

APS DISTRICT HIGHLIGHTS 2015-2019

The work of the district over the past four years has produced many improvements in student learning, student services, school culture, professional expertise, communications, facilities and budgeting.

Student Learning and Experience

- ✓ Reduced average elementary class size district-wide from 23.0 in 2015-16 to 20.7 in 2018-19. We anticipate that class size will decrease further in 2019-20.
- ✓ Significantly improved the literacy program district-wide, particularly for those students who are dyslexic or have significant reading challenges. 2018 MCAS reading assessment results show:
 - **Increased performance** for all students scoring proficient and advanced;
 - **Significant improvements** in the proportion of students with disabilities scoring proficient and advanced; and
 - **Decreases** in the proportion of students with disabilities not meeting expectations.

MCAS READING RESULTS 2017 vs 2018			
% All Students Proficient or Advanced			
Grade	2017	2018	% Point Change
3	62%	71%	9%
4	61%	71%	10%
5	65%	70%	5%

MCAS READING RESULTS 2017 vs 2018			
% Students with Disabilities Proficient or Advanced			
Grade	2017	2018	% Point Change
3	19%	33%	14%
4	19%	40%	21%
5	20%	29%	9%

MCAS READING RESULTS 2017 vs 2018			
% Students with Disabilities Not Meeting Expectations			
Grade	2017	2018	% Point Change
3	15%	5%	-10%
4	28%	14%	-14%
5	24%	12%	-12%

- ✓ Implemented a new high school schedule in response to New England Association of Schools and Colleges (NEASC) recommendations for increased personalization and support, and toward improved student performance.
 - <http://www.aps1.net/1896/7H-Schedule>
 - The 2018 AHS MCAS science results showed an increase over 2017 of 15 percentage points (40% to 55%) in students scoring advanced, with a 5 percentage point overall increase (85% to 90%) in students scoring proficient and advanced.
- ✓ Implemented a comprehensive student progress monitoring system for reading that includes:
 - Early screening in preschool and kindergarten;
 - Ongoing progress monitoring from kindergarten through middle school; and
 - Just-in-time intervention data through regular use of such software applications as Lexia.

These efforts have shifted the culture to one focused on data-based decision-making.
- ✓ Promoted a culture of innovation and improvement and embarked upon significant initiatives in authentic and personalized learning through:
 - The Capstone program in grades 5, 8, and 12;
 - The Global Scholars Pathway at AHS;
 - The Innovation Lab and IDEASudio at AHS; and
 - Maker spaces at all the elementary and middle schools.
- ✓ Negotiated funding for a responsible curriculum renewal cycle to end tradeoffs between building maintenance and curriculum.
 - *Units of Study in Writing* adopted in 2017, and
 - *Fountas & Pinnell Reading Program* adopted in 2018 and 2019
 - 6 – year refresh cycle of all curricula to follow sequentially.

- Prior adoptions were overdue:
 - The 2015 selection of *Math in Focus* for grades K-5 was the first curriculum to be adopted in math since 2001.
 - *Full Option Science System* (FOSS) adopted in 2016 was the first curriculum to be adopted in science since 1995.
- ✓ Increased the emphasis on the arts through arts integration with literacy, social studies, and other curricular areas.
- ✓ Established an accelerated math program at the middle school level.
- ✓ Introduced the AVID program at the high school to support student success.
- ✓ Supported School Committee negotiations to increase the time for learning by lengthening the school day across all K-12 schools beginning in 2019-20.
 - Andover has had one of the shortest school days in the region and this change will add the equivalent of 7.5 instructional days each year.
- ✓ Fully implemented iAndover 1:1 technology initiative and significantly upgraded the technology infrastructure to enable greater connectivity and increased usage.
 - <https://sites.google.com/k12.andoverma.us/apsdigitallearning>

Student Services: Special Education, Nursing and Social Work

- ✓ Increased accessibility to instruction and curriculum for all students through:
 - The installation of sound enhancement systems in all schools K-8;
 - The provision of accessibility applications such as TextHelp; and
 - The implementation of universal design for learning strategies that support the many different ways that children learn.

These initiatives are creating equity in the opportunity to succeed educationally.
- ✓ Improved support for students with special needs within the district, thereby reducing the need for out-of-district placements to educate Andover's students,
 - Expanded the language-based program for students with dyslexia;
 - Restructured the SAIL (Social Academic Independent Learning) program to be less restrictive and more inclusive; and
 - Established the Eye-to-Eye mentoring program to support students with dyslexia.
- ✓ Launched a mental and behavioral health initiative that is beginning to improve the district's ability to address student needs through:
 - The addition of a clinical director;
 - Training of staff to be registered behavioral technicians (RBTs);
 - Additional psychological services; and
 - Wrap-around services.
- ✓ Established Registered Behavioral Technician and Reading Tutor instructional assistant positions to assist with behavioral and reading support for students while simultaneously providing career advancement opportunities for instructional assistants.
- ✓ Expanded the Andover Transitions Opportunities Program (TOP) from a small life skills program to a comprehensive post-secondary model with:
 - A recognized health and wellness curriculum;
 - A comprehensive work-study program in partnership with Pfizer; and
 - A multi-tiered college menu that includes a modified curriculum program, Massachusetts Inclusive Concurrent Enrollment Initiative services, and credit-bearing concurrent enrollment support.

- ✓ Launched Special Olympics programs, including two unified sports teams and an annual school-day games in collaboration with North Andover, and hosted the Unified Basketball Jamboree.

School Culture and Climate

- ✓ Expanded the district's social-emotional learning program to provide more thorough support and improve students' sense of connection to school.
 - Elementary: Open Circle <https://www.open-circle.org> and Responsive Classroom <https://www.responsiveclassroom.org>
 - Middle School: Where Everyone Belongs (WEB) and CREW
 - AHS: H-block scheduling
- ✓ Launched a significant initiative to promote cultural competence among staff, cultural awareness among students, and identity-safe schools.
- ✓ Supported the creation of a coaches' handbook to articulate the approach we seek from our coaches and to improve accountability. A handbook for extracurricular advisors is in process and will be completed in 2019-20.
 - <http://www.aps1.net/DocumentCenter/View/9312/Coaches-Handbook-2019-FINAL?bidId=>

Faculty and Administration

- ✓ Implemented agile strategic planning to guide continuous improvement efforts in a highly responsive and flexible way. <http://www.aps1.net/CivicAlerts.aspx?AID=797>
- ✓ Developed Andover's Theory of Action to ground the district's improvement efforts in a clear direction and specific strategy. <http://www.aps1.net/2007/Theory-of-Action>
- ✓ Maintained a strong and collaborative administrative team in the midst of ongoing changes resulting from retirements.
- ✓ Supported collaboration of faculty within and between grades and schools.
- ✓ Significantly increased professional development for administrators, faculty and instructional assistants in curricular implementation, targeted interventions, and data-based decision-making.
- ✓ Provided opportunities for teachers to take leadership roles such as laboratory classroom teachers and professional development course instructors.

Communications

- ✓ Expanded communication within the district and to parents and community through *Warrior Wednesdays*, *Access-Ability*, and regular news releases.
 - <http://www.aps1.net/2016/Communications>
 - <http://www.aps1.net/79/Student-Services-Office>
- ✓ Received state and national recognition for our work on addressing dyslexia, promoting innovation in personalized learning, and providing a comprehensive social-emotional learning program.

School Department Budget, Facilities, and Partnerships

- ✓ Created a more transparent and credible budget document and improved collaboration on the School Department budget across town boards.
- ✓ Over three years, reduced full-day kindergarten tuition by almost 25% with a target of moving to free full-day kindergarten in FY21 or FY22.
- ✓ Developed a long-range capital plan that has been effective in advancing renovation or new construction work on West Elementary School, Andover High School, and Doherty Middle School as well as providing significant capital improvements at the district's other schools.
 - <https://www.aps1.net/2036/Facilities-Study-Committees>
 - <http://www.aps1.net/1781/Facility-Forums---MGT-Facility-Plan>
- ✓ Tightened safety protocols and improved security in all school buildings.
- ✓ Promoted Partnership with Andover Coalition for Education to fund “innovative, curriculum enhancing, system-wide initiatives that will inspire our students to succeed in facing today’s global challenges.”
 - <https://www.aceandover.org>
 - <https://www.aceandover.org/ace-grants/>
- ✓ Significantly increased strategic corporate and organizational partnerships in support of innovation, digital learning and student services
 - Corporate partnerships including Schneider Electric, Pfizer, Raytheon, Fresenius Medical, and Embr Labs
 - Organizational partnerships including Gaab Neurodevelopmental Lab and the Pediatric Learning Disabilities Program at Children’s Hospital, Landmark Outreach, the Carroll School, the Institute on Disabilities at the University of New Hampshire, Northern Essex Community College, and the Massachusetts School Mental Health Consortium.