



# Town of Littleton School Committee

33 Shattuck St. \* P.O. Box 1486 \* Littleton, MA 01460-4486 \*  
Phone: (978) 540-2500 \* Fax: (978) 486-9581 \* Website: [www.littletonps.org](http://www.littletonps.org)



JEN GOLD, Vice Chair  
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk  
BINAL PATEL, Member

## School Committee Meeting Littleton Police Station Community Room 500 Great Road In-person and Hybrid January 12, 2023 7:00 PM

You are invited to a Zoom webinar.

When: Jan 12, 2023 07:00 PM Eastern Time (US and Canada)

Topic: SchCmte meeting of Jan 12th, 7p, 2023

Please click the link below to join the webinar:

<https://littletonma.zoom.us/j/83539298713?pwd=MEILNFhLSUxKbGVrSS9kdnpNUzFEUT09>

Webinar ID: 835 3929 8713

Passcode: 441532

Or One tap mobile :

US: +19292056099,,83539298713# or +13017158592,,83539298713#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 929 205 6099 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325 or +1 312 626 6799 or +1 646 931 3860 or +1 689 278 1000 or +1 719 359 4580 or +1 253 205 0468 or +1 253 215 8782 or +1 346 248 7799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 669 444 9171 or +1 669 900 6833

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This Rebroadcast meeting can be viewed online at LCTV On-Demand at <https://littleton.vod.castus.tv/vod>

### \*\*\*AGENDA\*\*\*

*Our mission is to foster a community of learners who strive for excellence and prepare each student to be a successful, contributing citizen in a global society.*

#### 7:00 I. ORGANIZATION

1. Call to Order
2. Pledge of Allegiance
3. Consent Agenda
  - Minutes – December 15, 2022
  - Oath to Bills and Payroll

#### 7:05 II. INTERESTED CITIZENS

*It is the policy of the Littleton Public Schools not to discriminate on the basis of race, gender, religion, national origin, color, homelessness, sexual orientation, gender identity, age or disability in its educational programs, services, activities or employment practices. Further information may be obtained by contacting Lyn Snow, District Equity Coordinator at 978-540-2500, [lsnow@littletonps.org](mailto:lsnow@littletonps.org) or 33 Shattuck Street, P.O. Box 1486, Littleton, MA 01460.*

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**7:10 III. RECOGNITION**

- 1. Student Representative(s) Report:** *Student Representative(s), will give a report of events for each school.*
- 2. Other**

**7:15 IV. PRESENTATIONS**

- 1. MCAS Update:** *Director of Teaching and Learning, Elizabeth Steele, and Principals, John Harrington, Jason Everhart, and Cheryl Temple, will give an update on the 2022 MCAS. (60 min)*

**8:15 V. INTERESTED CITIZENS**

**8:20 VI. SUBCOMMITTEE REPORTS**

- 1. PMBC**
  - 2. Budget Subcommittee**
  - 3. Policy Subcommittee: (see LPS website to view all policies)**
    - Motion** to accept first reading to adopt the following policy:  
**JF:** School Admissions
    - Motion** to accept the second reading to adopt the following policies:
      - JFABD:** Homeless Students: Enrollment Rights and Services
      - JFABE:** Educational Opportunities for Military Children
      - JFABF:** Educational Opportunities for Children in Foster Care
- <http://www.littletonps.org/school-committee/school-committee-policies>

**8:30 VII. ADJOURNMENT/EXECUTIVE SESSION**

**Motion to move into Executive Session for the purpose of Contract Negotiations with no intention to return to Open Session.**

**NEXT MEETING DATE**

**January 26, 2023**

**Littleton Police Department Community Room**

**7:00 PM**

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## SCHOOL COMMITTEE MINUTES December 15, 2022 7:00PM

**PRESENT:** Justin McCarthy  
Jen Gold  
Brad Austin  
Stacy Desmarais  
Binal Patel (7:02PM)

**ALSO PRESENT:** Kelly Clenchy  
Steve Mark  
Bettina Corrow  
Dorothy Mulone

**NOT PRESENT:**

### CALL TO ORDER

Justin McCarthy called the meeting to order at 7:01p.m.

On a motion by Jen Gold and seconded by Brad Austin it was voted to approve the Dec. 1<sup>st</sup>, 2022, agenda as presented. (AYE: Unanimous).

### INTERESTED CITIZENS

None

### RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy thanked the Music directors and students for two wonderful winter concerts.
3. Superintendent Clenchy also mentioned that the winter fall sport season has begun.

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## **PRESENTATIONS**

- 1. Superintendent's Update:** All are affected with Colds, Flu, RSV and COVID, but the district's Covid numbers are declining. Students and staff are encouraged to take a Covid test before they return to school after the Holiday break.

➤ Upcoming Vaccination Clinics (Flu, COVID)

Location: Littleton High School Cafe

Time: 3:00- 7:00 PM

Dates: Thursday December 15, 2022

Thursday December 22, 2022

- MSBA, SL School- Enrollment Projection Meeting – Enrollment numbers have been discussed and are being looked at for the potential expansion of classrooms at Shaker Lane's new school building.
- District Leadership team recently completed two professional Development Trainings
- Adaptive X- focuses on creating equitable Classrooms, Schools and District. Explores all aspects of equity.
- Implementing MTSS (Multi-Tiered Systems of Support) through a UDL (Universal Design for Learning) lens
- Reappointment of Superintendent to CASE Board of Directors. Dr. Clenchy asked the School Committee members to vote on his reappointment.

On a motion by Brad Austin and seconded by Jen Gold it was voted to approve the reappointment of Dr. Clenchy to CASE Board of Directors. (AYE: Unanimous).

- 2. Athletic Update:** Athletic Director Mike Lynn gave an update on Fall and Winter Athletics.

### **Fall Athletics Recap**

#### **Sports:**

Cheer (V)

Boys' & Girls' Cross Country (V/MS)

Golf (V)

Field Hockey (V/MS)

Football (V/JV)

Boys' & Girls' Soccer (V/JV/MS)

Unified Basketball

#### **Teams: 17**

Athletes: 279

Contests: 206

### **LHS Fall Varsity Records**

- V Cheer: N/A
- V Boys' Cross Country: 5-2
- V Girls' Cross Country: 6-1
- V Golf: 12-3
- V Field Hockey: 11-5-3
- V Football: 3-8
- V Boys' Soccer: 6-9-3
- V Girls' Soccer: 20-2-1

## **Winter Athletics Preview**

### **Sports:**

- Boys' & Girls' Basketball (V/JV/MS)
- Boys' & Girls' Indoor Track (V)
- Boys' Ice Hockey (V/JV)
- Girls' Ice Hockey (V – WA coop)
- Boys' & Girls' Swimming & Diving (V – Bromfield coop)
- Boys' & Girls' Alpine Skiing (V – Lunenburg coop)
- Gymnastics (V – G-D coop)
- Unified Bowling

### **Teams: 11 LPS / 17 Total**

- Athletes: 212
- Contests: TBD

### **LHS Winter Participation**

- V/JV Boys' Basketball: 23
- V/JV Girls' Basketball: 21
- V Boys' Indoor Track: 40
- V Girls' Indoor Track: 34
- V/JV Boys' Ice Hockey: 37 (22L/11B/4P)
- V Girls' Ice Hockey: 5
- V Boys' & Girls' Swimming & Diving: 8 (2B/6G)
- V Boys' & Girls' Alpine Skiing: 11 (6B/5G)
- V Gymnastics: 4
- Unified Bowling: TBD

### **LHS Winter Participation**

- MS Boys' Basketball: 15
- MS Girls' Basketball: 14

Brad Austin – On behalf of SEPAC I want to thank you for the unified basketball team. I have heard so many great things from the parents of the students involved.

Mike Lynn – Erik Arnold, a LHS Special Ed Teacher is really running this program and he's doing a wonderful job.

Justin McCarthy – Thank you for all that you do, and to everyone involved. You can tell how much the students are supporting each other and it is wonderful to see how much the community is supporting these sporting events as well. You can feel the energy when you attend a game.

3. **Update on November 8th, Tri-District PD Day:** Director of Teaching and Learning Elizabeth Steele gave an update on November 8th, Cross-District PD Day. This was our 6<sup>th</sup> Cross- District PD Day.

#### **3 Districts:**

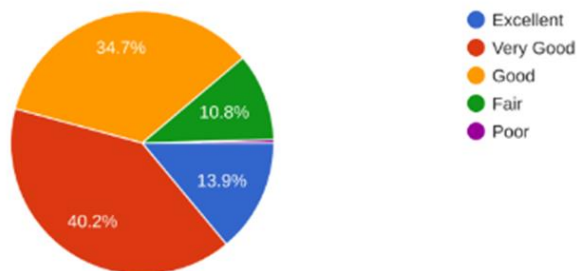
- Ayer-Shirley
- Harvard
- Littleton
- 400 educators
- #LASHlearns

Keynote: Ken Williams: Ruthless Equity: Disrupt the Status Quo and Ensure Equity for All Students

The Cross-District PD Day consisted of the keynote speaker beginning the day off with all faculty attending his keynote, then Workshop sessions I & II. After lunch, educators could collaborate amongst Grade PK-5 and Grade 6-12 faculty. Close out and reflect to end the day.

11. Overall how would you rate this PD day?

251 responses



**Some workshop feedback:**

I wish this could have been longer and can't believe how much I learned in such a short amount of time  
"LOVED IT! I want more of it! I want to go see them Co-Teaching their English Class at ASRHS"  
"Very informative about how to help students keep regulated"  
"Talking to other districts about what strategies they are using."  
"The speakers, sessions, lunch, snacks and spending the day with my colleagues. Everything ran so smoothly!"

**Challenges/To Consider:**

"Less grade level meeting time and time for another faculty led workshop"  
"Perhaps if it was narrowed down to 2 or 3 potential speakers, then have a link to information on each speaker."  
"Less Keynote, more time to collaborate"

Elizabeth Steele thanked the custodial staff, cafeteria staff, and tech department for all their help before, during and after the PD Day. Things ran smoothly all day due to their presence and everyone was well fed with a grab & go breakfast selection and a delicious lunch.

Jen Gold – Thank you to everyone planning this. It is very impressive with so many workshops geared towards PK to grade 12 faculty and the collaboration.

Brad Austin – Want to thank everyone and as an educator I really like the idea that educators get the opportunity to meet with other educators doing the same job and to be able to share ideas and collaborate. I hope we can find a way to make it more structured so these people can stay connected.

Justin McCarthy – This day is offered to all faculty?

Elizabeth Steele – Yes, we offer it to all staff, but some staff have attended other workshops outside of the district, such as NPEN in previous years, as it is geared better towards specific areas such as PE. Our nurses take part in workshops outside of the district's offerings too.

4. **Dyslexia and Early Literacy Screening Update:** Director of Students Services, Lyn Snow, Director of Teaching and Learning, Elizabeth Steele and Shaker Lane Principal Michelle Kane gave an update on Dyslexia and Early Literacy Screening.

## Presentation overview

- 1) Regulatory Update
- 2) Our Data
- 3) After the Screener

## Regulatory Update:

2018 - An Act Relative to Students with Dyslexia

2021 - MA Dyslexia Guidelines

2022 - Updated Regulation (to take effect 7/1/23)

- Each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by DESE.
- If such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress.
- Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion

## Our Data

Yellow=same cohort

Green=same cohort

Orange=single data

Fall 2021	Fall 2022
<b>Kindergarten &amp; Transitional</b> 16 Hi-risk 24 Moderate risk	<b>Kindergarten &amp; Transitional</b> 33 Hi-risk 32 Moderate risk
<b>Grade 1</b> 12 Hi-risk 14 Moderate risk	<b>Grade 1</b> 21 Hi-risk 9 Moderate risk
<b>Grade 2</b> 6 Hi-risk 9 Moderate risk	<b>Grade 2</b> 12 Hi-risk 14 Moderate risk

#### Fall 2021 (K) - Fall 2022 (Gr 1)

- X New enrollments to Shaker Lane - hi-risk
- X Students eligible for special education
- X Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- X Students moved
- X Students improved

#### Fall 2021 (Gr 1) - Fall 2022 (Gr 2)

- X New enrollments to Shaker Lane - hi-risk
- X Students eligible for special education
- X Students scoring similarly across administrations (Fall 2021 - Fall 2022)
- X Students improved

Kelly Clenchy – This data is only one point of data.

Michelle Kane – This is one screener. It is a composite of all the students' scores.

Binal Patel – We are seeing Kindergarten students coming in at very different levels.

Lyn Snow – This has shifted from a specific dyslexia screener to an Early literacy screener due to regulations. It will be interesting to see what the winter data screener shows.

Brad Austin – If I understand correctly. This screening was done in early September and the teacher has had the information and tailored their instruction in October, November and December based on the results.

#### After the Screener

##### Special Education Evaluation:

- The evaluation must include assessments in all areas related to the suspected disability, plus educational assessments
- Evaluation Components:
  - History (Educational Assessment Form A)
  - Assessment (Educational Assessment Form B)
  - Educational and Developmental Potential (i.e., psychological, academic, observation)
  - Observation
  - Psychological Assessment
  - Academic/Achievement Assessment
  - Any other evaluation necessary to address
  - referral questions or suspected areas of disability

##### Determining Eligibility

- When selecting assessment tools, we consider the following sources:
  - Class performance and benchmark assessment data,
  - History
  - Language proficiency
  - Family history of dyslexia/family input
  - Relevant developmental history
  - Psychological assessment
  - Academic assessment
  - Speech and Language evaluation
  - Needs-specific rating scales



## Assessing Reading:

- Foundation level
  - phonemic and phonological awareness, letter recognition, rapid automatic naming-RAN
- Word Level
  - single word reading, of real and nonsense words
- Connected text level
  - rate and fluency of oral reading, reading comprehension
- Standardized Screening Tools
  - KTEA-3 and WIAT-4 with Dyslexia Index Scores

## Dyslexia

- Dyslexia is characterized by:
  - Difficulties with accurate and/or fluent word recognition
  - Challenges with decoding
  - Poor spelling and decoding abilities.
- These difficulties typically result from:
  - A deficit in the phonological component of language that is often unexpected.
- Secondary consequences may include:
  - Problems in reading comprehension
  - Reduced reading experience
  - Can impede growth of vocabulary and background knowledge.

## Early Identification & Intervention



Brad Austin – I think this committee was excited when we heard about this screener. Is this screener working?

Michelle Kane – Yes, it is. The kids we are identifying, are students whose parents have already notified us that they had some concerns.

Lyn Snow – Requiring the Dyslexia screener is such a great tool to have in our toolbox.

Justin McCarthy – Am I understanding this correctly, that parent notification will become law in July 2023?

Elizabeth Steele – Yes, that is correct, and it is something we must make more formal going forward.

Lyn Snow – The results will be included in the progress reports going forward.

Kelly Clenchy – About 5 years ago I was having more parents telling me they were having concerns with their student's reading ability, so we have brought in Foundations. For the past two years I have not heard the same concerns from parents. We want to catch any students as soon as possible and provide the necessary tools for each student to help them along. We want students to be excited about learning.

Brad Austin – So we are doing another screener in January. We would like to receive an update after the screener is done.

Binal Patel – So it will not be Aimsweb next year?

Elizabeth Steele – We cannot make that decision at this time, but we will not be waiting until the last minute to make that change. We are still waiting for more news from DESE.

Kelly Clenchy – I am hoping that Aimsweb will make it on DESE approved list

- 5. Review of Strategic Plan Standard 3:** Community Engagement/Communication: Schools discussed SIPs specific to goals for the 2022/2023 school year, discuss major accomplishments, challenges, and any suggested revisions or addition of Goals that should be taken into consideration as we review Standard 3 as part of the process for creating an updated Strategic Plan, 2023- 2028

Goals:

1. Effectively communicate the district's core values, vision, mission, and beliefs within the community.
2. Creatively and effectively utilize technology and media to communicate with all LPS constituents.
3. Strengthen partnerships with business, civic organizations, and community members at large.

#### **Shaker Lane – Accomplishments**

- Holiday Cards for the Military
- LELWD Bucket Truck
- Buddy Family Program
- Kindergarten Ambassador Program
- Grade 2 Podcast
- LHS Student Partnerships
- Community Building Events
  - Springfest
  - Book Fair
  - Shakey Storytime
  - Virtual Dance Party

#### **Shaker Lane - Challenges**

Time...not a challenge but a factor to consider

#### **Shaker Lane - Revisions / Goals to Consider**

- Art Show Relocation
- Kindergarten Overview Video
- LELWD Electrical Safety Presentation
- Other Community Programs

#### **Russell Street – Accomplishments**

Weekend Update - additions

Weekly classroom communication

Twitter, texting apps

Empowering Families Events  
Family Forums  
Mentoring/Internships LHS and LMS  
Virtual opportunities  
Community collaboration

### **Russell Street – Challenges**

What is the right amount of communication?

### **Russell Street - Revisions / Goals to Consider**

Continue to evaluate ways to improve communication and outreach to families and the Littleton community.

### **Littleton Middle School: Accomplishments**

- LMS Roadshow
- “Handle With Care” initiative
- LHS Internships
- Fundraisers: Loaves & Fishes, hurricane relief, etc.
- Holiday cards for local retirement center
- Weekend Update, Instagram

### **Littleton Middle School: Challenges**

- Making LMS a Community Hub
  - Involving families in the middle school culture.
  - Finding opportunities for families to connect with students and staff outside of conferences or email.
  - Developing sustainable ideas for non-academic connections in the building with our school community.
- Developing Two-Way Communication Between School and Home
  - Create a plan to foster sustainable partnerships between school and home
  - Discovering family needs and how the school may assist.
  - Establish an inclusive school culture that also addresses past discomfort for those families with prior negative experiences as children or adults

### **Littleton Middle School: Revisions/Goals to Consider**

- Create opportunities for families to participate in school activities
  - “Lunch With Your Student” Day
  - Classroom Observation Day
  - Assemblies and school-wide celebrations
  - Spaghetti Dinners or Community Potluck Events
  - School Year Kickoff Cookout
  - Chaperoning Dances or Kids Night Out
- Strengthen Two-Way Communication
  - More than just email or phone calls—how to generate meaningful conversations?
  - How to help families feel comfortable about communicating with us about non-academics in order to build trust and knowledge of our family community?

### **Littleton High School – Accomplishments**

- Extensive & engaging Music, Art, Athletic Activities

- Student internships- Mass Hire Program
- Dual Enrollment with Middlesex Community College
- LEF sponsored Holocaust Survivor Presentation in November
- Hosted College Fair in March
- >70 College Representatives visit LHS throughout the year
- Special Olympics Polar Plunge
- Loaves and Fishes Donations
- Coat Drive with Anton's Cleaners
- Sleep in Heavenly Peace Donations
- Effectively communicate the district's core values, vision, mission, and beliefs within the community.
- Creatively and effectively utilize technology and media to communicate with all LPS constituents.
- Strengthen partnerships with business, civic organizations, and community members at large.

### **Littleton High School – Challenges**

- As part of continuous improvement, LHS will continue to consider ways to enhance community connections and partnerships as well as communication and outreach with families

### **Littleton High School - Revisions / Goals to Consider**

- Principals' Evening Roundtables with Parents in January and April
- Principals' Morning Coffees with Parents in January, March, and May
- Financial Literacy Fair in May 2023
- LHS will also review the format of our weekly newsletter
- LHS will make more frequent updates to school webpage
- Survey students, parents, and staff members about Vision of Graduate in spring 2023

### **INTERESTED CITIZENS**

Anne Neary, Co-Chair of SEPAC – Thanked Mike Lynn and Erik Arnold for their unified sport program. How do those Tier 1, 2 and 3 work? How is the process? How do you collect the data from the assessment/benchmark program? Partnership with families? I have heard that some families would like to get some more information if their child needs intervention.

Michelle Kane – Tier 1 is in the Classroom, Tier 2 can happen in the classroom or can be outside of the classroom, Tier 3 would be an additional 5-10 minutes outside of the classroom. Progress monitoring happens every two weeks. Any student would have gone through the SST Process. Parents will sometimes be part of the intervention meeting and we will evaluate how the student is progressing. Our focus is Aimsweb, our early literacy screener, which is given three times a year.

### **SUBCOMMITTEE REPORTS**

- 1. PMBC:** None
- 2. Budget Subcommittee:** Budget process is well underway. We had a joint meeting on Dec. 5.
- 3. SEPAC:** Two events to promote. Jan. 10 from 6-6:30PM – Parent meet & greet and then 6:30-8:30PM is a workshop which will include school psychologists.  
Tuesday Jan. 24 – Basic Right workshop.
- 4. Policy:** First Reading of the following policies:  
JFABD: Homeless Students: Enrollment Rights and Services  
JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

On a motion by Brad Austin, and seconded by Binal Patel, it was voted to accept the first reading of the following policies JFABD, JFABE and JFABF as reviewed and presented. (AYE: Unanimous). Motion carried.

### **ADJOURNMENT**

On a motion by Jen Gold and seconded by Binal Patel it was voted to adjourn at 9:30PM. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

### **NEXT MEETING DATE**

**January 12, 2023**

**7:00PM**

### **DOCUMENTS AS PART OF MEETING**

Athletic Update

Nov. 8 Cross-District PD Day

Dyslexia and Early Literacy Screening Update



Strategic Plan Standard 3

Policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care



# 2022 MCAS Report

## January 12, 2023

— — — — —

Dr. Kelly Clenchy, Superintendent  
Mrs. Elizabeth Steele, Director of Teaching and Learning  
Dr. John Harrington, Principal, Littleton High School  
Mr. Keith Comeau, Assistant Principal, Littleton High School  
Mr. Jason Everhart, Principal, Littleton Middle School  
Mr. Matt LeVangie, Assistant Principal, Littleton Middle School  
Mrs. Cheryl Temple, Principal, Russell Street School  
Mrs. Andrea Romano, Assistant Principal, Russell Street School

## Tonight's Presentation:

- Pertinent Information MCAS 2022
- Littleton High School
  - 2021 MCAS Results and Next Steps
- Littleton Middle School
  - 2021 MCAS Results and Next Steps
- Russell Street School
  - 2021 MCAS Results and Next Steps



# Student Assessment Update



OPEN  
ARCHITECTS

## Pertinent Information - MCAS 2022

2022 school year was the first full MCAS administration for grades 3–8 since 2019.  
Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	<b>No tests administered</b>	<b>No tests administered</b>
2021	<b>Half-test administered</b>	Full test administered
2022	Full test administered	Full test administered



# **Littleton High School Spring 2022 MCAS Results**

# Grade 10 ELA

**SGP: 55.1 (Typical)**

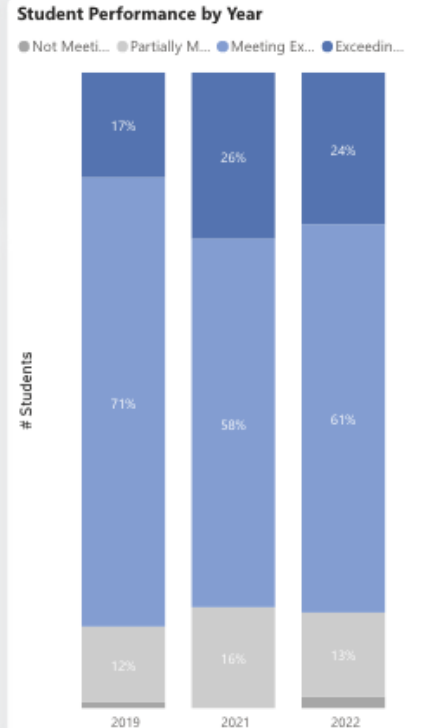
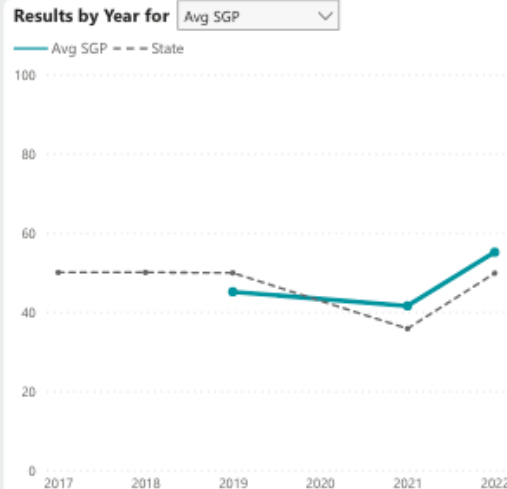
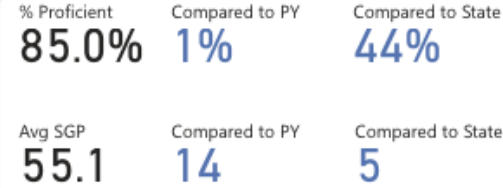
**Meeting or Exceeding: 85%**

- Compared to PY = +1%

**SGP (IEP / 504): 50.1 (Typical)**

**Meeting or Exceeding (IEP/504): 58%**

- Compared to PY = -16%



# Grade 10 Math

**SGP: 57.5 (Typical)**

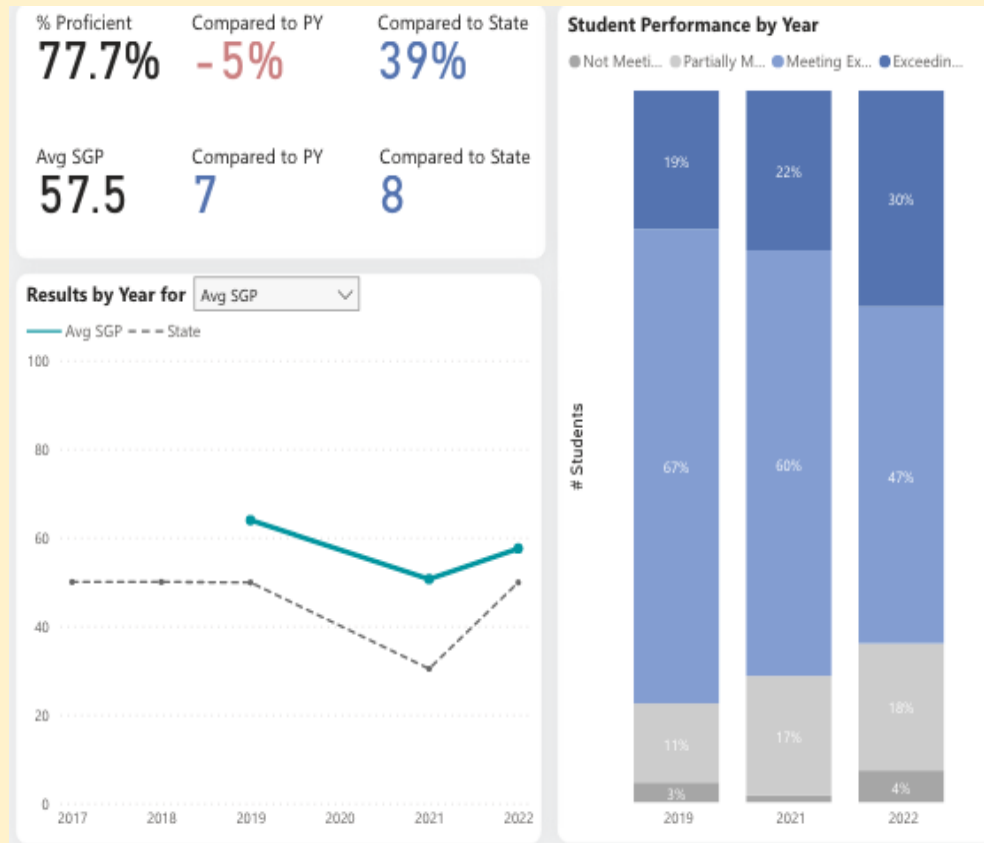
**Meeting or Exceeding: 78%**

- Compared to PY = -5%

**SGP (IEP / 504): 50.1 (Typical)**

**Meeting or Exceeding (IEP/504): 40%**

- Compared to PY = -8%



# Grade 9 Biology

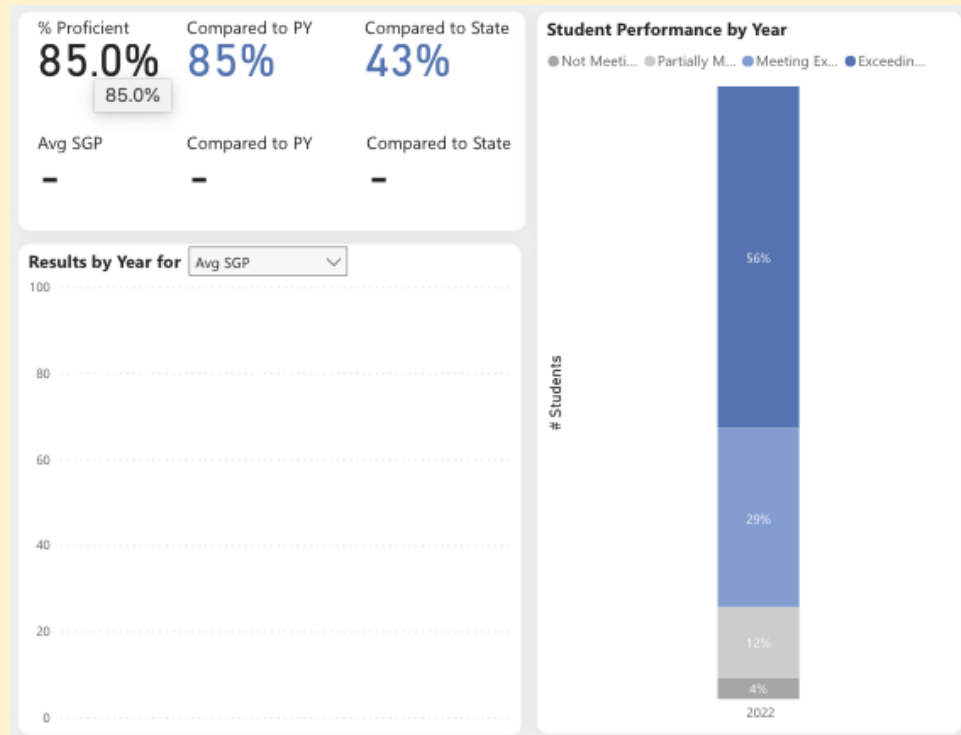
## First year of Next Gen

**SGP: N/A**

**Meeting or Exceeding: 85%**

**SGP (IEP / 504): N/A**

**Meeting or Exceeding (IEP/504): 54%**



# LHS Impressions

## Strengths:

- 30% Exceeding expectations in Math, which was higher than 2019 & 2021
- 85% Meeting or Exceeding expectations in ELA
- 85% Meeting or Exceeding expectations in Science
- 56% Scored Advanced in Science using Legacy MCAS scale
- 55 SGP in ELA- Typical Growth
- 58 SGP in Math- Typical Growth

## Challenges:

- Continue to assist students who did not meet or partially meet expectations with developing skills and proficiency
- Post Covid, some students writing skills are developing more slowly than preferred
- Overall- Continue Early Intervention in 9<sup>th</sup> and 10<sup>th</sup> grades to assist attendance and provide academic support

# LHS Next Steps

- **Continue to provide structures and routines that help to support student academic and behavior expectations. Make instructional adjustments as needed.**
- **ELA teachers are frequently studying the prompts, rubrics, and student work to make adjustments**
- **ELA teachers are emphasizing that essays need to directly address the essay question**
  - **Standardized for each writing type**
  - **Direct instruction for what students should include in their essay responses**
  - **Essay responses must be written in the correct mode being asked for in the question: Opinion; Informative/Explanatory; Narrative**
  - **Length of essay response should be multiple paragraphs**
- **Math teachers are providing students with more opportunities to review and practice MCAS problems that they may have struggled with**
  - **Math teachers are rearranging some of the units at the end of CP Geometry to try to teach as many essential concepts as possible before the MCAS in May**
  - **Continue to have students practice math on the computer (ALEKS)**
- **Follow up with students in Class of 2023 and Class of 2024 who need Educational Proficiency Plans (EPPs) for Math & ELA**

# **Littleton Middle School Spring 2022 MCAS Results**

# Grade 6 ELA

**SGP: 55.0 points (Typical)**

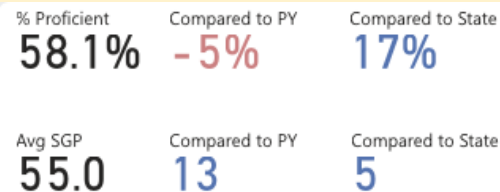
**Meeting or Exceeding: 58%**

- Compared to PY: -5%

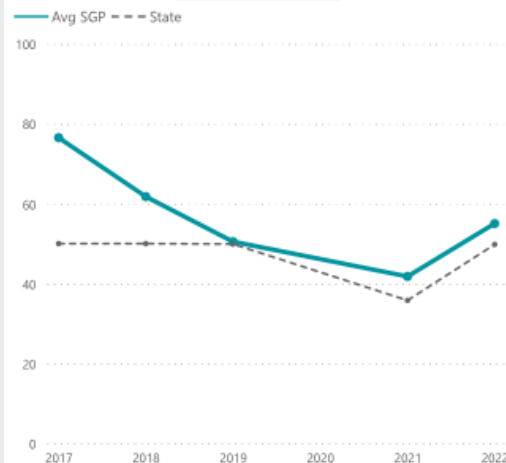
**SGP (IEP/504): 58.2 (Typical)**

**Meeting or Exceeding(IEP/504): 39%**

- Compared to PY: +10%

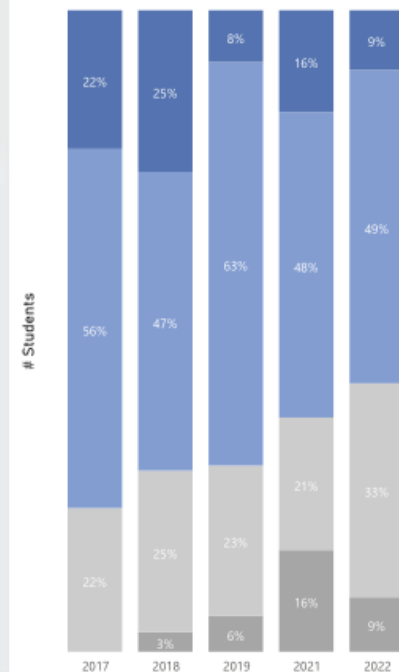


Results by Year for Avg SGP



Student Performance by Year

● Not Meet... ● Partially M... ● Meeting Ex... ● Exceeding ...





# Grade 6 Math

**SGP: 33.7 (Low)**

**Meeting or Exceeding: 42%**

- Compared to PY: -9%

**SGP (IEP/504): 40.0 (Typical)**

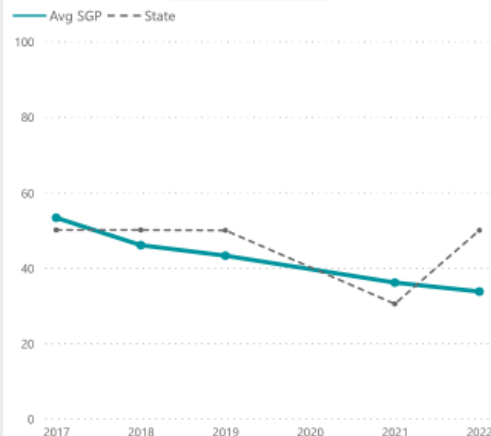
**Meeting or Exceeding (IEP/504): 26%**

- Compared to PY: +4%

% Proficient  
**42.3%** Compared to PY **-9%** Compared to State **3%**

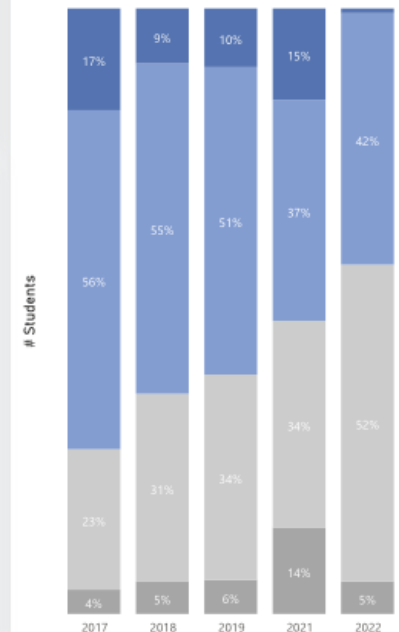
Avg SGP  
**33.7** Compared to PY **-2** Compared to State **-16**

Results by Year for Avg SGP



**Student Performance by Year**

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceeding ...



# Grade 7 ELA

**SGP: 52.3 (Typical)**

**Meeting or Exceeding: 58%**

- **Compared to PY: +6%**

**SGP (IEP/504): 42.3 (Typical)**

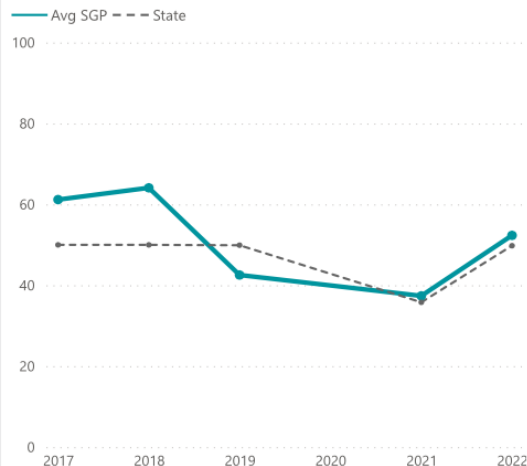
**Meeting or Exceeding (IEP/504): 17%**

- **Compared to PY: -3%**

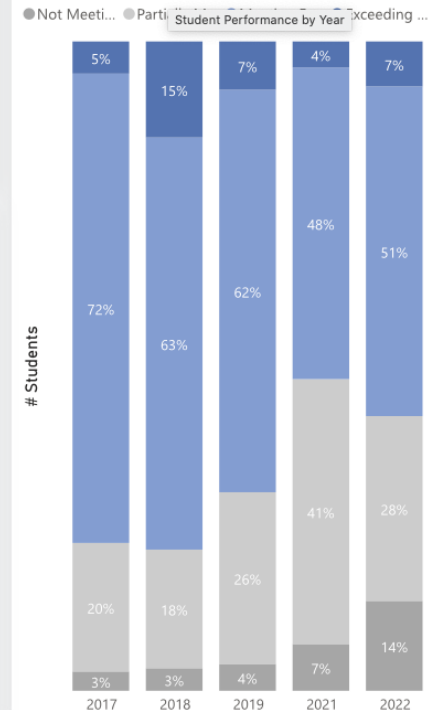
% Proficient  
**57.7%** Compared to PY **6%** Compared to State **17%**

Avg SGP  
**52.3** Compared to PY **15** Compared to State **3**

Results by Year for Avg SGP



**Student Performance by Year**



# Grade 7 Math

**SGP: 54.3 (Typical)**

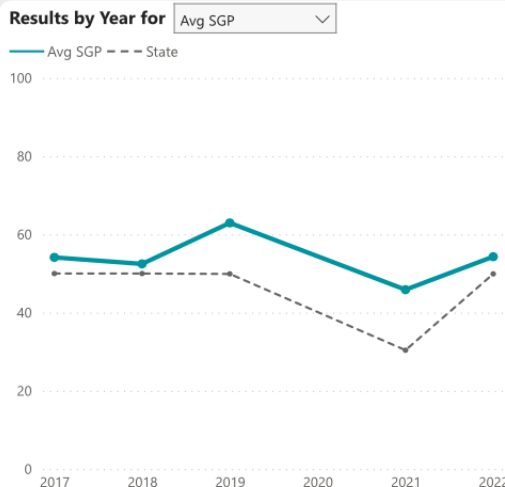
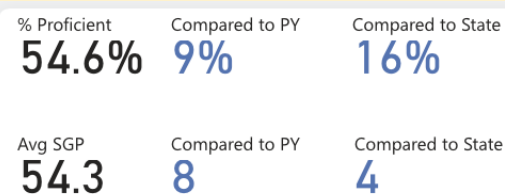
**Meeting or Exceeding: 55%**

- Compared to PY: +9%

**SGP (IEP/504): 48.1 (Typical)**

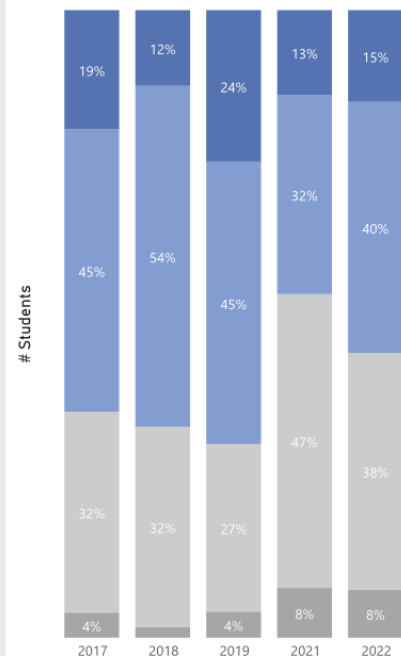
**Meeting or Exceeding (IEP/504): 14%**

- Compared to PY: -9%



## Student Performance by Year

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceeding ...



# Grade 8 ELA

**SGP: 51.7 (Typical)**

**Meeting or Exceeding: 53%**

- **Compared to PY: -4%**

**SGP (IEP/504): 41.1 (Typical)**

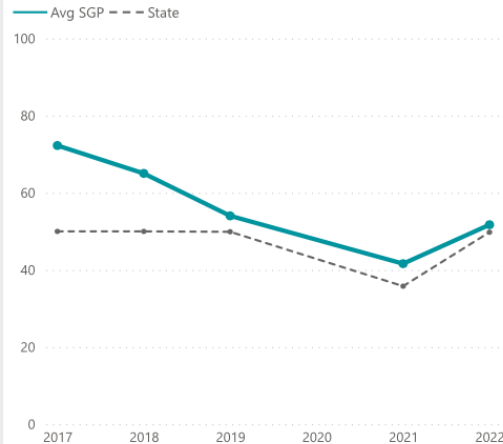
**Meeting or Exceeding (IEP/504): 25%**

- **Compared to PY: +1%**

% Proficient  
**53.4%** Compared to PY **-4%** Compared to State **12%**

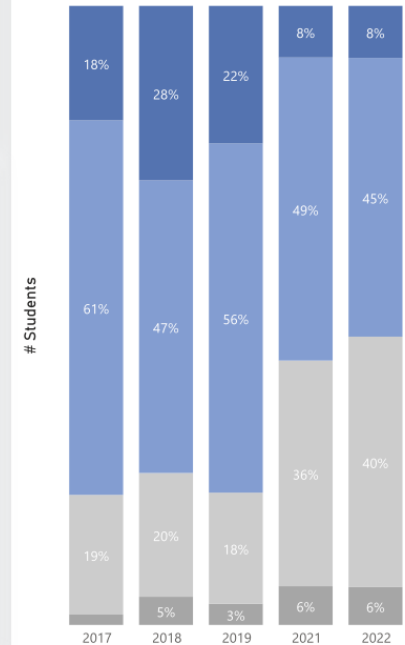
Avg SGP  
**51.7** Compared to PY **10** Compared to State **2**

Results by Year for Avg SGP



**Student Performance by Year**

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceeding ...



# Grade 8 Math

**SGP: 51.3 (Typical)**

**Meeting or Exceeding: 46%**

- Compared to PY: +6%

**SGP (IEP/504): 50.3 (Typical)**

**Meeting or Exceeding(IEP/504): 22%**

- Compared to PY: +18%

% Proficient  
**46.2%**

Compared to PY  
**6%**

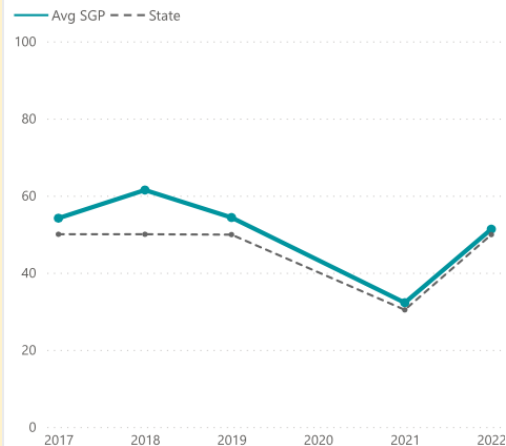
Compared to State  
**7%**

Avg SGP  
**51.3**

Compared to PY  
**19**

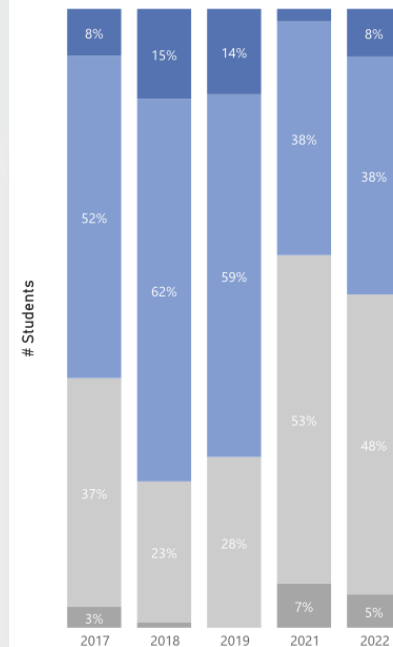
Compared to State  
**1**

Results by Year for Avg SGP



**Student Performance by Year**

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceeding ...



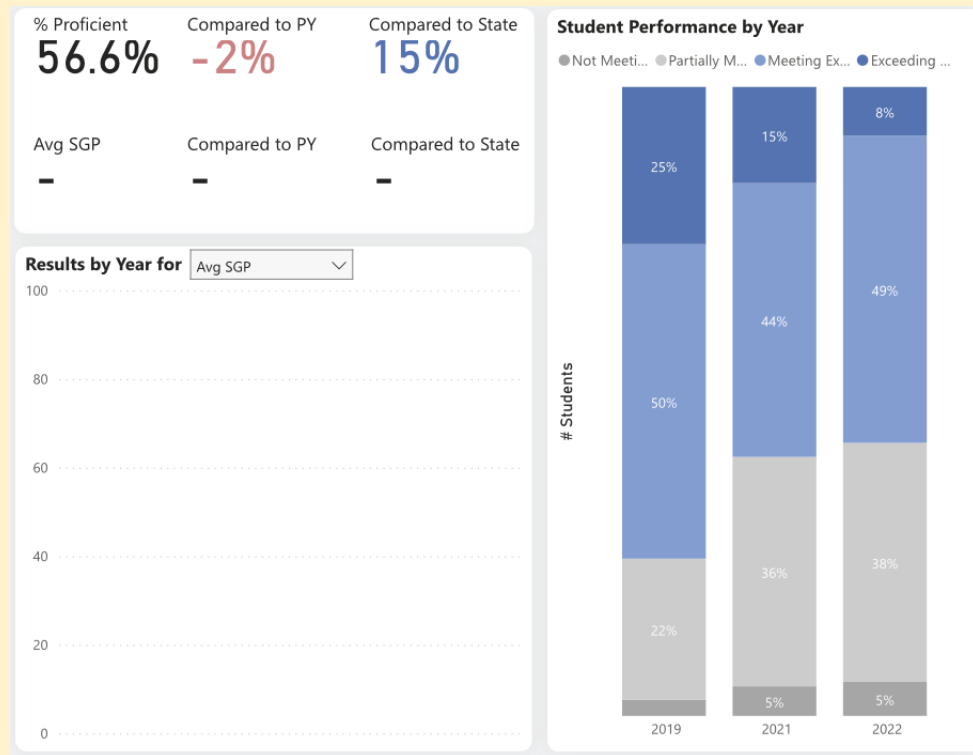
# Grade 8 Science & Technology

**Meeting or Exceeding: 57%**

- Compared to PY: -2%

**Meeting or Exceeding(IEP/504): 33%**

- Compared to PY: +13%



# LMS Impressions

## Strengths:

- Larger than average gains likely due to increased stability during the 2021-2022 school year. There were a number of positions impacted during the 2020-2021 school year (leaves, vacancies, etc...).
- Higher percentage of students moved from Meeting Expectations to Exceeding Expectations in Grade 7 ELA and Math, Grade 8 Math.

## Challenges:

- Higher rates of absences, tardies and dismissals (ATDs) led to time on learning loss for students.
- Grade 6 Math: three different math teachers in 2021-2022.
- 88 students on 504/IEPs took the math test
  - 21% scored in the Meeting Expectations range
  - 58% scored in the Partially Meeting Expectations range

# **LMS Next Steps**

- 1. Continue to provide structures and routines that help to support student academic and behavior expectations.**
- 2. Continue to address social-emotional concerns among students and staff.**
- 3. Continue to review content for relevancy, engagement, and critical thinking.**
- 4. Reimagine our Tier 2 supports (Math Lab, Literacy Lab, Academic Support Center) through a more data driven approach to intervention.**



# **Russell Street School**

## **Spring 2022 MCAS Results**

# Grade 3 ELA

**SGP: N/A**

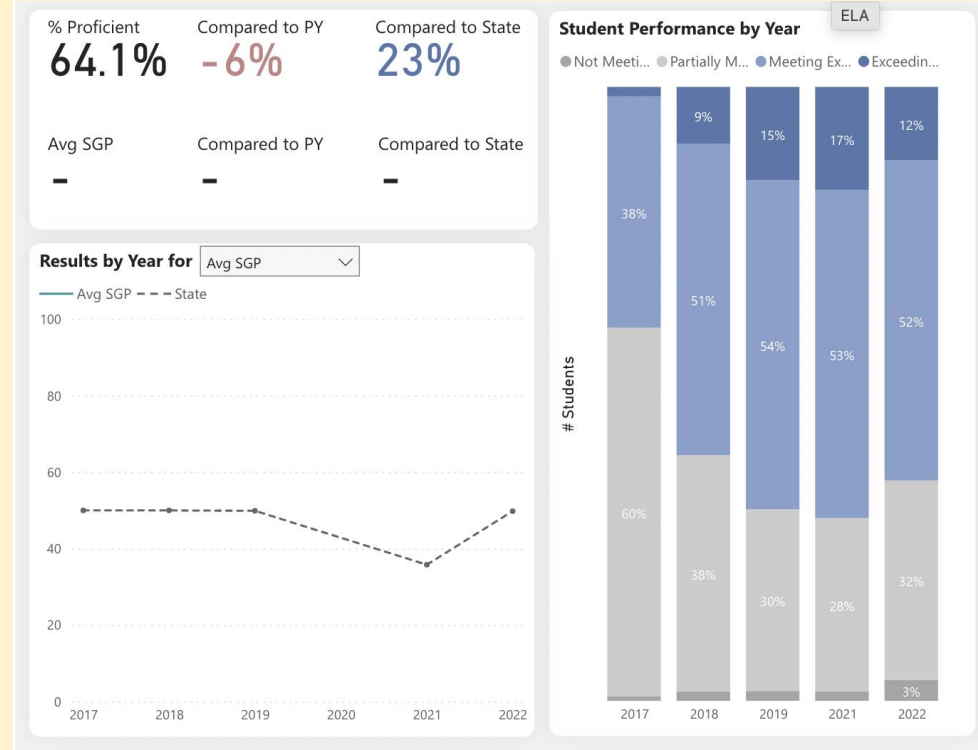
**Meeting or Exceeding: 64%**

**Compared to PY -6%**

**SGP (IEP/504): N/A**

**Meeting or Exceeding (IEP/504): 46%**

**Compared to PY +6%**



# Grade 3 Math

**SGP: N/A**

**Meeting or Exceeding: 57%**

**Compared to PY +11%**

**SGP (IEP/504): N/A**

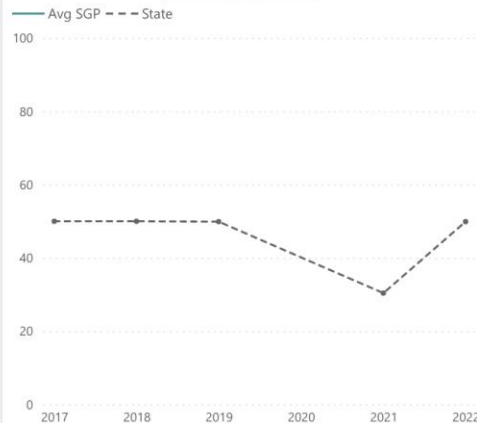
**Meeting or Exceeding (IEP/504): 52%**

**Compared to PY +32%**

% Proficient **56.8%** Compared to PY **11%** Compared to State **18%**

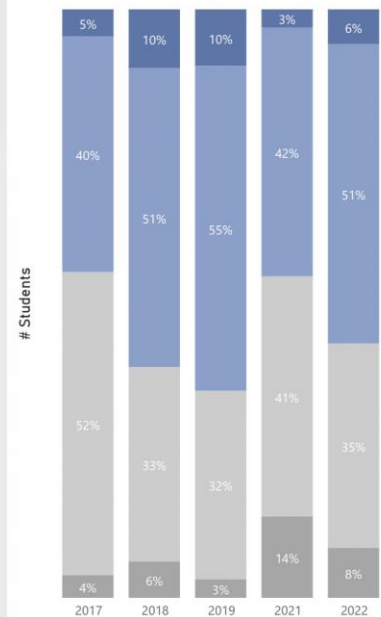
Avg SGP **-** Compared to PY **-** Compared to State **-**

Results by Year for Avg SGP



Student Performance by Year

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceedin...



# Grade 4 ELA

**SGP: 53.5 (Typical)**

**Meeting or Exceeding: 56%**

**Compared to PY -9%**

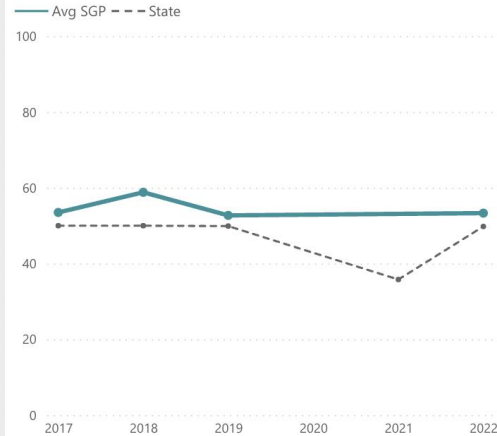
**SGP (IEP/504): 49.9 (Typical)**

**Meeting or Exceeding(IEP/504): 24%**

**Compared to PY -9%**

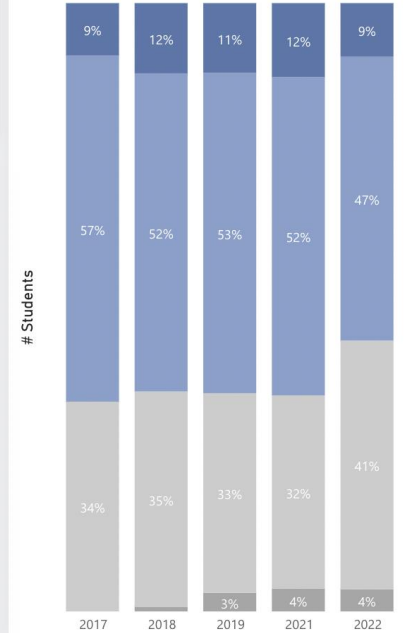
% Proficient	Compared to PY	Compared to State
55.5...	-9%	14%
Avg SGP	Compared to PY	Compared to State
53.3	53	4

Results by Year for Avg SGP



## Student Performance by Year

● Not Meet... ● Partially M... ● Meeting Ex... ● Exceedin...



# Grade 4 Math

**SGP: 47.3 (Typical)**

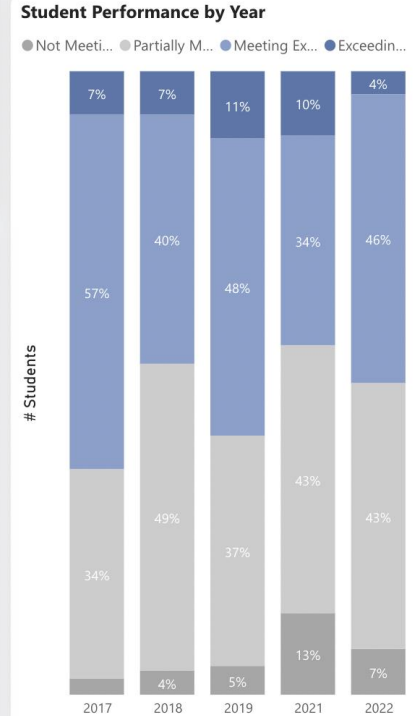
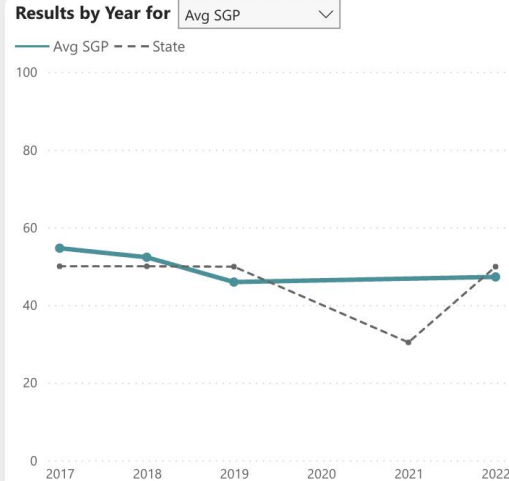
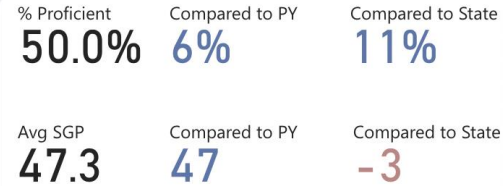
**Meeting or Exceeding: 50%**

**Compared to PY +6%**

**SGP (IEP/504): 43.6 (Typical)**

**Meeting or Exceeding (IEP/504): 21%**

**Compared to PY +11%**



# Grade 5 ELA

**SGP: 46.3 (Typical)**

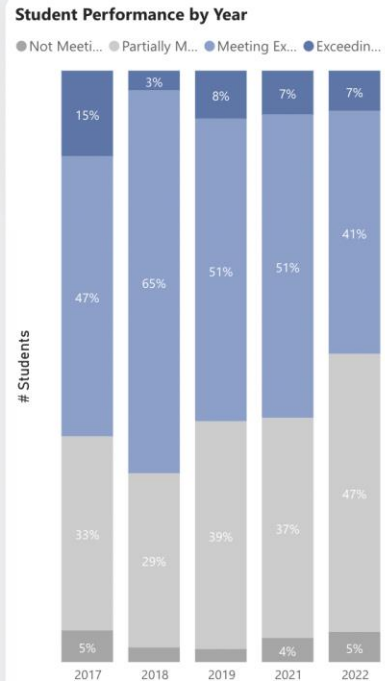
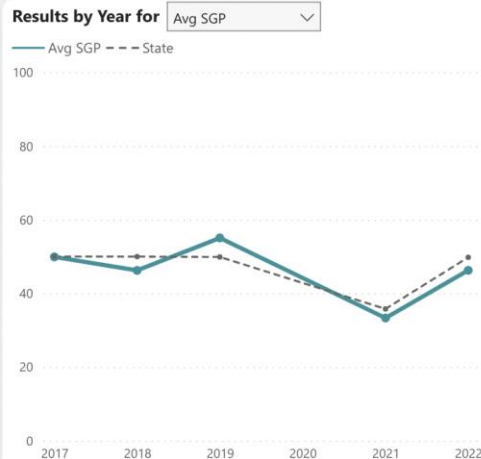
**Meeting or Exceeding: 48%**

**Compared to PY: -11%**

**SGP (IEP/504): 33.9 (Low)**

**Meeting or Exceeding(IEP/504): 12%**

**Compared to PY -19%**



# Grade 5 Math

**SGP: 49.1 (Typical)**

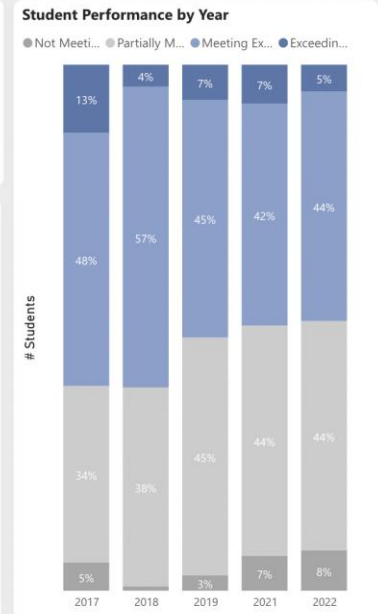
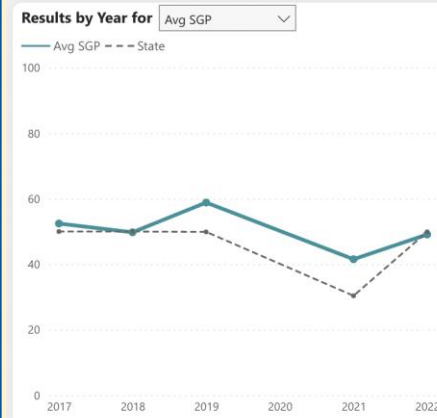
**Meeting or Exceeding: 49%**

**Compared to PY: -1%**

**SGP (IEP/504): 40.9 (Typical)**

**Meeting or Exceeding (IEP/504): 12%**

**Compared to PY -15%**



# Grade 5 Science

**SGP: N/A**

**Meeting or Exceeding: 63%**

**Compared to PY: +7%**

**SGP (IEP/504): N/A**

**Meeting or Exceeding (IEP/504): 30%**

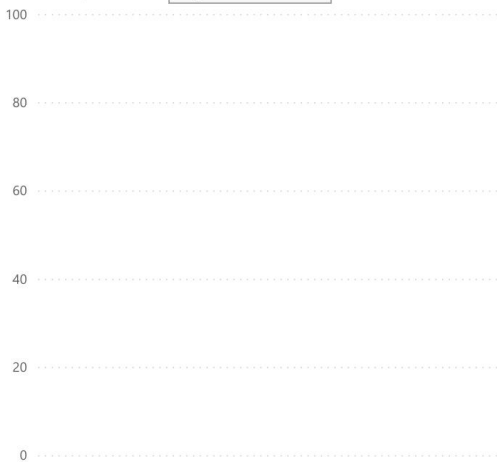
**Compared to PY: No**

**Change**

% Proficient **62.9%** Compared to PY **7%** Compared to State **21%**

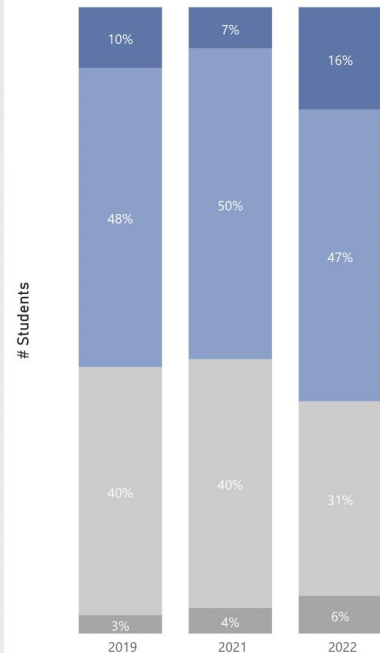
Avg SGP **—** Compared to PY **—** Compared to State **—**

Results by Year for Avg SGP



**Student Performance by Year**

● Not Meeti... ● Partially M... ● Meeting Ex... ● Exceedin...





# RSS Impressions

## Strengths:

- Test participation rates were extremely high
- RSS students demonstrated typical growth in most areas
- Third graders did well in both ELA and Math
- Fourth graders did well in Math
- Fifth graders did well in Science

## Challenges:

- Grade 3 students are taking this test for the first time
- Scope and sequence of curriculum to cover the content prior to the MCAS tests.
- Students on 504/IEP:
  - 24% of grade 3
  - 25% of grade 4
  - 30% of grade 5
- Focusing in on the right testing accommodations for each student
- Scheduling of MCAS test
- Interrupted learning during the pandemic

# **RSS Next Steps**

**Beginning in Trimester 2:**

**Regularly practice MCAS type reading, writing and math problems to increase familiarity for students.**

**Regularly complete math problems on the Chromebooks to learn to use the drag/drop toolbox.**

**Practice problems using the math reference sheet**

**New math curriculum - Into Math - look at ways that it addresses content areas that were previously weak for students**

# Where to go for more MCAS information:

[School and District Profiles](#)

[Information on Next-Generation MCAS](#)

[Parent/Guardian Information](#)



**File: JF - SCHOOL ADMISSIONS**

All children of school age who reside in the district will be entitled to attend the public schools, as will certain children who do not reside in the district but who are admitted under School Committee policies relating to nonresident students or by specific action of the School Committee.

Advance registration for prospective kindergarten students will take place in the spring. Every student seeking admission to school for the first time must present a birth certificate or equivalent proof of age acceptable to the Principal and proof of vaccination and immunizations as required by the state and the School Committee. Proof of residency of the individual holding legal guardianship may also be required by the school administration.

SOURCE: MASC - Reviewed 2021

LEGAL REFS.: [15:1G](#); [76:1](#); [76:5](#); [76:15](#); [76:15A](#)

603 CMR [26.00](#)

CROSS REFS.: [JLCA](#), Physical Examination of Students

[JLCB](#), Immunization of Students

[JFBB](#), School Choice

[JFABD](#), Homeless Students: Enrollment Rights and Services

[JFABE](#), Educational Opportunities for Military Children

[JFABF](#), Educational Opportunities for Children in Foster Care

**NOTE: Use this category for statements covering all school admissions. Statements on exceptions to general residency requirements, tuition charges for nonresident students, admission of students from neighboring towns on a transfer basis, should be filed under the appropriate following categories:**

**JFAB, Admission of Non-resident Students**

**JFABA, Non-resident Tuition Charge**

**JFABD, Admission of Homeless Students**

**JFABB, Admission of Foreign Students**

**JFABD - HOMELESS STUDENTS: ENROLLMENT RIGHTS AND SERVICES**

As required by law, the district will work with homeless children and youth and unaccompanied youth <sup>1</sup> (collectively, "homeless students") as well as their families or legal guardians to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs, school nutrition programs, summer programming and extracurricular activities.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or similar reason;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. Living in emergency or transitional shelters;
4. Being abandoned in hospitals;
5. Living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; and
7. Migratory children living in conditions described in the previous examples.

**Students Remaining in Schools of Origin**

It is presumed to be in the best interest of homeless students to remain in their schools of origin, i.e. the school that the student was attending at the time he or she became homeless, or the last school the student attended prior to becoming homeless. Homeless students may continue to attend their school of origin for as long as they remain homeless or until the end of the academic year in which they obtain permanent housing. For homeless students who complete the final grade level served by the school of origin, the term "school of origin" shall also include the receiving school in the same school district educating students at the next grade level.

Homeless students are entitled to transportation comparable to that provided for all other students attending school in the district. The district will transport students who are sheltered or

temporarily residing within the district to the students' school of origin. For homeless students attending a school of origin located outside the district in which the student is sheltered or temporarily residing, the district in which the school of origin is located will coordinate with the district in which the student is sheltered or temporarily residing to provide the transportation services necessary for the student, and these districts will divide the cost equally. Formerly homeless students who find permanent housing mid-school year will continue to receive transportation services until the end of the school year.

### **Students Enrolling in District Where Sheltered or Temporarily Residing**

Parents or guardians may elect to enroll homeless students in the school district in which the student is sheltered or temporarily residing, rather than having the student remain in the school of origin. Enrollment changes for homeless students should take place immediately.

If homeless students are unable to provide written proof of their shelter or temporary residence in the district, the homeless liaison will work with the family seeking enrollment to determine homelessness. Information regarding a homeless student's living arrangement shall be considered a student education record, and not directory information. Records containing information about the homeless student's living arrangement may not be disclosed without the consent of the parent or satisfaction of another student-privacy related exemption.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to homeless families on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

### **Dispute Resolution**

If the district disagrees with a parent or guardian's decision to keep a student enrolled in the school of origin and considers enrollment in the district where the student is sheltered or temporarily residing to be in the student's best interest, the district will explain to the parent, in writing and in a language the parent can understand, <sup>2</sup> the rationale for its determination and provide parent with written notice of their rights to appeal the district's determination to the Massachusetts Department of Elementary and Secondary Education . <sup>3</sup> During the pendency of

any such appeal, the student should remain enrolled in the school selected by the parent or guardian, receiving transportation to school and access to other available services and programs.

The Massachusetts Department of Elementary and Secondary Education's Advisory on Homeless Education Assistance contains additional information about educating homeless students and the appeal process. This advisory is available at the following link:

<http://www.doe.mass.edu/mv/haa/mckinney-vento.docx>

### **Homeless Liaison**

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students in locations such as schools, family shelters and soup kitchens. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of homeless students. The liaison shall ensure district staff receive professional development and other support on issues involving homeless students.

LEGAL REFS.: The McKinney-Vento Act and Title I, Part A, as Amended by the Every Student Succeeds Act of 2015

SOURCE: MASC - Reviewed 2021

## **JFABE - EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents or guardians being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the Interstate Compact on Educational Opportunity for Military Children. The district believes it is appropriate to remove barriers to educational success imposed on children of military families resulting from frequent moves required by parents' or guardians' military deployment.

### **Definitions**

**Children of military families:** School aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve serving on active duty.

**Deployment:** The period one month before the service members' departure from their home station on military orders through six months after return to their home station.

**Education(al) records:** Official records, files, and data directly related to a student and maintained by the school including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

Eligible students are children of military families as well as the children of veterans who have been severely injured and medically discharged, and children of active-duty personnel who died on active duty. Children of retired active-duty personnel are also eligible to receive services for one year following the discharge due to severe injury, or the retirement or death of an active military parent. The Compact does not apply to children of inactive Guard or Reserves, veterans and retired personnel not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible students include the following:

- Sending schools must send either official or unofficial records with the moving students and District receiving schools must use those records for immediate enrollment and educational placement.
- Upon enrollment of an eligible student, the receiving school must request official records and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).



- Receiving schools must initially honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school and space is available. The receiving schools must also initially honor placement of like programs to those of the student in the sending state, including, but not limited to, Gifted and Talented programs, and English as a Second Language programs. Receiving schools are not precluded from performing subsequent evaluation to ensure the appropriate placement and continued enrollment of the student in courses and programs.
- In compliance with federal law, the district will assume financial and programmatic responsibility for the special education programs of students with existing IEPs drafted in other states.
- As appropriate, the District will exercise the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, also as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences, as necessary, for visitations relative to leave or deployment.
- An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to continue to attend the school in which he or she was enrolled while living with the custodial parent or guardian, without any tuition fee imposed.
- The District high school will accept exit or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state.) If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.

LEGAL REFS: M.G.L. Part I, Title II, Chapter [15E](#),

Interstate Compact on Educational Opportunity for Military Children

SOURCE: MASC - Updated 2021

**File: JFABF - EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN FOSTER CARE**

The purpose of this policy is to ensure the educational stability of students in foster care. Educational stability has a lasting impact on students' academic achievement and wellbeing, and the School Committee is committed to supporting all efforts to ensure that students in foster care have equal access to high-quality, stable educational experiences from preschool (if offered) through high school graduation.

Irrespective of the location of a foster care placement, students in foster care will continue to attend their school of origin, unless after a collaborative decision-making process, it is determined to be in the student's best interest to enroll in and attend school in the district in which the student resides in foster care. Enrollment of students in the district where they reside in foster care will take place immediately upon such a determination.

The district has designated a point of contact for students in foster care. The district and the point of contact will collaborate with The Department of Children and Families (DCF) to ensure that students can access transportation and the other services to which they may be entitled.

**Best Interest Determination**

Decisions about whether a student in foster care should continue to attend the school of origin should be made collaboratively by DCF, the student (as appropriate), the student's family and/or foster family (or, if different, the person authorized to make educational decisions on behalf of the student), the school and district of origin, and (when appropriate) the local district where the student is placed. Best interest determinations should focus on the needs of each individual student and account for unique factors about the student and his or her foster care placement. Every effort should be made to reach agreement regarding the appropriate school placement of a student in foster care; however, DCF will finalize the best interest determination if the relevant parties cannot agree on the best school for the student to attend.

The district can seek review of DCF's decision by utilizing a Foster Care School Selection Dispute Resolution Process established by DESE and DCF. Decisions made through this process are not subject to review. To the extent feasible and appropriate, the district will ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools.

**Transportation**

The district of origin must collaborate with DCF on how transportation will be arranged and provided to ensure that students in foster care who need transportation to remain in their school of origin will receive such transportation while they are in foster care.

Transportation options may include using Title I funds, establishing regional collaborations among districts, coordinating with existing routes for transportation, seeking help from foster parent(s), etc. Absent other agreements between the district and DCF, the district of origin is responsible for providing transportation to and from the school of origin.

### **Immediate Enrollment**

If it is in the best interest of a student in foster care to leave the school of origin, the student must be immediately enrolled in the district in which he or she resides in foster care. During enrollment of students in foster care, DCF representatives will present the district with a form indicating that the student is in foster care, along with a state-agency identification badge.

If the student does not have immediate access to immunization records, the student shall be permitted to enroll under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's address confidentiality program when necessary. After enrollment, the district will immediately request available records from the student's previous school.

Attendance rights by living in attendance areas, other student assignment policies, or intra and inter-district choice options are available to students in foster care (homeless families) on the same terms as families who reside in the district. Accordingly, the district will provide transportation services to school in a manner comparable to the transportation provided for all other students in the district.

LEGAL REFS: Every Student Succeeds Act (ESSA);

Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act)

SOURCE: MASC - Updated 2021