Abby Kelley Foster Charter Public School
10 New Bond Street Worcester, MA 01606
Phone: (508) 854-8400 Fax: (508) 854-8484
www.akfcs.org

Education Committee Meeting Agenda- DIGITAL MEETING

Friday, June 9, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/92031281922?pwd=anBYYjkyYlQwOUtjenVHOExxRUthUT09

Meeting ID: 920 3128 1922 **Passcode**: 861005

By phone: 13052241968 **Meeting ID**: 920 3128 1922

I. Call to Order- Ms. Amy Vernon, Chair

II. Introductions/Attendance Recorded

III. Review of the May 11, 2023, Meeting Minutes

   a. **Motion:** To approve the May 11, 2023, Meeting Minutes

IV. iReady Update

V. Access Testing Update

VI. DRAFT 2023-2024 Committee/BoT Calendar

VII. Timely Topics as Identified by the Chair and/or ED

VIII. Adjournment

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Education Committee Meeting Minutes-DRAFT

Thursday, May 11, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/99574698928?pwd=bjhtZHNVTUtHck8wR0FDYzZTY0tkdz09

Meeting ID: 995 7469 8928 **Passcode**: 849868

By phone: +1 309 205 3325 US **Meeting ID**: 995 7469 8928

The meeting was called to order by Ms. Amy Vernon, Chair. The attendance was recorded and is attached.

Ms. Vernon requested a motion to approve the February 16, 2023, meeting minutes. Ms. Yarnie made the motion, and it was seconded by Ms. Vernon. Ms. Vernon requested a motion to approve the April 6, 2023, meeting minutes. Mz. Zagabe-Ndiku made the motion, and it was seconded by Ms. Yarnie.

Accountability Plan Update

Proposed accountability plan updates were presented to committee members. It was noted that the word changes allow the mission statements to be more friendly and acknowledge the stiltedness of the word. Committee members discussed the plan, and it was noted that more work would be done on it in order to ensure proper representation of the school.

Adjustment for Kindergarten Start Date

Ms. Gould proposed the option to change the kindergarten start date from Monday, August 28th, to Thursday, August 24th. It was noted that this would allow more time for embedded kindergarten screening using evidence-based assessments at the beginning of the year and provide two additional days of learning time for our youngest learners. It was also explained that they were responding to the community's need to transition yeat to digital-based enrollment.

College Acceptances/Enrollment Data

More applications, in general, were submitted this year, with 80 students submitting 646 applications to 142 different colleges. It was noted that most students applied to public colleges due to affordability. A drop in

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the number of 2-year colleges applied to was noticed, and there has been a more significant interest in HBCUs but not many applications due to the financial piece.

Dashboard Draft

A draft version of the dashboard showing information such as the different assessments that take place across the district and trends being seen among scores and students was presented to committee members and discussed. Some next steps for the improvement of the draft include adding higher-level goals and additional datasets for comparison.

Principal Updates

Middle School

Ms. Hinds provided an update on the middle school, noting the increased desire to change the direction of the middle school and how it is viewed. Building limitations, student behaviors, and communication continue to be an area of concern along with the increase in student academic needs. Areas of needed growth include communication within the school, middle school educator recruitment, and bus monitoring. The many strengths of the middle school, such as student leadership and the opening and running of the Central Perk Cafe Learning Center, were also discussed, along with the positive reinforcements that are brought on by providing students with Bear Paws, which they can use to buy items in the school store. Ms. Hinds also spoke on providing support to Instructional assistants so that they are comfortable with being leads in the classroom and building relationships in the classroom.

Elementary School

Ms. Gould provided an update on the Elementary school, noting the work that was being done with the Wonders curriculum. Students were noted as doing well in phonics, while issues with writing continue to be a concern. Instructional Coaches met with each grade level team, going over each writing unit, allowing teachers to be more comfortable with this curriculum. Professional development for Ready Math was done by an outside presenter, and staff is now using the information gained to assist student needs better. Report cards are outdated,

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and surveys were sent out to teachers, and it was noted that they are not family-friendly and sharing the necessary information with parents.

A new report card would be created to reflect better the students' work but also make it easier for parents to understand. A four-point scale will be used as this will allow for a zero to be used to explain better where the student stands academically. Integrity and integration will be the focus of next year, along with supporting all learners. This will include rigorous expectations and enrichments for students to do well and training for staff to support all student learners throughout the year better.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Xagabe-Nduku made the motion, and it was seconded by Ms. Vernon. The meeting was adjourned.

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- District data for Spring 2023 (reading and math)
- Four year trend by tier for reading and math
  - Four year trend by tier for reading and math for 3 cohorts (current grade 3, current grade 5, current grade 7)
    - Growth data for each of these 3 cohorts
- Performance and growth
- iReady in relation to district academic goal

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i-Ready Tiers Explained

Tier 1	Student scores indicate that they are on or above grade level expectations .	Other terms: -On Grade Level -Core support
Tier 2	Student scores indicate that they are 1 year behind grade level expectations.	Other terms: -Approaching Grade Level -Strategic Support
At-Risk for Tier 3	Student scores indicate that they are 2 or more years behind grade level expectations.	Other terms: -Below Grade Level -Intensive Support

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Text to Speech Accommodations:

	Special Accomodations ELA	Special Accommodation: Math
2	4 students 3%	3 students 2.5%
3	4 students 3%	12 students 10%
4	6 students 5%	8 students 6%
5	8 students 6%	11 students 9%
6	6 students 5%	13 students 10%
7	3 students 3%	7 students 6%
8	4 students 4% (1 Human Read Aloud)	7 students 7%

Approximately 150 students in grades 2-8 receive Text to Speech as a Standard Accommodation in Math.

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Criterion Referenced

Enhanced

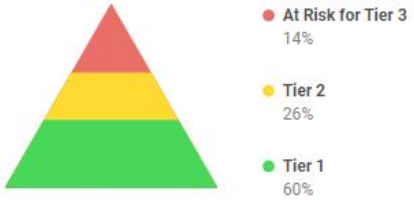
3-Level Placement | 5-Level Placement

Placement Definition

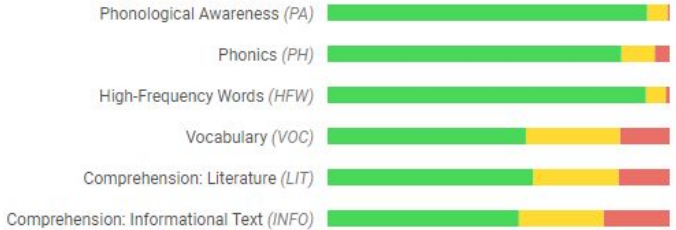
Standard View

Students Assessed/Total: **1,061/1,073**

Overall Placement



Placement By Domain



The Mapping Between 5-Level and 3-Level Placements

i-Ready Reading Scores EOY 22'-23'

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i-Ready Reading Scores EOY 22'-23'

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Criterion Referenced

Enhanced

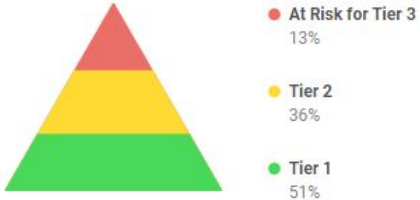
3-Level Placement | 5-Level Placement

Placement Definition

Standard View

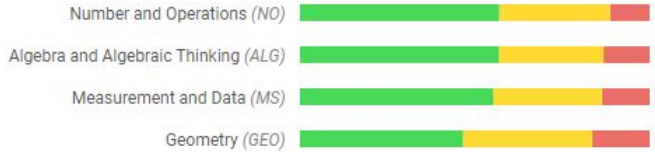
Students Assessed/Total: **1,062/1,073**

Overall Placement



- At Risk for Tier 3 — 13%
- Tier 2 — 36%
- Tier 1 — 51%

Placement By Domain



The Mapping Between 5-Level and 3-Level Placements

i-Ready Math Scores EOY 22'-23'

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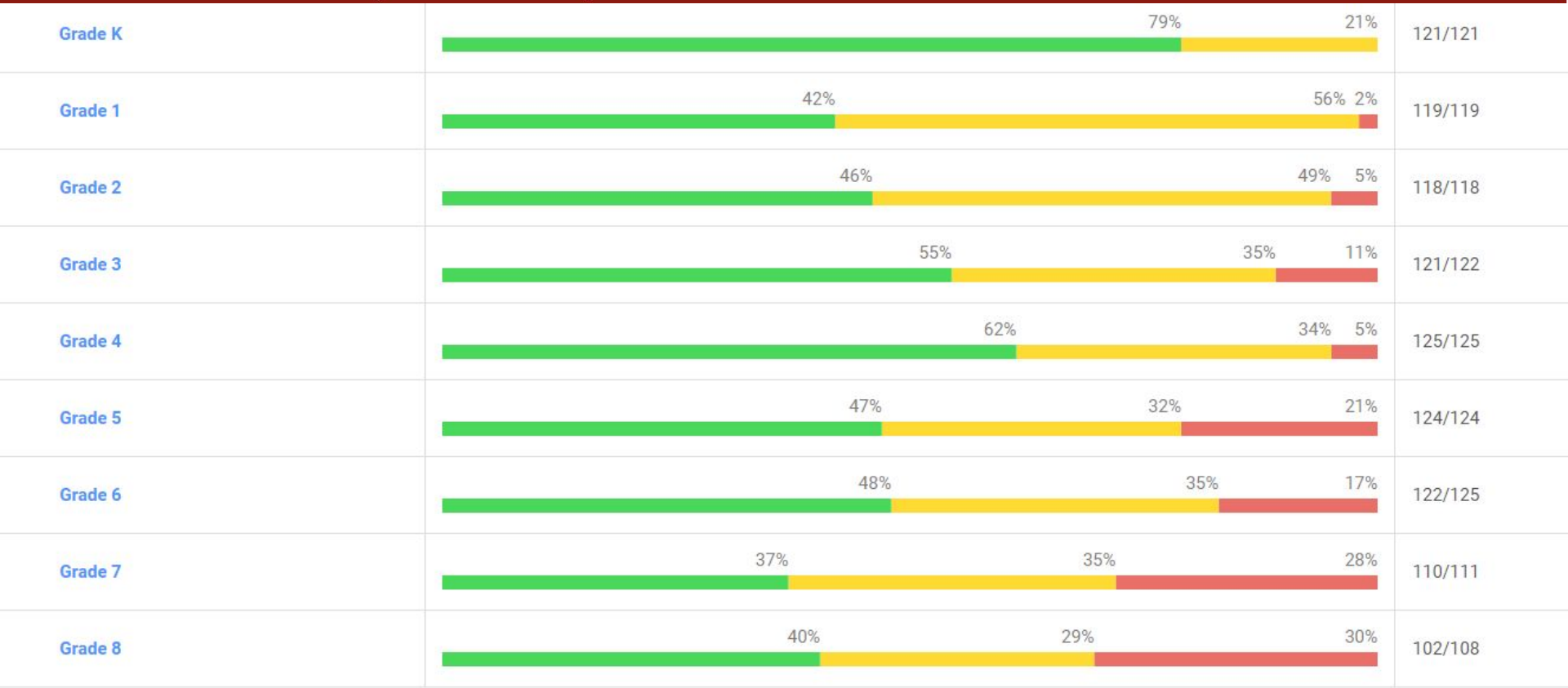
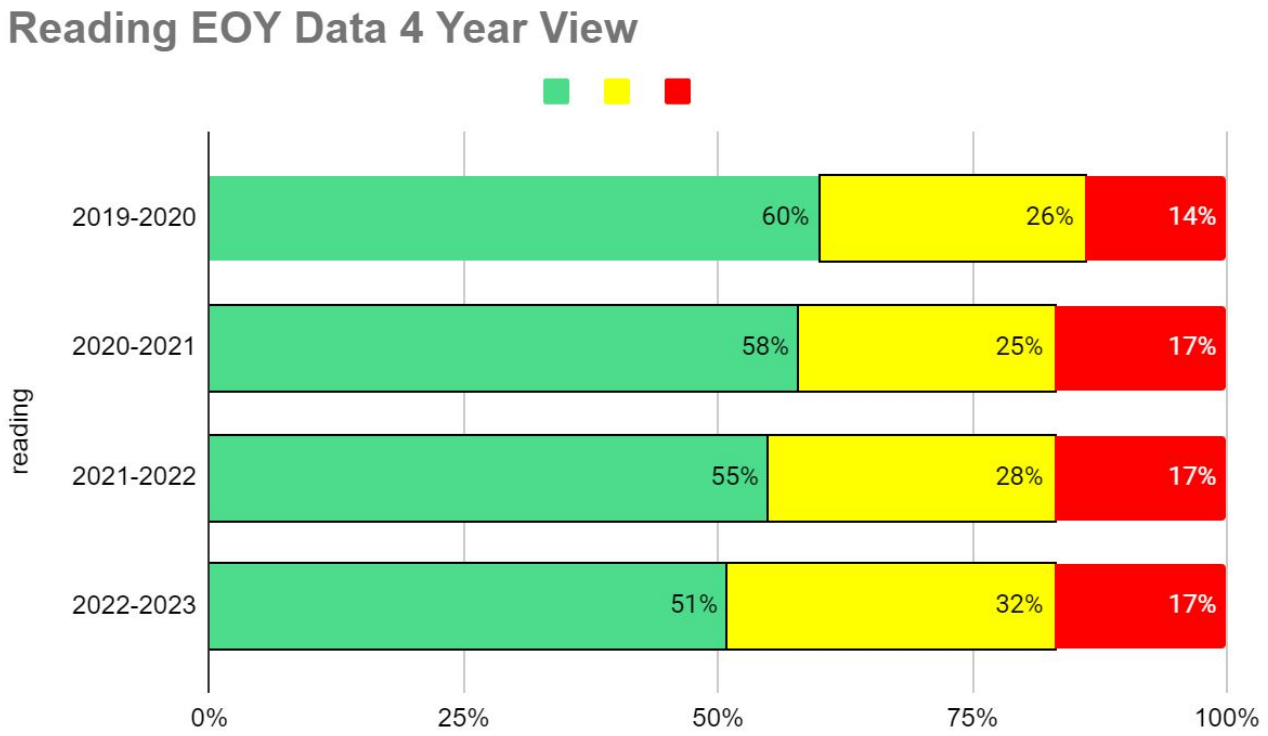


i-Ready Math Scores EOY 22'-23'

Abby Kelley Foster Charter School



i-Ready MOY Reading Scores

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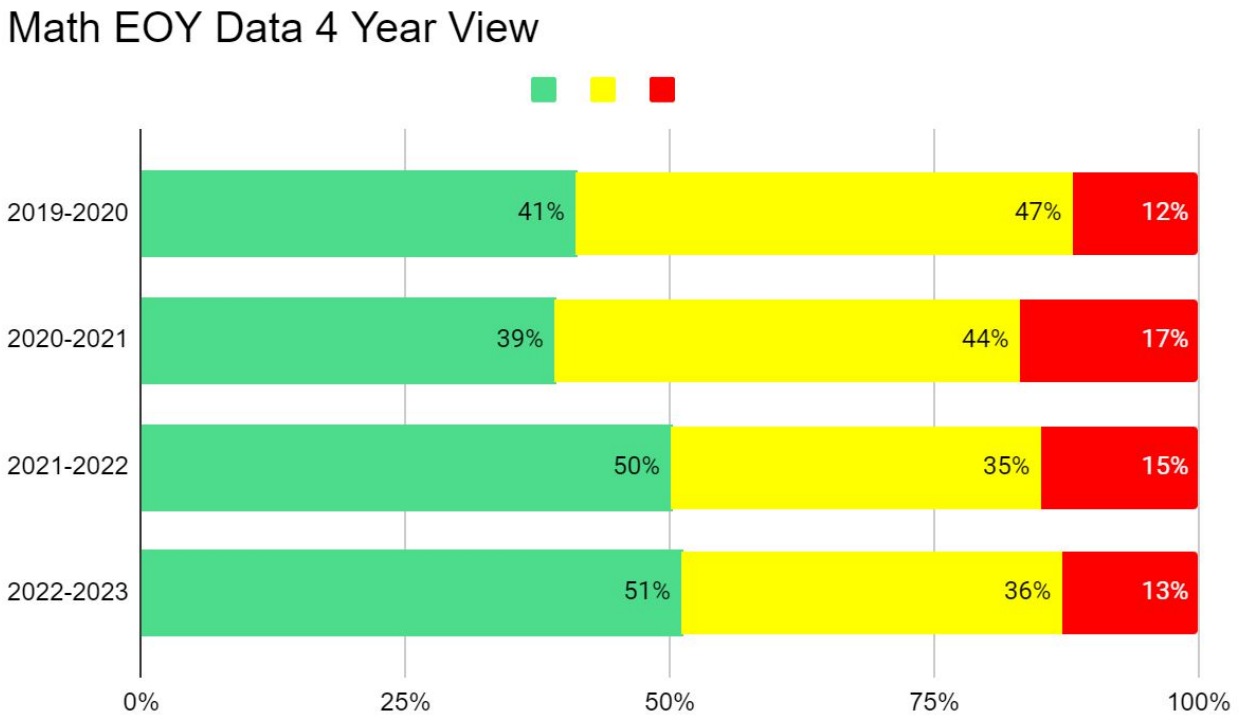

i-Ready MOY Math Scores

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iReady does not release comparison data. We do not currently have the capability to report out on gender, EL, special ed, and race groups.

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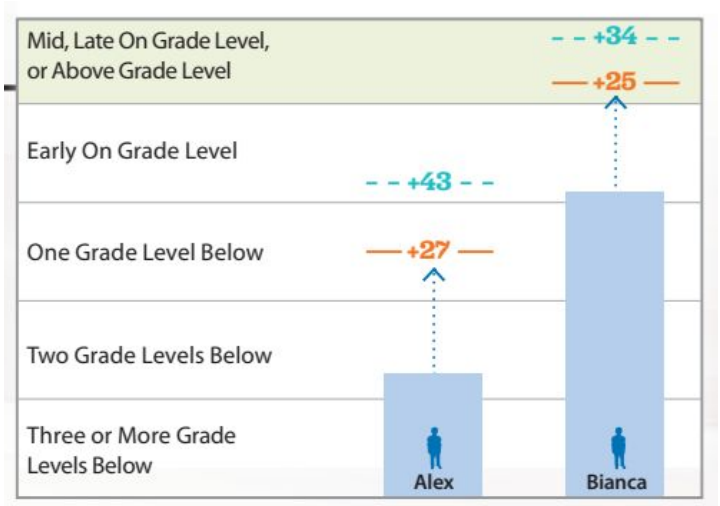
How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

- **Typical Growth: the average growth of students at each grade and placement level.** Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.
- **Stretch Growth®: the growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels.** Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.



Abby Kelley Foster Charter School

Subject: Reading

School: ABBY KELLEY FOSTER REG CS

Academic Year: Current Year

Comparison Diagnostic: Winter (November 16 - ...

11/16/22 - 03/01/23

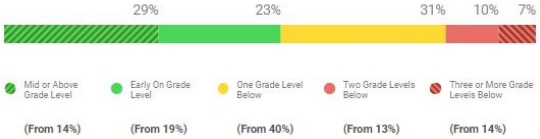
Students Assessed/Total: **1,054/1,076**

Progress to Annual Typical Growth (Median)

The median percent progress towards Typical Growth for this school is 88%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

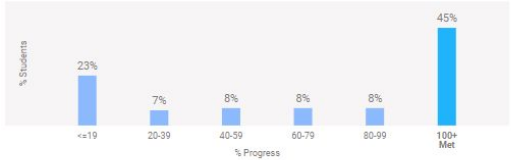
Learn More About Growth

Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth



Choose to Show Results By: Grade

EOY Reading

Grade	Annual Typical Growth: Progress (Median)	Annual Typical Growth: % Met
Grade K	116%	65%
Grade 1	76%	39%
Grade 2	141%	72%
Grade 3	136%	65%
Grade 4	153%	70%
Grade 5	140%	62%
Grade 6	117%	55%
Grade 7	218%	72%
Grade 8	125%	55%

Abby Kelley Foster Charter School

Subject: Math

School: ABBY KELLEY FOSTER REG CS

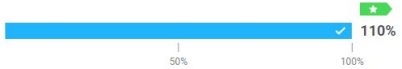
Academic Year: Current Year

Comparison Diagnostic: D3

04/01/23 - 06/14/23

Students Assessed/Total: **1,059/1,073**

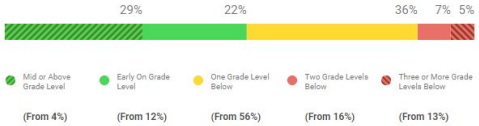
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

Distribution of Progress to Annual Typical Growth

Choose to Show Results By: Grade

EOY Math

Grade	Annual Typical Growth: Progress (Median)	Annual Typical Growth: % Met
Grade K	109%	60%
Grade 1	90%	38%
Grade 2	103%	56%
Grade 3	100%	50%
Grade 4	104%	59%
Grade 5	100%	51%
Grade 6	186%	79%
Grade 7	133%	65%
Grade 8	133%	63%

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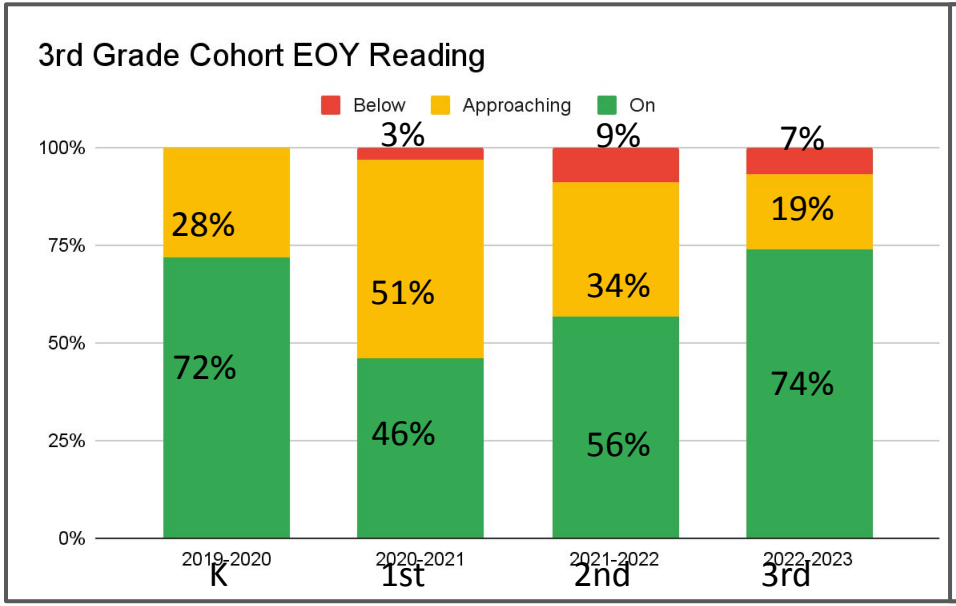

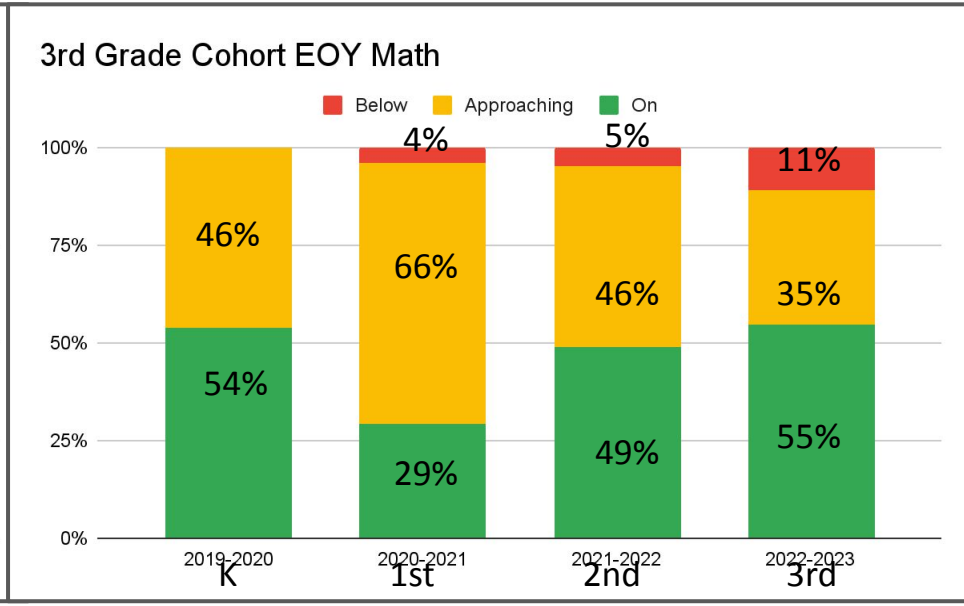

Last year, the EOY median percent progress towards Typical Growth for this cohort was 118% for Reading and 121% for Math.
This year, EOY median progress towards typical growth is 136% for Reading and 100% for Math.

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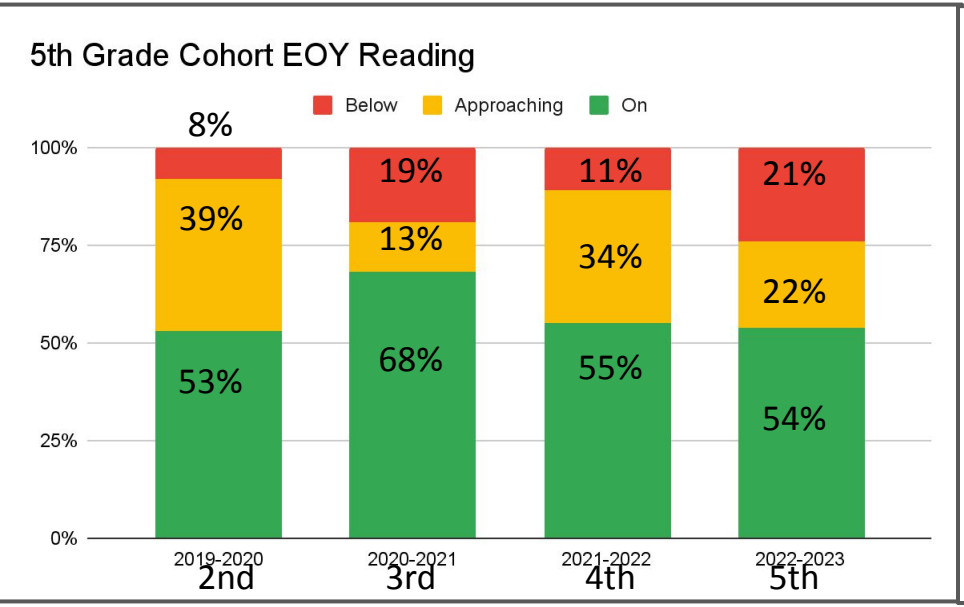

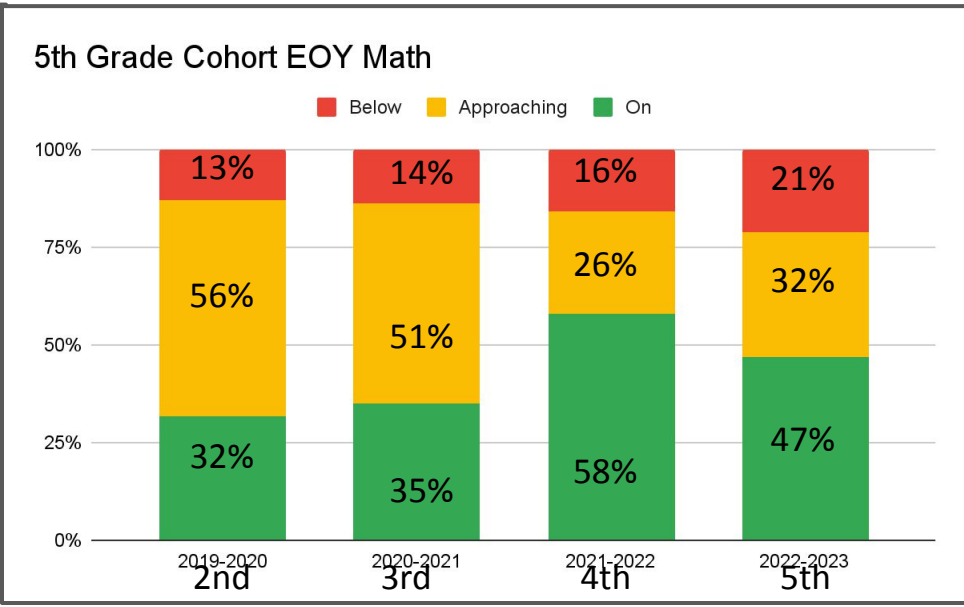

Last year, the EOY median percent progress towards Typical Growth for this cohort was 157% for Reading and 113% for Math.
This year, EOY median progress towards typical growth is 140% for Reading and 100% for Math.

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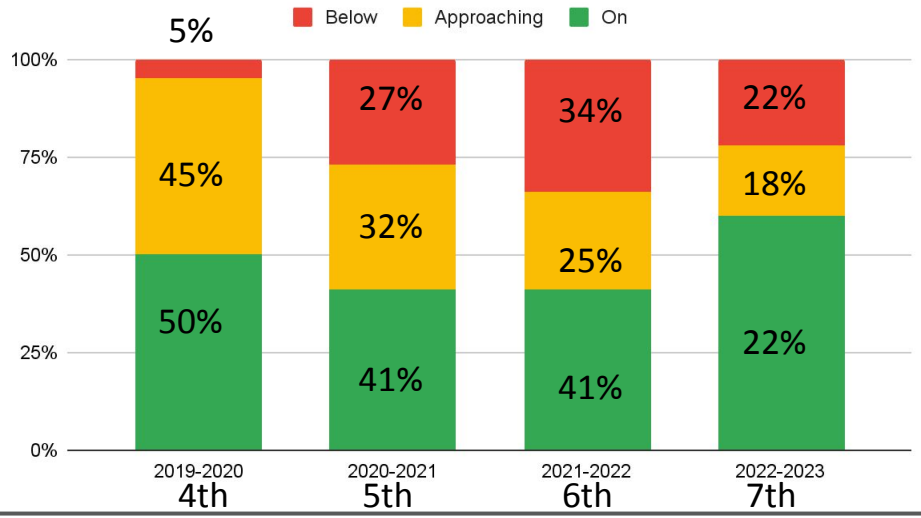

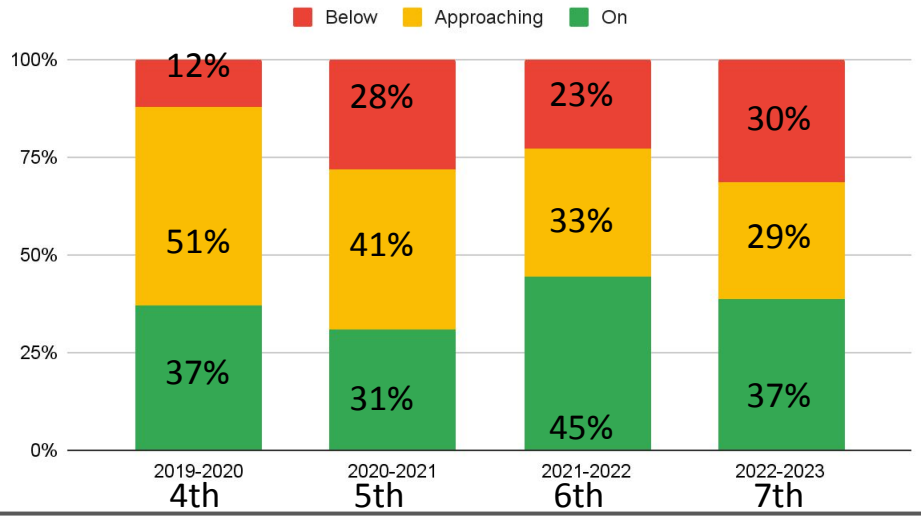

Last year, the EOY median percent progress towards Typical Growth for this cohort was 125% for Reading and 138% for Math.
This year, EOY median progress towards typical growth is 218% for Reading and 133% for Math.

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Student Learning Goal:
By the end of the 22-23 school year, 66% of students who are identified through I-READY diagnostic tool as being two or more years behind in grades 2-8 will meet their growth goal.

Progress toward Student Learning Goal:65
Math: 65.8% of students scoring two or more grade levels below on the Fall Math Diagnostic (292 students total) have met their growth goal for the year.

Reading: 66.8% of students scoring two or more grade levels below on the Fall Reading Diagnostic (274 students total) have already met their growth goal for the year.

Combined: 66.3% of students scoring two or more grade levels below on the Fall Diagnostic have met their growth goal for the year.

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2023-2024 School Calendar

21-Aug	Planning/Development Days (All Staff)
22-Aug	Planning/Development Days (All Staff)
23-Aug	First Day Of School- Grades 1-12
28-Aug	First Day Of School for KINDERGARTEN
1-Sep	Early Release- DISTRICT
4-Sep	No School- **CLOSED**
20-Sep	Early Release- Professional Development- DISTRICT
6-Oct	Early Release- DISTRICT
9-Oct	No School- **CLOSED**
18-Oct	Early Release- Professional Development- DISTRICT
10-Nov	No School- **CLOSED**
20-Nov	Early Release- Teacher Conferences- DISTRICT
21-Nov	Early Release- Teacher Conferences- DISTRICT
22-24 Nov	November Break- No School- **CLOSED**
22-Dec	Early Release-DISTRICT
25-Dec	Holiday Break Begins- No School- **CLOSED**
2-Jan	Holiday Break Ends- Return to School
15-Jan	No School- **CLOSED**
16-20 Jan	Early Release (High School Only)- Midterms Tues-Friday
17-Jan	Early Release- Professional Development- DISTRICT
19-Feb	School Vacation Begins- No School
23-Feb	School Vacation Ends
20-21 Mar	Early Release - Tentative Teacher Conferences
29-Mar	No School- **CLOSED**
15-Apr	Spring Break Begins- No School
15-May	Kindergarten Screeening
24-May	Early Release- DISTRICT
27-May	No School- **CLOSED**
11-Jun	Early Release- Last Day of School- DISTRICT (Tentative)
19-Jun	No School- **CLOSED**

All dates subject to change.

VERSION : Updated 5/30/23

Five (5) days have automatically been added to the school year, which may impact the last day.

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Education Committee Meeting Minutes- DRAFT

Friday, June 9, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/92031281922?pwd=anBYYjkyYlQwOUtjenVHOExxRUthUT09

Meeting ID: 920 3128 1922 **Passcode**: 861005

By phone: 13052241968 **Meeting ID**: 920 3128 1922

The meeting was called to order by Ms. Amy Vernon, Chair. The attendance was recorded and is attached.

Ms. Vernon requested a motion to approve the May 11, 2023, meeting minutes. Ms. Yarnie made the motion, and it was seconded by Ms. Bibiche Zagabe-Ndiku. Ms. Vernon requested a motion to approve the May 11, 2023, meeting minutes. Mz. Zagabe-Ndiku made the motion, and it was seconded by Ms. Yarnie.

iReady Update

Ms. Regan provided an update on the iReady data to the committee members. The discussion was centered around the district's end-of-year spring 2023 data for reading and math in grades K through 8. Four-year trends were analyzed for three cohorts (grade 3, grade 5, and current grade 7) to assess growth and performance. The data is evaluated based on three tiers: Tier 1 (on or above grade level), Tier 2 (approaching grade level with support), and Tier 3 (at-risk, two or more levels below). Text-to-speech accommodations were provided for students with Individualized Education Programs (IEPs) or English as a Second Language (ESL) services. Text-to-speech and human read-aloud were offered for reading, while adaptive technology was provided for math. The end-of-year reading scores showed 60% of students on grade level, a decrease in students one grade level below (26%), and a decrease in students two or more levels below (14%). The domains assessed include vocabulary, comprehension (literature and informational text), and specific areas like phonological awareness, phonics, and high-frequency words for beginning readers.

The importance of incorporating creative and hands-on learning experiences into the curriculum to engage and excite students about learning was also discussed. They mention the need to compare their growth to national trends and other schools using the i-Ready assessment system. They also highlight the integration of

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social and emotional curriculum, focusing on attention and executive functioning skills from elementary to high school. The increased need for support in executive functioning is also emphasized, leading to workshops for teachers and parents to address these needs.

Access Testing Update

An update on Access testing was presented by Ms. Cabral with some of the following information:

- 266 students took the ACCESS test this year, with 7 staff members proctoring.
- Grades 1-9 participated in the test, with separate test formats for kindergarten students.
- There are approximately 200 multilingual learners in the elementary school, with 196 students in grades 2-3, 58 students in the middle school, and 12 students in the high school.
- The ESL department supports various languages, including Spanish, Portuguese, Hindi, Arabic, and others.
- Male students slightly outnumber female students, with 142 males and 124 females.
- ACCESS measures language proficiency on a scale of 1 to 6, with level 1 indicating minimal language proficiency and level 6 indicating the highest proficiency.
- Reclassification eligibility is reached around level 4, indicating knowledge and use of social, academic, and technical language.
- Proficiency growth targets aim for students to reach level 4.2 within five to six years.
- Overall proficiency levels for K-5 students: Kindergarten (57% level 1), 1st grade (60% level 2), 2nd grade (80% levels 3-4), K-3 (69% levels 3-4), 4th-5th grade (61% levels 4-5), 5th grade (53% levels 4-5).
- Long-term English learners (6th-12th grade) are mostly at level 3, with 60% of 9th graders reaching level 4.
- Increased service hours for 6th and 7th graders resulted in growth across all domains but not yet meeting reclassification level.
- 8th and 9th graders received ESL support in ELA and writing, accommodating complex schedules.
- 15% of ESL students (39 students) were eligible for reclassification, including 23% of 3rd graders, 57% of 4th graders, and 40% of 5th graders.
- Reclassification rates are consistent with previous years, maintaining success despite growing department size.
- Strengths: Strong listening comprehension skills demonstrated across all levels.
- Areas for improvement: Writing skills, specifically in using technical language, need further development.

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- Future steps include analyzing benchmarks, comparing ACCESS and i-Ready data, and utilizing supplemental materials to enhance writing instruction.

DRAFT 2023-2024 Committee/BoT Calendar

A draft calendar was presented, noting the meeting dates for review. Any feedback on the calendar or meeting are to be sent to the administration team.

Ms. Vernon called for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion and the meeting was adjourned.

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