



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

www.akfcs.org

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August 13, 2021, DIGITAL MEETING

<https://akfcs-org.zoom.us/j/92595894928?pwd=Wi94N29LY25hVFdIZjZ4Nmxd2htdz09>

Meeting ID: 925 9589 4928

Passcode: 714628

By phone: +1 929 205 6099 US **Meeting ID:** 925 9589 4928

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Education Committee Meeting Agenda

Friday, August 13, 2021, 8:00 a.m. DIGITAL MEETING

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Meeting ID: 925 9589 4928

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- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the June 10, 2021 Meeting Minutes
 - a. **Motion:** To approve the June 10, 2021 Meeting Minutes.
- IV. DESE Year 23 Core Criteria Site Visit Report- Ms. Paluk
- V. Annual Report- Ms. Paluk/ Ms. AnnMarie Little
- VI. MTSS- Dr. Cole
- VII. COVID & New school year- Ms. Paluk
- VIII. Overview of topics for FY'21-22- Ms. Paluk
- IX. Upcoming Education Committee Meeting(s)
 - a. **Education Committee**
 - 1. Friday, September 10, 2021
 - 2. Friday, October 8, 2021
- X. Adjournment

APPROVED

8.6.21 11:08 am
City of Worcester, MA



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Education Committee Meeting Agenda

Thursday, June 10, 2021/ 7:45 a.m.

<https://akfcs-org.zoom.us/j/96357555695?pwd=eXBEMWpVRkFMZXZreHNQbW1NK0dRdz09>

Meeting ID:963 5755 5695 **Passcode:** 255742

By phone: 1-929-205-6099 **Meeting ID:** 963 5755 5695

- I. Call to Order- Shelly Yarnie, Chair
- II. Attendance Recorded
- III. Social Emotional Plans- Ms. Paluk
- IV. Planning for Next Year- Ms. Paluk
- V. Motion to Adjourn



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Education Committee Meeting Minutes

Thursday, June 10, 2021/ 7:45 a.m.

<https://akfcs-org.zoom.us/j/96357555695?pwd=eXBEMWpVRkFMZXZreHNQbW1NK0dRdz09>

Meeting ID: 963 5755 5695 **Passcode:** 255742

By phone: 1-929-205-6099 **Meeting ID:** 963 5755 5695

The meeting was called to Order by Shelly Yarnie, Board Clerk, at 7:52 a.m. The attendance was Recorded.

The Committee reviewed the Meeting Minutes from the April 8, 2021 meeting. Ms. Yarnie asked for a Motion to approve April 8, 2021; meeting minutes were recommended with a correction on the second page, the first-line (incomplete sentence). The motion was made by Ms. Vernon, seconded by Dr. Park.

Ms. Yarnie then introduced Ms. Paluk to speak on the social-emotional plans. Ms. Paluk opened the floor for the various administrators to share some highlights of the year and reflect on the successes of this year, as difficult as it was. Ms. Yarnie commended all the staff and students for overcoming this difficult year.

Ms. Paluk explained that when students return to school, their social-emotional health will be a primary focus. Ms. Paluk explained that the last time she calculated the attendance, about sixty-five to seventy percent of students across the district were in person. Ms. Paluk explained that even the students who were in school did not have a normal school year and some had not seen their friends for more than a year. Ms. Paluk stated that social-emotional work will be a great priority in Fall 2021. Ms. Paluk stated that a large amount of time has been spent trying to figure out the best way to support our students. Ms. Paluk commended the amazing guidance staff but stated that we were missing a higher-level strategic plan to address the issues Abby Kelley may have. Ms. Paluk stated that the school will be adopting a multi-tiered support system also known as MTSS. Ms. Paluk stated that this is not new but it is a model of making sure that all students' needs are being met.

Ms. Paluk stated that all of the guidance staff currently report to the principles, yet we need a district-wide approach to SEO delivery. Ms. Paluk stated that after many conversations she has asked Dr. Caroline Cole, school psychologist, to oversee the guidance and counseling services. Dr. Cole has been with the school for many years as a consultant and full-time for the last 2 years. Ms. Paluk stated that Dr. Cole would be responsible for creating a plan to make sure that all of the students had support (Tier 1- Tier 4) to help them succeed. Ms. Paluk stated that Dr. Cole will be working on the job descriptions, infrastructure of the department, identifying the different Tier interventions, and establishing a process during the summer months. When school is in session, she will be meeting with the guidance team to address the needs of students ensuring everyone is providing the tools that the teachers and staff need to care for the students.

Ms. Paluk explained that they will have more information to provide to the Board in Fall 2021 and that they want to start proactively addressing issues that are causing much hardship. Ms. Yarnie inquired about whether this MTSS model has been implemented across the state and if there is information to compare. Ms.

Gould explained that the state recommends the model and they have many documents and resources and to assist with the implementation.

Ms. Vernon inquired about how the students would be evaluated, was it going to be all students or a select few, and what the process looks like. Ms. Gould explained that diagnostics are already done for academic concerns and that there is a plan in place to screen for SEO health. Dr. Park inquired about whether there was an assessment mechanism built into MTSS and how we would see the efficacy of this approach and whether it is being implemented with fidelity. Ms. Gould explained that with MTSS, every decision/intervention relies on data so that administrators can track if a student is in the right intervention or if they are ready to leave or enter a new intervention. Ms. Gould stated that all of these Tiers are very fluid and dependent on the students' performance at any one time. Ms. Gould stated that for this year, next year's diagnostic is almost complete. Ms. Paluk explained that there are resources available for MTSS and they are looking into all of it.

Ms. Paluk then took a moment to thank Ms. Emma and Ms. Adina for their work for Abby Kelley. Ms. Paluk stated that we would miss them all and wished them success in their new endeavors.

Ms. Vernon asked about the potential of the summer program. Ms. Paluk informed everyone that summer school was being done at the high school only. Ms. Paluk stated that there was many factors going into this decision such as that all students will be given intensive interventions in the fall; with most of our students having been in the building for a large part of the year, the students were not as behind as was initially thought; and that based on the vacation camps for ESL students, the interest was limited for additional 'schooling.' The decision was made for grades K-7 not to have summer school with the exception of students in Special Education. The consensus was it would be better to let the students and teachers have a break.

Ms. Yarnie called for a motion to adjourn the meeting at 8:59 a.m. Ms. Vernon moved to adjourn and Ms. Yarnie seconded the motion.

The meeting was adjourned.



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

YEAR 23 CORE CRITERIA SITE VISIT REPORT

Worcester, MA
May 6-7, 2021

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
Phone: (781) 338-3227
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This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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ABOUT SITE VISITS

In conducting site visits, the Department of Elementary and Secondary Education (Department) is carrying out the requirements of the charter school regulations (603 CMR 1.00), which outline the ongoing review of charter schools. Site visits take place at least once during a charter term and may be conducted at additional times when deemed necessary by the Department. Site visits vary in length depending on the size, location, age, and/or specific conditions of a particular school.

The [Charter School Performance Criteria](#) (Criteria) form the foundation of the site visit process. The Criteria expand upon and give definition to the three areas of charter school accountability defined in 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability. During the site visit, the school is assessed on all or a subset of the performance indicators contained in the Criteria. The types of site visits conducted by the Department and the methods used to assess a school's performance are described in the [Site Visit Protocol](#).

The product of each site visit is a site visit report such as this one. Site visit reports are one of the means by which the Department documents each charter school's performance and progress over time, corroborating and augmenting the information reported each year in the school's annual report. Site visit reports generated by the Department are important components of the body of evidence used by the commissioner and Board of Elementary and Secondary Education (Board) to make a renewal determination or inform other authorizing actions pertaining to the school.

EXECUTIVE SUMMARY

Massachusetts Charter School Performance Criteria		
Faithfulness to Charter		Rating ¹
Criterion 1: Mission and Key Design Elements The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.		● Meets
Criterion 2: Access and Equity The school ensures access and equity for all students eligible to attend the school.		● Meets
Criterion 3: Compliance The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.		Not Rated ²
Academic Program Success		
Criterion 5: Student Performance³ The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.	2019 Overall Classification	Not requiring assistance or intervention
	Progress Toward Improvement Targets	68%
	2019 Accountability Percentile	75
Criterion 6: Program Delivery The school delivers a high quality academic program that meets the needs of all students.	Key Indicator 6.2: Instruction	Not Rated ⁴
	Key Indicator 6.4: Supports for All Learners	Not Rated ⁵
Criterion 7: School Climate and Family Engagement The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.	Key Indicator 7.1: Safe and Supportive Environment	● Partially Meets
Organizational Viability		
Criterion 9: Governance Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.		● Meets

¹ Rating Key:

- **Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.
- **Meets:** The school generally meets the criterion and/or minor concern(s) are noted.
- **Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.
- **Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

² No rating is provided for *Criterion 3: Compliance*. Site visit reports that include a section for this criterion identify specific concerns the school must address.

³ The school's most recent student performance data in the statewide accountability system is for 2019. Statewide assessments were not administered in 2020.

⁴ This site visit report does not include a rating for *Key Indicator 6.2: Instruction* due to the limited scope of the visit.

⁵ This site visit report does not include a rating for *Key Indicator 6.4: Supports for All Learners* due to the limited scope of the visit.

INTRODUCTION

SCHOOL PROFILE

Abby Kelley Foster Charter Public School (AKFCPS)			
Type of Charter	Commonwealth	Location	Worcester
Regional or Non-Regional	Regional	Districts in Region	Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston, Worcester
Year Opened	1998	Year(s) Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	1,426	Current Enrollment	1,425 ⁶
Chartered Grade Span	K-12	Current Grade Span	K-12
Students on Waitlist	541 ⁷	Current Age of School	23
Mission Statement: The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.			

SCHOOL HISTORY

- Abby Kelley Foster Charter Public School (AKFCPS) received its charter and opened in 1998, serving 540 students in grades K through 5.
- The school's board of trustees initially contracted with Advantage Schools, Inc. (Advantage) for its educational and organizational management. The school terminated its contract with the company in May 2001.
- In April 2006, the Board of Elementary and Secondary Education (Board) granted the school an increase in maximum enrollment from 1,176 to 1,426 students beginning in September 2007.
- The school has three campuses: one serving grades K through 3, one serving grades 4 through 7, and one serving grades 8 through 12.
- The previous school's executive director resigned in June 2020 and was replaced by an interim executive director. School stakeholders reported the board will embark in a search process for a permanent executive director during the 2021-22 school year.
- The school's board of trustees oversees the interim executive director, who in turn oversees the director of finance and operations; the director of facilities; the director of government relations, special education, and enrollment; the director of technology; the principal for grades K through 3; the principal for grades 4 through 7; the principal for grades 8 through 12; the

⁶ This is the number as of October 1, 2020. Source: [Profiles](#)

⁷ This is the number as of October 1, 2020. Source: [Massachusetts Charter School Waitlist Updated Report for 2020-21](#)

director of English as a second language; and the director of development. The director of government relations, special education, and enrollment oversees the special education team chair. The principals at each level oversee the curriculum coordinators, the assistant principals, the special education teachers and staff, and the general education teachers and staff.

- On March 10, 2020, Governor Baker declared a state of emergency in the Commonwealth of Massachusetts due to the outbreak of the 2019 novel Coronavirus (COVID-19). On March 15, the governor ordered all public and private elementary and secondary (K-12) schools in the Commonwealth to suspend all normal, in-person instruction and other educational operations at the end of the school day on March 16, 2020. While the order was temporary to begin with, the governor later extended school closures through the end of the 2019-20 school year. As the COVID-19 pandemic has continued, the Department of Elementary and Secondary Education (Department) provided all school districts options and guidance for opening schools in fall of 2020 with a remote, in-person, or hybrid learning model. AKFCPS started the school year using a remote learning model for most students and a hybrid model for a small number of students. At the time of the visit, the school was providing in-person instruction to most students in grades K through 7 and a few students in grades 8 through 12. Some students in grades K through 7 and most students in grades 8 through 12 continued to learn remotely.

DEMOGRAPHICS

Enrollment by Race/Ethnicity (2020-21) ⁸	
Race/Ethnicity	Percentage of Student Body
African American	54.1
Asian	3.4
Hispanic	19.4
Native American	0.6
White	17.3
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	5.1

⁸ Source: [Profiles](#)

Selected Populations (2020-21) ⁹	
Title	Percentage of Student Body
First Language not English	66.8
English Language Learner	13.7
Students with Disabilities	12.1
High Needs	62.2
Economically Disadvantaged	48.0

METHODOLOGY

As stated above, the [Charter School Performance Criteria](#) (Criteria) form the foundation of the site visit process. The Criteria expand upon and give definition to the three areas of charter school accountability defined in 603 CMR 1.00: faithfulness to charter, academic program success, and organizational viability. During the site visit, the school is assessed on all or a subset of the performance indicators contained in the Criteria. The *Executive Summary* indicates the criteria and key indicators included within the scope of this visit.

The following participants conducted the visit:

- Melissa Gordon, Department of Elementary and Secondary Education (DESE), Office of Charter Schools and School Redesign (OCSSR)
- Janice Pamphile, DESE, OCSSR
- Rachel Babcock, Map Academy Charter School

The visit was conducted on May 6-7, 2021. Like all visits conducted during the 2020-21 school year, this one was conducted remotely.

Team members used the [Site Visit Protocol](#)¹⁰ to plan for and conduct the visit. Prior to the visit, team members reviewed documents and other information related to each of the criteria and key indicators listed in the *Executive Summary*. On the day(s) of the visit, team members held focus group interviews. Like all visits conducted during the 2020-21 school year, this visit did not include classroom observations. The visit team gathered evidence related to Key Indicator 6.2: Instruction during focus groups with administrators, teaching staff, students, and families.

Key documents and other information reviewed by the team:

- The school's most recent annual report
- The school's website
- The school's most recent Summary of Review
- The school's most recent site visit report(s)

⁹ Source: [Profiles](#)

¹⁰ The Site Visit Protocol for 2020 includes an [addendum](#) that outlines the specific ways in which the site visit process was modified for visits conducted during the 2020-21 school year.

- Recruitment materials
- Translated materials
- Student enrollment data
- Student indicator data
- Staff qualifications
- Student academic performance data
- Curricular materials
- A written description of the school's system of supports for all learners provided by the school
- The school's most recent special education and English learner education program self-evaluations
- A written description provided by the school of programming designed to foster a safe and supportive environment for students
- Aggregated teacher, student, and family survey data
- The school's student/family handbook
- Board of trustees meeting minutes and other board materials

Focus group interviews held by the team:

- Board of trustees: The team interviewed two board members, including the board chair and treasurer.
- School administrators: The team interviewed the interim executive director, the director of English as a second language, the director of special education, the principal for grades 8 through 12, the principal for grades 4 through 7, and the principal for grades K through 3.
- General and education teachers/ESL staff: The team interviewed 10 teachers, including teachers representing grades K through 12 and the following content areas: mathematics, science, history, and English language arts. The team also interviewed two special education teachers, one learning center teacher, and one English as a second language teacher.
- Students: The team interviewed eight students, including students in grades 6, 7, 9, 10, and 11.
- Families: The team interviewed nine family members of students in grades 1, 2, 3, 5, 6, 8, 9, 10, 11, and 12.
- Student and family support services staff: The team interviewed the school psychologist, the school nurse for grades 8 through 12, two guidance counselors for grades K through 3, two guidance counselors for grades 8 through 12, the guidance counselor for grades 4 through 7, the assistant principal for grades 4 through 7, the assistant principals for grades 8 through 12, and the assistant principal for grades K through 3.

The team's analysis of the evidence related to each of the criteria and key indicators included in the scope of the visit is presented below.

RATINGS, FINDINGS, AND EVIDENCE

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS	
The school is faithful to its mission, implements the key design elements outlined in its charter, and substantially meets its accountability plan goals.	● Meets

Finding: In Year 23, school stakeholders share a mostly common understanding of almost all elements of the school's mission. The school is operating in a manner that is faithful to its mission and is implementing its key design elements.

School stakeholders share a mostly common understanding of the school's mission as outlined in its charter.

- The school's mission is "to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation."
- During the visit, stakeholders described the mission in ways that were mostly consistent with the school's charter. All stakeholders reported that the school focuses on academic excellence while developing student character. Board members, school leaders and families reported that the school also focuses on involving parents in their child's education, and board members, school leaders, and teachers reported that musical competence is achieved through various courses and school-wide performances. Board members, school leaders, and teachers reported that the school offers Latin and other Greek literature to support an education grounded in the great works of western civilization.

The school is operating in a manner that is faithful to its mission and is implementing its key design elements. In describing how the mission is realized in the operation of the school, stakeholders described aspects of all key design elements articulated in the school's Accountability Plan. Evidence of the school's implementation of each key design element is discussed below.

Academic Excellence/International Baccalaureate (IB) Programme (KDE 1)

- School leaders and teachers reported that 70 percent of juniors and seniors take at least one IB course. School leaders reported that most of the students who participate in the IB diploma program receive their IB diploma, while many others receive a certificate. School leaders reported that in 2020-21, 100 percent of students who participated in the IB program earned a diploma, and 95 percent of students earned a certificate. School leaders reported that students in grades 8 through 10 are prepared academically to participate in IB courses in grades 11 and 12. School leaders also reported that there has been a push to encourage more students to join the IB program, and that special education staff work with the IB coordinator to ensure all students have a chance to participate in and complete an IB course.
- Families and students described teachers as having high academic expectations for all students. School leaders reported that in grades 8 through 12, all students who receive less than a 70 in any of their classes in a report card or progress report need to attend mandatory extra help. School leaders reported that those students are required to meet with the teacher for that class

for 30-45 minutes each week for extra help. Students meet for five straight weeks until they receive a grade of 70 or more on the next progress report or report card. The 30 to 45 minutes each week for extra help applies to all classes where a student has a 70 or less. School leaders also reported that students who participate in IB courses can make additional appointments for office hours. Please see *Key Indicator 6.2: Instruction* for more information.

- The school's Accountability Plan includes a goal of providing teachers and staff with opportunities to engage in effective professional development to support academic excellence. According to the school's 2019-20 Annual Report, at least 85 percent of teachers in grades K through 12 attended a minimum of two professional development sessions in their subject area.

Musical Competence (KDE 2)

- Documents submitted by the school indicate that students in grades 8 through 12 have to take three years of fine arts classes as part of the graduation requirement. School leaders and teachers reported that in grades K through 3, students participate in introduction to music; in grades 4 through 7, students participate in a strings class, band, or chorus; and in grades 8 through 12, students participate in choir, orchestra, or band every other day.
- School leaders reported that due to the COVID-19 pandemic, the school hosted virtual musical concerts this year and posted songs on YouTube. School leaders and teachers reported that prior to the pandemic, the head of the music department coordinated an annual event off site that showcased various student performances. Documents submitted by the school indicate that during a typical year the school hosts musical ensembles and musical productions.

Character Formation (KDE 3)

- Teachers reported, and documents submitted by the school indicate, that there are ten character virtues promoted in the character education curriculum, including respect, responsibility, self-discipline, courage, perseverance, truth, kindness, friendship, citizenship, and fairness. School leaders, teachers, families, and students reported that students are regularly celebrated for exhibiting character virtues and that those celebrations have been held virtually this year due to the COVID-19 pandemic.
- School leaders reported that students read literature that is used to teach specific virtues and that behavioral expectations are tied to character virtues, which are posted throughout the school in the classrooms, cafeteria, bathrooms, and hallways. School leaders also reported that character education is integrated through the use of Responsive Classroom social-emotional approaches to teaching and discipline and in Second Step social-emotional lessons in grades K through 3. Please see *Key Indicator 7.1: Safe and Supportive Environment* for more information.
- Some students reported that the focus on character virtues has changed and that the focus has shifted to assigning awards for character formation rather than engaging students in conversation about character formation.

Parent Involvement (KDE 4)

- School leaders, student and family support staff, and teachers reported that communication with families is important. Families reported that they receive daily or weekly communication from different stakeholders at the school, and that teachers are very responsive to the needs of families. Student and family support staff reported that families receive a weekly newsletter via an email blast.

- Board members, school leaders, and teachers reported that there are multiple ways for families to be involved with the school. Board members and teachers reported that there are parent teacher organizations at all three campuses.
- Student and family support staff and board members reported that the school incorporates parent voice into the decision-making process. Board members reported that there are currently three parents serving on the board of trustees and that parents are involved in the search for the next executive director and in the school's diversity, equity, and inclusion (DEI) committee. Student and family support staff reported the school conducts parent surveys every year and that the school has made changes based on the results of the survey.
- Student and family support staff reported that there is great parent turnout for parent conferences in grades K through 7. Student and family support staff reported that engaging with families is more challenging in the upper grades.

Accountability Plan

AKFCPS's approved Accountability Plan sets goals for the school's current charter term and includes 6 objectives and 15 related measures. Charter schools endeavor to meet the Accountability Plan goals by the end of the charter term. In its annual report for 2019-20, AKFCPS reported that it met 9 out of 16 goals. The school met one out of two goals related to providing students with an excellent education by implementing an international baccalaureate program; the school did not meet the other goal due to the COVID-19 pandemic. The school met one out of three goals related to providing teachers and staff with effective professional development; the school did not meet the other two goals due to the COVID-19 pandemic. The school met one out two goals related to providing students with an excellent music program; the school did not meet the other goal due to the COVID-19 pandemic. The school met two out of three goals related to supporting parents as partners in their child's education; the school did not meet the third goal due to the COVID-19 pandemic. The school met one out two goals related to students modeling the school's character virtue; the school did not meet the other goal due to the COVID-19 pandemic. The school met all three goals related to dissemination.

CRITERION 2: ACCESS AND EQUITY	
The school ensures access and equity for all students eligible to attend the school.	● Meets

Finding: AKFCPS seeks to ensure access to the program and equity for all students eligible to attend the school. The school provides information to the public regarding non-discriminatory enrollment practices and the availability of special education and English learner programs. The school provides translated materials in multiple languages, including the most prevalent languages in the district from which the school enrolls students.

- The school has received approval for its Recruitment and Retention Plan for the 2020-21 school year. The 2020-21 Recruitment and Retention Plan includes enhanced strategies to recruit students with disabilities and English learners. A school's Recruitment and Retention Plan is required to include enhanced strategies to recruit and retain students if the school was not successful the prior year in recruiting and retaining a comparable population.
- The school provides sufficient information to the public regarding non-discriminatory enrollment practices and the availability of specialized programs and services at the school to meet the needs of students with disabilities and English learners. The school's website and

application for admission include a non-discrimination statement and information about the special education and English learner programs at the school.

- The school provides translated materials for families whose first language is not English. The school is located in a district where at least ten percent of students are English learners. Spanish, Twi, and Vietnamese are the most prevalent¹¹ languages besides English. The school's website can be translated into multiple languages, including Spanish, Vietnamese, and Twi. The school provides the application for admission in multiple languages, including Spanish, Vietnamese, Arabic, Portuguese, and Twi.

Finding: The school has been partially successful in recruiting a demographically comparable¹² population but has been successful in retaining students.

- Enrollment of students with disabilities was below narrowing targets in 2017 through 2021.
- Enrollment of English learners was below gap narrowing targets¹³ in 2017 through 2020, but above the Comparison Index in 2021.
- Enrollment of students in the economically disadvantaged group was above the Comparison Index in 2017 through 2021.
- Attrition rates¹⁴ were consistently below the third quartile for all students and for students in the high needs group in 2017 through 2021.
- Stability rates¹⁵ were consistently above the first quartile in 2016 through 2020 for all students and for students in the high needs group. Please see *Appendix A: Access and Equity* and [Profiles](#) for more information.

In the tables below, percentages that meet Department expectations are highlighted in green, while percentages that do not meet Department expectations are highlighted in red.¹⁶

Recruitment

Students with Disabilities (Percent Enrolled)					
	2017	2018	2019	2020	2021
AKFCPS	10.3	12.0	12.0	12.3	12.1
Comparison Index	12.8	12.7	13.2	14.0	14.0
Gap Narrowing Target	12.1	12.3	12.5	13.3	13.5

¹¹ According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment."

¹² A school's enrollment of a particular subgroup is determined to be comparable if the percentage is equal to or greater than the Comparison Index, a figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is explained in further detail in *Appendix A: Access and Equity*. Gap narrowing targets are explained in further detail in *Appendix A: Access and Equity*.

¹³ Gap narrowing targets are provided for schools where enrollment is below the Comparison Index. Gap narrowing targets are explained in further detail in *Appendix A: Access and Equity*.

¹⁴ Attrition rates are the percentage of attrition from the end of one school year to the beginning of the next school year.

¹⁵ Stability rates measure how many students remain in a school throughout the school year.

¹⁶ With respect to recruitment, percentages at or above the Comparison Index or gap narrowing target are highlighted in green; those below the gap narrowing target are highlighted in red. With respect to attrition, percentages at or below the third quartile are highlighted in green; those above the third quartile are highlighted in red. With respect to stability, percentages at or above the first quartile are highlighted in green; those below the first quartile are highlighted in red.

English Learners (Percent Enrolled)					
	2017	2018	2019	2020	2021
AKFCPS	7.2	9.6	9.9	11.0	13.7
Comparison Index	16.5	16.6	15.8	15.3	13.5
Gap Narrowing Target	8.7	9.9	11.1	11.9	11.6

Economically Disadvantaged (Percent Enrolled)					
	2017	2018	2019	2020	2021
AKFCPS	37.2	39.9	37.7	38.7	48.0
Comparison Index	35.4	37.1	36.5	37.5	39.2
Gap Narrowing Target	31.5	32.0	32.5	33.4	34.8

Retention

All Students (Percent Attrition)					
	2017	2018	2019	2020	2021
AKFCPS	3.1	3.7	4.0	4.9	4.0
Median	8.3	7.8	8.2	7.3	7.9
Third Quartile	14.4	13.1	14.2	14.5	9.6

High Needs (Percent Attrition)					
	2017	2018	2019	2020	2021
AKFCPS	2.6	2.5	3.0	4.1	3.4
Median	9.7	9.7	9.6	9.9	7.6
Third Quartile	15.9	15.1	13.8	13.9	9.5

All Students (Stability Rate Percentage)					
	2016	2017	2018	2019	2020
AKFCPS	97.3	98.2	97.8	97.1	95.8
Median	93.2	93.4	93.7	93.8	94.6
First Quartile	86.2	87.4	89.3	88.8	91.8

High Needs (Stability Rate Percentage)					
	2016	2017	2018	2019	2020
AKFCPS	96.4	97.8	97.4	96.5	95.4
Median	90.8	91.4	91.5	91.3	93.0
First Quartile	84.6	85.6	87.3	87.1	89.6

Finding: The school's rates of in-school suspension were below the statewide average in 2016 through 2020. The school's rates of out-of-school suspension were below the statewide average in 2016 through 2020. The highest rates of out-of-school suspension in 2019-20 were for students in the Hispanic/Latino and students with disabilities groups.

- The percentage of students assigned to in-school suspension was lower for the school than for the state in 2016 through 2020. The percentage of students assigned to out-of-school suspension was lower for the school than for the state in 2016 through 2020.
- In the tables below, percentages at or below the statewide average are highlighted in green; those above the statewide average are highlighted in red.

In-School Suspension (Percentage)					
	2016	2017	2018	2019	2020
AKFCPS	1.0	0.1	0.2	0.2	0.3
Statewide Average	1.9	1.7	1.8	1.9	1.2

Out-of-School Suspension (Percentage)					
	2016	2017	2018	2019	2020
AKFCPS	2.5	1.9	2.4	2.4	1.7
Statewide Average	2.9	2.8	2.9	3.0	2.0

- Discipline rates for student groups that are higher than the discipline rate for all students are highlighted in red.

2019-20 Student Discipline Data Report ¹⁷¹⁸					
Student Group	Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,446	27	0.3	1.7	0.0

¹⁷ Source: [Profiles](#)

¹⁸ Data in this report are suppressed (cells are blank) for a variety of reasons. More information about the data may be found [here](#).

English Learner	167	0			
Economically Disadvantaged	679	16	0.4	1.9	0.0
Students with Disabilities	186	7	0.5	3.8	0.0
High Needs	897	20	0.4	1.9	0.0
Female	777	11	0.1	1.3	0.0
Male	669	16	0.4	2.1	0.0
American Indian or Alaska Native	5				
Asian	49	0			0.0
African American/Black	760	15	0.1	1.8	0.0
Hispanic/Latino	301	9	0.7	2.3	0.0
Multi-race, Non-Hispanic/Latino	50	1			
Native Hawaiian or Pacific Islander	1				
White	280	2			

CRITERION 3: COMPLIANCE	
The school operates in compliance with the terms of its charter and applicable federal and state laws and regulations regarding public charter schools.	Not Rated¹⁹

Finding: The board of trustees operates in a manner that is not fully in compliance with Open Meeting Law (OML).

- Board meeting minutes do not include a list of documents and other exhibits used at the meeting, as required by Open Meeting law. The purpose of two executive sessions convened by the board was not a permissible reason for convening executive session, and the board did not take a roll call vote prior to entering into executive session.

¹⁹ No rating is provided for *Criterion 3: Compliance*. Site visit reports that include a section for this criterion identify specific concerns the school must address.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE ²⁰		
The school consistently makes progress in student academic achievement for all students as defined by the statewide accountability system.	2019 Overall Classification	Not requiring assistance or intervention
	Progress Toward Improvement Targets	68%
	2019 Accountability Percentile	75

Finding: AKFCPS did not meet gap narrowing goals in 2016. In 2017, schools such as AKFCPS that administered the Next-Generation MCAS assessment in grades 3 through 8 were not assigned gap narrowing goals. In 2018, AKFCPS partially met targets for indicators included in the new statewide accountability system. In 2019, AKFCPS made substantial progress toward targets.

The purpose of the statewide accountability system is to provide clear, actionable information about school performance. The accountability indicators used for each school depend on the grades served and the assessments administered. Following is summary information for AKFCPS for the years 2016 to 2019. A copy of the school's overall results for 2019 along with detailed data for each indicator is included in *Appendix B: Student Performance*. More detailed information related to student performance is included in [Profiles](#). Please note that in general, caution is required when making comparisons across years when there were changes to the state accountability system. As a result of significant changes to the state's accountability system in 2018, comparisons between accountability results from 2018 and 2019 and historical accountability data should not be made.

Accountability and Assistance Level/Overall Classification

Prior to 2018, all Massachusetts schools and districts with sufficient data were classified into one of five accountability and assistance levels (1 to 5), with the highest performing in Level 1 and lowest performing in Level 5. Beginning in 2018, all Massachusetts districts and schools with sufficient data were classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools without required assistance or intervention.

Accountability and Assistance Level		Overall Classification	
2016	2017	2018	2019
Level 2: Not meeting gap narrowing goals	No Level: Students in this school participated in 2017 Next-Generation MCAS tests	Not requiring assistance or intervention: Partially meeting targets Progress Toward Improvement Targets: 59%	Not requiring assistance or intervention: Substantial progress toward targets. Cumulative Progress Toward Improvement Targets: 68% - Substantial progress toward targets

²⁰ The school's most recent student performance data in the statewide accountability system is for 2019. Statewide assessments were not administered in 2020.

School Percentile/Accountability Percentile

Prior to 2018, a school percentile between 1 and 99 was reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. School percentiles were not calculated for schools that administered the Next Generation MCAS assessment in grades 3 through 8 in spring 2017.

School Percentile	
2016	2017
46	-

Beginning in 2018, an accountability percentile between 1 and 99 was reported for most schools. This number is an indication of the school's overall performance relative to other schools that administer similar assessments and is calculated using up to two years of data for all accountability indicators. The 2018 and 2019 accountability percentiles should not be compared to school percentiles calculated in 2016 and prior years because they represent different calculations.

Accountability Percentile	
2018	2019
75	75

Next-Generation MCAS Tests

Next-Generation MCAS tests were given in English language arts and mathematics in grades 3 through 8 starting in 2017. Starting in 2019, Next-Generation MCAS tests were also given in science in grades 5 and 8 and in English language arts and mathematics in grade 10. Scaled scores range from 440 to 560. Students meet expectations in the scaled score range of 500 to 529 and exceed expectations in the scaled score range of 530 to 560.

Next-Generation MCAS Tests												
Grade and Subject	2017				2018				2019			
	Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score		Percent of Students Meeting or Exceeding Expectations		Avg. Scaled Score	
	School	State	School	State	School	State	School	State	School	State	School	State
Grades 3-8 English Language Arts	42	49	496.2	499.0	44	51	497.3	500.5	49	52	499.4	501.2
Grades 3-8 Mathematics	35	48	494.0	498.8	37	48	494.6	498.4	40	49	495.9	499.2
Grades 5 Science									24	49	488.3	498.9
Grade 8 Science									44	46	496.9	498.2
Grade 10 English Language Arts									65	61	507.5	506.2
Grade 10 Mathematics									52	59	505.2	505.1

Composite Performance Index

The Composite Performance Index (CPI) is a 100-point index that serves as a measure of the extent to which all students are progressing toward proficiency. When all students score Proficient or Advanced on the legacy MCAS assessment, the CPI will be 100. The legacy MCAS assessment was administered for the last time in 2018 in science in grades 5 and 8 and in English language arts and mathematics in grade 10.

Composite Performance Index								
Grade and Subject	2016		2017		2018		2019	
	School	State	School	State	School	State	School	State
Grade 5 Science and Tech/Eng	79.0	76.4	77.3	75.3	75.4	76.5		
Grade 8 Science and Tech/Eng	72.9	71.3	63.7	70.6	66.5	68.3		
Grade 10 English Language Arts	99.7	96.7	100.0	96.5	99.7	96.2		
Grade 10 Mathematics	94.9	89.7	97.4	89.9	95.2	89.5		
Grade 10 Science	99.5	89.0	99.7	89.4	97.7	89.3	95.8	89.1

Student Growth Percentile

The Department uses Student Growth Percentiles (SGPs) to demonstrate progress in student achievement each year. SGPs are generated based on student performance on statewide assessments, including MCAS and/or PARCC in 2016 and the Next-Generation MCAS in 2017 through 2019. For schools that took PARCC, transitional SGPs were calculated based on PARCC and prior MCAS scores. In 2018, DESE began including average SGP in all assessment and accountability reports instead of median SGP. In general, SGPs in the range of 1 to 39 are associated with lower growth, SGPs in the range of 40 to 60 are associated with typical growth, and SGPs in the range of 61 to 99 are associated with higher growth.

Student Growth Percentile				
Grade and Subject	PARCC	Next-Generation MCAS		
	Transitional SGP	Median SGP	Average SGP	
	2016	2017	2018	2019
Grades 3-8 English Language Arts	35.0	55.0	48.7	51.4
Grades 3-8 Mathematics	38.0	48.0	52.9	51.3
Grade and Subject	MCAS			Next-Generation MCAS
	Median SGP		Average SGP	
	2016	2017	2018	2019
Grade 10 English Language Arts	71.5	70.5	66.6	55.0
Grade 10 Mathematics	77.5	87.5	74.8	70.1

Graduation and Dropout Rates

The 4-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within four years.

4-Year Graduation Rate (Percent Graduated)			
	2017 cohort	2018 cohort	2019 cohort
AKFCPS	97.6	98.9	97.6
Statewide	88.3	87.9	88.0

The 5-year graduation rate is the percentage of students in an annual cohort who graduate with a regular high school diploma within five years. Data for the 2018 cohort is the most recent available because it includes students in that cohort who graduated as late as 2019.

5-Year Graduation Rate (Percent Graduated)		
	2017 cohort	2018 cohort
AKFCPS	97.6	98.9
Statewide	90.1	89.7

Dropout rates are reported for high school students who drop out of high school.

Dropout Rate (Percent Dropout)			
	2017	2018	2019
AKFCPS	1.1	0.3	0.3
Statewide	1.8	1.9	1.8

CRITERION 6: PROGRAM DELIVERY
The school delivers a high quality academic program that meets the needs of all students.

Key Indicator 6.2: Instruction ²¹	
The school staff has a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Instruction fosters student engagement. Classroom environments are conducive to learning.	Not Rated ²²

Finding: Some stakeholders reported that instruction does not consistently reflect high expectations and cultural proficiency. Stakeholders reported that instruction fosters student engagement and that learning environments are mostly conducive to learning.

As indicated in the *School History* section of this report, AKFCPS started the school year using a remote learning model for most students and a hybrid model for a small number of students. At the time of the visit, the school was providing in-person instruction to most students in grades K through 7 and a few students in grades 8 through 12. Some students in grades K through 7 and most students in grades 8 through 12 continued to learn remotely.

Some stakeholders reported that instruction does not consistently reflect high expectations for all students.

- School leaders reported that teachers set high expectations by using rubrics and exemplars to model what high-quality work looks like. Teachers confirmed that they use exemplars and

²¹ Like all visits conducted during the 2020-21 school year, this visit did not include classroom observations. The visit team gathered evidence related to Key Indicator 6.2: Instruction during focus groups with administrators, teaching staff, students, and families.

²² This site visit report does not include a rating for *Key Indicator 6.2: Instruction* due to the limited scope of the visit.

provide students with rubrics that list clear standards and expectations for student work. Teachers also reported that it has been tougher to use rubrics and exemplars during remote learning, but that teachers use Google slides or Nearpod to create exemplars of high-quality work, instead of using the ones they have collected over the years. Teachers also reported that they provide models for writing and opportunities for peer support and review of student work, whether in person or online.

- School leaders and teachers reported that teachers offer feedback on student work. School leaders reported that teachers were able to give more instant feedback during remote learning using programs like Google Documents, where teachers are able to include comments and write notes directly in the document. Students, however, reported inconsistent feedback from teachers, saying that some teachers provide feedback in some of their classes while others do not provide any feedback.
- Teachers, families, and students reported that students are permitted extra time to complete projects and assignments, and that deadlines are extended as needed. Families reported that teachers hold student accountable for submitting their work on time and expect students to advocate for themselves if they need additional time.

Some stakeholders reported instruction does not consistently reflect cultural proficiency.

- School leaders reported that cultural proficiency is a current focus at the school and is something they will continue working on. School leaders reported that teachers discuss topics such as politics, race, and religion in the classroom. Some teachers reported that they are integrating cultural proficiency through the selection of texts used in classes and are integrating materials and authors that are reflective of the student body. Student and family support staff reported that school counselors are also trying to incorporate more books into the general education curriculum that address different learning disabilities, such as *My Brother Charlie*. Students reported that some teachers focus on incorporating cultural proficiency in the classroom and others do not. Students reported that they see more culturally proficient instructions in the higher level IB courses.
- Students reported that the school celebrates Black history month, Asian and Hispanic heritage month, as well as Pride month. Students reported that the school shares facts about those months during the morning announcements. Students reported that teachers are not consistent in allowing them opportunities to discuss current events in the classroom. Students reported that there have been instances when they hoped teachers would provide them the opportunity to discuss current events in the classroom but they were not presented with such an opportunity.
- Teachers reported that they honor a student's home language in the classroom. Teachers reported using language greetings in the classroom, encouraging students to use their home language, and encouraging other students to become multilingual by embracing the home languages of their peers.

Stakeholders reported that instruction fosters student engagement.

- School leaders, teachers, students, and families reported that the school uses a variety of digital tools to foster student engagement. For example, teachers and students reported that breakout rooms are used to provide students with opportunities to receive additional support or to work in groups with peers. School leaders, teachers, families, and students reported that teachers also use digital learning tools such as Google Documents, Jamboard, Pear Deck, and Nearpod to facilitate collaboration among students and teachers.

- School leaders reported that teachers focus on building relationships with students to keep them engaged. School leaders reported that teachers required one-on-one meetings with students during the first three weeks of school to check-in and discuss how they were feeling. Families reported that teachers communicate with families often, and teachers reported that they collaborate with families to figure out what support the student may need in person or during remote learning. Families also reported that teachers incorporate student interests into lessons.
- School leaders, teachers, families, and students reported that teachers implement different strategies in the classroom to engage students. For example, teachers reported that they play games in class, sing songs, provide movement breaks to students, allow students to use the reaction buttons, and use the chat function in Zoom. Teachers also received professional development on how to create a bitmoji and said that some teachers use their bitmoji when engaging with students during remote learning.

Stakeholders reported that learning environments are mostly conducive to learning.

- Families reported that teachers are caring and supportive. Families reported that the school is safe socially, emotionally, and intellectually, and that the school is flexible with policies to accommodate student needs. For example, school leaders reported that the school had a camera on policy, but if a student needed to keep their camera off, they would have that option as long as they communicated with their teacher. Students, however, reported that if they do not show their face on camera, they receive a grade deduction. Students reported that teachers do not hold all students to the same expectations.
- School leaders reported that classroom attendance rates are high. School leaders reported that each student was assigned a contact at the beginning of the school year to ensure they were checking in with students who were not logging into the virtual classroom.
- School leaders, teachers, families, and students reported that teachers have established routines in the classroom. Teachers reported that the routines established during remote learning were shifted to in-person learning to support students transitioning. For example, school leaders reported that in grades 4 through 7, teachers use Google Classroom and Chromebooks in the classroom to maintain routines for students. Teachers reported that students are being asked to safely turn and talk with classmates, and use the classroom or other spaces in the building to engage in activities, such as a scavenger hunt.
- School leaders and teachers reported that the school ensured the safe use of technological devices during remote learning. School leaders and teachers reported that the school offered one-to-one technology during the COVID-19 pandemic and that the school's technology department provided tools, such as GoGuardian, to help teachers monitor what websites students visited during class time.
- School leaders, teachers, families, and students reported that teachers are available to offer additional help to students. School leaders reported that all students who receive a grade of less than 70 percent in their classes are required to attend mandatory extra help sessions. Teachers reported that students in IB classes make an additional appointment for office hours. School leaders reported that in grades 4 through 7, there are built-in blocks for remediation for students who are struggling with particular topics.

Key Indicator 6.4: Supports for All Learners	
The school has a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development through a tiered support model. Data and progress monitoring are used to ensure that all students across all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance. The school regularly uses data to evaluate and modify its support programming to ensure student success.	Not Rated²³

Finding: The school has a proactive system to effectively identify and address all student's strengths and needs for academic, behavioral, and social-emotional development. The school uses data to evaluate and modify its support programming, but the school's self-evaluation of the English learner program is not aligned to Department guidance.

A review of prior reports issued by the Department (including Tiered Focused Monitoring Reports, Coordinated Program Reviews, and/or site visit reports issued by the Office of Charter Schools and School Redesign) suggests the school has a proactive data-based system to effectively identify all students' strengths and needs for academic, behavioral, and social-emotional development, and that the school implements a tiered support model that effectively addresses the strengths and needs of all students, across all subgroups.

The school uses data to evaluate and modify its support programming to ensure student success. The school's self-evaluation of the special education program is aligned to Department guidance; however, the school's self-evaluation of the English language education program is not aligned to Department guidance.

- The school conducted its most recent self-evaluation of the special education program during the 2020-21 school year. The self-evaluation is aligned to [Department guidance](#) because it includes comparisons of student achievement for students with disabilities across time, includes a discussion of the results, and offers recommendations for needed changes. The self-evaluation includes analysis of MCAS testing results for students in 2018 and 2019, as well as growth distribution by disability in grades 3 through 8 mathematics and English language arts, and grade 10 mathematics and English language arts. The self-evaluation highlights areas for improvement, including the need for special education teachers to use adaptations for inclusive classrooms to improve instructional practices, as well as the need for teachers to use modifications and appropriate strategies in the inclusive classroom to provide students with disabilities with effective, timely, and additional assistance in order to master basic facts and concepts. Based on the results of the special education self-evaluation, the school decided to focus on the following areas for the remainder of the school year: work with special education teachers in grades K through 4 to write individualized education programs designed to target areas of weakness in reading in a more effective and efficient way; increase general and special education teacher knowledge regarding student disabilities and how specific disabilities impact performance; and provide teachers with staff development opportunities to share best practices for individuals and modify instruction and materials.
- The school submitted an evaluation of the English language education program that is not aligned to [Department guidance](#) because it lacks analysis, interpretation, and discussion of

²³ This site visit report does not include a rating for *Key Indicator 6.4: Supports for All Learners* due to the limited scope of the visit.

results to reach conclusions about the program's effectiveness and lacks recommendations for any needed changes in the program based on the conclusions reached. The school's English language education self-evaluation included ACCESS testing results for students and mentioned that many English learners made progress in their 2020 ACCESS scores as compared to their 2019 ACCESS scores. The English learner self-evaluation also highlighted the impact the COVID-19 pandemic had on the school's English language education program.

CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

The school creates safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environments. These environments cultivate supportive, authentic relationships and a strong sense of belonging and connection, which value the diverse assets and voices of all students, staff, and families.

Key Indicator 7.1: Safe and Supportive Environment

The school ensures that school and classroom environments are safe, supportive, culturally responsive, welcoming, respectful, inclusive, and reflective of the community and students' cultures and identities. The school creates an environment that supports all students' sense of belonging and helps students develop social and emotional knowledge, skills, and competencies for a multicultural world.

● **Partially Meets**

Finding: The school's program includes elements designed to foster a safe and supportive environment and help students develop social and emotional skills; however, students expressed some concerns about mental health services. The school environment is somewhat inclusive and reflective of the community and the cultures and identities of students. The school's behavioral management system generally is supportive and responsive for students; however, students expressed some concerns about the behavioral management system.

The school's program includes elements designed to foster a safe and supportive environment and help students develop social and emotional skills; however, students expressed some concerns about mental health services.

- As described in *Criterion 6.2: Instruction*, stakeholders reported that most students were receiving services in person at the time of the visit. School leaders, teachers, and students reported that the school follows all mask requirements and that social distancing is being enforced. Teachers reported using other spaces in the school building such as hallways and cafeterias to conduct socially distanced activities. Students also reported that teachers are respectful about reminding students of the social distancing rules and mask requirements.
- The school provides Tier 1 social-emotional supports to all students. School leaders, teachers, and student and family support staff reported that Tier 1 social-emotional supports are implemented throughout the day and include the Second Step curriculum for grades K through 7, guidance class for students in grades 4 through 7, Responsive Classroom in grades K through 3, quarterly classes focused on mindfulness and social-emotional supports in grades 8 through 12, frequent communication with families, check-ins with teachers, movement breaks, and counseling services. Student and family support staff reported that although they do not have an official social-emotional curriculum in grades 8 through 12, the counselors take over a history or English language arts class for a quarter and teach mindfulness and other topics focused on

social-emotional supports. Student and family support staff also reported that the school has provided professional development opportunities for staff in grades 8 through 12 to implement social-emotional support strategies across the general education setting.

- School leaders, teachers, and student and family support staff reported that all students have access to counseling services at the school. School leaders reported they hired an additional adjustment counselor for grades 8 through 12 to offer social-emotional support to students during the COVID-19 pandemic. Student and family support staff reported that students need to advocate for themselves and ask to take advantage of these counseling resources. Students reported that they are aware that counseling services are available but do not feel motivated to take advantage of the resources offered at the school; students said that there is not a focus on mental health supports at the school. Students reported that in some of their classes they receive surveys that assess their social emotional status, but that they do not feel comfortable being honest on those surveys because some of their classmates have shared uncomfortable experiences with receiving counseling services at the school.
- The school's program includes elements designed to foster community. School leaders reported that there are opportunities for students to build community in their grade level and during whole school events. School leaders and student and family support staff reported that students are celebrated and given awards for exemplifying the school's character virtue. Student and family support staff reported that students nominate each other in class, except in grades K through 3, where teachers nominate students. Students in grades 4 through 12 write why a particular student should receive that award, and those statements are read aloud during awards ceremonies. Student and family support staff reported that the names of students who have won awards are posted on the bulletin board to celebrate and motivate students. The character awards are held weekly in grades K through 3, monthly in grades 4 through 7, and in grades 8 through 12 four students are selected per year. School leaders also reported that students in grade 12 have a tradition called the senior stroll where students walk through the school halls the day before graduation and the other students cheer for them. School leaders and teachers reported that during a typical year the school hosts more events for the entire school, including events such as the multicultural night, art shows, and musical showcases.
- School leaders, student and family support staff, families, and students reported that the school offers clubs and other extra-curricular opportunities to students. Families and students reported that the school offers clubs such as the Black Student Union (BSU) and the Gay-Straight Alliance (GSA). School leaders reported that all students in grades 8 through 12 must meet the graduation requirement of serving 50 hours of community service over a four-year period. School leaders reported that afterschool opportunities are also available through partnerships with Girls Inc. and the Boys and Girls Club.
- Students and families reported that the school has a zero-tolerance policy on bullying and discrimination. Families reported that teachers and school leaders handle situations in a safe and equitable manner, and students reported that students are very supportive of each other.

The school environment is somewhat inclusive and reflective of the community and the cultures and identities of students.

- School leaders and teachers reported that positive relationships between students and staff is a strength at the school. Student and family support staff reported that students build relationships with both teachers and staff at the school, including the nurse, counselor, specials teachers, etc. Teachers reported that in grades 3 through 5, students are given an annual survey where they are asked if they have at least one adult in the school that they trust and can talk to.

Teachers reported this information allows them to troubleshoot and address student needs accordingly. Teachers reported that they see other teachers prioritizing building relationships with students in the classroom. Most students reported having at least one adult they can talk to at the school, but that they do not feel comfortable talking with all their teachers equally. Students reported that they do not feel as though they have a voice in the decision-making process, particularly related to concerns over the school's dress code.

- Stakeholders reported that students' cultures and identities are somewhat reflected in the curriculum and learning environment. As described in *Key Indicator 6.2: Instruction*, school leaders, teachers, and students reported that some teachers are being more thoughtful about the texts discussed in classes. School leaders and teachers reported that curriculum coordinators in grades K through 7 are working to revise and integrate students' cultures and identities of the students and staff into the curriculum maps, and that curriculum coordinators work closely with teachers to ensure more culturally responsiveness. Teachers reported that they have participated in two professional development sessions focused on micro-aggressions and implicit biases. Families reported that one of the teachers taught a unit on unconscious bias to students in grades 4 through 7, and that a parent expressed appreciation that this lesson was taught to students at that age.
- As described in *Criterion 1: Mission and Key Design Elements*, board members, school leaders, and teachers reported that the school has recently established a diversity, equity, and inclusion (DEI) committee that includes board members, school leaders, teachers, families, and students. Board members and school leaders reported that the DEI committee is a place to have dialogue with students and staff, and that the DEI committee has influenced other initiatives at the school, such as DEI-focused professional development for all teachers and staff at the school. School leaders reported that the school hired a subject matter expert consultant to lead a conscious dialogue series with both staff and students. Teachers were invited to join the conversations with students.
- School leaders and teachers reported that the school offers students and families opportunities to engage in activities that reflect students' cultures. For example, school leaders, student and family support staff, and teachers reported that during a typical year the school hosts a multicultural night where families can bring a dish from their culture; there are also performances, and students and families can engage with each other. School leaders reported this event is well attended by families. Student and family support staff and students reported that affinity groups exist for students, such as the Black Student Union and Gay Straight Alliance. Students reported that these groups allow them to have conversations in safe spaces to discuss topics focused on race, identity, and belonging. Students reported that the BSU meets monthly, and that they would like to see similar affinity spaces for other historically marginalized groups at the school.
- The school staff is not reflective of the student population. According to [Profiles](#) data, the school currently has 6 African American staff members, 6 Hispanic staff members, 2 Asian staff members, and 166 White staff members. The school's student population is 54.1 percent African American, 3.4 percent Asian, 19.4 percent Hispanic, and 17.3 percent White.

The school's behavioral management system generally is supportive and responsive for students; however, students expressed some concerns about the behavioral management system.

- School leaders reported that teachers are mostly responsible for managing behavior in the classroom. School leaders, student and family support staff, and teachers reported that in grades K through 3, teachers use a Responsive Classroom approach to model behavior and

manage expectations in the classroom. Teachers reported that using Responsive Classroom methods allows teachers to deescalate situations and to help students understand their mistakes. Teachers reported that they can ask for support from guidance department staff, who will come to talk to a student one on one if a particular behavior continues. Teachers reported that there has been an effort to reduce the number of office referrals in grades K through 3 and that teachers have a resource that lists common behaviors along with a list of potential consequences to support teachers in managing student behavior in the classroom.

- Student and family support staff and teachers reported that in grades 4 through 7, teachers use positive behavioral intervention and supports (PBIS) strategies, and that the discipline practices are more restorative than punitive. Student and family support staff and teachers reported that in grades 8 through 12, students are assigned teacher detentions or office detentions. Student and family support staff reported that teacher detentions are after school, and that if a student misses a teacher detention, then a student is assigned an office detention. Student and family support staff reported that if a student is assigned an office detention, students are then often sent back to the teacher detention to complete any makeup work. Student and family support staff reported that if there are larger behavioral infractions, students are assigned a Saturday detention or are suspended.
- Teachers reported that discipline has not been an issue during the 2021-22 school year. School leaders and student and family support staff reported that teachers spent ten days in professional development during the summer discussing various topics, including clarifying academic and behavioral expectations. Teachers reported that staff at the school communicate frequently with parents to share concerns about students missing classes and other needs that arise. Students reported that if a student misbehaved during remote learning, they were marked absent for the day, and if a student had 14 or more absences, they did not receive credit for that class. School leaders reported that the school did not have an attendance policy that marked a student absent for an entire day during remote learning. Students reported that some teachers assigned unreasonable punishments in class.
- As noted in *Criterion 2: Access and Equity*, the school's rates of in-school suspension (ISS) were below the statewide average in 2016 through 2020. The school's rates of out-of-school suspension (OSS) were below the statewide average in 2016 through 2020. The highest rates of out-of-school suspension in 2019-20 were for students in the Hispanic/Latino and students with disabilities groups. School leaders and student and family support staff reported that since the school's OSS and ISS rates were below the state average, school staff were not concerned about the rates and had not implemented any strategies to reduce the disproportionate rates for some student groups.
- School leaders and student and family support staff reported that staff review discipline data for students in grades K through 3 to assess trends over time. Teachers reported that they review how often a student is being disciplined and assess if students are being disciplined during a particular time of day or with a particular teacher and will troubleshoot as needed. Teachers reported that in grades K through 3, upon further review of the discipline data, the school made changes to the teacher coverage at recess. Teachers reported that the school pivoted to have teachers cover recess while support staff covered lunches to ensure there were more adults present at recess to ensure student safety.
- For students in grades 4 through 7, staff review data disaggregated by race, students with disabilities, grade, and by specific teacher. Student and family support staff reported that staff review the data to identify any trends and offer individual teachers more training for managing behaviors in the classroom. Teachers reported that staff also review discipline data during

student support team meetings to assess the need for behavioral interventions, but that the extent to which discipline data is reviewed by the staff in grades 8 through 12 is unclear.

- Some students reported feeling uncomfortable with some of the school's discipline practices. For example, students reported being uncomfortable that their names are called over the school's intercom to announce that they have detention. Students also reported they feel detentions are overused, with students receiving detentions for minor infractions such as an untucked shirt or applying lip gloss.

Future site visit teams should examine the extent to which the school addresses student concerns around mental health services; the extent to which the school environment is inclusive and reflective of the community and the cultures and identities of all students, and the extent to which the school addresses student concerns about the behavioral management system.

CRITERION 9: GOVERNANCE	
Members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	● Meets

Finding: The board of trustees mostly fulfills their legal and fiduciary responsibilities. The board fosters a culture of collaboration and engages in strategic and continuous improvement planning.

The board mostly fulfills their legal and fiduciary responsibilities.

- The board currently has 6 members, within the range of 5 and 11 permitted by the bylaws.
- Current board officers include a chair, treasurer, and clerk as required by the bylaws.
- The full board met 16 times during the period January 2020 to February 2021, more frequently than is required by the bylaws.
- Board meeting minutes include evidence of active committees, including a committee on trustees, an education committee, an educational foundation committee, and a facilities and finance committee. Board members reported that some board members sit on the school's diversity, equity, and inclusion committee (DEI), but that this committee is not an official committee of the board. Board meeting minutes show that the board received updates on the DEI committee from the board chair at some meetings. School leaders also reported that the education foundation is not an official committee of the board, but that educational foundation reports are shared at board meetings.
- Minutes for meetings of the full board as well as for the education committee and the facilities and finance committee consistently include the date, time, and location of the meeting, members present and absent, a summary of the discussion of each subject, and a record of decisions made and actions taken, all requirements of Open Meeting Law (OML). Meeting minutes do not include a list of documents and other exhibits used at the meeting, as required by OML. The purpose of two executive sessions convened by the full board was not a permissible reason for convening executive session, and the board did not take a roll call vote prior to entering into the executive session, as required by OML.
- Board meeting minutes include evidence that the board approved appropriate school policies, including an updated uniform policy and a revised enrollment policy.

- The board demonstrates appropriate oversight of the school's efforts to be faithful to the mission. The board reported that the head of school updates the board on the current state of the school and receives reports from other staff members. Board meeting minutes show that several staff members attended many of the board meetings, and there is evidence in board meeting minutes that staff members also provided various updates to the board.
- The board demonstrates somewhat limited oversight of the school's academic performance. Board members reported that the board reviews MCAS data, data on the school's IB program, and receives general updates from the curriculum coordinators. Board members reported, and meeting minutes confirm, that the academic data is previewed in the education committee. Board members reported that after the academic data has been previewed in the education committee, it is then brought to the full board. Board meeting minutes show that the minutes from the education committee are read at the full board meeting, but the extent to which the full board reviews and discusses academic data is unclear.
- Board members reported that they review academic data broadly and have focused on disaggregating by English language learners and student with disabilities. The extent to which the academic data is disaggregated by other student groups is unclear. Board members reported that they do not review discipline data often because the school's discipline rates are below the state average. Board members reported they review discipline data once per year, at the time the school's annual report is being finalized, and that during this time they review discipline data disaggregated by race and ethnicity.
- The board demonstrates somewhat limited oversight of the school leader. Board members reported that the executive director is evaluated on an annual basis, but that the executive director was not evaluated last year due to a transition in school leadership. School leaders reported that the school leader was not evaluated in FY 20 due to the COVID-19 pandemic, and that the evaluation for the school leader for FY 21 will take place in June 2021. Board members reported that the board uses the Massachusetts superintendent rubric as an evaluation tool and includes some of the goals from the school's strategic plan. Board members reported that they are the only stakeholders to provide input on the executive director evaluation. Board members and school leaders reported that they hope to implement a 360-degree review to ensure they are incorporating feedback from the majority of school stakeholders, including staff.
- Board meeting minutes show that the board engages in governance tasks rather than management of day-to-day operations of the school.
- The board demonstrates appropriate oversight of the school's finances. The board oversees the school's financial health through the work of the facilities and finance committee and by regularly reviewing financial statements provided by the school, including the financial audit. Board meeting minutes indicate that the treasurer reports financial information to the board at almost all board meetings. Board members reported that the finance committee has supported the work of large projects, such as the electrical project and the physical expansion of the high school building.

The board of trustees fosters a culture of collaboration.

- Board members reported that they communicate regularly with other members of the school community. Board members reported, and evidence from the school's website confirms, that board members release announcements to the community through the school's website, and that they also announce major decisions via the school's monthly newsletter. Board members reported that they released email communication around the executive director search and

updates about the DEI committee. Board members reported that some members of the board sit on the school's DEI committee with other stakeholders, including parents and staff.

- The board has clear and well understood systems for decision-making. Board meeting minutes include records of decisions made and actions taken by the board, as well as evidence that the board has processes for deliberating, both in committee meetings and in meetings of the full board, prior to making decisions.
- Board meetings foster open, deliberate, and thorough discussions to facilitate public accountability. Board meeting minutes indicate that multiple members of the school staff have attended several board meetings. Board meeting and committee meeting dates and times are posted online, and board meetings have been held virtually since March 2020. Board meeting agendas are posted online, and virtual links are provided to the public. Board meeting minutes indicate that the school allows time for public comment at every board meeting. Summaries of discussions recorded in board meeting minutes include evidence that those discussions are deliberate and thorough.

The board engages in strategic and continuous improvement planning.

- Board members reported, and school documents confirm, the school has a strategic plan. Board members reported they are coming to the end of the 2017-2022 strategic plan and are planning to create a new strategic plan in the near future.
- Board members reported, and meeting minutes confirmed, that the board has a process for succession of school leadership. Board meeting minutes confirm that in May 2020, in anticipation of the departure of the previous executive director, the board established a five-person search committee consisting of two board members and three school faculty and staff to conduct the search. In June 2020, board members voted for a new interim executive director. In November 2020, the board discussed the intention to hire an external organization to lead the search for the new permanent executive director. Board members reported that the search process will also include parents, staff, and teachers.
- Board members reported that board succession is an area of improvement. Board members reported that they are currently working with the Department to update their bylaws to include the addition of a vice-chair and to clearly state that the treasurer would be second to the board chair and will have the ability to step in for the board chair as needed. Board members reported that the treasurer has expressed interest in becoming the next board chair and that the board chair has included him in the monthly check-in meetings with the interim executive director. Board members reported that there are plans to delegate tasks to the treasurer in preparation for the treasurer potentially becoming board chair.
- Board members described the process for recruiting, selecting, and training new members. Board members reported that they constantly review the current makeup of the board and look at what they are lacking in terms of experience, diversity, skills, and parent representation. Board members reported that they are currently looking for someone with human resources, legal, or accounting experience, as well as someone who is representative of the school community. Board members reported that an announcement is made at board meetings stating that there is an interest in recruiting new board members. Board members reported that board members recruit from their own networks and inquiries are sent to the chair of the board who vets the names. Next, the board reviews candidates' resume and has a conversation with the each candidate where they can ask questions. After that, the candidate then meets with the executive director, and finally the full board takes a vote. Board members reported that once a candidate has been voted onto the board, the chair is available to meet with the new member

to follow up about meetings, discuss the board bylaws, and that the board provides formal training through an attorney. Board members reported new members also participate in Department training and that they also receive professional development on diversity, equity, and inclusion.

APPENDIX A: ACCESS AND EQUITY

The longitudinal comparison data presented in the graphs of student enrollment and student indicators are intended to provide context for the charter school's recruitment and retention efforts²⁴. Information is displayed for the charter school and for comparison schools, which include all of the public schools in the charter school's region that serve at least one grade level of students that overlaps with the grade levels served by the charter school. All data displayed in these graphs are derived from DESE District and School Profiles (<http://profiles.doe.mass.edu>).

STUDENT ENROLLMENT

The graphs provide comparison enrollment percentages for four different subgroups of students: English language learners, first language not English, low income/economically disadvantaged²⁵, and students with disabilities. Each line on the graph represents the percentage of total school enrollment for a given school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing subgroup enrollment in the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average;
- a dotted **orange** line for the median²⁶ enrollment percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile²⁷ enrollment percentage of all comparison schools;
- a dotted **red** line for the comparison index²⁸;

²⁴ New statutory provisions related to Criterion 2 were established in 2010, and as specified in regulation, charter schools were first required to implement Recruitment and Retention Plans in 2011-12. Charter schools are required to receive Department approval for a Recruitment and Retention Plan to be reported on and updated annually. When deciding on charter renewal, the commissioner and the Board must consider the extent to which the school has followed its Recruitment and Retention Plan by using deliberate, specific strategies to recruit and retain students in targeted subgroups, whether the school has enhanced its plan as necessary, and the annual attrition of students.

²⁵ 2014-15 is the first year for which the category "Economically Disadvantaged" was reported, replacing the "Low-income," "Free Lunch" and "Reduced Lunch" categories used in 2013-14 and earlier. It is important for users of this data to understand that enrollment percentages and achievement data in the "Economically Disadvantaged" category cannot be directly compared to data in the "Low-income" category in prior years. Please see <http://www.doe.mass.edu/infoservices/data/ed.html> for important information about the "Economically Disadvantaged" category.

²⁶ The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

²⁷ The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

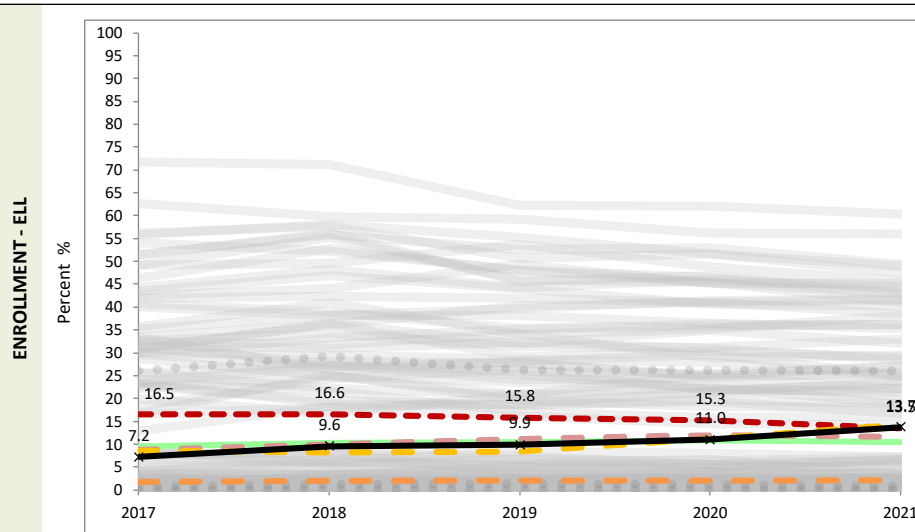
²⁸ The Comparison Index provides a comparison figure derived from data of students who reside within the charter school's sending district(s). The Comparison Index is a statistically calculated value designed to produce a fairer and more realistic comparison measure that takes into account the charter school's size and the actual prevalence of student subgroups within only those grade levels in common with the charter school.

- a dotted **pink** line for the gap narrowing target (GNT)²⁹; and
- solid **gray** lines for the enrollment percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

Though comparisons of subgroup enrollment data in a charter school to that of other public schools in a geographic area as provided in this appendix can provide some information regarding comparability of student populations, it is presented for reference only and primarily to determine trends within the charter school itself and to guide further inquiry. The subgroup composition of a charter school is not required to be a mirror image of the schools in its sending districts and region. The Department urges caution in drawing any conclusions regarding comparability of subgroup populations between schools and districts based on aggregate statistics alone. Enrollment of students in traditional public schools differs significantly from enrollment of students in charter schools. In particular, charter schools are required by law to use a lottery process when admitting students; traditional public schools must accept all students that live within the municipality or region that they serve. Specific caution should be used for special education enrollment data, as research by Dr. Thomas Hehir (Harvard Graduate School of Education) and Associates (Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report, August 2014) found that low-income students were identified as eligible for special education services at substantially higher rates than non-low-income students. Further, across districts with similar demographic characteristics, district behavior differed for special education identification, placement, and performance. Finally, it is important to note that student demographics for a charter school, particularly in the aggregate, will not immediately reflect recruitment and retention efforts; charter school must give preference in enrollment to siblings of currently attending students and are permitted to limit the grades in which students may enter the school.

²⁹ The gap narrowing target (GNT) refers to the halfway point between the school's baseline rate (which is the rate in the 2010-11 school year, or the first year enrollment data is collected if after 2010-11,) and the current Comparison Index (the "target"). The object is to meet this halfway point by the 2016-17 school year (or in a later year if baseline is after 2010-11), giving the school six years to do so. For a school to be on schedule to meet its GNT, an incremental increase must be met annually. To determine this increment, the following equation is used: $[(\text{Comparison Index} - \text{Baseline}) / 2] / 6 \text{ years} = \text{Annual GNT}$.

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)

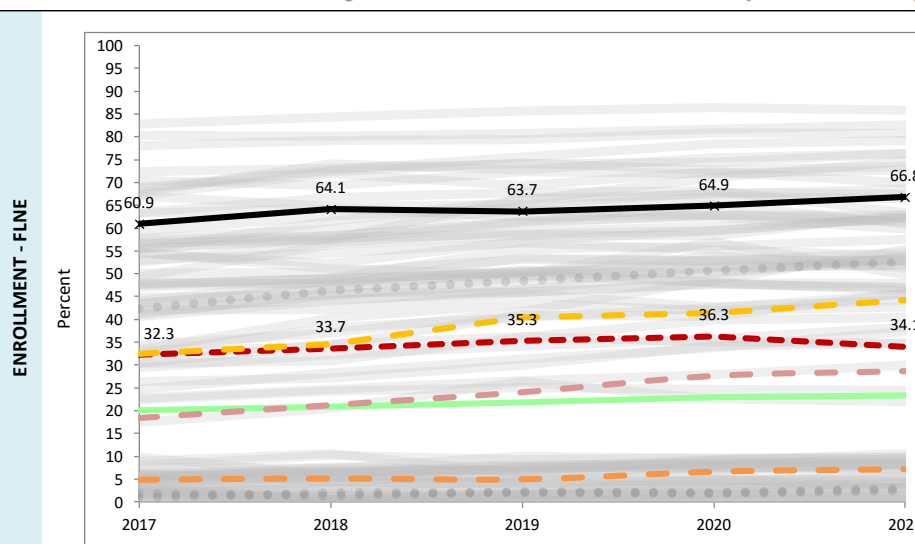


English Language Learners % Enrolled

	2017	2018	2019	2020	2021
Charter School	7.2	9.6	9.9	11.0	13.7
Statewide Average	9.5	10.2	10.5	10.8	10.5
No District Selected (District)					
Grades served per year	K-12	K-12	K - 12	K - 12	K - 12

Median	8.5	8.1	8.4	11.3	14.2
First Quartile	1.7	2.0	2.1	2.1	2.2
Comparison Index	16.5	16.6	15.8	15.3	13.5
Gap Narrowing Target (GNT)	8.7	9.9	11.1	11.9	11.6

— Charter School
 — Statewide Avg
 — District
 - - - Median
 - - - First Quartile
 - - - Comparison Index
 - - - GNT
 - - - Comp. Charter Schools
 - - - Comp. District Schools



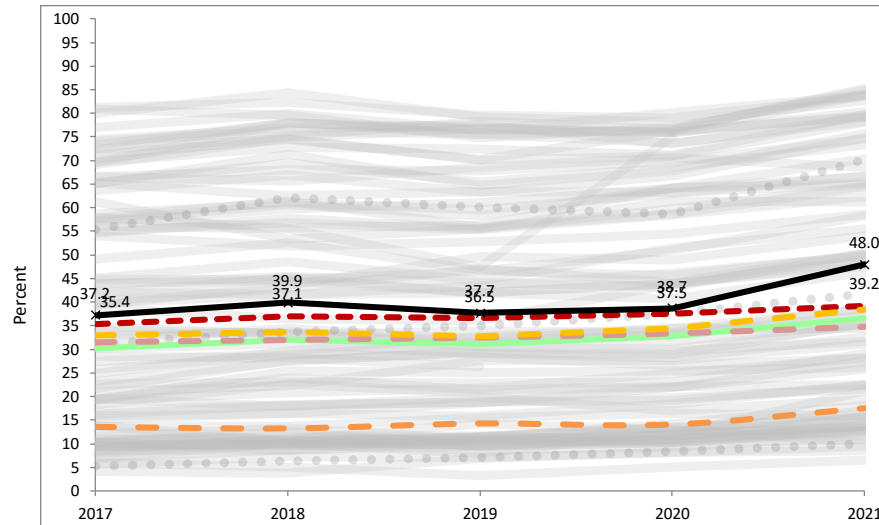
First Language Not English % Enrolled

	2017	2018	2019	2020	2021
Charter School	60.9	64.1	63.7	64.9	66.8
Statewide Average	20.1	20.9	21.9	23.0	23.4
No District Selected (District)					
Grades served per year	K-12	K-12	K - 12	K - 12	K - 12

Median	32.4	34.5	40.4	41.4	44.2
First Quartile	4.8	5.1	4.9	6.7	7.3
Comparison Index	32.3	33.7	35.3	36.3	34.1
Gap Narrowing Target (GNT)	18.5	21.3	24.1	27.6	28.7

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)

ENROLLMENT - Economically Disadvantaged

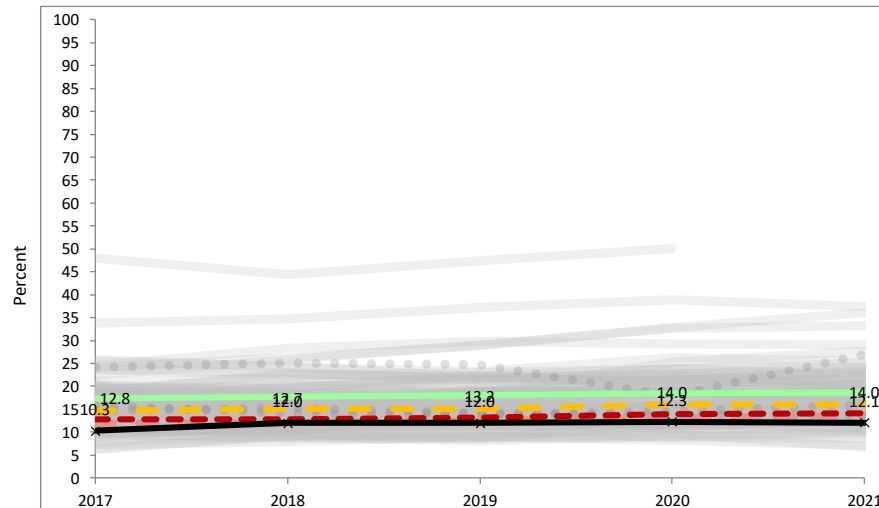


Economically Disadvantaged % Enrolled

	2017	2018	2019	2020	2021
Charter School	37.2	39.9	37.7	38.7	48.0
Statewide Average	30.2	32.0	31.2	32.8	36.6
No District Selected (District)					
Grades served per year	K-12	K-12	K - 12	K - 12	K - 12

Median	32.9	33.6	32.8	34.5	38.5
First Quartile	13.6	13.3	14.3	14.1	17.5
Comparison Index	35.4	37.1	36.5	37.5	39.2
Gap Narrowing Target (GNT)	31.5	32.0	32.5	33.4	34.8

ENROLLMENT - Students with Disabilities



Students with Disabilities % Enrolled

	2017	2018	2019	2020	2021
Charter School	10.3	12.0	12.0	12.3	12.1
Statewide Average	17.4	17.7	18.1	18.4	18.7
No District Selected (District)					
Grades served per year	K-12	K-12	K - 12	K - 12	K - 12

Median	14.7	15.0	15.1	16.0	16.1
First Quartile	11.6	11.9	12.7	13.2	13.8
Comparison Index	12.8	12.7	13.2	14.0	14.0
Gap Narrowing Target (GNT)	12.1	12.3	12.5	13.3	13.5

STUDENT INDICATORS

The graphs include comparison data for the following indicators: attrition rate³⁰ for all students, attrition rate for students in the high needs subgroup³¹, in-school suspension rate, out-of-school suspension rate, attendance, retention rate³², four-year graduation rate (if applicable), dropout rate, stability rate³³ for all students, and stability rate for students in the high needs subgroup. Each line on the graph represents a school or set of schools during the most recent five years. If available, data listed are displayed longitudinally across multiple years in line graph form, with:

- a solid **bold black** line representing the charter school;
- a solid **green** line for the statewide average;
- a solid **blue** line for the comparison district average³⁴;
- a dotted **orange** line for the median³⁵ percentage of all comparison schools;
- a dotted **dark orange** line for the first quartile³⁶ percentage of all comparison schools; and
- solid **gray** lines for the percentage in each individual comparison school (darker gray for charter schools, and lighter gray for district schools).

³⁰ The percentage of attrition, or rate at which enrolled students leave the school between the end of one school year and the beginning of the next.

³¹ A student is high needs if he or she is designated as either economically disadvantaged, ELL, former ELL, or as a student with disabilities. A former ELL student is a student not currently an ELL, but had been at some point in the two previous academic years.

³² The percentage of enrolled students in grades 1 and 2 who were repeating the grade in which they were enrolled the previous year.

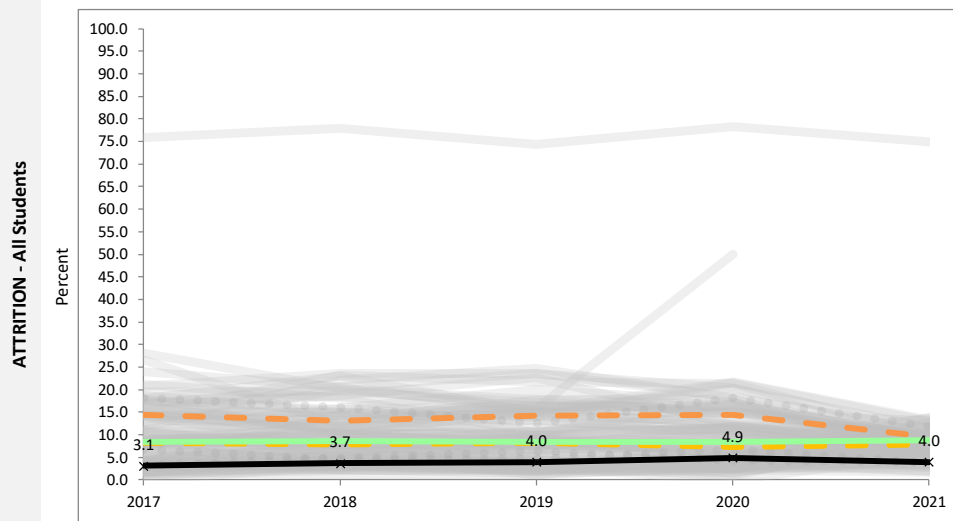
³³ The stability rate measures how many students remain in a district or school throughout the school year.

³⁴ District percentages are not included for attrition since attrition at the district level cannot be reasonably compared to attrition at the school level.

³⁵ The midpoint value of all comparison schools. This is derived using Microsoft Excel's MEDIAN function.

³⁶ The first quartile is the middle number between the smallest number and the median of all comparison schools. This is derived using Microsoft Excel's QUARTILE function.

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)



All Students
Attrition %

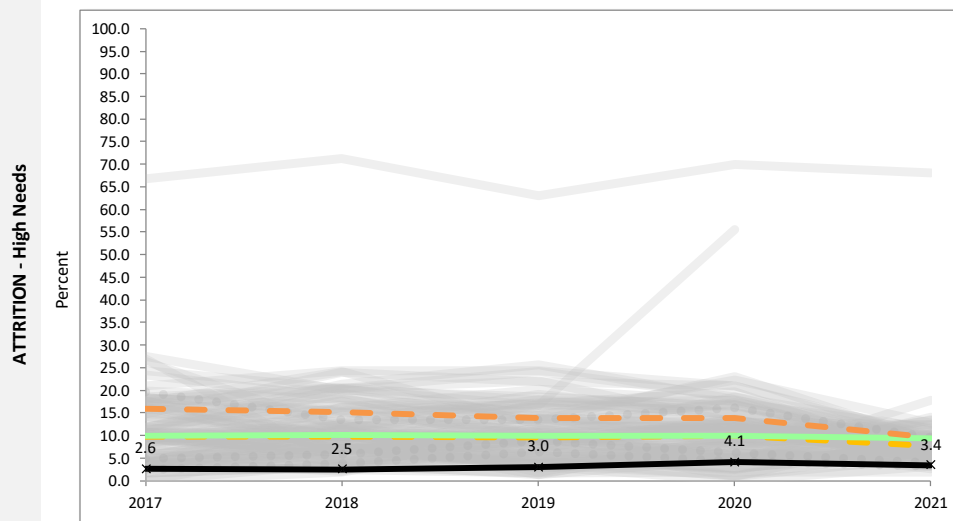
Charter School
Statewide Average
Grades served per year

2017	2018	2019	2020	2021
3.1	3.7	4.0	4.9	4.0
8.5	8.6	8.4	8.4	8.7
K-12	K-12	K - 12	K - 12	K - 12

Median
Third Quartile

2017	2018	2019	2020	2021
8.3	7.8	8.2	7.3	7.9
14.4	13.1	14.2	14.5	9.6

— Charter School — Statewide Average — Median - - - Third Quartile Comp. District Schools



High Needs
Attrition %

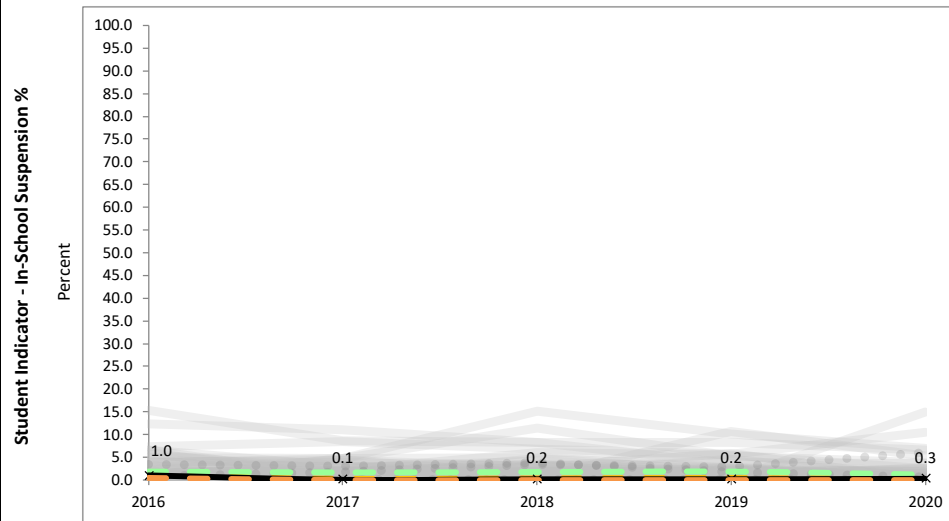
Charter School
Statewide Average
Grades served per year

2017	2018	2019	2020	2021
2.6	2.5	3.0	4.1	3.4
10.0	10.1	9.9	10.0	9.4
K-12	K-12	K - 12	K - 12	K - 12

Median
Third Quartile

2017	2018	2019	2020	2021
9.7	9.7	9.6	9.9	7.6
15.9	15.1	13.8	13.9	9.5

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)

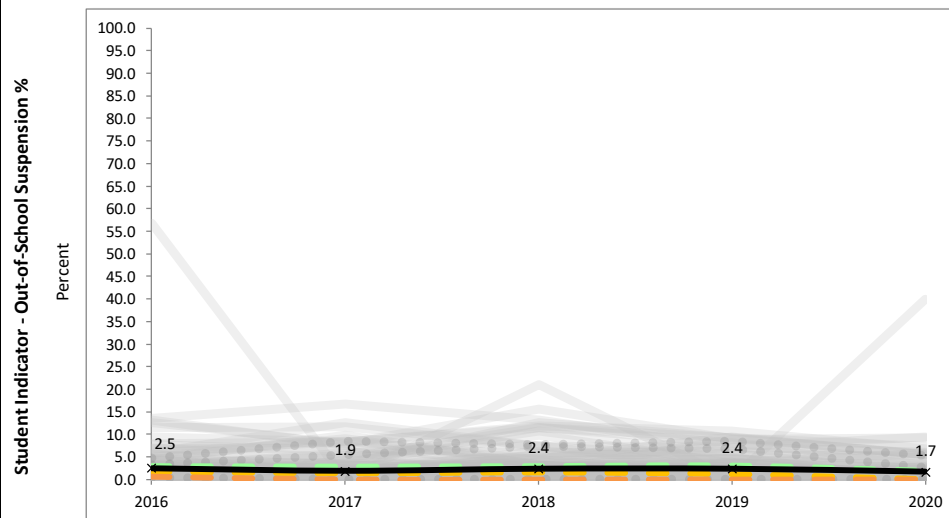


In-School Suspension %

	2016	2017	2018	2019	2020
Charter School	1.0	0.1	0.2	0.2	0.3
Statewide Average	1.9	1.7	1.8	1.9	1.2
No District Selected (District)					
Grades served per year	K-12	K-12	K-12	K - 12	K - 12

Median	0.9	0.2	0.3	0.4	0.0
First Quartile	0.4	0.0	0.0	0.0	0.0

Charter School Statewide Avg District Median First Quartile Comp. Charter Schools Comp. District Schools

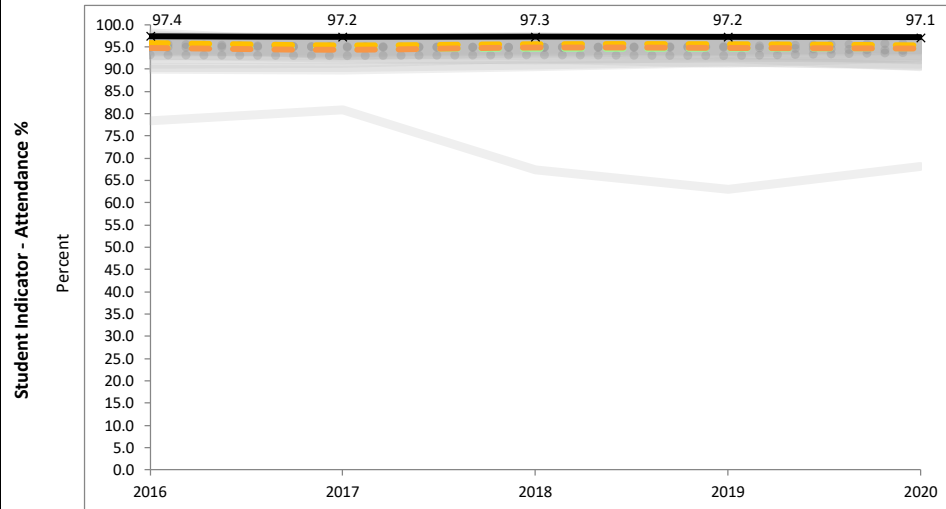


Out-of-School Suspension %

	2016	2017	2018	2019	2020
Charter School	2.5	1.9	2.4	2.4	1.7
Statewide Average	2.9	2.8	2.9	3.0	2.0
No District Selected (District)					
Grades served per year	K-12	K-12	K-12	K - 12	K - 12

Median	1.8	1.4	1.6	1.2	0.0
First Quartile	0.7	0.0	0.0	0.0	0.0

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)



Attendance %

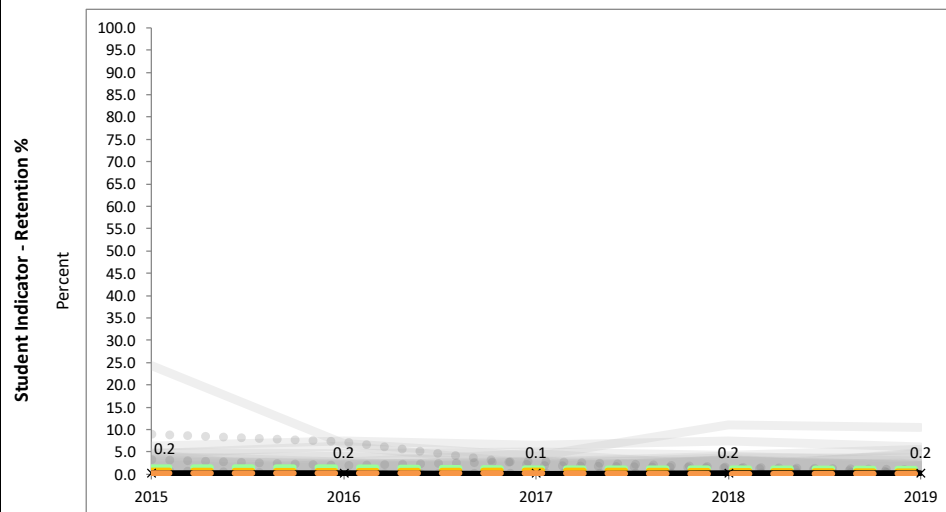
Charter School
Statewide Average
No District Selected (District)
Grades served per year

2016	2017	2018	2019	2020
97.4	97.2	97.3	97.2	97.1
94.9	94.6	94.6	94.6	94.7
K-12	K-12	K-12	K - 12	K - 12

Median
First Quartile

2016	2017	2018	2019	2020
95.8	95.4	95.6	95.6	95.4
94.8	94.4	94.9	94.8	94.7

Charter School Statewide Avg District Median First Quartile Comp. Charter Schools Comp. District Schools



Retention %

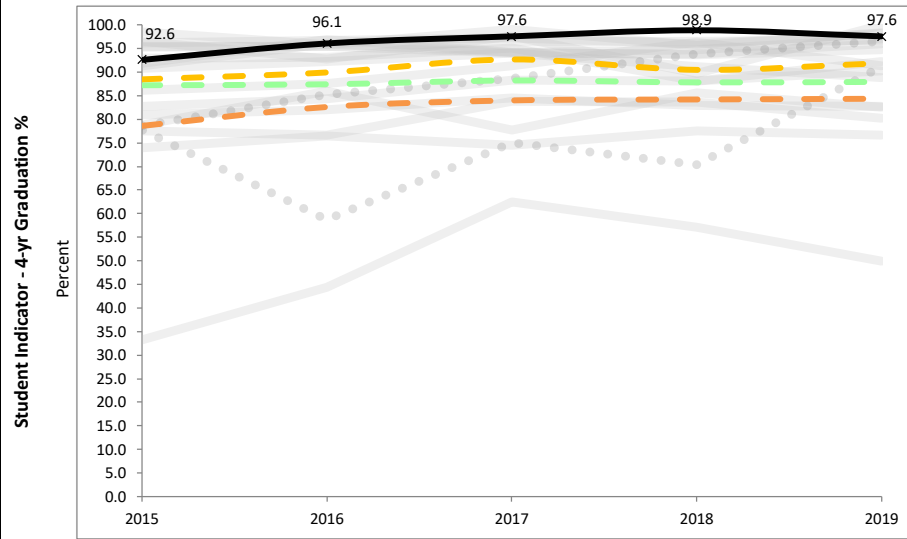
Charter School
Statewide Average
No District Selected (District)
Grades served per year

2015	2016	2017	2018	2019
0.2	0.2	0.1	0.2	0.2
1.5	1.5	1.3	1.3	1.2
K-12	K-12	K-12	K-12	K - 12

Median
First Quartile

2015	2016	2017	2018	2019
0.8	0.7	0.8	0.7	0.6
0.2	0.2	0.2	0.0	0.1

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)



4-Year Graduation %

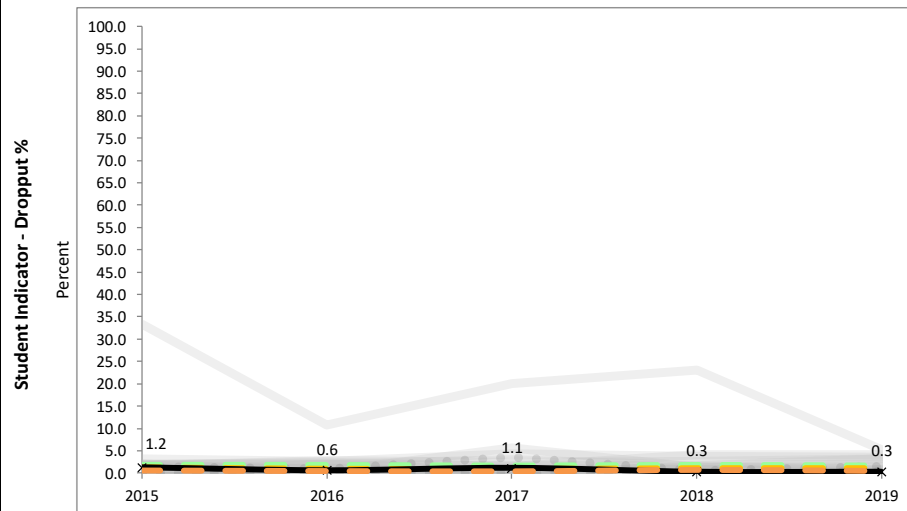
Charter School
Statewide Average
No District Selected (District)
Grades served per year

2015	2016	2017	2018	2019
92.6	96.1	97.6	98.9	97.6
87.3	87.5	88.3	87.9	88.0
K-12	K-12	K-12	K-12	K - 12

Median
First Quartile

88.5	89.9	92.7	90.5	91.9
78.7	82.6	84.0	84.2	84.3

Charter School Statewide Avg District Median First Quartile Comp. Charter Schools Comp. District Schools



Dropout %

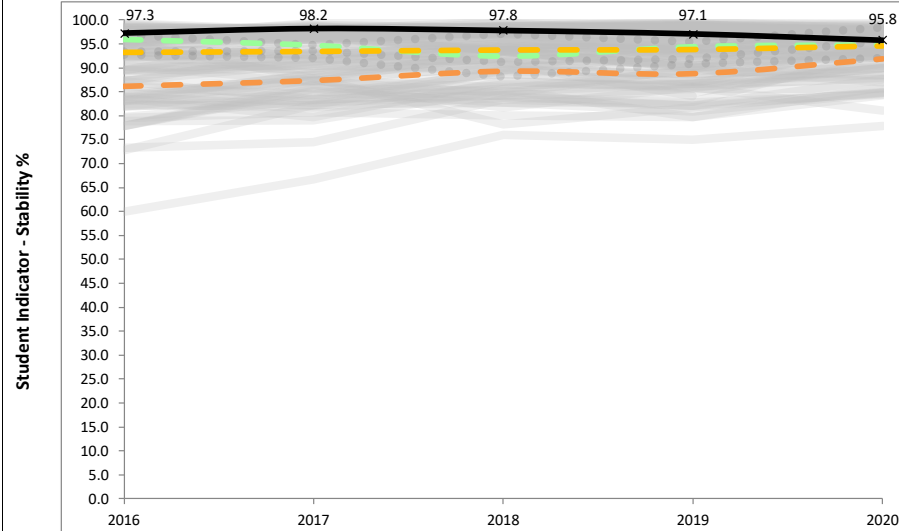
Charter School
Statewide Average
No District Selected (District)
Grades served per year

2015	2016	2017	2018	2019
1.2	0.6	1.1	0.3	0.3
1.9	1.9	1.8	1.9	1.8
K-12	K-12	K-12	K-12	K - 12

Median
First Quartile

1.4	1.0	0.9	1.1	1.1
0.6	0.4	0.3	0.7	0.4

Abby Kelley Foster Charter Public School - Worcester - Est. 1998 (Max Grade Span: K-12)



All students
Stability Rate%

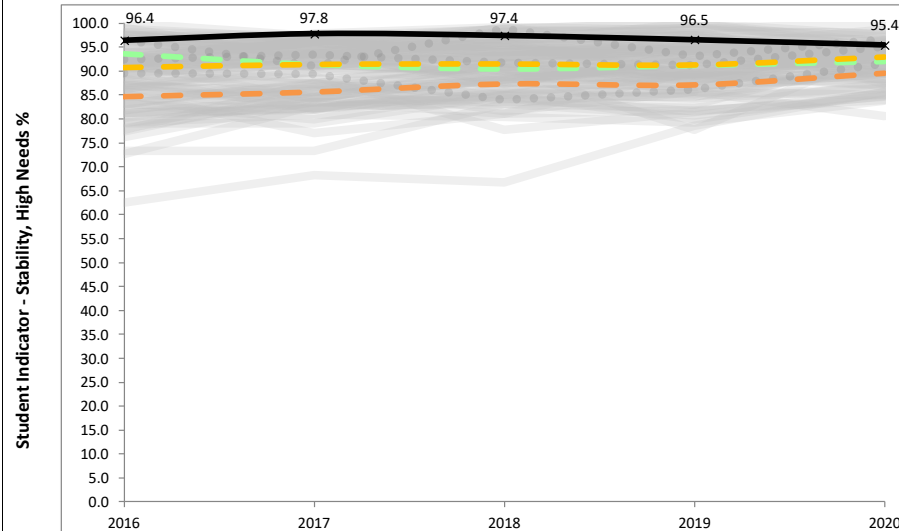
Charter School
Statewide Average
No District Selected (District)
Grades served per year

2016	2017	2018	2019	2020
97.3	98.2	97.8	97.1	95.8
95.9	94.7	92.4	94.4	94.8
K-12	K-12	K-12	K - 12	K - 12

Median
First Quartile

93.2	93.4	93.7	93.8	94.6
86.2	87.4	89.3	88.8	91.8

— Charter School — Statewide Avg — District — Median — First Quartile — Comp. Charter Schools — Comp. District Schools



High Needs
Stability Rate%

Charter School
Statewide Average
No District Selected (District)
Grades served per year

2016	2017	2018	2019	2020
96.4	97.8	97.4	96.5	95.4
93.6	91.4	90.5	91.2	92.0
K-12	K-12	K-12	K - 12	K - 12

Median
First Quartile

90.8	91.4	91.5	91.3	93.0
84.6	85.6	87.3	87.1	89.6

APPENDIX B: STUDENT PERFORMANCE

The following tables are taken from the [2019 Official Accountability Report for AKFCPS](#).

OVERALL RESULTS

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	59%	74%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	68%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	4	4	-	4	4	-	4	4	-	
	Mathematics achievement	3	4	-	4	4	-	1	4	-	3	4	-	
	Science achievement	0	4	-	-	-	-	1	4	-	0	4	-	
	Achievement total	7	12	60.0	8	8	67.5	6	12	47.5	7	12	67.5	
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	2	4	-	
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-	
	Growth total	6	8	20.0	6	8	22.5	7	8	22.5	5	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	11	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	1	4	10.0	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-	
	Additional indicators total	4	4	10.0	4	4	10.0	4	8	10.0	4	4	10.0	
Weighted total		5.9	9.6	-	7.2	7.6	-	7.0	10.7	-	6.3	10.3	-	
Percentage of possible points		62%			95%			65%			61%			-
Percentage of possible points by gradespan		78%						63%						
2019 Annual criterion-referenced target percentage		Weight of non-high school results:71%						Weight of high school results:29%						
		74%												

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2018 Points awarded

2018 Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	2	4	-	2	4	-	1	4	-	0	4	-
	Science achievement	2	4	-	-	-	-	4	4	-	0	4	-
	Achievement total	7	12	60.0	4	8	67.5	9	12	47.5	4	12	67.5
Growth	English language arts growth	2	4	-	2	4	-	4	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-	4	4	-	4	4	-
	Growth total	5	8	20.0	5	8	22.5	8	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	6	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	4	4	10.0	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	3	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0	7	8	10.0	3	4	10.0
Weighted total		6.0	9.6	-	4.2	7.6	-	8.0	10.7	-	4.6	10.3	-
Percentage of possible points		63%			55%			75%			45%		
Percentage of possible points by gradespan		59%						60%					
		Weight of non-high school results:70%						Weight of high school results:30%					
2018 Annual criterion-referenced target percentage		59%											

RESULTS FOR STUDENTS IN THE HIGH NEEDS SUBGROUP

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	62%	65%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	64%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets							
Indicator		High needs Subgroup (Non-high school grades)			High needs Subgroup (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	3	4	-
	Science achievement	0	4	-	3	4	-
	Achievement total	7	12	67.5	10	12	47.5
Growth	English language arts growth	2	4	-	3	4	-
	Mathematics growth	2	4	-	4	4	-
	Growth total	4	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	3	4	-
	Extended engagement rate	-	-	-	4	4	-
	Annual dropout rate	-	-	-	3	4	-
	High school completion total	-	-	-	10	12	20.0
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	2	4	-
	Additional indicators total	4	4	10.0	6	8	10.0
Weighted total		6.0	10.3	-	8.9	10.7	-
Percentage of possible points		58%		-	83%		-
Percentage of possible points by gradespan		58%			83%		
2019 Annual criterion-referenced target percentage		Weight of non-high school results:71%			Weight of high school results:29%		
		65%					

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2018 Points awarded

2018 Progress toward improvement targets							
Indicator		High needs Subgroup (Non-high school grades)			High needs Subgroup (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	2	4	-	4	4	-
	Mathematics achievement	2	4	-	0	4	-
	Science achievement	3	4	-	3	4	-
	Achievement total	7	12	67.5	7	12	47.5
Growth	English language arts growth	2	4	-	4	4	-
	Mathematics growth	3	4	-	4	4	-
	Growth total	5	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	4	4	-
	Extended engagement rate	-	-	-	0	4	-
	Annual dropout rate	-	-	-	4	4	-
	High school completion total	-	-	-	8	12	20.0
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	0	4	-
	Additional indicators total	3	4	10.0	4	8	10.0
Weighted total		6.2	10.3	-	7.1	10.7	-
Percentage of possible points		60%			66%		
Percentage of possible points by gradespan		60%			66%		
2018 Annual criterion-referenced target percentage		Weight of non-high school results:70%			Weight of high school results:30%		
		62%					

Subgroup percentile

This group's overall performance relative to the performance of the same subgroup in schools serving similar grades	
82	

DETAILED DATA FOR EACH INDICATOR

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	497.3	499.4	2.1	498.3	696	4	Exceeded Target
Lowest Performing	476.2	481.0	4.8	480.3	142	4	Exceeded Target
High needs	492.9	495.4	2.5	494.1	424	4	Exceeded Target
Econ. Disadvantaged	493.0	496.8	3.8	494.0	309	4	Exceeded Target
EL and Former EL	-	-	-	-	173	-	-
Students w/ disabilities	-	-	-	-	93	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	16	-	-
Afr. Amer./Black	496.1	498.5	2.4	497.6	387	4	Exceeded Target
Hispanic/Latino	492.4	493.6	1.2	493.4	136	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	18	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	138	-	-

English language arts achievement - MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	99.7	100.0	0.3	100.0	95	4	Exceeded Target
Lowest Performing	98.9	100.0	1.1	100.0	25	4	Exceeded Target
High needs	99.4	100.0	0.6	100.0	43	4	Exceeded Target
Econ. Disadvantaged	99.2	100.0	0.8	100.0	33	4	Exceeded Target
EL and Former EL	-	-	-	-	5	-	-
Students w/ disabilities	-	-	-	-	11	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Afr. Amer./Black	100.0	100.0	0.0	100.0	46	4	Exceeded Target
Hispanic/Latino	98.8	100.0	1.2	100.0	26	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	16	-	-

Mathematics achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	494.7	495.9	1.2	496.0	696	3	Met Target
Lowest Performing	471.6	477.9	6.3	475.3	142	4	Exceeded Target
High needs	490.1	491.0	0.9	491.4	424	3	Met Target
Econ. Disadvantaged	490.5	492.9	2.4	492.0	309	4	Exceeded Target
EL and Former EL	-	-	-	-	173	-	-
Students w/ disabilities	-	-	-	-	93	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	16	-	-
Afr. Amer./Black	493.5	494.4	0.9	495.0	387	2	Improved Below Target
Hispanic/Latino	490.4	492.2	1.8	491.8	136	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	18	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	138	-	-

Mathematics achievement - MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	95.2	95.0	-0.2	96.9	95	1	No Change
Lowest Performing	81.5	83.0	1.5	84.2	25	3	Met Target
High needs	91.5	93.6	2.1	93.8	43	3	Met Target
Econ. Disadvantaged	94.2	96.2	2.0	97.0	33	3	Met Target
EL and Former EL	-	-	-	-	5	-	-
Students w/ disabilities	-	-	-	-	11	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Afr. Amer./Black	93.8	94.6	0.8	97.2	46	2	Improved Below Target
Hispanic/Latino	93.8	92.3	-1.5	97.0	26	1	No Change
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	16	-	-

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Science achievement - MCAS Composite Performance Index (CPI) - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	71.0	65.0	-6.0	73.2	234	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	64.9	60.4	-4.5	67.7	128	0	Declined
Econ. Disadvantaged	65.3	64.6	-0.7	68.1	96	1	No Change
EL and Former EL	-	-	-	-	40	-	-
Students w/ disabilities	-	-	-	-	31	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	7	-	-
Afr. Amer./Black	66.7	63.2	-3.5	68.6	136	0	Declined
Hispanic/Latino	67.9	56.5	-11.4	71.6	46	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	39	-	-

Science achievement - MCAS Composite Performance Index (CPI) - High school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	97.7	95.8	-1.9	99.4	95	1	No Change
Lowest Performing	91.3	85.0	-6.3	94.8	25	0	Declined
High needs	97.0	94.2	-2.8	99.6	43	3	Met Target
Econ. Disadvantaged	98.3	96.2	-2.1	100.0	33	3	Met Target
EL and Former EL	-	-	-	-	5	-	-
Students w/ disabilities	-	-	-	-	11	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	6	-	-
Afr. Amer./Black	96.5	95.1	-1.4	98.2	46	1	No Change
Hispanic/Latino	97.5	94.2	-3.3	100.0	26	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	1	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	16	-	-

English language arts growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	51.4	578	3	Typical Growth - High	
Lowest Performing	53.3	141	3	Typical Growth - High	
High needs	49.6	338	2	Typical Growth - Low	
Econ. Disadvantaged	49.8	251	2	Typical Growth - Low	
EL and Former EL	-	118	-	-	
Students w/ disabilities	-	76	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	14	-	-	
Afr. Amer./Black	50.3	326	3	Typical Growth - High	
Hispanic/Latino	48.2	114	2	Typical Growth - Low	
Multi-race, Non-Hisp./Lat.	-	13	-	-	
Nat. Haw. or Pacif. Isl.	-	1	-	-	
White	-	110	-	-	

English language arts growth - High school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	55.0	94	3	Typical Growth - High	
Lowest Performing	41.0	24	2	Typical Growth - Low	
High needs	56.6	43	3	Typical Growth - High	
Econ. Disadvantaged	56.0	33	3	Typical Growth - High	
EL and Former EL	-	5	-	-	
Students w/ disabilities	-	11	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	6	-	-	
Afr. Amer./Black	46.7	45	2	Typical Growth - Low	
Hispanic/Latino	59.3	26	3	Typical Growth - High	
Multi-race, Non-Hisp./Lat.	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	-	16	-	-	

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Mathematics growth - Non-high school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	51.3	579	3	Typical Growth - High	
Lowest Performing	53.0	141	3	Typical Growth - High	
High needs	49.0	338	2	Typical Growth - Low	
Econ. Disadvantaged	50.2	251	3	Typical Growth - High	
EL and Former EL	-	118	-	-	
Students w/ disabilities	-	76	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	14	-	-	
Afr. Amer./Black	50.1	326	3	Typical Growth - High	
Hispanic/Latino	52.9	115	3	Typical Growth - High	
Multi-race, Non-Hisp./Lat.	-	13	-	-	
Nat. Haw. or Pacif. Isl.	-	1	-	-	
White	-	110	-	-	

Mathematics growth - High school					About the Data
Group	2019 Mean SGP	N	Points	Reason	
All Students	70.1	93	4	Exceeded Typical Growth	
Lowest Performing	56.1	23	3	Typical Growth - High	
High needs	74.6	42	4	Exceeded Typical Growth	
Econ. Disadvantaged	75.7	32	4	Exceeded Typical Growth	
EL and Former EL	-	5	-	-	
Students w/ disabilities	-	10	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	
Asian	-	6	-	-	
Afr. Amer./Black	69.8	44	4	Exceeded Typical Growth	
Hispanic/Latino	66.0	26	4	Exceeded Typical Growth	
Multi-race, Non-Hisp./Lat.	-	1	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	
White	-	16	-	-	

Four-year cohort graduation rate - High school								About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target (%)	N	Points	Reason	
All Students	97.6	98.9	1.3	99.4	91	4	Exceeded Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	100.0	98.0	-2.0	100.0	50	3	Met Target	
Econ. Disadvantaged	100.0	97.8	-2.2	100.0	45	3	Met Target	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	14	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	6	-	-	
Afr. Amer./Black	100.0	100.0	0.0	100.0	35	4	Exceeded Target	
Hispanic/Latino	-	-	-	-	25	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	23	-	-	

Extended engagement rate - High school								About the Data
Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason	
All Students	96.1	97.6	1.5	97.8	82	3	Met Target	
Lowest Performing	-	-	-	-	-	-	-	
High needs	94.3	100.0	5.7	98.2	60	4	Exceeded Target	
Econ. Disadvantaged	96.1	100.0	3.9	100.0	57	4	Exceeded Target	
EL and Former EL	-	-	-	-	-	-	-	
Students w/ disabilities	-	-	-	-	14	-	-	
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	
Asian	-	-	-	-	4	-	-	
Afr. Amer./Black	100.0	100.0	0.0	100.0	29	4	Exceeded Target	
Hispanic/Latino	-	-	-	-	15	-	-	
Multi-race, Non-Hisp./Lat.	-	-	-	-	2	-	-	
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	
White	-	-	-	-	32	-	-	

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Annual dropout rate - High school							About the Data
Group	2017 Rate (%)	2018 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	1.1	0.3	-0.8	1.0	364	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	0.0	0.7	0.7	1.0	144	3	Met Target
Econ. Disadvantaged	0.0	0.9	0.9	1.0	116	3	Met Target
EL and Former EL	-	-	-	-	4	-	-
Students w/ disabilities	-	-	-	-	43	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	22	-	-
Afr. Amer./Black	1.4	0.0	-1.4	1.3	154	4	Exceeded Target
Hispanic/Latino	0.0	1.1	1.1	1.0	89	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	88	-	-

Progress toward attaining English language proficiency - Non-high school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	56.2	54.5	-1.7	61.6	110	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	-	-	-	-	110	-	-
Students w/ disabilities	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Progress toward attaining English language proficiency - High school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	-	-	-	-	-	-	-
Lowest Performing	-	-	-	-	-	-	-
High needs	-	-	-	-	-	-	-
Econ. Disadvantaged	-	-	-	-	-	-	-
EL and Former EL	-	-	-	-	-	-	-
Students w/ disabilities	-	-	-	-	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

Chronic absenteeism - Non-high school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	2.2	2.0	-0.2	0.9	942	4	Exceeded Target
Lowest Performing	3.5	1.4	-2.1	0.0	142	4	Exceeded Target
High needs	3.2	2.6	-0.6	0.6	625	4	Exceeded Target
Econ. Disadvantaged	3.8	2.7	-1.1	0.1	374	4	Exceeded Target
EL and Former EL	-	-	-	-	318	-	-
Students w/ disabilities	-	-	-	-	126	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	25	-	-
Afr. Amer./Black	1.0	0.8	-0.2	0.0	502	4	Exceeded Target
Hispanic/Latino	4.9	2.9	-2.0	1.2	204	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	27	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	182	-	-

Abby Kelley Foster Charter Public School
Year 23 Site Visit Report

Chronic absenteeism - High school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	1.9	1.9	0.0	0.6	376	4	Exceeded Target
Lowest Performing	8.7	0.0	-8.7	3.9	25	4	Exceeded Target
High needs	3.7	2.5	-1.2	1.4	157	4	Exceeded Target
Econ. Disadvantaged	4.0	4.0	0.0	0.0	101	4	Exceeded Target
EL and Former EL	-	-	-	-	22	-	-
Students w/ disabilities	-	-	-	-	35	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	22	-	-
Afr. Amer./Black	0.0	0.6	0.6	0.0	178	4	Exceeded Target
Hispanic/Latino	6.7	6.9	0.2	2.9	87	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	6	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	82	-	-

Advanced coursework completion - High school							About the Data
Group	2018 Rate (%)	2019 Rate (%)	Change	Target	N	Points	Reason
All Students	80.0	75.9	-4.1	84.4	170	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	62.9	66.7	3.8	70.0	66	2	Improved Below Target
Econ. Disadvantaged	65.6	76.0	10.4	73.3	50	4	Exceeded Target
EL and Former EL	-	-	-	-	3	-	-
Students w/ disabilities	-	-	-	-	20	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	10	-	-
Afr. Amer./Black	80.3	74.6	-5.7	85.9	71	0	Declined
Hispanic/Latino	73.2	69.4	-3.8	79.7	36	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	5	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	1	-	-
White	-	-	-	-	47	-	-

Assessment participation - All students															About the Data
Group	English language arts					Mathematics					Science				
	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate	Enrolled	Assessed	%	Met Target?	Years in Rate
All Students	794	794	100	Yes	1	794	794	100	Yes	1	331	331	100	Yes	1

Assessment participation - Subgroups												About the Data
Group	English language arts			Mathematics			Science			Overall		
	Enrolled	Assessed	%	Enrolled	Assessed	%	Enrolled	Assessed	%	Total Enrolled	Total Assessed	Met Target?
High needs	470	470	100	470	470	100	173	173	100	1,113	1,113	Yes
Econ. Disadvantaged	344	344	100	344	344	100	131	131	100	819	819	Yes
EL and Former EL	180	180	100	180	180	100	46	46	100	406	406	Yes
Students w/ disabilities	105	105	100	105	105	100	42	42	100	252	252	Yes
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	22	22	100	22	22	100	13	13	100	57	57	Yes
Afr. Amer./Black	434	434	100	434	434	100	183	183	100	1,051	1,051	Yes
Hispanic/Latino	162	162	100	162	162	100	72	72	100	396	396	Yes
Multi-race, Non-Hisp./Lat.	21	21	100	21	21	100	8	8	100	50	50	Yes
Nat. Haw. or Pacif. Isl.	1	1	100	1	1	100	-	-	-	2	-	-
White	154	154	100	154	154	100	55	55	100	363	363	Yes

APPENDIX C: FINANCE

Massachusetts Charter School Financial Dashboard The Office of Charter Schools and School Redesign



Abby Kelley Foster Charter Public School

Indicators

Audit Review

Financial Highlights

Data Downloads



Financial Indicators

The metrics below measure potential financial risk, using the following indicators:

● Low Risk ▲ Moderate Risk ◆ High Risk

Metric	2016	2017	2018	2019	2020	5 Year Avg	FY20 MA Avg
Current Ratio	2.8 ●	2.2 ●	2.6 ●	2.6 ●	2.4 ●	2.5 ●	5.5 ●
Unrestricted Days Cash	152 ●	87 ●	134 ●	94 ⓘ	137 ●	128 ●	88 ●
% of Program Paid by Tuition	94% ●	94% ●	92% ●	89% ▲	100% ●	94% ●	94% ●
% of Program Paid by Tuition & Federal Grants	98% ●	98% ●	96% ●	93% ●	100% ●	97% ●	97% ●
% of Total Revenue Expended on Facilities	19% ▲	18% ▲	17% ▲	19% ▲	15% ▲	18% ▲	12% ●
% Change in Net Assets	2.4% ●	1.9% ●	0.7% ●	-0.2% ▲	9.3% ●	2.8% ●	3.8% ●
Debt to Asset Ratio	0.59 ●	0.57 ●	0.56 ●	0.55 ●	0.52 ●	0.56 ●	0.44 ●

Contextual Commentary from School:

School did not submit comment.

Unrestricted Days Cash Note for FY19:



Due to a delay in June tuition payments, there was a significant negative affect on Unrestricted Days Cash. For this reason, a risk indicator will not be applied for FY19. As a result, the 5-year avg for this metric will only be 4 years, FY16-FY18, FY20.

Massachusetts Charter School Financial Dashboard
The Office of Charter Schools and School Redesign

Abby Kelley Foster Charter Public School

Indicators

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Financial Audit Review

Audit Measure	2016	2017	2018	2019	2020
Is the audit free of Questioned Costs?	✓	✓	✓	✓	✓
Is the audit free of Instances of Noncompliance under GAAS?	✓	✓	✗	✓	✓
Is the audit free of findings of Significant Deficiency?	✓	✓	✓	✓	✓
Is the audit free of findings of Material Weakness?	✓	✓	✓	✓	✓
Did the audit include an unqualified opinion?	✓	✓	✓	✓	✓

Contextual Commentary from School:

School did not submit comment.

Financial Metric	Definitions	Low Risk	Moderate Risk	Potentially High Risk
1. Current Ratio	Current Ratio is a measure of operational efficiency and short-term financial health. CR is calculated as current assets divided by current liabilities.	≥ 1.5	Between 1.0 (inclusive) and 1.5	< 1.0
2. Unrestricted Days Cash	The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. Calculated as Cash and Cash Equivalents divided by ((Total Expenses-Depreciated Expenses)/365). Please note that the Department of Revenue was late making June, 2019 tuition payments to many charter schools.	≥ 60 days	Between 30 (inclusive) and 60 days	< 30 days
3. Percentage of Program Paid by Tuition	This measures the percentage of the schools total expenses that are funded entirely by tuition. Calculated as (Tuition + In-Kind Contributions) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
4. Percentage of Program Paid by Tuition & Federal Grants	This measures the percentage of the schools total expenses that are funded by tuition and federal grants. Calculated as (Tuition + In-Kind Contributions + Federal Grants) divided by Total Expenses (expressed as a percentage). Note: In-Kind Contribution are added to the numerator in this ratio to balance out In-Kind Expenditures which will be captured in the Total Expenses in the denominator, and ratios over 100% are set to 100%.	$\geq 90\%$	Between 75% (inclusive) and 90%	$< 75\%$
5. Percentage of Total Revenue Expended on Facilities	This measures the percentage of Total Revenue that is spent on Operation & Maintenance and Non-Operating Financing Expenses of Plant. Calculated as Operation & Maintenance plus Non-Operating Financing Expenses of Plant divided by Total Revenues (expressed as a percentage).	$\leq 15\%$	Between 15% and 30% (inclusive)	$> 30\%$
6. Change in Net Assets Percentage	This measures a school's cash management efficiency. Calculated as Change in Net Assets divided by Total Revenue (Expressed as a percentage).	Positive %	Between -2% (inclusive) and 0%	$< -2\%$
7. Debt to Asset Ratio	Measures the extent to which the school relies on borrowed funds to finance its operations. Calculated as Total Liabilities divided by Total Assets.	$\leq .9$	Between .9 and 1 (inclusive)	> 1
FY20 MA AVG Column	All financial metrics indicated in this column are averages of each calculated metric across all charter schools.			

APPENDIX D: RESOURCES

Following is a list of resources available through the Department or other organizations grouped according to the Charter School Performance Criteria. Some of the resources include links to federal, state, and Department requirements, but for the most part, these resources are not meant to be prescriptive. Instead, they are intended to provide information that may be helpful to effectively serve students. The resources included below are related to areas of concern identified in this report.

Criterion 3: Compliance		
Board of Trustees Requirements		
Board Member Management System (BMMS)	Upon beginning service on a board and each year thereafter, each trustee must meet several legal requirements set forth by the Commonwealth. The Department of Elementary and Secondary Education (Department) has developed the BMMS to distribute, collect, and maintain records of the completion of these requirements by active board members.	http://www.doe.mass.edu/charter/governance/?section=bmms
Open Meeting Law	The Attorney General's website provides guidance on following the Open Meeting Law, including the public body checklists used by Department staff when reviewing board meeting minutes for compliance with Open Meeting Law.	http://www.mass.gov/ago/government-resources/open-meeting-law/
Bylaws Checklist	Developing bylaws, the document that governs the activities of the board, is one of the activities of a charter school board of trustees. The Opening Procedures Handbook (OPH) has a resource section about the board's bylaws starting on page 12. In addition, Appendix A of the OPH includes the Criteria for Bylaws Checklist as a resource for boards to consider when revising their bylaws.	https://www.doe.mass.edu/charter/new/?section=handbook

Criterion 7: School Climate and Family Engagement		
Title	Description	Link
A Community Toolkit to Address and Eliminate Chronic Absenteeism	A set of action guides that provide information and resources to help ensure that all young people are in school every day and benefitting from coordinated systems of support.	http://www2.ed.gov/about/inits/ed/chronicabsenteeism/toolkit.pdf
Homeless Assistance	The Office for the Education of Homeless Children and Youth works to ensure the enrollment, attendance and the opportunity to succeed in school for homeless children and youth. They provide technical assistance and guidance to school districts and families and collaborate with other state agencies and community providers to support homeless families and their students. The site contains guidance for school districts and families, orientations for new homeless education liaisons, upcoming trainings, meetings and orientations, and data.	http://www.doe.mass.edu/mv/
The Wraparound Replication Cookbook	A practical guide focused on improving academic performance by systematically addressing students' social emotional and non-academic needs. It is based on the experience of several Massachusetts districts, and is organized according to the following key strategy areas: Addressing School Culture and the Social Emotional Aspects of Learning Rethinking Systems for Identifying and Addressing Academic and Social Creating Focused Partnerships & Coalitions	https://sites.google.com/site/masswazcookbook/
Multi-Tiered System of Support (MTSS)	The MTSS is a blueprint for school improvement that focuses on systems, structures and supports across the district, school, and classroom to meet the academic and non-academic needs of all students. The MTSS website includes links to a MTSS blueprint, Mobilization Guide, self-assessment, and a variety of helpful resources.	http://www.doe.mass.edu/sfss
Bullying Prevention and Intervention	These resources may be useful for schools when creating and updating local Bullying Prevention and Intervention Plans.	http://www.doe.mass.edu/bullying/

Safe and Supportive Schools	Providing a safe and supportive learning environment is a key to helping students develop essential skills and knowledge necessary for college and career readiness. A wide range of services and supports are needed to establish and maintain these learning environments. This web page outlines a number of Department of Elementary and Secondary Education programs and related resources that can help school districts and communities build safe and supportive learning environments for all students.	http://www.doe.mass.edu/sfs/safety/
Safe Schools Program for LGBTQ Students	The Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) offers a range of services designed to help schools implement state laws impacting LGBTQ students, including the state's anti-bullying law, gender identity law, and student anti-discrimination law.	http://www.doe.mass.edu/sfs/lgbtq/
Office of Student and Family Support (SFS)	The Office of SFS works to help further the Department's strategic priorities, including but not limited to supporting social emotional learning, health, and safety. These programs and initiatives promote a comprehensive and collaborative approach to help students gain the knowledge, skills and values needed to be well prepared for post-secondary options as well as a career and citizenship. The goal is to ensure that students acquire the necessary academic, social-emotional and physical competencies, and that barriers to learning are reduced and student potential is maximized.	http://www.doe.mass.edu/sfs/
Building a Culturally Responsive and Diverse Workforce	When educators at all levels in MA (including in schools, districts, preparation providers, and DESE) engage in strategic recruitment, development, hiring, and retention of individuals of color and create culturally responsive environments, then more racially and ethnically diverse individuals will enter and remain in the educator workforce. As a result, teacher and student experiences, as well as student outcomes, will improve.	http://www.doe.mass.edu/instruction/crdw/
Student Discipline	This site provides Massachusetts resources and information on discipline laws and regulations, checklists for implementation, a model high school protocol, and federal resources and information.	http://www.doe.mass.edu/sfs/discipline/

Drop Out Reduction	The DESE Dropout Reduction site is designed to offer information and resources related to high school dropout prevention, intervention, and recovery.	http://www.doe.mass.edu/dropout/default.html
Safe and Supportive Schools Self-Reflection Tool	This self-assessment tool for schools is designed to assess current activities and strategies that the staff and programs in your school engage in to create a supportive school environment. This tool is intended to assist with documenting current practices that support students' behavioral health at all intervention levels, ranging from the whole school community to individual students that require more intensive supports. It also examines the role of various school professionals and staff in providing these supports.	http://bhps321.org/

Abby Kelley Foster Charter Public School

2020-2021

Annual Report

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Submitted
July 30, 2021

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Name of School Abby Kelley Foster Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Worcester
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Auburn, Holden, Oxford, Leicester, Millbury, Oxford, Shrewsbury, W.Boylston, Worcester
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2007, 2013, 2018
Maximum Enrollment	1426	Enrollment as of (June 30, 2021)	1425
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (June 30, 2021)	472
Final Number of Instructional Days during 2019-2020 School Year	170		
School Hours	K-3: 8:30-3:30 4-12 7:25-2:10	Age of School as of 2020-2021 School Year	23
Mission Statement The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

We consider parents to be the primary educators of their children and encourage them to play an active role in the school community. The faculty is trained in developing positive relationships and communication with parents. In order to foster positive relationships with our families we host information sessions and encourage participation through parent groups, classroom volunteers and school activities.

Our character education program emphasizes self-respect, basic moral values such as honesty and integrity, and commitment to family and community. A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The school provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

As part of our mission, parents must share and engage their children in the importance of character education. Student behavior is managed through positive reinforcement using Responsive Classroom in the elementary school. Middle and high school behavior is managed using the School's Code of Conduct. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the school community. Community outreach has become an increasingly important component of our character education program. The district engages in a number of community service projects that support the school's character virtues throughout the school year.

The school's Code of Conduct is designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The Code of Conduct and accompanying parent compact clearly state school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

AMENDMENTS TO THE CHARTER

Date Submitted	Amendment Requested	Pending or Approved?
10/27/2020	Enrollment Policy	Approved 11/3/2020

ACCESS AND EQUITY

The school's in-school suspension and out of school suspension rates are below the state average. The discipline code has remained consistent throughout the term of our charter.

<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04450000&orgtypecode=5>

2020-2021 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1446	27	0.3	1.7	0
EL	167	0	0	0	0
Economically Disadvantaged	679	16	0.4	1.9	0
Students with Disabilities	186	7	0.5	3.8	0
High Needs	897	20	0.4	1.9	0
Female	777	11	0.1	1.3	0
Male	669	16	0.4	2.1	0
American Indian or Alaska Native	5	0	0	0	0
Asian	49	0	0	0	0
African American/Black	760	15	0.1	1.8	0
Hispanic/Latino	301	9	0.7	2.3	0
Multi-race, Non-Hispanic/Latino	50	1	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	280	2	0	0	0

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Professional Development re: Covid	MCPSA, webinar, zoom, conference call.	Director of Finance, Interim Executive Director	MCPSA; Christa McAuliffe Charter School; Sizer; Paulo Freire Charter; MLKCS; Kipp MA; Hilltown Charter; Salem Academy Charter	The district engaged in developing protocols regarding safe and healthy school based learning to open throughout the school year. Templates, staffing levels, parent and communication practices.
Professional Development --Parent Engagement	Webinar, zoom, conference call	MS Team, MS Principal, Interim Executive Director, Dir. Communications	Medford Public Schools, Southeastern Regional Vocational-Technical Schools	The district engaged in a Family, School, Community Partnership assessment with DESE and School & Main to determine how engaged families are with their student's education. Share best practices among other cohorts on engaging parents/families.
Academic Performance	Professional Development (MA Elementary Principals Association	Elementary School Principal	Central MA school administrators and Worcester Public Schools	The elementary school principal continues to share best practices regarding supports for diverse learners through the response to intervention model.
Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including biology and math.
Community Service	Community forums	Interim Executive Director	50 non-profits and other community leaders	Outcomes from these meetings included mask donations from private companies for our students, AKFCS lending surplus desks to Learning Pods at Girls Inc. of Worcester so they could run full day programs for students who were not yet back in school, and to assist with online learning, the creation of a caregiver technology website that assisted parents/caregivers in helping with technology troubleshooting. We also became a large food distribution site as we had access to more than 30 20lb boxes of food each week that we were able to distribute to our most needy families and community partners in addition to our nutrition program's supplies.

ACADEMIC PROGRAM

Abby Kelley Foster implemented the remote + model for the 2020-2021 academic year based on the following schedule:

- September 10, 2020 School opened for grades 1-12 (remote)
- September 14, 2020 School opened for grades 1-12 high needs students (hybrid)
- September 21, 2020 School opened for students in Kindergarten (hybrid)
- November 2, 2020 School opened for grades 1-3 (hybrid)
- January 11, 2021 School opened for grades 4-12 (hybrid)
- April 5, 2021 School opened for grades K-7 (in person)
- May 3, 2021 School opened for grades 8-12 (in person)

All staff worked from school throughout the pandemic (in FY 21) unless they had exceptions.

Curriculum, instruction, assessments and supports for all learners remained in place during the academic school year. However, the delivery of instruction, assessment and supports for all learners were modified throughout the school year as we transitioned to different learning models. The district welcomed back students in person, hybrid and remotely during the school year. Abby Kelley Foster placed a strong emphasis on returning to in

person learning at some capacity in the fall. The elementary school began school in the hybrid model in September for our youngest learners (Kindergarten) and gradually moved toward full hybrid model for all students K-3 in November. The middle and high school continued remotely until January.

The district maintained high expectations for students, faculty and staff throughout the school year. Teachers and administrators worked in person since August. The district utilized the 10 professional development days at the beginning of the school year to plan, develop and implement the different platforms to deliver high quality instruction remotely for all students. The district issued Chromebooks to all 1,426 students and had hot spots available for students and families requiring internet assistance.

All instruction was designed and delivered by the grade level/content area teacher in accordance with the established AKFCS curriculum which is aligned to the Massachusetts Curriculum Frameworks. The primary resource for student learning was the classroom and/or subject matter teacher. The learning management platforms utilized included Google Classroom and Zoom. Additional resources that were used during independent work time include IXL, Vocabulary.com, Epic, NewsELA, Freckle, NoRedInk, and others deemed appropriate by teachers and administration. Go Guardian was used to monitor content and contact students in real time while working remotely. Grading was completed using each school's typical grading system. Students were graded according to attendance/participation, in class work completion, projects, tests, and quizzes. Students in grades K-8 were assessed using the I-Ready assessment system which was conducted remotely in the fall, winter and spring. Students in the high school completed assessments in accordance with their course requirements.

The Department of Elementary and Secondary Education recognized that special education services needed to be delivered differently during the COVID-19 pandemic. Abby Kelley Foster Charter Public School provided students with disabilities, IEP services in accordance with DESE guidelines. Students with disabilities received their full IEP services, including related services in person, in the hybrid learning model or in full remote throughout the school year. The district held a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the necessary health and safety requirements.

Parents were contacted by their child's special education teacher to discuss and coordinate their child's IEP services for both in person and remote implementation at the beginning of the school year. Documentation regarding parent involvement was included in the IEP. The student's special education teacher was the primary contact for students, families, and general education staff during the school year. Annual review, initial and reevaluation team meetings were held throughout the school year in accordance with a student's IEP dates.

Abby Kelley Foster includes three buildings: ES K-3, MS 4-7 and HS 8-12 which were sanitized daily. All buildings adhered to the DESE school and safety protocols throughout the school year. The district purchased electrostatic sprayers which were used each night. High touch surfaces like door handles, light switches, handrails, etc. in each building were cleaned and sanitized throughout the day. Bathrooms were cleaned throughout the day not just at night. All members of the staff had access to PPE as needed and desks were placed 6 feet apart during the school year. The district participated in pooled testing on a weekly basis beginning in March, which ran until school closed in June. In all, more than 1,700 tests were conducted with zero positive results.

In order to provide students with additional academic services, the district offered summer school services at the high school, English learning services during the school vacation weeks and summer tutoring for our special education students. High school summer school took place in person and/or had the opportunity to attend an on line course. The special education department offered summer school for special education students in grades K-7 regardless if the services were included in the IEP.

The district plans to use MCAS and/or I-Ready data to determine academic programming for the 2021-2022 school year. The curriculum coordinators and building principals meet regularly to plan professional development, monitor instruction and implement supplemental services as necessary.

Abby Kelley was selected to be part of a DESE sponsored initiative focused on Family, School, and Community Partnership (FSCP). This FSCP Initiative was led by DESE in partnership with Pat Spradley, former chief of parent and community engagement for Springfield Public Schools, and the School & Main Institute. The work included 5 meetings with the consultants, focus groups of students, staff, parents (in multiple languages), board and community leaders. School and Main took the data from the focus groups, coupled that with survey data we shared from recent years, as well as our committee's self-assessment and helped us identify approaches to a district wide plan. This pilot initiative, based on the updated [Massachusetts Family, School, and Community Partnership Fundamentals - Version 2.0](#), will support the innovation and implementation of powerful family engagement strategies this year and beyond. South & Main consultants shared the initial findings from their focus groups, surveys, and other data they collected. Overall, AKFCS is in the participation phase with our relationship with families. We ask them to come to events and we share information with them. We are beginning the work to engaged families and move from participation to partnership, which will truly engage them in our work

The district held a district wide professional development sessions with our DEI Consultant/SME, Robert Jones. These sessions were mandatory for all employees of AKFCS. This first session focused on Microaggressions/Implicit Biased training; the second session focused on Understanding and Responding to Conflict to help with difficult conversations. Mr. Jones prepared interactive sessions in both cases which increased our staff's understanding of specific DEI topics.. The sessions have been in addition to the optional Conscious Dialogue Series and the Book Study all Director level leaders/directors from across the district , to meet to share, reflect and discuss the book White Fragility by Robin Diangelo, which was the same text studied last year by the administration and Board of Trustees. This will continue our common language and setting of norms as a practice to better equip staff at AKFCS for engaging with diverse students, families, and perspectives.

The interim executive director participated in many professional development sessions focused on Anti-Racism, Belonging, and Culturally Responsive Schools including those hosted by the Massachusetts Charter Public School Association, Elementary and Secondary Education (DESE) and other community groups leading work in this area.

STUDENT PERFORMANCE

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at <https://reportcards.doe.mass.edu/2020/DistrictReportcard/04450000>

Click on the [School and District Profiles website](#) link and click the Accountability tab or by clicking on link below.

<https://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04450000&orgtypecode=5&>

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The school made no changes to the organizational structure of the school and does not anticipate making any changes for the 2021-2022 school year. See **Appendix E**

TEACHER EVALUATION

Abby Kelley Foster Charter Public School continues to implement the Massachusetts Model System of Educator Evaluation.

COMPLAINTS The board of trustees did not receive any formal complaints.

2021-2022 BOARD OF TRUSTEE MEETING SCHEDULE	
Date/Time	Location
August 25 6:30 PM	High School Auditorium
September 22 6:30PM	High School Auditorium
October 27 6:30PM	High School Auditorium
December 15 6:30PM	High School Auditorium
January 26 6:30PM	High School Auditorium
March 23 6:30PM	High School Auditorium
April 21 & 27 6:30 PM	High School Auditorium
May 25 6:30 PM	High School Auditorium
June 22 6:30 PM	High School Auditorium

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Education Finance and Facilities	August 19 8:00 am	MS Conference Room
	August 20 8:00 am	
Education Finance and Facilities	September 9 8:00am	MS Conference Room
	September 17 8:00 am	
Education Finance and Facilities	October 14 8:00 am	MS Conference Room
	October 22 8:00 am	
Education Finance and Facilities	November 10 8:00 am	MS Conference Room
	November 19 8:00 am	
Education Finance and Facilities	December 9 8:00 am	MS Conference Room
	December 17 8:00 am	
Education Finance and Facilities	January 13 8:00 am	MS Conference Room
	January 21 8:00 am	
Education Facilities and Finance	February 10 8:00 am	MS Conference Room
	February 18 8:00 am	
Education Finance and Facilities	March 10 8:00 am	MS Conference Room
	March 18 8:00 am	
Education Finance and Facilities	April 14 8:00 am	MS Conference Room
	April 15 8:00 am	
Education Finance and Facilities	May 12 8:00 am	MS Conference Room
	May 20 8:00 am	
Education Finance and Facilities	June 19 8:00 am	MS Conference Room
	June 17 8:00 am	

BUDGET AND FINANCE

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	1426
Number of students upon which FY22 budget tuition line is based	1426
Number of expected students for FY22 first day of school	1426
Please explain any variances: Student withdrawals at the end of the school year were filled by the waitlist.	

Abby Kelley Foster Charter Public School
Statement of Revenues, Expenses and Changes in Net Position
For the year ended June 30, 2021 (unaudited)

Operating Revenue:	
Per-Pupil Tuition	19,156,659
Per-pupil transportation	1,244,598
Grants - Government	2,149,087
Other	150,909
Program specific grants - private	-
Total Operating Revenue	<u>\$ 22,701,253</u>
Operating Expenses:	
Personnel and related costs:	
Salaries	13,274,802
Payroll taxes and benefits	2,465,799
Recruitment Staff Development	56,136
Total Personnel and related costs	<u>\$ 15,796,737</u>
Direct Student Costs:	
Student Transportation	1,097,055
Food Services	173,331
Contracted Services	194,068
Instructional Software and Equipment	442,328
Office and classroom supplies	169,927
Other Student Activities	79,409
Total Direct Student Costs	<u>\$ 2,156,118</u>
Occupancy:	
Interest	728,235
Utilities	868,424
Facility Maintenance	638,788
Insurance	144,301
Equipment Lease	81,666
Other	7,834
Total Occupancy Costs	<u>\$ 2,469,248</u>
Other Operating Expenses:	
Professional Services	232,692
Contracted Services	37,586
Other	83,901
Dues and Subscriptions	71,150
Printing and Postage	17,213
Meetings and travel	27,479
Advertising	5,227
Total Other Operating Expenses	<u>\$ 475,248</u>
Depreciation	1,541,042
Total Operating Expenses	<u>\$ 22,438,393</u>
General Revenue:	
Interest income	27,062
Gain on disposal	-
Total General revenue	<u>\$ 27,062</u>
Changes in net position	\$ 289,922
Net Position:	
Beginning of Year	<u>\$ 22,849,356</u>
End of Year	<u><u>\$ 23,139,278</u></u>

Abby Kelley Foster Charter Public School

Statement of Net Position (Unaudited)

As of June 30, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	8,859,521.20
Accounts Receivable	6,866.66
Other Current Assets	218,360.22
Total Current Assets	\$9,084,748.08
Fixed Assets	37,273,918.30
Other Assets	0.00
TOTAL ASSETS	\$46,358,666.38
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	202,080.88
Credit Cards	7,839.30
Other Current Liabilities	2,570,295.91
Total Current Liabilities	\$2,780,216.09
Long-Term Liabilities	20,441,039.11
Total Liabilities	\$23,221,255.20
Equity	23,137,411.18
TOTAL LIABILITIES AND EQUITY	\$46,358,666.38

Abby Kelley Foster Charter Public School
Operating Budget
Fiscal Year 2022

Operating Revenue:		
Per-Pupil Tuition		20,828,322
Per-pupil transportation		1,235,000
Grants - Government		3,291,938
Other		115,000
Program specific grants - private		20,000
Total Operating Revenue	\$	25,490,260
Operating Expenses:		
Personnel and related costs:		
Salaries		13,747,470
Payroll taxes and benefits		2,901,515
Recruitment Staff Development		259,250
Total Personnel and related costs	\$	16,908,235
Direct Student Costs:		
Student Transportation		1,356,592
Food Services		447,808
Contracted Services		260,100
Instructional Software and Equipment		202,344
Office and classroom supplies		878,103
Other Student Activities		202,737
Total Direct Student Costs	\$	3,347,684
Occupancy:		
Interest		686,720
Utilities		870,034
Facility Maintenance		725,784
Insurance		154,241
Equipment Lease		84,000
Other		10,000
Total Occupancy Costs	\$	2,530,778
Other Operating Expenses:		
Professional Services		296,760
Contracted Services		44,000
Other		28,720
Dues and Subscriptions		47,836
Printing and Postage		5,500
Meetings and travel		383,100
Advertising		2,500
Total Other Operating Expenses	\$	808,416
Depreciation		1,704,729
Total Operating Expenses	\$	25,299,843
General Revenue:		
Interest income		3,000
Gain on disposal		-
Total General revenue	\$	3,000
Changes in net position	\$	193,417
Net Position:		
Beginning of Year	\$	23,139,278
End of Year	\$	23,332,695

Abby Kelley Foster Charter Public School Estimated 10 Year Capital Plan - FY2019 thru FY2027		
Location	Project Description	
Elementary	Front Replacement	\$ 10,000
Elementary	Lighting retrofit change current T12, T8 to LED	\$ 100,000
Elementary	Brick Repointing	\$ 50,000
Middle School	Exterior Stairwell Drain - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	BRM Space roof leak	\$ 50,000
Middle School	Plumbing - Enhance and segregation of plumbing,	\$ 100,000
Middle School	Lighting retrofit change current T12, T8 to LED	\$ 75,000
High School	Epoxy Flooring - Resurface epoxy flooring in kitchen	\$ 30,000
High School	Parking Lot	\$ 575,000
Middle School	HVAC Upgrade - Enhance HVAC for climate control.	\$ 2,500,000
System Wide	Security Camera Installation - Installation of security cameras throughout buildings and grounds.	\$ 120,000
System - Wide	Furniture Replacement - Annual allotment to replace one grade of classroom furniture per year.	\$ 650,000
System - Wide	Equipment Replacement - Annual allotment for replacement of maintenance and custodial equipment.	\$ 100,000
System - Wide	Life Safety Improvements - I annual; Allotment - improvement to existing life safety systems. Detection, suppression, etc.	\$ 200,000
Activity Center	Building Upgrades	\$ 65,000
Total 10 Year Estimated Capital Plan- Building & Grounds		\$ 5,000,000

Appendix A

	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme		
Measure: 70% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	98% of our 12 th grade students scored a 3 or higher on the International Baccalaureate exam. 100% of the full IB diploma students received their IB diploma.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings were held monthly in person and via zoom to monitor lesson planning using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator and/or the principal.
Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	All teachers and administrators attended two or more professional development sessions in their subject matter totaling Maintenance, food services and administrative support staff are not included in the data collection. Documentation by the curriculum coordinators and business office.
Measure: Over the course of the charter term, 50% of the core teachers in Grades 8-10 will be trained in the IB method.	Partially Met	Three teachers in grades 8-10 attended virtual IB training in the areas of biology, music and theory of knowledge.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Met	100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews regarding the IB approaches to learning. Of that number, the IB coordinator focused on Grade 110 research skills and plagiarism. Final teacher evaluations and observations are documented in TeachPoint.
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participating virtually and in person in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment. Student performances included IB assessments are maintained by the music director.

Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Met	The music department increased their visibility virtually during the school year including virtual concerts, you tube performances, and virtual musicals. Grade 6 Strings 8th and 9th grade First Virtual Performance final Grades 8-12 String
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	2020-2021 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.		
Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.	Partially Met	The District determined it was necessary to survey K-12 parents. The results of the survey have not been compiled at the time of this report.
Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.	Partially Met	Due to Covid restrictions the school could not host in person character virtue breakfasts. However, the school hosted virtual character awards which both students and parents attended.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	Met	50% of the families participated virtually regarding college planning, finance and/or IB information sessions. The sessions were hosted by the guidance and/or IB department. Documentation is collected by the guidance department.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.		
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	Partially Met	The class of 2021 requirement for community service hours was waived for the 2020-2021 school year due to Covid restrictions.
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Met	The elementary and middle school staff and/or coordinated community service activities to support Bucky's Food Pantry, Good Samaritan Food Pantry, Coalition for a Healthy Worcester, Earth Day Clean up and Abby's Attic. The school district held fundraisers for the families of the district who lost their home to a fire and those impacted by death of a family member due to Covid.
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to the intervention model and/or co-teaching model.	Met	The Elementary Principal met virtually with the principal of Nelson Place (WPS) to coordinate student support programming and special education services. Documentation maintained by the ES principal.
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the	Met	The HS IB teachers and IB Coordinator participated in virtual meetings in their

Guild of International Baccalaureate Schools (GIBS) of the Northeast.		subject matter throughout the school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation maintained by the IB coordinator.

Appendix B

School Name: Abby Kelley Foster Charter Public School

2020-2021 Implementation Summary:

The school has approximately 120 seats available annually for students entering kindergarten. The school admitted 120 students both siblings and residents for the upcoming school year. Kindergarteners are not immediately identified as special education students unless the school received an IEP from the previous school. Ten percent of the incoming Kindergarten class have an individualized education program. Students will be ACCESS tested based on the results of the home language survey in the fall.

Abby Kelley Foster Charter Public School enrollment campaign for the 2021-2022 academic school year began in October and concluded in February. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 120 Kindergarten students. Demographic data is not available until the school reopens and kindergarten screening will be completed in the fall for students who did not attend the May screening. The Special Education Director collaborates with the Community Healthlink, and the MultiCultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2021-2022 General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in January annually.
- Applications for grades K-6 are available on the school's website.
- The enrollment coordinator assists families with the application.
- The school implemented an online application in order to simplify the application process.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in each of the school newsletters.
- Enrollment Announcements (open house dates and deadlines) were on social media and websites.
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Monthly Kindergarten Open Houses October-January
- Parent Information Sessions (October-January)
- Established an enrollment hotline for parents to contact the school with enrollment questions.
- The school collaborates with the Assumption College School Counseling Program to recruit interns to work with our families and provide them with access to community resources including special education services and language support.
- The enrollment office collaborates with the school counselor, special education director and ELL coordinator to host parent meetings to educate our families regarding community resources.
- Community Partnerships 50 area non-profits (YMCA, Girls Inc, Friendly House)
-

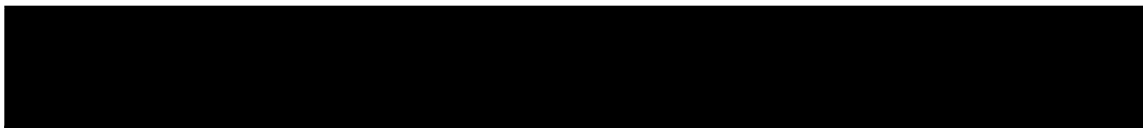
Recruitment Plan –Strategies 2021-2022
List strategies for recruitment activities for each demographic group.

Special Education

<p align="center">Special Education (a) CHART data</p> <p>School percentage: 12.1%</p> <p>GNT percentage:13.5%</p> <p>CI percentage: 14%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p align="center">(b) 2020-2021 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Due to Covid restrictions some strategies and partnerships were not available for in-person.. • The Special Education Director will collaborate with the Elementary School staff to provide information to kindergarten applicants regarding the school’s special education program. • The Special Education Director and/ or the Special Education Coordinator provides kindergarten applicants with information regarding the school’s speech and language programs. • The Special Education Director will collaborate with French River Education Center to share admissions information and related services. • The Special Education Director will consult with Assumption College’s Counseling program regarding supporting the city’s high needs population. • The Special Education Director will consult with the school’s outside service providers (related services providers) regarding the school’s enrollment process. • The Special Education Director will collaborate with the Multicultural Wellness Center, Boys and Girls Club, Girls Inc, YWCA, YMCA, and Friendly House to provide enrollment information for families with children with a disability. • The Special Education Director will collaborate with Assumption College School of Counseling to provide families with programmatic information. • The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The enrollment office will provide families with information regarding the school’s special education program. • The Special Education Director will review the special education programs with interested families as requested.
	<p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>The special education department will continue to be present for parent information sessions to educate parents regarding our programs and maintain partnerships with the MultiCultural Wellness Center and Community Health. Due to Covid restrictions in person meetings without community service providers were held via conference call. The incoming students in Kindergarten may not have been identified as requiring special education. Students entering</p>

	the 21-22 school year who previously attended WPS school have not been evaluated during the 2020-2021 school year. The students will be evaluated by AKFCS in the fall.
<p>EL (a) CHART data</p> <p>School percentage: 13.7 % GNT percentage: 11.6% CI percentage:13.5 %</p> <p>The school is GNT percentages and above CI percentages</p>	<p>(b) 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The English Learner Director will collaborate with the Enrollment office to participate in the open house sessions. • The EL Director participates in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • The EL Director will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as EL. • The Enrollment Office will ensure that translated information is available to families. • Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English learners services within the school and the community. • The school will provide information on the school's website regarding the EL program with applications available in Spanish, Portuguese, Twi Vietnamese, Polish which are our predominant languages. <p>(c) 2021 2022 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Economically Disadvantaged (a) CHART data</p> <p>School percentage: 48.0 GNT percentage:34.8% CI percentage: 39.2</p> <p>The school is <u>above</u> GNT percentages</p>	<p>(b) 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Abby Kelley Foster will provide enrollment information to area preschool programs including open house dates and application deadlines including but not limited to programs in the school's geographical area. • The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. • The school will provide enrollment information to Boys and Girls Club, Girls Inc, YWCA, YMCA, Friendly House and ArtReach a before and after school program for Worcester public school families • The Enrollment Coordinator will continue to coordinate with the after school program to host a parent information session.

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<u>Students who are sub-proficient</u>	<p align="center">(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Abby Kelley Foster Charter Public School will continue to review Worcester Public School demographic information provided by Worcester Regional Research Bureau. • Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. • The Special Education Director and EL Director will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. • Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. • Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions



<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.</p>
<p align="center">2020-2021 Implementation Summary:</p> <p>Abby Kelley Foster's current retention rate is 96% and has remained steady throughout the years. A member of the school administration continued the practice of speaking with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer.</p> <p>The enrollment coordinator meets with interested families and those who are transferring. The students transferring from Abby Kelley Foster at the end of the 2020-2021 school year are moving out of state, attending a vocational school, private high school or returning to their home district for more competitive sport programs. Our school cannot accommodate the vocational program many parents and students are seeking.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96%

Retention Plan –2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage:4.7 % Third Quartile:10.2 %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education annually.</p> <p>The special education director will meet with parents to discuss concerns and best practices for improving school communication.</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 2.5% Third Quartile: 10.3</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The school will continue to use the school's student information system to provide families with translated enrollment information, special education documents and school documents.</p> <p>The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request. The school guidance office will work with families to provide access to community resources.</p> <p>The school will offer parent information sessions regarding school academic and program information.</p>
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the school year. No retention strategies needed.</p>

<p><u>(a) CHART data</u></p> <p>School percentage:3.4 %</p> <p>Third Quartile: 9.7 %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs.</p> <p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2020-2021 Strategies</p> <p>The school will offer all students after school tutoring for students in grades 5-12.</p> <p>The school may offer before school tutoring for students in grades K-4.</p> <p>High school students with an average below a seventy in a core subject will be required to attend after school sessions.</p> <p>The school will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2020-2021 Strategies</p> <p>The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.</p> <p>The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out.</p>

Appendix C

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	772	54.1
Asian	49	3.4
Hispanic	278	19.4
Native American	8	0.6
White	247	17.3
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	72	5.1
Special education	172	12.1
Limited English proficient	195	13.7
Economically Disadvantaged	684	48.0

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Heidi Paluk, Interim Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2020	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Amy Puliafico, Middle School Principal	Implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2013	
Amy Emma, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	July 31, 2020 Retired
Amelie Tambollo, Director of ESL	Oversees the ESL program	March 12, 2008	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Alisha Carpino, Director of Finance and Operations	Administers and oversees all business transactions including budget development.	September 9, 2020	
Mike Grennon, Director of Facilities	Oversees the operation of the three school buildings and fields	January 1, 2019	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	158	0	9	Salary, school closer to home, retirement, moved out of state.
Other Staff	52	1	8	Retirement and reorganization of maintenance department

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2020- 2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Celia Blue	Chair	Finance Facilities	3	9/6/2011-6/30/2014 7/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-6/30/2023
Patrick Royce	Treasurer	Finance Facilities	2	12/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-7/1/2023
Randy Schmid	Resigned January 2021	Finance Facilities	2	9/26/2013-6/30/2016 7/1/2016-6/30/2019 7/1/2019-6/30/2022
Shelley Yarnie	Clerk	Education	1	7/1/2017-6/30/2020
Bibiche Zagabe-Ndiku	Member	Finance Facilities	0	2/29/2020-6/30/2022
Amy Vernon	Member	Education	0	4/6/2020-6/30/2023
Jei Park	Member	Education	0	10/6/2020-6/30/2023

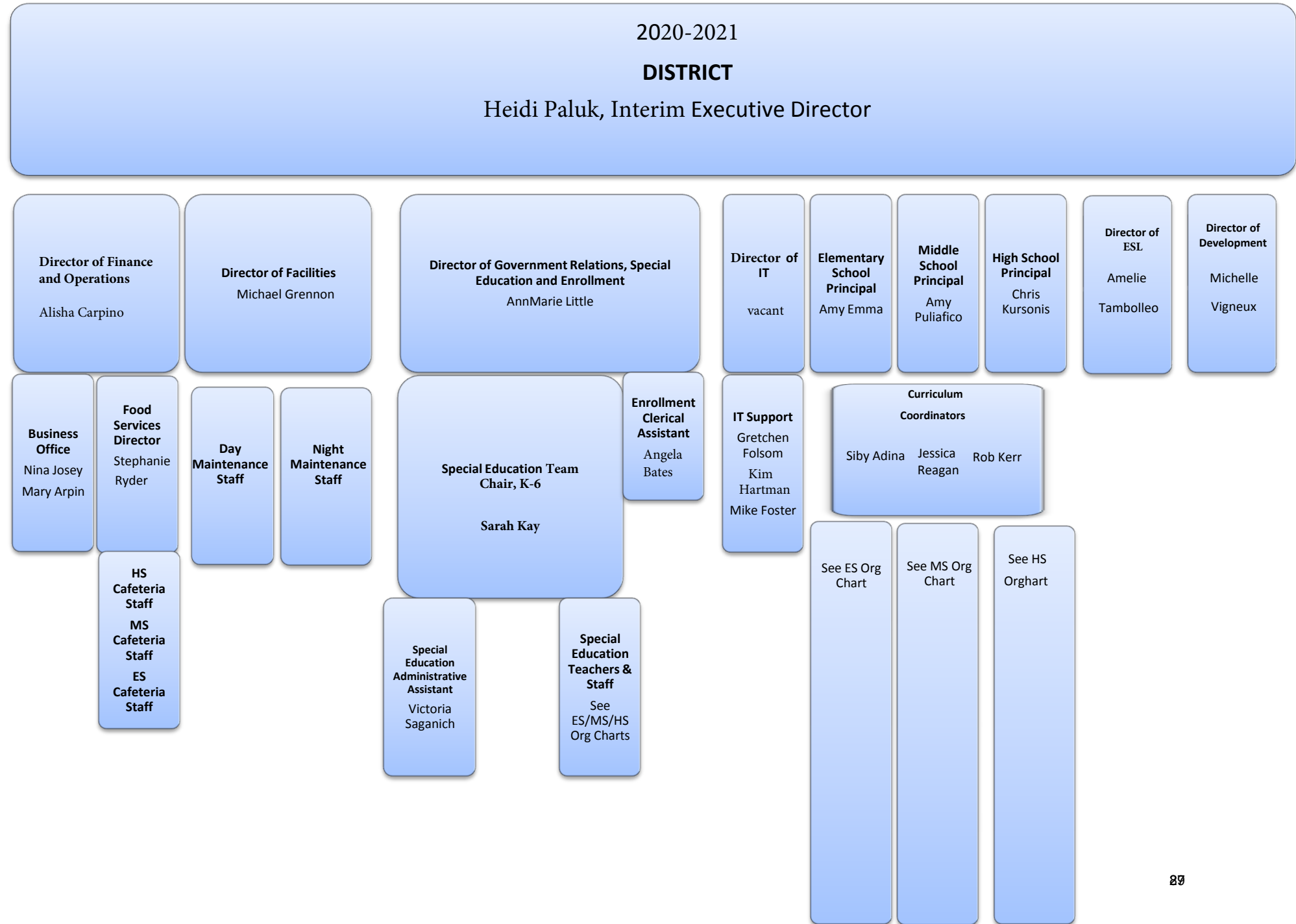
Position	Name	Email Address	No Change/ New/Open Position
Interim Executive Director	Heidi Paluk	Hpaluk@akfcs.org	New
Board of Trustees Chairperson	Celia Blue	cblue@akfcs.org	New
Special Education Director	AnnMarie Little	amlittle@akfcs.org	No Change
MCAS Test Coordinator	Robert Kerr, Jess Regan	rkerr@akfcs.org jregan@akfcs.org	No Change
SIMS Coordinator	Gretchen Spencer	gspencer@akfcs.org	No Change
English Language Learner Director	Amelie Tambolleo	atambolleo@akfcs.org	No Change
School Business Official	Alisha Carpino	arcarpino@akfcs.org	New

Facilities

Location	Dates of Occupancy
K-12 10 and 6 New Bond Street Worcester, MA 01606	1998-Present

Enrollment

Action	Date(s)
Student Application Deadline	February 1, 2021
Lottery	February 25, 2021



Social Emotional Learning

Agenda and Points for Discussion

Where to Start?

Implementing a Social Emotional Curriculum is not a one and done curriculum. It is an investment in developing a culture that values self awareness, social awareness, empathy, self regulation skills, and responsible decision making. It is a mindset that becomes integrated into all environments.

The First Year

The first year should focus on several priorities:

Teach everyone (admin, teachers, students, families, staff, etc) what Social Emotional Learning/Social Emotional Intelligence is and how the district tends to implement it. Focusing on adult social emotional functioning will be critical this first year (Jim Dunn presentation end of last year - PowerPoint Presentation). Knowing the five core competencies (Self Awareness, Self- management, Social Awareness, Relationship Skills/Management, and Responsible Decision Making)

- Create SEL team (district vs. each school) and develop a mission statement and strategic plan. (CASEL guide plans)
- Implement a social emotional curriculum in all three schools. Focus on Tier 1. Engage in universal assessment and progress monitoring throughout the year using data.
- (Yale Center for Emotional Intelligence - Ruler Program) Have SEL team engage in this program/course? Other Adult focused SEL programs (Second Step).

Getting to Know Social Emotional Learning

Administration and Staff

It will be important to develop strong social emotional skills in the staff. Focusing on Adult SEL will be important, especially in the first year.

Small, but frequent PD moments to help not only develop an understanding and language for Social Emotional Learning, but to also engage in SEL exercises that help them better understand their own SEL experiences.

How can this be accomplished:

- Professional development can occur in:
 - Staff meetings (15 minutes)
 - Newsletters
 - Monthly focus groups with grade level teachers and staff that review SEL concepts.
 - Offering PD for staff to sign up and possibly an incentive for signing up for the PD. (Could be offered monthly).
 - Offering time during SEL Team Meetings or Guidance Meetings for teachers to attend and discuss students.
 - Posting videos on wellness/stress/etc.
 - Google Classroom for Social Emotional⁹³ Functioning

Family Social Emotional Learning

It will be important to work with families and help them understand the SEL concepts and rubric. So that what we are teaching and exposing to students and staff at school is bridged to home.

Preparing letters to go home to families about how SEL will be monitored, assessed and implemented. How will those SEL results be used? Provide families with description of SEL and what it is. (5 competencies - Refer to Jim Dunn presentation as example.)

Providing support and workshops for parents to engage in SEL development. These workshops could be held in the evening or during the school day via Zoom. Record workshops that parents can access at anytime. Specific presentations for students in Special Ed, Tier 2 and Tier 3 interventions. Survey parents on what information they would want to learn about in terms of SEL.

Develop a newsletter/email blast/postings that goes home to families that discuss SEL issues.

Student SEL

Begin implementing SEL Curriculum in the schools

- Second Step Curriculum - elementary School- developing fidelity of the program.
- Piloting programs in middle/high schools. What worked last year, what didn't work.

MTSS:

Developing a universal screening program and progress monitoring system as well as developing a system for how students move through the different tiers and what interventions are offered. (See word notes on MTSS Tiers for each school and guidance counselor responsibilities).

Utilize panorama for this?

Assessing Social Emotional Functioning in Students

Within an MTSS model, a student's social, emotional and behavioral needs are monitored on a regular basis. Data plays a role in monitoring progress.

Research consistently shows that students academic success is tied to a students social, emotional and behavioral functioning.

Students with strong social emotional functioning have fewer behavior problems and are better able to tolerate stress and overcome obstacles (Resiliency). This is a protective factor for mental health functioning.

Tier I

SEL instruction focuses on all students - not just the students that are at risk.



Data Driven Decision Making

What data do we use and how
do we obtain it and use it?

What kinds of data can be used to
help assess social emotional
functioning?

- Performance Data
- Social, Emotional, Behavioral
data
- Improvement Data

Performance data

Performance data is:

- Attendance- attendance often coincides with emotional health, GPA, behavior issues, etc. If attendance changes for a student that is data.
- Behavior incidences- how do we qualify and what counts? How do we report that data? Suspensions, detentions, trips to the principal's office?
- GPA's- changes in grades, engagement in school, all data points to monitor. Also recognizing that students with high GPA's may also experience social emotional setbacks and problems.
- Flagging students who are at risk of struggling academically- special ed students, english language learners, etc.

Social Emotional Behavioral Data

SEB data sheds light on why a student is struggling

SEB screening helps identify the root causes of why students are struggling, which can save valuable time and resources.

Example: Two students are struggling in reading: One child is identified as lacking the foundational knowledge for reading (phonological process, for example) and would benefit from reading intervention. There were no concerns from SEL data collected that there were any social emotional issues interfering with child's ability to learn. Therefore, an appropriate reading intervention is provided. The other student is suffering from (trauma, anxiety, etc) and is not able to concentrate in class. This student is also struggling in reading. This intervention may be focused on counseling or helping student to gain counseling in the community. Some students may exhibit both learning and social emotional concerns... interventions are then targeted in both areas. Teachers/staff should have an understanding of how emotional concerns impact students' ability to learn.

Improvement Data

Improvement data is progress monitoring - this data allows the MTSS team to know how well an intervention is working.

Universal screenings are also considered improvement data- Universal screening of all students helps us gain insight into the SEB needs of the student. Progress monitoring helps us adjust interventions so they are more effective.

What is Universal Screening?

How it works:

- A universal assessment given to all students may indicate that a high number of students are experiencing high levels of anxiety. Teachers, staff and family can use this information in a proactive, strength based manner to start a Tier I, II or III intervention.
 - A Tier 1 intervention may be a teacher educating students about how to effectively manage stress. Follow up screenings may indicate a need for Tier 2 or Tier 3 supports.
- Universal assessment also helps us see if the intervention should be the student, the teacher or the class. Is the teacher's SEL impacting the student?
- Provides a proactive way to intervene on students that are struggling rather than waiting to see externalizing behaviors. Intervening before the problem becomes too overwhelming allows for the intervention to be more effective.

Best Practices

Universal screening measures work best when there is ongoing screening (approximately 3 times a year) Fall, Winter and Spring

- Helps us know how well students are developing SEB skills
- Does the intervention strategy need to be modified?
- Tailors the intervention toward the student-what specifically does this child need? Engages the family as well into helping the student. What interventions could occur at home?
- Data is used to show if particular SEB concerns are more prevalent within certain schools, grades, or classrooms
- Universal screenings can be self-report (4th grade and up), parent/caregiver report, as well as teacher reports.

What is Progress Monitoring?

This occurs when a student is receiving Tier 2 or Tier 3 intervention - we want to know if the intervention is effective. How are we going to measure it? How do we know when the student does not require the intervention? Has the intervention generalized into the classroom, at home, etc?

More than just informal check ins and the collection of pre and post data.

It is the ability to collect data on certain variables on an ongoing basis. Data points represent snapshots of a students SEB functioning has changed over time.

How to Select a Universal Screening Tool

Research and evidence based (what's the difference?) Evidenced based programs have backed up their program with evidence of the effectiveness. Research based programs are rooted in research and theory.

A screening tool should be statistically valid, reliable and accurate. Are we measuring what we want to measure?

A screening tool should be usable and feasible. Does not have to be complicated.

Appropriate for use in a school setting - it is addressing what the district wants it to address

Logistics

Who collects the screening data?

Parents, teachers, self report- fourth grade and up should do self reports. Third grade and below should be combination of parent and teacher.

Which screening tool will be used? Some examples - what is the cost of the screener?

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener)

BESS (Behavioral and Emotional Screening System)

Social Skills Improvement System Social Emotional learning (SSIS SEL)

Panorama Tools

When and how often should screenings be conducted? If done three times a year - does it coincide with other benchmark testing? Ideas given to teachers to have them complete in their class.

Logistics Continued

How should screening data be collected, stored and analyzed?

Paper and Pencil? Have to be hand scored and more labor intensive

District Developed survey administered through an online platform?

Online assessments (BESS, SSIS-SEL, SAEBRS)

For Progress Monitoring:

What variables should be monitored?

Which progress monitoring tool should be used and who collects the data?

When and how often should data be collected?

MTSS Interventions Elementary School

Tier I – Universal Supports – Focus on Prevention/Proactive Strategies 80% of students will master skills at this level. 55-65 % of school counselors time should be focused on Tier 1.

Program: Second Step: taught by social emotional teacher? – teaches foundational social emotional and self-regulation strategies. Implemented with all children in the classroom.

Set behavioral expectations for all students in the school (walk in hallways, keep hands to self) have recognition and correction systems

Communicating to parents about behavioral expectations

Responsive Classroom

Zone of Regulation

Adopting a School wide discipline policy

School wide and classroom rules that everyone is invested in

Guided practice of skills, role playing,

Second Step lessons taught as special, but daily practice of those skills within the classroom.

Verbally connecting behaviors with rules

Morning Meeting

Academic Choice

Logical Consequences

Student to Student Conflict Resolution

Communication with parents about behavior expectations

Use of Sensory Room

Access to Guidance

Use of Calming Corners

Character Education/Character Virtues

Letters To... have students write letters and get someone to help them with their problems.

Random Acts of Kindness Week

Bullying Prevention

Character Virtues

Watchdogs

Indirect services for Tier 1 include: School Counselor Newsletter, attending school team meetings, attending parent and staff meetings

How will we know if Tier I interventions are working? What is our current data telling us? Use of a universal screening measure to help identify more at risk students. When do we move students to Tier 2? 25-35% of your time should be focused on Tier 2 services.

The use of small groups for targeted skills and behaviors.

Lunch bunch

Social Skills club

Behavioral Regulation strategies

Check in/ Check out

This should complement what is being taught in the classroom at Second Step

Teaching Second Step strategies in the small group

Additional modeling, role playing, collaborative problem-solving

Problem solving with parents

Rearranging the environment in order to prevent the problem from happening

Use of a behavioral report card

Indirect Services for Tier 2: progress monitoring of students, needs assessment, family communication, teacher collaboration (how to reinforce taught behaviors in the classroom)

Data to be used for Tier 2 supports: the number of teachers recommending the student receive additional support, time spent out of the classroom, # of classroom incidents, special education status, number of absences. Progress Monitoring screener.

Having a generalization plan is key – how are the new behaviors being supported and generalized across environments? Communication between the teacher and the person doing the Tier 2 strategy must communicate regarding the student's behavior

School based fidelity measures:

Tier 2 supports are designed to be quick and efficient, with a small group of students

Tier 3: 5% of student will need this level of intervention. 10-15% of counselor's time is focused on Tier 3.

The use of FBA's and BIP's, individualized therapeutic supports (counseling, family engagement, community based providers)

Intensive individual support (personal crisis of students/trauma – need to provide short term counseling or support.

More one to one instruction that requires teaching him the skill to use.

Developing strategies that the student can use – targeted for each students unique needs- comprehensive approach

Solution focused, strength based counseling

Monitoring and assisting high risk students with behavior regulation, emotional regulation, academic tasks, time management.

Indirect services for Tier 3:

Crisis and Safety meeting/planning

51A's

IEP/504/ELL

Data used to move out of Tiers and into Tiers

- Office/bus discipline issues
- Suspensions
- Teacher requesting help due to behaviors in classroom.
- Monitoring progress
- Progress Rating Scales

Tier 4: Special Education

4 Step Problem Solving Process

Step 1: Defining the Problem: What exactly is the problem?

Step 2: Why is it occurring? What are the barriers to the students doing what is expected? Why is the desired goal not occurring?

Step 3: What are we going to do about it? Develop and implement a plan that is driven by results of the analysis.

Step 4: is it working? if not, who will the instruction/intervention plan be adjusted to better support the students or group of students' progress?

Documentation Guidelines

Data base system that stores the assessment data points. Should there be an explicit referral form for counseling services? Is there a self-referral form used?

Documentation to parents regarding SEL

Guidance Counselor Responsibilities

Documentation of Groups;

Title of Group, members, what the group was about and brief statement of student's participation in the group.

Individual Sessions – who, how long, nature of the meeting

Referral Documentation for Counseling?

Who referred

Parent information regarding Counseling in Schools

Parent information around SEL

Parent information around Executive Functions

ADHD support group for parents

Clinical Supervision –

Crisis Planning

Letters to Have kids write in letters to help solve problems

Teacher Supports

Teacher support groups

Teacher rewards programs

MTSS Tiered Interventions – Middle School

Tier I: Suggested Percentage of Time: 35-45%

Direct Services

- Delivery of school counseling core curriculum
- Learning Styles Assessments
- Data analysis and implementation of Programs
- Career Interests Survey
- School Wide implementation of Behavior Interventions
- Character Education
- Peer Leadership Programs
- Suicide/Self Harm prevention
- Parent/Guardian information sessions and meetings

Indirect Tier I services

- Develop a research based school counseling curriculum
- Team meetings with teachers
- Meeting with administrator to determine academic, social emotional, transition needs

Tier II Suggested Percent of Time: 25-35% of time

Direct Services

- Small group support to strengthen study skills, organization skills, test anxiety, stress management, coping strategies.
- Small group counseling identifying personal strengths and interests
- Small group counseling to increase motivation, increase and learn about executive functioning skills
- Leadership Groups/Attendance Groups
- Peer relationship Groups
- Support for LGBTQ students

Indirect Services

- Analyzing data to target students
- Progress monitoring of small groups
- Teacher collaboration
- Parent communication

Tier III Suggested Percent of Time 15-25% of time

Direct Services

- Individual intervention with academic and attendance concerns
- Short term individual counseling to assist with transitions, time management, executive functions,
- Collaborate to develop and monitor a student behavior/academic plan
- Solution focused brief counseling for crises

Indirect Services

- Crisis/Safety Meeting
- 51A filing
- RTI/504/IEP
- Collaboration with others

MTSS Tiered Interventions for High School

Tier 1 suggested percent of time – 40-45% of time

Direct Services

- Delivery of school counseling core curriculum/seminars in classrooms
- Instruction about developing and monitoring of education/academic goals and action plans
- Attendance initiatives
- Post Secondary/College Planning
- Course Selection
- Promote and Support student's extracurricular engagement
- Parent workshops for college planning/financial aid
- Instruction on resume writing, job searches, job interview prep
- Relationship management and anti-bullying curriculum
- Signs of Suicide training

Indirect Services

- Using Data to determine course placements
- Build a college going culture in the school

Tier II suggested percentage of time – 25-30% if time

Direct Services

- Individual counseling for academic concerns
- Meeting to successfully meet graduation requirements
- Parent/teacher meetings
- Identify strengths and interests, exploring career interests, entry level career
- Career counseling/coaching
- Small group support with social skills, executive functioning, peer management, conflict resolution
- Support groups for LGBTQ
- Problem solving with students
- Peer conflict mediation

Indirect Services

- Consultation meeting with SPED/ELL staff
- Collaborate with parents
- Letters of Recommendations

Tier III: suggested percentage of time: 20-25%

Direct Services

- Short term individual counseling to assist with transitions, time management, and executive functioning competencies.
- Collaborate to develop academic interventions for high risk students
- Intensive individual planning and advising to support post high school options
- Connection to community supports
- Collaboration with colleges/post-secondary training programs
- Short term individual counseling (grief, relationships, executive functions, self-regulation issues)

Indirect Services

- Crisis/Safety meetings
- RTI/504/IEP/ELL
- Collaboration with community mental health counselors
- Ongoing student advocacy



Naira Joseph <njoseph@akfcs.org>

[All Staff] Fwd: AKFCS back to school information on CoVID for Staff

1 message

Heidi Paluk <hpaluk@akfcs.org>

Fri, Aug 6, 2021 at 2:40 PM

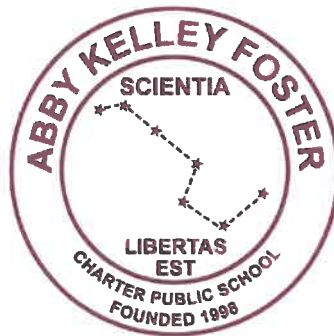
To: _ All Staff <allstaff@akfcs.org>

I certainly hope your summer is going well. This email will be going home to families later today as well.

Wishing you a great weekend.

best

Heidi



Back to School Information August 6, 2021

Good afternoon Abby Kelley staff and faculty:

I hope this email finds you well and you have had the opportunity to enjoy these few months of summer. We have been extremely busy preparing for the upcoming school year. Our IT department has been working to update student Chromebooks; the Facilities Department has been focused on refreshing our buildings and attending to some much needed improvements; and we have launched a new [District Website](#), which displays some of the much needed information students, staff and families require.

Similar to last year, patience, flexibility, kindness, and perseverance are fundamentally important to our success AGAIN this year. As of today, there are *very few* clear guidelines that have been issued--something we expect to change in the next few weeks as more information is gathered by health experts.

While we were hoping for a more normal return to school on August 25, there are some decisions, however, we will need to implement due to CoVID-19 and the current variants associated with the virus.

Abby Kelley will continue to prioritize the safety and health of our entire community. Therefore, here is what we do know so far:

- **Abby Kelley will have a mandatory mask policy for ALL staff, students, visitors, and volunteers.**

Similar to last year, masks should be a solid color with no graphics, letters, or patterns. This is a requirement for ALL persons regardless of vaccination status.

- **There is NO remote option for learning this year.**

The Commonwealth of Massachusetts has said we can not provide remote instruction this year. That means all students will need to be in person daily or it is considered an absence.

- **School will be 5 days per week (Monday-Friday).**

- The school day hours are specific to each building and can be found here.

- **Students will need to wear masks on buses to and from school.**

- All students who need transportation this year are able to ride the buses to and from school; bus schedules will be available no later than August 20, 2021.

- **Abby Kelley will continue with cleaning and sanitizing protocols daily.**

There are still so many aspects of this year that remain unknown such as quarantining restrictions, close contacts, and if CoVID testing will be available in school. We are still awaiting guidance on social distancing while eating and even some higher risk classes such as chorus and band. We continue to meet as an Administrative Council and wait for additional direction from our local Department of Public Health (DPH), the Department of Elementary and Secondary Education (DESE), and the Centers for Disease Control (CDC) to finalize future guidelines. I know you have more questions; we will continue to share information once we have it.

I know how disappointing it is that the start of the 21-22 school year will still require extra health and safety precautions. However, we are implementing these rules given the increase in CoVID transmissions, the variant prevalence, and the fact that much of our student population are not yet vaccinated.

Please join me at an optional online meeting just for faculty & staff on Tuesday, August 17 at 9:00 p.m. where we will share more information, guidelines, and

answers to specific questions you might have. In the meantime, please feel free to email me at hpaluk@akfcs.org.

We know that a partnership between home and school is important for our student's success. I am thankful for the continued hard work of you--the teachers and staff--and appreciate your continued patience and understanding.

Best

Heidi

Heidi Paluk
Interim Executive Director
Abby Kelley Foster Charter Public School
hpaluk@akfcs.org or 508-854-8400 ext 3635

Important Dates

Tuesday, August 17, 2021

**Back to School with CoVID District Webinar
Online Information Session / 9:00 a.m. STAFF**

Online Information Session/ 6:00 p.m. Families and Students

Please join Ms. Paluk, Interim Executive Director, and members of the Administration for an online Information Session regarding the reopening of school for the 2021-2022 school year, with a focus on COVID guidelines for students and staff.

Thursday, August 19, 2021

New Staff Report

More information will be coming from Principals and/or the Human Resource Specialist, Mariana Ravanales

Abby's Attic Sale

Location: Activity Center / 4:00-6:00 p.m.

The Elementary and Middle School PTOs will have gently used uniform pieces for sale for \$1 per piece. Follow the Elementary or Middle School PTO on Facebook for more details.

Monday, August 23, 2021

All Staff Report for Professional Development

More information will be coming from Interim Executive Director and/or Principals

Elementary School Supply Drop Off & Popsicles on the Playground

Location: Elementary School / 4:00-6:00 p.m.

Students in grades 1-3 and their families are invited to join Mrs. Gould, Elementary School Principal and other Abby Kelley students, families and staff for some playground fun and a popsicle, compliments of the Elementary School PTO. Bring your supplies from your school supply list and PTO volunteers will deliver them to your student's classroom

Tuesday, August 24, 2021

All Staff Report for Professional Development

More information will be coming from Interim Executive Director and/or Principals

Wednesday, August 25, 2021

First Day of School for students in grades 1-12

Please visit the [Abby Kelley Website](#) for additional information as the start of school approaches and watch for more emails from principals and Interim Executive Director.

Friday, August 27, 2021

Kindergarten Students Meet Your Teacher & Supply Drop-off

Location: Elementary School / 9:30-11:00 a.m.

Kindergarten students and their families are invited to come in-person to meet their Kindergarten teachers and bring [school and classroom supplies](#). Additional information will be sent to these families from the Elementary School.

Friday, September 3, 2021

No School--Labor Day Weekend

Wednesday, September 8, 2021

First Day of School for Kindergarten Students

Look for more information in your email or at the meet your teacher session on August 27 at 9:30 a.m.

Follow Abby Kelley on Social Media

For news and updates across the District, follow Abby Kelley on Social Media.

These links (below) bring you to the District's official pages



There are social media pages specific to the Elementary School PTO, Middle School PTO, High School Booster Club, and various student organizations as well. Be sure to follow them all to stay connected and informed.

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Topics for discussion for Education Committee Meetings
2021-2022 academic year
Draft

August

- Annual Report
- MTSS Overview
- DESE Report

September

- IB test/audit for FY22
- Enrollment Update
- Discipline Data review from previous year
- ELL summary of Access Testing

October

- MCAS
- Literacy/Math Committees K-12

November

- I-Ready Results (fall vs. spring 21)
- Parent/Family Community Partnership

December

- MTSS Update

January

- Budgetary implications (curriculum/software/subscriptions)

February

- I-Ready Results (fall vs. winter)

March

- Approval of 22-23 academic calendar

April

- Seal of Biliteracy

May

- College acceptances/Graduation updates

June



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Education Committee Meeting Minutes

Friday, August 13, 2021, 8:00 a.m. DIGITAL MEETING

<https://akfcs-org.zoom.us/j/92595894928?pwd=Wi94N29LY25hVFdIZjZ4Nmxd2htdz09>

Meeting ID: 925 9589 4928

Passcode: 714628

By phone: +1 929 205 6099 US **Meeting ID:** 925 9589 4928

The meeting was called to Order by Amy Veron at 8:05 a.m. The attendance was

recorded as follows: **Board/Committee Members:** Dr. Jie Park, Amy Vernon, Shelly Yarnie

Staff in attendance: Kelly Gould, Amy Puliafico, Chris Kusronis, AnnMarie Little, Dr. Caroline Cole, Amelie Cabral

The Committee reviewed the Meeting Minutes from the June 10, 2021 meeting. Ms. Vernon asked for a Motion to approve the June 10, 2021, Meeting Minutes. Ms. Vernon had a question on the acronym being used in the minutes between SEO and SEL and it was stated that this was interchangeable. Ms. Vernon had a follow-up question about the meaning behind a statement but it was clarified by Kelly Gould. The motion was made by Ms. Yarnie, seconded by Ms. Vernon.

Ms. Vernon began with introductions and introduced herself as the chair of the Committee and everyone else introduced themselves. Ms. Paluk then began with the site visit report. Ms. Paluk stated that the site visit was conducted in early May of last year and that it was supposed to be conducted in the spring of 2020. Ms. Paluk stated that with the Department of Education working at home and not being out on the road visiting schools they had more time to look at things that normally would not be looked at and it allowed them to dive deeper into some areas that normally they would not have. Ms. Paluk also stated that they interviewed several groups this year that they don't normally do. Ms. Paluk stated that rather than finding patterns across the board, it was more individualized. Ms. Paluk explained that there are several things in the report that gives us opportunities for improvement.



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Ms. Paluk explained that had the site visit been done in 2020 there would have been two years to look at some things and correct them before the charter renewal was written but that is not the case as the charter renewal is due August 1, 2022, and they are returning October 2022 for a site visit and there are things they will be looking for specifically. Ms. Paluk did state that she was happy to report that some of the things were already being worked on such as the MTSS model. Ms. Paluk explained that she expressed her disappointment that there wasn't more recognition in the report for how difficult this year was for everyone and how hard Abby Kelley Foster Charter school worked to bring students back.

Ms. Vernon then asked if there was anything in the report we felt that we need to work on that had not been on our agenda previously. Ms. Paluk explained that we just need to be more aware of things such as student discipline which came up as an example. Ms. Paluk explained that this was never an issue in the previous years and it was called to attention even though we were below the state average.

Ms. Paluk also stated that the mission statement for AKFCS came up also. Ms. Paluk stated that we recognize that the western civilization terminology in the mission statement doesn't apply to Abby Kelly today and we have in practice adapted to a more culturally and worldly view of information that we're having our students' review but our mission has not been updated to reflect that. Ms. Paluk explained that this is something that normally would not be one of the first things we tackled this year given everything else but we would need to look at it in the short term just to get ready for the charter renewal next year so that what we're doing in practice matches what our mission is. Ms. Vernon inquired whether the mission needs to be in place to do the charter renewal or we could put forward a mission amendment after the fact. Ms. Paluk explained that when you're doing a five-year charter renewal it's probably good to put in as much change as you need to in that one particular submission.



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Ms. Vernon then moved on to the next topic on the agenda which was the annual report. Ms. Paluk stated that an annual report that is submitted to the state is very prescriptive in terms of what we need to submit and there's not a lot of creative writing allowed. Ms. Paluk stressed the importance of the board understanding the areas that they're judging us on. Ms. Paluk also stated that these are things that we put down in our previous charter application that serve as an accountability plan so we have to continue to report on them even if they're not necessarily as relevant. Ms. Little explained that this is the student recruitment and retention plan. Ms. Paluk explained that the Annual Report must be posted on our website and it can be shared with the district Superintendents, elected officials like the mayor to showcase Abby Kelley.

Ms. Paluk stated that we don't proactively send it out but it is on our website so people can look at it. Ms. Yarnie stated that it seems like there's no opportunity to be able to accurately reflect what Abby Kelley is doing but it's just a blanket template that we just follow to which Ms. Paluk agreed. Ms. Vernon then questioned the plan on the table on page 5 and wanted to know if that including remote learners as well for this past year or was that just for people who are present in person. Ms. Little stated that the data is from last year and not this year right and it goes through March of 2020. Ms. Paluk stated when we see this next year we're gonna see a precipitous drop in these numbers and that we might have had one student in the elementary school encountered some challenges at the end of the year but other than that because the students that were in were not encountering major discipline issues with them.

Ms. Vernon then introduced Dr. Cole to provide her presentation. Dr. Cole began by stating that when we think about the social-emotional curriculum, it's not just a one and done but it's an investment in five core competencies of social-emotional learning; it's a mindset, culture, and way of thinking that becomes interwoven and integrated into all environments, not just the schools, but within homes and families and even in the community and providers that we work with. Dr. Cole explained that you are looking at three to five years of being able to fully implement a social-emotional learning curriculum. Dr. Cole stated that knowing what those five work competencies are and creating a team of people within the districts and really within each school helps develop the strategic plan of implementing this and setting goals of what we want to see in 5 years.



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Dr. Cole explained that for the majority of students, the focus will be on tier one, meaning engaging in universal assessment progress monitoring good classroom practices. Dr. Cole stated that engaging in social-emotional exercises also helps teachers and staff to understand their own social-emotional experiences because a dysregulated teacher cannot help a dysregulated student. Dr. Cole stated that part of building that foundation is taking care of the teachers and taking care of the social-emotional functioning of the teachers. Dr. Cole stated that some ideas that she had included professional development in the current staff meetings so you take 15 minutes to do an exercise with your staff or sending out newsletters that include social-emotional learning concepts such as working on mindfulness or resiliency, self-awareness, and social awareness throughout the years. Dr. Cole also suggested looking at a monthly group that meets with the teachers to reinforce concepts, especially for the students that are giving them a difficult time and how to manage it better but also giving them some guidelines on how to not get so stressed out dealing with a really tough student.

Dr. Cole stated that she has been in contact with Emma from Community Healthlink about developing Wellness videos that would focus on coping skills and having a Google Classroom to share social-emotional information. Dr. Cole explained that to incorporate our families we create that bridge from what we're teaching our students and our staff to home such as preparing letters to go home to the family about this and how it's going to be monitored or doing assessments and letting them know what those assessments are and how we're going to be using that, Dr. Cole explained that we would be providing support and workshops to the parents throughout the year that can also be recorded and have interpreters.

Dr. Cole stated that there will be a lot of education this year for everyone when it comes to learning what is SEL and what we're doing. Dr. Cole also stated that one of the pieces that were going to be looking at when we look at the students functioning was how they're reading and how they're doing in math because we assess for all of those things. Dr. Cole explained that we're also going to be looking at how are they doing socially and emotionally so it's developing a universal screening program which will be a way that we can monitor them and developing a system for how they move through those tiers. Dr. Cole states that this would allow us to know when a tier-one becomes a tier-two. Dr. Cole explained that information and research are abundant around the connection between academic success and the



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social-emotional and behavioral functioning of students. Dr. Cole stated that we're not just looking at the students that we screen but that every single person gets those social-emotional functioning interventions so people have access to all strategies.

Dr. Cole stated that there are a couple of ways to know when someone's social-emotional functioning needs to be improved by looking at performance data, attendance, and/or detention. Dr. Cole explained that when we look at the screening we're looking at everybody and everything and not just the academic piece to all of this because we want to shed light on why they're struggling and really what's the root cause. Dr. Cole stated that you would give these universal screenings several times a year to be able to look at who's at high risk and who might need more interventions. Dr. Cole stated that progress monitoring helps us adjust the interventions so we know that they're working or they're not working.

Ms. Paluk pointed out a few things after the presentation by Dr. Cole. Ms. Paluk stated that in the DESE site visit report, MTSS was mentioned a couple of times so this model is not wholly new to Abby Kelly because we had an RTI model for many years that worked with teams of teachers and others to look at students who are struggling and to put in place put those academic interventions in. Ms. Plauk explained that now we're bringing in the social-emotional interventions and that we're coupling that with the program that was already in place. Ms. Paluk explained that before the focus was more on the academic but that now we need to work on the social-emotional aspect. Ms. Paluk stated that MTSS has been around for a while and it's been a model that the state has recommended and that we are just adopting it at this point as it has been mentioned in our DESE report as a best practice and it certainly came up at the Special Education tiered focused monitoring visit as a best practice as well. Ms. Paluk then explained that this doesn't happen overnight and that we need to sequence getting the adults to buy in first before we can move into a more robust program. What that will look like two to three years from now depends on how things go.

Ms. Paluk stated that we have students that are coming back and in some cases, these students have not been out of their house for 18 months. Ms. Paluk stated that we should not underestimate that and we have to recognize that not only have they not been in school for 18 months but that they haven't really been out in society for 18 months and so that transition back to school is very fraught with several things. Ms. Paluk explained that MTSS gives us a K through 12 district-level approach to guidance and



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it gives us the ability to have a common language to talk to educators, parents, students and the Board. Ms. Paluk explained that this is something for all of us to work together on.

Ms. Vernon inquired about whether we knew what the universal screening tools were going to be and if we had a timeline. Dr. Cole stated that they have not made a decision yet but are leaning towards Panorama and are in the process of buying that and learn it because panorama has surveys for families and teachers. Ms. Vernon inquired if the surveys stay the same or change. Dr. Cole explained that it would be the same words for each three throughout the year so then you're able to compare you know where things were at the beginning of the year versus the end of the year. Ms. Vernon then requested an explanation of what a Tier 2 or 3 student would look like.

Dr. Cole explained that looking at an elementary level student at tier two, the intervention might be the lunch bunch, a social skills club such as check-in and check out so it could be around executive functioning such as do they have all their homework and are all of their things organized before they go. Dr. Cole also explained that it could be someone coming into the classroom and doing a friendship strategy in a small group setting and it can also be just sometimes be rearranging the environment within the classroom and helping a student use it. Dr. Cole stated that it also includes involving the parents and problem solving with parents. Tier 3, according to Dr. Cole, is where we're looking at a more individualized intervention such as doing a functional behavior analysis if there's been a personal crisis of a student and some trauma. Dr. Cole explained that this could include some short-term counseling or support and can involve developing more solution-focused strength-based one-to-one counseling for some students that might be at higher risk.

Ms. Paluk then gave an update on school reopening. Ms. Paluk explained that we are going to mandate masks as the state is leaving it up to everyone. Ms. Paluk explained that the vaccine is not available for children under 12 and based on information, it's going to be a while before everyone is vaccinated. Ms. Paluk stated that nurse Sarah did calculations and that we are at just about 50% of our students vaccinated and not having masks is not an option. Ms. Paluk stated that we would continue with the outside cleaning company and they will be here all year. Ms. Paluk stated that they would continue spraying the school at least once a week on Wednesdays and then again before the weekend. Ms. Paluk explained that the biggest change is going to be that there will be no social distancing in place. Ms.



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Paluk explained that we would not have been able to accommodate all of the students back if the social distancing measures were still in place. Ms. Paluk then explained that even though the specific foot measurement was not in place, she still felt that we should practice social distancing as much as possible.

Ms. Paluk stated that she had the pleasure of being on a panel for the Guardian Church of the Pentecost along with an Infectious Disease Control Doctor and they were invited to come and speak because many of the families at Abby Kelley are part of the church community and had questions about sending their children back to school. Ms. Paluk explained that she, along with the Doctor, did their best to explain to the families what was happening and did their best to mitigate their fears while having them understand that nothing is guaranteed which was part of the challenge. Ms. Paluk explained she has sent out one communication to families and again received quite a bit of positive response on mandating the masks and only had two families reach out saying they were not going to be sending their students back. Ms. Paluk stated that she would meet with staff on Tuesday morning and allow faculty to ask questions and hear what we are going to do for protocols. Ms. Paluk explained that Thursday the new staff come back and the following Monday the 23rd is when all staff report and there will be another safety update and protocol meeting reminding people of the mask mandate. Ms. Paluk explained that they are also waiting on DESE for clarification on what close contact means and what a quarantine period will mean this year. Ms. Paluk explained that she met with the nurses a few times already and everyone participated in a webinar yesterday or the day before on what kind of testing is going to be available in school and that there are a couple of different options.

Ms. Paluk states that Abby Kelly was one of the places that did the pool testing last year and that the name is changing to Routine COVID safety check. Ms. Paluk stated that she did not think they would use that option though as last year they didn't have a positive case come out in the pool but students/staff had symptoms and were testing positive. Ms. Paluk explained that the other two options that are available to us are symptomatic testing so we can do a rapid antigen test within 15 minutes and tell whether they're COVID positive or not and the test and stay option which meant that if staff/students are identified as a close contact the nurse can administer the rapid test to the close contact for five days and they can stay in school as long as every one of those tests continues to come back negative which means



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less quarantining for people who are not necessarily at risk of getting it but it also means more work on all of our nurses and that is part of the challenge. Ms. Paluk explained that the nurses have all of the students back to school and they have normal aches, pains, and headaches. Ms. Paluk stated that all costs are covered by the state and explained that we could hire an outside consultant to come in and be part of this but we don't know if that person is credentialed and we do not have much information on that.

Ms. Vernon inquired what things were going to look like at the different schools that were different from last year now that we don't have the social distancing in place. Ms. Gould began by saying that we will have small group tables back in classrooms this year where they weren't last year with the hope that students do not have to socially distance themselves and we can have them together. Ms. Gould stated that there would still be partitions and dividers and that the teachers are excited that they're going to be getting their areas back in the classroom so that will be different. Ms. Gould also stated that they were going to set the cafeteria up as though one day they would be using it but for now, everyone would eat in the classrooms.

Ms. Gould stated that that would be a shift with eating back in the cafeteria again but as of right now probably stay in their classrooms to eat without the social distancing requirements and still keeping the cohorts from mixing up. Ms. Cole explained that they would be bringing back the rug which is very important for the little ones. Ms. Gould explained that they did carry out an intervention group last year and they plan on continuing carrying out intervention groups this year.

Ms. Puliafico then provided an update. Ms. Puliafico explained that last year students stayed in their classrooms and teachers moved to them but that this year students will be moving between classes. Ms. Puliafico explained that grades four through seven will still be in a homeroom cohort that moves together. Ms. Puliafico stated that lunch wise, last year half the kids ate in the cafeteria and half the kids ate in their classrooms and that we would have the cafeteria set up but we may end up in that model again because we can probably get three feet without masks in the cafeteria but we can't get six feet by putting all the students in the cafeteria so she is hoping that there's a little more guidance that comes out around that but if not we'll go three feet without masks so still maintain some distancing in the classroom.



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Ms. Puliafico explained that things would return to normal looking in terms of being able to sit in groups and have their desks close to each other and that she planned on bringing back after school activities this year and that all grades this year would have recess and they will not have to wear masks when they are outside for recess. Ms. Puliafico stated that they added a health teacher which is something they've been trying to do for many years.

Mr. Kursonis stated that they would look exactly like they did on March 13th of 2020 except everyone's going to have a mask on and that includes sports also and that they would make changes as the circumstances change.

Ms. Vernon stated that she requested Ms. Paluk to put together an overview of what the agenda may look like on this committee throughout the year just so we would know what was coming up and inquired about any questions anyone may have. No one had any questions on it and were of the understanding that this calendar is adjustable. Ms. Vernon reviewed the upcoming meeting dates.

Ms. Vernon called for a Motion to adjourn. The Motion was made by Ms. Yarnie, seconded by Ms. Vernon and the meeting adjourned at 9:17 a.m.

List of Documents Provided:

DESE Site Visit Report

Annual Report

MTSS Powerpoint

Presentation

COVID & New Year Sheet

Overview of Topics Sheet