



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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

www.akfcs.org

Education Committee Meeting Agenda-DIGITAL

Friday, June 10, 2022 8:00 a.m.

<https://akfcs-org.zoom.us/j/91934191465?pwd=ZHB5b2pZWVJJMUwwSzlDZFdrRFZ5Zz09>

Meeting ID: 919 3419 1465 **Passcode:** 209196

By phone: +1 929 205 6099 **Meeting ID:** 919 3419 1465

- I. Call to Order- Ms. Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the May 13, 2022, Meeting Minutes
 - a. **Motion:** To approve the May 13, 2022, Meeting Minutes.
- IV. iReady Year-End Score Comparison- Curriculum Coordinators
- V. MCAS ELA Item Analysis- Curriculum Coordinators
- VI. Panorama- Dr. Caroline Cole
- VII. Access Testing- Ms. Amelie Cabral
- VIII. Charter Renewal Application Planning Process- Ms. AnnMarie Little
- IX. Planning for Next Year- Principals
- X. Motion to Adjourn

APPROVED

06.07.22 12:01 pm
City of Worcester, MA



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Education Committee Meeting Minutes- DRAFT

Friday, May 13, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/94596800263?pwd=OWJubGlrbmF2ZE0wRDd3a3V6cUVjUT09>

Meeting ID: 945 9680 0263 Passcode: 784667

By phone: +1 929 205 6099 US Meeting ID: 945 9680 0263

The meeting was called to order by Ms. Amy Vernon, Chair, at 8:05 a.m. The attendance was recorded and is attached.

The Committee reviewed the Meeting Minutes from the April 08, 2022 meeting. Ms. Vernon asked for a motion to approve the April 8, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Yarnie.

Mission Discussion

As requested, Ms. Little explained that the charter renewal information was sent to DESE. After review, Ms. Little stated that DESE notified her that they would not be processing the renewal. Instead, DESE suggested that we go through the charter renewal first and resubmit the amendment in January after the approval. Ms. Little explained that DESE felt that the changes to the mission statement were currently substantial and that this would be better handled after AKFCS had completed the charter renewal. Ms. Little explained that DESE felt that the charter renewal process would include information collected regarding the mission statement and, therefore, could use the information to create the new charter.

Ms. Vernon inquired about the concern about how we planned on assessing ourselves against the new mission statement. Ms. Little explained that the problem stemmed from how the measuring took place based on what is placed in the mission statement. Ms. Vernon questioned whether the message was more visionary than practical, to which Ms. Paluk explained that while it may be the case, they would take the following months to review it and bridge the gap. Ms. Paluk also explained that she would be informing the families of the update since the charter was not accepted.

Latin & French Discussion

Mr. Kursonis began by explaining that after reviewing the current language classes being offered and the current needs compared to the resources we currently have, it was decided that French would be provided as another language option. Mr. Kursonis explained that the handbook stated that one full year of Latin was needed and two additional years of Spanish or Latin. This was done to keep Latin as a language and provide that to students starting in grade 8. Mr. Kursonis explained that the requirement for graduation is there but not for grade 8, as he viewed graduation requirements for grades 9-12 only.

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Mr. Kursonis explained that there had been a steady decline in students who signed up for Latin, with only nine students in grade 8 signing up for it. Compared to the current students in the Spanish classes, it was determined that adding French would also lessen the load on the Spanish teachers.

Mr. Kursonis explained the two choices for Abby Kelley. The mass core requirement could be changed to state students taking two years of language classes in high school, but only students in grades 9-12. A foreign language would be offered to students in grade eight, but they would not be required to take Latin. Mr. Kursonis explained that students would take Spanish or French and have the possibility of taking IB for that language, which would be five full years of a language. Latin would not be offered unless the need for Latin grew among the students under this first option.

Mr. Kursonis then explained that the other choice would be to leave everything as it is, with students taking Latin starting in grade 8 and continuing as they enter grade 9 with either Latin, Spanish, or the added language of French. With this option, it was explained that another teacher would need to be added, which was not budgeted. It was also explained that the Spanish teachers are currently overloaded with almost 140 students each. It was also noted that a Latin teacher would also have to be hired, which is a task as our current Latin teacher is retiring. Mr. Kerr explained that the best option would be to change the graduation requirement as it is challenging to find a teacher to teach the language, and it would be best for the student population.

Ms. Vernon inquired about changing the graduation requirement, and Mr. Kerr explained that it was done internally. For colleges, it is just pointed out that the students took two years of language, not specified. Ms. Vernon inquired about removing Latin from the eighth grade. Ms. Zagabe-Ndiku stated that keeping it in the eighth grade would be beneficial. Still, if it cannot be maintained, that is okay. It was also noted that removing Latin would not jeopardize the current mission that we have in place, as it was just one of many examples that could be used. It was determined that this request to change the graduation requirement would go to the Board to vote.

College & Career Counseling

Mr. Penney explained that the percentage of students going to college, whether a two-year or four-year, is generally over ninety percent. He also explained that while some colleges have become more selective, this has allowed other colleges with fewer requirements to enroll students, and there is a need for students. Mr. Penney stated that he also had encouraged students to apply to schools that accept IB credits as credits can even fulfill first-year requirements for students, allowing them to take it off. Many students attend state schools because of affordability factors, where most students go. Many schools also removed tests for entrance, and most of our students were able to forego that.

Mr. Penney explained that he created charts for students to see the different schools and costs and the cost of out-of-state tuition. Mr. Penney noted that seventy percent of students went through a four-year college in the past ten years and twenty-five percent to a two-year college, and a minimal number in the military, trade school, and gap years. Mr. Penney also noted that the valedictorian was accepted into Princeton. Mr. Penney explained the current FASFA rates among the seniors and stated that there should be closer to ninety percent of students who would have processed their FASFA. Information sessions will be planned for students and families to assist with applying for college and financial aid.



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Ms. Yarnie inquired about whether a plan could be implemented to meet with state schools to speak on accepting toe IB credits. Mr. Penney explained that outreach had been done where IB was described, but the admissions team is not always the one who makes that decision. Mr. Penney assured the committee member that he would continue outreach to different schools in Massachusetts, and the hope is to increase the number of colleges that accept IB credits. Ms. Vernon inquired about tracking specific measurements for AKFCS students, such as the particular costs students are paying for 4-year colleges. Mr. Penney explained that while that is a large amount of data, he would attempt to create a chart for the most popular colleges that students have applied to.

Summer School

Ms. Paluk explained that summer school has not taken place for a few years outside of credit recovery for students and was not initially budgeted for. Still, as the school year progressed, the administration determined that the need for summer school for other grades became necessary apparent. It was explained that a survey went out to families of students who were having trouble academically and students who were in the MTSS process, and English learners, to which ninety-three percent of families stated they would like to see a summer program in place.

Ms. Gould explained that the last three weeks of July were the potential dates for summer school, allowing for more time with students. They would be looking at pre-teaching for reading and teaching math and bringing students to grade level before starting the new school year. Teachers would be stipended for education, and recruitment would occur.

Calendar Update

Ms. Paluk explained that five snow days were automatically added to the school year. Ms. Paluk explained that only four days were used, meaning that the students could start summer break a day early. As the Board voted on June 16, 2022, as the last day of school, another vote would need to be taken to allow for the last day of school to now be June 15, 2022. Ms. Vernon inquired about teacher compensation for that last day in the case of the Board not voting to end early, to which Ms. Paluk explained that payment would need to be given for the additional day in their contract.

No additional questions were raised. Ms. Vernon made a motion to adjourn the meeting, and it was adjourned at 9:45 a.m.

ON OR ABOVE GRADE LEVEL READING (standard view)

Grade Level	Fall 2021	Spring 2022
Grade 1	22%	53% +31
Grade 2	22%	57% +35
Grade 3	49%	65 % +6
Grade 4	32%	54% +22
Grade 5	27%	44% +17
Grade 6	25%	41% +16
Grade 7	40%	60% +20
Grade 8	45%	53% +8

ONE GRADE LEVEL BELOW READING

Grade Level	Fall 2021	Spring 2022
Grade 1	70%	45% +/-25
Grade 2	38%	33% +/-5
Grade 3	17%	19% +/-3
Grade 4	43%	34% +/-9
Grade 5	33%	27% +/-6
Grade 6	29%	25% +/-4
Grade 7	19%	16% +/-3

Grade 8	17%	20% +/-3
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2 OR MORE GRADE LEVELS BELOW READING (BOY - EOY)

Grade Level	Fall 2021	Spring 2022
Grade 1	9%	3% -6
Grade 2	40%	10% -11
Grade 3	34%	16% -12
Grade 4	25%	11% -14
Grade 5	41%	29% -12
Grade 6	46%	33% -13
Grade 7	42%	24% -18
Grade 8	38%	27% -11

ON OR ABOVE GRADE LEVEL MATH

Grade Level	Fall 2021	Spring 2022
Grade 1	5%	44% +39
Grade 2	8%	62 +54
Grade 3	28	60 +32
Grade 4	14%	60% +46
Grade 5	8%	39% +31

Grade 6	17%	46% +29
Grade 7	17%	39% +22
Grade 8	20%	36% +16

ONE GRADE LEVEL BELOW MATH

Grade Level	Fall 2021	Spring 2022
Grade 1	78%	53% +/-25
Grade 2	53%	47% +/-6
Grade 3	56%	31% +/-25
Grade 4	49%	24% +/-25
Grade 5	45%	33% +/-12
Grade 6	34%	33% +/-1
Grade 7	42%	40% +/-2
Grade 8	37%	32% +/-5

2 OR MORE GRADE LEVELS BELOW MATH (BEGINNING OF YEAR VIEW)

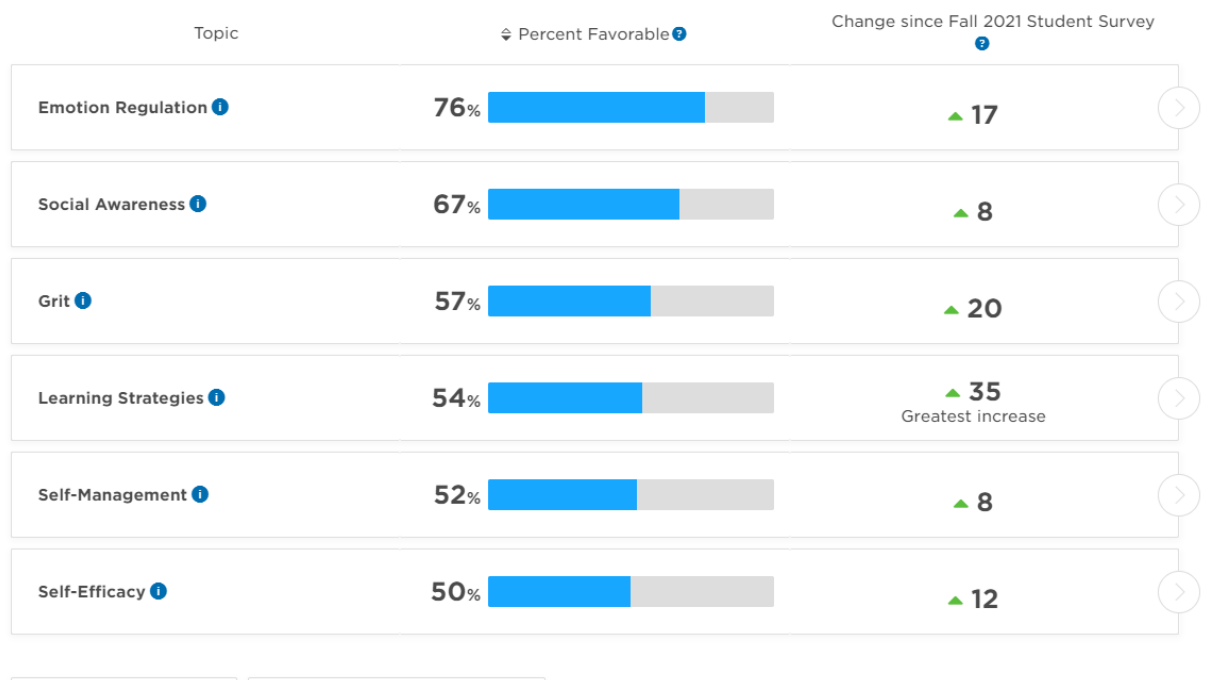
Grade Level	Fall 2021	Spring 2022
Grade 2	39%	5% -34
Grade 3	37%	7% -30
Grade 4	37%	16% -21

Grade 5	47%	29% -18
Grade 6	49%	21% -28
Grade 7	41%	21% -20
Grade 8	43%	32% -11

June 2022 Social Emotional Learning and Sense of Belonging Survey Update

The Sense of Belonging and the SEL surveys for students in grades 3-11 is currently being completed by the students. The SEL survey assessed Emotional Regulation, Self Management and Growth Mindset. These surveys will be closed by next week.

The Teacher Perception Survey for K-2 was sent to teachers to complete on their students on May 25th and that survey is currently closed. The following offers the results from the survey:



The results from the survey indicate that the teacher's perception of their students' growth in these areas has increased since December 2021, when the survey was last administered. The greatest increase in skill was identified in the Learning Strategies area, which shows an increase from 19% favorable in December 2021 to 54% favorable in June 2022.

Further analysis of the survey data will be completed during the summer to further assess the effectiveness of the interventions that occurred between December 2021 and June 2022. The data that was collected will be used to identify improvements in our interventions with the students that can be made in the 2022/2023 academic year.

Education Meeting ACCESS Update

Department Numbers Over the Past 6 years

	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Current ELs	246 Tentative	227	197	163	139	132
FEL Numbers	NA	16.7% of EL population	13.2% of EL population	12.8% of EL population	23% of EL population	19.7% of EL population
Kindergarten Numbers	57 +6 unknown	46	49	35	22	32

2022 ACCESS Scores by Overall ELD Level

2022	K	1	2	3	4	5	6	7	8	9
Level 1	43% (20)	4% (2)	0%	7% (2)	0%	0%	0%	0%	0%	0%
Level 2	28% (13)	40% (20)	26% (10)	21% (6)	8% (2)	0%	0%	0%	0%	0%
Level 3	9%	38% (19)	44% (17)	50% (14)	36% (9)	27% (4)	90% (9)	100% (7)	86% (6)	100% (1)
Level 4	17%	16%	31% (12)	14% (4)	52% (13)	67% (10)	10% (1)	0%	14% (1)	0%
Level 5	4%	2%	0%	0%	4% (1)	7% (1)	0%	0%	0%	0%
Level 6	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	DESE Goal: Exceeded	DESE Goal: Met	DESE Goal: Did Not Meet	Made Any Progress
Grade 1	24	1	24	40/50
Grade 2	22	1	16	28/39
Grade 3	5	2	18	12/25
Grade 4	11	0	14	22/25
Grade 5	7	0	7	13/14
Grade 6	0	1	9	2/10
Grade 7	0	0	7	3/7
Grade 8	1	0	6	4/7
Grade 12	0	0	1	0/1
Totals:	71	4	102	119/177 (67.2%)

50 NA (all K and 2 non-K)

Elementary Report

Friday, May 31, 2022

For the Education Committee

Agenda

- Changes for 2022-23
 - Classroom Schedules to accommodate new Literacy Program requirements
 - Uniform Changes
 - Allow kindergarten students the choice to wear their “gym uniform” or the traditional uniform.
 - Foster independence
 - Support play-based learning initiative
 - All classrooms will have rugs again next year
 - Community Building
 - All-School Assemblies
 - Coffee with the Principal
- Step Up Day
 - Tentatively scheduled for 6/13 from 1:00-1:40
 - Being coordinated between Brian Gero, Shannon Laro, and Lindsay Burns
 - Third grade teachers take the current fourth graders to recess while the fourth grade teachers take the current third graders to their classrooms



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Meeting ID: 919 3419 1465 **Passcode:** 209196

By phone: +1 929 205 6099 **Meeting ID:** 919 3419 1465

The meeting was called to order by Ms. Amy Vernon, Chair, called the meeting to order at 8:05 a.m. The attendance was recorded and is attached.

The Committee reviewed the Meeting Minutes from the May 13, 2022 meeting. Ms. Vernon noted the following corrections to the minutes: the use of "charter renewal" in place of "mission amendment," a revision to the graduation requirement wording in paragraph two, and a typo correction to the IB credits. The modifications were noted and the minutes were updated and corrected.

Ms. Vernon asked for a motion to approve the May 13, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Yarnie. The minutes were approved with corrections unanimously.

iReady Year-End Score Comparison

Mr. Kerr began by stating that the results have shown progress and that they will be receiving the complete comparison reports between iReady and MCAS scores in September. It was noted that there were substantial gains in math and reading between this year and last year and that many students were able to move up one grade level or more. Ms. Vernon also noted that based on the information received, the number of students in the elementary school that were two grade levels below or more had been reduced by seventy-four percent, and the middle school saw a reduction of about forty-five percent.

Ms. Regan also noted the difference in score levels between the schools and acknowledged the work that still needs to be done. Ms. Yarnie inquired about the correlation between the pandemic and students' progression, which explained that there was a delay and that while they were not back to the 2019 Spring data, great strides have been made. It was also noted that some students are also in a sub-separate setting in a learning center. Ms. Zagabe-Ndiku inquired about any students that may have stayed behind this year, to which it was noted that there was only one student. Ms. Regan explained that the guidelines for retaining a student from DESE had changed and that based on the suggestion of DESE, there should only be extreme reasons to retain a child.

Ms. Paluk spoke on the extensive PD that would be taking place throughout the year for staff to train on new content and lessons. Ms. Zagabe-Ndiku inquired whether an evaluation would be done for the teachers after learning a new curriculum or skill to ensure that it was understood and mastered. Mr. Kerr explained that individual reports could be pulled to see how the students did. He also explained that the goals teachers set for



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themselves throughout the evaluation process are used, allowing them to see their weaknesses and strengths. It was explained that there were many ways to evaluate teachers, such as classroom evaluations which would enable them to observe the teacher and see if the curriculum was being taught correctly.

Ms. Vernon inquired about the Ready math curriculum status for the middle school. Ms. Regan explained that the middle school was part of a grant application and received funds for kindergarten to eighth-grade math instruction through DESE. They would use a personalized pathway through ready math, allowing for forty-five minutes a week for students to be engaged in their growth and development. It was also stated that students in grades three through five would use a subset of illustrative mathematics.

MCAS ELA Item Analysis

Ms. Regan began by explaining that in grades six, seven, and eight, fifty-one percent of the assessment was reading comprehension, and forty-nine percent was writing; therefore, only half of the data was back for grades six through eight. It was also noted that for grades three through five, one-third was writing, and two-thirds were on reading comprehension, so there was a stronger predictor for those grades. Mr. Kerr explained that there would not be too much information available as all the data is not back, but based on the information they have received and reviewed so far, the students are on average with the state averages. It was explained that once all data had been obtained, a clearer understanding of the scores would be provided.

Ms. Zagabe-Ndiku inquired about the number of students who applied for and received the John Abigail Adams scholarship, and it was noted that of about thirty-five students that completed the test, only one student did not qualify. It was explained that three would be updated once the results were all in. Ms. Zagabe-Ndiku also commended the work that was being done with the students as she explained that a kindergarten student was assisting a second-grade student from another institution learn to spell.

Panorama

Dr. Cole began by explaining they would be rethinking the timing of planning the surveys as different things were happening. Dr. Cole explained that the same study was being retaken, allowing for the comparison needed. Dr. Cole noted that there was an increase in all of the fields across the board, even with a slight increase amount. Dr. Cole stated that once the surveys were completed, she would begin to decipher the results and use them to evaluate anything that may be missing. Dr. Cole noted that all the data would be available in the fall.

Ms. Yarnie inquired about the incoming clinicians and where they would be coming from. Dr. Cole explained that one clinical would be coming from LMHC and servicing grades K-12 and spending two days in the elementary and middle school and one day in the high school. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance. This clinician would be able to assist with the long-term counseling needs. It was also noted that the clinicians would be for the more intense tier students. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance.

Access Testing

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Ms. Cabral began by reminding everyone that ESL students take access every January and that this data was from January 2022. Ms. Cabral stated that there were two-hundred and twenty-seven students who completed the access testing this year, and of those students, thirty-six students were able to be reclassified. Ms. Cabral stated she and the ESL teachers met with the teachers to ensure success in those content areas before removing them from the service list. It was also noted that most of the incoming students were screened during kindergarten screening. It was predicted that there would be two-hundred and forty-six ESL students across the district, with fifty-seven incoming kindergarteners.

Ms. Cabral explained that DESE assigned each student a goal to be achieved in the next round of testing and that one hundred and seventy-seven students were assigned a plan. She also noted that of the students given the goal, sixty-seven of those students made progress in terms of their scores, even if not the DESE goals. Of the DESE goals, seventy-one students exceeded that goal, and four students met DESE's goal. Of the students that did not meet the plan, the scores received aligned with their literacy scores and could be tied back to remote learning and the changes now that the students are back in school. Ms. Cabral explained that she would work with DESE to create a plan to support our students and raise their literacy scores. Ms. Cabral explained that by reviewing the data, they could develop better programs for the students.

Ms. Vernon inquired about the staffing for ESL teachers, to which Ms. Cabral explained that there was one ESL teacher for each grade level in grades K through three and that there was sharing of responsibilities also. In the middle school, two ESL teachers work to cover grades four through six. It was noted that the middle school ESL teacher goes to the high school to assist as there is no set ESL teacher for the high school. Ms. Zagabe-Ndiku inquired about the average time frame it took for students to reach the level of academic proficiency and was notified that it took five to seven years for a student to reach that level. Ms. Cabral also noted that the Department of Justice had a time frame of six years in the ESL program and that most students have reached proficiency level by year four.

Charter Renewal Application Planning Process

Ms. Paluk explained that there would be a DRAFT version of the charter renewal presented to the Board of Trustees for their June 29 meeting with the right to make edits based on feedback from the Board. Ms. Paluk also spoke on some of the established goals, such as implementing the MTSS system and aligning the curriculum across the district. Ms. Paluk also explained that recruitment and retention were a focus of the school, along with enhancing the mentorship program for new teachers. It was said that the Student Opportunity Act focused on recruiting and retaining diverse staff, as this was something important to DESE.

Ms. Paluk also spoke on the engagement with families, which was a big priority of DESE, and it was explained that this work had already started but that the goal was to get the engagement to a more robust level. Ms. Yarnie noted an observation and stated that the recruitment and retention of diverse staff sections should be expanded to show that we would continue to have a necessary conversation and offer more professional development opportunities. Ms. Yarnie explained that though these things are being done, it would be an opportunity to show how we can strengthen and enhance them. It was determined that this additional information should be included in the charter renewal application.



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Planning for Next Year

Elementary School- Ms. Gould began by explaining that classroom schedules would be changing to accommodate the new program requirements. It was also noted that suggestions had been presented for the students to have a set uniform as some of the current clothing does not allow the students the opportunity to be able to engage as much as needed due to the clothes not fitting well. Ms. Gould also explained that this would be something that would assist students who have sensory issues, and this uniform would be the same across the board.

Middle School- Ms. Regan explained that they would be working on obtaining standardized uniforms for gym classes and the dress code for the middle school. It was noted that they were considering providing shirts that could be used for PE, and families would be able to buy the shirt from the school for five dollars. Ms. Regan also noted that the new middle school principal would be starting soon and they would inform the committee of new updates once meeting with them.

High School- Mr. Kursonis spoke on adding French to the curriculum as the only additional change. It was noted that two students were interested in Latin, and twenty-two students were interested in taking French. Mr. Kerr explained that they could have all twenty-two students placed into one section, allowing for a French unit to be taught in grade nine. It was also noted that twenty students switched from taking Spanish to French, totaling forty-two students taking French. Mr. Kursonis also spoke on waiving the tie requirement, and the only additional request was to make the ties optional instead of forcing the students to wear them.

Ms. Paluk and Ms. DaVila also spoke on the IB program and informed the committee that there would be no site visit from them and that the first part of the recertification was approved.

Ms. Vernon asked for a motion to adjourn the meeting at 9:45 a.m. Ms. Zagabe-Ndiku made the motion, and Ms. Yarnie seconded the motion. The Committee voted unanimously to end the meeting.

List of Documents Provided:

- i-Ready year end comparison
 - SEL Survey Data
 - Access Testing Data
- Planning for next year