LEXINGTON SCHOOL COMMITTEE WILL MEET
Thursday, December 19, 2013
Lexington Town Office Building, Selectmen's Meeting Room
1625 Massachusetts Avenue

7:00 p.m. **Call to Order:**

7:01 p.m. **Executive Session:**
Exemption 3 – To conduct a strategy session in preparation for contract negotiations with Superintendent Ash

7:30 p.m. **Return to Public Session and Welcome:**
Public Comment – (Written comments to be presented to the School Committee; oral presentations not to exceed three minutes.)

7:40 p.m. **Superintendent's Announcements:**

7:45 p.m. **School Committee Member Announcements:**

7:55 p.m. **Agenda:**

1. Update from the Solar Task Force – Presentation by Dan Voss (5 minutes)
2. Vote to Approve the Transfer of Three Items from the Old Estabrook School to the Lexington Historical Society (5 minutes)
3. Estabrook School – Transition Plan to Move Into the New School (30 minutes)
4. Update on the Working Group Studying K-5 Space Options and the Future Meeting Schedule (15 minutes)
5. 2013 MCAS Report and Update on the Transition to the PARCC Test (30 minutes)
6. Vote to Authorize the Superintendent to Submit a Statement of Interest to the MSBA for the Hastings School (10 minutes)
7. Superintendent's Contract (10 minutes)

9:40 p.m. **Consent Agenda (5 minutes):**

1. School Committee Member Reports:
   a. Youth Services Council Meeting Minutes
   b. Liaison Report – Solar Task Force
2. Vote to Approve Lexington High Spanish Immersion Program Trip to Santiago, Chile, April 17-24, 2014
3. Vote to Accept a Donation in the Amount of $1,000 from Fidelity Charitable to Be Deposited in the Bridge School Gift Account
4. Vote to Accept an OfficeMax Gift Card in the Amount of $100, which Was Presented to the Hastings School as Appreciation for Participating in a Research Project with the Early Math Research Lab at the University of Buffalo
5. Vote to Accept a $250 Donation to the Nick Barnett Science Olympiad Team
6. Vote to Approve School Committee Minutes of September 24, 2013
7. Vote to Approve School Committee Minutes of October 8, 2013
8. Vote to Approve School Committee Minutes of October 22, 2013
9. Vote to Approve School Committee Minutes of November 4, 2013

9:45 p.m. **Adjourn:**

The next meeting of the School Committee is scheduled for Tuesday, January 7, 2014, at 7:30 p.m. in the Town Offices Building, Selectmen's Meeting Room, 1625 Massachusetts Avenue.

All agenda items and the order of items are approximate and subject to change.

October 3, 2013

Ms. Margaret Coppe
Chair, Lexington School Committee
146 Maple Street
Lexington, MA 02420

Dear Margaret:

I am writing on behalf of the Lexington Historical Society to express interest in preserving some features of the Estabrook School that are characteristic of the era of the school and the Turning Mill neighborhood. As you know, the Society maintains collections from all three hundred years of Lexington's history, and it would be good to preserve some representative elements of the school for future generations. In the short term, the Society is planning an exhibit on mid-century modernism at the Depot for the fall of 2014, and we will have a section that focuses on Turning Mill and Estabrook.

In particular, the Society would like to offer a home to the following items:

- The "Estabrook School" lettering that appears on the façade at the school entry;
- A hanging pendant light from the hall or other space;
- A "Bomb Shelter" sign.

We are also interested in obtaining a copy of the documentation of the mosaic mural at the school entry.

Please let me know if you have any questions about this request (781-862-173 or director@lexingtonhistory.org. Thank you.

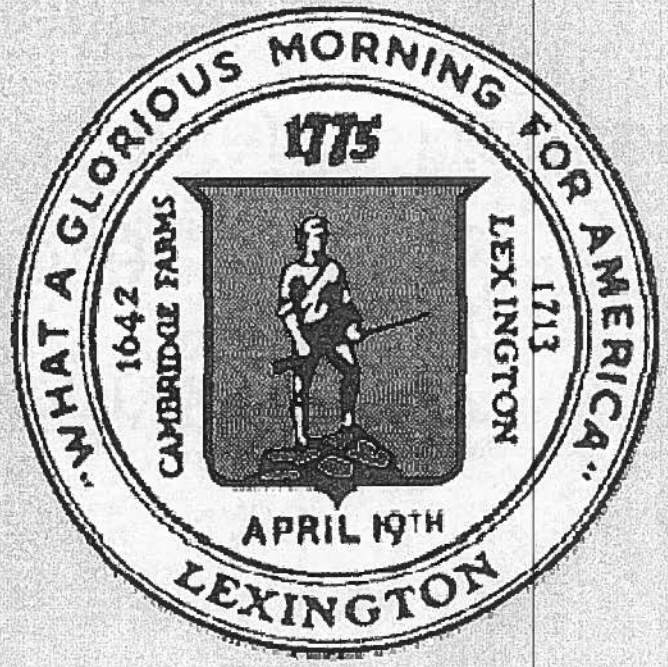
Sincerely,

Susan Bennett
Executive Director

cc: Patrick Goddard
Anne Grady
Susan Ward
Sandra Trach

New Estabrook School Update

School Committee
December 17, 2013



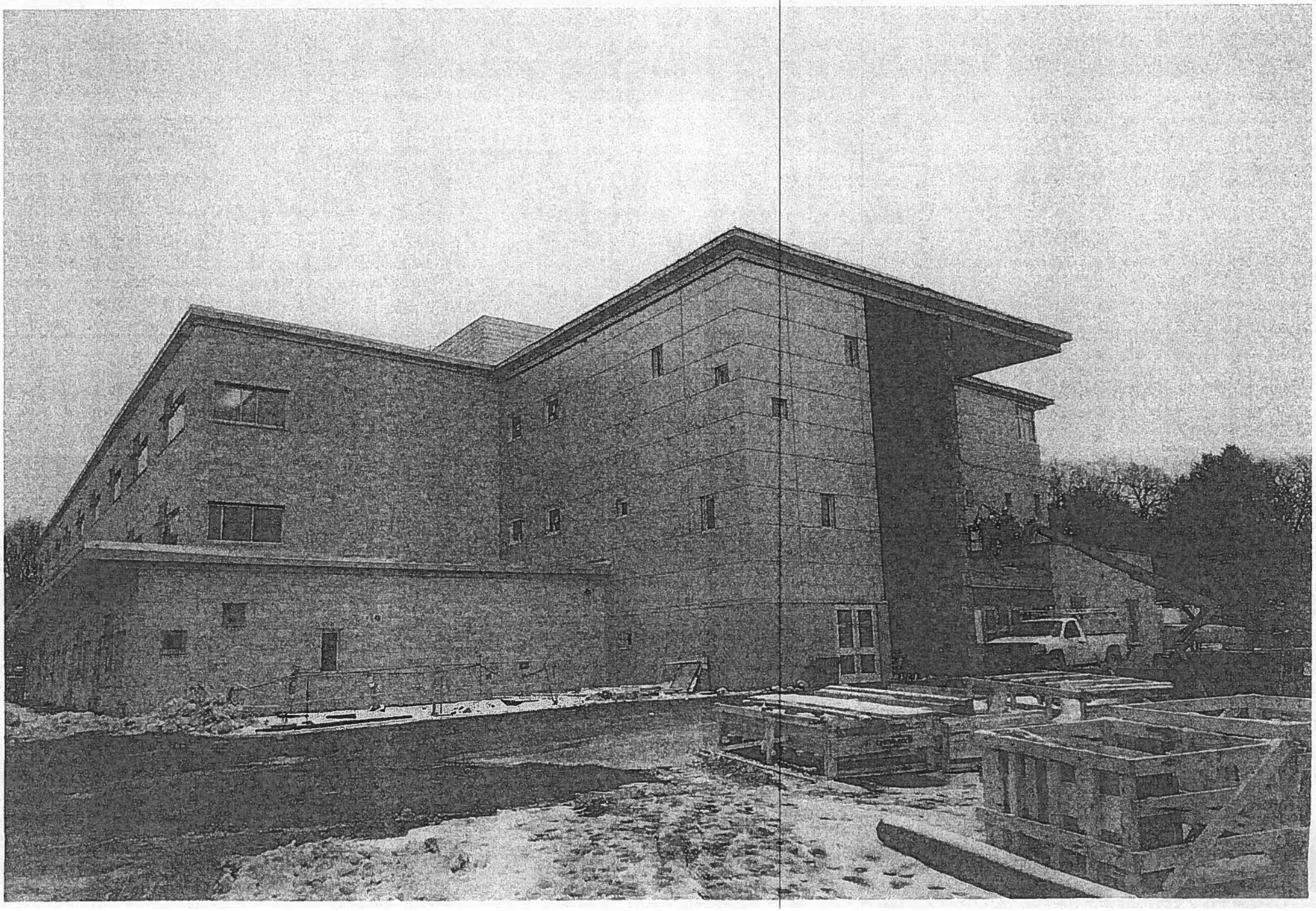
Sandra Trach – Estabrook Principal

Mark Barrett -Department of Public Facilities

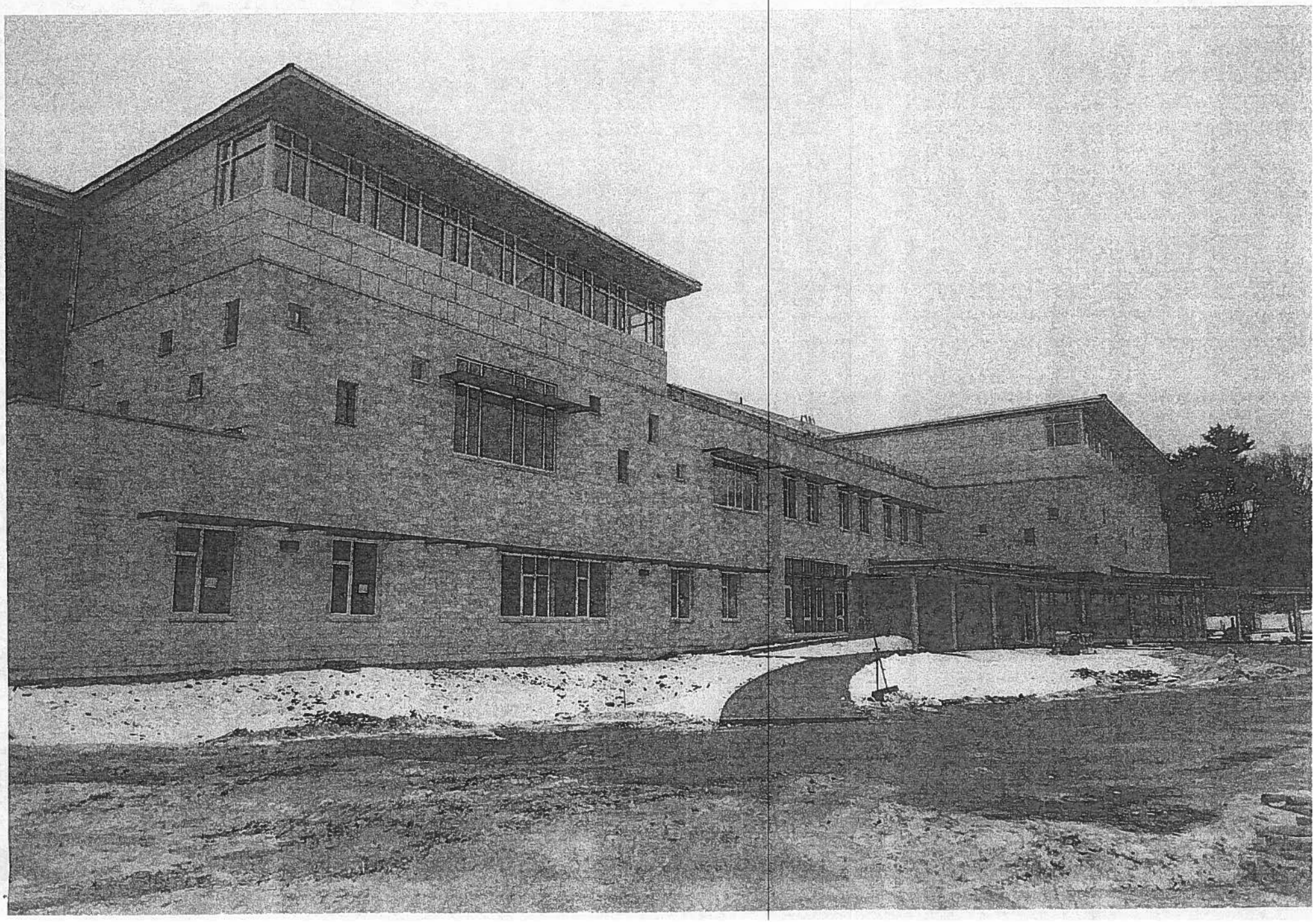
Agenda

- Status of the Project
- Timeline
- Auction
- Public Safety Antennas
- February 2014 Move
- Drop Off / Pick Up - Interim Transportation Design
- Demolition / Abatement

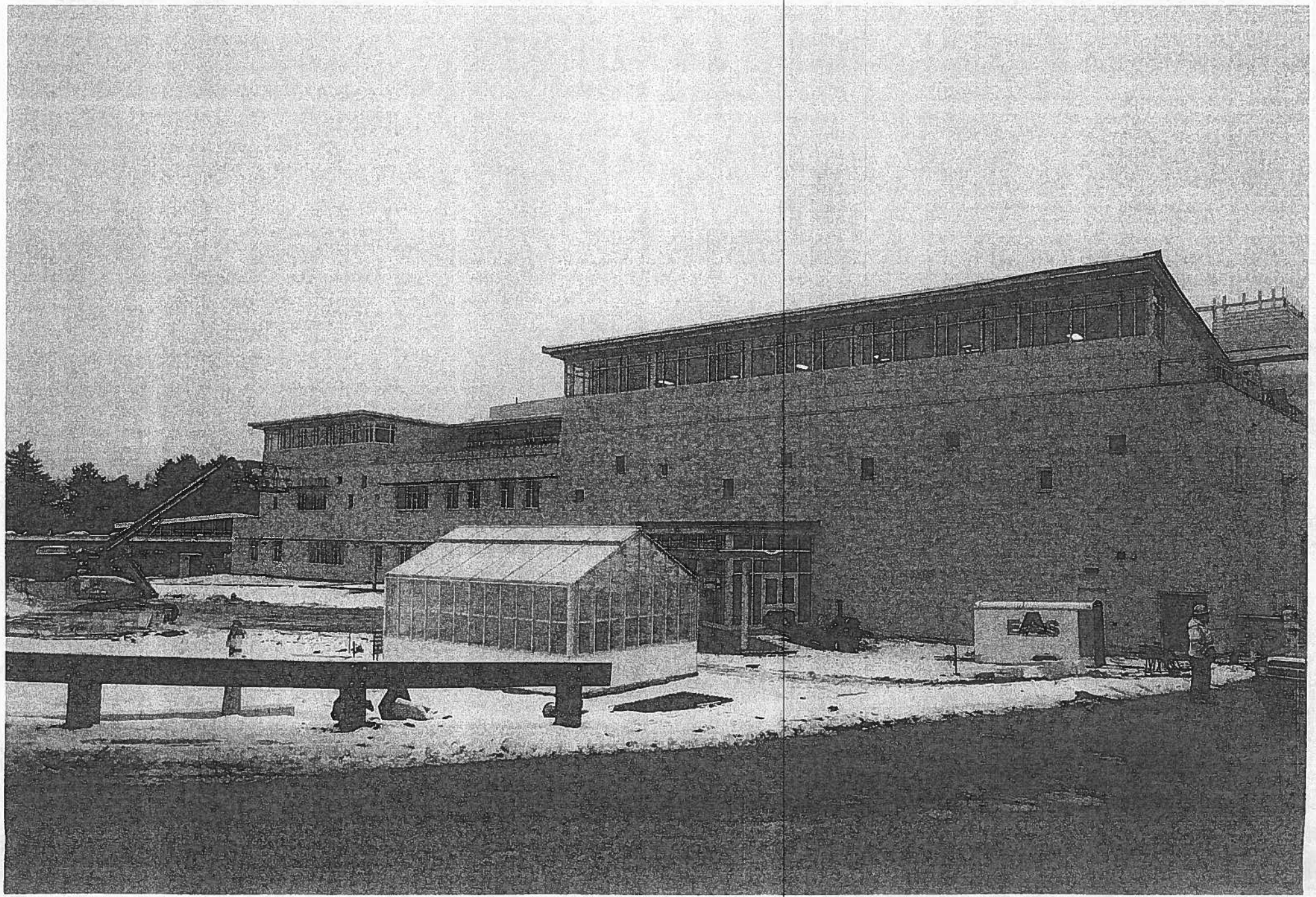
Project Status



Project Status



Project Status



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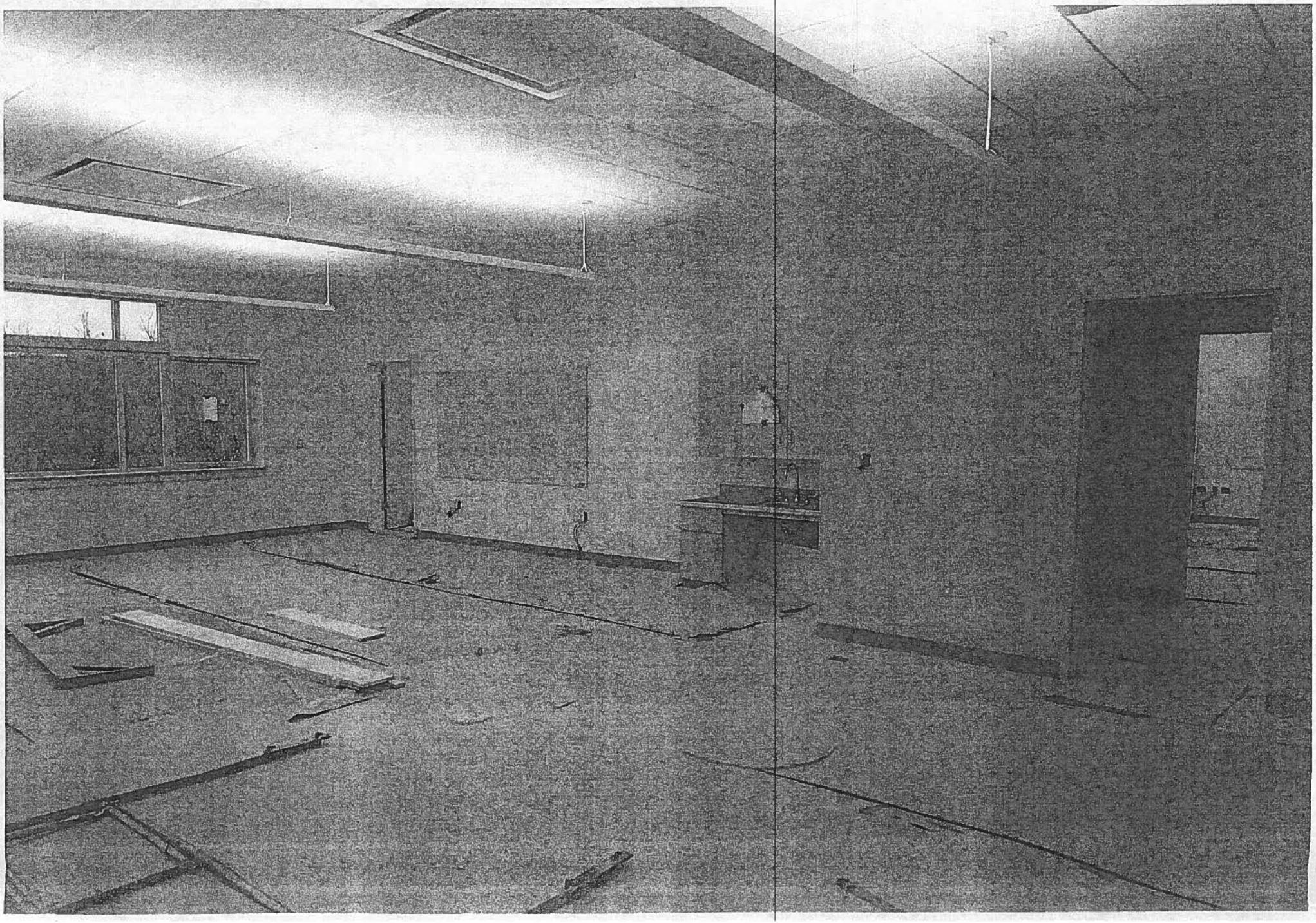

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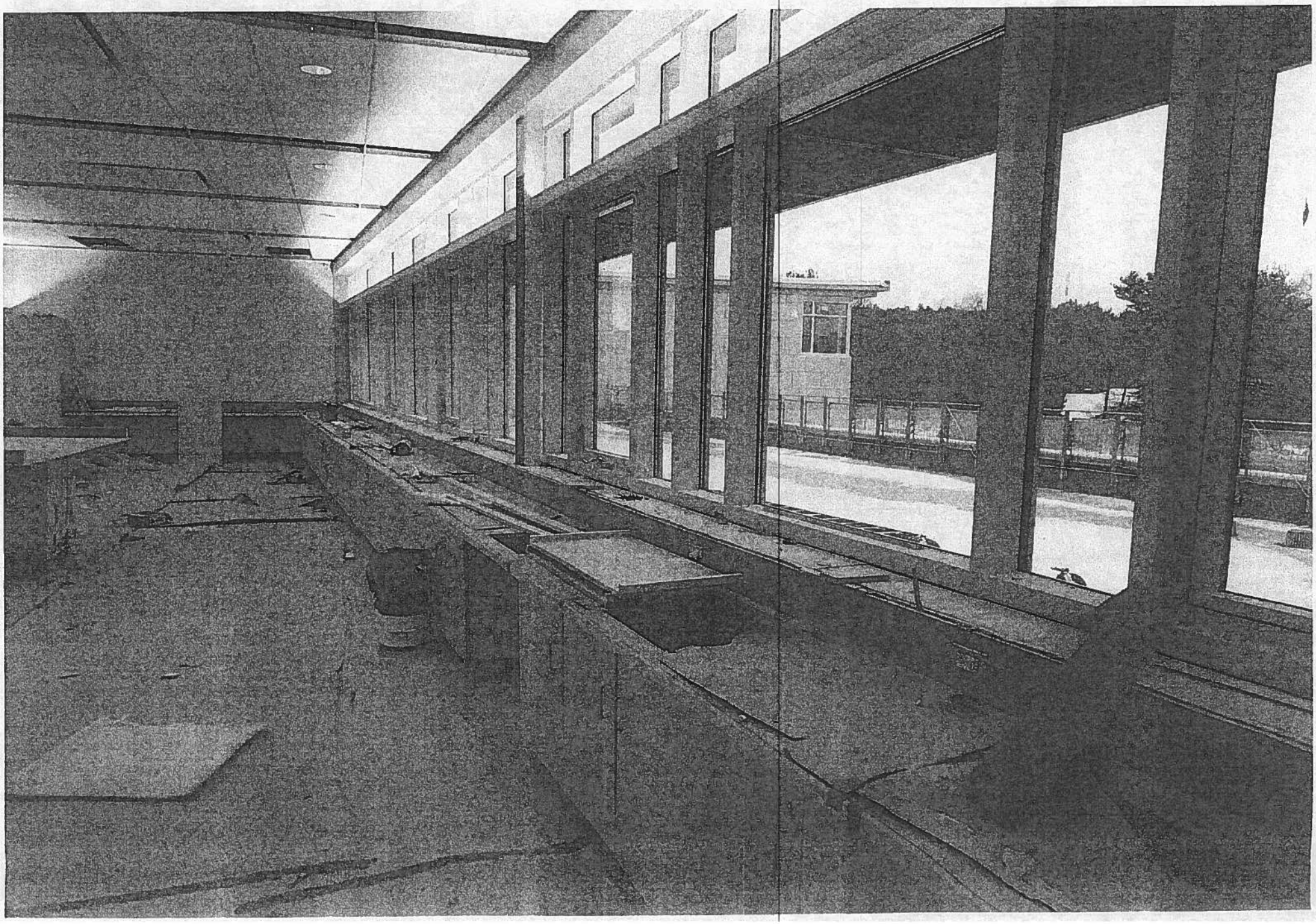

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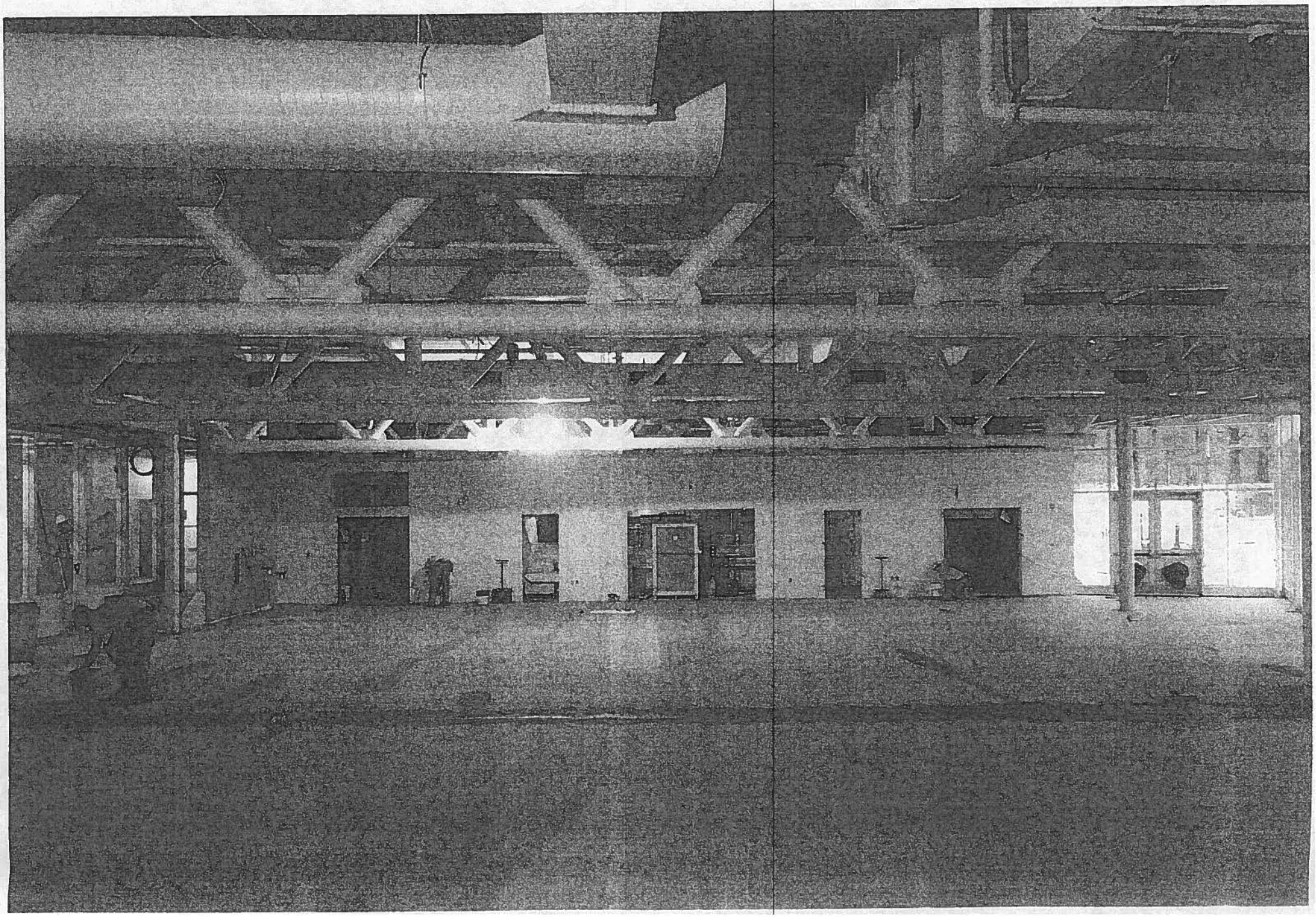

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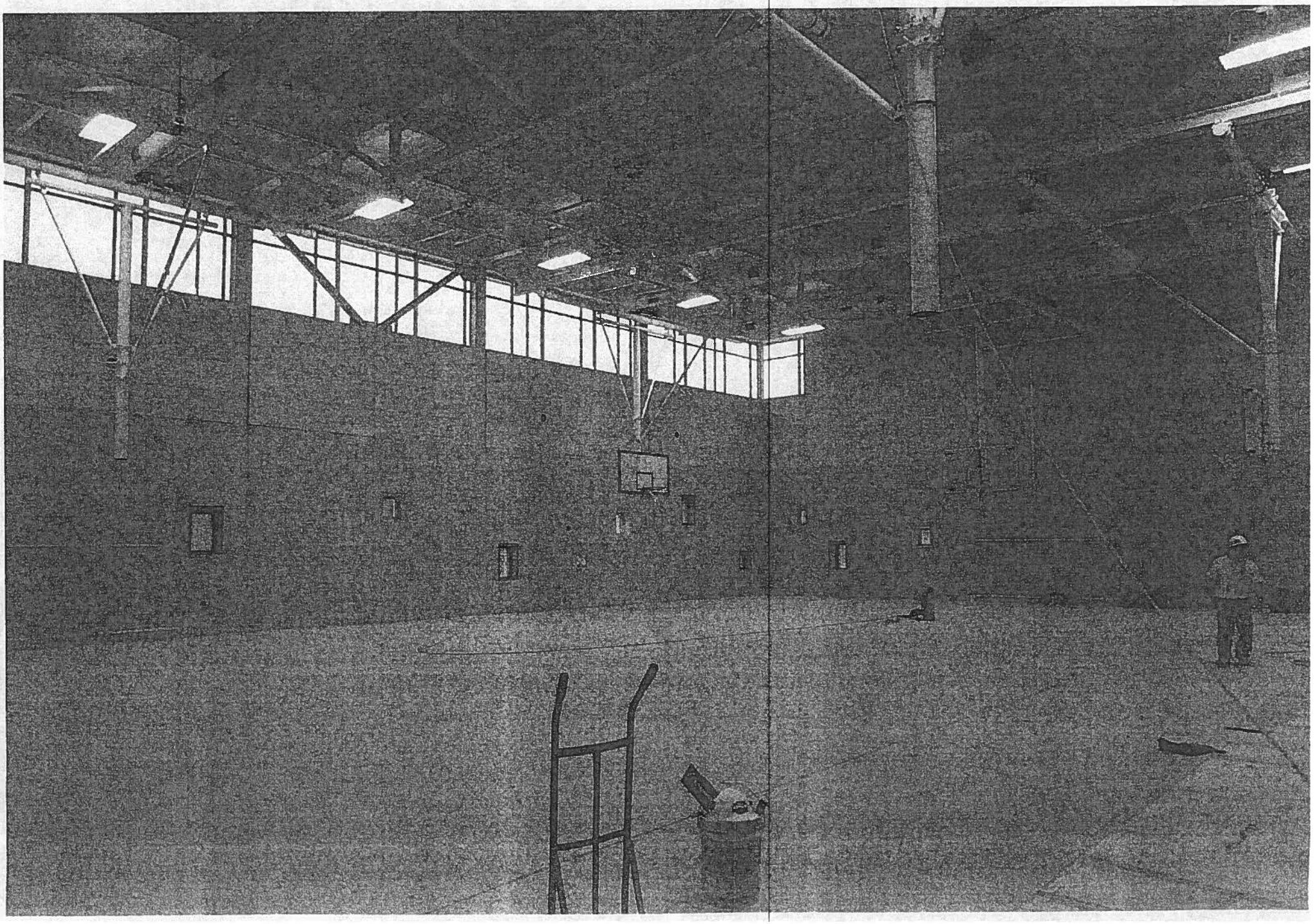

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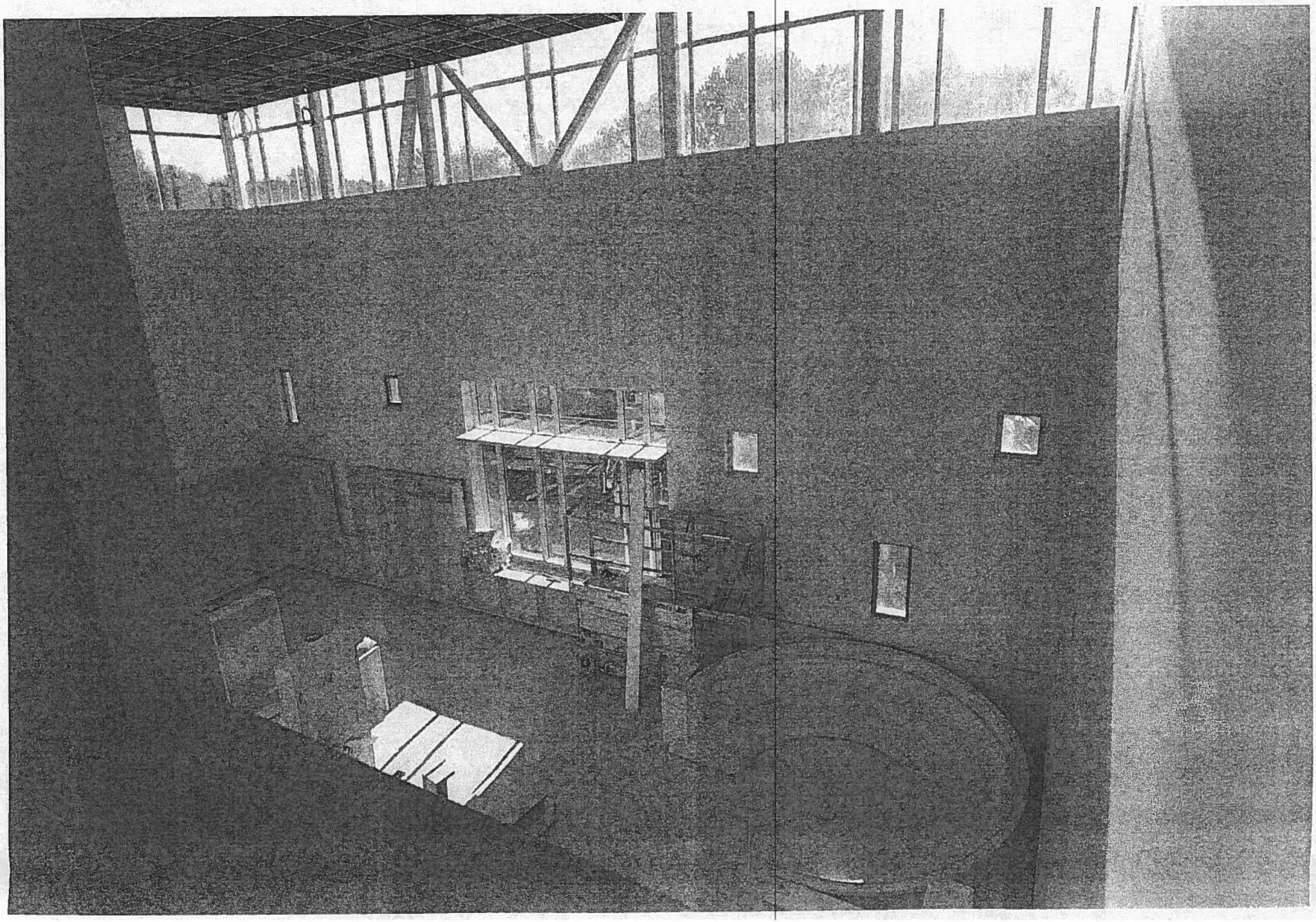
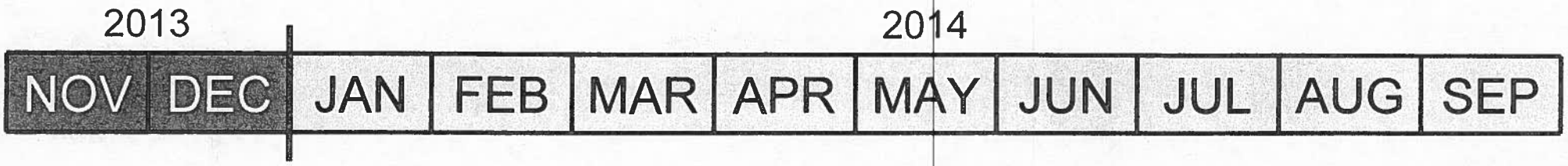
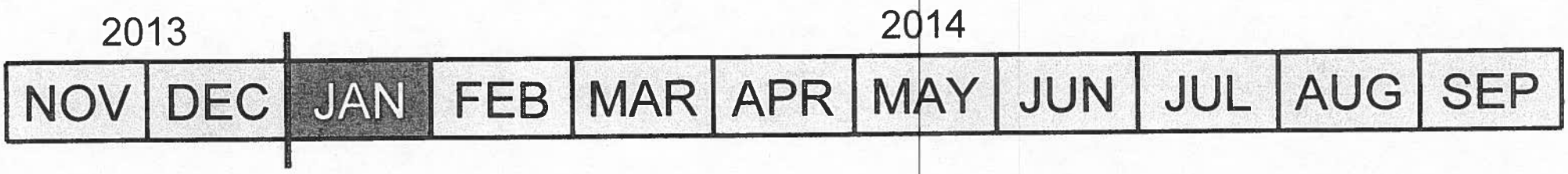


Timeline



- Construction continuing throughout
- Covered walkway installed (during December vacation)

Timeline



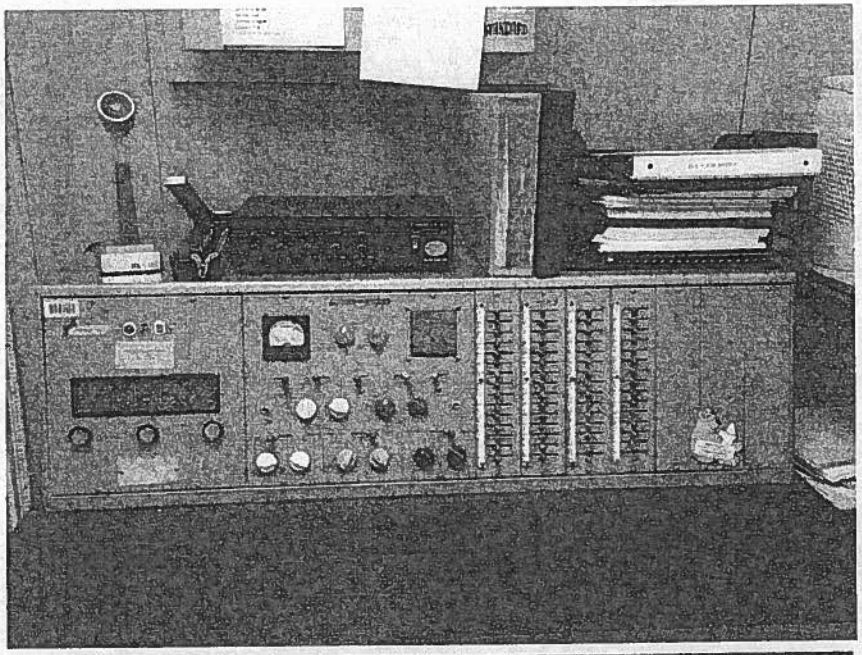
- Construction substantially complete (Jan 27th)
  - Mechanical systems complete
  - Security systems complete
- School deliveries begin from Robinson Road

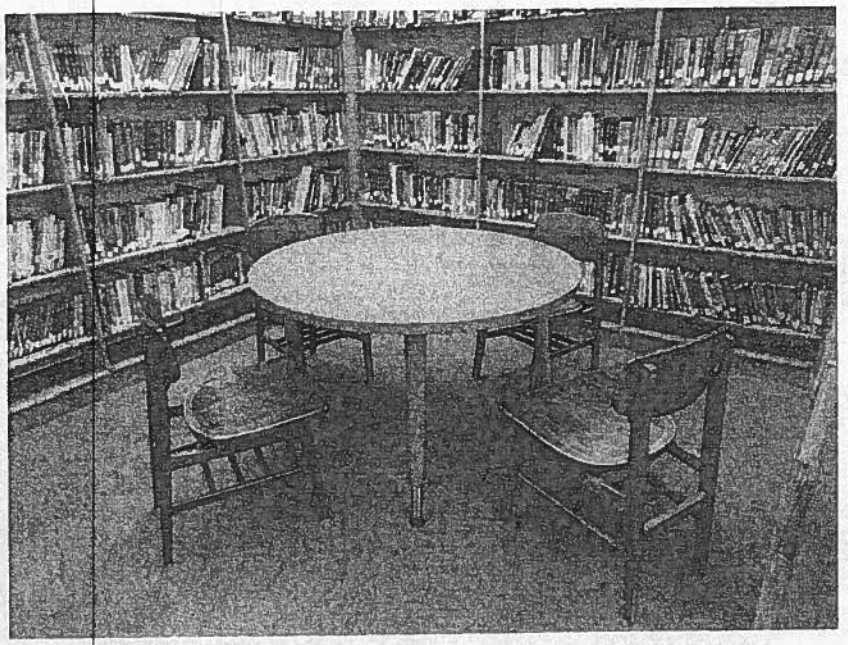
Timeline

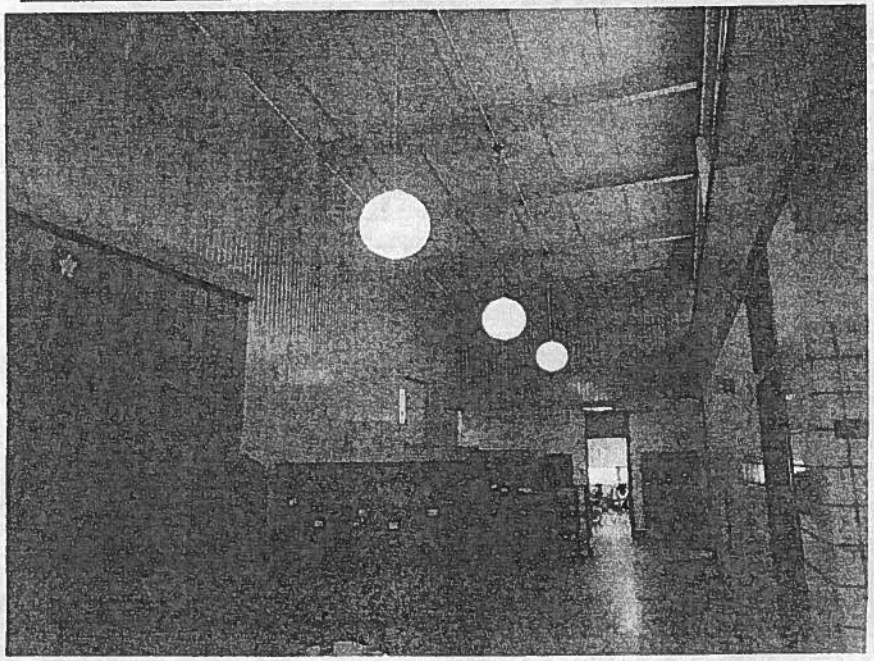
- New FF&E deliveries (Jan 28th - Feb 21st)
- Auction Old School FF&E Feb 4th
- Relocate Public Safety (Fire, Police, DPW) Antennas
- Occupy new building Feb 24th
- Phase II construction

- Abatement/demolition of existing Feb 24th - Jun 5th
- Landscaping around new school Apr 1st - Apr 30th

Auction Feb 4th



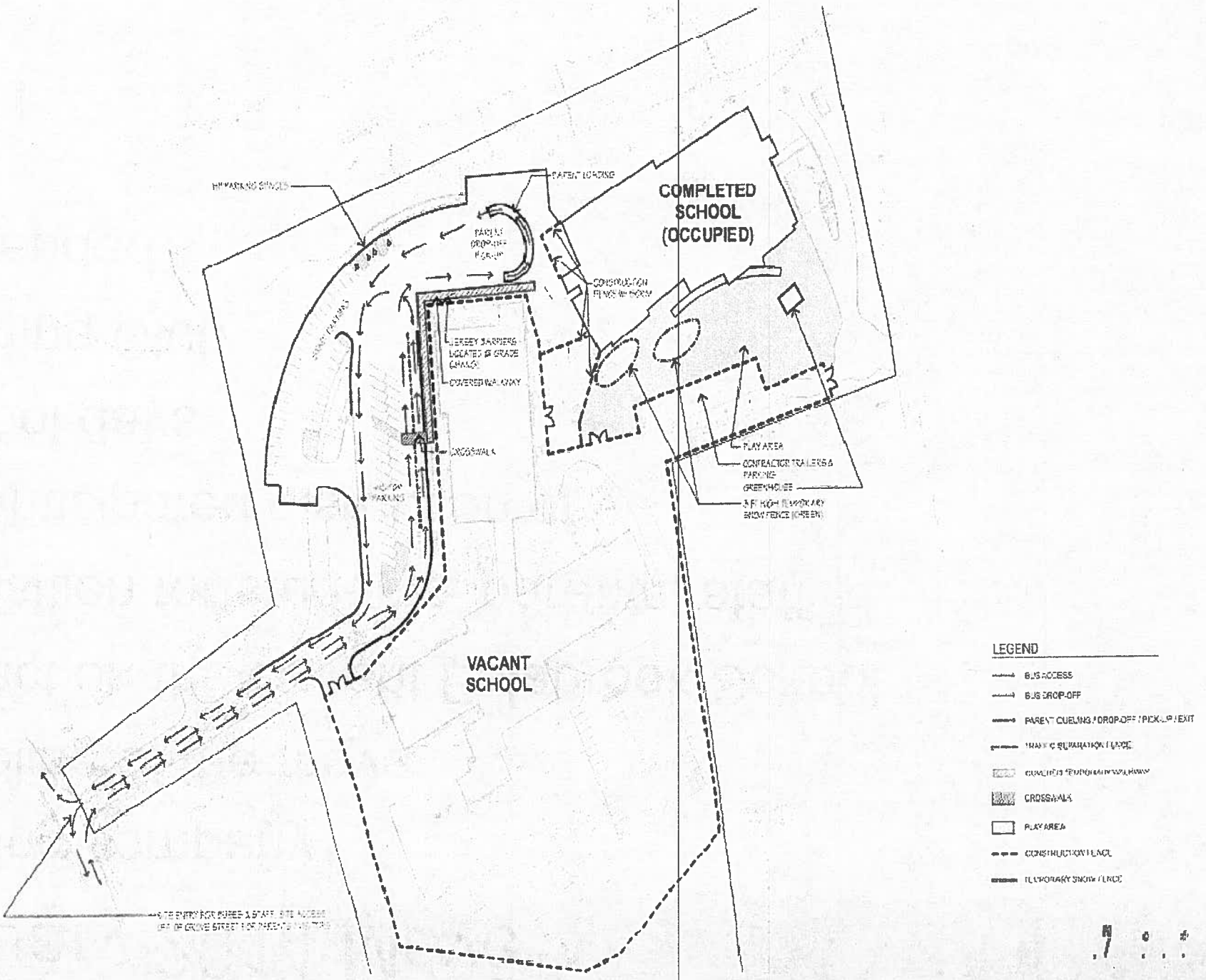




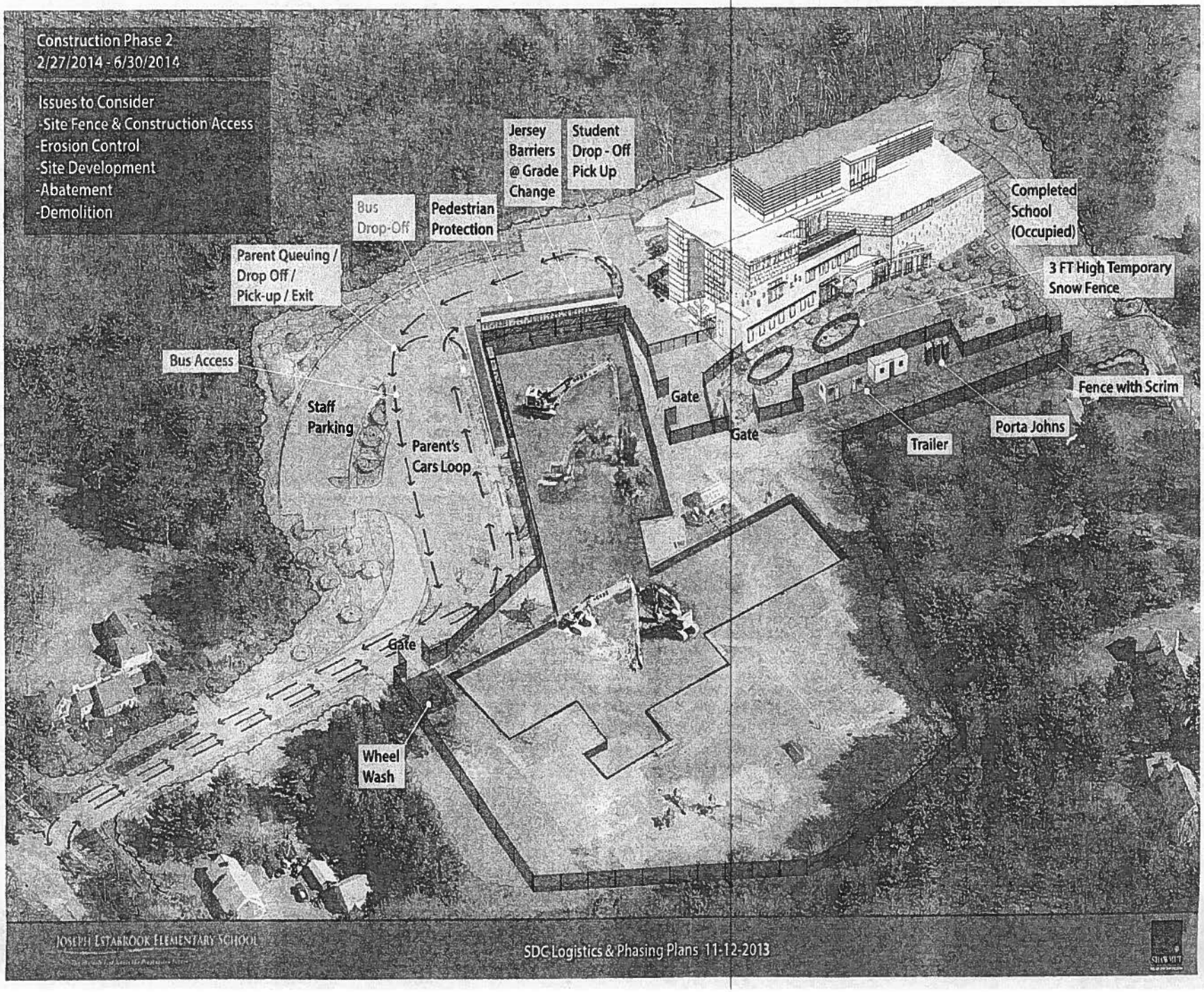
February 2014 Move

- Moving company
- Timeline of the move
- Impact on the current Estabrook School
- Transition for students, parents, staff
- No anticipated disruption of
  - School days
  - Morning Club
  - Lextended

February Traffic Plan



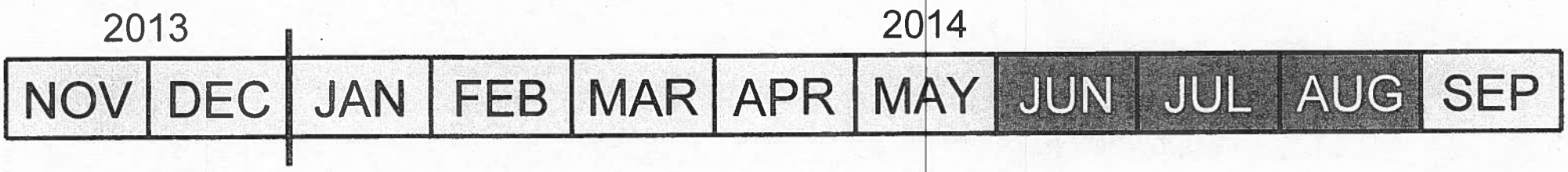
February Traffic Plan



Demolition / Abatement Discussion

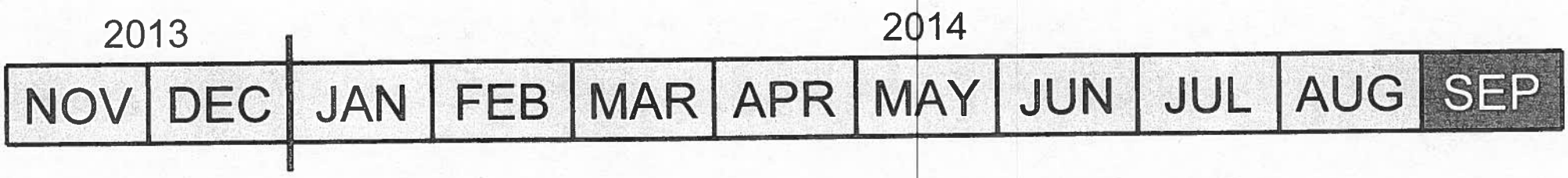
- Hazardous Material Remediation / Demolition:
  - Phased abatement & demolition
  - Scope includes ACM & PCB's
  - Testing prior to demolition
- Design/Plan:
  - EPA approval
  - Dust control measures
- Safety Measures
  - On-site monitoring (SDC, CP, and EHE)
  - Consultant oversight
  - Dust monitoring

Timeline



- School grounds closed to the public
- Employee access from Robinson Road
- Site utility work Jun 5th - Aug 1st
- Main entrance canopy installed Jun 24th - Aug 15th
- Landscaping & playground installed Jul 11th - Sep 3rd

Timeline



- Students return to school
- Project complete Sep 3rd

Questions

Lexington Public Schools
146 Maple Street ❖ Lexington, Massachusetts 02420

Paul B. Ash, Ph.D.
Superintendent of Schools

(781) 861-2550, ext. 212
email: pash@sch.ci.lexington.ma.us
fax: (781) 863-5829

To: School Committee:
From: Paul B. Ash, Ph.D., Superintendent of Schools
Re: Working Group on Enrollment Forecasting and Space Options
Date: December 15, 2013

At the December 17 School Committee meeting, I will provide an update on the administration's plan to improve short- and long-term enrollment forecasts and how we expect to develop space options for 2014-2015. Since my last presentation on this topic at Clarke Middle School on November 19, I have taken three major steps.

1. Formed of a Working Group to assist the Superintendent of Schools on Enrollment Forecasting
2. Started the process with the Working Group to hire a consultant to analyze the current enrollment projection methodology and provide the Lexington Public Schools a revised short- and long-term projection
3. Hired an architect to study the feasibility and cost for adding additional space at the Fiske School

Each step is summarized below.

Members of the Working Group

On November 19, I announced to the School Committee meeting that I would establish a working committee on enrollment forecasting. Soon afterward, I began to receive requests from residents to join the group. After reviewing the backgrounds of many highly qualified residents, I decided to select three members of the community who had both experience working with town boards and significant expertise in data analysis and forecasting. I also selected two additional resident with extremely strong mathematical skills and a strong interest in the work ahead.

The members of the Working Committee are:
Rod Cole, former Chair of the Lexington School Committee
Joe Pato, member of the Board of Selectmen
Dan Krupka, member of the Lexington 2020 Committee
Tim Dunn, Resident and former graduate of LHS
Mark Andersen, Resident

Process to Select a Consultant

The members of the committee met on December 5 and discussed the following topics: the methodology used by the Lexington Public Schools to forecast enrollments, some of the limitations of the methodology, what might be fruitful changes to the methodology, and a proposal from one outside consultant. The Working Group members agreed to assist me with reviewing additional proposals from other qualified experts. A meeting of Working Group will be held after the winter break. The goal is to receive and discuss the first phase of the consultant's report by early March in order to be able to make a space recommendation for the 2014-201.

Hired an Architect
On December 4, Pat Goddard and I met with David Finey, who is the architect that designed the Bowman and Bridge School projects. The purpose of the meeting was to start the process to determine if it's feasible to add additional modular or permanent space onto the Fiske School, and to estimate costs and a reasonable timetable. Mr. Finey will present his findings to me by mid-February.

If the outside consultants are able to meet the above timelines, then I expect to present the reports to the School Committee in early to mid-March for discussion purposes with a School Committee vote on the 2014-2015 space plan sometime in April.

Lexington Public Schools
146 Maple Street ◆ Lexington, Massachusetts 02420

Thomas Plati
Director of Educational Technology and Assessment

(781) 861-2580, ext. 228
email: tplati@sch.ci.lexington.ma.us
fax: (781) 863-5829

TO : PAUL ASH

FROM : TOM PLATI, DIRECTOR OF EDUCATIONAL TECHNOLOGY & ASSESSMENT

RE: 2013 MCAS ANALYSIS

DATE: DECEMBER 6, 2013

At the December 17th School Committee, meeting, I will present a report of Lexington's 2013 MCAS results and updating the School Committee on the PARCC exam field testing. As a background to this report, I have included the following documents.

Attachment A- MCAS 2010 through 2013 comparison performances in all the different grades and subjects

Attachment B- A letter explaining the MCAS Student Growth Model from Mitchell Chester, the Commissioner of Elementary and Secondary Education

Attachment C – School Median Student Growth Reports for 2013 for our different grade levels

Attachments D through G includes MCAS data on four important student sub-groups. Our building principals have elected to focus on one or more of these sub-groups in their student learning goal for the upcoming year.

Attachment D- MCAS Comparison performances 2010 through 2013 for our Grade 5, 8, and 10 special education students.

Attachments E, F, and G are for three other student subgroups- low-income (Attachment E), African-American (Attachment F), and ELL (Attachment G). For each of these three groups the data for all Grades 3-10 have been combined into a single graph for ELA and a single graph for mathematics.

I have also included as Attachments H and I a brief update on the PARCC exam that is to be field-tested in most all Massachusetts school districts this year. This will include Lexington.

ATTACHMENT A

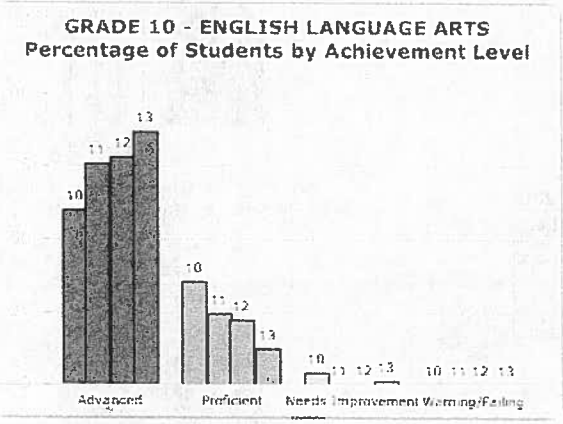
Massachusetts School and District Profiles
Lexington High

MCAS Annual Comparisons

*** NOTE:** Achievement level percentages are not calculated for groups with fewer than 10 students.
Data Last Updated on September 20, 2013

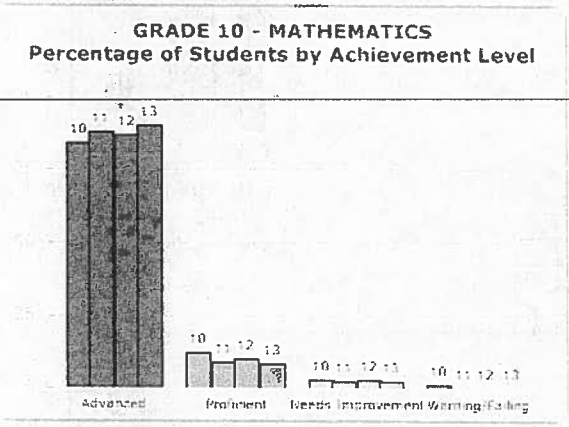
GRADE 10 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	60	76	78	87
PROFICIENT	35	24	22	12
NEEDS IMPROVEMENT	4	0	0	1
FAILING	0	0	0	0



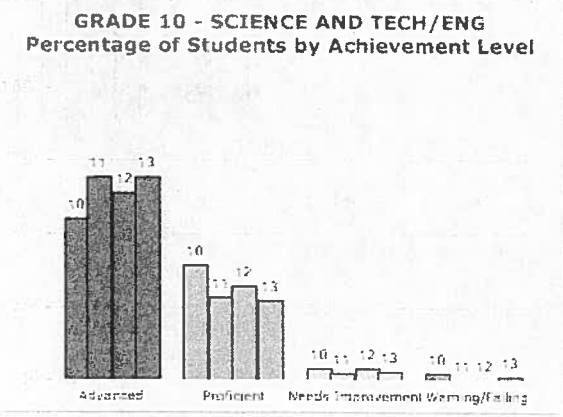
GRADE 10 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	84	88	87	90
PROFICIENT	12	9	10	8
NEEDS IMPROVEMENT	3	2	3	2
FAILING	1	0	0	0



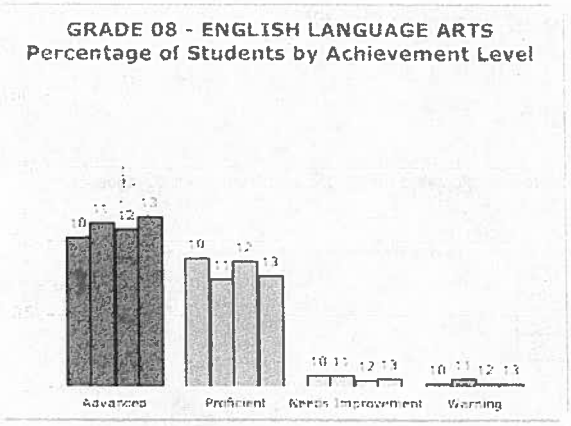
GRADE 10 - SCIENCE AND TECH/ENG

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	55	69	64	69
PROFICIENT	39	28	32	27
NEEDS IMPROVEMENT	4	2	4	3
FAILING	2	0	0	1



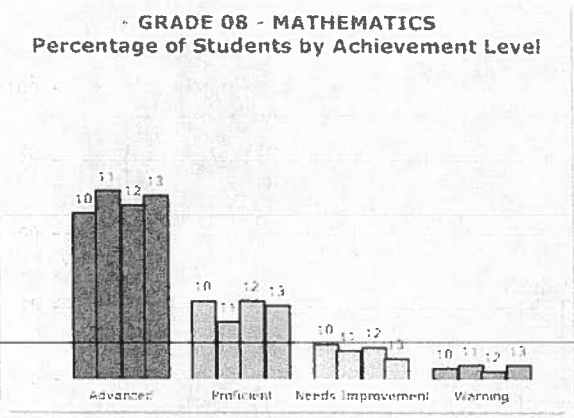
GRADE 08 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	51	56	54	58
PROFICIENT	44	37	43	38
NEEDS IMPROVEMENT	4	4	2	3
WARNING	1	3	1	1



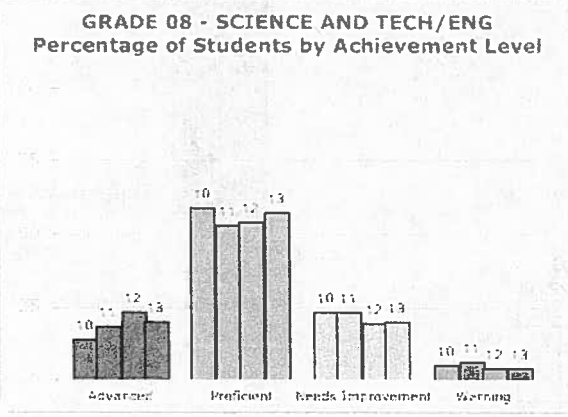
GRADE 08 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	57	65	60	63
PROFICIENT	27	20	27	25
NEEDS IMPROVEMENT	12	10	11	7
WARNING	4	5	3	5



GRADE 08 - SCIENCE AND TECH/ENG

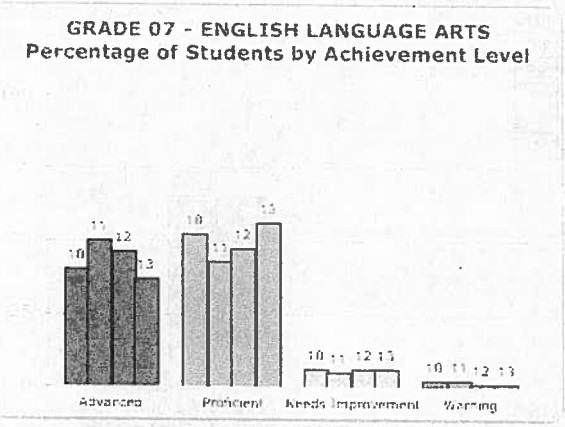
ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	14	18	23	20
PROFICIENT	59	53	54	57
NEEDS IMPROVEMENT	23	23	19	20
WARNING	5	6	4	4



ATTACHMENT A (Continued)

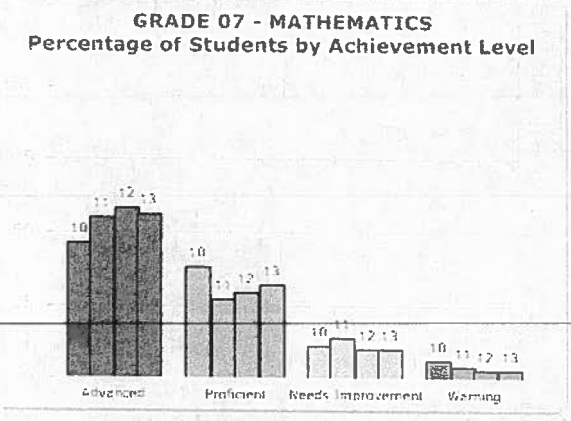
GRADE 07 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	40	50	46	37
PROFICIENT	52	43	47	56
NEEDS IMPROVEMENT	6	5	6	6
WARNING	2	2	1	1



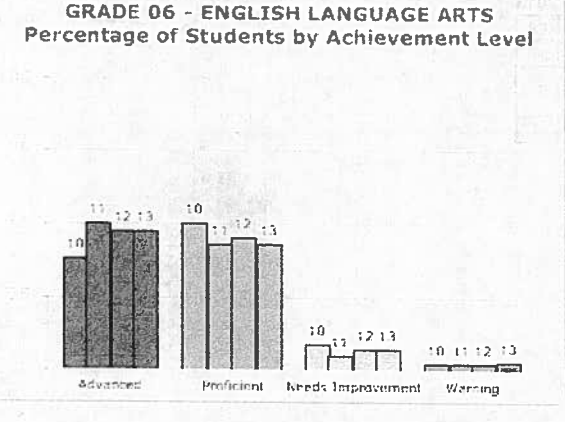
GRADE 07 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	46	55	58	56
PROFICIENT	38	27	29	32
NEEDS IMPROVEMENT	11	14	10	10
WARNING	6	4	3	3



GRADE 06 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	38	50	47	47
PROFICIENT	50	43	45	43
NEEDS IMPROVEMENT	9	5	7	7
WARNING	2	2	2	3

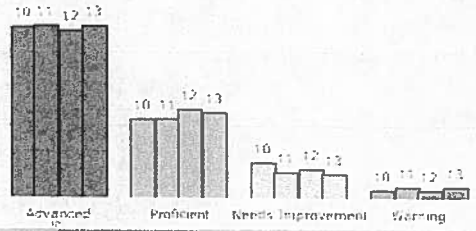


ATTACHMENT A (Continued)

GRADE 06 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	58	59	57	59
PROFICIENT	27	27	30	29
NEEDS IMPROVEMENT	12	9	10	8
WARNING	3	4	3	4

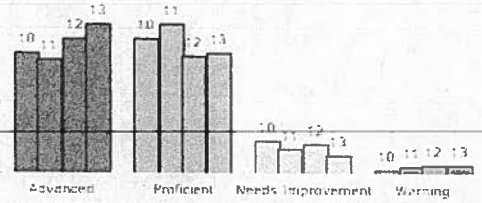
GRADE 06 - MATHEMATICS
Percentage of Students by Achievement Level



GRADE 05 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	41	39	46	51
PROFICIENT	46	51	40	41
NEEDS IMPROVEMENT	11	8	10	6
WARNING	1	2	3	3

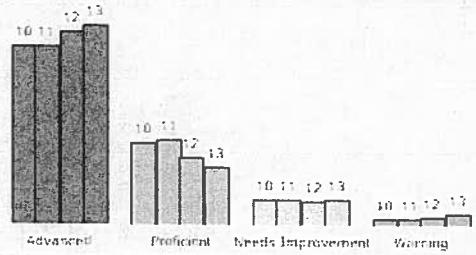
GRADE 05 - ENGLISH LANGUAGE ARTS
Percentage of Students by Achievement Level



GRADE 05 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	61	61	66	68
PROFICIENT	28	29	23	20
NEEDS IMPROVEMENT	9	9	8	9
WARNING	2	2	3	4

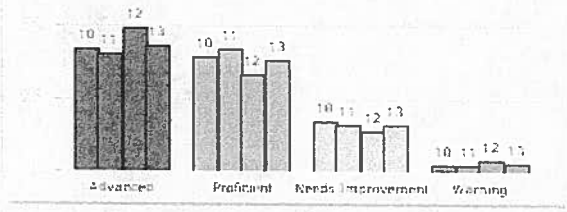
GRADE 05 - MATHEMATICS
Percentage of Students by Achievement Level



ATTACHMENT A (Continued)

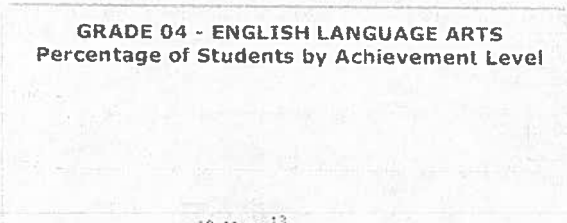
GRADE 05 - SCIENCE AND TECH/ENG

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	42	40	49	43
PROFICIENT	39	42	33	38
NEEDS IMPROVEMENT	17	16	14	16
WARNING	2	2	4	3



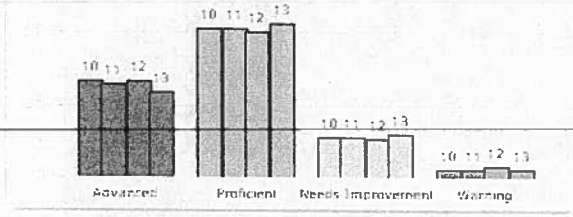
GRADE 04 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	33	32	33	29
PROFICIENT	51	51	50	53
NEEDS IMPROVEMENT	14	14	13	15
WARNING	3	3	4	3



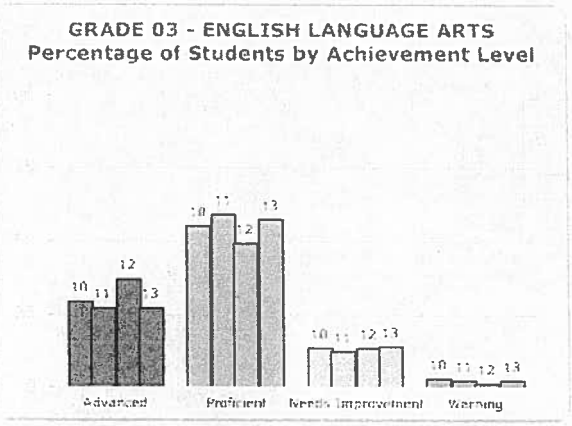
GRADE 04 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	41	45	47	52
PROFICIENT	38	37	36	30
NEEDS IMPROVEMENT	18	14	13	16
WARNING	3	3	4	2



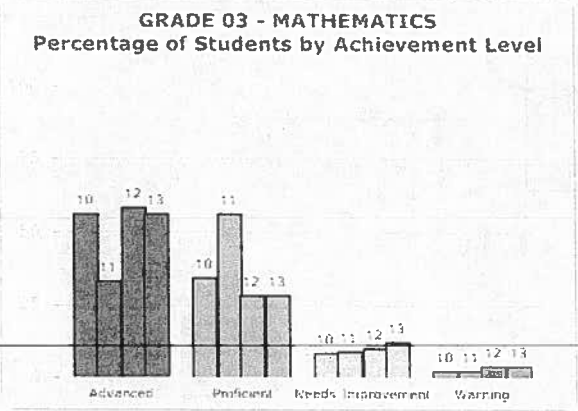
GRADE 03 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	29	27	37	27
PROFICIENT	55	59	49	57
NEEDS IMPROVEMENT	13	12	13	14
WARNING	3	2	1	2



GRADE 03 - MATHEMATICS

ACHIEVEMENT LEVEL	2010	2011	2012	2013
ADVANCED	56	33	58	56
PROFICIENT	34	56	28	28
NEEDS IMPROVEMENT	8	9	10	12
WARNING	2	2	4	4



ATTACHMENT B

The Massachusetts Board of Elementary and Secondary Education

Letter to Educators Explaining the Growth Model

September 10, 2010

Dear Massachusetts Educator,

For the first time, the Department of Elementary and Secondary Education is publishing MCAS growth data on the Parent/Guardian Reports for students in grades 4 through 8 and 10. I want to take this opportunity to explain the MCAS growth model and what it can tell you about student progress in English language arts and mathematics.

For over a decade, MCAS scaled scores and performance levels have answered the question, "How much has this student achieved compared to the state's grade-level learning standards?" The new growth score, called a **Student Growth Percentile (SGP)**, answers the question, "How much did a student grow over the previous year compared to his or her *academic peers*?"

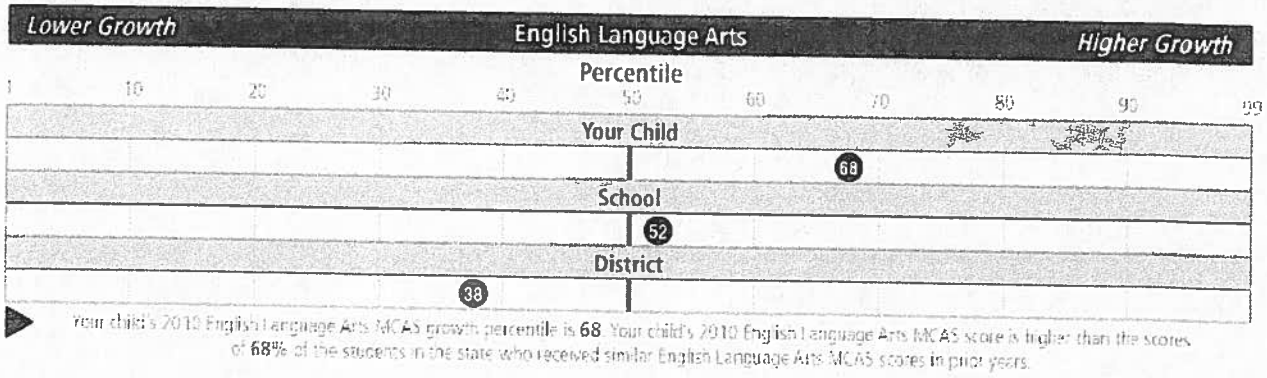
SGPs are percentiles (ranging from 1 to 99) calculated by comparing one student's history of MCAS scores to the scores of all the other students in the state with a similar history of MCAS scores. We refer to this group of all other students with similar score histories as a student's *academic peers*. In simple terms, students earning high growth percentiles answered more questions correctly on the spring 2010 MCAS test than their academic peers; conversely, students earning low growth percentiles answered fewer questions correctly than their academic peers.

Similar to MCAS scaled scores, SGPs require some interpretation. The following chart provides a way to think about student performance from both an "achievement" perspective and a "growth" perspective.

Scaled Score Range	Performance Level
200 - 218	*Warning/Failing*
220 - 238	*Needs Improvement*
240 - 258	*Proficient*
260 - 280	*Advanced/Above Proficient*

SGP Range	Description
1 - 39	*Lower Growth*
40 - 60	*Moderate Growth*
61 - 99	*Higher Growth*

An example of a display of a student's SGP in English language arts included in the spring 2010 MCAS Parent/Guardian Report is shown below. The display also provides the school and district median SGPs for comparison.



ATTACHMENT B (Continued)

The addition of student growth data to complement student achievement data gives educators and parents a more complete picture of how each student performed in the past academic year. For example, if students with a history of poor MCAS scores make above-average progress, they still may not be *Proficient* at the end of the year, but they will have a high growth score. Likewise, if students with a history of very high MCAS scores do not progress as far as their academic peers, they may still be *Proficient or Advanced*, but they will have a low growth score.

Massachusetts, along with several other states, decided to use this student growth percentile model because, compared to many other growth models, this model provides a fair way to evaluate the progress of students. Every student, regardless of his or her level of achievement at the beginning of the school year, has the same opportunity to grow at the highest or lowest rates.

The release of student growth scores is tied to a statewide effort to develop longitudinal data systems that will ultimately provide every educator with the opportunity to directly analyze student performance patterns. With this opportunity comes a responsibility to use the data appropriately to inform and promote effective teaching and learning. Our hope and expectation is that educators, parents, and others involved in the education of a student will use this data to discover and learn from what worked well, and what may not have worked so well, by reflecting on student growth trajectories and the possible factors that may be contributing to them.

Sincerely,

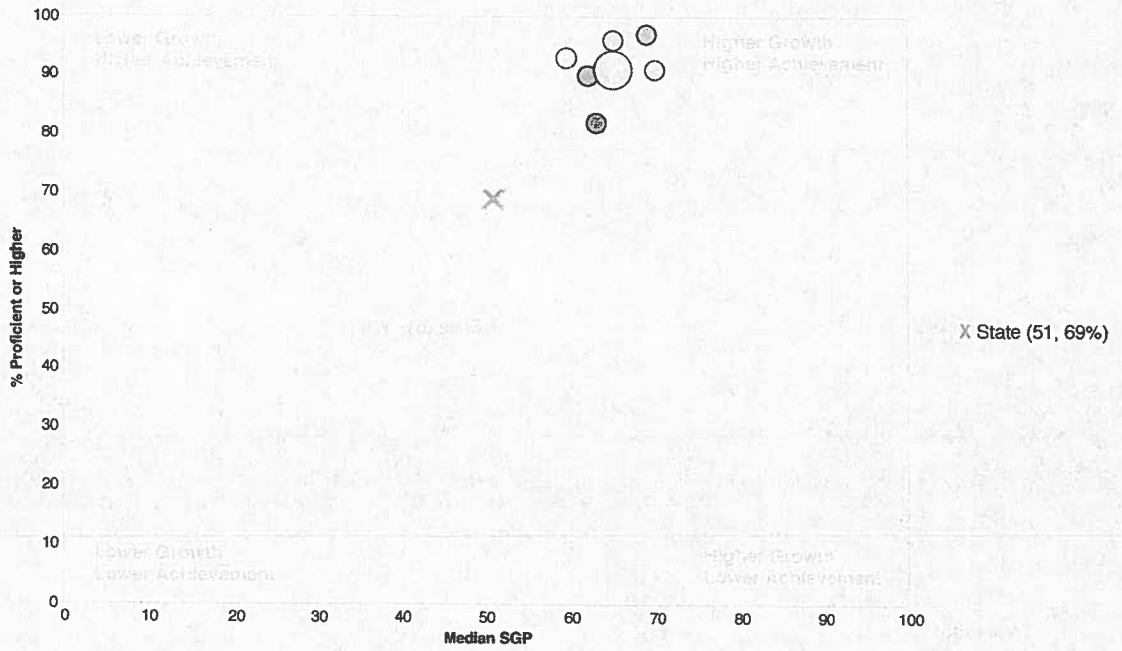
Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

ATTACHMENT C

ELEMENTARY & SECONDARY EDUCATION

Spring 2013 MCAS District Achievement and Growth
English Language Arts
by Grade

District: Lexington
Grade: All Grades



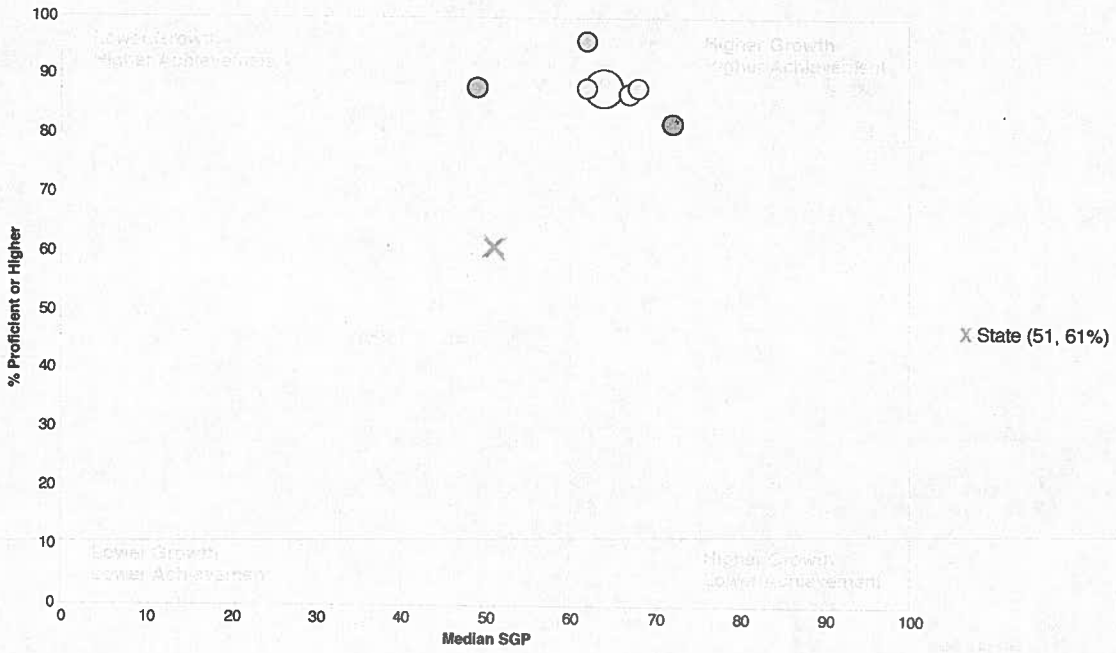
		Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
	All Grades	65	2,807	91	3,589
	Grade 04	63	430	82	460
	Grade 05	70	464	91	503
	Grade 06	62	473	90	527
	Grade 07	59.5	530	93	574
	Grade 08	65	496	96	529
	Grade 10	69	414	97	484

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

ELEMENTARY & SECONDARY EDUCATION

Spring 2013 MCAS District Achievement and Growth Mathematics by Grade

District: Lexington
Grade: All Grades

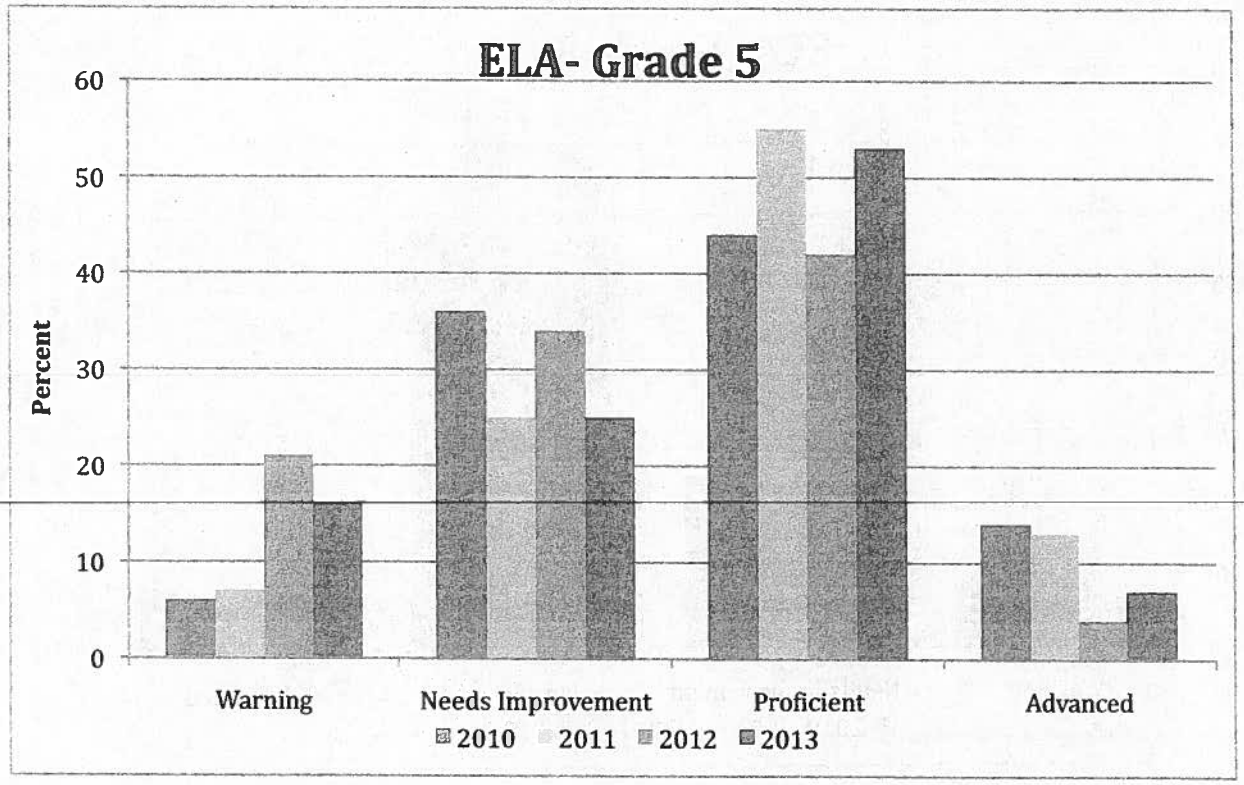


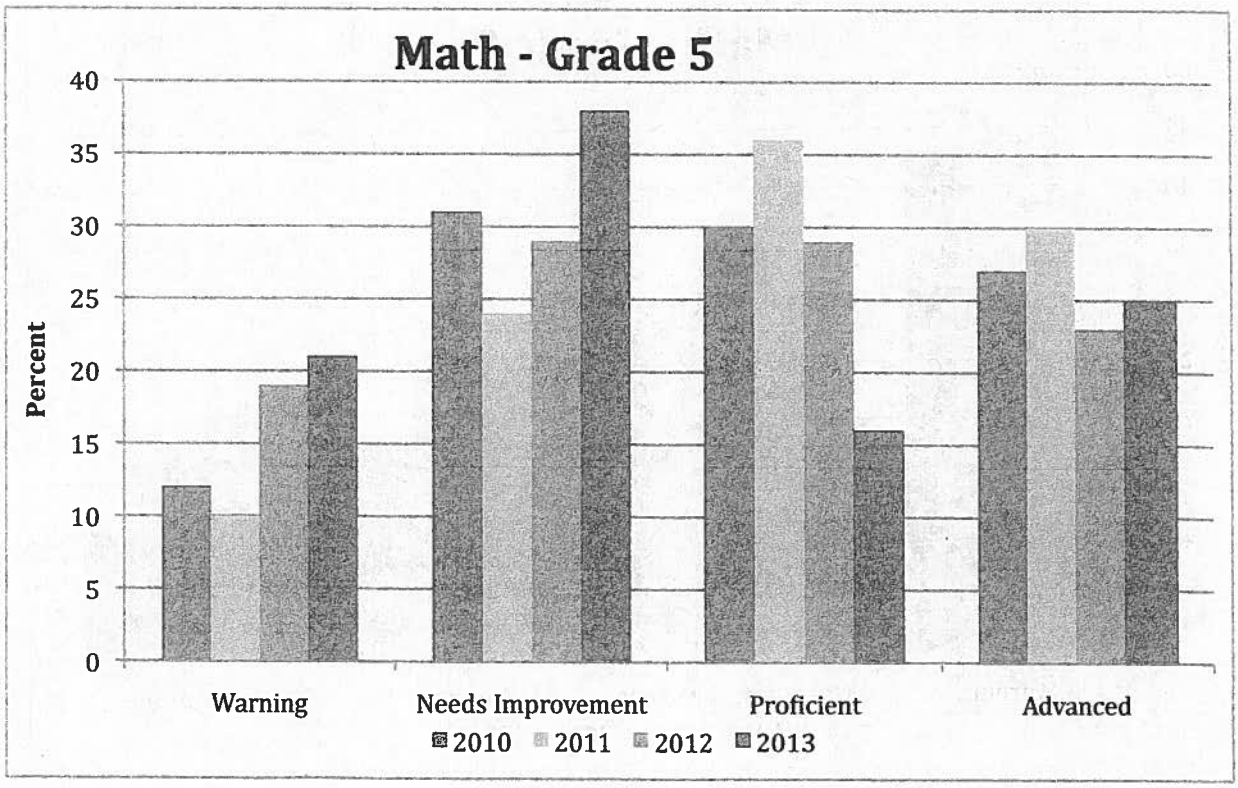
	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Ach. Level)
All Grades	64	2,799	88	3,604
Grade 04	72	433	82	464
Grade 05	68	466	88	504
Grade 06	49	473	88	528
Grade 07	67	535	87	579
Grade 08	62	477	88	528
Grade 10	62	415	96	489

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

Attachment D

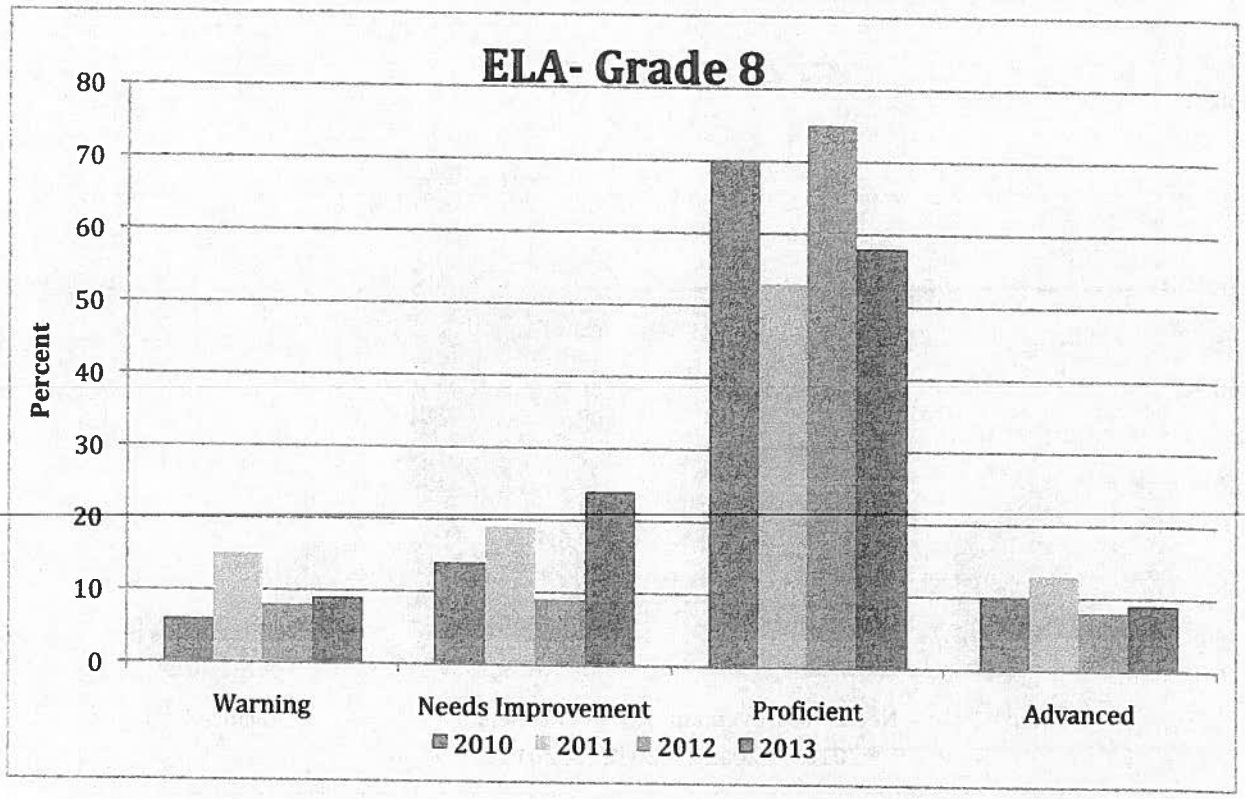
Students With Disabilities
Grade 5

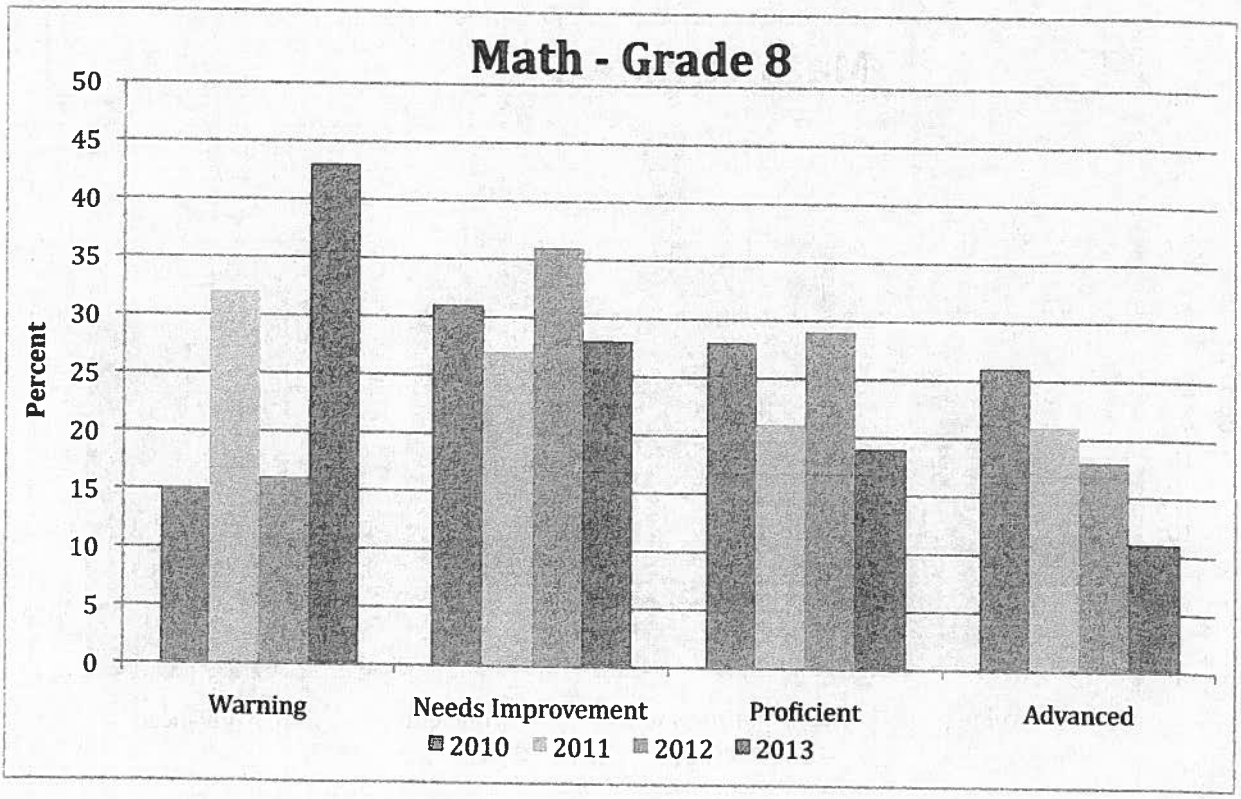




Attachment D (continued)

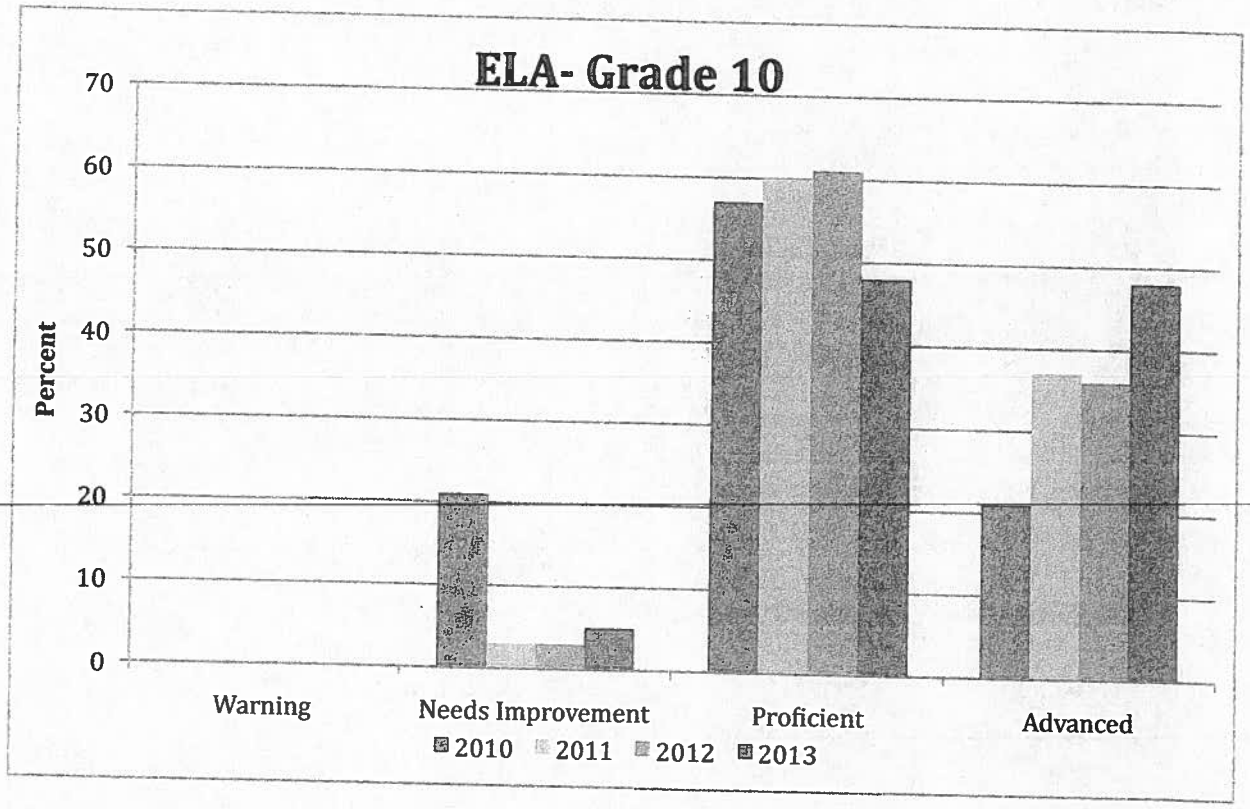
Students With Disabilities
Grade 8

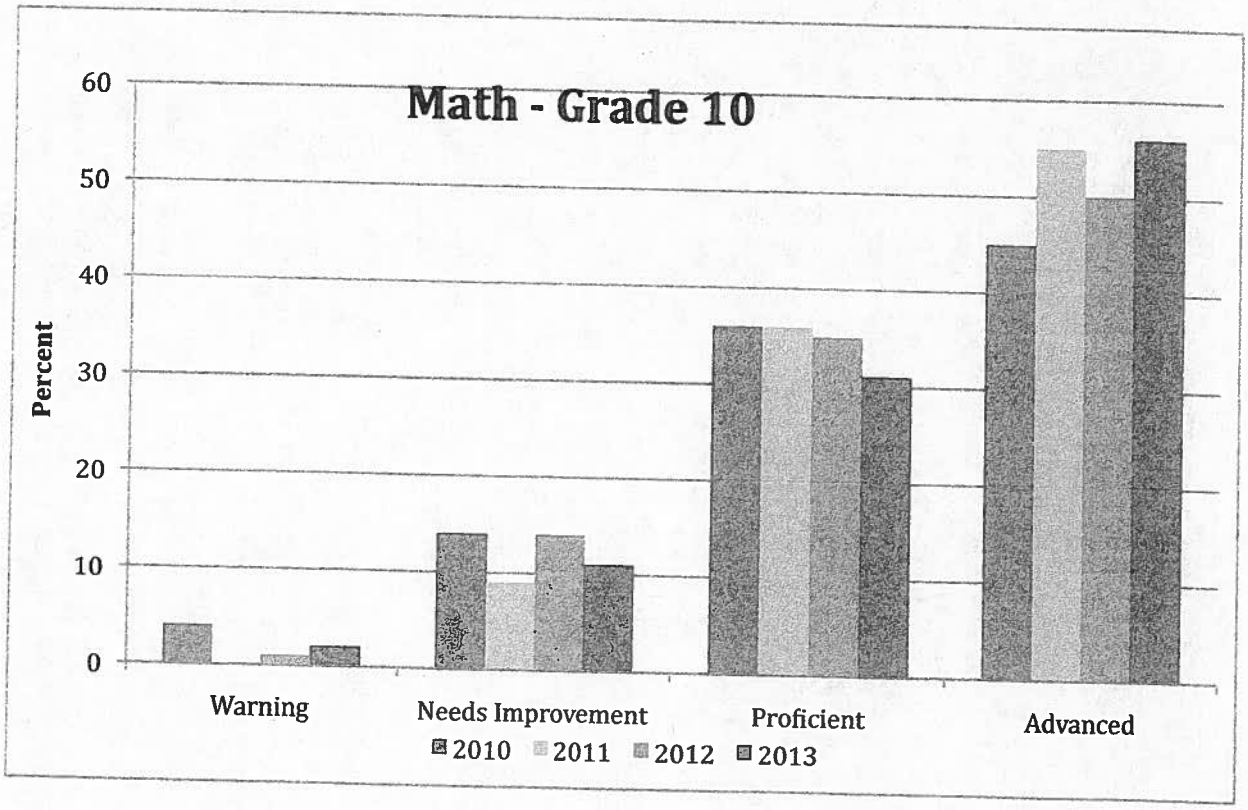




Attachment D (continued)

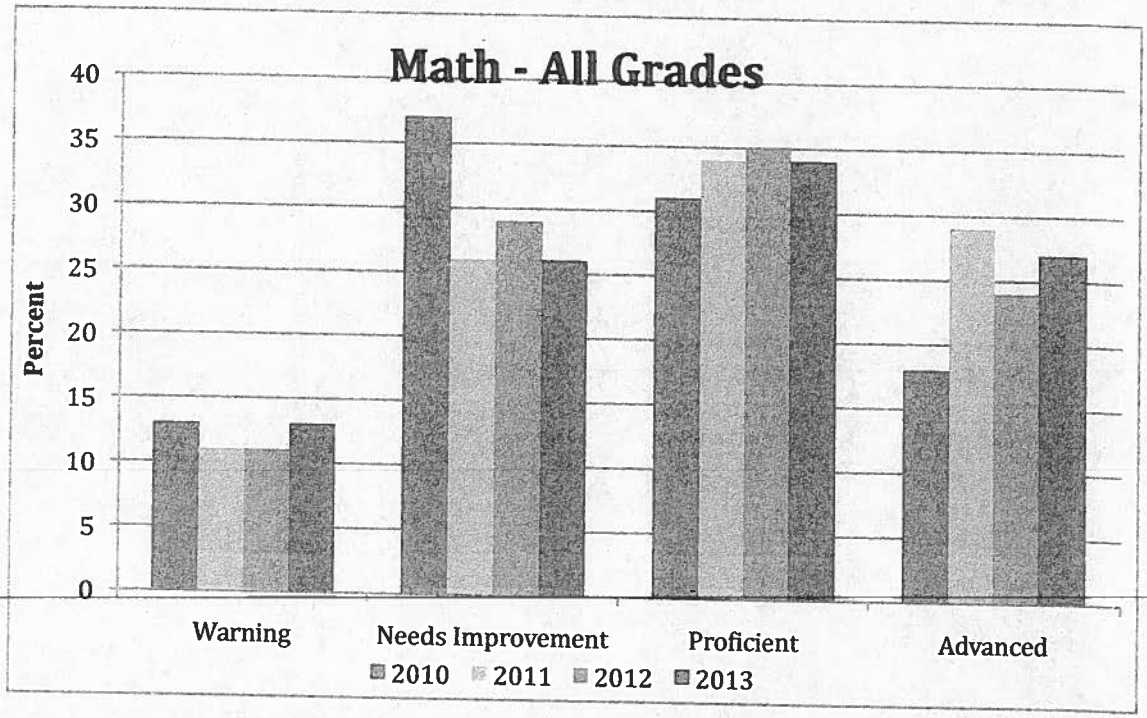
Students With Disabilities
Grade 10



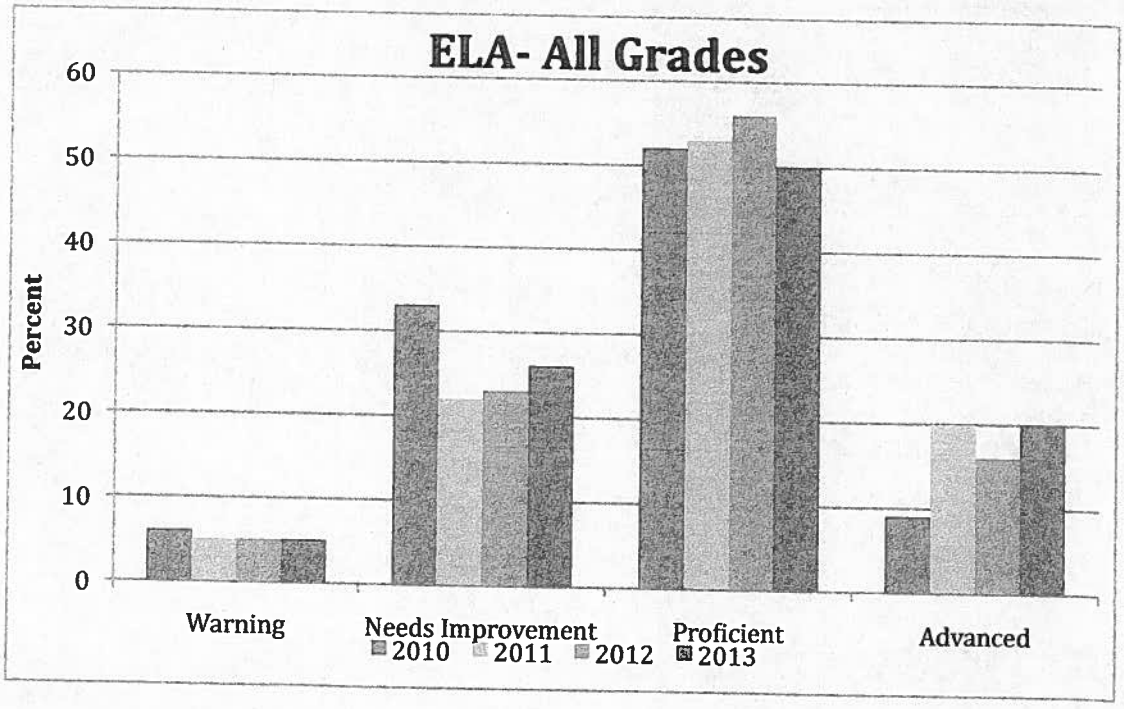


Attachment E

Low Income Students- All Grades



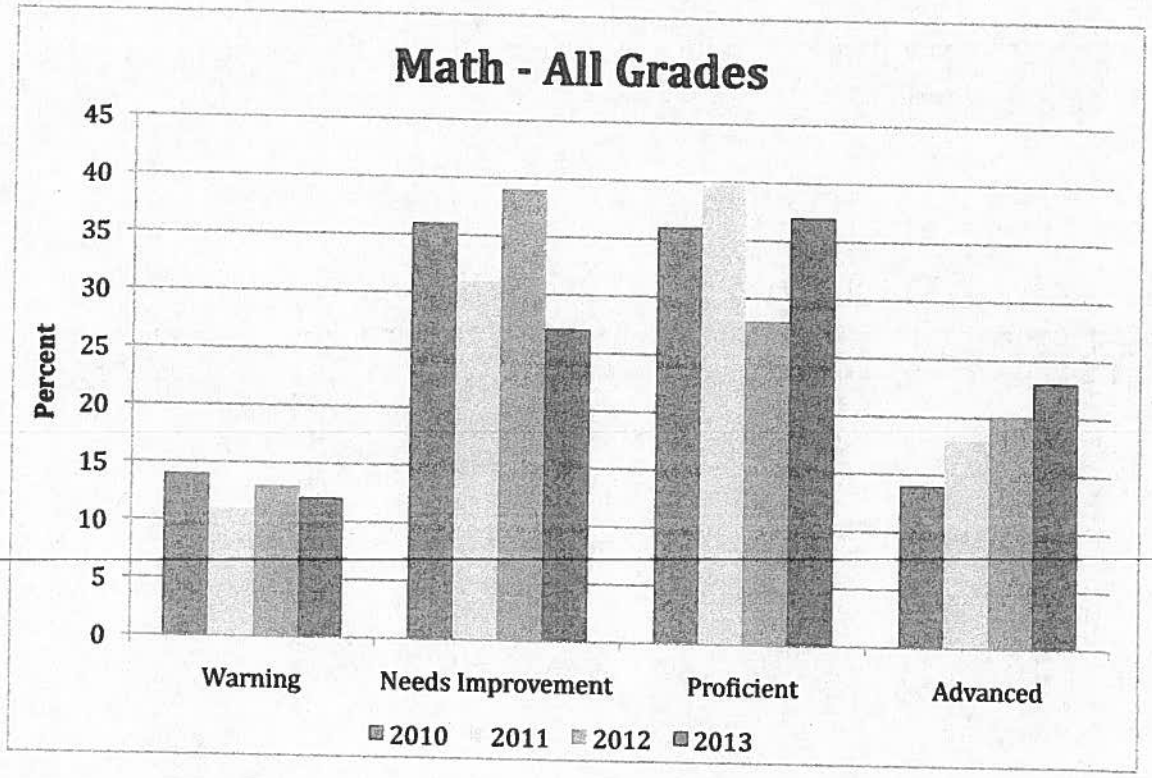
In 2013, 61% Lexington proficient or better in Math vs. 41% in Massachusetts.



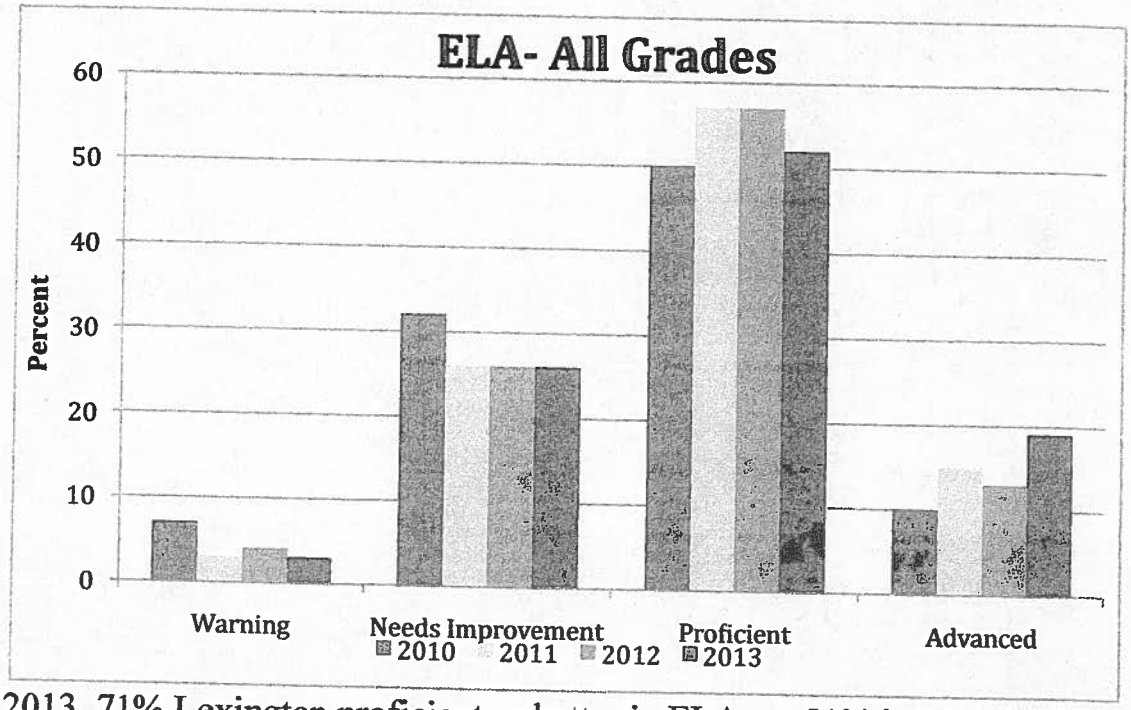
In 2013, 70% Lexington proficient or better in ELA vs. 50% in Massachusetts.

Attachment F

African-American Students- All Grades



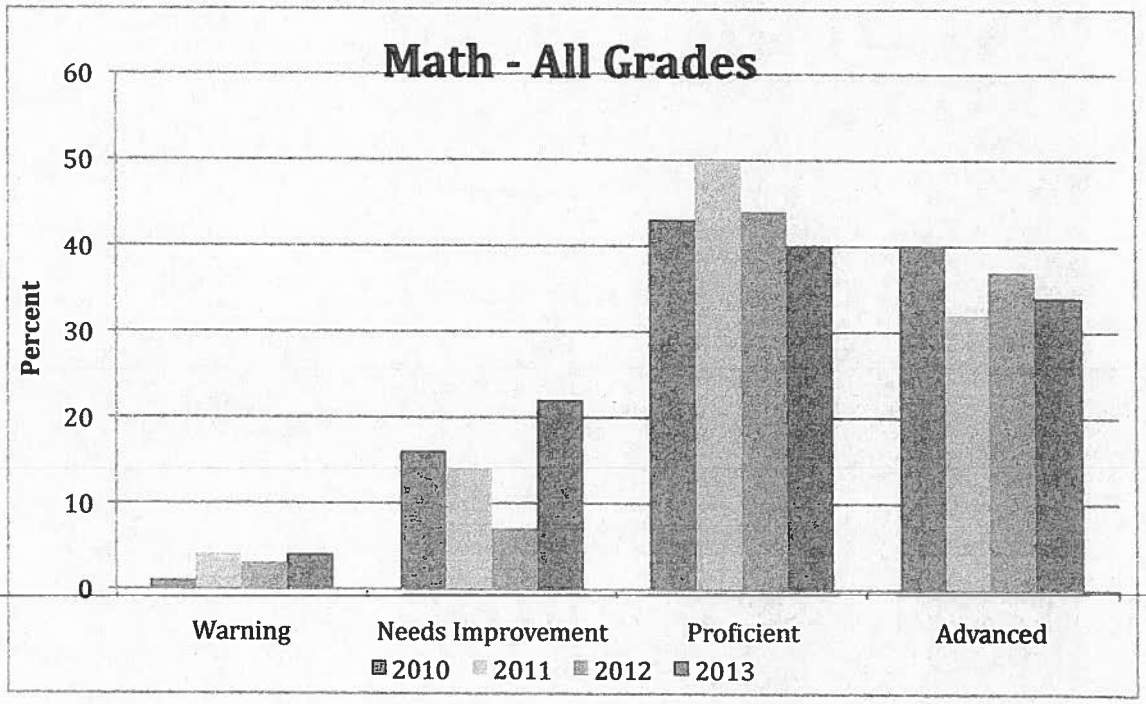
In 2013, 60% Lexington proficient or better in Math vs. 39% in Massachusetts.



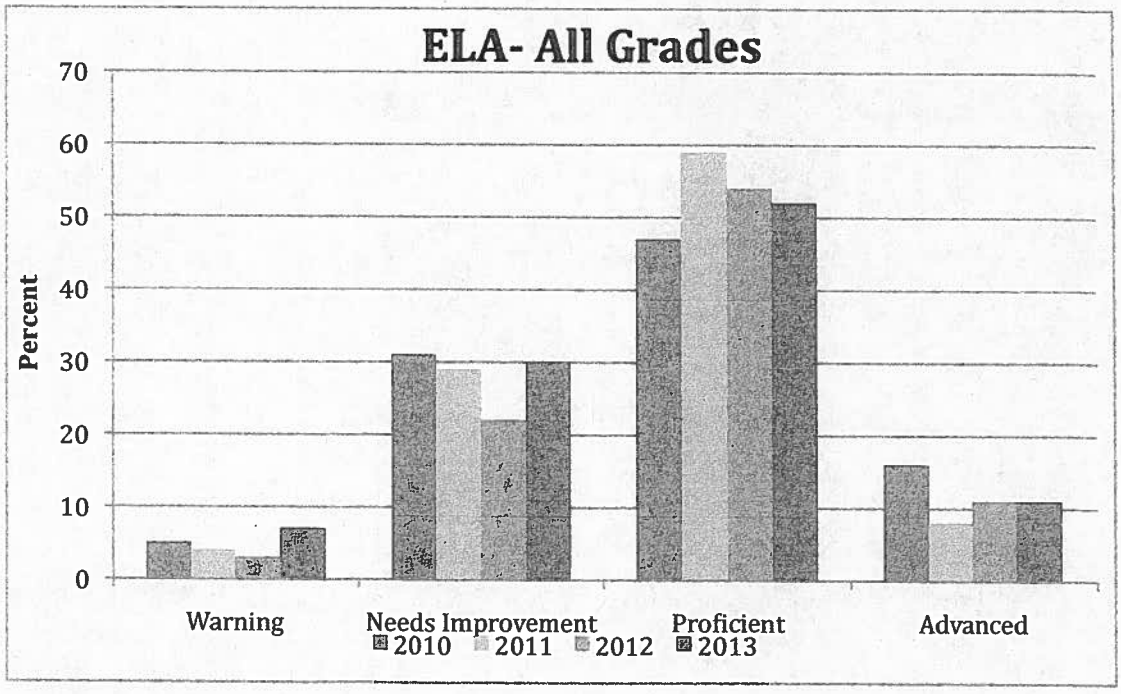
In 2013, 71% Lexington proficient or better in ELA vs. 51% in Massachusetts.

Attachment G

ELL Students- All Grades



In 2013, 74% Lexington proficient or better in Math vs. 25% in Massachusetts.



In 2013, 63% Lexington proficient or better in ELA vs. 21% in Massachusetts.

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

August 23, 2013

Dear Superintendents and Charter School Leaders:

I am writing to you regarding the spring 2014 administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) field test in English language arts/literacy (ELA/L) and mathematics in grades 3-11. Your district has had one or more schools randomly selected to participate in this year's PARCC field test. By September 4, 2013, you will receive an email from Pearson, the testing contractor for the field test, to indicate the schools selected to participate from your district and to provide you with additional details about the test administration.

PARCC's goal in selecting schools and students to participate was to choose a representative sample. For Massachusetts, PARCC has drawn an initial sample that includes roughly two-thirds of public schools statewide (about 1,250 out of more than 1,800 schools). The advantage of this sample size is to enable more schools and students to experience this new testing program while limiting the number of classrooms within each school that will have to participate.

My expectation is that schools selected to participate in the PARCC field test will do so. In extraordinary circumstances where you believe a school selected to participate has a serious impediment to proceeding with the field test – for example, a school that has an accountability level of 4 or 5 – the Department will consider on a case-by-case basis the merits of excluding that individual school from participating. In the event that some schools are excluded from the field test, Pearson may need to select additional replacement schools in Massachusetts not in the original sample.

Why is PARCC Important?

Massachusetts is part of a 20-state consortium that is working to develop next generation assessments that are aligned to the Common Core State Standards[1] and anchored in the knowledge and skills students need to be ready for college and careers. PARCC will help to provide a signal to higher education regarding whether students are on track to enroll in credit-bearing college coursework. PARCC also has the potential to build on the strengths of our current assessment system (MCAS) by adding innovative technology-based items and performance-based tasks that will allow us to assess a broader range of the skills we value and

[1] The Massachusetts Board of Elementary and Secondary Education adopted the Common Core State Standards (with a small number of additional state specific standards) in December 2010.

employers report are necessary to prepare students for success after high school.

A field test is an important milestone in the development of an assessment system. The administration of the PARCC field test this year will help state policymakers across the consortium and the testing contractor understand how test items perform and how well those items measure student performance based on the Common Core State Standards. The field test is an essential step in the development of the operational test, which is scheduled for administration in spring 2015.

PARCC in Spring 2014

In spring 2014, PARCC will administer the field test to approximately 15 percent of the Commonwealth's students enrolled in grades 3-11. To minimize the testing burden on participating schools, the testing contractor will select only a sample of classrooms to participate. Typically, two classrooms per grade/subject in selected grades will participate. For example, we may ask a middle school to administer computer-based tests to two grade 6 English language arts/literacy classrooms and two grade 8 mathematics classrooms.

Please note that no student selected to participate in the spring 2014 PARCC field test will take the entire PARCC test in both English language arts/literacy and mathematics. Most participating students will take only one component – either the performance-based assessment or the end-of-year assessment – in one subject area. This will help schools to manage the testing time required. A smaller number of participating students will take both the performance-based and end-of-year assessments in one subject. Grade 10 students selected to participate will only take the end-of-year assessment.

In addition, while our goal is for all students to take the assessments on the computer in the future, PARCC will offer a paper-and-pencil version of the test in the near term. Accordingly, some schools selected for the field test will participate in computer-based assessments, while others will take paper-and-pencil assessments. We will not ask any participating school to take both versions of the assessments. To preserve the representativeness of the sample, we cannot allow any schools to request a change in the version of the administration for which they are selected.

However, if your school does not presently have the capacity to administer computer-based testing, you will be able to indicate that in a forthcoming online confirmation form provided by the testing contractor.

MCAS Requirement for Students Taking the PARCC Field Test

For those students in grades 3-8 who are selected to take the PARCC performance-based assessment only or both the PARCC performance-based and end-of-year assessments, schools may determine whether or not to exempt them from participating in the spring 2014 MCAS testing in that respective subject only, without penalty. Students in grades 3-8 who are only selected to take the PARCC end-of-year assessment must participate in all MCAS testing, including in that respective subject. We will provide additional details on this school option to exempt certain students from MCAS testing in the coming months.

All grade 10 students must take the spring 2014 MCAS tests in English language arts and mathematics, and grades 9 and 10 students must take the science and technology/ engineering tests, for the purpose of meeting the state's high school graduation requirement. For those grade 10 students who are selected also to take the PARCC field test, they will only take the end-of-year assessment, which will occur after the conclusion of MCAS testing.

September 3, 2013

Dear Paul Ash,

This letter is to inform you that one or more schools in Lexington have been selected to participate in the 2014 PARCC Field Test. The selected school(s) can be found in the table beginning in the lower portion of this letter. Below is background information about PARCC, an overview of the Field Test, the names of the schools in your district that are selected, and next steps. **Your confirmation of participation is requested by September 18, 2013, as described in the "Next Steps" section of this letter.**

PARCC Background Information

As you know, Massachussetts is leading the way in assessment innovation by developing new next generation assessments with other states and the District of Columbia as part of the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. PARCC is developing a set of assessments in English Language Arts/Literacy and Mathematics based on the Common Core State Standards (CCSS) that will be used by all states in the consortium. For more information about PARCC, please visit www.parcconline.org.

In preparation for the first operational administration of PARCC assessments in the 2014–2015 school year, a PARCC Field Test will be administered in the spring of 2014 to more than one million students across all PARCC states. Participating students in grades 3-11 will be assessed in English Language Arts/Literacy or Mathematics.

PARCC Field Test

The primary purposes of the PARCC Field Test are to:

- Examine the quality of items so that PARCC can build assessment forms for the 2014-15 school year;
- Test out assessment administration procedures; and
- Give schools and districts the opportunity to experience the administration of PARCC assessments.

PARCC assessments are comprised of **two** components: *Performance-Based Assessment Component* and *End-of-Year Assessment Component. Each of the components will be field tested as described below:*

Performance-Based Assessment (PBA): March 24–April 11, 2014

The English Language Arts/Literacy PBA, **which is scheduled to be administered at any time between March 24 through April 11, 2014**, will involve literature analysis, narrative writing, and research simulation tasks. Students will read passages and write several pieces to demonstrate they can:

- Read and understand sufficiently complex texts independently;
- Write effectively when using and analyzing sources; and
- Build and communicate knowledge by integrating, comparing and synthesizing ideas.

The Mathematics PBA, **which is scheduled to be administered at any time between March 24 through April 11, 2014**, will involve tasks requiring students to demonstrate they can:

- Solve problems involving key knowledge and skills;
- Express mathematical reasoning and construct mathematical arguments; and
- Apply concepts to solve/model real-world problems.

End-of-Year Assessment (EOY): May 5–June 6, 2014

The English Language Arts/Literacy and *Mathematics* EOYs, **which are scheduled to be administered at any time between May 5 through June 6, 2014**, will involve tasks requiring students to demonstrate their content-specific acquired skills and knowledge. The EOY will include extended tasks, including innovative item types. Unlike the PBA, all responses will be scored by machine.

The English Language Arts/Literacy EOY assessment requires students to:

- Demonstrate their ability to comprehend a range of sufficiently complex text, including literature, literary nonfiction, and informational text from history/social studies, science, and technical subjects;
- Engage in the reading of texts that require them to draw conclusions;
- Interpret the meaning of words and phrases and technical vocabulary; and
- Compare, integrate, and synthesize ideas presented in texts.

The Mathematics EOY assessment requires students to:

- Demonstrate their ability to solve multi-step problems, conceptual questions, applications, and carry out substantial procedures.

Student Participation in the Field Test

A student will participate in one of the two following ways:

1. Students take both the Performance-Based Assessment (PBA) and the End-of-Year Assessment (EOY) in one content area.
2. Students take either the PBA or the EOY in one content area.

No student will participate in the entire PARCC assessment. Most students will take only one component in one content area, which will help the schools in your district manage testing time during the Field Test.

School Participation

The following schools from Lexington have been chosen to participate in the 2014 PARCC Field Test:

School Name	Grade/Course	Subject Area	Number of Classes	Mode of Admin.	Component	Number of Sessions[1]
Bowman	4	ELA	2	Online	PBA & EOY	5
Fiske	4	ELA	2	Paper	PBA	3
Harrington	3	Mathematics	2	Online	EOY	2
Jonas Clarke Middle	6	ELA	2	Online	EOY	2
Jonas Clarke Middle	8	ELA	2	Online	EOY	2
Wm Diamond Middle	6	Mathematics	2	Paper	PBA	2
Lexington High	Integrated Mathematics 1	Mathematics	4	Online	PBA	2
Lexington High	11	ELA	2	Online	EOY	2

[1] For more information about testing time for each of the sessions by content area and grade level/course, please see http://www.parcconline.org/field-test.

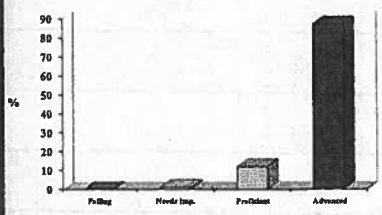
2013 MCAS RESULTS

Lexington School Committee
December 17, 2013

Itinerary

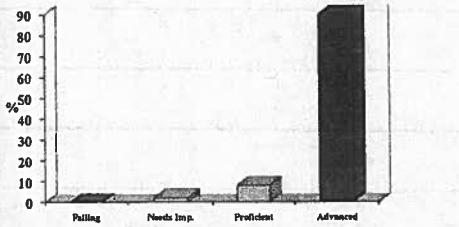
- Continued excellence on MCAS tests
- MCAS results (student sub-groups)
- Future of state testing- PARCC Exam

MCAS ELA
Grade 10



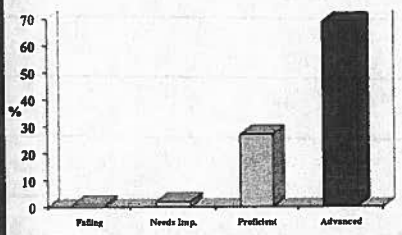
- 87% Advanced, 12% proficient

MCAS Math Grade 10



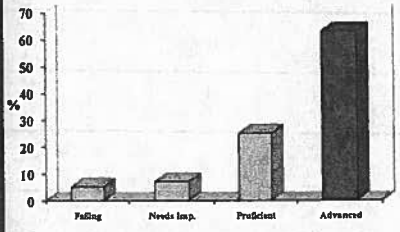
- 90% Advanced
- Highest advanced since test administered

MCAS Science Grade 10



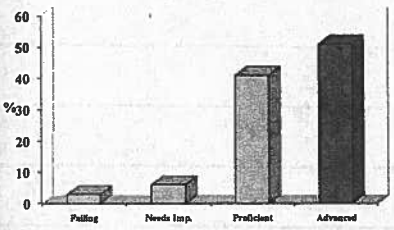
- 3rd consecutive year 60% or better in "advanced"

MCAS Math Grade 8



- Advanced + Proficient- 6th in State

MCAS ELA
Grade 5



- Advanced + Proficient= 10th in state

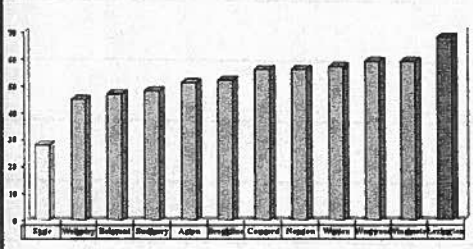
The Boston Globe

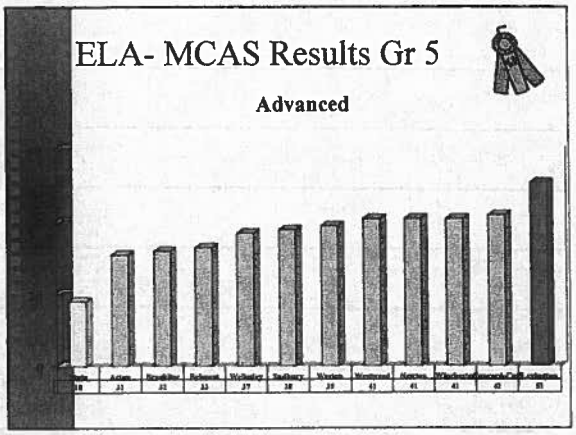
Schools ranked in the Top 5 Advanced in Massachusetts

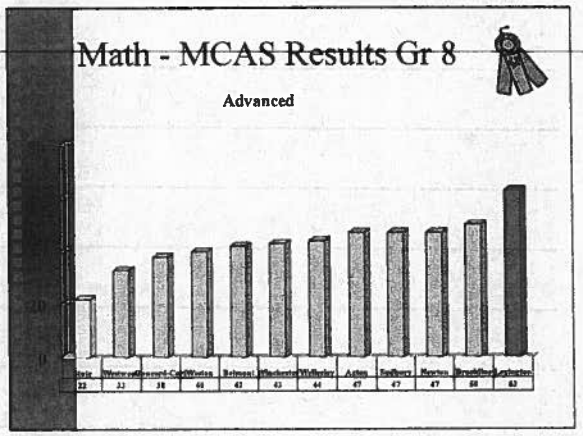
Bowman ELA Gr 5
Estabrook ELA Gr 5
Bridge Math Gr 5
Diamond ELA Gr 8
Diamond ELA Gr 6
Bridge Math Gr 4
Diamond ELA Gr 8
High School Math Gr 10
Harrington ELA Gr 4
Clarke ELA Gr 8
High School Science Gr 10
Bowman Math Gr4
Diamond Math Gr 8
High School English Gr 10
Bowman Math Gr 5
Diamond Science Gr 8

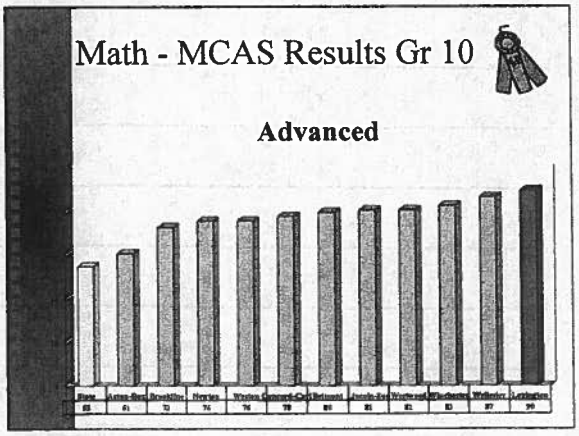
Math- MCAS Results Gr 5

Advanced



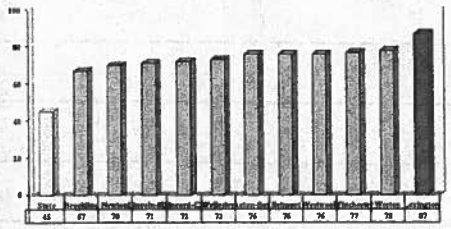

ELA- MCAS Results Gr 5
Advanced


Math - MCAS Results Gr 8
Advanced


Math - MCAS Results Gr 10
Advanced

ELA - MCAS Results Gr 10

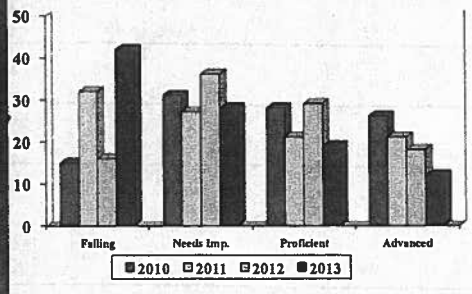
Advanced



Looking At Student Sub-Groups

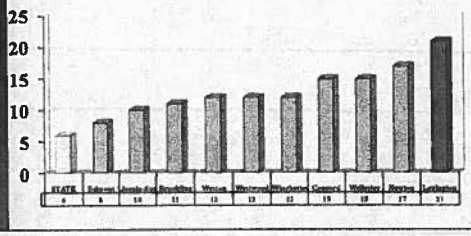
MCAS Math

Students with Disabilities Grade 8



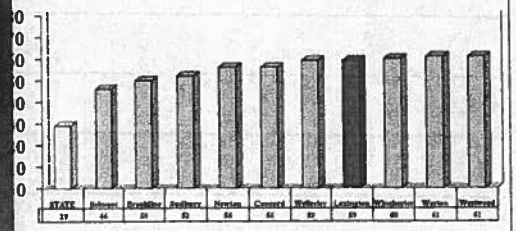
MCAS MATH - SPED

Advanced



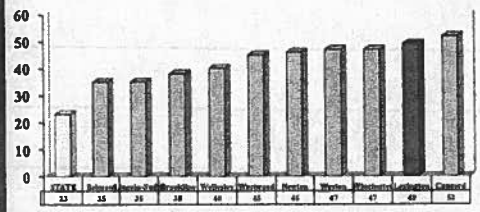
MCAS ELA- SPED

Advanced + Proficient

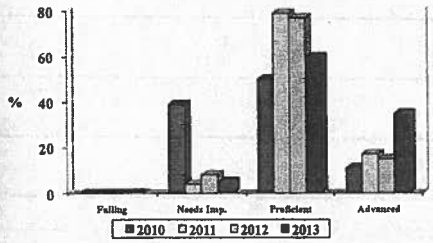


MCAS MATH - SPED

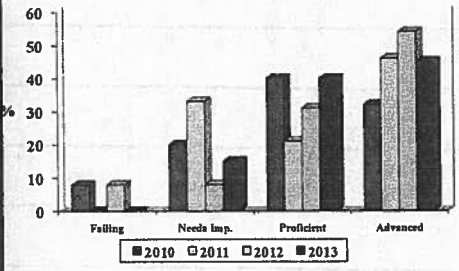
Advanced + Proficient



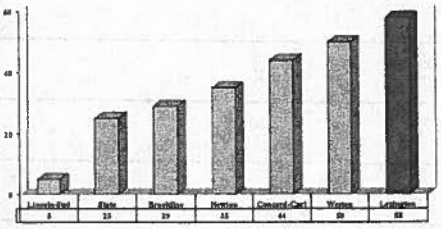
MCAS ELA
Grade 10 METCO



MCAS Math
Grade 10 METCO

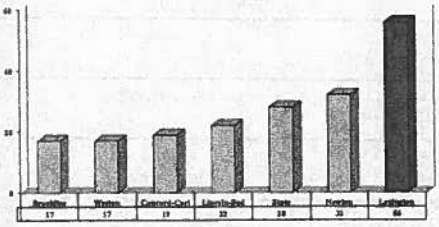


ELA – MCAS Gr 10 ELA
African-American
Advanced



ELA – MCAS Gr 10 Math
African-American

Advanced



Key Strategies

- Hiring excellent teachers
- Curriculum reviews identifying what all students need to know
- Frequent assessment of student progress
- Quality professional learning
- Embedded coaching
- Specialized intervention programs

Moving Ahead With Data

- Instructional decisions needed to be guided by our looking at different kinds of data
- Looking for ways to get all our different kinds of student data in one location for analysis
- Principals are focusing on student data with their approach to interventions and in goal-setting with their targets for improving the performance of their students
- We will be looking for other ways of approaching this

National Assessment is Coming

Partnership for Assessment of Readiness for College and Career (PARCC)

- Create high quality assessments
- Focusing on Common Core Math & English
- End-of year performance based
- Will utilize technology in all phases
- Goal is 2015 for roll-out

PARCC

Partnership for Assessment of Readiness for College and Careers

- Two-year transition so state can decide in fall 2015 whether to sunset MCAS ELA and Math Grade 3 to 8
- If so, PARCC will begin in Spring 2016
- Spring 2015 Administer PARCC or MCAS
- Fall 2015 State Board votes on PARCC?
- Grade 10 will continue MCAS through 2018 in any case

PARCC Field Test

- This Spring two types of field tests
- 2/3 of schools in state participating
- Performance based Assessment
  - March 24-April 11
- End of year
  - May 5- June 6

Schools being Field Tested

School Name	Grade/Course	Subject Area	Number of Classes	Mode of Admin.	Component
Bowman	3	ELA	2	Online	PBA
Bowman	4	ELA	2	Online	PBA & EOY
Eastbrook	4	ELA	2	Online	PBA
Fiske	4	ELA	2	Paper	PBA
Harrington	3	Mathematics	2	Online	EOY
Clarke	6	ELA	2	Online	EOY
Clarke	8	ELA	2	Online	EOY
Diamond	6	Mathematics	2	Paper	PBA
High School	Integrated Mathematics I	Mathematics	4	Online	PBA
High School	11	ELA	2	Online	EOY

- MCAS testing requirement being waived for Grades 3- 8 taking Performance Based Assessment

Near-term Timeline

- December 9-11 Classes participating in PARCC in each school selected by random generator
- January - DESE sends districts a toolkit of materials to use in communicating about the field test and accountability. (sample parent letters, etc.)

Congratulations to Teachers, Administrators, and Students

The Work Continues

Lexington Public Schools
146 Maple Street ❖ Lexington, Massachusetts 02420

Lexington School Committee

email: school-com@comet.ci.lexington.ma.us

Authorization to Submit a Statement of Interest to the MSBA Regarding Hastings Elementary School

Resolved: Having convened in an open meeting on December 17, 2013, the School Committee of the Town of Lexington, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated January 14, 2014, for the Hastings Elementary School located at 7 Crosby Road, Lexington, Massachusetts, 02421 which describes and explains the following deficiencies and the priority category(s) for which the Lexington Public Schools may be invited to apply to the Massachusetts School Building Authority in the future:

Priorities

2. Elimination of existing severe overcrowding.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.

and, hereby further specifically acknowledges that by submitting this Statement of Interest, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Town of Lexington to filing an application for funding with the Massachusetts School Building Authority.

Margaret E. Coppe, Chair
Lexington School Committee

Date

Massachusetts School Building Authority

Steven Grossman
Chairman, State Treasurer

John K. McCarthy
Executive Director

December 5, 2013

Paul Ash, Superintendent
Lexington Public Schools
146 Maple Street
Lexington, MA 02420

Re: MSBA FY 2014 Statement of Interest Opening

Dear Superintendent Ash:

The Massachusetts School Building Authority (the "MSBA") will be opening the Fiscal Year 2014 Statement of Interest ("SOI") filing period on **January 10, 2014**. A more detailed outline of the FY 2014 SOI process will be sent to each public school district throughout the Commonwealth at the beginning of January; however the MSBA would like to inform districts of one important change in the process for the upcoming year.

If your district is planning on submitting an SOI in FY 2014 you should notify your school committee and other local governing boards of your intentions, as both local governing bodies will need to vote to approve submission of an SOI prior to the following dates:

- The SOI closing date for districts submitting under the Accelerated Repair Program, which is primarily for the repair and/or replacement of windows, roofs, and/or boilers in an otherwise structurally sound facility will be **February 14, 2014**.

- The SOI closing date for districts submitting under the Core Program, which is primarily for projects beyond the scope of Accelerated Repair, including extensive repairs, renovations, addition/renovations, and new school construction will be **April 11, 2014**.

As stated, the MSBA will be sending more detailed information regarding the FY 2014 SOI process to districts in the coming weeks. Please feel free to contact me or Brian McLaughlin, MSBA Capital Program Manager at (617) 720-4466 should you have any questions.

Sincerely,

John K. McCarthy
Executive Director

EXECUTIVE SUMMARY

The Ad Hoc Townwide Facilities Master Planning Committee (Committee) has completed the tasks requested by the Board of Selectmen and herewith submits this Final Report of its work. The broadest task for the Committee was to "evaluate the various facility needs for the Town and develop a plan of recommendations to be considered over a 10-year period." To that end, the Committee has:

1. Selected a consultant experienced in municipal facilities master planning, The Cecil Group, Inc., through the Designer Selection Process, M.G.L Ch.7. The Cecil Group provided technical expertise and information for the Committee's consideration.
2. Reviewed the previously completed studies and reports, including the Central Fire Station (2008, 2011 and 2012), Police Station (2010 and 2011), Visitors Center (2012 and 2013), Senior Center (2008), Community Center (2012), Cary Memorial Building (2011 and 2013), Hosmer House (previously called the White House) (2010), Stone Building (2009), Munroe Center for the Arts (2007 and 2009) and Town Schools as listed in the Final Report of the School Committee's Ad Hoc Facility Committee (2009 with 2012 and 2013 updates). In addition, the Committee specifically considered the Town's interests at the Waldorf School of Lexington, options for the East Lexington Fire Station at 39 Marrett Road, and needs and priorities related to the Maria Hastings School and the High School.
3. With the input from Department heads and Committee liaisons, assessed facility deficiencies identified in the previous studies as to the impact on delivery of services and examined whether the previously reported program of spaces met the current needs for service delivery.
4. Acquired ideas and suggestions for townwide facility planning from the input of Town residents who attended the February 2, 2013 public workshop at the Cary Memorial Building.
5. Discussed the priority for actions on the Town facilities. While the Committee did not set specific priorities for all the Town's facilities, the Committee recommends the following:
    a. The public safety buildings - the Central Fire Station and Police Station - and Maria Hastings School should be advanced as the most important municipal and school projects, respectively.
        * Consistent with the Selectmen's FY2014 goals, site selection shall proceed sized for a potential combined public safety facility.
        * Depending on the results of the site selection process, the Central Fire Station and Police Station should be considered as either combined or separate facilities, with the most appropriate site or sites to accommodate the desired building program.
        * Enrollment statistics for the Maria Hastings School have met the School Committee's criteria for considering the renewal or

replacement of the school, and the process for advancing the project to the Massachusetts School Building Authority for initial funding should begin in January 2014.

b. The Town should plan to advance the High School project to the Massachusetts School Building Authority in January 2019 for initial funding.

c. The ongoing Cary Memorial Building upgrade project should continue with the construction phase immediately following the completion of the already-funded design and engineering.

d. The Community Center project should be advanced as soon as possible.

e. The School Central Administration offices, while not a priority, should be considered in conjunction with decisions regarding the High School and Police Station projects.

6. Considered available and prospective sites for proposed facility projects. In particular, the Committee:

   a. Assessed whether the property on Marrett Road, then owned by the Scottish Rite and available for purchase, could meet any of the Town's facility needs. The Committee considered Police, Fire, Community Center, affordable housing and senior-living facilities at the site. The Community Center option was noted as the most feasible in the Committee's presentation to the Board of Selectmen on December 17, 2012.

   b. Assessed the expansion of the Police Station at the current location and determined that the Hosmer House should be moved to another location to create the best option for the Police Station project at its current location.

   c. Assessed the expansion of the Central Fire Station at its current location and noted that acquisition of the adjacent, commercial-zoned, privately-owned land would provide the best space for the building program.

   d. Considered other commercial-zoned, privately-owned land for the purpose of siting a combined Central Fire and Police public safety facility.

   e. Recommends further analysis on alternative sites for a combined public safety facility.

7. Considered the financial spreadsheet models in this report that show possible sequencing of facility projects to address facility deficiencies. In particular, note:

   a. The spreadsheet shows options for funding sources from the Massachusetts School Building Authority that could be used to supplement the studies, design and construction of the High School and Maria Hastings School projects, and funds received under the Community Preservation Act that could be used to supplement the design and rehabilitation and/or restoration of the property at 39 Marrett Road for use as the Community Center (with the exception of a new gymnasium) and buildings with historic elements: Cary Memorial Building, Police Station, Fire Station, Visitor's Center, Hosmer House, Stone Building, School Central

Administration (if remaining in the Old Harrington School) and the old Munroe School.

b. The facility improvements listed will require bonding with the expectation that the majority of the funds will require the Town's voters to approve the funding as debt excluded from the limitations of Proposition 2½. Notwithstanding how essential those debt exclusions are to the success of the Town's long-range plan for its facilities, this Committee makes no recommendations as to if, when and how to package the requests, first to Town Meeting, for such exclusions as that decision lies with the Board of Selectmen.

c. Finally, the Committee strongly recommends that the yearly Town budget include an amount that would be dedicated to expanding the Town's ability to aggressively address the capital projects, which would both extend the projected life of existing Town buildings and facilities, where practical, and ensure the Town achieves at least the projected life of the buildings and facilities.

The following table summarizes the Committee's findings regarding the Town buildings and facilities addressed in this report.