# *Town of Littleton School Committee*

| | | |
|---|---|---|
| DARYL BAKER, Vice Chair | MIKE FONTANELLA, Chair | JENNIFER WILSON, Secretary |
| MATTHEW HUNT, Member | | ERICA PODGORNI, Member |

### The Littleton School Committee will meet at the
### Littleton Police Department Community Room
### 500 Great Road
### Thursday, December 13, 2018

*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.*

## ** *A G E N D A* * *

**7:00**  **I.  ORGANIZATION**
     1. Call to Order
     2. Pledge of Allegiance
     3. Consent Agenda
         -Minutes – November 29, 2018
         -Oath to Bills -
          and Payroll

**7:05**  **II.  INTERESTED CITIZENS**

**7:10**  **III.  RECOGNITION**
     1. **LPS Girls' Cross Country State Champions**: *Mike Lynn, Athletic Director will recognize the girls on their XC State Championship.*
     2. **Geri Lyn Ajemian Retirement**: *The School Committee will recognize Dr. Ajemian for her 12 years of service with the Littleton Public School as the Director of Curriculum.*
     3. **Student Representative(s) Report**: *Student Representative(s), Kriti Sharma and/or Madelyn O'Meara will give a report of events for each school.*

**7:20**  **IV.  PRESENTATION**
     1. **LHS Pole Vault Project**: *Daryl Baker and Mike Lynn, Athletic Director will give an update on the LHS Pole Vault Project.*
     2. **Snow Day Cancellation Pilot**: *School Principals and Dr. Ajemian will give an update on the Snow Day Cancellation Pilot.*
     3. **MCAS Results Presentation of Spring 2018 District/School**: *Dr. Geri Lyn Ajemian - Director of Curriculum, Dr. John Harrington - LHS Principal, Cheryl Temple - LMS Principal and Scott Bazydlo - RSS Principal will give a presentation on the district/school results from the Spring 2018 MCAS testing.*

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3. **2018 Next-Generation District & School Accountability System**:
   *Dr. Geri Lyn Ajemian, Director of Curriculum with give a presentation on the Massachusetts 2018 Next-Generation District & School Accountability System.*

**8:50   V.   NEW BUSINESS**
   1. Superintendent Educator Evaluation goals for the 2018/2019 school year.

**8:55   VI.   INTERESTED CITIZENS**

**9:00   VII.   SUBCOMMITTEE REPORTS**
   1. **Budget Subcommittee**:
   2. **Policy Subcommittee**: (see LPS website to view all policies)
   *Motion to approve the following revised Policies:*
   *Policy ACE: Nondiscrimination on the Basis of Disability*
   *Policy BDE: Subcommittees of the School Committee*
   *Policy BDF: Advisory Committees to the School Committee*
   *Policy FA: Facilities Development Goals*
   *Motion to approve the following reviewed Policies with no recommended changes:*
   *Policy ADC: Use of Tobacco Products on School Property*
   *Policy BEDB: Agenda*
   http://www.littletonps.org/school-committee/school-committee-polices

**9:05   VIII.   ADJOURNMENT/EXECUTIVE SESSION**

**NEXT MEETING DATE**
**January 10, 2019**
**The Littleton School Committee will meet at the**
**Littleton Police Department Community Room**
**500 Great Road**

**WINTER BREAK**
**DECEMBER 24, 2018 – JANUARY 1, 2019**

*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.*

# *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

| DARYL BAKER, Vice Chair | MICHAEL FONTANELLA, Chair | JENNIFER WILSON, Secretary |
| MATTHEW HUNT, Member | | ERICA PODGORNI, Member |

1                          **SCHOOL COMMITTEE**
2                          **MINUTES**
3                        **November 29th, 2018**
4                          **7:00 PM**
5
6
7   **PRESENT:**   Mike Fontanella                 **ALSO PRESENT:**   Kelly Clenchy
8               Matthew Hunt                                 Steve Mark
9               Jennifer Wilson                          Bettina Corrow (7:03PM)
10             Erica Podgorni                          Kriti Sharma (7:40PM)
11
12
13
14   **NOT PRESENT:**     Daryl Baker
15
16   **CALL TO ORDER**
17   Mike Fontanella called the meeting to order at 7:00p.m.
18
19      On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to approve the Oct. 25, 2018
20      consent agenda. (AYE: Unanimous). Motion carried.
21
22   **INTERESTED CITIZENS**
23   None
24
25   **RECOGNITION**
26      1. Superintendent Clenchy recognized The Mighty Oak Golf Classic, who has donated $6,000 to the
27         Littleton Public Schools. Each school will receive $1,500 for technology enrichment.
28
29      On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to approve the $6,000 donation
30      from the Mighty Oak Fund towards technology enrichment at each school. (AYE: Unanimous). Motion
31      carried.
32
33      2. Mike Fontanella recognized LHS Class of 68. They have donated $3,000 towards the Littleton
34         Scholarship Trust and plan to continue over the years with further donations.

*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.*

3. Kriti Sharma gave a brief overview of the activities taking place at the schools.

**PRESENTATION**.
1. Principal Harrington asked the School Committee for their approval for the scheduled Lemkin Summit Trip to Washington DC in February 22-25, 2019.

On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to approve the scheduled Lemkin Summit Trip to Washington DC in February 22-25, 2019. (AYE: Unanimous). Motion carried.

2. Julie Lord gave a brief overview of the Cross-District PD Day on Nov. 6th, 2018, which included participants from both Middle and High School. Keynote speaker was Allan November. They broke out to 15 Tech themed sessions. An overview of the break-out sessions are included in the packet. After lunch they held an un-conference session led by teacher participants on topics discussed during lunch
Next year the district is playing with the idea of including K-12 faculty.

3. Dr. Ajemian gave a brief overview of the Professional Development 2018-2019 School Year Calendar and the different initiative taking place during District-based PD days, which is a continuing focus on Marzano Research, The New Art & Science of teaching.
Site-based PD's will occur during the Spring Early Release days and proposals are starting to surface from faculty to their building principal.

4. Superintendent Clenchy announced that Dr. Ajemian has decided to retire on Dec. 21st of this year. Dr. Ajemian thanked the School Committee and Superintendent and mentioned that she has worked with certain members of the school committee and central office throughout her entire Littleton career.

5. MassCUE update from Natalie Croteau, Shayna Garlisi and Heidi MacGregor. They presented a brief overview of the Conference and how many great classroom "tools" they walked away with not to mention the collaborations during the conference with other classroom and/or subject teachers.

Natalie also gave a brief update on the technology update throughout the district. An overview of the updates is included in the packet.

6. Steve Mark gave a brief overview of the proposed FY20 Capital Requests. This priority list will be submitted to the Town budget office.

7. Financial Update. Steve Mark gave a brief update on the expenses. Spread sheet was included in the packet.

**NEW BUSINESS**
1. Memorandum of Agreement Between the Parks, Recreation & Community Education Department, The School Committee and The Board of Selectmen of The Town of Littleton: Chair, Mike Fontanella will discuss the MOA between the Parks & Recreation, School Committee and the BOS for the Town of Littleton.

**INTERESTED CITIZENS**
Mike Proulx – Supporting Additional SRO, especially at the Middle School. That way the SRO has a chance to get to know the students before they move on to the high school. He read a statement from a former student, who support adding another SRO to the staff and mentions all the benefits with a SRO visible at the schools at all times.

Maggie Buckley – She has two students at Shaker Lane and supports adding another SRO to the district and having a more visible police officer at the Elementary schools. They have a great influence on the community and build a healthy relationship for younger students, who learn at an early age, who they can reach out to for help other than school faculty.

Megan Rank – Spoke about how Dec. 14, 2012 and Sandy Hook has changed her outlook and that there is no greater priority than school safety. She asked if the district is reaching out to other district about how they conduct their safety drills. She also mentioned that a group of parents has started a petition for the additional SRO.

Megan Rank on behalf of Rachel Blaine – Support adding another SRO to the schools.

Erica Podgorni added that lots are being done to keep all students safe at the schools and that some of the initiatives may not be visible to the public but safety is always a priority.

**SUBCOMMITTEE REPORTS**
1. PMBC: None

2. Budget Subcommittee: FY2020 Initial Budget Analysis presented by Mike Fontanella. The Chairman went through the presentation and highlighted the projected increases and additional services/staffing. He gave a quick overview of Circuit Breaker reimbursement and how the State reimburses the year after services has taken place. He also went over the Kindergarten Tuition Free Full-Day Phase-In. The presentation is included in the packet. Further discussion will take place at another school committee meeting in January 2019.

3. Safety and Security: None

4. Policy Subcommittee: First Reading of Policy ACE, BDE, BDF, and FA

   First Reading of the following reviewed Policies

   ACE    Nondiscrimination on the Basic of Disability
   BDE:   Subcommittee of the School Committee
   BDF:   Advisory Committees to the School Committee
   FA:      Facilities Development Goals

On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to accept the first reading of the following policy ACE, BDE, BDF, and FA as reviewed and presented. (AYE: Unanimous). Motion carried.

On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to accept the first reading of the following policy BDE with a minor change to chairperson instead of chairman under bullet #2. (AYE: Unanimous). Motion carried.

First Reading of the following reviewed Policies with no recommended changes

   ADC:   Use of Tobacco Products on School Property
   BEDB:  Agenda

On a motion by Matthew Hunt, and seconded by Jen Wilson, it was voted to accept the first reading of the following policy ACE and BEDB as reviewed with no recommended changes as presented. (AYE: Unanimous). Motion carried.

**ADJOURNMENT**
On a motion by Matthew Hunt, and seconded by Jennifer Wilson, it was voted to adjourn at 9:16. Roll Call Vote: Jennifer Wilson, AYE; Matthew Hunt, AYE: Erica Podgorni, AYE, and Mike Fontanella, AYE.

**NEXT MEETING DATE**
**Thursday, December 13, 2018**
**7:00PM**
**Littleton Police Department Community Room**

**<u>DOCUMENTS AS PART OF MEETING</u>**
The Mighty Oak Fund letter
Lemkin Summit letter
Cross-District agenda Nov. 6, 2018
Professional Development Calendar
MassCUE update
Financial Statement Report
Memorandum of Agreement
Fy2020 Initial Budget Analysis
Policy ACE
Policy BDE
Policy BDF
Policy FA
Policy ADC
Policy BEDB

# 2018 MCAS Report
## to the
# Littleton School Committee
December 13th, 2018

**Dr. Kelly Clenchy**
Superintendent

**Dr. Geri Lyn Ajemian**
Curriculum Director

**Mrs. Michelle Kane**
Principal, Shaker Lane School

**Mr. Scott Bazydlo**
Principal, Russell Street School

**Mrs. Cheryl Temple**
Principal, Littleton Middle School

**Dr. John Harrington**
Principal, Littleton High School

# Major Themes / Topics

- Understanding the Next Generation MCAS

- 2018 MCAS Results
  - Statewide & District Level

- LPS MCAS Analyses

- Russell Street School
  - 2018 MCAS Results & Next Steps

- Littleton Middle School
  - 2018 MCAS Results & Next Steps

- Littleton High School
  - 2018 MCAS Results & Next Steps
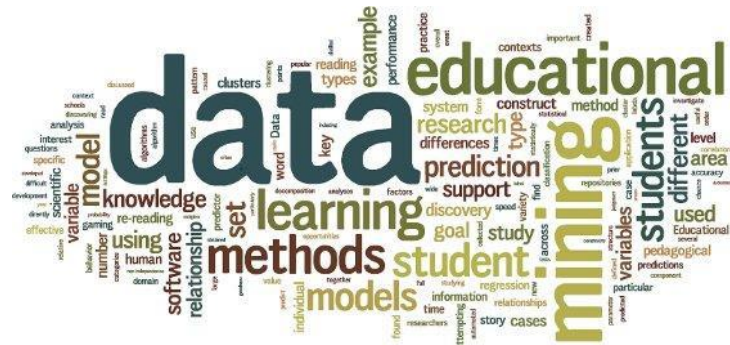
# What is the Next-Generation MCAS?

★ Updated version of the nearly 20-year-old MCAS assessment

★ Focuses on students' **critical thinking abilities**, **application of knowledge**, and ability to make **connections between reading and writing**

★ Gives a **clearer signal of readiness** for the next grade level or college and career

★ Designed to be given on a **computer** (though paper versions remain available)

★ First given in **spring 2017** in grades 3-8 in English language arts and math

★ Will eventually replace all older ("legacy") MCAS tests in grades 3-10

3

# Computer-Based Testing

- ★ Phasing in computer-based testing by grade level
  - ★ Spring 2017: Grades 4 and 8 English language arts (ELA) and math

  - ★ Spring 2018: Grades 4-5 and 7-8 in ELA and math and grades 5 and 8 in science and tech/eng

  - ★ Spring 2019: All tests in grades 3-8, grade 10 ELA and math

4

# MCAS Achievement Levels

## ★ Legacy

### Advanced
Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

### Proficient
Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### Needs Improvement
Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

### Warning
Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

## ★ Next-generation

### Exceeding Expectations
A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

### Meeting Expectations
A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

### Partially Meeting Expectations
A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

### Not Meeting Expectations
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

# MCAS Scaled Scores

**Advanced**
260-280

**Exceeding Expectations**
530-560

**Proficient**
240-258

**Meeting Expectations**
500-529

**Needs Improvement**
220-238

**Partially Meeting Expectations**
470-499

**Warning**
200-218

**Not Meeting Expectations**
440-469

6

# Mathematics Results

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**

541

| 440 | Not Meeting Expectations | 470 | Partially Meeting Expectations | 500 | Meeting Expectations | 530 | Exceeding Expectations | 560 |

A student who performed at this level did not meet grade-level expectations in this subject.

The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

A student who performed at this level partially met grade-level expectations in this subject.

The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

## How your child performed compared to the school, district, and state

| Your Child's Score | Average Score | | |
|---|---|---|---|
| | School | District | State |
| 541 | 485 | 502 | 515 |

7

# How your child performed on the test in each reporting category and on each individual test question

| Reporting Category | Points earned by **your child** | Average number of points earned by Meeting Expectations students who scored close to 500. |
|---|---|---|
| Operations & Algebraic Thinking | 7 out of 10 | 6.0 out of 10 |
| Numbers & Operations in Base Ten | 10 out of 10 | 6.8 out of 10 |
| Numbers & Operations – Fractions | 5 out of 5 | 4.0 out of 5 |
| Measurement & Data | 8 out of 9 | 6.1 out of 9 |
| Geometry | 3 out of 4 | 2.5 out of 4 |

## Individual Test Questions

| Question Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Points Earned | 1/2 | 3/4 | 0/1 | 0/1 | 3/3 | 1/4 | 1/1 | 1/1 | 1/1 | 0/1 | 1/1 | 1/2 | 1/2 | 1/1 | 1/1 | 0/1 | 4/4 | 3/4 | 0/4 | 1/1 | 1/1 | 1/1 | 0/1 | 0/1 | 0/1 | 2/3 | 5/6 | 0/1 | 1/1 | 1/1 |

**Key**

x/y = x points earned out of y possible points
Blank space/y = no answer provided

Go online to see a description of every test question at www.doe.mass.edu/mcas/parents.

# Spring 2019 Next Generation MCAS

**Computer- Based Tests to be Administered:**

- Grades 3 – 8 ELA and Mathematics
- Grades 5 and 8 STE
- Grade 10 ELA and Mathematics
- High School Biology and Introductory Physics field tests

**Transition Plan for MCAS Science and Technology/ Engineering (STE) Tests**

**Grades 5 & 8 MCAS Transition**

- Next generation MCAS STE tests based on the 2016 STE Curriculum Frameworks will be first administered in spring 2019.
- STE tests will be redesigned for:
  - Computer based administration
  - Assessing both content & science and technology/ engineering practices in Learning Standards

**High School MCAS STE Transition**

- In June 2019, all four current, paper-based high school STE tests will be administered:
  (Biology, Chemistry, Introductory Physics & Technology/Engineering)
- June 2019 Biology test and Introductory Physics tests will be based on "overlapping" standards from the 2001/06 and 2016 STE standards.
- Next-Generation Biology and Introductory Physics tests to be administered in June 2020, with DESE recommending phasing out the Chemistry and Technology/ Engineering tests.

# Statewide Results - 2018 English Language Arts

## Grades 3-8 Achievement

## 2017 – 2018 Change

### Percent of Students by Achievement Level by Grade



Legend:
- ■ Not Meeting Expectations
- ■ Partially Meeting Expectations
- ■ Meeting Expectations
- ■ Exceeding Expectations
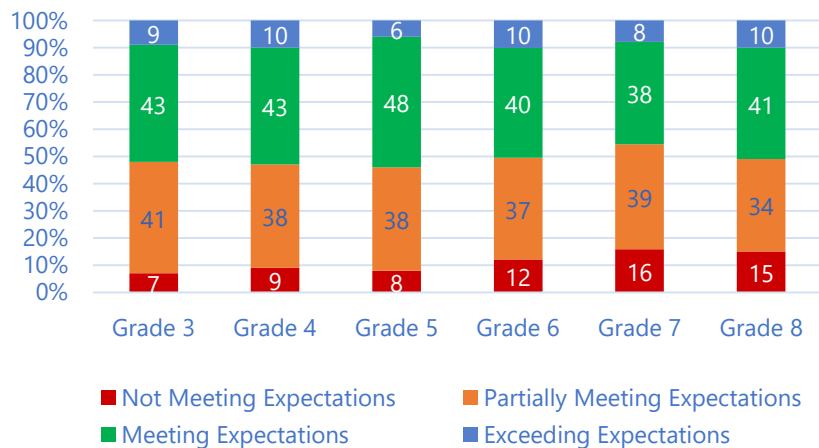
| Grade | Average Scaled Scores | | Scaled Score Change, 2017 to 2018 |
|---|---|---|---|
| | **2017** | **2018** | |
| Grade 3 | 498.8 | 502.2 | +3.4 |
| Grade 4 | 499.2 | 501.8 | +2.6 |
| Grade 5 | 498.9 | 501.9 | +3.0 |
| Grade 6 | 499.4 | 501.0 | +1.6 |
| Grade 7 | 499.1 | 497.0 | -2.1 |
| Grade 8 | 498.8 | 499.1 | +0.3 |
| **Grades 3-8** | **499.0** | **500.5** | **+1.5** |

# Statewide Results - 2018  Mathematics

## Grades 3-8 Achievement

### Percent of Students by Achievement Level by Grade



Legend:
- Not Meeting Expectations
- Partially Meeting Expectations
- Meeting Expectations
- Exceeding Expectations
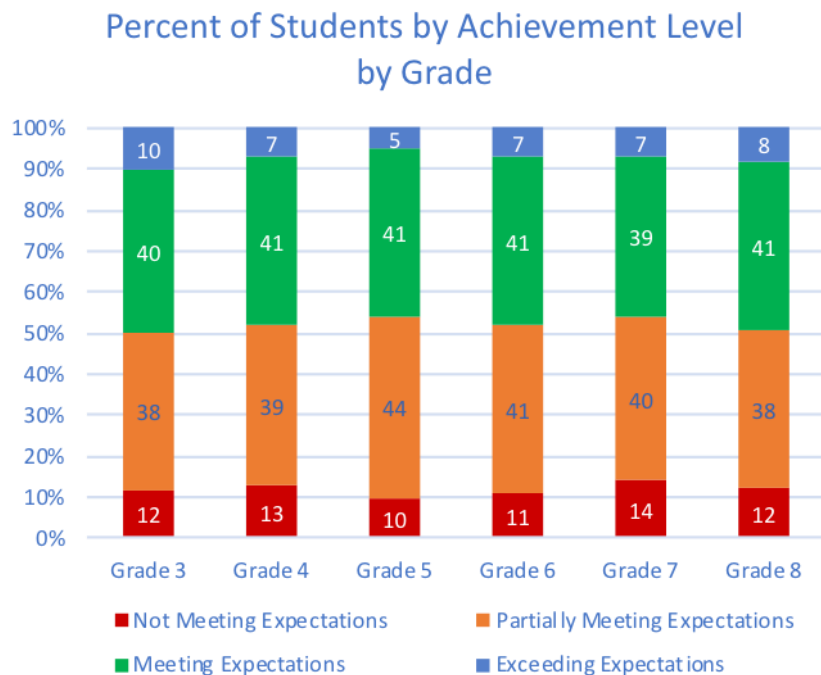
## 2017 – 2018 Change

| Grade | Average Scaled Scores | | Scaled Score Change, 2017 to 2018 |
|---|---|---|---|
| | 2017 | 2018 | |
| Grade 3 | 498.8 | 499.9 | +1.1 |
| Grade 4 | 498.0 | 497.9 | -0.1 |
| Grade 5 | 498.6 | 497.5 | -1.1 |
| Grade 6 | 499.2 | 498.6 | -0.6 |
| Grade 7 | 498.6 | 497.5 | -1.1 |
| Grade 8 | 499.6 | 498.8 | -0.8 |
| Grades 3-8 | 498.8 | 498.4 | -0.4 |

# Statewide Results - MCAS Legacy Results

## Grade 10



**2007–2018 Statewide Grade 10 MCAS Results**
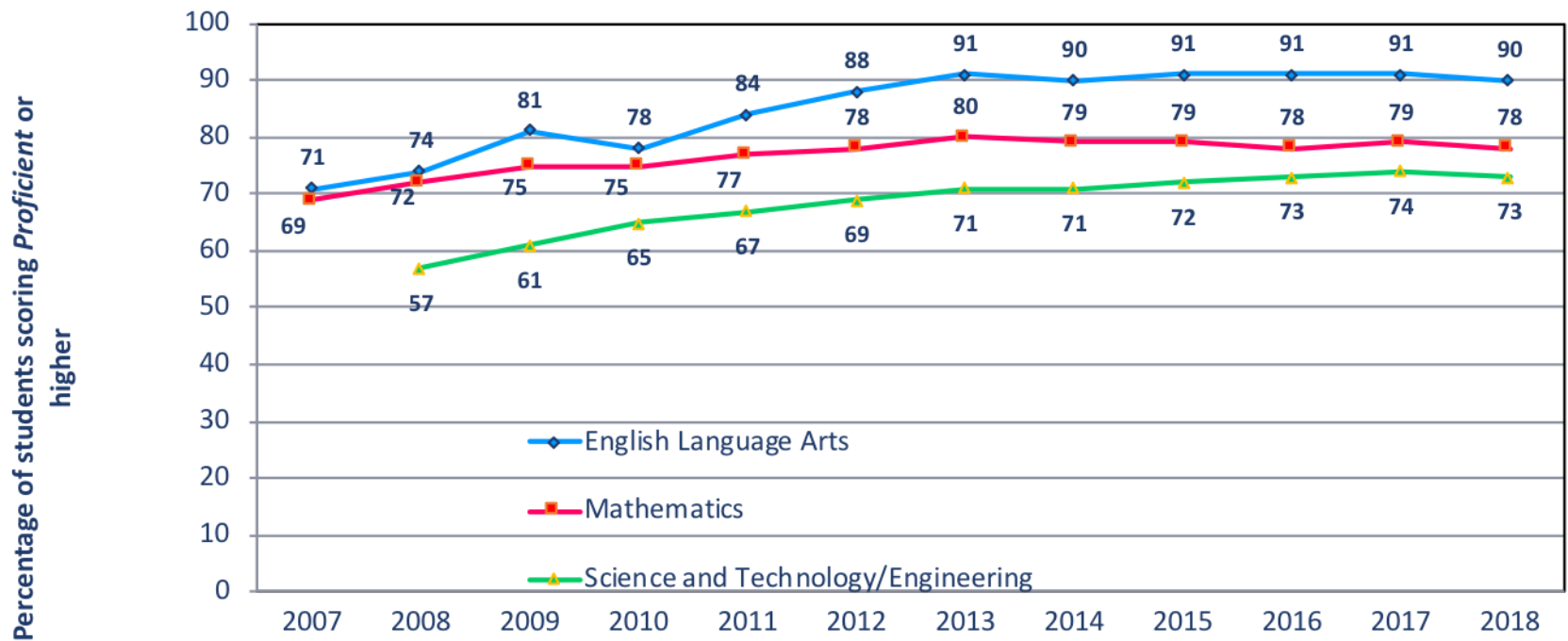
# Statewide Results - MCAS Legacy Results

## Grade 5 & 8 Science &Tech/Engineering



2008-2018 Statewide Grades 5 & 8 Science and Technology/Engineering Results
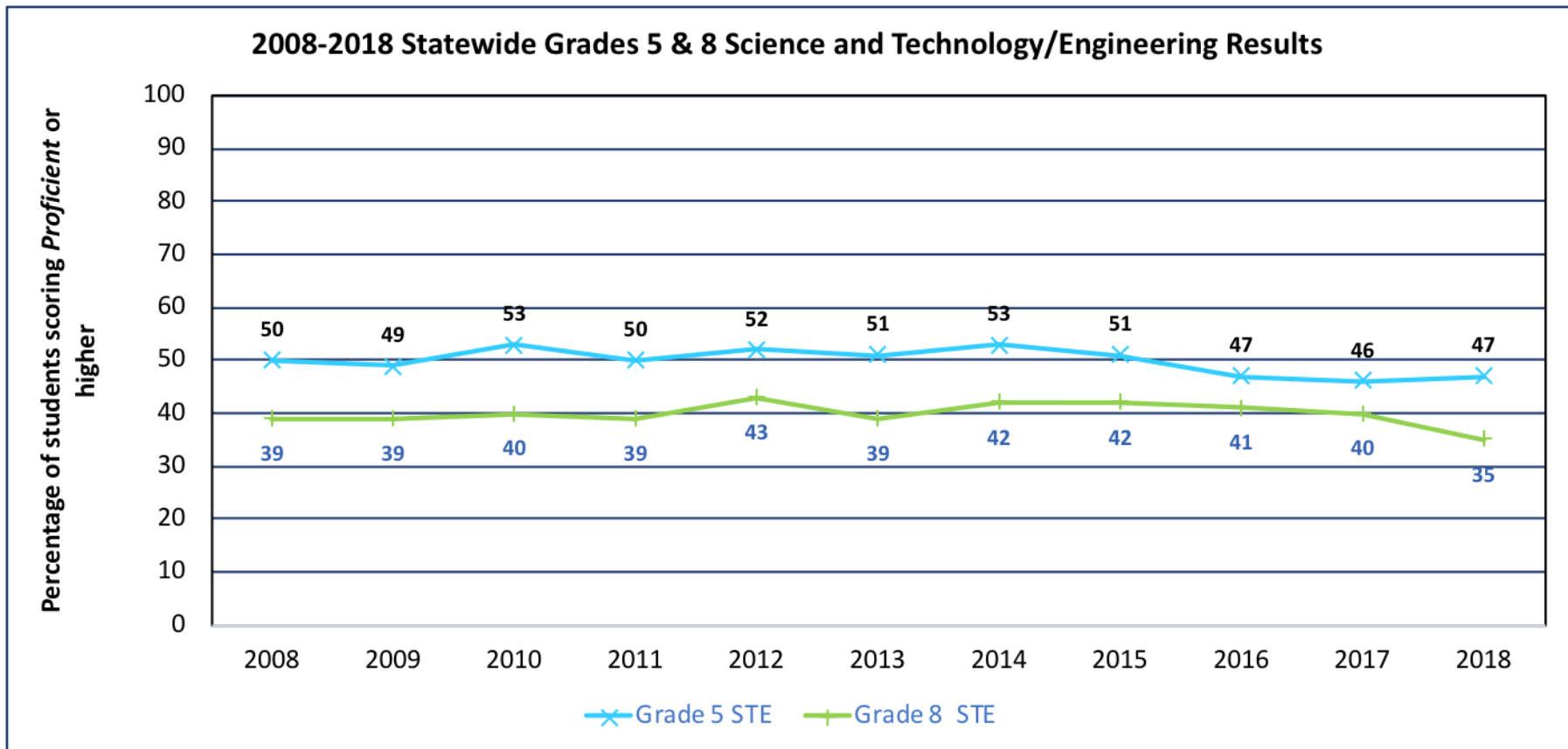
# Next Generation MCAS 2018 District to State Comparison English Language Arts

| Grade Level | Percent Students Meeting or Exceeding Expectations | | Average Scaled Score | |
|---|---|---|---|---|
| | LPS | State | LPS | State |
| Grade 3 ELA | 59 | 52 | 506.1 | 502.2 |
| Grade 4 ELA | 64 | 53 | 506.0 | 501.8 |
| Grade 5 ELA | 66 | 59 | 504.6 | 501.9 |
| Grade 6 ELA | 70 | 51 | 513.3 | 501.0 |
| Grade 7 ELA | 76 | 46 | 510.5 | 497.0 |
| Grade 8 ELA | 76 | 51 | 515.3 | 499.1 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➢ Source: **DESE Website** --http://profiles.doe.mass.edu/

# Next Generation MCAS 2018 District to State Comparison Mathematics

| Grade Level | Percent Students Meeting or Exceeding Expectations | | Average Scaled Score | |
|---|---|---|---|---|
| | LPS | State | LPS | State |
| Grade 3 Math | 60 | 50 | 505.2 | 499.9 |
| Grade 4 Math | 47 | 48 | 500.3 | 497.9 |
| Grade 5 Math | 60 | 46 | 502.5 | 497.5 |
| Grade 6 Math | 61 | 47 | 504.5 | 498.6 |
| Grade 7 Math | 64 | 46 | 507.3 | 497.5 |
| Grade 8 Math | 75 | 50 | 510.8 | 498.8 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➤ Source: **DESE Website** --http://profiles.doe.mass.edu/

# Legacy MCAS 2018
# District to State Comparisons

| Grade Level/ Subject | Students Achieving Proficiency | | Students Not Achieving Proficiency | |
| --- | --- | --- | --- | --- |
| | % Advanced & Proficient | | % Needs improvement & Warning/Failing | |
| | LPS | State | LPS | State |
| Grade 5 Science & Tech/Eng. | 64 | 47 | 36 | 52 |
| Grade 8 Science & Tech/Eng. | 65 | 35 | 36 | 65 |
| Grade 10 ELA | 94 | 91 | 5 | 9 |
| Grade 10 Math | 90 | 78 | 10 | 22 |
| Grade 10 Science & Tech/Eng. | 88 | 74 | 12 | 26 |

NOTE: <u>District reports</u> include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➢ Source: **DESE Website** --http://profiles.doe.mass.edu/

# Littleton - Next Generation MCAS 2018
# English Language Arts
# Percent of students at Each Achievement Level

| Grade Level | Exceeding Expectations | Meeting Expectations | Partially Meeting Expectations | Not Meeting Expectations |
|---|---|---|---|---|
| Grade 3 ELA | 9 | 50 | 39 | 2 |
| Grade 4 ELA | 11 | 53 | 35 | 1 |
| Grade 5 ELA | 3 | 63 | 30 | 4 |
| Grade 6 ELA | 24 | 46 | 25 | 5 |
| Grade 7 ELA | 14 | 61 | 19 | 5 |
| Grade 8 ELA | 28 | 48 | 20 | 4 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➢ Source: *DESE Website* --http://profiles.doe.mass.edu/

# Littleton - Next Generation MCAS 2018 Mathematics
# Percent of students at Each Achievement Level

| Grade Level | Exceeding Expectations | Meeting Expectations | Partially Meeting Expectations | Not Meeting Expectations |
|---|---|---|---|---|
| Grade 3 Math | 10 | 50 | 33 | 7 |
| Grade 4 Math | 7 | 40 | 49 | 5 |
| Grade 5 Math | 14 | 56 | 38 | 2 |
| Grade 6 Math | 9 | 52 | 32 | 7 |
| Grade 7 Math | 12 | 53 | 30 | 3 |
| Grade 8 Math | 14 | 61 | 25 | 1 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➢ Source: **DESE Website** --http://profiles.doe.mass.edu/

# Next Generation MCAS
# English Language Arts
# 2017-2018 LPS Comparisons

| Grade | Percent Students Meeting or Exceeding Expectations | | Percent Change 2017 to 2018 |
|---|---|---|---|
| | **2017** | **2018** | |
| Grade 3 | 38 | 59 | +21 |
| Grade 4 | 65 | 64 | -1 |
| Grade 5 | 61 | 66 | +5 |
| Grade 6 | 76 | 70 | -6 |
| Grade 7 | 76 | 76 | 0 |
| Grade 8 | 77 | 76 | -1 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➤ Source: *DESE Website* --http://profiles.doe.mass.edu

# Next Generation MCAS Mathematics

# 2017-2018 LPS Comparisons

| Grade | Percent Students Meeting or Exceeding Expectations | | Percent Change 2017 to 2018 |
|---|---|---|---|
| | 2017 | 2018 | |
| Grade 3 | 44 | 60 | +16 |
| Grade 4 | 64 | 47 | -17 |
| Grade 5 | 60 | 60 | 0 |
| Grade 6 | 70 | 61 | -9 |
| Grade 7 | 64 | 64 | 0 |
| Grade 8 | 57 | 75 | +18 |

NOTE: District reports include all students who took MCAS test while enrolled in the district (regardless of when they enrolled) and students in out-of-district placements.

➢ Source: **DESE Website** --http://profiles.doe.mass.edu

# Department-based MCAS Analyses/ Instructional Focus Areas / Strategies

**All Departments**

- Faculty review of ALL 2017 released MCAS questions (by grade) in the aggregate, by subgroup and for individual students.

- Faculty review of MCAS Results by Standard for Curriculum alignment and revision of curriculum sequencing.

**6-12 English Language Arts**

- Faculty review of text and writing prompt complexity for all released test questions.

- Faculty review of scores and actual student essays & writing prompts to benchmark improvement across spectrum of learners.

- Increased focus on Narrative Essay; Aligned with 2017 Common Core standards (50% reading) (20% Language) and (30% Writing).

- Review of MCAS results by Standard for Curriculum alignment and revision of curriculum sequencing.

- Emphasis on reinforcing students' abilities to substantiate responses with evidence and quotations from the text due to revised scoring system.

- Students will practice online to familiarize themselves with revised platform and content.

- Regular Ed & SPED teachers collaboratively address reading and writing remediation to improve scores across disciplines.

**\* Overviews developed with Grades 6-12 Curriculum Coordinators.**

# Department-based MCAS Analyses/ Instructional Focus Areas / Strategies

**6-12 Mathematics**

- Faculty review including error analyses of released test items.
- Selected MCAS problems brought back to students to re-trace problem solving processes with increased emphasis on Open Response questions.
- Continued practice on MCAS questions in homework and formative assessments.
- Continued practice with different question types (multiple choice, open response, short answer).
- Continued emphasis on vocabulary / appropriate terminology when explaining concepts so students recognize vocabulary in testing context.
- Regular Ed & SPED teachers collaboratively address remediation for students not achieving Proficiency.
- Preparing for MCAS 2.0
    - Incorporating more practice doing math on the computer with equation editor, math computer
    programs, MCAS released items, etc.
    - Ensuring all students have access to the new Grade 10 Math MCAS Reference Sheet
    - Discussed MCAS 2.0 with other districts during the Cross-District PD Department time
- Continuing to collaborate with SPED teachers on updates and released MCAS information

**\* Overviews developed with Grades 6-12 Curriculum Coordinators**

# Department-based MCAS Analyses/ Instructional Focus Areas / Strategies

**6-12 Science and Technology/Engineering**

- Item Analyses disaggregated by Performance Level and by Student Subgroup on 8th grade STE MCAS scores utilized to target at-risk students.
- 8th Grade Concept Review & Focus on Open Response Questions.
  - Weekly homework review of 6th & 7th grade concepts in Earth/Space Science, Biology, Chemistry, Physics, Technology/Engineering.
  - Year long practice/feedback in science-based Open Response writing using the claim-evidence-reasoning format.
  - Continued collaboration with special education for students not achieving Proficiency.
- 9th Grade coursework for students at risk of not passing MCAS: Integrated Science/ Earth Science .
- 9th Grade Biology Focus.
  - Review of test questions for curricular sequencing.
  - Focus on writing open response questions in order to improve student scores on these question types.

**\* Overviews developed with Grades 6-12 Curriculum Coordinators**

# Russell Street School

# Spring 2018
# MCAS Results

# Russell Street School
# 2018 MCAS Summary

| | Results by Achievement Level & Mean Student Growth Percentile (SGP) | |
|---|---|---|
| **English Language Arts** | Mathematics | Science & Technology/Engineering |
| **3rd grade (135)**<br>•Exceeding 9% (Sch/St Diff +0)<br>•Meeting 50% (Sch/St Diff +7)<br>•Partially Meeting 39% (Sch/St Diff -2)<br>•Not Meeting 2% (Sch/St Diff -5)<br>•SGP: N/A | **3rd grade (135)**<br>•Exceeding 10% (Sch/St Diff 0)<br>•Meeting 50% (Sch/St Diff +10)<br>•Partially Meeting 33% (Sch/St Diff -5)<br>•Not Meeting 7% (Sch/St Diff -5)<br>•SGP: N/A | |
| **4th grade (133)**<br>•Exceeding 11% (Sch/St Diff +1)<br>•Meeting 53% (Sch/St Diff +10)<br>•Partially Meeting 35% (Sch/St Diff -3)<br>•Not Meeting 1% (Sch/St Diff -8)<br>•SGP: 58.8 | **4th grade (133)**<br>•Exceeding 7% (Sch/St Diff 0)<br>•Meeting 40% (Sch/St Diff -1)<br>•Partially Meeting 49% (Sch/St Diff +10)<br>•Not Meeting 6% (Sch/St Diff -7)<br>•SGP: 52.2 | |
| **5th grade (122)**<br>•Exceeding 3% (Sch/St Diff -3)<br>•Meeting 63% (Sch/St Diff +15)<br>•Partially Meeting 30% (Sch/St Diff -8)<br>•Not Meeting 4% (Sch/St Diff -4)<br>•SGP: 46.0 | **5th grade (122)**<br>•Exceeding 4% (Sch/St Diff -1)<br>•Meeting 56% (Sch/St Diff +15)<br>•Partially Meeting 38% (Sch/St Diff -6)<br>•Not Meeting 2% (Sch/St Diff -8)<br>•SGP: 50.2 | **5th grade (122)**<br>•Advanced 30% (Sch/St Diff +12)<br>•Proficient 34% (Sch/St Diff +4)<br>•Needs Improvement 29% (Sch/St Diff -10)<br>•Warning 7% (Sch/St Diff -6) |

# Russell Street Key Points

**Students Exceeding or Meeting Expectations vs. State**

- Grade 3 ELA: +8  //  Grade 3 Math: +11
- Grade 4 ELA: +11  SGP: +8.8  //  Grade 4 Math -1  SGP: +2.3
- Grade 5 ELA: +17  SGP: -4   //  Grade 5 Math +15  SGP: Even
- Grade 5 Science +14

## Highlights:

- Strong performance in both student achievement and growth
- Grade 3 Results Over Two Years (Meeting/Exceeding)
  - ELA:  2017 – 39% vs. 2018 – 60% (+21%) (+5 over State vs. -7 in 2017)
  - Math:  2017 – 45% vs. 2018 – 61% (+16%) (+1 over State vs. -4 in 2017)

# Russell Street Next Steps

**Review/Assess Curriculum:**
- Continue focus on standards-based instruction/assessment
- Continue to increase student connectedness and engagement
- Explicit teaching and learning of social/emotional skills (CASEL Framework)
- Re-design WIN intervention block
- Utilize ANSWER protocol for extended writing tasks in grades 3-8
- Expand use of Dreambox (Math) to all students after successful T1 pilot
- Continue designated writing in all classrooms
- Training and implementation of Guided Math

**Continued Focus on Academic Areas:**
- K-5 vertical alignment during early release days
- Continue focus on increased rigor
  - Expose children to high complexity literature (fiction/non-fiction)
  - Ensure students below grade level are exposed to rigorous material
  - Expand mathematical critical thinking and use of rigorous vocabulary
- Continue focus on student ownership of learning – "I can"
  - Standards-based exit tickets/formative assessment/re-teaching
  - Add SEL learning targets
- Utilize goal setting with students - academic/social/emotional

**Factors to Remember:**
- Many new staff members
- In year 2 of three-year implementation plan for Next-Gen MCAS at RSS

# Littleton Middle School

## Spring 2018
## MCAS Results

# Littleton Middle School
# 2018 MCAS Summary

| | Results by Achievement Level<br>&<br>Mean Student Growth Percentile (SGP) | |
|---|---|---|
| **English Language Arts** | Mathematics | Science & Technology/Engineering |
| **6th grade (138)**<br>•Exceeding 24% (Sch/St Diff +14)<br>•Meeting 46% (Sch/St Diff +6)<br>•Partially Meeting 25% (Sch/St Diff -12)<br>•Not Meeting 5% (Sch/St Diff -7)<br>•SGP: 61.8 | **6th grade (139)**<br>•Exceeding 9% (Sch/St Diff +2)<br>•Meeting 53% (Sch/St Diff +12)<br>•Partially Meeting 32% (Sch/St Diff -10)<br>•Not Meeting 7% (Sch/St Diff -4)<br>•SGP: 46.0 | |
| **7th grade (119)**<br>•Exceeding 14% (Sch/St Diff +6)<br>•Meeting 61% (Sch/St Diff +23)<br>•Partially Meeting 19% (Sch/St Diff -20)<br>•Not Meeting 5% (Sch/St Diff -10)<br>•SGP: 63.8 | **7th grade (120)**<br>•Exceeding 12% (Sch/St Diff +5)<br>•Meeting 53% (Sch/St Diff +14)<br>•Partially Meeting 33% (Sch/St Diff -7)<br>•Not Meeting 3% (Sch/St Diff -11)<br>•SGP: 52.0 | |
| **8th grade (115)**<br>•Exceeding 28% (Sch/St Diff +18)<br>•Meeting 48% (Sch/St Diff +7)<br>•Partially Meeting 20% (Sch/St Diff -14)<br>•Not Meeting 4% (Sch/St Diff -11)<br>•SGP: 64.8 | 8th grade (114)<br>•Exceeding 14% (Sch/St Diff +6)<br>•Meeting 61% (Sch/St Diff +20)<br>•Partially Meeting 25% (Sch/St Diff +32)<br>•Not Meeting 1% (Sch/St Diff -11)<br>•SGP: 61.2 | 8th grade (114)<br>•Advanced 11% (Sch/St Diff +7)<br>•Proficient 54% (Sch/St Diff +23)<br>•Needs Improvement 32% (Sch/St Diff -12)<br>•Warning 4% (Sch/St Diff -14) |

# Littleton Middle School Student Growth Percentiles*

| Grade and Subject | SGP |
|---|---|
| Grade 6 ELA | 62% |
| Grade 6 Math | 46% |
| Grade 7 ELA | 64% |
| Grade 7 Math | 52% |
| Grade 8 ELA | 65% |
| Grade 8 Math | 61% |

\* 0-39 SGP – Lower Growth
40-60 SGP – Moderate Growth
61-99 SGP – Higher Growth

# Littleton Middle School



Cohort Scores on Next Generation MCAS
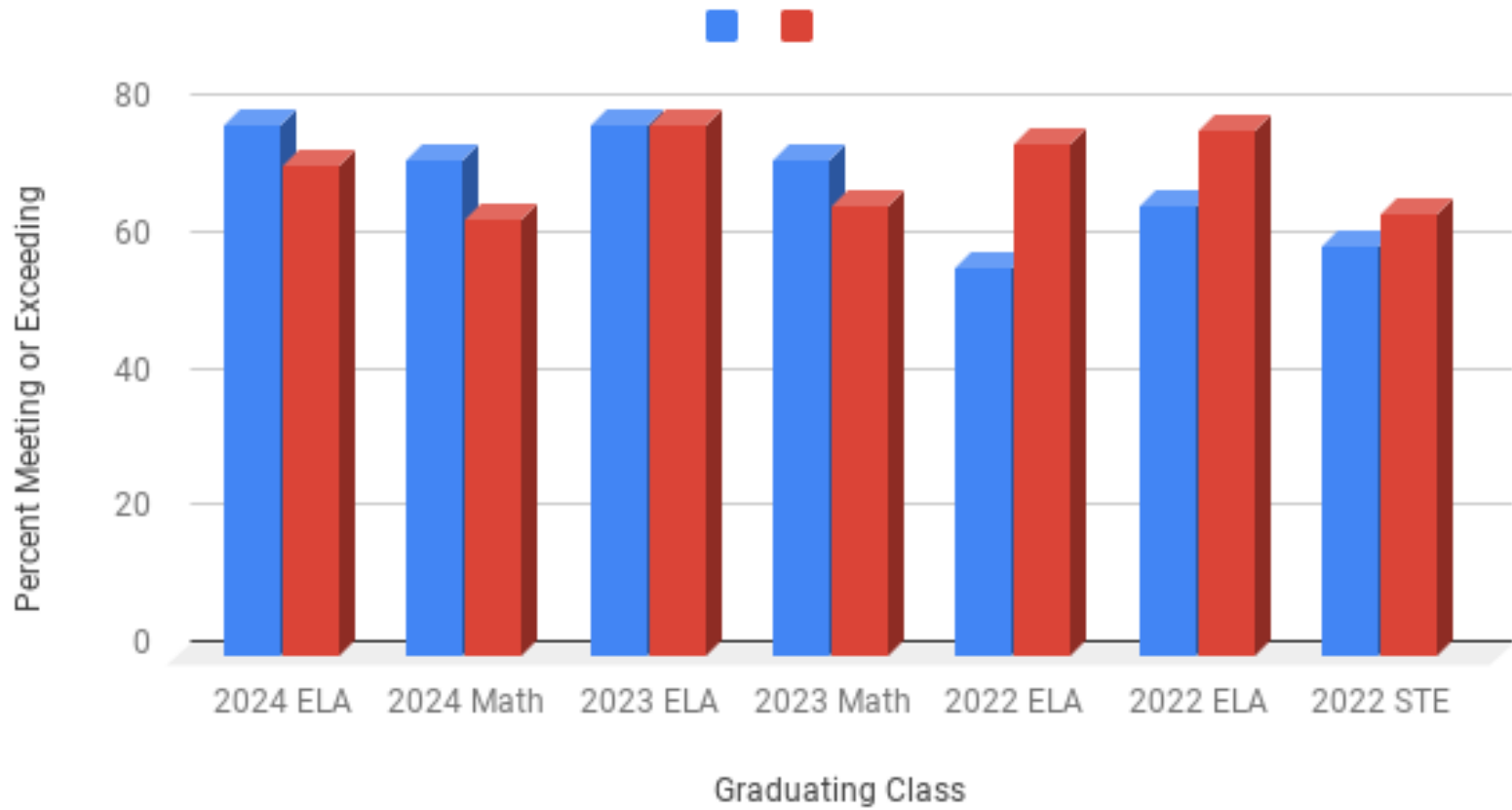
# Littleton Middle School
## Areas of Strength

<table>
<tr><td colspan="2"><u>Economically Disadvantaged</u></td><td colspan="2"><u>Students With Disabilities</u></td></tr>
</table>

**Grade 6 ELA:**

- Littleton:        44% M/E
- State:            31% M/E

**Grade 7 ELA:**

- Littleton:        54% M/E
- State:            26% M/E

**Grade 8 ELA:**

- Littleton:        53% M/E
- State:            30% M/E

**Grade 8 Math:**

- Littleton:        54% M/E
- State:            27% M/E

**Grade 6 ELA**

- Littleton:        25% M/E
- State:            13% M/E

**Grade 6 Math:**

- Littleton:        21% M/E
- State:            13% M/E

**Grade 7 ELA:**

- Littleton:        29% M/E
- State:            9% M/E

**Grade 8 Math:**

- Littleton:        28% M/E
- State             12% M/E

# Littleton Middle School

## Areas of Concentration for Future Work:

**Grade 6 Math (High Needs):**
LMS:  28% Exceeding and Proficient
State: 26% Exceeding and Proficient

**Grade 7 Math (High Needs):**
LMS:  22% Exceeding and Proficient
State: 24% Exceeding and Proficient

**Grade 8 ELA (Students With Disabilities):**
LMS:  17% Exceeding and Proficient
State: 14% Exceeding and Proficient

# Littleton High School

# Spring 2018
# MCAS Results

# Littleton High School
# 2018 MCAS Summary

| | Results by Achievement Level<br>&<br>Mean Student Growth Percentile (SGP) | |
|---|---|---|
| **English Language Arts** | Mathematics | Science & Technology/Engineering |
| 10th grade (122)<br>•Advanced 63% (Sch/St Diff +12)<br>•Proficient 31% (Sch/St Diff -9)<br>•Needs Improvement 3% (Sch/St Diff -3)<br>•Failing 2% (Sch/St Diff -1)<br>•SGP:  55.2 | 10th grade (121)<br>•Advanced 71% (Sch/St Diff +20)<br>•Proficient 19% (Sch/St Diff -8)<br>•Needs Improvement 7% (Sch/St Diff -7)<br>•Failing 3% (Sch/St Diff -5)<br>•SGP: 70.6 | 9th grade (120)<br>•Advanced 58% (Sch/St Diff +26)<br>•Proficient 30% (Sch/St Diff -13)<br>•Needs Improvement 10% (Sch/St Diff -11)<br>•Failing 2% (Sch/St Diff -3) |

# Littleton High School
# 2018 MCAS Results by Performance Level

| Grade & Subject | Advanced | Proficient | Needs Improvement | Failing |
|---|---|---|---|---|
| Grade 10 ELA | 66% | 31% | 4% | 0% |
| Grade 10 Math | 76% | 20% | 4% | 0% |
| Grade 9 &10 STE (Class of 2020) | 61% | 31% | 8% | 0% |

# Littleton High School
# Key Points

- **96%** Students Proficient and/or Advanced in ELA;
  SGP= 55
  Students included in Achievement levels= 114
  Students included in SGP= 107

- **96%** Students Proficient and/or Advanced in Math;
  SGP= 71
  Students included in Achievement levels= 113
  Students included in SGP= 107

- **92%** Students Proficient and/or Advanced in Science;
  SGP= N/A
  Students included in Achievement levels=114

# Littleton High School
# Key Points

**96% scored Proficient or higher in ELA**
**96%  scored Proficient or higher in Math**
**92% scored Proficient or higher in Science**

•Students performed exceptionally well.  A very high number of students scored proficient or better in all subject areas

•**High achievement & high growth in Math**

•**High achievement & high growth in ELA**

# Littleton High School
# Key Points

- Math SGP remained at High Level for cohort: **71**
- ELA SGP increased from moderate level: 55

- Math Advanced Performance:          76% (Class of 2020)
- ELA Advanced Performance:           66% (Class of 2020)
- Science Advanced Performance:       61% (Class of 2020)

- Percentage of Special Education Students who scored Proficient or Higher:
  - 88% in ELA
  - 77% in Math
  - 73% in Science
- In this cohort - All Special Education students achieved a passing (Needs Improvement or better) score on Math and ELA MCAS

# Littleton High School

# Cohort Results
# Legacy ELA & Math MCAS

**Students Included: Students who took all tests**

# LPS Class of 2020 ELA
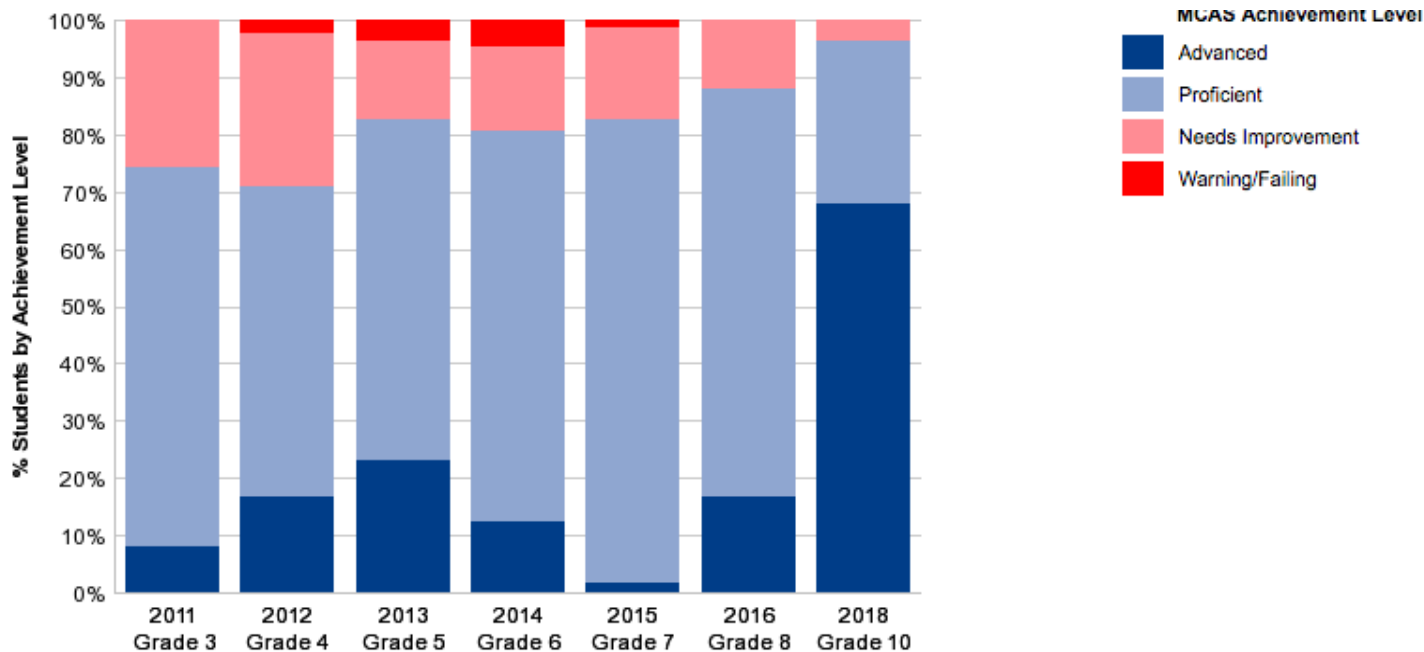
## Current 11th grade - Achievement Levels

**MCAS Achievement Level**
- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

| MCAS Achievement Level | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Advanced/Proficient | 70 | 74% | 67 | 71% | 78 | 83% | 76 | 81% | 78 | 83% | 83 | 88% | 91 | 97% |
| **Total** | **70** | | **67** | | **78** | | **76** | | **78** | | **83** | | **91** | |
| Advanced | 8 | 9% | 16 | 17% | 22 | 23% | 12 | 13% | 2 | 2% | 16 | 17% | 64 | 68% |
| Proficient | 62 | 66% | 51 | 54% | 56 | 60% | 64 | 68% | 76 | 81% | 67 | 71% | 27 | 29% |
| Needs Improvement | 24 | 26% | 25 | 27% | 13 | 14% | 14 | 15% | 15 | 16% | 11 | 12% | 3 | 3% |
| Warning/Failing | | | 2 | 2% | 3 | 3% | 4 | 4% | 1 | 1% | | | | |

# LPS Class of 2020 ELA
# Current 11ᵗʰ grade - Growth Levels



**MCAS Growth Level**
- Very High (80-99)
- High (60-79)
- Moderate (40-59)
- Low (20-39)
- Very Low (0-19)
- NA

| School Year | Grade | Median SGP |
|---|---|---|
| 2011 | Grade 3 | |
| 2012 | Grade 4 | 56 |
| 2013 | Grade 5 | 53 |
| 2014 | Grade 6 | 28.5 |
| 2015 | Grade 7 | 34.5 |
| 2016 | Grade 8 | 60.5 |
| 2018 | Grade 10 | |

| MCAS Growth Level | Grade 3 # | Grade 3 % | Grade 4 # | Grade 4 % | Grade 5 # | Grade 5 % | Grade 6 # | Grade 6 % | Grade 7 # | Grade 7 % | Grade 8 # | Grade 8 % | Grade 10 # | Grade 10 % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Very High (80-99) | | | 20 | 21% | 20 | 21% | 9 | 10% | 8 | 9% | 25 | 27% | 24 | 26% |
| High (60-79) | | | 25 | 27% | 20 | 21% | 13 | 14% | 14 | 15% | 23 | 24% | 23 | 24% |
| Moderate (40-59) | | | 17 | 18% | 22 | 23% | 15 | 16% | 21 | 22% | 23 | 24% | 16 | 17% |
| Low (20-39) | | | 19 | 20% | 22 | 23% | 26 | 28% | 20 | 21% | 14 | 15% | 13 | 14% |
| Very Low (0-19) | | | 13 | 14% | 10 | 11% | 31 | 33% | 31 | 33% | 9 | 10% | 18 | 19% |
| NA | 94 | 100% | | | | | | | | | | | | |
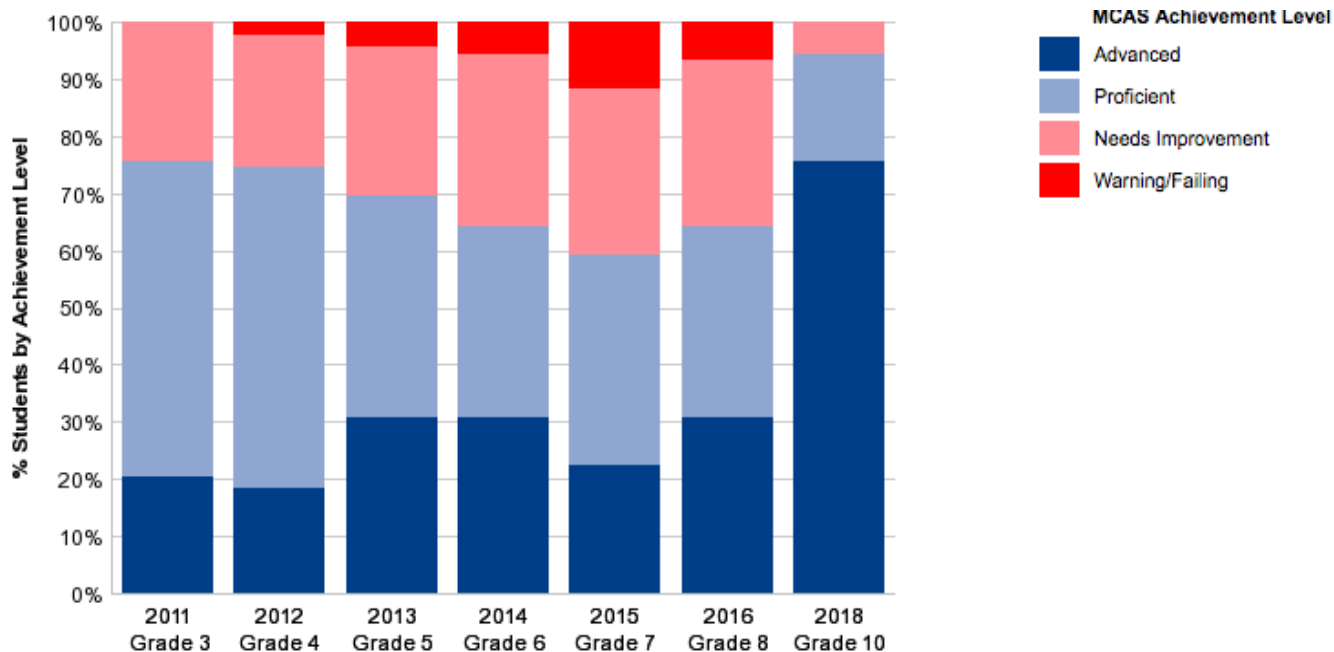
42

# LPS Class of 2020 Mathematics

## Current 11th grade - Achievement Levels



| MCAS Achievement Level | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Advanced/Proficient | 73 | 76% | 72 | 75% | 67 | 70% | 62 | 65% | 57 | 59% | 62 | 65% | 91 | 95% |
| **Total** | **73** | | **72** | | **67** | | **62** | | **57** | | **62** | | **91** | |
| Advanced | 20 | 21% | 18 | 19% | 30 | 31% | 30 | 31% | 22 | 23% | 30 | 31% | 73 | 76% |
| Proficient | 53 | 55% | 54 | 56% | 37 | 39% | 32 | 33% | 35 | 36% | 32 | 33% | 18 | 19% |
| Needs Improvement | 23 | 24% | 22 | 23% | 25 | 26% | 29 | 30% | 28 | 29% | 28 | 29% | 5 | 5% |
| Warning/Failing | | | 2 | 2% | 4 | 4% | 5 | 5% | 11 | 11% | 6 | 6% | | |

# LPS Class of 2020 Mathematics Current 11$^{th}$ grade - Growth Levels
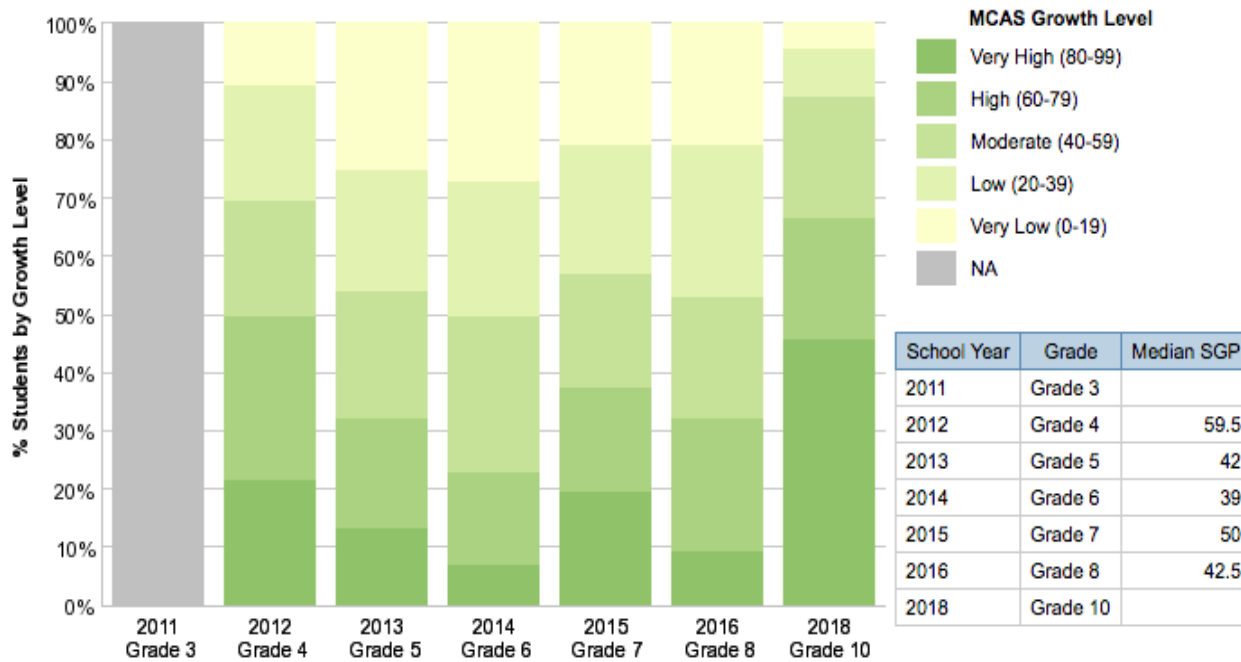


| School Year | Grade | Median SGP |
|---|---|---|
| 2011 | Grade 3 | |
| 2012 | Grade 4 | 59.5 |
| 2013 | Grade 5 | 42 |
| 2014 | Grade 6 | 39 |
| 2015 | Grade 7 | 50 |
| 2016 | Grade 8 | 42.5 |
| 2018 | Grade 10 | |

| MCAS Growth Level | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Grade 10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Very High (80-99) | | | 21 | 22% | 13 | 14% | 7 | 7% | 19 | 20% | 9 | 9% | 44 | 46% |
| High (60-79) | | | 27 | 28% | 18 | 19% | 15 | 16% | 17 | 18% | 22 | 23% | 20 | 21% |
| Moderate (40-59) | | | 19 | 20% | 21 | 22% | 26 | 27% | 19 | 20% | 20 | 21% | 20 | 21% |
| Low (20-39) | | | 19 | 20% | 20 | 21% | 22 | 23% | 21 | 22% | 25 | 26% | 8 | 8% |
| Very Low (0-19) | | | 10 | 10% | 24 | 25% | 26 | 27% | 20 | 21% | 20 | 21% | 4 | 4% |
| NA | 96 | 100% | | | | | | | | | | | | |

# Littleton High School
# Next Steps

- Further data analysis and examination of Student Growth Percentiles especially with the students who showed low or very low growth

- Preparation for Next Generation and computer-based testing

- Instructional Adjustments as needed

- Proactive approach and frequent communication with parents of academically struggling students and students who scored in the "warning" category

- Continued Early Intervention in 9th and 10th grades

# Where to Go for More Information on MCAS

## 2018 MCAS Results for Littleton Public Schools

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=01580000&orgtypecode=5&

For information on Next Generation MCAS
http://www.doe.mass.edu/mcas/nextgen/default.html

For Parent / Guardian Information regarding the
Massachusetts Comprehensive Assessment System (MCAS)

http://www.doe.mass.edu/mcas/parents/

- Parents' Guide to the Massachusetts Comprehensive Assessment System (MCAS)

- Annotated Parent/Guardian Reports

- Frequently Asked Questions (FAQs)

# Overview:  Next-Generation District & School Accountability System

Report to School Committee
Geri Lyn Ajemian, Ed.D.
Director of Curriculum, Littleton Public Schools
December 13, 2018

NOTE:  Much of the information in this presentation reflects a collaborative review / synthesis of DESE Accountability documents by members of the Merrimack Valley Curriculum Leaders Exchange(MVCLE)

# Accountability System Highlights

- Additional accountability indicators
  - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
  - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
  - In addition to the performance of the school as a whole
- Discontinuation of Accountability & Assistance levels 1-5
  - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from DESE
- Districts classified based on district-level data
  - No longer based on the performance of a district's lowest performing school

# Accountability indicators for non-high schools

| Indicator | Measure |
|---|---|
| Achievement | • English language arts (ELA) average scaled score<br>• Mathematics average scaled score<br>• Science achievement (Composite Performance Index (CPI)) |
| Student Growth | • ELA **mean** student growth percentile (SGP)<br>• Mathematics **mean** SGP |
| **English Language Proficiency** | • Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years) |
| Additional Indicator(s) | • **Chronic absenteeism** (percentage of students missing 10 percent or more of their days in membership) |

# Accountability indicators for high schools

| Indicator | Measure |
|---|---|
| Achievement | • English language arts (ELA) achievement (Composite Performance Index (CPI))<br>• Mathematics achievement (CPI)<br>• Science achievement (CPI) |
| Student Growth | • ELA **mean** student growth percentile (SGP)<br>• Mathematics **mean** SGP |
| High School Completion | • Four-year cohort graduation rate<br>• Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled)<br>• Annual dropout rate |
| **English Language Proficiency** | • Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years) |
| **Additional Indicator(s)** | • Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)<br>• Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses) |

# English language proficiency indicator

- New indicator in 2018

- Set students on a non-linear path to achieving English language proficiency in six years

- Set targets for each English learner based on:
  - Starting point (initial ACCESS for ELLs assessment results)
  - Grade
  - Years in Massachusetts

- School & district performance will be measured based on the percentage of students meeting their targets each year

# Weighting of indicators for non-high schools

| Indicator | Measures | 2018 Weighting | |
| --- | --- | --- | --- |
| | | **With ELL** | **No ELL** |
| Achievement | • ELA, math, & science achievement values (based on scaled score) | 60% | 67.5% |
| Student Growth | • ELA/Math Student Growth Percentile (SGP) | 20% | 22.5% |
| English Language Proficiency | • Progress made by students towards attaining English language proficiency | 10% | |
| Additional Indicators | • Chronic absenteeism | 10% | 10% |

# Weighting of indicators for high schools

| Indicator | Measures | 2018 Weighting | |
| --- | --- | --- | --- |
| | | **With ELL** | **No ELL** |
| Achievement | • ELA, math, & science achievement | 40% | 47.5% |
| Student Growth | • ELA/Math Student Growth Percentile (SGP) | 20% | 22.5% |
| High School Completion | • Four-year cohort graduation rate<br>• Extended engagement rate<br>• Annual dropout rate | 20% | 20% |
| English Language Proficiency | • Progress made by students towards attaining English language proficiency | 10% | |
| Additional Indicators | • Chronic absenteeism<br>• Percentage of students completing advanced coursework | 10% | 10% |

# Normative component:  Accountability %

- Accountability percentile 1-99, calculated using all available indicators for a school

- This number is an indication of the school's overall performance relative to other schools that serve similar grades and is calculated using data for all accountability indicators. Accountability percentiles are not calculated for districts.

- Used to identify the lowest performing schools in the state

- Same calculation used at the subgroup level to identify low-performing subgroups ("subgroup percentile")

# Criterion-referenced Component: Progress towards targets

- Focus on closing the achievement gap by raising the "achievement floor"
  - Gap-closing can occur as a result of a decline in performance by the high-performing group

- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
  - Every school has a group of lowest performers
  - Identified from cohort of students who were enrolled in the school for more than one year

# Lowest Performing Students – Cohort Model, grades 3-8

- For most schools serving grades 3-8, these students were:
  - Officially enrolled in current school for two consecutive years
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in current school in 2017 & 2018
  - Not a first- or second-year English learner in 2018

- Identified using a combined 2017 ELA & math average scaled score

- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only.

# Lowest performing students – Year-to-year Model, high schools

- In high schools, the cohort model cannot be used.

- Improvement will be measured using a year-to-year approach based on students who were:
  - Officially enrolled in current school for two consecutive years
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018 & attended grade 9 in the same school or district in 2017
  - Not a first- or second-year English learner in 2018

- Identified using a combined ELA & math average scaled score

- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only.

# Setting targets

- Targets are set for each accountability indicator:  for the school as a whole & for the lowest performing students in each school.
- For 2018 reporting, targets will only be set for one year.
  - Long-term targets will be set in the future
- Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past.
- Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement.
- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students.

| Declined | No change | Improved | Met target | Exceeded target |
|----------|-----------|----------|------------|-----------------|
| 0 | 1 | 2 | 3 | 4 |

# DESE Major Points: Year 1

- This is the first year of the accountability system; DESE will look to see if any changes or refinements are necessary.

- DESE not naming any new Underperforming or Chronically Underperforming schools.

- Four schools have been released from Underperforming status at the Commissioner's discretion.

- 68% of Massachusetts schools were shown to be improving or better under the new system.

- DESE designated 52 schools as "Schools of Recognition."

- Do not:
  - Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)
    - Additional indicators, fewer years of data, different comparison groups
  - Equate 2018 accountability categories with historical accountability & assistance levels
    - No crosswalk between categories & levels

# State Accountability Data Summary

## Classifications

- **Accountability classifications for schools:**
  - 74% designated as "Not requiring assistance or intervention"
  - 14% designated as "Requiring assistance or intervention"
  - 12% designated as "Insufficient Data"

- **Accountability classifications for districts:**
  - 90% designated as "Not requiring assistance or intervention"
  - 7% designated as "Requiring assistance or intervention"
  - 3% designated as "Insufficient Data"

## Categories

- **Accountability categories for schools:**
  - 31% categorized as "Meeting targets"
  - 53% categorized as "Partially meeting targets"
  - 14% categorized as "In need of focused/targeted support"
  - 2% categorized as "In need of broad/comprehensive support"

- **Accountability categories for districts:**
  - 17% categorized as "Meeting targets"
  - 75% categorized as "Partially meeting targets"
  - 7% categorized as "In need of focused/targeted support"
  - 1% categorized as "In need of broad/comprehensive support"

# Overview of 2018 Official Accountability Report Littleton Public Schools

**District**

| Overall classification:  Not requiring assistance or intervention |
| --- |
| Progress toward improvement targets:  69% - Partially meeting targets |

**LHS**

| Overall classification:  Not requiring assistance or intervention |
| --- |
| Progress toward improvement targets:  79% - Partially meeting targets |
| Accountability percentile:  96 |

**LMS**

| Overall classification:  Not requiring assistance or intervention |
| --- |
| Progress toward improvement targets:  79% - Partially meeting targets |
| Accountability percentile:  89 |

**RSS**

| Overall classification:  Not requiring assistance or intervention |
| --- |
| Progress toward improvement targets:  64% - Partially meeting targets |
| Accountability percentile:  73 |

# 2018 Official Accountability Report Littleton Public Schools

## Overall results

| Progress toward improvement targets | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Indicator | | 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 | - | 3 | 4 | - | 4 | 4 | - | 1 | 4 | - |
| | Mathematics achievement | 1 | 4 | - | 3 | 4 | - | 3 | 4 | - | 3 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - | 2 | 4 | - | - | - | - |
| | **Achievement total** | **8** | **12** | **67.5** | **6** | **8** | **67.5** | **9** | **12** | **47.5** | **4** | **8** | **67.5** |
| Growth | English language arts growth | 3 | 4 | - | 3 | 4 | - | 3 | 4 | - | 2 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 3 | 4 | - | 4 | 4 | - | 4 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **6** | **8** | **22.5** | **7** | **8** | **22.5** | **6** | **8** | **22.5** |
| High school completion | Four-year cohort graduation rate | - | - | - | - | - | - | 3 | 4 | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** | **11** | **12** | **20.0** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** |
| Additional indicators | Chronic absenteeism | 2 | 4 | - | 0 | 4 | - | 0 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - | 4 | 4 | - | - | - | - |
| | **Additional indicators total** | **2** | **4** | **10.0** | **0** | **4** | **10.0** | **4** | **8** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 7.0 | 10.3 | - | 5.4 | 7.6 | - | 8.5 | 10.7 | - | 4.1 | 7.6 | - |
| Percentage of possible points | | 68% | | - | 71% | | - | 79% | | - | 54% | | - |
| Percentage of possible points by gradespan | | 70% Weight of non-high school results:70% | | | | | | 67% Weight of high school results:30% | | | | | |
| Criterion-referenced target percentage | | 69% | | | | | | | | | | | |
| | | **Partially meeting targets** | | | | | | | | | | | |

# 2018 Official Accountability Report Littleton High School

## Overall results

| Progress toward improvement targets | | All students (High school grades) | | | Lowest performing students (High school grades) | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | | **Points earned** | **Total possible points** | **Weight %** | **Points earned** | **Total possible points** | **Weight %** |
| **Achievement** | English language arts achievement | 4 | 4 | - | 1 | 4 | - |
| | Mathematics achievement | 4 | 4 | - | 3 | 4 | - |
| | Science achievement | 3 | 4 | - | 4 | 4 | - |
| | **Achievement total** | **11** | **12** | **47.5** | **8** | **12** | **67.5** |
| **Growth** | English language arts growth | 3 | 4 | - | 2 | 4 | - |
| | Mathematics growth | 4 | 4 | - | 4 | 4 | - |
| | **Growth total** | **7** | **8** | **22.5** | **6** | **8** | **22.5** |
| **High school completion** | Four-year cohort graduation rate | 3 | 4 | - | - | - | - |
| | Extended engagement rate | 4 | 4 | - | - | - | - |
| | Annual dropout rate | 4 | 4 | - | - | - | - |
| | **High school completion total** | **11** | **12** | **20.0** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Additional indicators** | Chronic absenteeism | 3 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | 4 | 4 | - | - | - | - |
| | **Additional indicators total** | **7** | **8** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 9.7 | 10.7 | - | 6.8 | 10.3 | - |
| Percentage of possible points | | 91% | | - | 66% | | - |
| **Criterion-referenced target percentage** | | 79% | | | | | |
| | | **Meeting targets** | | | | | |

# 2018 Official Accountability Report
# Littleton Middle School

## Overall results

| Progress toward improvement targets | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| **Achievement** | English language arts achievement | 4 | 4 | - | 2 | 4 | - |
| | Mathematics achievement | 3 | 4 | - | 4 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - |
| | **Achievement total** | **10** | **12** | **67.5** | **6** | **8** | **67.5** |
| **Growth** | English language arts growth | 4 | 4 | - | 3 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 4 | 4 | - |
| | **Growth total** | **7** | **8** | **22.5** | **7** | **8** | **22.5** |
| **High school completion** | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Additional indicators** | Chronic absenteeism | 2 | 4 | - | 0 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | **Additional indicators total** | **2** | **4** | **10.0** | **0** | **4** | **10.0** |
| Weighted total | | 8.5 | 10.3 | - | 5.6 | 7.6 | - |
| Percentage of possible points | | 83% | | - | 74% | | - |
| **Criterion-referenced target percentage** | | 79% | | | | | |
| | | Meeting targets | | | | | |

# 2018 Official Accountability Report
# Russell St Elementary

## Overall results

| Progress toward Improvement targets | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Indicator** | | All students (Non-high school grades) | | | Lowest performing students (Non-high school grades) | | |
| | | Points earned | Total possible points | Weight % | Points earned | Total possible points | Weight % |
| **Achievement** | English language arts achievement | 4 | 4 | - | 3 | 4 | - |
| | Mathematics achievement | 1 | 4 | - | 2 | 4 | - |
| | Science achievement | 3 | 4 | - | - | - | - |
| | **Achievement total** | **8** | **12** | **67.5** | **5** | **8** | **67.5** |
| **Growth** | English language arts growth | 3 | 4 | - | 2 | 4 | - |
| | Mathematics growth | 3 | 4 | - | 2 | 4 | - |
| | **Growth total** | **6** | **8** | **22.5** | **4** | **8** | **22.5** |
| **High school completion** | Four-year cohort graduation rate | - | - | - | - | - | - |
| | Extended engagement rate | - | - | - | - | - | - |
| | Annual dropout rate | - | - | - | - | - | - |
| | **High school completion total** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Progress toward attaining English language proficiency** | **English language proficiency total** | **-** | **-** | **-** | **-** | **-** | **-** |
| **Additional indicators** | Chronic absenteeism | 3 | 4 | - | 1 | 4 | - |
| | Advanced coursework completion | - | - | - | - | - | - |
| | **Additional indicators total** | **3** | **4** | **10.0** | **1** | **4** | **10.0** |
| Weighted total | | 7.1 | 10.3 | - | 4.4 | 7.6 | - |
| Percentage of possible points | | | 69% | - | | 58% | - |
| Criterion-referenced target percentage | | 64% | | | | | |
| | | Partially meeting targets | | | | | |

# Resources

**District and School Accountability**: [www.doe.mass.edu/accountability](www.doe.mass.edu/accountability)

- Summary of Massachusetts Accountability System – For Parents

- Overview of Accountability Indicators

- Summary of the Next Generation District & School Accountability System

- School Leader's Guide to the 2018 Accountability Determinations

- Glossary of Accountability Reporting Terms

# Massachusetts' new school and district accountability system

## What is an accountability system?

An accountability system measures school and district performance. It helps schools improve the performance of all students, and helps communities and the state decide how to allocate resources. Accountability results answer two questions: *How is the school doing?* and *What kind of support does the school need?*

## What are some highlights of the system?

Indicators that provide more information about school performance and student opportunity:

- ✓ Achievement
- ✓ Student progress or growth
- ✓ High school completion
- ✓ Progress towards English proficiency for English learners
- ✓ Chronic absenteeism
- ✓ Advanced coursework completion

Information on each school's performance against improvement targets and how it is doing compared to other schools across the state

An increased focus on raising the performance of each school's lowest performing students

## How will schools be classified?

Schools will be placed into categories that describe how they are doing and what kind of support they may receive from the state.

| Schools without required assistance or intervention (about 85% of schools) | | | Schools requiring assistance or intervention (about 15% of schools) | |
|---|---|---|---|---|
| Schools of recognition | Meeting targets | Partially meeting targets | Focused/ targeted support | Broad/ comprehensive support |
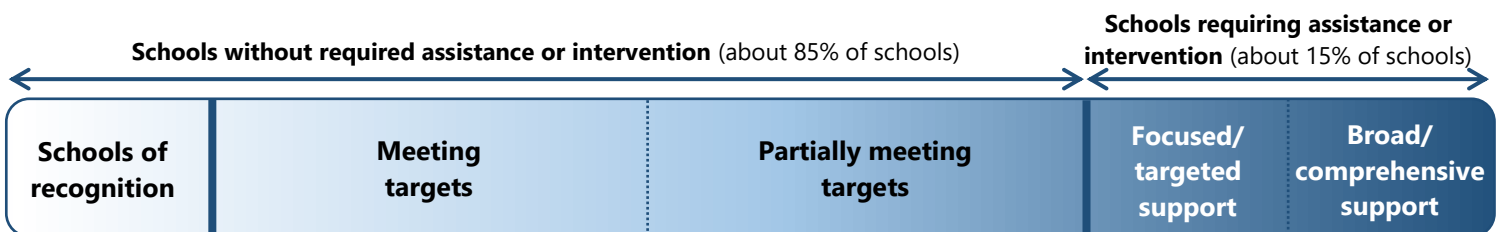
## What else should I know?

- ★ Detailed performance data will be reported for all districts, schools, and subgroups.
- ★ Accountability results will be used to recognize schools that are demonstrating success in addition to identifying schools in need of support.
- ★ Massachusetts is committed to monitoring the system's effectiveness in providing clear and actionable information to districts, schools, parents, and the public.

For more information, visit www.doe.mass.edu/accountability.

MASSACHUSETTS DEPARTMENT OF
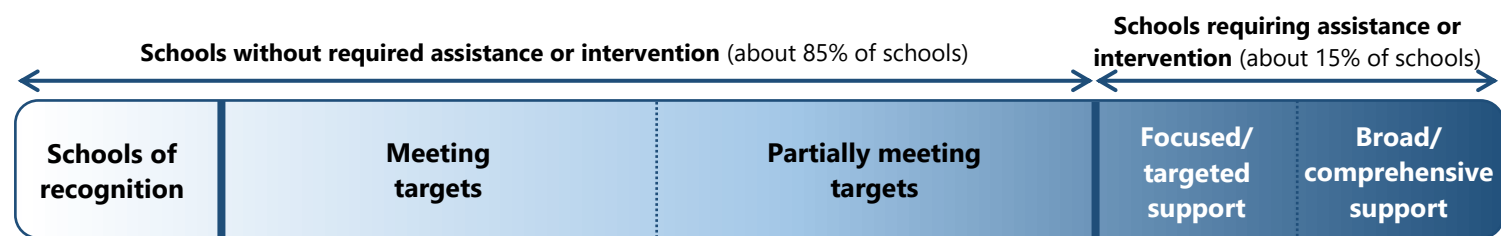ELEMENTARY AND SECONDARY
EDUCATION

# Details of Massachusetts' new school and district accountability system

Massachusetts' new accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

| | |
|---|---|
| **Achievement** | MCAS scores in English language arts, math, and science |
| **Student Growth** | Student growth percentiles in English language arts and math |
| **High School Completion** | Four-year cohort graduation rate |
| | Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) |
| | Annual dropout rate |
| **Progress Towards English Proficiency** | Percentage of English learners meeting annual targets in order to be English proficient in six years |
| **Chronic Absenteeism** | Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year |
| **Advanced Coursework Completion** | Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses) |

*Information on how these are weighted is available at http://www.doe.mass.edu/accountability/accountability-summary.docx.*

## The system sorts schools and districts into categories to recognize success and identify where support is most needed:

**Schools without required assistance or intervention** (about 85% of schools)

**Schools requiring assistance or intervention** (about 15% of schools)

| Schools of recognition | Meeting targets | Partially meeting targets | Focused/ targeted support | Broad/ comprehensive support |
|---|---|---|---|---|

## For more information, go to http://www.doe.mass.edu/accountability/lists-tools.html.

The Department is committed to monitoring whether the accountability system effectively provides useful information to districts, schools, and the community.

In addition to accountability results that will come out in fall 2018, DESE will produce updated district and school report cards in December 2018 that will include student discipline rates, access to the arts, educator qualifications, course passing rates, and per-pupil spending.

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# Summary of the Next-Generation District and School Accountability System

## Introduction

Since the approval of the Massachusetts state plan under the Every Student Succeeds Act (ESSA) in September 2017, the Department of Elementary and Secondary Education (DESE) has been refining plans for a new district and school accountability system. With the approval of the Board of Elementary and Secondary Education (Board), DESE will begin reporting results for all Massachusetts public schools and districts using this new system in fall 2018.

## Background

State and federal laws require that DESE implement a system of district and school accountability. Prior to 2012, the Commonwealth's schools and districts were assessed based on both the state's five-level framework for accountability and assistance and the requirements of the federal No Child Left Behind Act. From 2012 to 2017, Massachusetts operated under a flexibility waiver from the U.S. Department of Education, which permitted us to implement a single, unified accountability system that maintained our state's high standards and expectations and met both federal and state requirements. The enactment of ESSA in 2015 and the state's transition to a Next-Generation MCAS assessment gave us the opportunity to rethink the design of our accountability system.

## System Highlights

The purpose of the accountability system is to provide clear, actionable information to families, community members, and the public about district and school performance. Additionally, the accountability system helps DESE to direct resources and assistance. The framework for our new accountability system allows DESE to identify schools that require assistance or intervention, as well as schools that are demonstrating success. It maintains a single statewide accountability system that aligns with the Commonwealth's priorities while meeting federal education requirements. Highlights of the new system include:

- The inclusion of additional accountability indicators, which will provide information about school performance and student opportunities beyond test scores;
- A focus on raising the performance of each district's or school's lowest performing students in addition to the performance of the district or school as a whole; and
- The discontinuation of accountability and assistance levels (Levels 1 to 5), which will be replaced with accountability categories that better define the progress that districts and schools are making and the type of support or assistance they may receive from DESE.

## Accountability System Elements

A description of each of the key elements of the new Massachusetts district and school accountability system is included below.

### Accountability Indicators

Annual performance determinations for districts and schools will be calculated using the following accountability indicators:

| Indicator | Measure |
|---|---|
| Achievement | <ul><li>English language arts (ELA) achievement</li><li>Mathematics achievement</li><li>Science achievement</li></ul> |
| Student Growth | <ul><li>ELA mean student growth percentile (SGP)</li><li>Mathematics mean SGP</li></ul> |
| High School Completion | <ul><li>Four-year cohort graduation rate</li><li>Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)</li><li>Annual dropout rate</li></ul> |
| English Language Proficiency | <ul><li>Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)</li></ul> |
| Additional Indicator(s) | <ul><li>Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)</li><li>Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses)</li></ul> |

### Weighting of Accountability Indicators

Federal law requires that substantial weight be given to the achievement, growth, English language proficiency, and graduation rate indicators, and that when taken together, these indicators should have much greater weight than the additional indicators.

In the most recent accountability system, achievement was weighted at 75 percent, and growth was weighted at 25 percent. However, the inclusion of new accountability indicators means that the percentages assigned to each indicator must change. Additionally, because not all districts and schools have an English learner subgroup, the weighting needs to remain flexible to accommodate districts and schools that have data for the English language proficiency indicator and those that do not.

Therefore, DESE proposes that the weighting of achievement and growth be thought of in terms of ratios instead of percentages. The most recent weighting, 75 percent achievement to 25 percent growth, is equivalent to a 3 to 1 ratio of achievement to growth. By using this approach, DESE can ensure that the ratio of achievement to growth remains consistent, but allow for flexibility in the actual percentages where necessary.

DESE recommends that the new accountability system maintain the achievement to growth ratio of 3 to 1, and apply the weightings shown in the tables below. Note that at the high school level, the high school completion indicators are considered part of achievement when calculating the ratio of achievement to growth.

**Accountability Indicator Weightings – Non-High Schools**

| Indicator | Measures | Weighting (3:1) | |
| | | With EL | No EL |
|---|---|---|---|
| Achievement | • ELA, math, & science achievement | 60% | 67.5% |
| Student Growth | • ELA & math SGP | 20% | 22.5% |
| English Language Proficiency | • Progress made by students towards attaining English language proficiency | 10% | -- |
| Additional Indicators | • Chronic absenteeism | 10% | 10% |

**Accountability Indicator Weightings – High Schools & Middle-High/K-12 Schools**

| Indicator | Measures | Weighting (3:1) | |
| | | With EL | No EL |
|---|---|---|---|
| Achievement | • ELA, math, & science achievement | 40% | 47.5% |
| Student Growth | • ELA & math SGP | 20% | 22.5% |
| High School Completion | • Four-year cohort graduation rate<br>• Extended engagement rate<br>• Annual dropout rate | 20% | 20% |
| English Language Proficiency | • Progress made by students towards attaining English language proficiency | 10% | -- |
| Additional Indicators | • Chronic absenteeism<br>• Advanced coursework completion | 10% | 10% |

## Reported Measures

Accountability determinations will consist of a normative component and a criterion-referenced component, which will be used to classify districts and schools.

**Normative Component**

The normative component, or accountability percentile, measures the performance of all students in a school compared to other schools in the state. This measure is reported as a percentile, from 1 to 99, which is calculated using all available accountability indicators for a school. Schools are grouped together based on the statewide assessments that they administer: *non-high schools*, serving a combination of grades 3 through 8; *middle-high and K-12 schools*, serving one or more grades 3 through 8 and grade 10; and *high schools*, where the only tested grade is grade 10. Within each grouping, each school's performance on each indicator is ranked and weighted according to the weighting rules described above. The resulting accountability percentile provides information about how a school is doing compared to other schools administering similar assessments.

For the purposes of accountability reporting, the accountability percentile will be calculated only at the school level, for the all students group; it will not be calculated at the district level.

In the first year of reporting, the accountability percentile will be based only on data from 2018. However, after the first year of reporting, the accountability percentile will be based on multiple years of data.

**Criterion-Referenced Component**

The criterion-referenced component measures a district's or school's progress towards improvement targets. In the new accountability system, DESE will use data from all students in the district or school and the lowest performing students in the district or school to determine overall progress towards targets.

*Lowest Performing Students Group*

In an effort to control for student transiency, DESE intends to measure the performance of each district's and school's lowest performing students who have been enrolled for multiple years. Districts and schools will still be responsible for the annual performance of all students, as aggregate and subgroup results will include all students enrolled in the school since the beginning of the school year. However, results for the lowest performing students group will include only those students who have been enrolled in the same school for two consecutive years.

If a district or school does not have test results for enough students to establish a reportable lowest performing students group, the district's or school's accountability determination will be based on the performance of all students.

*Target-Setting*

For each district or school as a whole and for the lowest performing students group, improvement targets will be set for each of the accountability indicators as shown in the table below.

| Indicator | Non-high schools | | High schools & middle/high/K-12 schools | |
|---|---|---|---|---|
| | All students | Lowest performing students | All students | Lowest performing students |
| ELA achievement | ✓ | ✓ | ✓ | ✓ |
| Math achievement | ✓ | ✓ | ✓ | ✓ |
| Science achievement | ✓ | - | ✓ | ✓ |
| ELA SGP | ✓ | ✓ | ✓ | ✓ |
| Math SGP | ✓ | ✓ | ✓ | ✓ |
| Four-year cohort graduation rate | - | - | ✓ | - |
| Extended engagement rate | - | - | ✓ | - |
| Annual dropout rate | - | - | ✓ | - |
| EL progress | ✓ | - | ✓ | - |
| Chronic absenteeism | ✓ | ✓ | ✓ | ✓ |
| Advanced coursework completion | - | - | ✓ | - |

In 2018, targets will be set only for one year, using 2017 data as the baseline. DESE will set conservative, yet reasonable achievement targets for 2018. By grouping schools together based on historical school percentile ranges (e.g., schools with 2015 school percentiles 1-25) and looking at changes made by only those schools in the group that demonstrated improvement, DESE will use a statistical approach to apply the same expectation of improvement on the new test scale to all schools within the group. Long-term targets will be set in the future, once there are multiple years of Next-Generation MCAS data to analyze.

Targets for achievement on the legacy MCAS tests and for the non-assessment indicators will be set by analyzing past trends using data that DESE has been collecting and reporting for several years.

## Criterion-Referenced Component Calculation

Based on each target and actual performance, DESE will assign points for each indicator as shown in the table below:

| Declined | No change | Improved | Met target | Exceeded target |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 |

For the district or school as a whole, the actual points earned and the total possible points will be reported for each indicator. The points earned will be combined, weighted according to the weightings described above, and calculated into a percentage of possible points for the all students group. The same will be done for the lowest performing students group. The two percentages of possible points values will then be averaged, resulting in the district's or school's overall criterion-referenced target percentage. The goal is to earn 75 percent or higher, which represents meeting targets. An example of this calculation for a non-high school is displayed in the table below.

| Indicator | All students (50%) | | | Lowest performing students (50%) | | |
|---|---|---|---|---|---|---|
| | Points earned | Total possible points | Weight | Points earned | Total possible points | Weight |
| ELA scaled score | 3 | 4 | - | 2 | 4 | - |
| Math scaled score | 2 | 4 | - | 2 | 4 | - |
| Science achievement | 2 | 4 | - | - | - | - |
| **Achievement total** | **7** | 12 | 60% | **4** | 8 | 67.5% |
| ELA SGP | 4 | 4 | - | 4 | 4 | - |
| Math SGP | 3 | 4 | - | 4 | 4 | - |
| **Growth total** | **7** | 8 | 20% | **8** | 8 | 22.5% |
| **EL progress** | **2** | 4 | 10% | **-** | **-** | **-** |
| **Chronic absenteeism** | **3** | 4 | 10% | **4** | 4 | 10% |
| **Weighted total** | **6.1** | 9.6 | - | **4.9** | 7.6 | - |
| **Percentage of possible points** | **63.5%** | | - | **64.5%** | | - |
| **Criterion-referenced target percentage** | **64%** | | | | | |

At the high school and district levels, similar calculations will be done using all available indicators (e.g., the indicators above, plus high school completion and advanced coursework completion) and the related indicator weightings.

In 2018, the criterion-referenced component will only include data from 2017 and 2018. However, after the first year of reporting, the criterion-referenced component will include multiple years of data.

## Subgroup Reporting

While a district's or school's accountability determination will be primarily based on the performance of the district or school as a whole and its lowest performing students, DESE will continue to report accountability results at the subgroup level.

**Accountability Subgroups**

In addition to reporting results for each district or school as a whole, accountability results will be reported for the following 11 subgroups: American Indian or Alaska Native; Asian; African American or Black; Hispanic or Latino; Multi-race, non-Hispanic or Latino; Native Hawaiian or Pacific Islander; White; economically disadvantaged students; students with disabilities; current and former English learners (ELs); and high needs students (an unduplicated count of students who are economically disadvantaged, students with disabilities, and/or ELs and former ELs). In order to report data for a subgroup, there must be results for at least 20 students.

**Subgroup Results**

For each subgroup in a district or school, performance against improvement targets will be reported using the criterion-referenced components described above. The overall accountability determination for a subgroup will be reported as the degree to which targets have been met.

In addition to the criterion-referenced component, each subgroup will also receive a subgroup percentile. The subgroup percentile measures the subgroup's relative standing compared to like subgroups statewide (e.g., by comparing results from the students with disabilities subgroup in one school to all other students with disabilities subgroups statewide). The subgroup percentile is calculated using the same process as the normative accountability percentile described above: by ranking data from all available accountability indicators for each subgroup and combining them into a single, final percentile value, from 1 to 99. This allows DESE to identify schools in which the performance of the school as a whole may be masking the performance of one or more low performing subgroups.

## Assessment Participation

State and federal laws require high levels of student participation in statewide assessments. For each district, school, and subgroup, assessment participation rates will be calculated separately for ELA, mathematics, and science. In 2018, participation will calculated two ways for use in accountability determinations. First, the 2018 participation rate for each subgroup in each subject will be calculated. If the actual 2018 participation rate is lower than 95 percent for any group in any subject, that rate will be compared to the average of the most recent two years of assessment participation data for that group and subject. The higher of the two resulting rates will be factored into the district's or school's overall accountability determination.

## Graduation Rates

Federal law requires states to identify any school that does not graduate two-thirds of its students. Therefore, any district or school in which the most recent four-year cohort graduation rate is below 66.7 percent will be identified as requiring assistance or intervention.

## Categorization of Schools

Beginning in 2018, school results will be reported in two categories: schools requiring assistance or intervention, and schools not requiring assistance or intervention.

**Schools Requiring Assistance or Intervention**

Schools requiring assistance or intervention will be identified as:

- In need of broad/comprehensive support, if they are designated underperforming or chronically underperforming, at the discretion of the Commissioner of Elementary and Secondary Education, or
- In need of focused/targeted support, if they have not been identified as in need of broad/comprehensive support, and:

- o Are among the lowest 10 percent of schools statewide, as measured by the accountability percentile,
- o Have one or more low performing subgroups, as measured by the subgroup percentile,
- o Have low graduation rates (below 66.7 percent), and/or
- o Have low assessment participation (below 95 percent) in the aggregate or for one or more subgroups in one or more subjects.

**Schools Not Requiring Assistance or Intervention**

A school that does not meet the criteria listed above will be identified as not requiring assistance or intervention. DESE will report results for these schools based on their overall performance against improvement targets, using the criterion-referenced component of the system. In 2018, schools will be reported as either *meeting targets*, if they have a criterion-referenced target percentage of 75 percent or higher, or *partially meeting targets* if they have a criterion-referenced target percentage below 75 percent. Beginning in 2019, schools will be reported as *meeting targets*, *partially meeting targets*, or *not meeting targets*.

**Schools of Recognition**

A subset of schools that are classified as not requiring assistance or intervention will be recognized for their academic accomplishments. Schools of recognition will be identified for demonstrating success or improvement in achievement, growth, and other areas, based on criteria established by DESE.

The table below shows how schools will be placed into accountability categories.

| Schools without required assistance or intervention (approximately 85%) | | | Schools requiring assistance or intervention (approximately 15%) | |
|---|---|---|---|---|
| **Schools of recognition** | **Meeting targets** | **Partially meeting targets** | **Focused/targeted support** | **Broad/comprehensive support** |
| Schools demonstrating high achievement, significant improvement, or high growth | Criterion-referenced target percentage 75-100 | Criterion-referenced target percentage 0-74 | • Schools with percentiles 1-10 not already identified for broad/comprehensive support<br>• Schools with low graduation rate<br>• Schools with low performing subgroups<br>• Schools with low participation | • Underperforming schools<br>• Chronically underperforming schools |

## Categorization of Districts

Beginning in 2018, a district will no longer receive an accountability determination based on the performance of its lowest performing school. Instead, each district will be classified based on the results of the district as a whole and its lowest performing students, essentially treating the district like one large school. District results will be reported in two categories: districts requiring assistance or intervention, and districts not requiring assistance or intervention.

**Districts Requiring Assistance or Intervention**

A district requiring assistance or intervention will be identified as:

- In need of broad/comprehensive support, if it is designated underperforming or chronically underperforming, at the discretion of the Board of Elementary and Secondary Education, or
- In need of focused/targeted support, if it has not been identified as in need of broad/comprehensive support, and has:
  - Low graduation rates (below 66.7 percent), and/or
  - Low assessment participation (below 95 percent) in the aggregate or for one or more subgroups in one or more subjects.

**Districts Not Requiring Assistance or Intervention**

A district that does not meet the criteria listed above will be identified as not requiring assistance or intervention. DESE will report results for these districts based on their overall performance against improvement targets, using the criterion-referenced component of the system. In 2018, districts will be reported as either *meeting targets*, if they have a criterion-referenced target percentage of 75 percent or higher, or *partially meeting targets* if they have a criterion-referenced target percentage below 75 percent. Beginning in 2019, districts will be reported as *meeting targets*, *partially meeting targets*, or *not meeting targets*.

The table below shows how districts will be placed into accountability categories.

| Districts without required assistance or intervention | | Districts requiring assistance or intervention | |
|---|---|---|---|
| **Meeting targets** | **Partially meeting targets** | **Focused/targeted support** | **Broad/ comprehensive support** |
| Criterion-referenced target percentage 75-100 | Criterion-referenced target percentage 0-74 | • Districts with low graduation rate<br>• Districts with low participation | • Underperforming districts<br>• Chronically underperforming districts |

# Superintendent Educator Goals for 2018-2019
Submitted by Superintendent Kelly Clenchy

**Student Learning Goal: (2-year goal)**

As a district we are committed to the ongoing implementation of social and emotional skill development at the district, school and classroom level.

Alignment with DESE Superintendent Rubric: Standard 1: Instructional Leadership, B (Instructional Indicator), 1 (Instructional Practices), Standard II Management and Operations, A (Environmental Indicator), 3 Student Safety, Health, and Social and Emotional Needs.

Alignment with Vision 2020 document: Standard 1: Curriculum/Instruction/Assessment, Goal 4 (meeting the needs of diverse learners), Standard 4 Climate Culture, Goal 2 Ensure that the district and schools are free from discrimination and harassment, continued support of student wellness.

**Actions**

- Participation in REL-SEL Coaching Project: Identifying SEL interventions. District leadership team and principals participate in webinar and trainings offered by the Research Educational Laboratory Northeast and Islands (REL-NEI) which is operated by EDC (Educational Development Center). Dual focus for LPS- identification of research-based SEL interventions and implementing SEL strategies within the classroom learning environment (April 2018-Spring 2019)

- Initial training of administrators and curriculum coordinators on the New Art and Science of Teaching-presenter from the Marzano Group. Involves the review of best practice specific to instructional strategies and classroom management plans linked to the development of prosocial classrooms (completed by August 22, 2018)

- Present a brief summation of the rationale behind our focus on the new Art and Science of Teaching to staff at first day back PD day. Reintroduce the SEL CASEL Model of Core Competencies and key skills linked to staff and student social-emotional competency (SEC) acquisition. Also include a brief presentation on the importance of striving for personal and professional balance in our lives. (September 4, 2018)

- Keynote Presentation: Compassion, Empathy and Self-Care- focus on continued S-E competency acquisition along with the need to strive for staff professional/personal balance (September 4, 2018)

- Continued implementation of the new Art and Science of Teaching via interactive workshops with Marzano trainer, curriculum coordinators, administrators and teachers (September 1, 2018-January 30, 2019)

- Integration of Marzano Training with Ribas et. al. book titled, Social and Emotional Learning in the Classroom. Books circulated to all teachers and administrators in September 2018. Linked with Marzano trainings. School curriculum leaders, leadership teams and administrators facilitate book study groups and develop a well-defined link between the acquisition of student SEL competencies using specific classroom instructional strategies as well as classroom management plans tailored to student SEL competency acquisition (October 2018-February 2019)

- Identification and documentation of specific links to student SEL acquisition with specific instructional strategies as well as strategies linked to the development of prosocial classrooms. (Classroom management plans) (February 2019- June 2020)

- Elementary and Middle Level classroom level focus on explicit academic learning goals and social emotional competencies and skills for all subject areas using student friendly language (K-8). High School will verbally identify links to social and emotional learning within their classrooms. (February 2019-June 2020)

- Evaluate success of SEL student skill acquisition through both quantitative and qualitative measures. Teachers will continue to be evaluated on their effectiveness of student SEL competency acquisition through the educator evaluation process. School-based administrators will be evaluated on their leadership and facilitation linked to the development of prosocial classrooms, positive school culture and student acquisition of SEL competencies (February 2019-June 2020)

**Professional Practice Goal: (2-year goal)**

Design and completion of a post-doctoral research study that focuses on, Administrator Perceptions on the Impact Professional Development Plays in Building Teacher Social-Emotional Competencies (SEC) within K-8 school settings. The research study will be co-authored with a colleague whose dissertation focused on a review of SEL program implementation within an urban school district.

Alignment with DESE Superintendent Rubric: Standard 4 Professional Culture, D (Continuous Learning Indicator), 2 (Continuous Learning of Administrator)

Alignment with Vision 2020 document: Standard 2 Professional Development, Goal 1 (offer a comprehensive PD program to all staff)

## Actions

1. Develop Dissertation proposal, Theoretical Framework and Methodology and solicit approval in principle from Northeastern University (completed by October 30, 2016)

2. Defend dissertation topic, methodology and theoretical framework and submit IRB application to Dissertation Review Board (submitted by December 15, 2018)

3. Complete Chapters 1-3 of Dissertation using a journal format. (March 1, 2019)

4. Identify target districts and potential participants who will be recruited to take part in the research study (completed by April 1, 2019)

5. Send out letters to identified districts seeking support to take part in the research study (completed by April 30, 2019)

6. Send out survey to administrators in identified districts (completed by May 15, 2019)

7. Analyze results of survey (June 15, 2019)

8. Through the use of purposeful sampling identify administrators who will be asked to take part in a semi-structured interview (June 30, 2019)

9. Conduct interviews with identified participants (completed by October 1, 2019)

10. Transcribe interviews and employ primary and secondary coding processes to develop key themes (completed by December 2019)

11. Finish dissertation and identify potential journals to expand publication opportunities (timeline to be determined)

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications The district shall take the appropriate steps to ensure that communications  with applicants, participants, and members of the public  with disabilities are as effective as communications with others.  To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district.  In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services "Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals  with  hearing impairments; (2) qualified  readers,  taped  texts,  audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens.  Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.

<u>Notice</u> The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American

With Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the protections against discrimination assured them by the ADA.

<u>Compliance Coordinator</u>:     The Superintendent or designee will coordinate efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to its alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA.  The school system receives federal financial assistance and must comply with the above requirements.

Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified disabled person solely on the basis of disability is unfair; and

2. To the extent possible, qualified disabled persons should be in the mainstream of life in the school community.  Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this committee to ensure nondiscrimination on the basis of disability.


LEGAL REFS.:    Rehabilitation Act of 1973, Section 504
                Individuals with Disabilities Education Act
                M.G.L. 71B:1,
                Americans with Disabilities Act of 1992

CROSS REFS.:    IGB,  Learning Support Services Programs

Adopted:        October 14, 1999
Reviewed:       February 26, 2009
Revised:        November 15, 2012
Reviewed:       November 12, 2015
Reviewed:       October 9, 2018

SUBCOMMITTEES OF THE SCHOOL COMMITTEE

The School Committee may establish additional special subcommittees from time to time. These subcommittees may be created for a specific purpose and to make recommendations for committee action.

1. The subcommittee will be established through action of the committee.

2. The subcommittee chairperson and its members will be appointed by the committee chairperson, subject to approval by the committee.

3. The subcommittee will be provided with a list of its functions and duties.

4. The subcommittee may make recommendations for committee action, but it may not act for the School Committee.

5. The committee chairperson and Superintendent will be ex-officio members of all special subcommittees.

6. A subcommittee will be dissolved by the committee upon completion of its assignment, or it may be dissolved by a vote of the committee at any time.

7. All subcommittees of the School Committee are subject to the provisions of the Open Meeting Law.

LEGAL REF.:  M.G.L. 30A:18-25

Adopted:          November 17, 1994
Revised:          July 12, 2000
Reviewed:         February 27, 2014
Revised:          May 12, 2016
Revised:           December 10, 2018

# ADVISORY COMMITTEES TO THE SCHOOL COMMITTEE

The following general policies will govern the appointment and functioning of advisory committees to the School Committee other than the student advisory committee, which is governed by the terms of the Massachusetts General Laws.

1. Advisory committees may be created by the School Committee to serve as task forces for special purposes or to provide continuing consultation in a particular area of activity. However, there will be no standing overall advisory committee to the School Committee.

2. If an advisory committee is required by state or federal law, its composition and appointment will meet all the guidelines established for that particular type of committee.

3. The composition of task forces and any other advisory committees will be broadly representative and take into consideration the specific tasks assigned to the committee. Members of the professional staff may be appointed to the committee as members or consultants, as found desirable.

4. Appointments to such committees will be made by the committee; appointment of staff members to such committees will be made by the committee upon recommendation of the Superintendent.

5. Tenure of committee members will be one year only unless the member is reappointed.

6. Each committee will be clearly instructed as to:

   a. The length of time each member is being asked to serve.

   b. The assignment the School Committee wishes the committee to fulfill and the extent and limitations of its responsibilities.

   c. The resources the School Committee will provide.

   d. The approximate dates on which the School Committee wishes to receive major reports.

   e. School Committee policies governing citizens, committees and the relationship of these committees to the School Committee as a whole, individual School Committee members, the Superintendent, and other members of the professional staff.

      f.   Responsibilities for the release of information to the press.

7.   Recommendations of committees will be based upon research and fact.

8.   The School Committee possesses certain legal powers and prerogatives that cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the School Committee.

9.   Advisory committees created under this policy are subject to the provisions of the Open Meeting Law.

The committee will have the sole power to dissolve any of its advisory committees and will reserve the right to exercise this power at any time during the life of any committee.

LEGAL REF.:  M.G.L. 30A:18-25

FACILITIES DEVELOPMENT GOALS

The School Committee believes that any educational program is influenced greatly by the environment in which its functions. The development of a quality educational program and school facilities that help to implement the program must go hand in hand.

Therefore, it is the committee's goal to provide the facilities needed for the number of students and educational requirements in the school district and to provide the kind of facilities that will best support and accommodate the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

Recognizing that school facilities are long-term community investments, the Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.

SOURCE:     MASC Policy

LEGAL REF.:603 CMR 26:07

Adopted:        October 12, 2000
Reviewed:      June 6, 2013
Reviewed:       November 12, 2015
Revised:        October 9, 2018

USE OF TOBACCO PRODUCTS ON SCHOOL PROPERTY

The United States Office of the Surgeon General issues research based evidence documenting the effects of smoking, noting significant risk of heart disease and lung cancer. The impact to youths include additional risk in significantly reducing lung function and causing early cardiovascular damage. Furthermore, the reports conclude that there is no risk-free level of exposure secondhand smoke. [1,2]

Use of any tobacco or "electronic cigarette" products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

The term "**electronic cigarette**" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed or sold as e-cigarettes, e-cigars, e-pipes, or under any other product name or descriptor.

This policy is in effect twenty-four hours a day, seven days a week, for all school and nonschool functions, and applies to anyone present in the school buildings and on school property. There are to be no exceptions to this policy.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings and at all entrances to school property, informing the general public of the district policy and requirements of state law.

SOURCE:        MASC

LEGAL REFS. MGL 71:37H Town of Littleton
                Code 224B-4

REFERENCES
                1: "The Health Consequences of Smoking – 50 Years of Progress", Office of US Surgeon General, 2014

                2: "Smoking and Youth", Office of the US Surgeon General, 2014

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| Adopted: | September 19, 1991 |
| Revised: | August 12, 1993 |
| Reviewed: | October 14, 1993 |
| Revised: | October 14, 1999 |
| Reviewed: | October 4, 2012 |

# AGENDA

The Superintendent, conferring with the Chairperson of the School Committee, will arrange the order of items on meetings agendas so that the Committee can accomplish its business as expeditiously as possible. The particular order may vary from meeting to meeting in keeping with the business at hand.

The Committee will follow the order of business established by the agenda except as it votes to rearrange the order for the convenience of visitors, individuals appearing before the Committee, or to expedite Committee business.

Any School Committee member, staff member, or citizen may suggest items of business. The inclusion of such items, however, will be at the discretion of the Chairperson of the Committee. A staff member who wishes to have a topic scheduled on the agenda should submit the request through the Superintendent.

The agenda will also provide for time when any citizen who wishes may speak briefly before the School Committee.

The agenda, together with supporting materials, will be distributed to School Committee members no less than three business days prior to the meeting to permit adequate time to prepare for the meeting.

Agendas will be posted and made available to the press.

The committee may vote a consent agenda to expedite routine matters, e.g. oaths to bills, payroll and minutes, and other items of routine business.

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| Adopted: | December 15, 1994 |
| Reviewed: | July 12, 2000 |
| Revised: | November 29, 2001 |
| Revised: | December 15, 2005 |
| Revised: | February 27, 2014 |
| Reviewed: | December 10, 2018 |