



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

JEN GOLD, Vice Chair
STACY DESMARAIS, Member

JUSTIN MCCARTHY, Chair

BRAD AUSTIN, Clerk
BINAL PATEL, Member

SCHOOL COMMITTEE

MINUTES

January 12, 2023

7:00PM

PRESENT: Justin McCarthy
Jen Gold
Brad Austin
Stacy Desmarais
Binal Patel

ALSO PRESENT: Kelly Clenchy
Steve Mark
Bettina Corrow
Dorothy Mulone

NOT PRESENT:

CALL TO ORDER

Justin McCarthy called the meeting to order at 7:00p.m.

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to approve the Dec. 15, 2022, agenda as presented. (AYE: Unanimous).

INTERESTED CITIZENS

None

RECOGNITION

1. Student Representative(s) Report: Student Representative, John Feltus, gave an update of the events happening at each school.
2. Superintendent Clenchy thanked SEPAC for the workshop, which was held on Tuesday, Jan. 10th. He thanked everyone that was involved and the interaction between staff and parents was wonderful.

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

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.

PRESENTATIONS

1. MCAS Update: This evening's presentation included:

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

Pertinent Information - MCAS 2022

2022 school year was the first full MCAS administration for grades 3-8 since 2019.

Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	No tests administered	No tests administered
2021	Half-test administered	Full test administered
2022	Full test administered	Full test administered.

Littleton High School - Spring 2022 MCAS Results

Grade 10 ELA

Student Growth Percentile: 55.1 (Typical)

Meeting or Exceeding: 85%

- Compared to PY = +1%

SGP (IEP / 504): 50.1 (Typical)

Meeting or Exceeding (IEP/504): 58%

- Compared to PY = -16%

Grade 10 Math

SGP: 57.5 (Typical)

Meeting or Exceeding: 78%

- Compared to PY = -5%

SGP (IEP / 504): 50.1 (Typical)

Meeting or Exceeding (IEP/504): 40%

- Compared to PY = -8%

Grade 9 Biology

First year of Next Gen

SGP: N/A

Meeting or Exceeding: 85%

SGP (IEP / 504): N/A

Meeting or Exceeding (IEP/504): 54%

LHS Impressions

Strengths:

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

Challenges:

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

LHS Next Steps

- Continue to provide structures and routines that help to support student academic and behavior expectations. Make instructional adjustments as needed.
- ELA teachers are frequently studying the prompts, rubrics, and student work to make adjustments
- ELA teachers are emphasizing that essays need to directly address the essay question
 - Standardized for each writing type
 - Direct instruction for what students should include in their essay responses
 - Essay responses must be written in the correct mode being asked for in the question:

Opinion; Informative/Explanatory; Narrative

- Length of essay response should be multiple paragraphs
- Math teachers are providing students with more opportunities to review and practice MCAS problems that they may have struggled with.
 - Math teachers are rearranging some of the units at the end of CP Geometry to try to teach as many essential concepts as possible before the MCAS in May
 - Continue to have students practice math on the computer (ALEKS)
- Follow up with students in Class of 2023 and Class of 2024 who need Educational Proficiency Plans (EPPs) for Math & ELA

Justin McCarthy – If a student on an EPP plan is not meeting expectations, have they met the requirements and are they qualified to graduate?

Keith Comeau – We will help the students to improve their scores and they can retake the MCAS test(s) if needed.

Brad Austin – So we must show the state what we have done with these students?

Keith Comeau – Yes, we keep records on file. The students will get the scores from the state, and we will identify areas for which students need to demonstrate proficiency if they earn in the partially meeting category. They will have multiple options for retesting.

Lyn Snow – If a student is on an EEP, it would be discussed at an IEP meeting what the plan of action is.

Littleton Middle School - Spring 2022 MCAS Results**Grade 6 ELA**

SGP: 55.0 points (Typical)

Meeting or Exceeding: 58%

- Compared to PY: -5%

SGP (IEP/504): 58.2 (Typical)

Meeting or Exceeding (IEP/504): 39%

- Compared to PY: +10%

Grade 6 Math

SGP: 33.7 (Low)

Meeting or Exceeding: 42%

- Compared to PY: -9%

SGP (IEP/504): 40.0 (Typical)

Meeting or Exceeding (IEP/504): 26%

- Compared to PY: +4%

Grade 7 ELA

SGP: 52.3 (Typical)

Meeting or Exceeding: 58%

- Compared to PY: +6%

SGP (IEP/504): 42.3 (Typical)

Meeting or Exceeding (IEP/504): 17%

- Compared to PY: -3%

Grade 7 Math

SGP: 54.3 (Typical)

Meeting or Exceeding: 55%

- Compared to PY: +9%

SGP (IEP/504): 48.1 (Typical)

Meeting or Exceeding (IEP/504): 14%

- Compared to PY: -9%

Grade 8 ELA

SGP: 51.7 (Typical)

Meeting or Exceeding: 53%

- Compared to PY: -4%

SGP (IEP/504): 41.1 (Typical)

Meeting or Exceeding (IEP/504): 25%

- Compared to PY: +1%

Grade 8 Math

SGP: 51.3 (Typical)

Meeting or Exceeding: 46%

- Compared to PY: +6%

SGP (IEP/504): 50.3 (Typical)

Meeting or Exceeding (IEP/504): 22%

- Compared to PY: +18%

Grade 8 Science & Technology

Meeting or Exceeding: 57%

- Compared to PY: -2%

Meeting or Exceeding (IEP/504): 33%

- Compared to PY: +13%

LMS Impressions

Strengths:

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

Challenges:

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

LMS Next Steps

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

Brad Austin – I appreciate the presentation and the numbers presented. The Grade 6 math scores caught my attention, but you addressed a lot of my concerns. What are you doing right now for that cohort that currently are our 7th grade students?

Matthew LeVangie – Jason Everhart has worked a lot on getting a teacher who was able to work with open-ended problem-solving questions.

Binal Patel – Hearing the large impact a teacher has on students. Where are we now with the teacher status/stability?

Kelly Clenchy – We are stabilized. A number of these students had “cracks” pre-covid. It is going to take a little longer for some students on an IEP to get where they need to be. It might take them a little longer to retrieve the growth they need.

Brad Austin – Does this data correlate with data we have seen from our other assessments?

Matthew LeVangie – A period was missed due to covid. When we started the school year in the fall 2021, we were still having covid protocols in place and it all played a role in teaching and instruction.

Kelly Clenchy – We did not have a normal year last year. We still had more absences with both students and staff. All these factors played a role.

Brad Austin – Do you have the resources you need to move forward?

Matthew LeVangie – We have the resources we need. We need to make the instruction more data driven and more fluent.

Justin McCarthy – This was a little surprising, especially in grade 6. It looks as if this was already going on prior to covid. It appears to me that there is a lot of work that needs to get done to move these students forward.

Matthew LeVangie – I will agree with you, and this is why we have made the change we have made and moved our grade 7 math teacher down to grade 6. These students now have a seasoned teacher.

Beth Steele – We did look at this data and looked at the K-5 cohort, as a lot of instruction is happening before these students get to middle school. There is a lot of transition going from elementary to middle school. We are implementing a new curriculum to support stronger skills sets, and we are hopeful that we will see improvement. But it will not happen overnight.

Justin McCarthy – This was not a dig on the grade 6 team. But the reality is that the majority of them are not meeting expectations.

Brad Austin – It sounds like we will see the effect of the changes, maybe not this coming year but changes are being made to address these issues, which is good.

Kelly Clenchy – The MCAS test is given two months before we finish the curriculum. It is only one assessment. I am not downplaying this assessment, but it does have some flaws. The MCAS exam does not test the entire curriculum. If I could, there are certain things I would change. First, I would lower the standard of deviation, and second, I would administer the exam in June.

Justin McCarthy – I get that the students may not have learned a concept or two at the time of the exam but that really does not explain it all.

Stacey Desmarais – How are we preparing the high school teachers with all these variables that these students are coming with at the high school level?

Keith Comeau – We have more of a vertical alignment with the middle school, we are communicating more with the middle school. Learning more about the middle school structures and how it affects us at the high school.

Kelly Clenchy – The results we are seeing will help us set up directions for next year as well.

Justin McCarthy – We have looked at MAP results and saw the results compared to the national norm as not every district around us uses MAP, but everyone is using MCAS. How do we compare to other districts and their MCAS scores?

Kelly Clenchy – We are able to make a comparison to other districts.

Lyn Snow – Open Architects does allow us to compare it to other districts.

Russell Street School - Spring 2022 MCAS Results

Grade 3 ELA

SGP: N/A

Meeting or Exceeding: 64%

- Compared to PY -6%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 46%

- Compared to PY +6%

Grade 3 Math

SGP: N/A

Meeting or Exceeding: 57%

- Compared to PY +11%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 52%

- Compared to PY +32%

Grade 4 ELA

SGP: 53.5 (Typical)

Meeting or Exceeding: 56%

- Compared to PY -9%

SGP (IEP/504): 49.9 (Typical)

Meeting or Exceeding (IEP/504): 24%

- Compared to PY -9%

Grade 4 Math

SGP: 47.3 (Typical)

Meeting or Exceeding: 50%

- Compared to PY +6%

SGP (IEP/504): 43.6 (Typical)

Meeting or Exceeding (IEP/504): 21%

- Compared to PY +11%

Grade 5 ELA

SGP: 46.3 (Typical)

Meeting or Exceeding: 48%

- Compared to PY: -11%

SGP (IEP/504): 33.9 (Low)

Meeting or Exceeding (IEP/504): 12%

- Compared to PY -19%

Grade 5 Math

SGP: 49.1 (Typical)

Meeting or Exceeding: 49%

- Compared to PY: -1%

SGP (IEP/504): 40.9 (Typical)

Meeting or Exceeding (IEP/504): 12%

- Compared to PY -15%

Grade 5 Science

SGP: N/A

Meeting or Exceeding: 63%

- Compared to PY: +7%

SGP (IEP/504): N/A

Meeting or Exceeding (IEP/504): 30%

- Compared to PY: No Change

RSS Impressions

Strengths:

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

Challenges:

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

RSS Next Steps

Beginning in Trimester 2:

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

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

Practice problems using the math reference sheet.

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

Brad Austin – I'll point out here that it looks as 30% of the 5th grade students are on an IEP and 12% are partially meeting expectations.

Cheryl Temple – This is not a random number for us. We can drill down and see which individual students this is and what we need to do for them. We can plan accordingly and determine our cause of action.

Brad Austin – I have a couple of questions about the soft skills. How to use the drop-down menu. I like the fact that we want the students to do well on the test and be prepared. It concerns me if we are teaching to the test, that worries me.

Kelly Clenchy – We will never teach to the test. We are here to instill a strong curriculum and knowledge into our students and prepare them to graduate from high school. We are aware of these things, but we are moving in the right direction.

Binal Patel – This test gives our students an option to share their knowledge. Teachers are helping them to strategize and remove barricades for our students, which is really important.

Brad Austin – The switch to doing more project-based assignments and group work is really great.

Kelly Clenchy – We must look at our data and challenges and see where we can improve for our students to succeed and find better solutions. Nobody wants our students not to succeed, so we have to create a climate for every student and whatever challenges we face we have to find solutions to them.

Brad Austin – Significant gap for some of our students on an IEP or 504 – what do you think when you see these numbers?

Stacey Desmarais – What are we doing to ensure no kids are left behind?

Cheryl Temple – We identify the students but sometimes we have a student that just does not do well on the test. They could have been overly anxious on the day of testing or other reasons. We practice with the students that we have identified to ensure they can pass the test.

Andrea Romano – For students on a 504 plan, we have a large support system of school psychologists, guidance counselors, support from the administration and a system put in place to support these students. We are always evaluating the students and the support they are receiving.

Binal Patel – I would be very interested in seeing the data from surrounding districts.

Lyn Snow – We have students who are on a 504, who do not have an academic need but could be diabetic and have accommodation needs that would be medical instead.

Justin McCarthy – I just looked at surrounding towns and their numbers are like our district. So, all in all we are doing great. Our MCAS scores do not truly show what our students are capable of.

INTERESTED CITIZENS

None

SUBCOMMITTEE REPORTS

- 1. PMBC:** High school roof is still being worked out. MSBA & Shaker Lane – trying to schedule a meeting in April.
- 2. Budget Subcommittee:** Budget process is well underway. SEPAC was part of one of the meetings.

3. **SEPAC:** Jan. 10 workshop about anxiety which included school psychologists was a huge success. All materials will be posted from the workshop on the SEPAC website.
On Tuesday Jan. 17 TFM Parent orientation zoom meeting will be held at 7PM.

4. **Policy:** First Reading of the following policy: JF School Admissions

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

Second Reading of the following policies:

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care

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

ADJOURNMENT

On a motion by Brad Austin and seconded by Stacy Desmarais it was voted to adjourn at 9:06PM to go into Executive Session for the purpose of contract negotiation discussion with no intention to return to Open Session. Roll Call Vote: Brad Austin, AYE; Justin McCarthy, AYE; Jen Gold, AYE; Binal Patel, AYE; and Stacy Desmarais, AYE.

NEXT MEETING DATE

January 26, 2023

7:00PM

DOCUMENTS AS PART OF MEETING

MCAS Spring 2022 Update

Policies:

JF: School Admissions

JFABD: Homeless Students: Enrollment Rights and Services

JFABE: Educational Opportunities for Military Children

JFABF: Educational Opportunities for Children in Foster Care