

Superintendent's Goals Fall 2021

Dr. Elizabeth C Homan, Superintendent



Agenda



- Self-Assessment
- Focus Indicators
- Three District Improvement Goals: Overview
 - Data to Support Each District Improvement Goal, x3
 - District Improvement Goals and Action Steps, x3
- Professional Practice Goal
- Discussion

Self-Assessment

Skills I bring to the work:

- Commitment to clear, concise, and timely communication;
- Desire to partner with diverse stakeholders and integrate their perspectives into decision-making and initiative design;
- Experience in multiple contexts and both operational and instructional roles;
- Reflective stance and willingness to integrate stakeholder feedback into my thinking as a leader and into the work of the system.

Challenges ahead:

- Prioritizing adaptive and proactive work alongside technical requirements;
- Balancing demands on busy and committed leaders and teachers;
- Seeking out and proactively including marginalized voices in decision-making and collaborations;
- Setting aside time to deeply understand and get to know a new community, context, people, system, and setting.

Focus Indicators



Descriptions of Practice aligned with each of these indicators can be found in the [Massachusetts Superintendent and District Administrator Rubric](#)

Standard I: Instructional Leadership

I-E-1. Data-Informed Decision Making

I-E-2. Plans and Goals

Standard II: Management and Operations

II-A-3. Student Health and Safety

II-C-2. Time for Collaboration

II-E-1. Fiscal Systems

Standard III: Family and Community Engagement

III-C-1. Culturally Proficient Communication

III-B-2. Family Support

Standard IV: Professional Culture

IV-B-1. Policies and Practices

IV-F-2. Consensus Building

Immediate District Needs



Build a Collaborative and Equity-Focused Leadership Culture

In order to support:

- Time for leaders from different roles to learn together and calibrate expectations;
- Support in basing decision-making on student-level data and experiences



District Improvement Goal 1

Improve and Streamline Transparency, Family Engagement, and Communication

In order to support:

- Processes that include multiple and diverse voices and perspectives;
- Resources and communications that are clear, timely, and easy to access.



District Improvement Goal 2

Ensure a Safe and Supportive Pandemic Return and Recovery

In order to support:

- A reduction in the number of students who experience learning disruptions as a direct or indirect result of the COVID-19 pandemic;
- A successful and supportive post-pandemic experience for our students and families.



District Improvement Goal 3

Build a collaborative and equity-focused leadership culture



% Favorable Responses in Staff Survey Categories on Spring 2021 Panorama Survey:

1. Well-being: 51%
2. Cultural Awareness and Action: 48%
3. Professional Needs: 32% (4% drop from Fall 2020 Survey)
4. Staff Relationships: 40%

2017-2019 Math Ave Scaled Score



Analysis of academic data across assessments shows consistent improvement over time **and also** highlight persistent opportunity and achievement gaps by race, high needs, and economic status, with gaps widening in some areas.

From Listening Sessions:

“We’ve talked about equity for years but we never take action.” ~APS Administrator

“Let’s own the kid all the way. Let’s really examine how all of us contribute to inequity.” ~APS Teacher

“We say we’re going to look at data, but we’re never given time to actually look at it. Or, we’ll look at data in a department meeting, look at racial groupings, but it doesn’t seem to go anywhere after that. We collect it, we look at it, now what?” ~APS Teacher

Goal 1: District Improvement

In the 2021-22 school year, the superintendent will work with school and district leaders to model and develop data-informed collaborative leadership practices focused on addressing the learning impacts of the pandemic and building a common understanding of equity.

Key Actions	Evidence	Outcomes
Develop and implement a Leader Learning Plan and revised meeting structure to include classroom walkthroughs and calibration of expectations for equitable instruction across the district	Materials and feedback from Leader Learning sessions and walkthroughs	Reduction of academic achievement gaps as evidenced by interim / progress monitoring assessments and summative assessments
Support school principals in development and sharing of student-centered and data-informed school improvement plans	School Improvement Plans and Presentations to School Committee	Reduction of academic achievement gaps as evidenced by interim / progress monitoring assessments and summative assessments
Allocate resources to accelerate efforts to improve equity, expand anti-racist teaching practices, and provide excellent and inclusive school experiences for all students	Budget Process & ESSER III Materials Professional Development Materials	At least 70% response rates and 2%+ improved measures on multiple categories of Staff, Student, and Family Panorama Surveys

**APS Overarching Priority Alignment:
1 (Student Achievement) & 2 (Staff Excellence and Professional Development)**

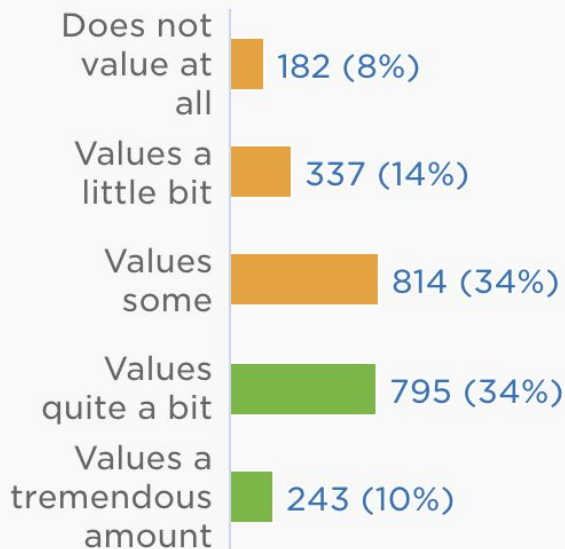
Improve and Streamline Transparency, Family Engagement, and Communication



Panorama Survey Response Rates:

- Fall 2020: 2,397
- Spring 2021: 665

How much do you
feel the school
values your
opinions?



From Listening Sessions:

“Families have few mechanisms for a feedback loop in real time.” ~APS Caregiver

“There are unclear expectations for what families can expect relative to response turnaround time” ~APS Caregiver

“Don’t do things a certain way simply because we’ve always done them that way. The population has changed, we need to change with it.” ~APS Caregiver

Goal 2: District Improvement

In the 2021-22 school year, the superintendent will work inclusively to build a comprehensive understanding of the culture of the district, to increase transparency and accessibility for all stakeholders, and to set a multi-year strategic path forward for the Arlington Public Schools

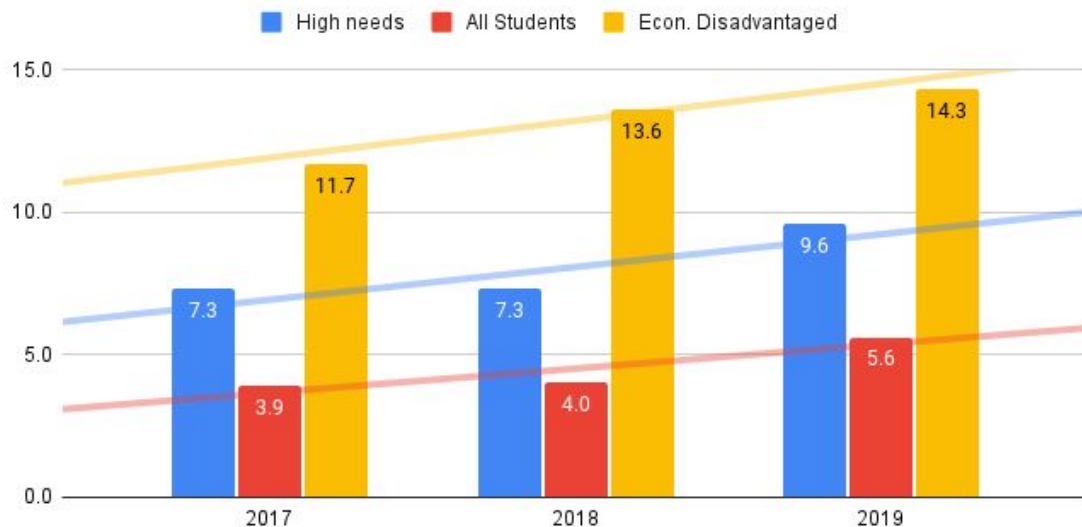
Key Actions	Evidence	Outcomes
Complete Entry Plan Activities and Present Entry Plan Findings Report	Entry plan, Entry Plan Report to School Committee	Data from Entry Plan Surveys and Listening Sessions
Expand access to district and school information through enhancement of communications processes and systems	Fall Reopening Forums Expanded platforms for communication with stakeholders Revised format for Superintendent's Newsletters	Better than 50% stakeholder engagement and feedback on district surveys Expand reach of district communications
Convene a diverse team of stakeholders from across Arlington to engage in an inclusive, data-informed, and values-driven strategic planning process	Multi-year strategic plan (District Improvement Plan) for the Arlington Public Schools	

**APS Overarching Priority Alignment:
4 (Operations, Communications, and Stakeholder Involvement)**

Ensure a Safe and Supportive Pandemic Return and Recovery



Chronic Absenteeism, Grades K-8, 2017-2019



Chronic Absenteeism Rates, 2017-2020

From Recovery Planning Team,
What's "Most Important" this year:

Come back to safe full time in-person learning and community for all students.

Excitement of return balanced with acknowledgement of reality/trauma for some.

Providing a safe space to launch into deeper learning and challenge for all students.

Acknowledge that the skills in students' toolboxes may be different than they otherwise would be.

Goal 3: District Improvement

In the 2021-22 school year, the superintendent will ensure a safe and supportive return to full-time, in-person instruction by implementing the operations, systems, and resources necessary to minimize absenteeism, quarantining, and other learning disruptions.

Key Actions	Evidence	Outcomes
Implement Pandemic Recovery Plan policies and procedures, with the goal of keeping as many students in school as possible	APS Pandemic Recovery Plan	Reduction of chronic absenteeism across all schools
Ensure the necessary resources are available to support routine COVID-19 pooled testing and test-and-stay protocols	APS COVID-19 Dashboard	Over 90% participation in pooled testing efforts district-wide and at each school by December 2021
Ensure safe, well-maintained, and fully-staffed facilities and programs that provide adequate ventilation and space for equitable access to programming for all students.	Schedule of routine maintenance of facilities Plan for future improvements	Low/no incidence of COVID-19 spread in APS Schools

**APS Overarching Priority Alignment:
3 (Resources, Infrastructure, and Educational Environment)**

Goal 4: Professional Practice

In the 2021-22 school year, the superintendent will participate in the New Superintendent's Induction Program and other leadership learning opportunities to develop skills in strategy development, data analysis, and instructional leadership and to share those skills with the leadership team.

Key Actions	Outcomes and Evidence
Attend all convenings of NSIP and DLD	Artifacts from attendance at NSIP and DLD, among other learning opportunities
Complete all Assignments and Tasks	Examples of tasks completed by leadership team(s) Feedback from leadership team(s)
Meet with assigned coach at least every other week and integrate feedback from coach observations into practice	Reflections on Professional Practice Goal

Q&A / Feedback

