

End-of-Year Self-Evaluation

Matthew Przywara, Acting Superintendent
June 2023



**School District of
Lancaster**

It is with great pleasure and gratitude that I write to express my appreciation for the opportunity to serve as the leader of our district over the past year.

As I prepare to leave the position of acting superintendent, I would like to take this opportunity to express my sincere appreciation for your trust and confidence in me.

I would like to extend my heartfelt thanks to the entire school board for all the support extended to me during my tenure. Your guidance and direction have been invaluable, and I am grateful for your unwavering commitment to our schools, students, and community.

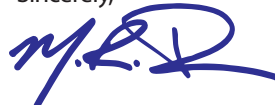
Over the past year, I have had the honor of working alongside the most dedicated educators and staff members who work tirelessly each day to ensure that students achieve their highest potential. The hard work and dedication of each of these individuals have made my job possible.

As in my mid-year update, the latter portion of this report is my self-assessment of the leadership standards provided by the Pennsylvania Association of School Administrators (PASA). In this section, you will see the description of the standards from PASA, as well as my related highlights.

As I conclude my time as the acting superintendent, I am excited to welcome Dr. Miles as our new superintendent and support his successful transition to leading the district that we all love. Thank you again for the opportunity to serve in this capacity. I look forward to continuing to work with and support the school board and district to fulfill our vision that every child will be academically and emotionally prepared to successfully enter college, career, and the community.

I hope that you find this document to be a helpful recap of the last half of my tenure and as always, I look forward to receiving your feedback and input, so we can continue to improve and grow as a team.

Sincerely,



Matthew R. Przywara
*Acting Superintendent of Schools
School District of Lancaster*

Strategic Focus Areas

The performance objectives outlined in this mid-year update are aligned to our four strategic focus areas, which were first established in collaboration with the board in 2019.

Curriculum & Instruction

- Improve student learning
- Increase the amount and quality of instructional time
- Improve key processes that directly impact student learning
- Ensure the effectiveness of innovative programs responsive to student needs
- Improve college, career, and community readiness



Climate & Culture

- Ensure the effective implementation of the equity policy and report card
- Improve classroom environments for students in order to reduce out of school suspension and improve attendance
- Improve student social and emotional learning and mental health
- Improve staff engagement



Operational Effectiveness

- Ensure the equitable and effective implementation of board policy and administrative regulations
- Ensure high quality, safe, secure facilities
- Ensure equitable allocation of resources
- Realize system efficiencies
- Improve data quality, capacity, and culture in order to measure and take action on our equity indicators
- Improve programmatic equity and effectiveness
- Ensure we are attracting, retaining, and developing high-quality staff with a focus on improving the diversity of our workforce



Community Engagement

- Promote the district's brand and desirability within the community
- Foster shared responsibility for student success among families, school, and community through equitable, inclusive, and welcoming family engagement
- Cultivate community partnerships that meet family needs, accelerate student learning, and promote equity
- Advocate on behalf of the district's strategic priorities at state and local government
- Support resource development that meets district needs and supports district initiatives



Superintendent's Objectives

2022-2023

My annual performance objectives are aligned to these strategic focus areas. I will outline our action steps and key indicators and results for each of these objectives on the pages that follow.



Objective 1 | Ensure the effective implementation of the equity policy and report card | *Climate & Culture*



Objective 2 | Improve student learning, with a focus on instructional delivery, curriculum, and MTSS as measured by key equity indicators | *Curriculum & Instruction*



Objective 3 | Ensure the effectiveness of innovative programs responsive to student needs | *Curriculum & Instruction*



Objective 4 | Ensure a positive experience and smooth transition for students, families, teachers, and schools related to school boundary and Policy 206 changes | *Community Engagement & Operational Effectiveness*



Objective 5 | Ensure high-quality, safe, secure facilities | *Operational Effectiveness*



Objective 6 | Ensure we are attracting, retaining, and developing high-quality staff | *Climate & Culture & Operational Effectiveness*

Objective 1: Equity

Ensure the effective implementation of the equity policy and report card.

High-leverage action steps

- ✓ Published a Request for Proposals (RFP) for a comprehensive Equity Opportunity Review, which will focus on identifying institutional practices that produce discriminatory trends in data that affect students in three key areas: programmatic equity, teaching quality equity, and achievement equity
- ✓ Developed an administrative regulation to codify the equity indicators outlined in the original equity report card and move from static reporting to dynamic reporting, including standardizing how data is aggregated by subgroup and outlining when each data element is refreshed and shared with the public
- ✓ Created three work groups of the Equity Steering Committee to accelerate the movement toward a more equitable environment: Employee Resource/Affinity Groups, Equity Opportunity Review, and Equity Training
- ✓ Partnered with Representative Smith-Wade-El to secure a Job Training/Pandemic Response Grant that will increase exposure of female students to STEM content and careers under the leadership of female staff and student mentors
- ✓ Initiated potential partnerships and expanded current partnerships with community organizations, including Advantage Lancaster, Creative Hope Studios, and The Artist Corp, to better understand the needs of underrepresented groups and to develop strategies to address these needs
- ✓ Developed an online [Academic MTSS Tracking System](#) in Synergy to work in conjunction with Behavioral MTSS Tracking System in Synergy
- ✓ Identified three schools, representing early, moderate, and late adopters, to pilot the MTSS Tracking System

Related documents & press

- 🔗 [Tentative District and School Leadership Dashboard Infrastructure](#)
- 🔗 [Academic MTSS Tracking System](#)

- 🔗 [Career & Technology Education \(CTE\) Participation District Enrollment](#)
- 🔗 [Employee Demographics](#)
- 🔗 [In-School Suspensions](#)
- 🔗 [Out-of-School Suspensions](#)

Equity indicators update

- 🔗 [Advanced Course Participation](#)
- 🔗 [Attendance Rate](#)
- 🔗 [Chronic Absenteeism](#)

Continued on the next page

Objective 1: Equity

Ensure the effective implementation of the equity policy and report card.

Key indicators & results

- 🎯 15% increase in the percentage of Black and Hispanic students enrolling in advanced courses since 21-22
- 🎯 100.6% increase in the percentage of Black and Hispanic students enrolling in honors courses since 21-22 - Effectively doubled the percentage of Black and Hispanic students taking an honors course
- 🎯 Black and Hispanic students' advanced course grades are 65.6% As or Bs - This shows current course success, though they still trail their peers who are at 86.6%.
- 🎯 20 resources have been vetted through a culturally-responsive scorecard, including high school novels and middle school math and science materials
- 🎯 41 key indicators identified for integration into a district and school leadership dashboard
- 🎯 134 initiatives identified through an initiative inventory with 17 identified to complete charters by June 30

65.6%

The % of Black and Hispanic students' grades in advanced courses that are As or Bs.

Equity indicator takeaways

- » **Attendance:** Attendance rates decline as students get to middle and high school; strong attendance from our refugee and English learner student populations.
- » **Career & Technical Education:** Higher enrollment rate for female students than male; English language learners are just as likely to enroll in CTE programs.
- » **Chronic Absenteeism:** Chronic absenteeism remains down compared to the previous year, trend largely unchanged since March 14 board report.
- » **District Enrollment:** Declining enrollment as outlined in previous board presentations. Overall district demographics remain largely unchanged, however, our percentage of students who are receiving special education services has increased over the past five years.
- » **In-School and Out-of-School Suspensions:** Most common between grades 6-10, more common among male students.

Objective 2: Student Learning

Improve student learning, with a focus on instructional delivery, curriculum, and MTSS as measured by key equity indicators.

High-leverage action steps

- ✓ Received Middle Years Programme (MYP) Authorization for Jackson and Lincoln Middle Schools
- ✓ Received MYP Candidacy for Wheatland, with the authorization visit scheduled May 2023
- ✓ Finalized High School Grading System for implementation in 23-24
- ✓ Developed a Middle School Grading System
- ✓ Refined the Middle School Promotion and Retention System
- ✓ Finalized the Curriculum Review Cycle to ensure all core content curriculum and resources are standards aligned, culturally responsive, and accessible by the start of the 24-25 school year - This pacing ensures teachers are not overwhelmed with too many new curricula to implement in one year and is aligned to state standard adoption timelines
- ✓ Trained all teachers and non-teaching professional educators in the Danielson Framework for Teaching for full implementation in 23-24
- ✓ Hired 12 Academic Interventionists to provide MTSS Tier 2 intervention to students in grades K-2
- ✓ Onboarded Academic Interventionists through a specially designed three-day Induction Program that provided professional learning for Interventionists and Principals

Related documents & press

- 🔗 [Academic Interventionist Induction.pdf](#)
- 🔗 [Curriculum Revision and Implementation.pdf](#)
- 🔗 [Danielson Deeper Dive 1.pdf](#)
- 🔗 [Danielson Deeper Dive 2.pdf](#)
- 🔗 [Danielson Deeper Dive 3.pdf](#)
- 🔗 [Danielson Deeper Dive 4.pdf](#)
- 🔗 [HS Grading System.pdf](#)
- 🔗 [Middle Level Grading System.pdf](#)
- 🔗 [Middle Level Promotion & Retention Standards.pdf](#)
- 🔗 [Middle Years Programme Action Plan Update.pdf](#)

83.7%

The % of seniors who met the Act 158 graduation requirements by April 11. The remaining students are projected to complete the requirements by the end of the school year.

Continued on the next page

Objective 2: Student Learning

Improve student learning, with a focus on instructional delivery, curriculum, and MTSS as measured by key equity indicators.

Key indicators & results

Report Card Data

- ◇ Percentage of secondary students earning passing grade in marking period 3 in each core subject: ELA (84.1%), Math (82.4%), Science (82.3%), and Social Studies (81.5%)
- ◇ Percentage of secondary students earning passing grade in marking period 3 in non-core subjects: Art (87.4%), Health/PE (88.2%), Music (94.6%), and World Language (85.9%)
- ◇ Percentage of secondary students earning As or Bs in marking period 3 in each core subject: ELA (51.3%), Math (44.5%), Science (47.3%), and Social Studies (47.8%)
- ◇ Percentage of secondary students earning As or Bs in marking period 3 in non-core subjects: Art (69%), Health/PE (64.5%), Music (77.9%), and World Language (57.1%)
- ◇ Percentage of elementary students earning a 3 (met expectations) or 4 (exceeded expectations) on marking period 3 grades: ELA (60%), Math (59.3%), Science (73.1%), and Social Studies (73.4%)



School Climate Survey Data

- ◇ Elementary schools on average had 62.4% of respondents agree that teachers always treat them with respect and 21.3% state they often treat them with respect. At the secondary level, on average 39.4% said teachers always treat them with respect and 44.1% often treat them with respect.

- ◇ Secondary schools on average had 71.7% of respondents strongly or somewhat agree that their school has a high standard for achievement.



STAR Assessments

- ◇ 88.6% of students completed the STAR Math assessment in the second assessment window, a three percentage point increase from the first assessment window
- ◇ 93% of students completed the STAR Reading assessment in the second assessment window, an eight percentage point increase from the first assessment window
- ◇ 16% of district students were identified as proficient in STAR Math in the second testing window while 28% of students were identified as proficient in STAR Reading



Additional Key Indicators

- ◇ 28.4% of elementary students are categorized as emergency readers - At this point last year the number was at 32.8% - This represents a slight decrease
- ◇ 772 teachers and 201 non-teaching professionals participated in Danielson training
- ◇ As of April 11, 83.7% of seniors have met the Act 158 graduation requirements - The remaining students are projected to complete the requirements prior to the end of the school year.

Objective 3: Innovative Programs

Ensure the effectiveness of innovative programs responsive to student needs.

High-leverage action steps

- ✓ Layered the future-focused learning concepts into: High School Pathways, expansion of Dual Enrollment to include Millersville University in 23-24, Lancaster Recreation Commission/ YMCA Lifeguard Preparation Program, Junior Achievement Summit, and partnerships with Community Action Partnership and UPMC focusing on workforce readiness
- ✓ Provided high school Spanish students access to course acceleration through online learning in collaboration with Cyber Pathways Academy
- ✓ Proposed and developed an Elementary Newcomer Program
- ✓ Developed an exit plan for Full Circle Learning that included in-person meetings with staff and families, assistance to staff in identifying positions available for them to move into upon the program's closure, transition planning, and an FAQ as part of district communications
- ✓ Rightsized the Elementary Cyber Pathways Program through staff reduction to match student enrollment
- ✓ Increased experiential learning through innovative summer camps
- ✓ Expanded opportunities for students to engage in experiential learning and social-emotional development at NorthBay

Key indicators & results



Career & Technical Education (CTE)

- ◇ 15.4% increase in CTE enrollment compared to 21-22 school year - Significant growth in Early Childhood Education and Electronics programs



Cyber Pathways Academy (CPA)

- ◇ Over 50% of enrolled CPA students participate in blended, advanced credit, or credit recovery
- ◇ 85% of credit recovery or blended/credit classes are currently being passed by students. 62.5% of students are averaging As or Bs in those classes.
- ◇ 193 new students at Cyber Pathways Academy since January 1, nearly half focused on credit recovery
- ◇ On average, 91% of Cyber Pathways Academy students earn a passing grade each marking period in Science, 78% earn a passing grade in Social Studies, 77% in Math, and 66% in ELA
- ◇ 61.3% of Cyber Pathways Academy students are over credit while 30.8% are under credit



Note: To better understand the impact of our efforts to return students from cyber charter schools to SDoL, we recently integrated a question about the Cyber Pathways Academy Program into the parent survey and results will be available after the end of the school year.



With regard to evaluating additional CPA academic outcomes, we are currently reworking the CPA model and will use the 23-24 school year to collect baseline data.

Related documents & press

- [Elementary Newcomer Program.pdf](#)
- [Full Circle Learning FAQ.pdf](#)
- [High School Pathways.pdf](#)

Objective 4: School Transition

Ensure a positive experience and smooth transition for students, families, teachers, and schools related to school boundary and Policy 206 changes.

High-leverage action steps

- ✓ Chartered a cross-functional School Transition Planning Team
- ✓ Communicated with families via text, email, phone calls, letters, and meetings with school staff
- ✓ Held focus groups for transitioning students to ensure they had the support they needed
- ✓ Held Sneak-A-Peeks and other events to welcome new and transitioning students
- ✓ Created and implemented a streamlined continuation request process for grandfathered students
- ✓ Provided first-day-of-school support, including a shuttle for students who reported to the incorrect building
- ✓ Continued to monitor enrollment trends in order to anticipate and plan for future
- ✓ Explored future need to right-size district facilities based on enrollment trends
- ✓ Initiated conversations with Lancaster Recreation Commission regarding Price Land Swap

There is no statistically significant difference in the mean ELA and Math grades for elementary school students who were rezoned compared to their peers.

Key indicators & results

- 🎯 888 students impacted by attendance zone changes
- 🎯 165 students impacted by Policy 206 changes
- 🎯 56 students impacted by Dual Language Immersion Program sunset
- 🎯 349 students were eligible for continuation
- 🎯 181 students opted for continuation - 52% of the students who were eligible
- 🎯 63% of classrooms are now in the ideal class size range - Up from 46%
- 🎯 Only 5% of classrooms are above the ideal range - Down from 12%
- 🎯 Only 4 students reported to the incorrect school on the first day and needed to be transported via the shuttle provided
- 🎯 47% of rezoned families gave the district a 7 or above (out of 10) in satisfaction with the district's efforts (mean = 5.57)
- 🎯 52% of rezoned elementary students said they felt "Happy" or "Excited" about their new school - Only 17% said "Unsure," "Nervous," or "Sad"
- 🎯 52% of rezoned middle school students gave a 7 or above to how welcome they feel in their new school (mean = 6.71)

Objective 5: Facilities

Ensure high-quality, safe, secure facilities.

High-leverage action steps

- ✓ Continued Phase 3 construction projects, initiated Phase 4 construction projects, and continued Major Capital Improvement Projects (MCIP) and allocated the resources required to ensure district students have access to the technology and facilities required to give them the skills needed to compete in a changing global market
- ✓ Implemented safety training at all schools to provide students, teachers, and staff with the tools they need to be responsible, respectful, and safe and respond to emergency situations
- ✓ Initiated research into emergency alerts to support district and school safety planning processes and enable instructional leaders to maximize the time they focus on student learning
- ✓ Approved and monitored the renovation of CTE classrooms to ensure equitable opportunities and multiple pathways for students
- ✓ Moved forward on recommendations from our Athletic Feasibility Study and initiated a plan to construct our first multi-sport turf field by August 2023
- ✓ Improved internal safety communication protocols by clarifying roles and launching a new crisis communication channel in Microsoft Teams
- ✓ Held community safety meetings in each quadrant of the city to provide parents, guardians, and community members the opportunity to share insights into safety trends and recommend strategies to ensure schools remain safe for students

Key indicators & results

The following key indicators will be used to define success in this area:

- 🎯 Number of construction projects completed within agreed-upon time frame
- 🎯 Number of construction projects completed within 4% of approved budget
- 🎯 Percentage of impacted staff who positively respond to survey questions regarding: maintaining a safe working site; ensuring minimal impact on instruction; keeping staff informed of the process; responding to concerns in a timely manner; providing functional furniture that meets instructional needs, and designing and constructing a functional building

4

Number of community safety forums held over two weeks in April and May




Objective 6: Talent

Ensure we are attracting, retaining, and developing high-quality staff.

High-leverage action steps

- ✓ Effectively partnered with employee associations and developed caring, productive, and open relationships, resulting in no labor grievances to date from either LEA or AFSCME
- ✓ Engaged in a comprehensive “Jobs That Matter” branding and marketing campaign to promote the district as not just a top employer, but also as a change agent, and acquire new talent
- ✓ Continued the Para-to-Teacher Program to grow our talent with targeted expansion to our high school seniors in Spring 2023
- ✓ Convened the Talent Strategy Stakeholder Group and identified seven focus areas to review, which were subsequently reported to the Board on February 14
- ✓ Partnered with a representative from the Equity Steering Committee and met with a local consultant to begin the work on creating Employee Resource Groups
- ✓ Identified a new evaluation system for the District to create consistency across evaluations, ensure supervisors are leading with a growth mindset, and to develop and retain staff
- ✓ Implemented NeoEd for improved applicant experience, time to hire, and effective onboarding
- ✓ Created a new dress and appearance policy, which will take effect on July 1, to promote inclusion, flexibility in dress, and individual expression
- ✓ Prioritized the LTL compensation benchmarking process with a target for Board approval in June 2023
- ✓ Cultivated a partnership with St. Joe’s University to identify additional options for students to create an educational pathway that supports the district’s educator pipeline
- ✓ Partnered with Millersville to establish a cohort model for support staff to gain certification in Special Education K-12 and Pre K-4, including direct billing, flexible course options, and accelerated programming with all tuition paid, which will go into effect in Spring 2024

Key indicators & results

-  Fill rates by employee group as of March 24
 - ◇ 95% Classroom teachers
 - ◇ 87% UA teachers
 - ◇ 95% NTPE
 - ◇ 88% Building assistants
 - ◇ 93% Paraeducators
 - ◇ 98% Office assistants
-  Increase of 8% in diversity in new hires for professional staff
-  Acceptance rates since January 1:
 - ◇ 99% Teaching staff
 - ◇ 78% Support staff
 - ◇ 95% Administrative staff

Related documents & press

 [Talent Presentation | 02.14.2023](#)

 [Dress and Appearance | 03.14.2023](#)