <li>• For the 2015-2016 school year and beyond, use ratings on the New Bedford Public Schools educator evaluation tool as a basis to identify teachers who will be retained and who will separate from the school, with a focus on retaining teachers who are proficient and exemplary.</li> <li>• Use a dispute resolution process that allows for rapid and effective resolution of employee concerns (see Appendix A).</li> <li>• Support all teachers through professional development as described in Priority Area 1.</li> </ul>		
<p><b>2.2 Focus time, resources, and efforts within the school schedule on improving the quality of core instruction and maximizing the effectiveness of instructional time.</b></p> <ul style="list-style-type: none"> <li>• Extend the school year for teachers: <ul style="list-style-type: none"> <li>○ Up to 185 instructional days with students in attendance for 7.5 hours; per full day of school</li> <li>○ Up to 20 days for professional development, planning time, Saturday Academies (not to exceed two per teacher per work year), and Summer Academies:</li> </ul> </li> <li>• Add 40 minutes to the current school day for teachers to increase the standard school day from 7 hours and 20 minutes to 8 hours.</li> <li>• Extend the school day for students to 7.5 hours.</li> <li>• Create a school schedule with student “movement” near the end of the day, including interventions, enrichment, and related arts. <ul style="list-style-type: none"> <li>○ Dedicate the morning portion of every day to core instruction in an uninterrupted block.</li> <li>○ Stagger work times for related arts specialists (e.g., art, music, and PE teachers) so that students are not pulled from core instruction to attend their related arts courses.</li> <li>○ Schedule related arts near the end of the day so that students receive well-rounded educational experiences without interrupting core education.</li> </ul> </li> <li>• Establish an intervention or acceleration period during the school day so that all students receive intervention and/or enrichment based on need, as identified by data. <ul style="list-style-type: none"> <li>○ Develop an array of re-teaching strategies for teachers to use to address the “root cause” for why students struggle.</li> <li>○ Identify and implement opportunities for acceleration and enrichment</li> </ul> </li> </ul>	Principal	September 2014

<p>for high-performing students, including project-based learning and an application of learning strategies within increasingly complex contexts (e.g., science, social studies, and throughout community-based venues, including the New Bedford Whaling Museum, New Bedford Historical Society, etc.).</p> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-1.</i></p>		
<p><b>2.3 Create incentives based on student results to reward teachers for rapid improvements in student performance.</b></p> <ul style="list-style-type: none"> <li>• Effective starting in the 2014-2015 school year, a new performance-based compensation system will be developed and used to compensate teachers based on individual effectiveness, professional growth, and student academic growth.</li> <li>• Communicate the new compensation system to all stakeholders to ensure they understand the objective and benefits of the system.</li> <li>• Roll out the system in spring 2014 to allow for a smooth transition between the current and new compensation systems.</li> </ul>	<p>Superintendent</p>	<p>March 2014 - ongoing</p>

## **Final Outcomes**

By June 2015, 100% of core K-5 teachers will see student growth at or above the student growth percentile of 50 in all of their classrooms.

*Priority Area 2 directly supports the Final Outcomes for Priority Area 1.*

### **Early Evidence of Change**

- By September 2014, 100% of teachers will transition to new positions on a career ladder in the newly-devised compensation system.
- By January 2015, 100% of struggling students as identified by data will receive additional instructional time during the school day during an established intervention block.
- By June 2015, 90% of teachers who respond to a school survey will report on the survey that they feel a sense of urgency to improve student outcomes.

### **Implementation Milestones**

#### **Strategy 2.1**

- By April 2014, the Superintendent and principal will assess 100% of core K-5 teachers to determine who will remain at the school based on observational information, student growth data, and teacher's educator evaluation ratings, etc.
- By June 2014, 80% of new teachers who receive offers to work at Parker Elementary will have accepted positions.

#### **Strategy 2.2**

- By July 2014, the new school schedule will be finalized, communicated to all school staff, and implemented.
- By August 2014, 100% of related arts and PE teachers will have staggered work schedules, which may be revised as necessary throughout the year.
- By September 2014 and ongoing throughout the year, students will receive additional instruction as established by the new school schedule.

#### **Strategy 2.3**

- By March 2014, a new career ladder that is aligned with performance measures will be developed for teachers.
- By April 2014, a communications strategy for rolling out the career ladder will be finalized and 100% of retained teachers will be informed of their placement on the new career ladder.

## Priority Area for Improvement 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identifying opportunities for intervention and enrichment

### Rationale

*Using data to inform teachers' practice is an essential tool for providing rigorous instruction, yet it is not consistently used across all classrooms at Parker Elementary. Teachers are beginning to embrace and implement the data cycle, but only a continued focus on data will ensure that teachers build upon this practice. Teachers need a robust understanding of how to differentiate their instruction based on analysis of their students' data.*

### Related Emerging and Sustaining Practices for School Turnaround

- Providing data-driven tiered instruction for all students

### Challenge Addressed by Priority Area 3

- **Lack of a comprehensive data system:** As noted by the Local Stakeholder Group in fall 2013, the school lacks a system for organizing school-wide data and tracking “at risk” students. Without easy-to-understand data, school leaders and teachers cannot accurately identify the “root cause” for why students struggle, nor can they provide the appropriate differentiation to help address these students’ needs.
- **Lack of use of data-driven instruction:** The use of data to drive instruction is a new instructional practice in the district, starting in the 2013-2014 school year. As noted in the 2011-2012 and 2012-2013 Monitoring Site Visits, teachers have not yet made the connection between their data analysis and their instructional practice. Teachers spent the first half of the 2013-2014 school year learning about the process of the data cycle, but teachers do not yet understand how to embed formative assessments into their daily instruction, how to consistently check for understanding, and how to adjust their instruction to ensure all students learn. Time has already been built into the school schedule so that teacher collaboration teams (TCTs) can meet two times per week, but this time has not been used effectively. Teachers require more coaching and support on how to transfer their data analysis into re-teach plans for differentiating instruction based on student need.

### Strategies to Achieve Priority Area 3

Key Strategy	Owner	Timeline
<p><b>3.1 Create a coherent system for organizing student data, communicating data to students and teachers, and acting on data.</b></p> <ul style="list-style-type: none"> <li>• <u>Collect the data:</u> Create a coherent system for collecting and organizing common formative assessment (CFA) data. <ul style="list-style-type: none"> <li>○ Identify an external partner to assist in this work.</li> </ul> </li> <li>• <u>Communicate the data:</u> Create a student data “dashboard” system to provide the principal and teachers with timely views of all students’ academic profiles and non-academic profiles for students who are at-risk (see Priority Area 4).</li> <li>• <u>Share data with students:</u> Help students understand their own performance data, set goals, and identify strategies for improvement.</li> <li>• <u>Create tools to use the data:</u> Improve existing tools and create new tools to help teachers and the principal analyze data (e.g., spreadsheets for reviewing CFA data school-wide, TCT toolkit, etc.). <ul style="list-style-type: none"> <li>○ Create a TCT calendar to clearly define the schedule for completing data cycles during the school year, including specific guidelines on when teachers should re-teach and re-assess their students.</li> </ul> </li> <li>• Using existing data, conduct a “root cause” analysis to identify why students struggle to meet grade-level goals and expectations.</li> <li>• This analysis will inform the schedule and topics for professional development needs addressed in Priority Area 1.</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation A-2.</i></p>	<p>Turnaround manager</p>	<p>August 2014 - ongoing</p>
<p><b>3.2 Ensure the regular administration of formative assessments in ELA and math.</b></p> <ul style="list-style-type: none"> <li>• Establish a calendar for administering assessments regularly in ELA and math throughout the year using Reading Street, Galileo assessments, etc. <ul style="list-style-type: none"> <li>○ Conduct additional diagnostic testing, including screening for English Language proficiency, for students who are identified as struggling and are consistently below grade-level.</li> </ul> </li> <li>• With the support of the principal and the turnaround manager, create banks of rigorous assessment questions aligned with the Common Core for teachers to use in their common formative assessments. <ul style="list-style-type: none"> <li>○ Share questions with other elementary schools district-wide.</li> </ul> </li> <li>• Embed formative assessments in daily instruction.</li> <li>• School instructional leadership team, which includes teachers and school administrators, monitors implementation of assessments at the classroom level by collecting formative assessments from a sample of classrooms and through conversations and analysis with teachers.</li> <li>• School instructional leadership team analyzes results of common formative assessments to identify school-wide trends in student learning and design strategies to address gaps.</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation A-4.</i></p>	<p>Principal, school instructional leadership team</p>	<p>September 2014 - monthly</p>
<p><b>3.3 Build the capacity of leadership staff and teachers to effectively use the data inquiry cycle to make data-driven decisions about instruction.</b></p> <ul style="list-style-type: none"> <li>• Based on the results of formative assessments, TCTs identify priority areas for each subject and grade-level.</li> </ul>	<p>Principal</p>	<p>September 2014 - ongoing</p>

<ul style="list-style-type: none"> <li>• As part of the extended day and staggered schedules, use TCT meetings and planning time to provide teachers with dedicated time to review student data. <ul style="list-style-type: none"> <li>○ As part of the TCT calendar, create agendas to ensure that TCTs make effective use of their time working on focused instructional goals and practices.</li> </ul> </li> <li>• Establish a voluntary professional learning community for teachers to deepen their understanding of data-driven instruction.</li> <li>• Develop and implement a professional development plan to ensure teachers know how to consistently check for student understanding, use embedded formative assessments to monitor student progress, and make meaning of data that impacts their classroom instruction.</li> <li>• Ensure that teachers provide supplemental supports/interventions to struggling students based on data, including: <ul style="list-style-type: none"> <li>○ Additional time on task during the intervention/remediation period</li> <li>○ Instruction during the intervention/remediation period that uses evidence-based programs with track records of success (e.g., SuccessMaker) <ul style="list-style-type: none"> <li>▪ Discontinue intervention/remediation programs that have been deemed ineffective based on student results.</li> </ul> </li> <li>○ Summer institute for four weeks for students identified as struggling in reading and math, based on MOY and EOY student achievement data, including Galileo and MCAS performance, and performance on common formative assessments</li> </ul> </li> <li>• Offer a Saturday Academy for struggling students in targeted grades to provide additional instruction for struggling students while simultaneously building the knowledge, skills, and capacity of parents and families to develop students at home (see Priority Area 4). <ul style="list-style-type: none"> <li>○ Hire an external consultant to assist in developing the curricula and program for the Academy.</li> <li>○ Identify students to attend the program based on performance data.</li> <li>○ Ensure that the program contains learning opportunities that address the specific learning targets of students who attend.</li> </ul> </li> <li>• Identify instructional best practices to address the areas in which students struggle. <ul style="list-style-type: none"> <li>○ Literacy coach provides job-embedded coaching and professional development to teachers on data analysis, coordinated by turnaround manager and principal.</li> </ul> </li> <li>• Coordinate provision of specialized instructional supports outside of the K-5 classroom in alignment with students' IEPs to minimize student absence during core instruction.</li> <li>• Ensure that principal provides growth-producing feedback to teachers on their use of data to inform instruction.</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-1.</i></p>		
<p><b>3.4 Monitor that TCT decisions result in differentiated instruction and additional learning time for all students, leading to improvement in student outcomes.</b></p> <ul style="list-style-type: none"> <li>• School instructional leadership team meets weekly to review student data, track progress towards meeting the school's goals, and make instructional</li> </ul>	Principal, literacy coach	September 2014 - ongoing

<p>adjustments as necessary.</p> <ul style="list-style-type: none"> <li>• TCTs make instructional adjustments after each formative assessment based on the results of the data.</li> <li>• TCTs reassess and regroup students based on most recent formative assessment data every 6-8 weeks.</li> <li>• Principal, school instructional leadership team, and literacy coach monitor data-driven decisions for impact by reviewing TCTs' action plans and reflection protocols, through conversations and analysis with teachers, and by classroom observations.</li> </ul>		
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*This priority area is aligned with Initiatives 2.1 and 2.2 in the 2013-2014 New Bedford Accelerated Improvement Plan.*

## **Final Outcomes**

By January 2015, the school leadership team will make data-driven decisions that result in teachers providing differentiated instruction and additional learning time for struggling students in 100% of meetings, as evidenced by minutes from leadership team meetings.

By June 2015, 100% of TCTs will make decisions that result in teachers providing appropriate supports/interventions, differentiated instruction, and additional learning time for all students, as evidenced by TCT minutes, re-teach plans, classroom observations and improved student outcomes.

*Priority Area 3 directly supports the Final Outcomes for Priority Area 1.*

### Early Evidence of Change

- By January 2015, 100% of classrooms focus core instruction on the priority areas identified by analysis of assessment data.
- By January 2015, 100% of Tier II and Tier III supplemental instructional supports/interventions will address areas where data has identified that students need support.
- By March 2015, all students will receive core instruction (Tier I), no more than 15% of students will require additional supports/instruction (Tier II), and no more than 5% of students will require more targeted and intensive supports/interventions (Tier III).\*

\*These numbers are targets; students will be provided the supports necessary to ensure individual learning.

### Implementation Milestones

#### **Strategy 3.1**

- By September 2014, the turnaround manager and school principal will establish a system for analyzing data. By October 2014 and ongoing throughout the year, TCTs will initially identify 100% of struggling students and the “root cause” for why they struggle. **Strategy 3.2**
- By September 2014, a calendar for conducting common formative assessments will be established and distributed to 100% of core teachers expected to administer these formative assessments.
- Every 6-8 weeks, 100% of core K-5 teachers will conduct formative assessments to identify students’ academic needs and learning gaps.

#### **Strategy 3.3**

- By October 2014 and ongoing throughout the year, 100% of struggling students identified by data will receive the appropriate supplemental supports/interventions during the intervention/enrichment block provided near the end of the school day.
- Every 6-8 weeks, 100% of core K-5 teachers will analyze the most recent common formative assessment data to identify students’ academic needs, identify appropriate interventions, and develop and implement re-teach plans.
- By October 2014, at least two priority areas for each subject and grade level will be identified based on beginning-of-the-year (BOY) formative assessment data.
- Every 6-8 weeks, priority areas for each subject and grade level will be re-assessed and new priority standards will be identified if necessary, based on formative assessment data.

#### **Strategy 3.4**

- By January 2015, 80% of teachers will show evidence of using differentiated instruction informed by data in their classrooms, as evidenced by student groupings, re-teach plans, classroom observations, conversations and analysis with teachers, and improvement in student outcomes

## Priority Area for Improvement 4: Ensure that all students succeed academically by establishing a climate that focuses on learning and engaging families as partners in student learning

### Rationale

*Parker School is responsible for ensuring that all students are productive learners during the school day and must establish a positive culture that focuses on student learning. Families are valued members of the school community whose collaboration is needed to support and accelerate student learning beyond the school day and at home. The school must increase family engagement in children's learning experiences by offering family-friendly activities and relationship-building focused on academics. These targeted activities and supports will lead to increased on-task behavior in the classroom for students, cooperative problem solving work with families on attendance and behavior issues, and reinforcement of academic content at home.*

### Related Emerging and Sustaining Practices for School Turnaround

- A safe, orderly, and respectful environment for students and teachers

### Challenges Addressed by Priority Area 4

- **Instructional time lost to behavioral issues:** The school does not have a fully developed tiered system of behavioral supports. As a result, student behavioral issues often detract from the focus on instruction in the classroom. In 2012-2013, the school's out-of-school suspension rate was 1.8%, more than double the suspension rate in 2011.
- **Limited number of focused approaches to engage families in academic activities:** Family engagement focused on student learning has been - limited at Parker: While many family members attend social events at the school, few events focused on academic issues have been offered; and attendance at those events has been low. For example, according to the 2012-2013 Monitoring Site Visit, families were engaged in social activities, such as family movie nights, cook-outs, and game nights, but not academic activities. On the 2012 Massachusetts TELLs survey, about 33% of teachers responded that parents and/or guardians were influential decision-makers at the school, and only 13% of teachers felt that families help students achieve their educational goals. Similarly, very few family members attended a meeting at the school in fall 2013 regarding Parker's status as a school at risk of being designated Level 5.
- **Poor connections with community resources to support students and families:** The school does not have existing formal structures to coordinate support for families. They struggled to build relationships with community resources to assist families who may have extensive needs. Going forward, providing supports for families facing extenuating circumstances will -help improve students' academic achievement.
- **Challenges engaging families who do not speak English:** Local Stakeholder Group members indicated that the school may be struggling with family engagement because of the number of families for whom English is not a first language. Data shows that the percentage of First Language Not English (FLNE) families has increased from 14% to 20% since 2011. The lack of bicultural and bilingual staff makes it difficult for families and school personnel to communicate and engage with each other in support of student learning and success.

## Strategies to Achieve Priority Area 4

Key Strategy	Owner	Timeline
<p><b>4.1 Establish a safe and respectful climate within the school so that all students can learn (Tier I Social/Emotional and Behavioral Supports).</b></p> <ul style="list-style-type: none"> <li>• Communicate key priorities in the turnaround plan and school-wide focus areas to students in a clear, kid/family-friendly way that ensures understanding of high expectations, academic goals, and how good attendance and positive behavior can help everyone in the school reach those goals. <ul style="list-style-type: none"> <li>○ Build on the district’s “Where Are You Headed?” campaign to help students begin to think about college, career, and other future aspirations.</li> </ul> </li> <li>• Establish school-wide behavioral expectations for staff. <ul style="list-style-type: none"> <li>○ During August professional development and ongoing throughout the year, establish the common understanding that teachers’ primary business in the classroom is ensuring that all students are fully engaged in their learning</li> </ul> </li> <li>• Establish school-wide behavioral expectations for students to support a safe learning environment. <ul style="list-style-type: none"> <li>○ This will be a Tier I, school-wide approach that will result in all Parker staff using common and consistent language and systems to help all students demonstrate on-task behavior during all academic classes.</li> <li>○ Establish a system for collecting and organizing data on student behavior.</li> <li>○ Engage staff, families, and students in determining whether to implement a student dress code.</li> </ul> </li> <li>• Coach teachers to build a repertoire of strategies for ensuring that students remain engaged and on task in the classroom (e.g. classroom management, positive reinforcement, providing opportunities to respond). <ul style="list-style-type: none"> <li>○ Provide professional development prior to the beginning of the school year so teachers construct the elements of fostering a laser-like focus on learning in their classrooms.</li> </ul> </li> <li>• Message monthly “core values” for students to motivate them to engage in their education and to set high expectations for all members of the school community.</li> <li>• Hold Student of the Month assemblies to recognize students for exemplary academic growth, performance, and effective effort, and provide rewards centered on learning and enrichment.</li> <li>• Monitor programs and behavioral expectations for impact, celebrate successes, and make mid-course corrections as necessary (see Priority Area 3 for academic alignment).</li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-5.</i></p>	<p>Behavior intervention specialist</p>	<p>September 2014 – ongoing monthly</p>
<p><b>4.2 Provide tiered supports to students demonstrating behaviors that prevent them and others from fully engaging in the classroom (Tier II and Tier III supports).</b></p> <ul style="list-style-type: none"> <li>• Hire a behavior intervention specialist to plan, coordinate and implement this work.</li> </ul>	<p>Principal, behavior intervention specialist</p>	<p>September 2014 – Ongoing</p>

<ul style="list-style-type: none"> <li>• <b>Tier II:</b> Teachers, family members, and students work with behavior intervention specialist to develop behavior plans or identify supplemental supports/interventions for identified students who have difficulty staying on task and/or are disruptive in the classroom. <ul style="list-style-type: none"> <li>○ Students identified as needing Tier II supports based on behavioral issues inside and outside the academic setting.</li> <li>○ Teachers, family members, and behavior interventionist review both academic and behavioral data to determine the root cause of misbehavior (see Strategy 4.3).</li> <li>○ Teachers, family members, and behavior interventionist work with students to develop behavior plans to raise students' academic achievement and address behavioral issues at school and at home.</li> <li>○ Teachers, family members, and behavior interventionist monitor behavior plans for impact and adjust as necessary.</li> </ul> </li> <li>• <b>Tier III:</b> Teachers, students, and families collaborate with Family Resource Center staff and behavioral intervention specialist to identify community resources to assist families in need of services and support. . <ul style="list-style-type: none"> <li>○ Students identified as needing more intensive and targeted supports/interventions</li> <li>○ Teachers, family members, Family Resource Center staff, and behavior interventionist review both academic and behavioral data to determine the root cause of off-task behavior with a plan to increase focused learning time and student outcomes.</li> <li>○ Teachers, family members, Family Resource Center staff, and behavior interventionist monitor behavior plans for impact on learning and adjust as necessary.</li> </ul> </li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation B-5.</i></p>		
<p><b>4.3 Establish meaningful communication and relationship-building between teachers and families to reinforce and support academic goals and student success.</b></p> <ul style="list-style-type: none"> <li>• Provide professional development to teachers on cultural competencies before the beginning of the school year to engage with all family members, including those who are not native English speakers.</li> <li>• Clarify and monitor expectations for teacher communication with families. <ul style="list-style-type: none"> <li>○ Core K-5 teachers reach out to families one to three times over the summer during the summer institute.</li> <li>○ Core K-5 teachers reach out to the families of all their students at least once a month during the school year to discuss students' academic progress.</li> <li>○ Core K-5 teachers hold at least one parent-teacher conference with all their students' families during the school year.</li> <li>○ Encourage teachers to conduct home-visits to families who are receptive to engaging with teachers in their homes.</li> <li>○ All educators record written and oral communication with families in a log.</li> </ul> </li> <li>• Reinvigorate the school-site council by leveraging it as an opportunity for families to provide input, feedback, and support to turnaround efforts. <ul style="list-style-type: none"> <li>○ Ensure supports are available so that families who do not speak English can fully participate.</li> </ul> </li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation C-1, D-</i></p>	Principal, Family Resource Center manager	Summer 2014 - ongoing

1, D-3, and D-4.		
<p><b>4.4 Build parent capacity to support academic goals and school success.</b></p> <ul style="list-style-type: none"> <li>• Communicate key priorities in the turnaround plan and school-wide focus areas to families in a clear, family-friendly way. <ul style="list-style-type: none"> <li>○ Educate families on grade-level expectations for rigor for their students in reading and math, and what they can do at home to support those goals.</li> <li>○ Provide translation into all languages spoken at home in all family communications.</li> </ul> </li> <li>• Establish a Family Resource Center to coordinate family and community engagement activities that are linked directly to student learning. <ul style="list-style-type: none"> <li>○ Hire a coordinator for the Resource Center to help families access resources through community agencies to provide extensive services and supports, including language and workforce supports.</li> <li>○ Investigate successful Parent Academy models to offer parent support and programming.</li> </ul> </li> <li>• Through the Family Resource Center: <ul style="list-style-type: none"> <li>○ Analyze school-level data from past events to identify successful strategies for engaging families.</li> <li>○ Offer school-wide evening events that combine literacy and math development with engaging activities for children and families to learn together.</li> <li>○ Hold school-wide evening events and workshops to help all families, with a focus on non-native English speakers, navigate the school system, understand how to interpret grades and MCAS results, and make the link between their child's elementary school experience and their goal to be prepared for college and careers.</li> </ul> </li> <li>• Partner with community-based agencies or organizations to provide wraparound services (e.g., home visits, adult workforce development, wraparound referrals, family literacy development, mentoring, etc.) that enhance student learning and ensure families are partners in their child's progress toward higher achievement.</li> <li>• Offer a Saturday Academy program in the 2014-2015 school year in targeted grades, to provide additional instruction for struggling students while simultaneously building the knowledge, skills, and capacity of parents and families to develop students at home (see Priority Area 3). <ul style="list-style-type: none"> <li>○ Offer high-quality learning opportunities for parents and families, facilitated by community partners and teachers, for three hours twice a month in October, November, January, February, March, April, and May.</li> </ul> </li> </ul> <p><i>This strategy is informed by Local Stakeholder Group recommendation C-1, D-1, D-3, and D-4.</i></p>	Family Resource Center manager	September 2014 - ongoing

*This priority area is aligned with Initiatives 4.1 and 4.2 in the 2013-2014 New Bedford Accelerated Improvement Plan.*

**Final Outcomes**

By June 2015, student attendance will be at or above 95.7%, and out-of-school suspensions will be at or below 1.4% without a related increase in in-school suspensions.

By June 2015, at least 70% of families responding to a survey will demonstrate an understanding of Parker Elementary School's vision for turnaround and will take regular action to support their student's academic achievement.

*Priority Area 4 directly supports the Final Outcomes for Priority Area 1.*

### Early Evidence of Change

- Starting in September 2014 and ongoing throughout the year, 100% of core K-5 teachers will communicate at least once per month with at least one family member of all their students.
- By January 2015, 40% of families will have attended at least one event offered at the Family Resource Center, as measured by attendance logs at events.
- By June 2015, 80% of students who respond to a school survey will report feeling both challenged and supported by adults at the school.
- By June 2015, 80% of core K-5 teachers will be rated as proficient or exemplary on indicator III-C. Communication in their summative or formative evaluations.

### Implementation Milestones

#### **Strategy 4.1**

- By January 2015, 80% of students will follow school-wide behavioral expectations as measured by student detention rates and in-school suspension rates.

#### **Strategy 4.2**

- By September 2014, all students' social/emotional skills will be assessed to identify whether they require additional Tier I, II or III behavioral supports/interventions.
- By October 2014 and ongoing throughout the year, all students will be reassessed every 6-8 weeks to determine what behavioral supports are needed, if any.
- By June 2015, 50% of students with behavioral plans will have achieved the goals outlined in their plans, as measured by the behavior intervention specialist, teachers, and families.

#### **Strategy 4.3**

- By August 2014, a Family Resource Center manager will be hired for the school.
- By September 2014, a family engagement plan will be developed, as informed by data analysis of previous successful community events at Parker.
- Starting in October 2014 and ongoing throughout the year, the Family Resource Center will host monthly events for families and community members.
- By January 2015, 50% of core K-5 teachers will have participated in at least one Saturday Academy or evening program.

<b>Statutory requirements</b>	<b>Related Priority Area(s)</b>
Achievement gaps for limited English-proficient, special education and low-income students	All Priority Areas
Alternative English language learning programs for limited English proficient students	Priority Area 1
Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening	Priority Area 4
Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment	Priority Area 4
Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities	Priority Area 4
A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources	Appendix C
Formation of a Parent Advisory Committee focused on English Language Learners (if applicable)	Priority Area 1
Strong leadership in schools, including a new or current principal with a track record of success	Priority Areas 1, 2, &3
Redesigned school day, week, or year to include additional time for student learning and teacher collaboration	Priority Area 2

### **Turnaround Plan Authorization**

The turnaround plan is authorized for a period of three years. The Superintendent may develop additional components of the plan, which must be approved by the Commissioner.

### **Guidance on Changes in Policy and Strategies to Consider under State Law**

The Superintendent will use the proposed changes in policies and strategies available to Level 5 schools to implement the school's Turnaround Plan as marked below.

#### **Curriculum and Instruction**

- ✓ **Expand, alter, or replace curriculum:** The Commissioner may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- ✓ **Expand use of time:** The Commissioner may expand the school day or school year or both of the school
- ✓ **Add Kindergarten or pre-Kindergarten:** The Commissioner may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

#### **Financial and Asset Management**

- ✓ **Reallocate school budget:** The Commissioner may reallocate the uses of the existing budget of the school
- ✓ **Reallocate district budget:** The Commissioner may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district

#### **Human Resources**

- ✓ **Attract and retain leaders and teachers:** The Commissioner may provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, to attract or retain highly qualified administrators, or

teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan

- ✓ **Make staffing changes:** The Commissioner may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school
- ✓ **Implement a new system of evaluation and/or performance compensation:** The Commissioner may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- ✓ **Leadership development:** The Commissioner may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

### **Professional Development and Collaboration**

- ✓ **Embedded professional development:** The Commissioner may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- ✓ **Expanded teacher planning time:** The Commissioner may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

### **Leadership and Governance**

- ✓ **Change contract or collective bargaining agreements:** The Commissioner may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided that the Commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided that the Commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause
- ✓ **Change district policies:** The Commissioner may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

### **Additional Strategies**

- ✓ **Study best practices:** The Commissioner may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- ✓ **Address mobility and transiency:** The Commissioner may establish strategies to address mobility and transiency among the student population of the school

**Additional strategies:** The Commissioner may include additional components based on the reasons why the school was designated as chronically underperforming and the recommendations of the local stakeholder group

## **Appendix A: Working Conditions and Compensation for Level 5 School**

*Following are the terms for working conditions and compensation specific to the John Avery Parker Elementary School, a Level 5 school in the district. The Commissioner and Superintendent Durkin reserve the right to make additional changes to the collective bargaining agreement as needed. Nothing contained in the turnaround plan or the collective bargaining agreement shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §J.*

### **TERMS AND CONDITIONS FOR EMPLOYEES AT THE JOHN AVERY PARKER SCHOOL**

Pursuant to G.L. c. 69, §1J, the Commissioner must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the John Avery Parker Elementary Schools, hereinafter referred to as “the school”. The Commissioner will take all appropriate steps necessary to support the goals of the turnaround plan. Among other things, the Commissioner may:

- (1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses;
- (2) reallocate the uses of the existing budget of the school;
- (3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district;
- (4) provide funds, subject to appropriation, to increase the salary of an administrator, or teachers in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan;
- (5) expand the school day or school year or both of the school;
- (6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes;
- (7) limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause;
- (8) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications;
- (9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school;
- (10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;
- (11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;
- (12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership; and
- (13) establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure.

The terms outlined below are necessary for the successful implementation of the turnaround plan and reflect mandatory changes to the school’s policies, agreements, work rules, and any practices or policies. These terms will take effect July 1, 2014. The Commissioner reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.

Central to the School Turnaround Plan is the requirement that the John Avery Parker Elementary School make effective use of its resources to maximize student achievement. In particular, the John Avery Parker Elementary School Turnaround Plan requires Superintendent Durkin develop and utilize the new performance-based compensation system, which will contain a career path and which compensates employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and may serve as a model for the district to consider in setting future compensation policies.

Part I, below, sets out working conditions for all staff at the school.

Part II, below, sets out the performance-based compensation system.

These terms shall supersede any contrary provision of the district's collective bargaining agreements or any pre-existing practice or policy. The terms reflect mandatory changes to the district's policies, agreements, work rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J.

## **I. WORKING CONDITIONS**

To implement the John Avery Parker Elementary School Turnaround Plan, the Commissioner has selected Superintendent Pia Durkin as the Commissioner's designee (hereinafter referred to as Superintendent Durkin) to implement the turnaround plan for the school. Superintendent Durkin shall have full managerial and operational authority for the school. Superintendent Durkin shall develop and the Commissioner shall approve, an annual operational plan which outlines working conditions for staff working at the school.

Superintendent Durkin retains final authority over school-based decision-making and her determination shall be final.

### **Conditions Necessary for Superintendent Durkin to Succeed**

Superintendent Durkin will exercise key autonomies derived from those articulated in the Commissioner's school turnaround plan. Below are the conditions and autonomies that are necessary for the successful transformation of the John Avery Parker School as a low-performing school:

#### **Student Discipline**

Superintendent Durkin shall have the discretion to establish the code of conduct for students and establish procedures and standards for the discipline of students in the school.

#### **Staffing**

##### ***Collective Bargaining Agreements:***

- All staff members at the school will continue to be represented by their respective collective bargaining units. However, certain terms of the collective bargaining agreements in effect across the district will not apply at the school managed by Superintendent Durkin. Also, prior Level 4 agreements and/or decisions of the John Avery Parker Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. John Avery Parker Elementary School employees will also accrue seniority while employed at the school. Superintendent Durkin will adopt the new compensation strategy to be effective July 1, 2014 for teachers. (See Part II).
- Grievance Procedure: Notwithstanding any provision in a collective bargaining agreement, the Grievance Process for employees at the John Avery Parker Elementary School shall be as follows:

A grievance is defined as an allegation of a violation of an applicable provision of the parties' collective bargaining agreement. The following are excluded from the definition of grievance and from this grievance procedure:

Suspension of professional employees

Discharge of professional employees

Non-renewal of professional employees.

- A. The grievant may be represented by his/her union representative at any level of the dispute resolution process.
- B. Grievance Process:
1. Level 1 Grievance: The employee may submit a grievance to the Principal in writing within ten (10) work days of the occurrence of the event giving rise to the grievance. The grievance must include a description of the alleged violation, identify the specific violation of the parties' agreement alleged to have been violated, and state the desired resolution.
  2. Level 1 Response: Within ten (10) work days of the receipt of the grievance, the Principal/designee will schedule a meeting with the grievant to discuss the grievance. Within five (5) work days of the meeting, the Principal/designee will issue a decision to the NBEA.
  3. Level 2 Grievance: If the grievant is not satisfied with the Principal's/designee's response at Level 1, the grievant may submit the grievance to the Commissioner's designee, Dr. Pia Durkin, in writing within five (5) work days of receiving the Level 1 response. The grievant's submission to the Commissioner's designee shall include the Level 1 Grievance and the Level 1 Grievance Response and an explanation with the reasons why the grievant does not find the Level 1 Response satisfactory.
  4. Level 2 Response: Within fifteen (15) work days of the receipt of the grievance, the Commissioner's designee will schedule a meeting with the grievant to discuss the grievance. Within five (5) work days after the meeting, the Commissioner's designee will issue a decision to the NBEA for professional employees or to the applicable union, if the employee is not represented by the NBEA.
  5. Level 3 Grievance: If the grievant is not satisfied with decision of the Commissioner's designee, she/he may submit the grievance in writing to the Commissioner of the Department of Elementary and Secondary Education for the Commonwealth of Massachusetts within five (5) work days of receipt of the Level 2 Response. The employee's submission to the Commissioner must include the following information:
    - Name of Grievant;
    - For employees represented by the NBEA, New Bedford Educators Association, 160 William St. New Bedford Ma, 02740. For employees represented by another union, the name and address of the applicable union.
    - School District where Grievant is employed;
    - Level 1 grievance;
    - Level 1 decision;
    - Level 2 grievance;
    - Level 2 decision; and
    - An explanation with the reasons why the Level 2 decision was not satisfactory to the Grievant.
  6. Level 3 Decision: The Commissioner's designee's Level 2 response will be entitled to substantial deference during the Commissioner's review of the Level 3 grievance. The Commissioner's decision shall be final. The Level 3 decision shall be sent to the NBEA if the grievant is represented by the NBEA. If the employee is represented by another union, the Commissioner's decision will be sent to the applicable union.

## 7. General Provisions:

- A. The time periods are considered maximum periods. Failure of the grievant to advance his/her grievance to the next level within the time period shall be deemed to be acceptance of the grievance answer/decision at the prior Level.
- B. The Commissioner's designee has the authority to suspend or amend the time periods for any one or more grievances in writing by agreement with the union.

### ***Personnel:***

- Superintendent Durkin has the sole discretion to select the staff for any and all positions at the school, including administrators, teachers, maintenance staff, nurses, security guards, etc. There is to be no requirement for Superintendent Durkin to employ any specific individuals in the school.
- Superintendent Durkin may select staff for union-represented positions without regard to posting requirements, transfer provisions, recall provisions, and seniority provisions in an applicable collective bargaining agreement and without regard to any applicable and past practices between the school committee and union.
- Superintendent Durkin may formulate job descriptions, duties and responsibilities for any and all positions in the school.
- Staff in the existing school (and the district) shall not have attachment rights to any position and Superintendent Durkin may unilaterally move any employee at the school to another position provided that for positions requiring a license or certification that the employee is properly licensed and certified.
- Superintendent Durkin may choose to terminate or non-renew any union or non-union employee pursuant to federal and state laws and municipal ordinances.
- In dismissing an employee as a result of misconduct, Superintendent Durkin shall not be bound by any provision in an applicable collective bargaining agreement, practices or procedures between the school district and any collective bargaining unit. Superintendent Durkin shall issue discipline, up to and including termination, to employees in accordance with applicable federal and state laws and municipal ordinances.
- The school and its employees are exempt from the layoff and recall provisions of any applicable collective bargaining agreement and any associated practices.
- Notwithstanding any provision in an applicable collective bargaining agreement or practice to the contrary, administrators may without limitation have discussions with educators regarding professional practice, student needs, data analysis, curriculum, and other topics regarding or related to improving instruction and educational outcomes for students.

### **Professional Obligations**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at the John Avery Parker Elementary School. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, promotional exercises, and other similar activities.

Notwithstanding any provision of an applicable collective bargaining agreement or practice to the contrary, and subject only to the requirements of any applicable state or federal law, all employees assigned to work at the John Avery Parker Elementary School shall request and receive advance approval from the Principal/designee whenever possible for each personal day requested. Employees will inform the Principal/designee as soon as practicable of the employee's need to use a sick day(s) prior to taking the day.

### **Expectations for Staff Members**

- The term of employment for teachers will be July 1 through June 30, and will include the following:
  - Up to and including 20 days for professional development, planning time, Saturday Academies (not to exceed two per teacher per work year), and Summer Academies;

- Up to and including 185 instructional days with students in attendance for seven and one half (7.5) hours per full day of school;
  - Superintendent Durkin and Chief Academic Officer will develop the schedule for students and for employees and shall determine the content for professional development and planning days.
  - Wednesday prior to Thanksgiving: On the Wednesday prior to Thanksgiving, professional employees shall remain in their assignments fifteen (15) minutes beyond the actual dismissal time of students.
  - Final Day of Classes in the Work Year: The final day of classes will be a full work day for professional employees but a half-day for students with dismissal time for students being the same as the day before Thanksgiving.
- The John Avery Parker Elementary School will use the state's model educator evaluation system, as determined by Superintendent Durkin.
  - Except as noted below, the standard workday for professional employees represented by the NBEA at the school will be 8 hours. Professional employees shall arrive at least fifteen (15) minutes prior to the start of the student day and may be required to supervise students as students arrive. Professional employees may be assigned duties, including duties before and/or after school, to support the smooth operation of the John Avery Parker Elementary School. The Commissioner's designee shall establish the hours for the work day.

Additional working conditions for specific staff are as follows:

*Grade-level Teachers* at the Parker School shall receive up to 175 minutes of preparation time per 5-day week and up to 90 minutes of common planning time per five-day week, excluding Summer Academy weeks. Specialists will not be entitled to common planning time but may be assigned to participate in some common planning time from time to time at the discretion of the Principal. Common planning time activities shall be determined by administration and may include but are not limited to common planning time, tutoring students, student help sessions, supervision of students, working with colleagues, grade-level meetings, cross-grade level meetings, subject area meetings, training, coaching, professional development, data analysis or other activities, duties or tasks as determined by the administration.

- The schedule will be created in such a way that teachers will have a duty-free lunch lasting approximately 30 minutes each full work day.
- Superintendent Durkin, Chief Academic Officer, and/or Principal will select teachers to take part in a summer academy program for students. Teachers will participate in a half-day of professional development or other activity as determined by the administration and spend a half-day working with students. The summer program is anticipated to be up to and including 16 days over a 4-week period with each day being 6.5 hours.
- *Teacher leaders:* At least 2 teacher-leaders will be identified: one in grades K-2 and one in grades 3-5. Applicants for the position may apply and applications will be reviewed by Superintendent Durkin, the Chief Academic Officer, and/or Principal. Superintendent Durkin shall determine the job duties, responsibilities, and qualifications for such teacher leader positions which are expected to include: (1) coaching of peers on providing rigorous instruction and (2) opening up the teacher leader's classroom to peers so teachers can view model lessons and use that observational learning to adjust their own practice accordingly in their own classrooms. Superintendent Durkin shall establish the salary or stipend for such teacher leader positions and shall appoint qualified individuals to such positions whom she may remove in her sole discretion.
- Student support services personnel such as guidance counselors, social workers, nurses, behaviorists, SAC, therapist, OT, PT may be assigned staggered start and end times to their work days provided the employee's starting time is within one hour of the regular start time and the time is continuous.
- *After School Meetings and Activities:*
  - In addition to meetings pursuant to Section E.1 of Article 12 of the NBEA Unit A collective bargaining agreement, professional employees in the school will be required to attend up to and including three (3) meetings per month. Meetings will begin within a reasonable amount of time following the end of the student day (generally and approximately ten (10) minutes after the end of the student dismissal)

and will last no longer than seventy-five (75) minutes. Content of the meetings will be determined by Superintendent Durkin, Chief Academic Officer, Principal, and/or Teacher Leader with approval of Principal and may include but are not limited to professional development activities, common planning, grade-level meetings or activities, cross grade-level meetings. New personnel in their first full year of employment in the John Avery Parker Elementary school may be required to attend additional meetings.

- Employees at the John Avery Parker Elementary School may be required to attend four (4) evening parent-teacher conferences and one (1) open house each school year, and up to and including four (4) evenings each year for the school. Events may include but are not limited to plays, shows, and recreation events for students. Evening meetings and events shall not last more than two (2) hours and shall end no later than 9:00 p.m. During all evening meetings and events there will be an administrator, administrator's designee, or central office staff member present for the duration of the evening meetings.

During a typical Monday – Friday week, all staff members are expected to perform additional duties that support the smooth operation of the school before the school day, during the school day, and after the school day. Additional responsibilities may include but are not limited to: coverage of homeroom periods; substitute coverage of classes and duties of others who are absent from school; coverage of school and afterschool activities (e.g., lunch periods, recess, etc.).

Superintendent Durkin, Chief Academic Officer, and/or Principal may assign NBEA members to be available to support, assist, and communicate with students and parents in the Family Resource Center.

- Superintendent Durkin, Chief Academic Officer, and/or Principal may select any NBEA members to participate in the Saturday Academy. NBEA members will be expected to participate in no more than two Saturday Academy sessions during the school year.
- NBEA members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to the following:
  - Conducting home visits Professional employees will be offered training prior to commencing home visits. When necessary, home visits may be conducted at another mutually agreed upon location. Home visits by professional employees shall occur outside of the school day and with notice to the principal. Professional employees may schedule their home visits with another educator if they choose. If an educator is assigned to participate in a home visit(s) the educator shall be paired with another educator if the educator so requests.);
  - Conducting regular contact with families of students with chronic behavior issues, poor attendance and/or other factors that are impacting student learning gains will be made to discuss academic and social progress of these students on a weekly basis;
  - Participating in four family conference evenings during the school year;
  - Preparing of individual Progress Reports and Report Cards;
  - Leading student extracurricular activities;
  - Maintaining a subject-area bulletin board;
  - Working regularly with school administrators to improve one's instructional practices;
  - Checking homework on a daily basis;
  - Attending student-related meetings; and
  - Serving as an advisor to a small cohort of students

- **Notice of Retirement:** A teacher shall provide notice pursuant to Article 7 of the NBEA contract that includes an irrevocable resignation and must be made to the Superintendent of Schools on or before February 1<sup>st</sup> with payment being made on or before the 1<sup>st</sup> of September of the same calendar year.

## **II. PROFESSIONAL COMPENSATION SYSTEM**

Effective July 1, 2014, Superintendent Durkin will implement the following new performance-based compensation system which contains a career path and which compensates professional employees based on individual effectiveness, professional growth, and student academic growth. This new system replaces the salary schedule in the NBEA Unit A collective bargaining agreement.

Basic Principles of the plan:

Provides competitive compensation for teachers

Rewards teachers for excellent performance and effectiveness

Provides a career path for teachers to grow professionally without leaving the classroom

Provides opportunities to reward teachers for their contributions to student growth

It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performers and leaders.

The new professional compensation system will be implemented for professional employees in the John Avery Parker Elementary School that includes a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Master—that will compensate teachers commensurate with their development and impact on students. This new system replaces the salary schedule in effect during the 2013-2014 school year. It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performers and leaders.

The Commissioner's designee for the John Avery Parker Elementary School may include student performance measures in the evaluation of teacher performance and determination of teacher compensation.

### **CAREER LADDER**

#### **Definitions:**

**Novice** teachers are typically first-year teachers entering teaching directly from college.

**Developing** teachers are early career educators, typically with one to two years of experience. There are two levels within the Developing tier.

**Career** teachers have been recognized as excellent educators. Career teachers serve as role models to less-experienced educators, and proactively drive their own professional growth.

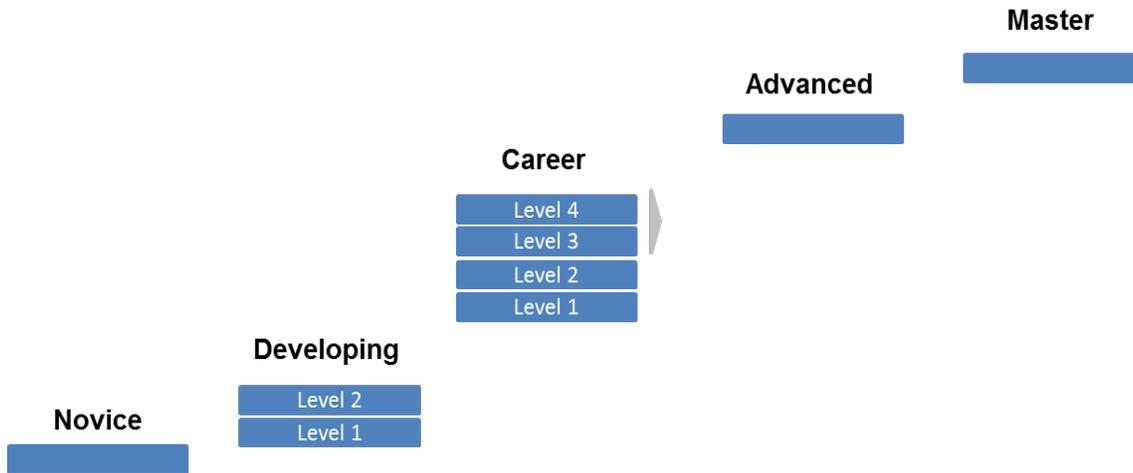
**Advanced** teachers are outstanding educators who serve as school-wide models of excellence.

Advanced teachers have at least five years of experience and possess deep expertise in their craft.

**Master** teachers are exceptional educators who serve as school-wide and district-wide models of excellence. Master teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of already-gifted educators. Master teachers will assume additional roles and responsibilities to support the school's and district's improvement.

**Transition to the Career Ladder**

Effective July 1, 2014, each New Bedford Public Schools teacher assigned to the John Avery Parker Elementary School will be placed on one of the Levels based on such teacher's performance as determined by the Commissioner's designee. Teachers newly hired and assigned to the John Avery Parker Elementary School will be placed on one of the Levels as determined by the Commissioner's designee:



**Career Ladder 2014-15 Salary**

Novice	\$49,000
Developing Level I	\$52,000
Developing Level II	\$55,000
Career Level I	\$62,000
Career Level II	\$65,500
Career Level III	\$69,000
Career Level IV	\$74,000
Career Level IV	* \$74,000+

\* Also includes Career Legacy teacher, defined as a teacher whose base salary for the 2013-2014 school year exceeds \$74,000.

The ELT stipend (\$7,000) and longevity payments from the 2013-2014 work year are rolled into the salaries listed above. Commencing with the 2014-2015 work year, the ELT stipend and longevity payments are extinguished.

A New Bedford teacher whose 2013-2014 annual base salary exceeds \$74,000 will be identified as a Career Legacy teacher. A Career Legacy teacher's new annual base salary will be the sum of the following components: 1) 2013-2014 annual "step and lane" salary including the \$7,000 ELT stipend if applicable, 2) 2013-2014 longevity payment, and 3) an additional \$750.

The annual base salary for an "Advanced" teacher will be \$81,500. A teacher designated as an Advanced teacher, whose total compensation exceeds \$81,500, will receive an additional \$750.

The annual base salary for a "Master" teacher will be \$89,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$89,000. These stipend compensation amounts shall be included in base pay, or otherwise considered as part of the teacher's annualized salary, for retirement purposes.

The salary schedule will be reviewed and may be adjusted periodically by the Commissioner's designee to reflect market conditions.

### **Advancement on the Career Ladder**

A Novice teacher shall advance to Developing I and a Developing I teacher shall advance to Developing II annually provided that the teacher does not receive an end-of-year overall evaluation rating of "unsatisfactory" and provided that such teacher's employment is renewed.

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of "proficient" or "exemplary" is received, with "proficient" or better ratings on all four standards. It is expected that educator evaluation ratings and student performance data will be major components of the teacher's evaluation. A teacher with an end-of-year overall rating of "proficient" who has achieved less than "proficient" ratings in the third and fourth standards may still advance to the next level with the recommendation of the building principal and the approval of the Commissioner's designee.

A teacher may advance on the salary scale more rapidly than described at the discretion of the Commissioner's designee

.Novice, Developing, Career, and Advanced teachers who continue in employment at the John Avery Parker Elementary School shall not have their salary reduced based on their performance evaluation.

Consistent with the School Turnaround Plan, based on past experience and performance, a newly-hired teacher may be placed above the Novice level at the discretion of the Commissioner's designee

The categories of Advanced and Master teachers will be established effective July 1, 2014. The roles, expectations, and selection criteria for Advanced and Master teachers will be determined by the Commissioner's designee.

A teacher who has attained the status of Career III or a higher level and received "proficient" or "exemplary" overall end-of-year ratings the previous two years can apply to become an Advanced teacher through a cumulative career portfolio, including demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner's designee.

A teacher who has attained the status of Career III or a higher level and received "exemplary" overall end-of-year ratings the previous two years can apply to become a Master teacher through a cumulative career portfolio with demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner's designee. The portfolio may include 1) student growth data over time; 2) endorsements from peers, parents, students, and administrators; 3) and evidence of effective instruction.

In addition to teacher advancement as outlined above, the Commissioner's designee may provide additional compensation to a bargaining unit member if she determines that such payment is necessary to better serve the needs of the students. Such compensation may include payment to teachers who possess additional certifications not required by their current positions, and/or for performing additional duties, etc.

### III. Summary Regarding Bargaining Activity

On January 29, 2014, Commissioner Chester sent letters to the New Bedford School Committee and several unions representing employees who work at the Parker School notifying them that the turnaround plan for the Parker School would require changes to the collective bargaining agreements, and requiring them to bargain with respect to these changes.

An ESE representative met in Executive Session with the Superintendent and the School Committee to review the contents of the working conditions changes and the parameters for the compensation plan.

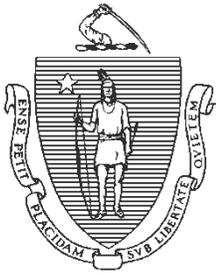
DESE provided the required changes to working conditions at the Parker School to the Superintendent. The district scheduled sessions with the teachers union. The New Bedford Superintendent and key staff members assisted the school department's labor attorney during the negotiations. There were several preparatory meetings and discussions with the Superintendent, the labor attorney, a DESE representative, and school department personnel.

#### New Bedford Teachers Association

Meetings were held with representatives of the NBEA and the Massachusetts Teachers Association on February 24, 27, and 28 pursuant to the Commissioner's directive. The NBEA represents both the teachers and the administrators in the district. The bargaining sessions were attended by the Superintendent as well as an ESE representative. The Superintendent provided the NBEA with a Working Conditions Summary Document for the Parker School that outlined various changes to terms and conditions of employment and set forth a model compensation plan which would serve as a basis for compensation changes in the school. The Superintendent and the labor attorney explained the intended changes at the school and answered questions posed by the NBEA and the MTA. The NBEA made counterproposals to the changes. Some agreements were reached on language changes which have been incorporated into the plan. Ultimately, no agreement was reached on the totality of the required changes, including teacher compensation.

#### Other Unions

The district's Human Resources Director has met or has scheduled meetings with the other employee unions. They have decided to continue to discuss the changes, but do not anticipate any issues since the majority of the changes apply only to teachers in the Parker School.



Mitchell D. Chester, Ed.D.  
Commissioner

## **Massachusetts Department of Elementary and Secondary Education**

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

January 29, 2014

The Honorable Jon Mitchell  
Chair, ex officio New Bedford School Committee

New Bedford City Hall  
New Bedford, MA 02740

Lisa Poulos  
c/o Casimir Pulaski School  
1097 Braley Road  
New Bedford, MA 02745

Re: John A. Parker School

Dear Mayor Mitchell and Ms. Poulos:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the John A. Parker School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Parker school, I am now in the process creating a turnaround plan for the school.

The Achievement Gap Act states that in creating the turnaround plan, I may “limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

The turnaround plan for the Parker school will require changes in the collective bargaining agreement. The turnaround plan will include a longer school day, a longer school year, a performance based compensation system, and new working conditions. As a result, by this letter, I am requiring that the New Bedford School Committee and the New Bedford Educators Association bargain in good faith for 30 days in connection with these matters.

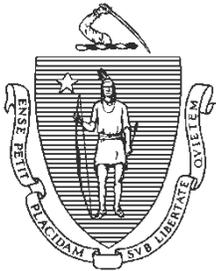
I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

**Signed by Commissioner Chester**

Mitchell D. Chester, Ed.D.  
Commissioner

C: Pia Durkin, Superintendent



Mitchell D. Chester, Ed.D.  
*Commissioner*

## ***Massachusetts Department of Elementary and Secondary Education***

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75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

January 29, 2014

The Honorable Jon Mitchell  
Chair, ex officio New Bedford School Committee  
New Bedford City Hall  
New Bedford, MA 02740

Louis St. John  
President, New Bedford Educators Association  
160 William Street  
New Bedford, MA 02740

Re: John A. Parker School

Dear Mayor Mitchell and Mr. St. John:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the John A. Parker School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Parker school, I am now in the process creating a turnaround plan for the school.

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I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

**Signed by Commissioner Chester**

Mitchell D. Chester, Ed.D.  
Commissioner

C: Pia Durkin, Superintendent



Mitchell D. Chester, Ed.D.  
*Commissioner*

## ***Massachusetts Department of Elementary and Secondary Education***

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370

January 29, 2014

The Honorable Jon Mitchell  
Chair, ex officio New Bedford School Committee  
New Bedford City Hall  
New Bedford, MA 02740

Douglas Brites  
c/o New Bedford High School  
230 Hathaway Blvd

New Bedford, MA 02740

Re: John A. Parker School

Dear Mayor Mitchell and Mr. Brites:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the John A. Parker School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Parker school, I am now in the process creating a turnaround plan for the school.

The Achievement Gap Act states that in creating the turnaround plan, I may “limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

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I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

**Signed by Commissioner Chester**

Mitchell D. Chester, Ed.D.  
Commissioner

C: Pia Durkin, Superintendent

## **Appendix B. Measurable Annual Goals**

The Measurable Annual Goals for Parker Elementary School's preliminary turnaround plan are located at:

<http://www.doe.mass.edu/apa/sss/turnaround/level5/schools/>

## **Appendix C. Financial Plan for the School**

### **John Avery Parker Elementary School Financial Plan**

The Commissioner and the Superintendent are fully committed to the most effective use of the Parker Elementary School's resources in order to achieve the rapid, dramatic improvement of the school. The effective use of resources to maximize student achievement is the principle on which all of the school's strategies will be based. All resources allocated to Parker Elementary School, including time, funds, human capital, operational supports and other resources – will be aligned in support of student learning.

Given that salaries and employee benefits are the largest and most significant portion of a school's budget, the Commissioner and the Superintendent will ensure that those investments are allocated in a manner most likely to promote increased student learning. In addition, the Commissioner and the Superintendent will ensure the provision of sufficient time for student instruction and staff development, and that the use of that time maximizes student achievement. At the same time, they will curtail expenditures that fail to demonstrate a positive relationship to student learning.

#### Projected Funding Available for Parker Elementary School in Fiscal Year 2014-2015

Pursuant to the Achievement Gap Act, a district is required to provide funding to a Level 5 school that is at least equal to the average per pupil funds received by other schools in the district for students of the same classification and grade level.<sup>1</sup> The Act also authorizes the Commissioner to reallocate the use of those funds within a Level 5 school. If the Commissioner determines that a district has not provided the required level of funding to a Level 5 school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to Parker Elementary School. If the Commissioner decides to provide additional funds to Parker Elementary School from the district budget, the Commissioner will notify the school committee and the superintendent in writing of the amount and the rationale for the additional funds.

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<sup>1</sup> G.L. c. 69, § 1J(o).

The information provided below includes projected funds to be available for operating the Parker Elementary School in School Year 2014-15, including district, state, and federal funding sources.

<b>Funding Source</b>	<b>FY15 Estimated Amount*</b>	<b>Inclusions and Exclusions</b>
School-based local appropriation	\$2,008,097	This includes staff and general school-based expenses for grades Pre-K to 5. It does not include transportation, food services, payroll services, benefits and/or similar district services which will be provided to the Level 5 school on the same basis as other schools. Includes approximately \$100,000 for gas, oil, and electricity for the school.
District supports to school from local appropriation	TBD	This will include support for district-based positions and services such as special education, school nurse, and attendance specialist, assigned to schools including the Level 5 school based on student and program needs. This amount will be determined when the budget is final and student enrollment is known.
Federal grants	TBD	<ul style="list-style-type: none"> <li>• Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools</li> </ul> To be determined: <ul style="list-style-type: none"> <li>• Title I – Additional allocation for other centrally-budgeted supports to schools</li> <li>• Title IIA: Funds to improve educator quality</li> <li>• Title III: Funds to improve education for English language learners</li> <li>• Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities</li> <li>• Other federal grants</li> </ul>
State grants	TBD	To be determined: <ul style="list-style-type: none"> <li>• Kindergarten Expansion</li> <li>• Additional support for operation of Level 5 school</li> <li>• Other state grants</li> </ul>

\*As of March 7, 2014, before final FY15 budget has been approved by the school committee and before FY15 grant amounts are known.

Within the broad budgetary framework identified above, and consistent with the statutory requirement of equity in per pupil funding, the Commissioner will use his discretion to determine whether and to what extent the per pupil funding formula will include provision of “in-kind” services. For example, it is anticipated that the district will provide certain services to the Parker Elementary School (including but not limited to: transportation, employee benefits, facilities, payroll, safety, food service, and other central office services) as “in-kind” support. It is also anticipated that the Superintendent will provide certain services to the Parker Elementary School that the district provides to other non Level 5 schools. The funding formula may recognize the provision of services from the district. Where the Superintendent is providing services that the district provides to other non Level 5 schools, the district will provide commensurate funding to the Parker Elementary School. The district, Superintendent and DESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school’s daily operations.

### Compensation and Student Achievement

Good teaching matters and is a key to addressing proficiency gaps. Some teachers routinely secure a year-and-a-half of gain in achievement while others with similar students consistently produce only one-half a year gain. As a result, two students who begin the year with the same general level of achievement may know vastly different amounts one year later – simply because one had a weak teacher and the other a strong teacher. Further, no other attribute of schools comes close to having the magnitude of influence on student achievement that teacher effectiveness provides.<sup>2</sup> Research on school leadership underscores the importance of effective leaders in attracting, retaining, and supporting effective teachers and creating organizational structures and environments where powerful teaching and learning is the norm.

The impact of teachers is cumulative. Having effective teachers for successive years accelerates student growth while having ineffective teachers for successive years dampens the rate of student learning. Research in the Dallas school district and the State of Tennessee suggests that having a strong teacher for three years in a row can effectively eliminate the racial/ethnic and income achievement gap.<sup>3</sup>

No other expenditure comes close to that which is devoted to personnel: often as much as 85 percent of the budget is dedicated to educator salaries and benefits.<sup>4</sup> In a typical school district, compensation has little nexus to performance. Drawing from the example above, given identical length of service and continuing education credits, the teacher who consistently is highly effective would be paid the same as the teacher who routinely underperforms. Further, it is likely that both teachers have identical responsibilities and opportunities for leadership, despite the vast difference in accomplishment.

The development of a performance-based compensation system is an essential strategy for maximizing the rapid academic achievement of students at Parker Elementary School.

Effective in School Year 2014-15, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles, individual effectiveness, professional growth, and student academic growth. The Superintendent will restructure compensation to ensure that the district’s investment in the school promotes, supports, and values effective performance. The new compensation system will help to improve student learning by attracting new high potential teachers and allowing the school to retain its most effective leaders and teachers.

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<sup>2</sup> Hanushek, E. (2010), “The Economic Value of Higher Teacher Quality.” National Bureau of Economic Research.

<sup>3</sup> Carey, K. “The Real Value of Teachers: Using Information about Teacher Effectiveness to Close the Achievement Gap,” Thinking K-16, Vol. 8, Issue 1, Winter 2004.

<sup>4</sup> <http://cepa.stanford.edu/sites/default/files/stateRole.pdf>

The evidence demonstrating that the primary compensation factors – longevity and credit accumulation – have little relationship to educator performance continues to accumulate. For example:

- Generally, teachers with master’s degrees have little or no additional positive effect on student achievement compared to teachers who do not have an advanced degree.<sup>5</sup> The exception to this statement is in a few specific content areas--math and science--where researchers found student achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.<sup>6</sup>
- Approximately 90 percent of the master’s degrees held by teachers are degrees attained from education programs that tend to be unrelated to or unconcerned with instructional impact.<sup>7</sup>
- “Although teachers with master’s degrees generally earn additional salary or stipends--the so-called ‘master’s bump’ – they are no more effective, on average, than their counterparts without master’s degrees.”<sup>8</sup>
- The traditional structure is built on the assumption that teachers get better with experience. While it is true that novice teachers, particularly in their first year, experience a steep learning curve, teacher performance tends to plateau after 6 to 10 years.<sup>9</sup>

In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the performance-based compensation plan at Parker Elementary School will include the following basic principles: 1) provide competitive compensation for teachers; 2) reward teachers for excellent performance and effectiveness; 3) provide a career path for teachers to grow professionally without leaving the classroom; and 4) reward teachers for their contribution to student growth. Restructuring compensation in this way ensures that the Parker Elementary School’s investment in educators promotes and values effective performance.

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<sup>5</sup> Raegen Miller and Marguerite Roza, 2012. “The sheepskin effect and student achievement: De-emphasizing the role of master’s degrees in teacher compensation.” Washington, DC: Center for American Progress. Available: [http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller\\_masters.pdf](http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller_masters.pdf)

<sup>6</sup> Dan Goldhaber and Dominic Brewer, 1998. “When should we reward degrees for teachers?” *The Phi Delta Kappan* 80(2): 134-138.

<sup>7</sup> National Center for Education Statistics, “2003-2004 Schools and Staffing Survey” as cited by Miller and Roza, 2012.

<sup>8</sup> Miller and Roza, 2012, p.1.

<sup>9</sup> Eric A Hanushek, John F. Kain and Stephen G. Rivkin, “Teachers, Schools and Academic Achievement.” Working Paper 6691 (National Bureau of Economic Research, 1998).

## Appendix D. Local Stakeholder Group Recommendations

### Parker Elementary School Local Stakeholder Group Recommendations to the Commissioner Submitted January 6, 2014

John Avery Parker Elementary School was designated by Commissioner Chester as chronically underperforming (“Level 5”) on October 30, 2013. Massachusetts law indicates that within 30 days of a school being designated as chronically underperforming, the Commissioner shall convene a local stakeholder group to solicit the group’s recommendations for the Commissioner’s Level 5 School Turnaround Plan.

The Parker Elementary School Local Stakeholder Group was convened on Thursday, November 21, 2013. The statute allowed 45 days for the local stakeholder group to complete its work. The Local Stakeholder Group met four times during this period, on the following dates and times:

Meeting #1: Thursday, November 21st, 5:00-7:00 pm  
 Meeting #2: Tuesday, December 3rd, 5:00-7:00 pm  
 Meeting #3: Wednesday, December 11th, 5:00-7:00 pm  
 Meeting #4: Wednesday, December 18th, 5:00-7:00 pm

All of the meetings were held at the school. All of the meetings were open to the public. All meetings were facilitated by an ESE staff member or a consultant hired for this purpose. All meetings were also observed by at least one ESE staff member.

The membership of the Parker Elementary School Local Stakeholder Group is listed below. The committee’s membership meets the requirements of the statute as outlined in M.G.L. Chapter 69, Section 1J, subsection m.

<b>Position, per statute</b>	<b>Designee</b>
The superintendent or designee	Pia Durkin
School committee chair or designee	Jack Livramento
Local teachers’ union president or designee	Marcia Guy
Administrator from the school, who may be the principal, chosen by the superintendent	Deb Letendre
Teacher from the school, chosen by the faculty of the school	Michael Irving
Parent from the school, chosen by the local parent organization. (Note: If school or district doesn’t have a parent organization, the Commissioner shall select a volunteer parent of a student at the school.)	Kerri De Pina
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Jenny DiBlasi, Vice President of Community, Child and Family Services; SMILES (South Coast Mentoring Initiative for Learning, Education and Service)
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Darlene Spencer, Executive Director, New Bedford Community Connection Coalition
As appropriate, representatives of state and local workforce development agencies, chosen by the Commissioner	Helena Hughes, Executive Director, New Bedford Immigrants Assistance Center
For elementary schools, a representative of an early education and care provider, chosen by the	Martha Kay

Commissioner of the Department of Early Education and Care	
Community member, chosen by the chief executive of the city or town	Chris Cotter
Total number of members allowed by statute: Not more than 13 individuals	Total number of members on the Local Stakeholder Group: 11

The Parker Elementary School Local Stakeholder Group worked diligently to execute its charge to provide recommendations to the Commissioner as he creates his turnaround plan for the school; these recommendations are designed to maximize the rapid academic achievement of students.

The Local Stakeholder Group offers the following recommendations for the Commissioner’s consideration.

**A. Recommendations: Data and Use of Data**

*Except where noted, LSG members unanimously wanted to forward the recommendations in this section.*

- 1) Build in more teacher teaming and planning time (four times per week), in order to provide more time to review student data (e.g., extend the day longer, have a half-day early release day per month). Hold weekly data team meetings.
- 2) Identify a strong student data “dashboard” system that can provide a better, more streamlined view of a student’s profile, and generate bi-weekly reports with targeted data.
- 3) Use “Student Success Plan” or portfolio tool to track student goals, progress, academic and non-academic needs, trends and support strategies. Some LSG members felt the ideal tool should be something that could also be used with families and students.
- 4) Identify better, more targeted diagnostic tools:
  - a) Academic: for groups of students not making progress (not sure if current tools such as Galileo can do this)
  - b) Non-academic: better methods for assessing and understanding students and possible barriers to learning (learning readiness, non-academic barriers)

**B. Recommendations: Supporting All Students to Learn at the Highest Levels**

*Except where noted, LSG members unanimously wanted to forward the recommendations in this section.*

- 1) Continue to use an extended school model. Most LSG members recommend extending Parker’s day by an additional 60 minutes beyond the current schedule, for a total of 90 minutes. (Parker is one of two schools in the district that already extends the day by 30 minutes). LSG members felt that further extending the day would provide several key benefits:
  - Additional academic learning through a richer variety of methods including integration with arts, music, etc.
  - Time for tutoring and other remediation and acceleration support
  - Additional time for teachers to use data and plan more targeted instructional support
  - Additional time to understand and address student needs (student success plans)
- 2) Review afterschool programs and how programming can better support both student learning and Parker improvement priorities (currently delivered by three providers: New Bedford Parks, Recreation & Beaches Department; YWCA; and New Bedford Art Museum).
- 3) Create summer learning experiences/summer academies that help:

- a) Incoming preschool and kindergarten students (3-5 year olds) prepare to come to Parker
  - b) Current students access high quality summer learning opportunities
- 4) Expand Parker's preschool program: Parker currently runs a small program focused on students with special needs. LSG members feel that more could be done to support learning and build relationships with families and younger siblings earlier - and that, in particular - could help address the literacy development lags seen with many incoming Parker students.
- 5) Develop a stronger student support strategy:
- a) Possibly reactivate Parker's "Family & Children Learning Together" (FACT) team: this multidisciplinary team of community agency and school staff representatives, facilitated by Parker's student adjustment counselor, could serve as a mechanism for aligning school and community support with student and family needs (intervention and wraparound support). LSG members recommended reviewing the purpose and role of the team, as well as the role of parents on the team.
  - b) Develop school-wide use of a consistent, coherent set of practices to support positive behavior and mitigate non-academic barriers, e.g., trauma-sensitive practices, positive behavior systems/PBIS.
- 6) Continue implementation of the Reading Street program in Grades 3-5 (new reading program rolled out by the district in summer/fall 2013). While still early in the process, LSG members feel implementation of the new program is going well and that staff and parents are seeing positive signs, e.g., more engaging instruction, wider variety of assignments that better engage students. Several LSG members also recommended continuing the Empowering Writers program, which they view as a strong complement to Reading Street.
- 7) Identify a strong early grades literacy acceleration strategy:
- a) Start implementation of Reading Street at lower grades.
  - b) Look at WIDA (ELL/language development) as an approach that could benefit all students as a literacy accelerator.<sup>10</sup>
  - c) Consider starting a literacy volunteers training program similar to an initiative currently being launched at another district school (parents are trained to read aloud to classrooms, provide reading help).
- 8) Add an Assistant Principal position that would focus more on behavior and behavioral interventions. This role could also include management of family and community engagement initiatives. Several LSG members underscored the demands of turnaround on leadership, the need to balance the load on the principal, and the importance of the instructional leadership role teachers need the principal to play.
- 9) Special Education
- a) Consider an integrated co-teaching model, with one SPED teacher at each grade level serving as co-teacher.
  - b) Review process of identifying and referring students to substantially separate classrooms; strengthen referral process.
- 10) Math
- a) The district's math lead is currently evaluating math programs (district math curriculum decision). The LSG recommends that Parker use the program selected by the district and be in the first wave of schools to begin implementation (following the same strategy used with the district's Reading Street implementation process).
- 11) Science

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<sup>10</sup>One member noted that this approach would require professional development to ensure that all staff is appropriately trained.

- a) Identify and implement a consistent science curriculum, with materials that are fully aligned with grade level learning standards (current materials are not well aligned).
  - b) Designate a room as a science center or lab.
  - c) Provide more professional development to help teachers maximize science kits.
- 12) Upgrade Parker's technology infrastructure (smart boards; hardware and internet access). Hardware in classrooms and in the school's computer lab is out-of-date and internet access is unreliable.

### **C. Use Talents and Assets of Partners to Improve Students' Learning**

*LSG members unanimously wanted to forward the recommendations in this section.*

- 1) Identify a person who can coordinate partner involvement.

Currently the principal and other staff (student adjustment counselor) work to maintain relationships, field requests, and develop new partnership and support opportunities. LSG members feel this work merits a more structured staffing model given the role partners and assets could play in supporting Parker turnaround priorities, particularly related to family engagement, support for non-academic barriers, and summer, extended day and afterschool learning activities. LSG members outlined several possible staffing options:

- Having a dedicated school staff position
  - Folding responsibility for family and community engagement into a new assistant principal position
  - Partnering with a community agency who could provide onsite partnership development support
  - Activating the "Community Resource Specialist" position recommended by the Child & Youth Readiness Cabinet
- 2) Partner with a community-based multiservice agency or organization that could operate from the school and provide multiple forms of support (wraparound services and referrals, afterschool programming, parent engagement support, e.g., home visits, adult workforce development).
  - 3) Partner with organization(s) that can provide literacy support, e.g., mentoring, readers, training for parents as volunteers, home literacy development support, interpretation and translation support.
  - 4) Partner with an organization that can help build strong connections with parents/families who do not speak English, and those from the New Bedford immigrant community. LSG members feel an important factor that may be contributing to low parent engagement is the number of families for whom English is not a first language (school data shows that the percentage of FLNE families has increased from 14% to 20% since 2011). LSG members recommend that Parker staff learn more from these families in order to target parent engagement and student support efforts.

LSG members also provided the following information about **current and potential** partnerships and community resources that could be leveraged to support turnaround:

#### Current Parker partners

- UMass Dartmouth: three work study students onsite certain days/hours to coordinate volunteers
- Child and Family Services: school-based counseling, Caring Network starting in January (groups and afterschool support)
- Gifts to Give: new initiative focused on parent read-aloud, training for in-school classroom reading support

- New Bedford Community Connections Coalition Family Resource and Development Center: family support worker at the school 2 hours/week (2<sup>nd</sup> year of this) who currently supports 10-12 families (wraparound referrals, some parent activities); offered parent survey
- Police Resource Support: resource officer based at Keith Middle School also provides some support at Parker
- St. Mary's Church (Dartmouth): food and gift support around the holidays
- PTO
- FACT committee: meet every other month, district-wide model, support for at-risk students, wraparound support (see B.5)

Other possible community assets not currently partnering with Parker

- AMIGOS Project: language support, support connecting parents to the school
- Sea Lab: summer program
- Buzzard's Bay Coalition: environmental program
- Lloyd Center for the Environment
- Whaling Museum
- Ocean Exploratorium
- Free Fun Fridays (Highland Street Foundation)
- Parker had a robotics program but teacher who ran it is no longer at the school

**D. Maximize Engagement & Support of Family and Community Members**

*Except where noted, LSG members unanimously wanted to forward the recommendations in this section.*

LSG members recommend a multifaceted strategy to engage parents including:

- 1) Continue the current shift in making Parker feel more welcoming to parents. LSG members attribute the current shift to several factors including:
  - Hiring choices (hiring staff who want to be at Parker; the addition of bilingual and bicultural staff – including interns and mentors from area colleges -- might be more welcoming to parents)
  - Principal and staff practices related to visibility, communication, and access -- aided by the work both veteran and new-to-Parker teachers are doing as part of the new Massachusetts educator evaluation system, particularly on two MEES components: making the school more welcoming and two-way parent/teacher communication
- 2) Start home visits: LSG members unanimously recommend that Parker initiate a home visit program modeled after the "Parent Teacher Home Visit Project" (<http://www.pthvp.org/>), a national model which is currently being implemented at Carney Elementary in New Bedford, and also in Springfield.

Program features recommended by LSG members:

- The program should be voluntary for both teachers and families (families would not be targeted based on perceived need, etc.)
- Visits can take place where families are most comfortable (may not always be in the home).
- Teachers should receive stipends for their involvement.

- Some LSG members also felt it might be beneficial to have an initial focus for the program; for example, PK/K students and their families who would benefit from establishing a strong parent-school relationship in their first years at the school that would carry forward through Grade 5.
- 3) Parent learning opportunities: LSG members recommend offering parent workshops (or a parent academy) with initial instructional support and “parents as partners” focal points but that could expand later to include other parent education and capacity building opportunities, including parent leadership development, adult learning/workforce development opportunities. LSG members highlighted examples of similar approaches in Springfield and Boston.
  - 4) Create a parent center at the school: LSG members recommend creating a physical space at the school that would serve as a welcome center and hub for coordinating family and community engagement activities (e.g., home visits, parent workshops/parent academy, etc.). Members also recommended having a bilingual/bicultural staff person to coordinate activities (see also recommendations B.8 and C.1. related to staff support for family and community engagement)  
A majority of LSG members felt that creating the parent center should be the first of the parent engagement recommendations implemented – it represents a physical sign of the school’s priority on parent engagement and a natural starting point for organizing a robust parent engagement effort.
  - 5) Involve community partners who can help facilitate connections with parents and provide parent support (see also recommendations C.1-4, D.3-4 on areas where LSG members feel partners could be leveraged to support turnaround).

#### **E. Other Recommendations**

- 1) Playground: LSG members strongly and unanimously recommended that a playground be built for the school. Currently the school has a paved lot and sand area (no play structures, equipment, etc.)
- 2) Leadership Continuity: A majority of LSG members recommended keeping the current principal. They highlighted the current progress and the importance of leadership continuity as Parker moves forward and begins to implement the Level 5 turnaround plan. LSG members feel that Parker’s students and families have experienced a large amount of staff turnover and change. Several group members also highlighted the investment in staff training, in particular with the new Reading Street program, and the positive shift in teacher-parent relationships.
- 3) Professional Development: LSG members recommend a strong program of professional development so that staff has the appropriate training and coaching support to implement turnaround plan strategies. As part of this support, LSG members recommend adding a math instructional specialist/coach at the school. Currently Parker has a .40 FTE Reading Specialist focused on Grades 3-5 Reading Street implementation.
- 4) One LSG member suggested the need for a Turnaround Manager to assist the principal.

#### Purpose, Intended Outcomes, and Discussion Topics for Parker LSG Meetings

Upon designation as a Level 5 school, state law requires that the Commissioner develop a Turnaround Plan for accelerated improvement and outlines a timeline and process accordingly. The first step in this process is for the Commissioner to convene a local stakeholder group. The guidance below is designed to help Local Stakeholder Group members understand that process.

#### **Purpose of the Level 5 School LSG**

- To engage in an evidence-based conversation regarding the core issues and challenges facing John Avery Parker Elementary School and identify what the school community believes are the key challenges creating barriers to its students’ academic progress.

- To make recommendations to the Commissioner about the key components of his turnaround plan for Parker, “in order to maximize the rapid academic achievement of students.”

The Commissioner has chosen to increase the intensity to a Level 5 intervention for Parker because he believes that despite the efforts taken during the first three years of turnaround, a different mix of interventions and practices are required to put the conditions in place for an educational experience that prepares all of Parker’s students to succeed. He looks forward to the LSG’s ideas for how to create substantial change at the school – change that will secure rapid improvement in the academic achievement of students.

### **Intended Outcomes**

Through the LSG’s discussion and exploration of the data, to generate a set of rigorous, evidence-based recommendations that will provide the Commissioner with input directly from the Parker community and advise him as he creates his Level 5 Turnaround Plan.

The Local Stakeholder Group will consider

- The key **issues and challenges** facing the school, and the district’s support of the school;
- The impact and sufficiency of the **strategies and supports** employed by the school to date – what has worked, what has not worked;
- The **school’s and district’s capacity**—including its systems, policies, and use of resources—to fully implement proposed strategies; and
- The **interventions and practices** that are most likely to promote rapid improvement of student achievement.

**Within 45 days** of its initial meeting, the stakeholder group shall make its recommendations to the Commissioner. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the Commissioner shall be publicly available upon submission.

Meeting focus areas and discussion questions are described below.

### **Meeting #1: What does the evidence tell us about the key issues and challenges facing Parker?**

Data will be presented regarding the school and its performance.

Questions for discussion:

- What do the data tell us about where the school is now? What do we know about changes to the data over the past three years?
- What do the data tell us about the school’s core assets and strengths?
- What do the data tell us about the school’s core challenge areas?
- How is Parker using data now to inform instruction? How does the school select the most relevant data to use? What are Parker’s greatest strengths in using data? Greatest challenges?
- What data tools, skills would the school need to push the school to the next level?
- What does the LSG recommend to the Commissioner about how the school can better use data tools, skills, and resources to improve instruction?

### **Meeting #2: How can Parker support all students to learn at the highest levels?**

Information will be presented regarding the school’s existing structures and supports that facilitate all students’ learning.

Questions for discussion:

- What do LSG members believe to be the most significant academic challenges at the school?
- What strategies has the school already tried to overcome these academic challenges? What worked? What didn't work?
- What strategies can the school try to improve literacy in the early grades (grade 3 and below)?
- What specific supports has the school tried to facilitate English Language Learners' (ELLs') learning? Are they working? How do you know?
- What specific supports has the school tried to facilitate the learning of students with special needs? Are they working? How do you know?
- Is the school currently challenging all students to work to their highest potential? If not, what specific actions can be taken to increase the level of rigor in Parker's instruction?
- What does the LSG recommend to the Commissioner about how the school can support all students to learn at the highest levels?

**Meeting #3: How can Parker maximize the assets and talents of partners to improve students' learning?**

Information will be presented regarding existing partnerships with the school.

Questions for discussion:

- What partners currently work at the school? In what academic and non-academic areas do they provide support?
- What areas do you believe need partner support?
- What structures are in place to align partner efforts with school goals?
- What structures are in place to coordinate efforts between partners?
- If you had to pick just three of the school's current partner initiatives to continue, which would you select? Why? Is there evidence to show how these partners are being effective in the school?
- Does the school have an unaddressed (or under-addressed) challenge area that you believe could benefit by a partner's support? Which one, and why?
- What does the LSG recommend to the Commissioner about how the school can maximize the assets and talents of partners to improve students' learning?

**Meeting #4: How can Parker maximize the engagement and support of family and community members for students' learning?**

Information will be presented regarding existing family (family members of students at the school) and community (other community members or organizations unrelated to students at the school) engagement efforts at the school.

Questions for discussion:

- While engagement varies by individual, how would you rate the overall level of family member engagement at the school (low/medium/high)? What evidence supports this rating?
- While engagement varies by individual, how would you rate the overall level of community engagement at the school (low/medium/high)? What evidence supports this rating?
- What structures are in place to encourage family member and community engagement at the school? (e.g. regular, frequent schedule of calls to students' families; annual community open house, etc.) Are they working? How do you know?

*Note: Please identify school-wide efforts, not unique efforts by individual teachers or staff members.*

- How do school leaders and/or the school's partners bolster the school's structures to encourage family member and community engagement? What has worked? What else could school leadership and/or partners do to facilitate engagement?
- How can family and community members' talents be incorporated into the strategy to improve the school's academic performance?
- What does the LSG recommend to the Commissioner about how the school can maximize family and community members' support to maximize students' learning?

Note: A portion of this meeting will be used to finalize the recommendations made across all meetings.

# ATTACHMENT I

Parker Local Stakeholder Group Reconvene  
Monday, March 24, 2014  
Parker Elementary School  
5:00pm-7:00pm

LSG Members Present:

Marcia Guy  
Deb Letendre  
Chris Cotter  
Kerri DePina  
Michael Irving  
Martha Kay  
Dr. Pia Durkin

Information from Commissioner's office re: parameters of LSG meeting:

- 1- Recommendations for modifications must come from LSG as a whole
- 2- 30 day timeline (any recommended modifications must be submitted by Mon. Apr. 7<sup>th</sup> at 5pm)
- 3- Recommendations made public when submitted to Commissioner
- 4- Deb serving as point person to collect, forward recommended modifications to Commissioner's office

**Review of Priority Area 1:**

Concern re: Lively Letters (LL):

- Kindergarten staff hesitant re: use of LL because they are already using Reading Street
- Dr. Durkin: LL a supplement, not a substitute; it is another tool for teachers to use; research based support for developing phonemic awareness

Concern re: Empowering Writers (EW):

- Staff hesitant re: use of EW because Reading Street has embedded writing program and is "more effective"
- According to staff, "EW assumes students have certain skills" whereas Reading Street does not and the two programs are "not aligned" to each other
- Dr. Durkin: We know we need better PD/training/support for using EW effectively; again, it is another tool for teachers to support students; our students need high quality writing instruction.

Concern re: New Math Program:

- Teachers want to be involved in choosing new math program.
- They will be.

Concern re: Science:

- Don't have existing curriculum, only a map—limited tools
- Need PD for using kits and science room (initially recommended by LSG)
- Plan should include more specifics re: science program—how staff will be supported to implement it
- Should include complete curriculum and PD
- Suggest: review and revamp of science curriculum to ensure sufficient materials/supports, etc. and PD for teachers to implement effectively

Concern re: PD determined by Chief Academic Officer

- Teachers want to be involved in selecting topics
- Dr. Durkin: L5 school. We need results and accountability. PD must be focused on needs and include follow up. Will be a combination of input from district and school.

Concern re: literacy coach and teacher leader roles

- Currently: TLS, Reading Specialist, other (?); concern that new positions in plan will not be sufficient
- Not enough specifics re: teacher leaders—how will they fulfill that role and have a classroom of their own?
- Suggest: 2 Literacy Coaches—one K-2 and one for 3-5

Concern re: K-5 vs. PK-5:

- Suggest review of plan to replace K-5 with PK-5 to be more inclusive of whole Parker program

**Votes:**

<i>Recommended Modification</i>	<i>Votes</i>
Review and revamp of science curriculum to ensure sufficient materials/supports, etc. and PD for teachers to implement effectively	unanimous
Review of plan to replace K-5 with PK-5 to be more inclusive of whole Parker program	unanimous
Addition of second literacy coach for total of 2 Literacy Coaches—one K-2 and one for 3-5	5 yes; 2 no

**Review of Priority Area 2:**

Concern re: line stating Parker teachers will “devote whatever time is required...”

- Should have a clear teaching schedule, with parameters

- Who dictates what time to devote? Who sets the standard?
- Should eliminate sentence or provide reference to schedule (e.g. see schedule on page...)
- Dr. Durkin: Turnaround Plan is “big picture” vs. a bargaining contract
- Suggest eliminate sentence containing “devote whatever time is required...”

Concern re: SPED programs

- Little mention of SPED in plan
- LSG had recommended investigating a co-teaching model, eliminating pull out
- Suggest: implement co-teaching model, eliminate sub separate/pull out

Addendum to SPED discussion:

- Additional suggestion: Recommend inclusion of review of SPED programs and services for all special needs students at Parker to ensure students’ needs are met in most appropriate program/service delivery model

**Votes**

<i>Recommended Modification</i>	<i>Votes</i>
eliminate sentence containing “devote whatever time is required...”	4 yes; 3 no
implement co-teach model, eliminate sub separate/pull out	4 yes; 3 no
Recommend inclusion of review of SPED programs and services for all special needs students at Parker to ensure students’ needs are met in most appropriate program/service delivery model	Unanimous*

\*Dr. Durkin’s vote with caveat that there is not an attempt to adopt a single model as there is no one SPED model that meets the needs of all students—must be tailored to their specific needs

**Review of Priority Area 3:**

Concern re: staff input on training

- Resolved during Priority Area 1 discussion

**Review of Priority Area 4:**

Concern re: behavior management system/protocol

- LSG made recommendation re: identifying formal system/protocol for managing behavior—plan does not name one
- Suggest: Include “Parker will identify a consistent, evidence-based behavior management system and protocol for handling student behavioral issues”

Concern re: communicating behavioral expectations with parents

- Plan discusses communicating academic expectations, not behavior
- Suggest: Include an additional sub-bullet under 4.4 first bullet “Communicate key priorities in the turnaround plan...in a clear, family-friendly way” to state, “Educate families on school-wide behavioral expectations”

Concern re: technology absent from plan

- Recognize may not fit under Priority Area 4 (but whole plan)—still want to make mention of it
- Parker needs significant tech. upgrades
  - Ex: Windows XP will no longer be supported in April/May—all computers currently run on XP
- Suggest: Include an overarching recommendation that there is a “Comprehensive review of existing technology in the building to determine needs and that technology upgrades are made to ensure technology is a reliable and viable teaching and learning tool”

Concern: Why hasn’t plan been more broadly shared with parents?

- Draft only and available online
- However, parents not notified and not all have access to internet
- Dr. Durkin will discuss communication strategies with Commissioner, may include:
  - Blurb/notice sent home with info. re: how to access draft online or copies available in school
  - Dr. Durkin address on radio show
  - Deb use monthly newsletter
  - “Robo” call to Parker families: draft available in hard copy at school or online at [website]

**Votes:**

<i>Recommended Modification</i>	<i>Votes</i>
Include “Parker will identify a consistent, evidence-based behavior management system and protocol for handling student behavioral issues”	unanimous

Include an additional sub-bullet under 4.4 first bullet “Communicate key priorities in the turnaround plan...in a clear, family-friendly way” to state, “Educate families on school-wide behavioral expectations”	unanimous
Include an overarching recommendation that there is a “Comprehensive review of existing technology in the building to determine needs and that technology upgrades are made to ensure technology is a reliable and viable teaching and learning tool”	unanimous

**Working Conditions:**

Teacher/Union rep expressed concerns re: Working Conditions

- Dr. Durkin: discussion of working conditions: beyond scope of LSG, bargaining to occur between NBEA and Commissioner; members can voice concerns, but Dr. Durkin will respectfully abstain from all discussions
- Debra Letendre also will respectfully abstain from all discussions
- Martha Kay: also will respectfully abstain from discussion due to bargaining protocol
- Dr. Durkin: can forward Union documented concerns attached to LSG recommendations (voted: unanimous)
- Several concerns voiced including:
  - Increase in hours/days
  - New career ladder
  - Believe working conditions unfair, will drive many teachers away

March 21, 2014

Dear Parker School Community,

The New Bedford Educators Association and the educators at the Parker School have closely reviewed the Commissioner's "Preliminary Plan" for improving student achievement at the Parker School. Attached are substantive comments and recommended modifications to the Preliminary Plan that we are submitting to the stakeholder group for consideration at its meeting on March 24.

Parker School educators agree that the status quo is not good enough; they have been saying so for years. And they embrace efforts to help "maximize the rapid academic achievement" of their students. Unfortunately, this Preliminary Plan takes a top-down approach to the turnaround of the school. The lack of teacher involvement in the development of the turnaround plan has resulted in a Preliminary Plan that is based on some fundamental misunderstandings of the current educational curriculum and supports at the school (or lack thereof) and falls short in many areas where more concrete (and sometimes more ambitious) steps are warranted. Cutting out the educators in the school—the very teachers who have been dedicated to teaching and improving the lives of the students there—from being part of designing its future has had a tremendous demoralizing effect.

It must also be recognized that working conditions are teaching conditions. Therefore, some of the changes to working conditions in the Preliminary Plan are particularly alarming. Teachers may be expected to work 291 hours more per school year (around 36 days) than they did under the Level4 plan. Yet, the Preliminary Plan does not provide for *any* additional compensation. Additionally, the Preliminary Plan includes a "pay-for-performance" mechanism that many educators object to as divisive, and that the preponderance of research indicates does not improve student success.

As a result of these issues with the Preliminary Plan, our informal poll of 20 of the educators at Parker indicates that 17 do not want to continue working there next year under the plan as-is, and a few more are undecided. But the problem lies not only with staffing for next year. Having teaching conditions so divergent from the rest of the district (and surrounding communities) and an educational culture that does not include substantial teacher collaboration will likely lead to a high rate of teacher turnover, which has been shown to negatively impact student achievement, especially in low-performing schools.

The Parker educators care too much about their students to simply leave at the end of the year without letting the community know their views on how to provide the best possible education for Parker students in a caring, collaborative school community. Accordingly, many have invested a lot of time in reviewing the Preliminary Plan and providing feedback to the NBEA. We realize that there is a lot of information in the attached document and we encourage the stakeholder group to schedule additional meetings as needed to fully study and discuss the Preliminary Plan and our proposed modifications.

We hope other members of the group agree with our analysis and adopt our suggestions as part of the group's recommended modifications to the Commissioner. We also look forward to considering suggested modifications from other members of the group.

Thank you.

Very truly yours,

**Signed by Lou St. John**

Lou St. John, President  
New Bedford Educators Association  
160 William Street,  
New Bedford, MA 02740

**Signed by Marcia Guy**

**Signed by Michael Irving**

**Recommendations of the New Bedford Educators Association for  
Modifications to the John Avery Parker Elementary School Turnaround Plan  
March 21, 2014**

On March 7, 2014, the Commissioner of Education issued a preliminary turnaround plan ("Preliminary Plan") for the Parker School. Massachusetts General Laws Chapter 69, § 1J(p) provides that within 30 days of receiving the Preliminary Plan, the local stakeholder group, the superintendent, and the school committee may propose modifications to the Preliminary Plan. Accordingly, proposed modifications must be submitted by April 6, 2014. The New Bedford Educators Association (NBEA) and the teachers in the Parker School have examined the Preliminary Plan to determine whether its terms are consistent with the goal of maximizing rapid academic achievement of students in a culture of shared success among students, faculty and staff as well as whether the terms are lawful under existing laws. As active participants in the stakeholder group and as the representatives of the teachers at the Parker School, it is our hope that the stakeholder group will present a unified set of recommendations to the Commissioner after careful consideration and discussion of the recommendations made herein.

Throughout Chapter 69, the Legislature states that the overarching goal of turnaround plans for underperforming and chronically underperforming schools is to "maximize the rapid academic achievement of students." *See e.g.*, G.L. c. 69, § 1J(m) and (n). The Legislature knew that in order to improve student achievement, the plan must promote "a culture of student support and success among school faculty and staff." G.L. c. 69, § 1J(n)(12). Naturally, the culture of student success does not occur in a vacuum; faculty and staff must be a part of and share in that success, too. Parker School teachers and the NBEA embrace support efforts in the Preliminary Plan that are reasonably calculated to lead to rapid academic achievement of their students and there are certainly valuable premises within it. However, the teachers and the NBEA also have found proposals in the Preliminary Plan that they do not believe, based on their professional judgment and experience in the school, will lead to such academic achievement. Moreover, there are drastic changes to the working conditions of teachers that are not only unnecessary but, since working conditions are teaching conditions, have the potential to be detrimental to the goal of rapid academic achievement.

The following are the NBEA's recommendations regarding modifications of the plan to the stakeholders, the superintendent and the school committee that will increase the chances of the turnaround plan fulfilling its statutory goals.

**A. Educational Practice and Policy Issues**

The faculty members at the Parker School have completed a thorough review of the draft Turnaround Plan; their comments and recommendations for modifications to the Plan are described below. Collectively, they have many years of experience in educating K-5 students. Their direct knowledge of the Parker School offers a perspective that should be highly valued in

the development of a plan that will be successful in advancing the academic achievement of Parker students.

**1. Priority 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction.**

The Parker faculty agrees that a strong, aligned curriculum in all subject areas is the foundation for improved student learning. The Reading Street program is a significant improvement and should be implemented in Grades K-5. The curriculum proposals in other subject areas need modification. In addition, professional development has been inconsistent in both its quality and purpose. The Parker faculty believes that high-quality professional development focused on identified needs is a key element of ensuring effective instruction for Parker students.

**Recommendations for Priority 1:**

Curriculum

- a. The Reading Street program's writing component should be used rather than the suggested Empowering Writers program. Teachers do not believe that this writing program meets the needs of their students.
- b. The Lively Letters program is used in the Pre-K program only; it is not an appropriate program for Kindergarten students.
- c. The district should solicit input from teachers in the selection of the new math curriculum. Despite the absence of a coherent curriculum, Parker students have showed steady improvement in math scores over the past four years. The faculty has a solid understanding of what is needed to sustain and accelerate that improvement; their knowledge should be incorporated into the selection of a new curriculum.
- d. The Parker School does not have a comprehensive science curriculum. The curriculum map and science kits do not constitute an adequate program; no professional development has been available, supporting materials for the science kits are not available and there is inadequate vertical articulation of the science curriculum. A science curriculum should be identified with teacher input and implemented with necessary professional development and materials.

Professional Development

- a. The Plan should include a systematic approach for teacher input in identifying professional development needs as well as providing feedback on the quality of professional development provided. A top-down approach to professional development is unlikely to be effective.
- b. The professional development program should be part of the school structure, focusing on specific needs of Parker School faculty. Using an "external consultant" to identify professional development areas will not lead to internal capacity to sustain an effective professional development program over time.

- c. The literacy coach and teacher leader roles are inadequately defined; there is no description of qualifications, schedule or assignments. It appears that the teacher leaders are expected to continue the same teaching responsibilities and add on the teacher leader roles. Teacher leaders and coaches need to be experienced and respected members of the Parker faculty who have reduced teaching assignments. The purpose and responsibilities of these positions must be specified.

#### Pre-Kindergarten Program

The Parker Schools needs a comprehensive Pre-Kindergarten program that Parker School students will attend. The most effective way to advance the achievement of students is to ensure they come to school ready to learn. Currently many Parker Students come to Kindergarten already substantially behind. The Pre-K proposal in the draft Plan does not address the needs of Parker School students; it needs to be much more ambitious, including a coordinated outreach to enroll all children in the Parker School district. The Pre-Kindergarten program should be aligned and integrated with the curriculum and instruction of the K-% programs.

#### **2. Priority 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time.**

The Parker School faculty is concerned about the lack of a clear teaching schedule in the plan. It is difficult to envision how all elements of the plan can be incorporated in a meaningful way within the school day, especially time for collaboration on curriculum and instruction issues as well as professional development. This lack of a clear and feasible schedule is discouraging Parker educators from staying at the school next year and there is grave concern about the negative impact of a mass exodus of teachers on the students' future progress.

#### **Recommendations for Priority 2:**

- a. The Plan assumes the same schedule is appropriate for all grade levels- core instruction in the morning, then an intervention block and finally related arts at the end of the day. Students in grades K-2 may well benefit from consolidated core instruction at the beginning of the day; however, a different approach may be more appropriate for grades 3-5. The Parker faculty has many ideas about how to adjust the schedule to avoid unnecessary interruptions and provide students with a consistent routine. The schedule should be developed with their input.
- b. The current staffing is inadequate to implement small intervention groups; intervention services are currently being provided by staff members who do not have experience and have not received any professional development in intervention strategies. The plan does not indicate that there will be any increase in staff. The final plan should ensure a sufficient increase in staffing.
- c. Providing special education services using a pull-out model causes substantial disruption to classroom instruction for these students. A co-teaching inclusion model should be implemented for special education students.

**3. Priority 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identify opportunities for intervention and enrichment.**

Approximately 50% of the current Parker School staff has had previous training in data analysis and use. The staff finds that currently the use of data is not consistent or properly focused. Data analysis capacity must be developed within the school structure; relying on an external partner can work against developing this capacity.

The Plan relies on the Teacher Collaboration Teams (TCT) to build data analysis capacity. The TCT model has significant scheduling issues and meetings lack focus. The topics appropriate for discussion in TCT meetings need to be specified; for example, individual educator evaluation issues should not be part of TCT conversation.

**Recommendations for Priority 3:**

- a. Provide professional development in data analysis and use so that the capacity is built in-house and reliance on external consultants is unnecessary.
- b. Ensure that the school day includes time and a structure for data analysis. If the current TCT model is to continue to be used, there must be commitment to making sure the meetings are focused, efficient and scheduled at a time when all can attend.

**4. Priority 4: Establish a climate that focuses on learning and engaging families as partners in student learning.**

The school must address the chronic behavior issues of a small group of students whose behavior is dangerous and who are having a substantial impact on the school and classroom environment. A number of teachers have been assaulted by students; there is no consistent protocol on how dangerous student behavior is addressed. As a result, the needs of these students, which are substantial, are not being met and the rest of the school is being affected.

**Recommendations for Priority 4:**

- a. The Parker School needs to identify and implement a consistent behavior management system and protocols for handling student behavior issues.
- b. This must be made collaboratively to ensure that school and student needs are met and that all staff members have ownership of the program.

The Plan does not address the following issues identified by the Parker School faculty:

**1. Leadership**

The establishment of an atmosphere of trust among all members of the school community is a fundamental requirement for a successful school improvement initiative. To

this end, the Turnaround Plan should include collaborative structures for identifying problems and working on solutions. The Turnaround Plan includes the addition of a number of staff positions- turnaround manger, behavior intervention specialist, family resource center coordinator- and three external consultants to work on professional development, data systems and the Saturday Academy program. The Plan does not describe how these staff positions will be integrated into the leadership structure of the school or how meaningful professional collaboration with teachers will occur

2. Wraparound services

Parker School has a high poverty student population. In 2013-14, 88% of the students are low income; 84% are eligible for free lunch. These figures are the highest they have been in 10 years. While the Turnaround Plan mentions partnering with community agencies/organizations to provide wraparound services, the priority and scope of this strategy needs to be expanded substantially. As such, it fails to meet the requirements of Chapter 69.

3. Special Education

The Parker School uses a special education pull out model. This approach results in disruption to students' participation in regular education classes. A co-teaching special education model should be staffed and implemented. Currently special education teachers are providing intervention services to students who are not special education students, resulting in increased caseloads; in addition, special education teachers have not had focused professional development in intervention strategies.

4. Early Learning Program

The most effective long term strategy for advancing the achievement of students at the Parker School is to focus on school readiness and early learning. The Pre-Kindergarten program is one component of this strategy. In addition, the Parker School must commit to smaller Kindergarten class sizes and additional staffing that support the needs of early learners at the school. Few students enroll in Kindergarten at Parker with sufficient readiness skills; the current class size of 26 with one .5 paraprofessional is not adequate to meet these students' needs.

5. Technology

The Parker School technology and infrastructure and hardware need a significant upgrade. Parker School students need and deserve access to technology in order to meet college and career ready goals.

**B. Teaching Conditions Issues**

1. Reduced Rate of Compensation

*The proposal to dramatically increase the number of hours in the teachers' schedules without providing additional pay (and in fact they may be losing stipends otherwise provided for in their collective bargaining agreement) is contrary to the legislative intent that pay should be sufficient to attract and retain good teachers and*

*thus undermines the ability to "maximize the rapid achievement of students" and promote a "culture of success."*

The Legislature recognized in the explicit language of Chapter 69 that adequate funding of turnaround plans, including robust teacher compensation, is essential to meet the goal of maximizing student achievement and promoting a culture of success. See Chapter 69, § 1J(o)(4) (the Commissioner may provide funds to increase teacher salaries and attract or retain highly qualified teachers or to reward teachers who work in successful chronically underperforming schools); § 1J(o)(2) (the Commissioner may reallocate or increase funds to the school from the district budget to support a turnaround plan); § 1J(n)(6) (the Commissioner shall include a financial plan for the school in the turnaround plan that includes any additional funds to be provided by the district, commonwealth, federal government or other sources).

In line with the legislative intent and recognition that compensation should reflect teachers' vital work under a turnaround plan and be sufficient to attract and retain good teachers. Under the Parker School's Level 4 Plan the teachers were paid according to the salary schedule in their collective bargaining agreement plus a \$7000 stipend to compensate for an extended school day (an additional 1 hour per day). In addition, under the Level 4 plan teachers received a contractual hourly rate for other hours they worked, such as extra days beyond the 185 instructional days and home visits. Under the Level 5 Preliminary Plan, the \$7000 stipend purportedly will be rolled into the new career ladder salary scale for Parker School teachers. However, no additional compensation is provided for in the Level 5 Preliminary Plan even though the teachers will be expected to greatly increase the number of hours they must work over what they worked under the Level 4 plan.

For example, 40 additional minutes are added in the Preliminary Plan above what was in the Level 4 plan. Preliminary Plan, p. 15. In addition, the Preliminary Plan requires 4 evening parent conferences, 1 evening open house, and attendance at up to 4 school events, each for up to 2 hours, whereas the Level 4 plan (per the collective bargaining agreement) only required 2 such events. Preliminary Plan, p. 35. Additionally, the Preliminary Plan requires up to 3 monthly afterschool meetings for up to 75 minutes each and up to 2 Saturday Academies, the length of which is unclear but anticipated to be around 6.5 hours each. Preliminary Plan, p. 34. Also, the Preliminary Plan states that teachers will be selected to work a 4-week Summer Academy, 6.5 hours per day. Preliminary Plan, p. 33. This amounts to about *291 additional hours* required over the Level 4 plan schedule<sup>11</sup>. Stated another way, Parker School teachers

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<sup>11</sup> 1 Level 5 Preliminary Plan potential hours over Level 4 plan requirements- extended day: 185 days x 40 minutes = 7400 minutes or approximately 123 hours; Summer Academy: 16 days x 6.5 hours = 104 hours; Saturday Academies: 2 days x 6.5 hours = 13 hours; afterschool meetings: 3/month x 10 months x 1.25 hours = 37.5 hours; evening conferences, etc.: 7 events x 2 hours = 14 hours  
Total: 123 + 104 + 13 + 37.5 + 14 = 291.5 hours. (The number of required hours over district elementary schools not on turnaround plans is even greater, around 476 hours.)

could be asked to the equivalent of 36 additional *work days (or or more than 7 work weeks)* with no additional compensation should this Preliminary Plan be adopted as is.<sup>12</sup>

Furthermore, the Preliminary Plan announces that "[t]eachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at the Parker School." Preliminary Plan, pp. 14, 33. The Association is concerned that this language may be more than exhortatory and that it could signal an intention to add an undetermined number of hours at will, again for no additional compensation.

By failing to provide any additional pay for this enlarged work schedule, the Preliminary Plan is seeking to get Parker teachers at a steep discount. This undervalues the important work to be done at Parker and will discourage experienced, highly qualified teachers from working at the school. Moreover, even if teachers are successfully recruited, the fact that they are working such longer hours for no additional compensation will be a disincentive for them to stay when they may be able to transfer to another school in the district or take their experience outside the district. Research has shown that "teacher turnover has a significant and negative effect on student achievement in both math and ELA. Moreover, teacher turnover is particularly harmful to students in schools with large populations of low-performing [] students."<sup>13</sup> The Preliminary Plan's terms are, therefore, inconsistent with the explicit funding sections of Chapter 69 and antithetical to the goals of maximizing student performance and promoting a culture of success.

Moreover, consistent with the legislative intent that teacher compensation must sufficiently compensate the important work of a turnaround plan, Chapter 69, §1J(o)(7) warns that the Commissioner "*shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced.*" In other words, the Commissioner may not reduce a teacher's rate of pay. The Commissioner cannot circumvent this prohibition in §1J(o)(7) by simply increasing a teacher's hours without proportionately increasing her pay, as the Preliminary Plan proposes. It is settled that increasing hours without proportionately increasing pay, like reducing compensation without reducing hours, has the effect of diminishing a teacher's rate of compensation. *German v. Commonwealth*, 410 Mass. 445 (1991) (where a public counsel attorney was required to work 8 extra days for no pay under the state furlough, the Supreme Judicial Court found that this adjustment in her paid work schedule created a "new [reduced] rate of compensation.") Although the Preliminary Plan

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<sup>12</sup> The relative loss of compensation is exacerbated by the fact that teachers at the Parker School will not **receive stipends or contractual hourly pay for certain responsibilities for which their colleagues receive additional compensation; for example, before-school duties, substitute pay, advisory or enrichment activities, and home visits.** Preliminary Plan, p. 35 (staff members are expected to perform additional duties that support the smooth operation of the school before, during, and after the school day, including substitute coverage of classes, coverage of afterschool activities, and so on).

<sup>13</sup> Matthew Ronfeldt, Hamilton Lankford, Susanna Loeb & James Wyckoff, *How Teacher Turnover Harms Student Achievement* 17 (Nat' I Bureau of Econ. Research, Working Paper No. 17176, 2011) ("turnover has a harmful *effect* on student achievement, even after controlling for different indicators of teacher quality, especially in lower-performing schools.")

suggests that teachers will be placed on the new scale in a manner to ensure compensation initially consistent with what they received under the Level4 plan (i.e., the contractual salary scale plus \$7000 stipend), the greatly increased hours means their *rate* of compensation by necessity is reduced. Accordingly, the Preliminary Plan not only thwarts the goal of maximizing rapid student academic achievement by insufficiently funding for teachers' compensation, it is in violation of Chapter 69's explicit mandate that the Commissioner shall not reduce teachers' rates of pay.

### **Recommendation for Rate of Compensation**

The Commissioner should direct the Association and the School Committee to negotiate fair compensation for specific additional time devoted to the Parker School and the Commissioner's final turnaround plan should adopt this compensation.

#### **2. Pay-for-Performance Compensation System**

*Pay-for-performance compensation systems have not been established as effective in improving teacher performance or promoting student achievement.*

The Preliminary Plan proposes to replace the Association salary schedule with a "performance-based" compensation system that will compensate teachers "based on individual effectiveness, professional growth, and student academic growth." Preliminary Plan, p. 36. There is mixed support at best for the claim that such a system will "maximize the rapid academic achievement of students." On the contrary, in a series of recent controlled experiments using randomized trials with treatment and control groups in Tennessee, New York City, and Chicago, researchers consistently found that there is no evidence that "performance-based" teacher incentives increase student performance.

In a study conducted in Nashville schools, the authors found that \$5,000, \$10,000 and \$15,000 incentives based on student test scores for individual teachers in middle schools did not confirm the hypothesis that incentives would work as students of teachers randomly assigned to the treatment group did not outperform students whose teachers were assigned to the control group.<sup>14</sup> A study examining a \$3000 incentive based in part upon student performance and growth metrics found that the incentive had no effect on student performance, attendance or graduation, or teacher behavior and, in fact, may have caused student achievement to decline, especially in larger schools.<sup>15</sup> Using the same New York City study, another author also reported that the incentive program did not improve student

Fryer, R.G. (2011). *Teacher incentives and student achievement: Evidence from New York City public schools*. National Bureau of Economic Research.

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<sup>14</sup> 4 Springer, M.G., Ballou, D., Hamilton, L., Le, V., Lockwood, J.R., McCaffrey, D.F., Petter, M. Y., and Stecher, B.M. (2010). *Final report: Experimental evidence from the Project on Incentives in Teaching*. National Center on Performance Incentives@ Vanderbilt.

<sup>15</sup> Fryer, R.G. (2011). *Teacher incentives and student achievement: Evidence from New York City public schools*. National Bureau of Economic Research.

achievement in any grade level and had no effects on school progress report scores.<sup>16</sup> Finally, a study of 20 Chicago schools<sup>17</sup> concluded that annual teacher performance bonuses ranging from \$1,100 to \$15,000 produced no evidence that the program raised student test scores.

In addition to the lack of evidence that performance-based incentives improve student performance, there are concerns that such systems negatively affect teacher morale and motivation.<sup>18</sup> This undermines a culture of success. Moreover, combined with the problems associated with the greatly increased hours without a commensurate increase in compensation, the negative impact on morale may make it very difficult to retain teachers at the Parker School. As stated above, teacher turnover can negatively impact student achievement.

### **Recommendation for Pay For Performance System**

The final turnaround plan should not include a compensation system in 2014-2015 based upon student and teacher performance. The Association proposes that the parties jointly study all forms of salary schedule constructs to determine which will be most effective in attracting and retaining high quality teachers at the Parker School to maximize rapid academic achievement. In the meantime, the plan should compensate Parker teachers according to the Association salary scale plus an additional stipend and/or hourly rates (to be negotiated with the Association) for the increased devotion of time to the school and the plan.

#### **3. Dispute Resolution Process**

*The lack of neutrality in the proposed dispute resolution process undermines a culture of success and confidence and inhibits rapid student achievement by undermining teacher confidence in the fairness of the plan and by creating a chilling effect on debate about the progress of the turnaround plan.*

The Preliminary Plan posits that its "Dispute Resolution" procedure, among other working conditions, is "necessary" for the success of the turnaround plan. Preliminary Plan, pp. 31-32. It gives no reason for its assumption and the Association believes that the progress sought in the Preliminary Plan will be inhibited by the procedure. In part, this is due to the fact that the Commissioner, who establishes the turnaround plan and appoints the receiver (the Superintendent), is the final decision-maker. Preliminary Plan, p. 32. His self-interest in defending the turnaround plan and/or the position of the Superintendent (whom he appointed as receiver) seriously undermines his neutrality. Moreover, the procedure gives the decisions of the receiver "substantial deference." Thus, in addition to the procedure's obvious lack of impartiality, overwhelming and credible evidence on behalf of the teacher's position can be

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<sup>16</sup> Marsh, J.A., Springer, M.G., McCaffrey, D.F., Yuan, K., Epstein, S., Koppich, J., Kalra, Ni. DiMartino, C., and Peng, A. (2011). *The big apple/or educators: New York City's experiment with schoolwide performance bonuses*. RAND Corporation

<sup>17</sup> Glazerman, S., and Seifullah, A., (2010). *An evaluation of the teacher advancement program in Chicago: Year two impact report*. Mathematica Policy Research, Inc.

<sup>18</sup> See Springer, n.4, *supra*.

trumped by the required "deference" given to the receiver's less convincing evidence. This utterly offends the notion of a fair process as well as the statute's requirement to build a culture of success among students and school faculty. On the contrary, this procedure will strongly discourage the staff from having frank discussions with the Superintendent about how the turnaround plan is serving students and from proposing better alternatives.

**Recommendation for Dispute Resolution Process:**

The dispute resolution procedure should be replaced in the final turnaround plan with an accelerated arbitration process of the type approved by the Legislature in Chapter 69, § 11(o) governing the termination of professional status teachers. This would still ensure the prompt resolution of disputes yet give teachers the confidence to address plan and school issues without fear of retribution for which they would have no fair and neutral procedure for redress.<sup>19</sup>

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<sup>19</sup> Although in negotiations with the Commissioner regarding his proposed changes to working conditions the Association did agree to the dispute resolution process in the Preliminary Plan, the concerns expressed herein are still valid and bear consideration by the stakeholder group. The Association urges the stakeholder group to adopt the recommendation made herein to ensure a fair and impartial procedure for resolving disputes at the Parker School. It is the best way to ensure a free exchange of ideas and opinions regarding what is working and not working under the turnaround plan. That in turn best supports the goal of maximizing rapid academic achievement of students at the school.

# ATTACHMENT J

<http://www.southcoasttoday.com/apps/pbcs.dll/article?AID=/20140418/NEWS/404180321>

## Few teachers reapply for their Parker School jobs

By **Carol Kozma**

ckozma@s-t.com

April 18, 2014 12:00 AM

NEW BEDFORD — Only four of about 20 teachers at the John Avery Parker Elementary School chose to reapply for their positions and will be returning next year, according to Superintendent Pia Durkin.

The "chronically underperforming" school was declared Level 5 — the lowest rank on the state's five-tier accountability system — and placed under state control in October.

As part of a three-year turnaround plan written by state Education Commissioner Mitchell Chester and overseen by Durkin, any Parker School teacher wishing to return was required to reapply for his or her position.

While Durkin said four teachers reapplied, she was less definitive about the number that did not, saying it was "15 or 16." According to the Department of Elementary and Secondary Education, 19 teachers are working at the school this year.

Departing Parker teachers who have a professional teaching status and are certified in other areas may apply for other positions within the district, she said.

Asked if she was surprised by the number of teachers who chose not to reapply, Durkin said, "I didn't know what to expect. People do have their personal issues.

"If you want to remain in a school that requires such urgent action you need to be able to have that commitment of the time and of the work that that is going to involve," she said.

Teachers at the school are asked to work 210 days a year instead of the 185 days they currently work, she said. The school day will also be extended by 40 minutes to eight hours a day, according to the final turnaround plan released by the state.

Kerri De Pina, a member of the local stakeholders group that made recommendations to Chester about how to turn around the school, said she was not surprised so few teachers reapplied.

"It's really sad to see people that I've seen last year who won't be there anymore." said De Pina, who has two children at the school. "That will be a little tough for the kids next year. These are the faces that they see every day. I think it will be a big adjustment for them," she said.

"I am hoping that they find staff that is just as good as there is now," she said.

Jack Livramento, who represented the School Committee on the stakeholders group, said he was unaware that so many teachers had chosen not to reapply.

"Why all these teachers aren't reapplying I don't know," he said. "Hopefully we can try to figure that out so this type of thing does not occur."

Durkin said she has posted applications for the now-vacant positions, plus new openings for a turnaround manager (to be shared with the high school), literacy coach, behavioral interventionist and coordinator for a new family resource center.

Durkin said she is seeing considerable interest in the positions, in some cases receiving about 25 applications to fill one job.

# ATTACHMENT K



## **Educator evaluation data:**

Student growth percentiles, race/ethnicity,  
gender, and professional teaching status

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April 2014

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## Executive summary

In November 2013, the Massachusetts Department of Elementary and Secondary Education (ESE) released the first set of summative performance ratings under the state’s new educator evaluation system. The ratings included educators in the 234 Race to the Top districts required to implement the new regulations and evaluate at least half of their educators in the 2012–13 school year. Ultimately, 37,940 educators were evaluated in 2012–13 through the Commonwealth’s new system, representing 62 percent of the 61,441 educators in the districts that met the criteria to be evaluated and 43 percent of educators statewide.

This report expands upon the November report in two ways: by showing how the summative performance rating relates to one measure of impact on student learning, the MCAS median student growth percentile; and by disaggregating the overall performance ratings by race and gender.

A primary purpose for conducting this analysis was to promote continuous learning and improvement, a goal of the educator evaluation system itself. By examining the state’s early evaluation data, we can better understand the first year of implementation of the new system and provide information to help districts improve their continued implementation. This report also helps support two goals of the educator evaluation system: placing student learning at the center and setting a high bar for professional teaching status.

Key findings include:

- **Teachers<sup>20</sup> rated Exemplary in the summative performance rating were more likely than other teachers to have achieved high student academic growth, and teachers rated Needs Improvement or Unsatisfactory were more likely than other teachers to have achieved low student academic growth.**
  - Less than 10 percent of teachers rated as Exemplary had a median student growth percentile (SGP) below 35.5 in English language arts, as compared to 41 percent of teachers rated Unsatisfactory. Conversely, 33 percent of teachers rated as Exemplary had a median SGP above 64.5 in English language arts, versus 5 percent of teachers rated Unsatisfactory. Median student growth percentiles in mathematics showed similar patterns.
  - Teachers rated as Exemplary in the summative performance rating had an average median student growth percentile of 56.7 in English language arts and 58.3 in

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<sup>20</sup> Throughout this report we use the term “educators” to mean all educators that must be evaluated according to state regulation, including classroom teachers, specialized instructional support personnel, principals, and others. “Teachers” refers just to classroom teachers.

mathematics, as compared to 42.5 and 43.1 respectively for teachers rated Unsatisfactory.

- **The distribution of ratings for educators of color is more disperse than the distribution for white educators.**
  - Looking at all types of educators, 7.1 percent of white educators received an Exemplary rating, versus 10.7 percent of African Americans and 10.0 percent of Hispanics and Latinos. Likewise, 6.5 percent of white educators were rated as Needs Improvement and 0.6 percent Unsatisfactory, versus 10.3 and 2.4 percent of African Americans and 9.6 and 1.1 percent of Hispanics and Latinos, respectively.
  
- **Female educators were more likely than males to receive high summative performance ratings and less likely to receive low ratings.**
  - Statewide, 8.0 percent of all female educators were rated as Exemplary, versus 5.4 percent of males. Similarly, 5.9 percent of female educators were rated as Needs Improvement and 0.6 Unsatisfactory, versus 9.6 and 1.1 percent of male educators, respectively.
  
- **Teachers without professional teaching status (PTS, or tenure) were more likely to be evaluated than PTS teachers and were more likely to receive low ratings.**
  - 66 percent of PTS teachers eligible to be evaluated in 2012–13 were actually evaluated, as compared with 82 percent of non-PTS teachers.
  - Statewide, 7.7 percent of PTS teachers were rated as Exemplary, as compared to 3.0 percent of non-PTS teachers. PTS teachers were also one-third as likely to receive a rating of Needs Improvement as non-PTS teachers (4.6 percent versus 13.5 percent).
  - Patterns for professional teaching status by race/ethnicity and gender were similar to the statewide results.

These data should be considered in light of several important methodological notes.

- These data are from the 2012–13 school year, the first year of large-scale implementation of the educator evaluation system. Only Race to the Top districts were required to implement the new system that year; those districts were required to evaluate at least 50 percent of their educators. Thus, the data on the summative performance ratings comes only from the 37,940 educators in Race to the Top districts who were rated in 2012–13.
- The educators evaluated in 2012–13 are not a random or representative sample of all educators, but rather are representative of those educators in Race to the Top districts that districts chose to evaluate in the first year of implementation.
- Data on the distribution of individual ratings within districts is suppressed when the number of educators in a group is fewer than six or publishing the data would compromise the

confidentiality of individual educators' ratings (for instance, when all educators or all but one within a district have the same rating).

- Most of the educators of color in Massachusetts are concentrated in a small number of districts. Thus, in the accompanying district-level report we can only show disaggregated ratings by district for educators of color in the 19 districts with sufficient numbers of those educators.

## Background

On June 28, 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license: teachers, principals, superintendents, and other administrators. The new regulations were based in large part on recommendations from a 40-member statewide task force charged by the Board of Elementary and Secondary Education with developing a new framework for educator evaluation in Massachusetts.

The educator evaluation framework described in the new regulations was explicitly developed to support the following goals:

- Promote growth and development of leaders and teachers,
- Place student learning at the center, using multiple measures of student learning, growth and achievement,
- Recognize excellence in teaching and leading,
- Set a high bar for professional teaching status, and
- Shorten timelines for improvement.

The regulations specify several key elements of the new evaluation process. All educators engage in a five-step evaluation cycle that includes self-assessment; analysis, goal setting, and plan development; implementation of the plan; a formative assessment/evaluation; and a summative evaluation. Throughout this process, three categories of evidence are collected: multiple measures of student learning, growth, and achievement, including statewide assessment data (i.e., MCAS) where available; judgment based on observations, including unannounced observations; and additional evidence relating to performance.

Ultimately, educators receive two ratings: a summative performance rating related to their performance on the statewide standards of effective practice, and a rating of their impact on student learning. The summative performance rating is categorized into four levels of performance (Exemplary, Proficient, Needs Improvement, and Unsatisfactory) and is composed of ratings on the four standards of effective teaching or administrative leadership defined in state regulation. The impact on student learning is categorized as high, moderate, or low and is based on district-determined measures of student growth that include state assessment data where applicable.<sup>21</sup> In 2012–13, the year to which these results pertain, the Race to the Top districts were required to issue a summative performance rating only. The student impact rating will not be issued until the end of the 2015–2016 school year.

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<sup>21</sup> More information about the educator evaluation framework is available at <http://www.doe.mass.edu/eeval/>.

## Data and methodology

In November 2013, the Massachusetts Department of Elementary and Secondary Education (ESE) released statewide data on the distribution of educator evaluation ratings among the 37,940 educators<sup>22</sup> evaluated in 2012–13. These findings showed that 85.2 percent of educators evaluated that year were rated Proficient and 7.4 percent Exemplary, while 6.8 percent were rated Needs Improvement and 0.7 percent Unsatisfactory. This report expands upon the previous analysis in two ways: by showing how the summative performance rating relates to one measure of impact on student learning, the median student growth percentile; and by disaggregating the overall performance ratings by race/ethnicity and gender.

To conduct these analyses, we relied upon evaluation ratings data reported to the state through the Education Personnel Information Management System (EPIMS), the statewide system for collecting demographic and work assignment data on educators. We also used the Student Course Schedule (SCS) data, a separate state data collection, to determine which teachers were assigned to which students. This allowed us to calculate how much improvement each teacher’s students made on statewide assessments.

The data presented in this report are from the 2012–13 school year, the first year of large-scale implementation of the educator evaluation system. Only the 234 Race to the Top districts were required to implement the new system that year; those districts were required to evaluate at least 50 percent of their teachers. Thus, the data on the summative performance ratings comes from the 37,940 educators in Race to the Top districts rated in 2012–13. This represents 62 percent of the 61,441 educators in those districts and 43 percent of educators statewide in that year.

The educators evaluated in 2012–13 are not a random or representative sample of all educators, but rather are representative of those educators in Race to the Top districts that districts chose to evaluate in the first year of implementation. For instance, many districts selected to focus first on evaluating their non-professional teaching status (non-tenured) educators. Indeed, 82 percent of non-PTS teachers were evaluated, versus 65.8 percent of those with professional teaching status. As additional data become available in future years, we will be able to determine how representative this initial sample is of educators statewide.

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<sup>22</sup> Throughout this report we use the term “educators” to mean all educators that must be evaluated according to state regulation, including classroom teachers, specialized instructional support personnel, principals, and others. “Teachers” refers just to classroom teachers.

To examine how the summative performance rating relates to student improvement, we examined the data on student growth percentiles (SGPs), which measure a student’s improvement from one year to the next on state assessments relative to other students with similar test score histories. We calculate a student growth percentile for each student and then find the median SGP for the students taught by each teacher.<sup>23</sup> Only teachers that had at least 20 students with available student growth percentile data are included in this analysis. We also only attribute student assessment data to teachers for whom they are directly relevant: for instance, for middle school mathematics teachers, we include their students’ SGP in mathematics but not English language arts. As a result, data on student growth percentiles are only available for approximately 10 percent of the educators that received a summative performance rating in 2012–13.

Educators in Massachusetts are accustomed to thinking of the definition of moderate growth for schools or districts as a median student growth percentile between 40 and 60. However, teachers typically have smaller numbers of students contributing to their SGP than schools or districts do. Thus in this analysis we expanded the definition of moderate to include median SGPs between 35.5 and 64.5 in order to account for the greater variability of the measure at the teacher level.

As part of this report, we are also publishing district-level disaggregations of the summative performance ratings by race/ethnicity and gender. In order to protect educators’ confidentiality, data are suppressed for groups of fewer than six educators and when all educators or all but one within a group received the same rating. Further, most of Massachusetts’ educators of color are concentrated in a small number of districts. For instance, 60 percent of all African-American educators in Massachusetts and 33 percent of all Hispanic or Latino educators work in the Boston Public Schools, as compared to 8 percent of white educators. Thus, in the accompanying district report, we can only show disaggregated ratings by district for educators of color in the 19 districts with sufficient numbers of those educators.

## **Findings: Student growth percentiles**

Our first analysis compares the summative performance ratings, which are based on professional judgment and a robust evidentiary base, against the student growth measure, which is based on improvement on statewide assessments. If the two generate similar results, this is an indication that the summative performance rating is related to improved student outcomes. If the two are different, this could signal to the state and districts that additional support or training for evaluators is needed to ensure that ratings are appropriately calibrated.

*Table 1: Percent of teachers statewide in each SGP growth category, by summative performance rating*

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<sup>23</sup> More information on student growth percentiles is available at <http://www.doe.mass.edu/mcas/growth/>.

Summative performance rating	English language arts				Mathematics			
	Low	Moderate	High	N	Low	Moderate	High	N
	0–35 SGP	35.5–64.5 SGP	65–99 SGP	% of total	0–35 SGP	35.5–64.5 SGP	65–99 SGP	% of total
Exemplary	8.5%	58.4%	33.1%	317 (8.0%)	10.8%	50.2%	39.0%	231 (6.5%)
Proficient	15.5%	64.8%	19.7%	3,329 (84.2%)	16.7%	60.3%	23.0%	3,015 (84.8%)
Needs improvement	28.9%	59.3%	11.9%	270 (6.8%)	29.2%	56.6%	14.2%	281 (7.9%)
Unsatisfactory	40.5%	54.1%	5.4%	37 (0.9%)	39.3%	50.0%	10.7%	28 (0.8%)

Table 1 breaks down teachers’ median student growth percentile data into three categories: low growth (median SGP of 0 to 35), moderate (median SGP between 35.5 and 64.5), and high (median SGP of 65 to 99). It then shows, for a given summative performance rating, what percentage of teachers at that rating exhibited a low, moderate, or high impact on student learning as measured by the student growth percentile.

For instance, among teachers rated Exemplary, all but 8.5 percent had median English language arts SGPs in the moderate (58.4 percent) or high (33.1 percent) category. Similarly, all but 10.8 percent had median mathematics SGPs considered moderate or high. At the other end of the spectrum, in both English language arts and mathematics about 40 percent of the teachers rated unsatisfactory had low median SGPs, and relatively few had high median SGPs.

*Table 2: Percent of teachers in each SGP growth category, by summative performance rating, urban districts only*

Summative performance rating	English language arts				Mathematics			
	Low	Moderate	High	N	Low	Moderate	High	N
	0–35 SGP	35.5–64.5 SGP	65–99 SGP	% of total	0–35 SGP	35.5–64.5 SGP	65–99 SGP	% of total
Exemplary	12.9%	56.1%	31.1%	132 (8.4%)	15.4%	50.5%	34.1%	91 (6.8%)
Proficient	20.8%	61.7%	17.4%	1,238 (79.7%)	22.7%	56.3%	21.0%	1,075 (80.5%)
Needs improvement	35.5%	57.4%	7.1%	169 (10.9%)	38.1%	50.3%	11.6%	155 (11.6%)
Unsatisfactory	66.7%	33.3%	0.0%	15 (1.0%)	57.1%	35.7%	7.1%	14 (1.0%)

Table 2 shows the same breakdown, but just for teachers in the 24 urban districts<sup>24</sup>. The patterns in these districts are generally similar to the statewide patterns. However, urban teachers rated Exemplary are somewhat more likely to have high SGPs and those rated Unsatisfactory are substantially more likely to have low SGPs. Indeed, not a single teacher rated Unsatisfactory had a high median SGP in English language arts and only one did in mathematics.

A different way to look at these same data is to calculate the average median student growth percentile for educators in each summative performance rating category. For example, we calculate the median SGP for each educator rated as Exemplary, then average those SGPs across all Exemplary educators to find the average median SGP for those educators. If the system is working well, the average median SGP should increase as the summative performance rating improves. Table 3 shows these results.

*Table 3: Average median SGP for teachers statewide, by summative performance rating*

<sup>24</sup> The urban districts are: Boston, Brockton, Cambridge, Chelsea, Chicopee, Everett, Fall River, Fitchburg, Framingham, Haverhill, Holyoke, Lawrence, Leominster, Lowell, Lynn, Malden, New Bedford, Pittsfield, Revere, Salem, Somerville, Springfield, Taunton, and Worcester.

Summative performance rating	All teachers		Teachers in urban districts	
	Average ELA SGP	Average mathematics SGP	Average ELA SGP	Average mathematics SGP
Exemplary	56.7 (n=317)	58.3 (n=231)	54.7 (n=132)	55.9 (n=91)
Proficient	51.1 (n=3,329)	51.7 (n=3,015)	49.0 (n=1,238)	49.4 (n=1,075)
Needs improvement	44.7 (n=270)	46.8 (n=281)	41.3 (n=169)	42.9 (n=155)
Unsatisfactory	42.5 (n=37)	43.1 (n=28)	34.0 (n=15)	33.2 (n=14)

As anticipated, teachers rated Exemplary had the highest average median SGPs, at 56.7 in English language arts and 58.3 in mathematics. The average median SGP decreases for each performance level, with the lowest SGPs among the teachers rated Unsatisfactory. The patterns in urban districts are similar, though the average median SGP for each summative performance rating category is lower than it is for teachers statewide.

Taken together, the findings related to student growth percentiles provide early, suggestive evidence that the system is working as it should. The educators who have been rated the strongest on the basis of professional judgment are also, on average, those who have the strongest impact on student learning. Nonetheless the relationship is not perfect: About 10 percent of educators rated as Exemplary have a low impact on student learning as measured by the median student growth percentile, and between 5 and 11 percent of educators rated Unsatisfactory have a high impact on student learning.

### **Findings: Race/ethnicity**

Our second analysis disaggregates the summative performance ratings by race/ethnicity to examine whether the patterns of ratings are similar across demographic groups. We present findings for all educators and just for teachers, both for all evaluated educators and just for those in the 24 urban districts.

*Table 4: Summative performance ratings by race/ethnicity, all educators*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All educators</b>	<b>61,441</b>	<b>37,940</b>	<b>61.8</b>	<b>7.4</b>	<b>85.2</b>	<b>6.8</b>	<b>0.7</b>
African-American	2,380	1,677	70.5	10.7	76.6	10.3	2.4
American Indian or Alaskan Native	67	47	70.1	6.4	87.2	4.3	2.1
Asian	797	563	70.6	10.1	80.3	8.5	1.1
Hispanic or Latino	1,926	1,339	69.5	10.0	79.2	9.6	1.1
Multi-race	260	173	66.5	5.8	84.4	8.1	1.7
Native Hawaiian or Pacific Islander	37	29	78.4	10.3	69.0	20.7	0.0
White	55,974	34,112	60.9	7.1	85.9	6.5	0.6

Table 4 shows the statewide breakdown of the summative performance ratings by race and ethnicity. Overall 61.8 percent of educators were evaluated in this first year of implementation of the new system, with a higher percentage of educators of color being evaluated as compared to white educators.

The distribution of ratings for educators of color is wider than it is for the state as a whole. For instance, 10.7 percent of African-American educators were rated Exemplary, as compared to 7.4 percent overall, and 12.7 percent were rated below Proficient, as compared to 7.5 percent overall. We see similarly wide distributions for Asian, Hispanic or Latino, and Native Hawaiian or Pacific Islander educators, while American Indian/Alaskan Native, multi-race, and white educators show patterns similar to the state as a whole.

*Table 5: Summative performance ratings by race/ethnicity, all educators, urban districts only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All urban educators</b>	<b>25,272</b>	<b>16,200</b>	<b>64.1</b>	<b>9.0</b>	<b>80.6</b>	<b>9.3</b>	<b>1.1</b>
African-American	1,949	1,413	72.5	10.0	77.5	9.9	2.6
American Indian or Alaskan Native	41	32	78.0	9.4	84.4	6.3	0.0
Asian	510	380	74.5	11.3	79.5	8.2	1.1
Hispanic or Latino	1,448	1,027	70.9	10.1	79.9	8.6	1.4
Multi-race	103	66	64.1	7.6	84.8	6.1	1.5
Native Hawaiian or Pacific Islander	19	15	78.9	20.0	60.0	20.0	0.0
White	21,202	13,267	62.6	8.7	81.1	9.3	0.9

Table 5 shows the same breakdown by race/ethnicity, but just for educators in the 24 urban districts. Urban educators show a wider range ratings than the statewide results, not surprising since the urban districts house the majority of the state’s educators of color. For instance, out of the state’s 2,380 African-American educators, 82 percent of them (1,949) work in urban districts; similarly, urban districts employ 75 percent of the state’s Hispanic or Latino educators and 64 percent of the Asian educators.

Looking next at the breakdowns just for teachers, as opposed to all educators, we see similar patterns once again. Table 6 summarizes these results.

*Table 6: Summative performance ratings by race/ethnicity, teachers only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory

All teachers	50,729	32,945	64.9	6.9	85.1	7.3	0.7
African-American	1,826	1,387	76.0	10.2	75.6	11.6	2.7
American Indian or Alaskan Native	55	38	69.1	5.3	86.8	5.3	2.6
Asian	688	519	75.4	9.4	80.5	9.1	1.0
Hispanic or Latino	1,566	1,145	73.1	8.8	79.9	10.0	1.2
Multi-race	218	153	70.2	3.9	85.0	9.2	2.0
Native Hawaiian or Pacific Islander	30	26	86.7	11.5	65.4	23.1	0.0
White	46,346	29,677	64.0	6.7	85.8	6.9	0.6

Here we see that a larger share of the state’s teachers have been evaluated than educators overall (64.9 percent of those evaluated), almost irrespective of racial/ethnicity group. This is unsurprising since many districts prioritized evaluating teachers (versus other staff) as they began their initial implementation of the new educator evaluation framework. The spread across summative performance ratings categories again shows a wider distribution of ratings at both ends of the spectrum among teachers of color as compared to white teachers.

## Findings: Gender

Next, we examined the distribution of summative performance ratings by gender, for educators overall and for teachers. In general we find that male educators receive lower ratings on average than their female counterparts.

*Table 7: Summative performance ratings by gender, all educators*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
All educators	61,441	37,940	61.8	7.4	85.2	6.8	0.7
Female	46,804	29,012	62.0	8.0	85.6	5.9	0.6

Male	14,637	8,928	61.0	5.4	83.9	9.6	1.1
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Table 7 shows that female and male educators were about equally likely to receive a summative performance rating during the first year of implementation. Female educators were more likely than males to be rated as Exemplary (8.0 percent, versus 5.4 percent) and less likely to be rated as Needs Improvement (5.9 percent, versus 9.6 percent) or Unsatisfactory (0.6 percent, versus 1.1 percent).

*Table 8: Summative performance ratings by gender, all educators, urban districts only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All urban educators</b>	<b>25,272</b>	<b>16,200</b>	<b>64.1</b>	<b>9.0</b>	<b>80.6</b>	<b>9.3</b>	<b>1.1</b>
Female	19,290	12,435	64.5	9.7	81.2	8.2	0.9
Male	5,982	3,765	62.9	6.6	78.8	13.0	1.7

In Table 8, which looks just at the 24 urban districts, male urban educators were more likely to be rated as Needs Improvement (13.0 percent, versus 8.2 percent of female) and Unsatisfactory (1.7 percent, versus 0.9 percent), and less likely to be rated as Exemplary (6.6 percent, versus 9.7 percent).

*Table 9: Summative performance ratings by gender, teachers only*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
Female	38,579	25,133	65.1	7.5	85.6	6.4	0.6
Male	12,150	7,812	64.3	5.1	83.5	10.2	1.2

Lastly, Table 9 shows the breakdown of ratings by gender just for teachers, as opposed to all educators. We again see a similar pattern with male teachers more likely to receive ratings below Proficient and less likely to receive a rating of Exemplary.

### Findings: Professional teaching status

Finally, we examined the distribution of summative performance ratings by professional teaching status (PTS, or tenure). In Massachusetts, teachers, including school librarians, school adjustment counselors, social workers, school nurses, and school psychologists, are typically awarded professional teaching status after three consecutive years of satisfactory service. Without PTS, a teacher is considered probationary and is employed on an annual basis, allowing a district to not renew the teacher’s contract without stating a specific reason. With PTS, the teacher is considered continuously employed unless the district terminates the employment for cause, and dismissal decisions can be appealed. As such, PTS teachers are more experienced than their non-PTS counterparts.

In this first year of statewide implementation, districts appeared to focus their evaluation efforts first on the teachers for whom they will need to make future tenure decisions. As Table 8 shows, 66 percent of the 33,902 PTS teachers eligible to be evaluated in 2012–13 were actually evaluated that year, as compared with 82 percent of the non-PTS teachers. Further, as compared to non-PTS teachers, PTS teachers were more than twice as likely to be rated Exemplary (7.7 percent versus 3.0 percent) and one-third as likely to be rated as Needs Improvement (4.6 percent versus 13.5 percent).

*Table 8: Summative performance ratings by professional teaching status*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
PTS teachers	33,902	22,302	65.8	7.7	87.1	4.6	0.6
Non-PTS teachers	10,244	8,446	82.4	3.0	82.5	13.5	1.0

Breaking down the professional teaching status findings by race/ethnicity (Table 9) shows similar patterns to the statewide results. Educators of color have more disperse summative performance ratings than white educators do, whether or not they have professional teaching status. Further, within most racial/ethnic groups, PTS educators were more likely to receive Exemplary ratings than their non-

PTS counterparts. 9.2 percent Hispanic or Latino PTS educators were rated Exemplary, as compared to 3.4 percent of non-PTS Hispanic or Latino teachers.

Non-PTS educators of color, however, were more likely to receive Needs Improvement or Unsatisfactory ratings than were PTS educators of color. Looking just at the Needs Improvement category, 8.6 percent of African-American PTS educators received this rating, versus 19.1 percent of African-American non-PTS educators. We see similar patterns for Asian (5.8 percent versus 13.8 percent) and Hispanic or Latino (6.8 percent versus 13.8 percent) educators.

Comparing Table 9 to Table 4 (which shows the overall statewide breakdown of summative performance ratings by race) demonstrates that PTS teachers within a given racial/ethnic subgroup are similarly likely to receive an Exemplary rating as educators in that subgroup overall. For example, 10.7 percent of African-American PTS teachers were rated Exemplary, equal to the 10.7 of African-American educators overall that received that rating. PTS teachers of color are somewhat more likely to receive Needs Improvement or Unsatisfactory ratings than educators of color statewide, however.

*Table 9: Summative performance ratings by professional teaching status and race/ethnicity*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
<b><i>PTS teachers</i></b>	<b>33,902</b>	<b>22,302</b>	<b>65.8</b>	<b>7.7</b>	<b>87.1</b>	<b>4.6</b>	<b>0.6</b>
African-American	1,131	945	83.6	10.7	77.5	8.6	3.3
American Indian or Alaskan Native	31	21	67.7	4.8	95.2	0.0	0.0
Asian	425	329	77.4	9.7	84.2	5.8	0.3
Hispanic or Latino	947	731	77.2	9.2	82.2	6.8	1.8
Multi-race	133	93	69.9	5.4	86.0	7.5	1.1
Native Hawaiian or Pacific Islander	12	10	83.3	20.0	60.0	20.0	0.0
White	31,223	20,173	64.6	7.5	87.8	4.2	0.5
<b><i>Non-PTS teachers</i></b>	<b>10,244</b>	<b>8,446</b>	<b>82.4</b>	<b>3.0</b>	<b>82.5</b>	<b>13.5</b>	<b>1.0</b>
African-American	401	299	74.6	4.3	74.9	19.1	1.7
American Indian or Alaskan Native	19	14	73.7	7.1	78.6	14.3	0.0
Asian	165	145	87.9	5.5	78.6	13.8	2.1
Hispanic or Latino	354	297	83.9	3.4	82.5	13.8	0.3
Multi-race	38	35	92.1	0.0	88.6	8.6	2.9
Native Hawaiian or Pacific Islander	16	14	87.5	7.1	71.4	21.4	0.0
White	9,251	7,642	82.6	2.9	82.8	13.3	1.0

In a final analysis, we disaggregated the findings by gender for PTS and non-PTS teachers. Table 10 shows these results.

*Table 10: Summative performance ratings by professional teaching status and gender*

Demographic group	Total N	N evaluated	% evaluated	Among those evaluated			
				% Exemplary	% Proficient	% Needs Improvement	% Unsatisfactory
<b>All teachers</b>	<b>50,729</b>	<b>32,945</b>	<b>64.9</b>	<b>6.9</b>	<b>85.1</b>	<b>7.3</b>	<b>0.7</b>
<i>PTS teachers</i>	<i>33,902</i>	<i>22,302</i>	<i>65.8</i>	<i>7.7</i>	<i>87.1</i>	<i>4.6</i>	<i>0.6</i>
Female	26,095	17,216	66.0	8.3	87.1	4.1	0.5
Male	7,807	5,086	65.1	5.4	87.3	6.2	1.1
<i>Non-PTS teachers</i>	<i>10,244</i>	<i>8,446</i>	<i>82.4</i>	<i>3.0</i>	<i>82.5</i>	<i>13.5</i>	<i>1.0</i>
Female	7,642	6,332	82.9	3.2	84.2	11.7	0.9
Male	2,602	2,114	81.2	2.4	77.2	18.9	1.5

Similar to the findings for gender overall, we see that both for PTS and non-PTS teachers, females are more likely than males to receive Exemplary ratings. Among non-PTS teachers, for instance, 3.2 percent of females were rated Exemplary, versus 2.4 percent of males. At the other end of the spectrum, males were more likely to receive Needs Improvement or Unsatisfactory ratings, whether or not they had professional teaching status.

## Conclusion

A primary purpose for conducting this analysis was to promote continuous learning and improvement, a goal of the educator evaluation system itself. By examining the state’s early evaluation data, we can better understand the first year of implementation of the new system and provide information to help districts improve their continued implementation.

This preliminary evidence from the first year of implementation of the new Massachusetts educator evaluation system suggests that implementation is off to a strong start. Most educators who are rated as Proficient or Exemplary on the summative performance rating also exhibit moderate or high growth

among their students, as measured by the median student growth percentile. The distribution of summative performance ratings is wider for educators of color than for white educators, and male educators receive lower ratings on average. But the differences are not stark and may be explained by the fact that the educators rated in this first year of implementation were not a random or representative sample of educators statewide.

These data provide a point of comparison for districts, so they can understand whether the patterns they see in their own evaluation results are typical of those statewide. Where results are unexpected, districts should dig deeper to understand why these results have occurred. For instance, districts that see a larger than average number of discordant ratings (Exemplary educators with low student growth or vice versa) should closely examine their evaluation processes to ensure that the summative performance ratings are appropriately calibrated across evaluators and relative to available student impact data.

These data also underscore the small number of educators of color across the state and their heavy concentration in the urban districts. Indeed, we were only able to provide separate district-level breakouts of summative performance ratings for non-white educator subgroups in 19 districts. The remainder had too few educators of color to be able to preserve their confidentiality in district-level disaggregations. The statewide Diversity Initiative Task Force has focused attention on this important issue in recent months, and ESE will be working to implement their recommendations to help increase the diversity of the state's educator workforce.

As more and better data becomes available about the effectiveness of the state's educator workforce, reports such as this will help to shed light on the distribution of effective educators without resorting to proxies such as educational attainment or length of service. Ultimately this will help districts and the state to develop policies and programs to ensure that the most effective teachers serve the students who most need their support.

# ATTACHMENT L

## M.A.S.S Model CBA Language on DDM's

March 19, 2014

Introduction – The language in the introduction is not necessarily intended for inclusion in collective bargaining agreements.

M.A.S.S. believes the interpretation and application of data from DDMs reflects a best practice for the profession which, if used to benefit students, is an important part of understanding how children learn, thereby improving instructional practice. Teachers know what measures best reflect effective instructional practices and their expertise is crucial to productive use and analysis of DDMs. We are concerned that an overly structured, rules based approach to utilization of DDMs will not serve students and will lead to inefficient misunderstandings and conflict with employee representatives. Additionally, little evidence has been provided which establishes a reliable and valid correlation between overall educator performance ratings and student impact ratings, as they measure very different things according to very different criteria. Conflating these distinct items will contribute to public confusion as to their meaning and may be cited by some as the basis for incorrect or unsupported judgments and conclusions about a particular school, school system, or even individual teachers.

1. Purpose of DDM's: To provide educators and evaluators with additional information, including but not limited to trends and patterns in student LGA, for discussion and consideration about an educator's impact on student performance.

2. Working Group: A DDM's Working Group shall be established pursuant to G.L., c. 71, §38 to identify and select DDMs from a pool of existing measures.

a.. Additional Measures: Additional measures to be added to the pool of DDM's will be considered by the parties (the Working Group) at either's suggestion, and neither party may unreasonably withhold consent to changes in the pool of DDM's provided remaining DDM's or new DDM'S are aligned with relevant curriculum, Vocational or other relevant Massachusetts framework.

b. Supplemental DDM's for Individuals: If in the course of the discussion between an educator and the evaluator the educator believes the DDM's selected by the evaluator should be supplemented, a reasonable number of additional or different DDM's may be identified by the educator and may be considered by the evaluator.

3. Composition of Working Group: The school committee shall designate the superintendent as one of its designees, unless the superintendent recommends another school administrator, in which case the designation of the nominated administrator shall be appointed by the school committee. The Working Group shall be co-chaired by the president of the employee bargaining unit or designee and the superintendent or designee. The recommendations to be made to the superintendent by the Working

Group may either be by consensus or by majority vote so that the employer/employee members each represent a 50% of the Working Group members, notwithstanding their actual numbers.

#### 4. Definitions:

a. Criterion: Norm Referenced: DDM's may include but are not limited to criterion and norm referenced measures such as formative interim and unit pre-post assessments in specific subjects, assessment of growth based on performance and/or portfolios of student work judged against common scoring rubrics and mid-year or end of year course examination.

b. Comparability: DDM's must be comparable across grade or subject level district wide and aligned with relevant curricular, Vocational, or other relevant Massachusetts Frameworks. DDM's must be scored using a consistent, transparent process which establishes clear parameters for: 1) educators to understand the criteria, 2) for evaluators to apply their professional judgment as to what constitutes low, moderate or high student growth and, 3) for educators and evaluators to review any significant discrepancies between student LGA and the evaluator's professional judgment as to overall performance.

c. Ratings Definition: A rating of "high" means students have significantly more than one year's growth relative to academic peers in the grade or subject. A rating of "moderate" indicates one year's growth relative to academic peers in the grade or subject. A rating of "low" indicates significantly lower than one year's growth relative to academic peers in the grade or subject.

#### 5. Identification and Selection Criteria:

a. Educator's Expertise: Through their practice educators in the system are intimately familiar with commonly accepted measures of student performance and know that existing measures produce relevant information useful in improving student performance and in determining an educator's impact on student LGA. As a result, an educator's DDM's will be drawn from a pool of existing measures recommended by the Working Group to the Superintendent as comparable across grade or subject levels, meeting the above definitions, and currently utilized in the \_\_\_\_\_ Public Schools.

#### 6. Utilization:

a. DDM's in Goal Setting: To encourage the development of a reflective practice, the educator and evaluator will discuss the nature and range of the educator's impact rating during goal setting, and at the formative and summative phase. The evaluator's final judgment as to whether an educator has a low, moderate, or high impact on student LGA, as such impact is defined above and by reference to DESE standards, will only occur after the educator and the evaluator have again discussed, at the summative phase, the information available from DDM's and from trends and patterns in student LGA. The educator will have an opportunity to provide to the evaluator a self- assessment in relation to information from DDM's, trends and patterns.

b. Student Enrollment Issues: For full-year or fall semester courses, the DDM results from students who were not enrolled in the grade or course by October 1st or did not remain enrolled through the final date the DDM is administered shall not be used in the determination of an educator's impact on student growth.

For spring semester courses, the DDM results from students who are not enrolled in the grade or course by the end of the fourth week of the semester or do not remain enrolled through the final date the DDM was administered shall not be used in the determination of an educator's impact on student growth.

DDM results from students who were not present for instruction or education services for at least 80 percent (eighty percent) of the allotted instructional or service time shall not be used in the determination of an educator's impact on student growth.

c. Modifications to Practice: The discussion between the educator and the evaluator may result in recommended modifications to an educator's practices or methods

d. DDM's use as Evidence An educator's impact on student LGA is one piece of evidence to be considered in the formulation of an educator's plan, and is an element of the educator's overall/summative rating as required by 603 CMR 35.07. A summative rating is fundamentally derived from classroom observation and evidence of practice across the four Board of Education approved standards or other standards subsequently adopted by the Board. Evidence and the evaluator's professional judgment shall inform the overall rating and the impact rating, which are separate and distinct ratings. The impact rating, however, shall not be the primary factor utilized by the evaluator in the summative portion of the evaluation process, as the sole basis for personnel decisions, or by either party in any statutory or contractual dispute involving personnel decisions or the evaluation article of the contract. The impact rating shall be considered in determining the nature and length of an educator plan per 603 CMR 35.06(7).

e. DDM's and Growth Plans: The impact rating for an educator ranked proficient or exemplary may affect the duration of a self-directed growth pursuant to the evaluation article of the contract, and 603 CMR 35.06 (3) & (7), and 603 CMR 35.09. The parties agree that for proficient and exemplary educators with a moderate or high impact rating may receive additional recognition.

Educators who are identified as Proficient or Exemplary, and who have a moderate or high impact rating may be placed on a self-directed growth plan of up to two years duration. A Proficient or Exemplary educator with a low impact rating shall be placed on a one year plan. The educator and the evaluator will meet as noted above, to discuss their views as to the basis for the impact rating and what steps will be taken as a result.

7. Dispute resolution: If either party unreasonably withholds consent to initial DDM's or recommended changes in the DDM's utilized in the district, the superintendent, pursuant to the prior authorization of the school committee, or the employee collective bargaining representative, may request an expedited final binding interest arbitration process pursuant to G.L., c. 71, §38 to resolve an impasse concerning

the performance standards for teachers and other school personnel. If the impasse concerns the procedures for conducting such evaluations the parties may jointly agree to submit such matters to the arbitrator for resolution in the same manner as the performance standards are resolved (c. 71, §38).

## Quinn, Sandra

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**From:** Quinn, Sandra  
**Sent:** Friday, April 11, 2014 9:59 AM  
**To:** Levasseur, Dorine  
**Subject:** FW: MASS Model DDM Language  
**Attachments:** MASS DDM Model Contract 3-19-2014.pdf

In case you haven't seen this. Might be helpful in your mediation.

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**From:** Weissinger, Lee  
**Sent:** Monday, March 24, 2014 5:56PM  
**To:** MATA  
**Cc:** Nagle, Kathy  
**Subject:** FW: MASS Model DDM Language

Hi all, you will recall that MTA's model DDM language was finalized some time ago and is on the WEB. MTA did NOT sign onto DESE's model language and I have attached above the recently released Mass Assoc of School Supt.'s Model CBA language. Interesting in that it says right up front:

1. Little evidence has been provided which establishes a reliable and valid correlation between overall educator performance ratings and student impact ratings as they measure very different things according to very different criteria. Conflating these distinct items will contribute to public confusion as to their meaning and may be cited by some as the basis for incorrect or unsupported judgments and conclusions about a particular school, school system, or even individual teachers.
- 2.
3. And, they direct disputes over DDMs to be resolved by section 38.

WOW, and WOW. How many hours did we spend on these two points!!!!

This will be going out to the field staff with a cover memo with our comments. Overall, not too bad- though it does give a nod to using student impact rating in the summative process {BUT they are careful to say it is not the primary factor ... or the sole basis for personnel decisions. We say student impact rating is looked at in determining the educator's plan. And nothing more.

Lee

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**From:** Weissinger, Lee  
**Sent:** Thursday, March 20, 2014 4:30PM  
**To:** Quinn, Sandra  
**Subject:** FW: MASS Model DDM Language  
Here it is again.

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**From:** Weissinger, Lee  
**Sent:** Thursday, March 20, 2014 4:27PM  
**To:** Quinn, Sandra  
**Subject:** FW: MASS Model DDM Language

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**From:** Brennan, Tavor

# ATTACHMENT M

## ARTICLE 19

### GRIEVANCE PROCEDURE

It is the intent of the parties to the Agreement to use their best efforts to encourage the informal and prompt settlement of grievances which may arise between the Union or a member or members of the bargaining unit and the District. In recognition of this intent, the parties agree that they shall use the procedure set forth in this Article for the resolution, strictly pursuant to the terms of this Agreement, of all disputes involving alleged violations of specific provisions of this Agreement, provided however, that disputes involving school based decision making and other subject matter identified in Section 6 of this Article shall be resolved solely pursuant to the provisions of Section 6 of this Article. In order to settle grievances at the lowest possible administrative level, the organization and procedure for processing grievances shall be as follows:

**Section 1:** The term "grievance" shall be construed to mean an express violation of a written provision of this Agreement. Any event which occurred or failed to occur prior to the effective date of this agreement shall not be subject to the grievance and arbitration provision.

**Section 2:** The grievance shall be submitted in writing to the building principal within 30 days of the alleged violation and shall identify with specificity the provision(s) of the Agreement alleged to have been violated.

**Section 3:** An aggrieved teacher shall first discuss the dispute with his/her principal either directly or accompanied by the Union representative with the objective of resolving the matter informally. The principal shall communicate his/her decision to the teacher within five (5) school days after receiving the complaint.

**Section 4:** If the decision of the principal is not satisfactory (or if a decision was not rendered within the time specified), the aggrieved may appeal it within five (5) school days to the Superintendent or his designee. The Superintendent or his designee shall arrange a meeting within five (5) school days from the date of receiving the grievance and shall give his/her decision within five (5) school days of such meeting. Said decisions shall be in writing. If the matter is not satisfactorily handled (or if a decision has not been rendered by the Superintendent or his designee), then where applicable the grievance may be processed as indicated below.

#### **Section 5: Dispute Resolution Processes**

The following table outlines processes to be used (i.e., arbitration, mediation, hybrid approach, or not applicable) to resolve disputes arising out of the enumerated articles:

<b>Introductions of Each Section</b>		Mediation
<b>Part I: Introduction</b>		
Article 1:	Parties and Union Recognition	Arbitration
Article 2:	Definitions	Arbitration
Article 3:	Management Rights	N/A
Article 4:	Changes during the Life of the Agreement	N/A
Article 5:	Duration of Agreement	Arbitration
<b>Part II: Union Privileges and Responsibilities</b>		
Article 6:	Fair Practices	Arbitration
Article 7:	Payment of Dues and COPE	Arbitration
Article 8:	Payroll Deduction for Agency Service Fee	Arbitration
Article 9:	Building Cooperation	Arbitration
Article 10:	Protection of Individual and Group Rights	Arbitration
Article 11:	Printing of Agreement	Arbitration
Article 12:	Use of Facilities by Union	Arbitration
Article 13:	Distribution of Materials	Arbitration
Article 14:	Bulletin Boards	Arbitration
Article 15:	School Visitation by Authorized Union Representatives	Arbitration
Article 16:	Schedule of Union President	Arbitration
Article 17:	Union Leave	Arbitration
Article 18:	Leave for Conferences and Conventions	Arbitration
Article 19:	Grievance Procedure	Mediation
Article 20:	Resolution by Peaceful Means	Arbitration
Article 21:	Meeting with Superintendent	Arbitration
<b>Part III: General Working Conditions</b>		
Article 22:	School-based Decision-making	Hybrid**
	<i>***"Changes to School Operational Plans throughout the Year" and "Areas for School-based Decision-making": Mediation; all else N/A</i>	
Article 23:	Work Year	Mediation
Article 24:	Work Day	Mediation
Article 25:	Academic Calendar	Mediation
Article 26:	Teacher Hiring and Promotions	Hybrid**
	<i>**Posting procedure only subject to Arbitration; all else Mediation</i>	
Article 27:	Teacher Assignments	Mediation
Article 28:	Teacher Displacement	Mediation
Article 29:	Duty Free Lunch	Arbitration
Article 30:	Itinerant Teachers	Mediation
Article 31:	Continuity of the Teaching Process	Mediation
Article 32:	Professional Development	Mediation
Article 33:	Seniority	Hybrid**
	<i>**Creation and accuracy of seniority list subject to Arbitration; all else mediation</i>	

Article 34:	Advance Notice of Resignation or Retirement	Mediation
Article 35:	Reduction in Force	N/A
Article 36:	Teacher Dismissal and Discipline	Hybrid**
	<i>**Teacher Dismissal: Statute: all other teacher discipline: Arbitration</i>	
Article 37:	Damage and Loss of Property	Arbitration
Article 38:	School Facilities/Health and Safety	Arbitration
Article 39:	Notice and Announcements	Mediation
Article 40:	Health and Safety Standards	Arbitration
Article 41:	Assistance in Assault Cases	Arbitration
Article 42:	Personnel Files	Arbitration
<b>Part IV: Evaluation and Supervision</b>		
Article 43:	Evaluation	Arbitration**
	<i>**Under the standards set forth in the evaluation document</i>	
<b>Part V: Compensation: Benefits</b>		
Article 44:	Sick Leave	Arbitration
Article 45:	Sick Leave Abuse	Arbitration
Article 46:	Sick Leave for Injury	Arbitration
Article 47:	Military Leave of Absence	Arbitration
Article 48:	Organized Reserved Forces	Arbitration
Article 49:	Personal Leave	Arbitration
Article 50:	Maternity Leave	Arbitration
Article 51:	Funeral Leave	Arbitration
Article 52:	Religious Leave	Arbitration
Article 53:	Professional Leave	Arbitration
Article 54:	Leave without Pay	Arbitration
Article 55:	Return from Leave of Absence	Arbitration
Article 56:	Jury Duty	Arbitration
Article 57:	Tax-Free Annuity	Arbitration
Article 58:	Health Insurance	Mediation
Article 59:	Life Insurance	Arbitration
Article 60:	Individual Retirement Account Deduction	Arbitration
Article 61:	Pension	Mediation
Article 62:	Disability Income Insurance	Arbitration
Article 63:	Tuition Reimbursement	Arbitration
Article 64:	Mileage Allowance	Arbitration

<b>Part VI: Compensation: Salaries</b>		
Article 65:	Professional Compensation System	Mediation
Article 66:	Career Ladder	Hybrid**
	<i>**Explicit salary commitment from Human Resources: Arbitration; all else Mediation</i>	
Article 67:	Expanded Learning Time	N/A
Article 68:	Stipends for Leadership and Other Roles	Mediation
Article 69:	School-wide Awards	Mediation
Article 70:	Other Compensation	Mediation
Article 71:	Severance Pay	Arbitration
Article 72:	Method and Time of Payment	Mediation

### **Section 6: Arbitration**

A grievance dispute which was not resolved at the level of the Superintendent under the grievance procedure may be submitted by the Union to arbitration. The proceeding may be initiated by filing with the Superintendent and the American Arbitration Association a request for arbitration. The notice shall be filed within ten (10) school days after receipt of the decision of the Superintendent or his designee under this Grievance Procedure. The voluntary labor arbitration rules of the American Arbitration Association shall apply to the proceeding. The arbitrator shall issue his/her decision no later than thirty (30) days from the date of the close of the hearings or if oral hearings have been waived, then from the date of transmitting the final statements and proofs to the arbitrator.

The decision shall be in writing and shall set forth the arbitrator's opinion and conclusion on the issues submitted. The decision of the arbitrator, if made in accordance with his/her jurisdiction and authority under this Agreement, will be accepted as initiated by the parties to the dispute, and both will abide by it. The arbitrator's fee will be shared equally by the parties of the dispute. The Superintendent agrees that it will apply to all substantially similar situations the decision of an arbitrator sustaining a grievance, and the Union agrees that it will not bring or continue, and that it will not represent an employee in any grievance which is substantially similar to a grievance denied by the decision of an arbitrator. In rendering a decision, the arbitrator shall have no authority to add to, detract from, alter or amend the agreement in any way and shall have no authority to render an award with respect to matters of inherent managerial rights or other rights granted to the Superintendent and/or School Committee or Receiver by statute.

Any underlying act or omission that results in a grievance shall have occurred while the Agreement was in effect in order to be processed to arbitration.

## Section 7: Mediation

A grievance alleging a violation of one of the articles identified as subject to mediation may be filed under the provisions of sections 1 through 4 of this Article. If the grievance is not resolved after presentation at step 4, mediation of the grievance may be initiated in accordance with the following provisions.

- A. Within 10 days of receipt of the decision at step 4, the Union may demand mediation of the dispute. Within forty (40) days of the demand for mediation the parties shall meet for the purpose of mediation. The mediations shall take place at the District Administration Building. The parties agree to maintain a list of mutually agreed upon mediators to be assigned grievances on a rotating basis. The parties agree to review their list annually, or more often if requested by either party, and adjust the list as mutually agreed upon by the parties.
- B. The mediator selected by the parties shall be assigned to mediate on the same day a minimum of four grievances unless otherwise agreed by the parties. If one of the above mediators is unable to schedule a mediation conference within forty (40) days from the receipt of the appeal, it will be referred to the next mediator in line. The fees and expenses of the mediators shall be shared equally by the parties.
- C. Mediation is an informal, off-the-record process in which the parties are free to disclose to the mediator the essence of the dispute without detriment to their legal position. Confidential information disclosed to a mediator in the course of the mediation shall not be divulged by the mediator. All records, reports, or other documents received by the mediator while serving in that capacity shall be confidential. The mediator shall not be compelled to divulge such records or to testify in regard to the mediation in any adversarial proceeding or judicial forum. The parties shall maintain the confidentiality of the mediation and shall not rely on or introduce as evidence in any arbitral, judicial or other proceeding:
  - a. Views expressed or suggestions made by another party with respect to a possible settlement of the dispute;
  - b. Admissions made by another party in the course of the mediation proceeding;
  - c. Proposals made or views expressed by the mediator; or
  - d. The fact that another party had or had not indicated willingness to accept a proposal for settlement made by the mediator.
- D. The mediator does not have the authority to impose a settlement on the parties but will attempt to help them reach a satisfactory resolution of their dispute.
- E. Mediation shall conclude in one of the following ways:
  - a. By the execution of a settlement agreement by the parties; or

- b. By a written declaration of the mediator, a party, or the parties to the effect that the mediation proceedings are concluded.

### **Section 8: Miscellaneous Provisions**

All appeals within Section 1 through 5 of this article must be taken within seven (7) calendar days of a decision. Failure to process a dispute within the allotted time shall result in the waiver of the grievance.

Time limits specified in these procedures may be extended in any specific instance in writing by mutual agreement.

The Union shall have the right to initiate and process grievances at any appropriate steps which are, in its judgment, general in nature.

Any aggrieved person may be represented at all meetings and at all hearings at all steps in the procedures by the Union representative or by any other teacher of his/her choosing provided, however, that the aggrieved may not be represented by any officer, agent, or other representative of any other teacher organization other than the Union.

When a teacher does not wish to be represented in the grievance procedures by the Union, the Union will have the right to be present at all steps and to state its views.

No individual who does not represent the Union may act as a representative of any other teacher on more than one occasion.

If hearings are held during school hours, the aggrieved and members of the Grievance Committee of the Union may attend without loss of pay. The time of the hearings shall be held at the discretion of the arbitrator; the arbitrator shall obtain the Superintendent's approval for the time of hearing.

The following matters shall not be considered to be the basis of any grievance under this procedure:

- The termination of the service of or the failure to re-employ any probationary teacher by the Superintendent.
- The granting of professional teacher status to a teacher without professional teacher status.

The Union agrees that it will set up a Grievance Committee not to exceed three (3) members.

Both the Superintendent and the Union shall have the right to legal assistance and/or stenographic assistance at all hearings, at their respective expense.

The Introduction and the narratives in each section of this document shall not subject to the provisions of this article.