

**Franklin School Committee  
Minutes  
November 15, 2016  
Municipal Building – Council Chambers**

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This meeting's audio was recorded by Steve Sherlock for Franklin Matters

Call to order: 7:00 p.m.

Dr. O'Malley

Dr. O'Malley read the District's Vision Statement.

**Pledge of Allegiance:** Hannah Burr, 8th Grade Student from Remington Middle School

**Attendance:** Mrs. Bilello, Mrs. Scofield, Dr. Bergen, Mrs. Douglas, Dr. O'Malley, Ms. Schultz, Dr. Jewell, were present. Also present were Dr. Maureen Sabolinski, Superintendent of Schools; Mr. Peter Light, Assistant Superintendent of Schools; Miriam Goodman, School Business Administrator; Joyce Edwards, Assistant Superintendent for Teaching & Learning; Ms. Beth Wittcoff, Principal, Annie Sullivan Middle School; Ms. Elizabeth Morrison, Assistant Principal, Annie Sullivan Middle School; Mr. Eric Stark, Principal, Helen Keller Elementary School, Mr. Brian Wildeman, Principal, Remington Middle School, Ms. Danielle Champagne, Assistant Principal, Remington Middle School

**Moment of Silence:**

A moment of silence was observed in honor of Mr. Keiichi Kitanosono, a High School teacher who passed away suddenly last week.

**Organizational Meeting**

1. Ms. Douglas nominated Dr. Kevin O'Malley for Chairperson, seconded by Dr. Bergen  
The School Committee voted unanimously for Dr. O'Malley as Chairperson.
2. Dr. O'Malley nominated Ms. Cindy Douglas as Vice Chairperson  
Ms. Denise Schultz nominated Dr. Anne Bergen as Vice Chairperson  
Seconded by Ms. Scofield.



## **2. Guests/Presentations:**

### **a. Best Buddies - Sue Streeter**

Ms. Streeter gave a brief background on Best Buddies International which is a non-profit organization and it provides people with and without intellectual disabilities the opportunity to come together in friendship. About twelve (12) years ago, Franklin Public Schools started their first Best Buddies chapter at Annie Sullivan Middle School and it was followed shortly thereafter by Franklin High School, Remington Middle School and Horace Mann Middle School and then the new chapter at Helen Keller Elementary School, which is still the only elementary program in the country. Ms. Streeter advised that in 2008, her family along with Mark Berthiaume formed Friends of Best Buddies - Franklin, which is an organization with a mission to provide funding to support the local programs. The idea is to extend the model of Best Buddies as Best Buddies is a building based program and our organization provides funding to extend those programs beyond the classroom, She advised that this is their 9th annual presentation of awards and are pleased to announce the 28 awards totalling just under \$15,000.00 to all 5 programs in Franklin. Ms. Streeter advised that she had 3 special guests, Katie Streeter, Kate Scoba and Jamie Tanner, who will be helping to pass out the awards to the building recipients.

#### **Franklin High School has 8 awards as follows:**

- 1) Award in the amount of \$1,050 for the Eighth Annual Best Buddies Prom, which will include a DJ, buffet dinner and soda.
- 2) Award in the amount of \$350 for gift cards to local restaurants so buddies can meet for breakfast or lunch.
- 3) Award in the amount of \$415 for movie passes.
- 4) Award in the amount of \$500 to cover snacks for chapter meetings.
- 5) Award in the amount of \$700 for the FHS Chapter President to attend the Best Buddies Annual Leadership Conference next summer.
- 6) Award in the amount of \$300 for Bowling.
- 7) Awarded in the amount of \$550 for a year-end Best Buddies dinner.
- 8) Award in the amount of \$2,275 for a field trip to the regional Special Olympics track meet for member buddies from FHS and Annie Sullivan Middle School.

#### **Annie Sullivan has 9 awards as follows:**

- 1) Award in the amount of \$1,250 for Brittany Maier Performance at Annie Sullivan – which is a school wide performance

- 2) Award in the amount of \$500 for community field trips to connect vocational, math, reading and social skills.
- 3) Award in the amount of \$210 for buddy trios to visit FroYo.
- 4) Award in the amount of \$210 for buddy trios to visit Panera Bread
- 5) Award in the amount of \$390 for a lunch outing to a local restaurant
- 6) Award in the amount of \$300 for cooking lessons for member buddies.
- 7) Award in the amount of \$100 for an ice cream social.
- 8) Award in the amount of \$280 for Best Buddies t-shirts.
- 9) Award in the amount of \$200 for a Best Buddies pizza party.

**Remington Middle School has 6 awards as follows:**

- 1) Award in the amount of \$630 for Best Buddies t-shirts.
- 2) Award in the amount of \$800 for a field trip to Pinz to go bowling.
- 3) Award in the amount of \$200 to cover the cost of multiple gift cards to local restaurants so buddies can meet for breakfast, lunch or snack.
- 4) Award in the amount of \$159 for a mid-year pizza party.
- 5) Award in the amount of \$64 for year-end Ice Cream Social.
- 6) Award in the amount of \$194 for yard games and equipment to be used during chapter meetings.

**Horace Mann Middle School has 3 awards as follows:**

- 1) Award in the amount of \$400 to expand their outdoor garden project.
- 2) Award in the amount of \$1,300 for the year-end celebration to bring in Barn Babies to visit Horace Mann and ECDC.
- 3) Award in the amount of \$100 for refreshments for cooperative learning activities.

**Helen Keller Elementary School has 2 awards as follows:**

- 1) Award in the amount of \$500 for chapter meeting snacks and year end Best Buddies Friendship Walk.
- 2) Award in the amount of \$1,000 for Best Buddies t-shirts.

Ms. Streeter advised the Committee that they are working on a chapter at Dean College.

Ms. Streeter also noted that this is a true Community effort, we do fundraisers throughout the year and the Town of Franklin has been incredibly generous, Best Buddies

International fully supports what we do here. It starts at the top, the Administration, the Building Principals, the advisors and the kids that come together in friendship.

## **RECESS**

### **b. PARCC/MCAS - Joyce Edwards**

Ms. Edwards gave an overview of the District's Accountability Status, PARCC and MCAS Achievement and Student Growth. **(See Powerpoint)**

Ms. Edwards advised that the students in grades 3-8 took the PARCC test and it was a computer test. While students in Grades 5-8 took the MCAS test for science and it was a pencil/paper test. High School students took MCAS biology test in Grade 9 and MCAS ELA and Math in Grade 10 and they were all pencil/paper. These two tests are a graduation requirement and all students must have a passing score in the Biology, ELA and Math.

Ms. Edwards advised that because the District chose PARCC testing, that all K-8 schools were 'held harmless' The District is assigned an accountability level based on a number of factors, one factor is Achievement which is the scoring on either the PARCC or the MCAS in the ELA, Math and Science areas. Another component is the growth of the students, the participation rate and at the High School the dropout rate which is another item which is factored into our accountability rating. The High School was not in a 'hold harmless' state because they were taking MCAS as they have in previous years. It was only the K-8 schools that were in a hold harmless state, which means that if the scores were not equal to the year before, we would not drop an accountability level out of the 5 levels. If a school excelled above the previous accountability level, they would gain a level of standing.

Ms. Edward's advised that the High School, Kennedy and Oak are level 1 schools. Previously High School and Kennedy were Level 1 schools and were held harmless in that position, although, they would have achieved level 1 status anyway. Congratulations to the staff and students of Oak Street as they are now a Level 1 school as a result of this accountability testing.

We are currently level 2 district, which is the state of the state, accountability status is based on the lowest performing school in the District and we will continue to work with all of our students to raise those scores to the extent that we can, and particularly

subgroups, students with disabilities continues to be an area in which we need to continue to focus our work.

Ms. Edwards gave an overview of the PARCC results based on 2 years of PARCC data as well as how the District uses this PARCC data. **(See powerpoint)**

Ms. Edwards advised that the Building Curriculum Accommodation Plans are currently being constructed by each Building and will be posted on the website after the Thanksgiving break.

Ms. Edwards gave an overview of the MCAS results for grades 5 through 8 as well as the High School. **(see powerpoint)**

Dr. O'Malley commented that for the requirement for graduation categories, we have 99% in ELA, 92% in Math and 93% in Biology? That is outstanding.

Ms. Edwards advised that that is correct and that is the first time the students have taken the test. She advised that the students have numerous opportunities to retest to gain the competency determination for graduation.

Ms. Edwards gave an overview of the testing for Spring of 2017. We will be in a 'hold harmless' state in Grade 3-8. All testing will be done electronically. There will be one testing window in the Spring, but it is really long. This information will be out to families in early January. Legacy MCAS which is MCAS as we know it will continue in grades 5-8 as a paper/pencil test and the Legacy MCAS continues in Grade 10 for competency determination through the Class of 2020. The class of 2021 will be taking the new MCAS 2.0. **(see powerpoint)**

Dr. O'Malley inquires as to whether PARCC will disappear?

Ms. Edwards advises that yes, going forward there will be no more PARCC. However, the new MCAS 2.0 will have PARCC like questions.

Dr. Jewell commented that he thought the District made the correct choice by having the students learn the PARCC questions and the type of the questions the students needed to ask, not the exact answer.

Ms. Edwards advised that it is a way of thinking and she believes we have done a good service for the students by having gone that road.

Ms. Scofield asked Ms. Edwards with regard to referring to the Accountability slide you mentioned and the participation rate, are there students that don't take MCAS/PARCC or haven't taken either of them? What gets them out of it?

Ms. Edwards advised that she will answer the question 2 ways, that if a child is sick and doesn't have a doctor's note, it is considered a lack of participation. A doctor's note doesn't count against our participation rate. However, a routinely daily absence that is not medically documented, that does count towards our participation rate. The participation rate does count into the overall accountability. That's the first answer. The second answer is the 'opt-out' answer. We do have a very small amount of students who opt out, it is less than .1 percent of students that opted out of the testing by parents. It is not sanctioned by the State, they are not supposed to be able to opt out yet parents have rights and if parents chose not to have their child take the test, we honored that request. It did not impact our participation rate. It doesn't typically affect the High School participation rate as students generally do not opt out as the High School diploma is at stake.

Ms. Scofield asked what some of the reasons were for the opt outs?

Ms. Edwards advised that it was family choice.

Ms. Scofield inquired as to the dropout rate, what is Franklin's dropout rate at this point in time?

Ms. Edwards advised that it varies year to year and would defer to Mr. Light but generally it is 2 -3 kids.

Mr. Light advised that he doesn't want to be misquoted as he hasn't looked at it recently, however, it is generally in the .3-.4% range.

Dr. Sabolinski advised that we have not gotten the rate for this year yet, it has not been published yet.

Ms. Edwards advised that the District and State Report Cards are supposed to be published in mid-December. She will put it on the website when it is available.

Ms. Scofield inquired as to whether a student will be able to take the test at a later date if they were not able to participate.

Ms. Edwards advised that we are obligated during that testing window to have the student take the test.

Ms. Scofield inquired as to students who go off to private school for Grade 9 and 10, and come back in Grade 11, is there a mechanism in place for them to take the test so they can graduate?

Ms. Edwards advised that yes, it is a requirement for graduation and we want to make sure we provide that for kids.

Ms. Scofield inquired as to the percentage of the level 4 and 5?

Ms. Edwards advised that this is how the State reports data so she followed their same model of combining levels 4 and 5.

Ms. Bilello clarified that the other group that did not take PARCC would have taken the MCAS Alt, there is a small percentage.

Ms. Edwards advised that there is small number on Alt. Most of our students with disabilities do take the traditional test.

Dr. Bergen inquired as to whether the MCAS 2.0 will break it down so you get the sub skills analysis?

Ms. Edwards hopes to but may not be the first year. It may take time.

Dr. Bergen inquired as to what kind of specific diagnostic information are parents receiving relative to their child, if the child needs support, etc.

Ms. Edwards advised that the way the PARCC scores are reported for Grades 3-8, in the ELA area there is a literacy score, information score and a vocabulary score, that's all considered reading, then there are two writing scores one for expression and one for convention, the ELA score is comprised of 5 components. Ms. Edwards advises parents that the best source of information is to call their child's teacher.

Dr. Bergen inquired as to whether the difference between a level one school and level two school could be just a point?

Ms. Edwards advised that it is true, and there is a complex formula to determine that accountability level. Primarily it breaks down to a school needs to earn more than 75% of the available points, it is not just achievement, it is participation, etc. for all students as well as special needs or high needs students. When a school meets that 75% target or exceeds it for the aggregate and all students, then their level one status is secure. We have schools that came very, very close to that.

Further discussion ensued with regard to testing.

**c. DCAP/BCAP - Joyce Edwards**

Ms. Edwards advised the District Curriculum Accommodation plan is in the packet for the School Committee to review and will take questions.

**3. Discussion Only Items:**

- **Policy - First Reading (New)**
  - **JICA - School Dress Code Policy**

Ms. Scofield advised that the Policy Subcommittee met on a Saturday morning, 3 parents came in. It was a great meeting that lasted about 2 hours. There were a lot of ideas.

Ms. Scofield also advised that this policy does not take anything away from building principals, it is an overall dress code policy for the District.

Dr. O'Malley commented that he thought it was an ideal policy where you state succinctly the goals of the District and the application is in the hands of the Principals.

Principals will be looking at their building policies and revamp them to be covered by this and bring everything in line.

Dr. O'Malley noted that this is the first reading and the policy will be brought back to the School Committee for a second reading where this policy will be enacted with any amendments that the Committee chooses to make at that time.

- **Policy - Second Reading**
  - **JKAA - Physical Restraint of Students**

Mr. Light advised that this Policy summarizes the feedback from the Core Coordinated Review findings from the Department Of Education where our existing policy did not sufficiently address the specific criteria the Department of Education looks for, specifically, i.e. suicide prevention and awareness, we have had the programs in place, as you know you have heard about the implementation of Signs of Suicide and Zones of Regulation. We went back and worked with our attorney and the DOE to



g. I recommend acceptance of a check for \$725.00 from the JF Kennedy PCC for field trips.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

h. I recommend acceptance of two checks totaling \$3855.28 for Keller as follows:

1. \$2,000.00 – IBM for supplemental supplies

2. \$1,855.28 – Keller PCC for field trips

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

i. I recommend acceptance of the grant - donation of 15 Ableton Push music devices, valued at \$14,969.85 for FHS Sound Recording Teacher Drew O'Connors' class.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

j. I recommend acceptance of a check for \$440.00 from BJ's Wholesale Club for the Central Office gift account.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

k. I recommend acceptance of a check for \$150.00 from the Jefferson PCC for in-house enrichment.

Motion: Ms. Douglas

Second: Ms. Scofield

Approve: 7

Oppose: 0

## 5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski wanted to acknowledge the 5th grade at Davis Thayer for their donation to Franklin Food Pantry. Thank you to Mr. Gleason for the article in the Milford Daily News.

Dr. Sabolinski requested permission that Ms. Gina Jones, an Administrative Liaison at the High School be invited to the next meeting

to be recognized for her heroic act. Ms. Jones noticed a student was choking during lunch, the student had a seizure and Ms. Jones saved this student's life.

Dr. Sabolinski advised that Panther Pride was Monday night and it went very well. This is an event where the 8th grade students are invited to see what the high school is like.

Dr. Sabolinski advised that the Football game is at home on Thanksgiving at 10:00 a.m.

Dr. Sabolinski advised that Friday, team FPS will be taking on Harlem wizards at 7:00 p.m. This is a fundraiser for Franklin Education Foundation.

Dr. Sabolinski wished everyone a Happy Thanksgiving.

Dr. Sabolinski advised that a Veteran's Day celebration was held at Horace Mann Middle School and it was an amazing celebration, the students invited friends and family, it was very poignant to see students honoring their Grandfather, neighbors, they showed some amazing videos of folks that were Veteran heroes. The Chorus and Band played the theme songs of all the branches of the Service.

## **6. School Committee - Sub-Committee Reports**

- **Community Engagement** - Ms. Schultz advised that there was a coffee last week with 4 very engaged parents discussing budget, surveying students in future, that questions about testing and data, communication get into 21st century. Ms. Schultz advised that she hopes to have the newsletter out next week. Ms. Schultz advised that the next meeting is Saturday, December 3, 2016 at 9:00 a.m. at Franklin TV. It is not live, just using the conference room.

Dr. Bergen added that the parents that were there were thankful for how they were responded to by the Policy Sub Committee. They thought the process was handled beautifully, they spoke for many from the Community about the openness and the way it was handled. That was a good thing.

- **Policy Sub Committee** - Ms. Scofield advised that there will be a meeting on November 29th at 7:00 p.m.
- **School Committee Liaison Reports - None**
- **Superintendent Search - None**

7. **New Business:** Ms. Scofield requested that State Representatives Jeff Roy, State Senator Richard Ross and State Senator Karen Spilka, be invited to one of the meetings after the first of the year, when the budget is being discussed, maybe further on in the process. Ms. Scofield indicated that Rep. Roy has not been to School Committee in 4 years. Dr. Sabolinski advised that he was here last year.

Dr. Sabolinski advised that the Joint Budget Sub Committee is looking to set up a meeting in early December with the FinCom, Town Council, School, to do some budget forecasts.

Ms. Scofield advised that the MASC event is on Wednesday, November 30th, with regard to the foundation budget review. It will be held from 7:30-9:00 p.m. in Newton.

8. **Adjourn:** Dr. O'Malley made a motion to adjourn, seconded by Ms. Schultz.

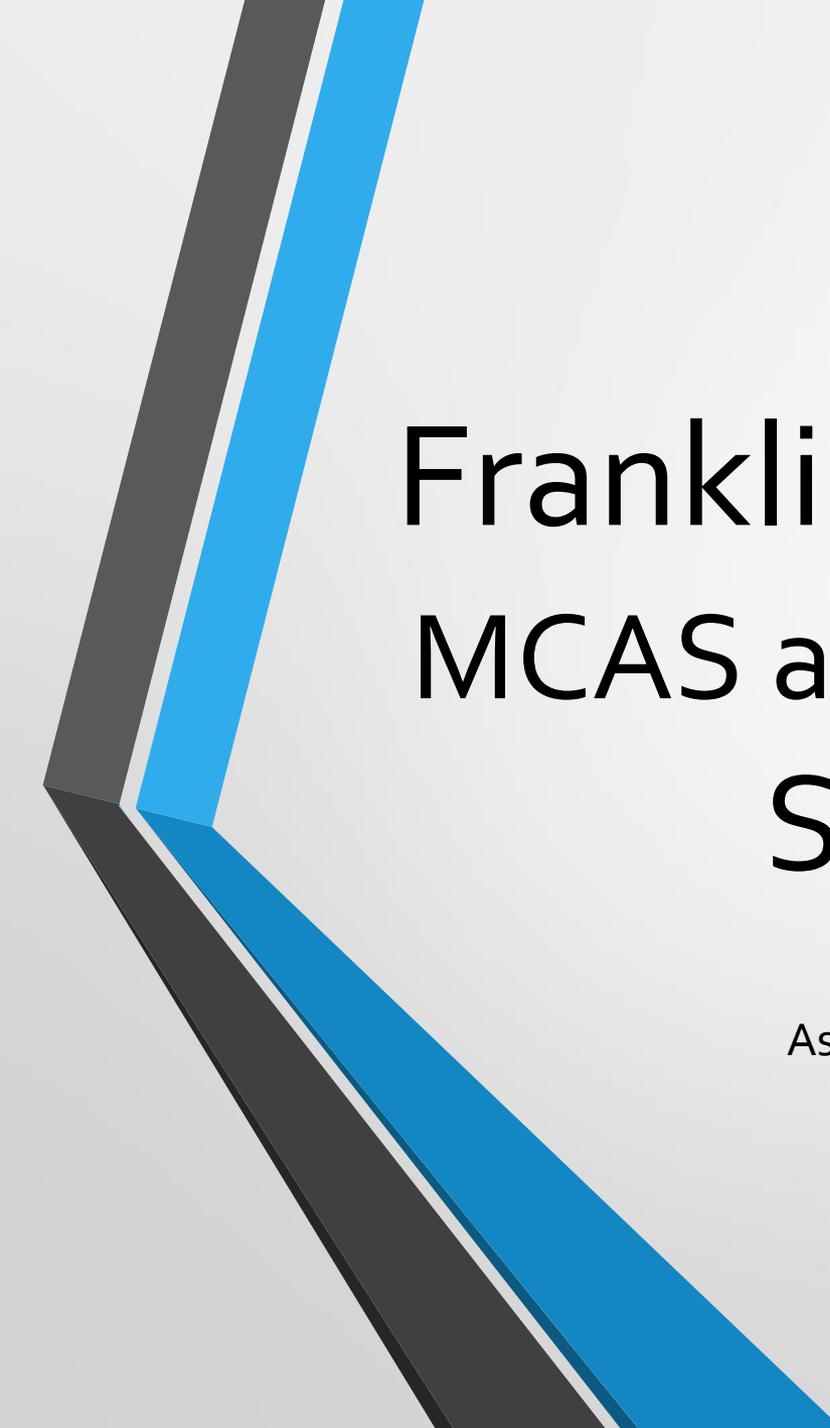
**8:27 p.m.**

Respectfully Submitted,

Susan Childers

SCAgenda 11-15-16.pdf  
 Payroll Warrant #1709 summary.pdf  
 Payroll Warrant #1709.pdf  
 FPS Summary & Sign Off.pdf  
 SCWarrant102016.pdf  
 SCWarrant102716.pdf  
 SCWarrant110316.pdf  
 October 25, 2016 SCMinutes-DRAFT  
 Franklin DCAP 2016-2017.pdf  
 SC PP MCAS and PARCC 2016.pdf  
 JICA - School Dress Code Policy.pdf  
 JKAA - Physical Restraint of Students 2016.pdf  
 ActionA.pdf

ActionB.pdf  
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Enrollmentcompare-Oct2015-Oct2016.pdf  
PledgeStudent.pdf



# Franklin Public Schools MCAS and PARCC Results Spring 2016

Joyce Edwards

Assistant Superintendent for Teaching and Learning

November 15, 2016

# Agenda

- Accountability Status
- PARCC Achievement and Student Growth
- Analysis
- MCAS Achievement and Student Growth
- Analysis
- Testing 2017

# Spring 2016 Tests

- All students in grades 3-8 took PARCC for ELA and Math (computer)
- All students in grades 5 and 8 took Science MCAS (paper)
- All high school students took appropriate competency exam (paper)
  - MCAS biology in grade 9
  - MCAS ELA and Math in grade 10

# Accountability

- All K-8 schools “held harmless” due to PARCC
- FHS took MCAS as usual
- Accountability is based on a number of factors including:
  - Student achievement on PARCC or MCAS in ELA, Math, Science
  - Student growth
  - Participation rate
  - Drop out rate

# Accountability

- FHS, Kennedy, and Oak are level 1 schools
- Congratulations to Oak for their new status!
- We are currently a level 2 district
- Accountability status is based on status of the lowest performing school in the district
- Continue to work on high needs subgroup overall especially our students with disabilities

# PARCC

- There is no state data so we cannot compare the district results to the state
- Presenting 2 year comparison for context
- Use this data point with all of our other assessment data to adapt curriculum and inform instruction

# PARCC Scoring Information

## Achievement Levels:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not meet expectations

## Student Growth Percentile

- (SGP) generated using previous PARCC/MCAS scores for a representative group of students
- Growth target is 30%-60%

# PARCC Elementary Results

Grade and Subject	Level 4 and 5 %		Level 3 %		Level 2 %		Level 1 %		Number of Students Included 2016
	2015	2016	2015	2016	2015	2016	2015	2016	
GRADE 3 ELA/L	62	63	15	23	14	10	8	4	394
GRADE 3 Math	63	71	22	19	12	7	3	3	395
GRADE 4 ELA/L	71	75	22	15	6	7	2	3	420
GRADE 4 Math	64	84	24	16	11	7	1	3	420
GRADE 5 ELA/L	73	75	18	17	6	6	3	1	431
GRADE 5 Math	66	76	22	18	9	5	3	1	431

# Elementary Subgroup Results

Grade and Subject	Level 4 and 5 %		Level 3 %		Level 2 %		Level 1 %	
	High Needs	Students with Disabilities	High Needs	Students with Disabilities	High Needs	Students with Disabilities	High Needs	Students with Disabilities
GRADE 3 ELA/L	31	23	32	29	24	29	13	19
GRADE 3 Math	37	22	32	33	21	27	11	17
GRADE 4 ELA/L	38	21	31	33	22	30	9	14
GRADE 4 Math	42	33	25	25	23	28	10	14
GRADE 5 ELA/L	44	33	35	42	18	22	3	3
GRADE 5 Math	41	29	38	43	19	23	3	4

# Elementary Growth Percentile

- No results for grade 3 as there is not a previous MCAS score
- Growth not by specific student but a representative sampling across the state based on a similar profile student
- Exceeded the target range
- Growth ranged from 49%-72.5% in ELA and Math
  - Target we look for is 30%-60%

# Elementary Growth Percentile

Grade/Subject	All Students	High Needs Students
Grade 4-ELA	65	57
Grade 4-Math	64	55
Grade 5-ELA	57.5	49
Grade 5-Math	72.5	69.5

# Elementary Analysis

- Every test in both ELA and Math showed an increase in percentage of students scoring at levels 4 and 5 combined
- Impressive growth percentages for all students (57.5%-72.5%) and high needs students (49%-69.5%)
- Growth well beyond target range
- Still have work to do with sub-groups as achievement does not yet mirror achievement of aggregate of all students

# PARCC Middle School Results

Grade and Subject	Level 4 and 5 %		Level 3 %		Level 2 %		Level 1 %		Number of Students Included 2016
	2015	2016	2015	2016	2015	2016	2015	2016	
Grade 6 ELA	61	64	26	25	10	8	3	2	467
GRADE 6 Math	55	67	30	20	12	11	3	3	467
GRADE 7 ELA	74	73	19	17	6	7	1	4	454
GRADE 7 Math	62	58	28	29	9	10	2	2	453
GRADE 8 ELA	74	74	17	18	7	7	3	2	454
GRADE 8 Math	63	77	22	17	10	11	6	5	452

# Middle School Subgroup Results

Grade and Subject	Level 4 and 5 %		Level 3 %		Level 2 %		Level 1 %	
	High Needs	Students with Disabilities	High Needs	Students with Disabilities	High Needs	Students with Disabilities	High Needs	Students with Disabilities
GRADE 6 ELA/L	24	21	46	38	22	29	8	12
GRADE 6 Math	36	28	28	27	27	29	10	15
GRADE 7 ELA/L	35	24	29	30	20	24	16	22
GRADE 7 Math	23	17	41	38	27	34	9	12
GRADE 8 EL/L	36	29	35	35	22	28	7	9
GRADE 8 Math	28	21	27	26	26	31	19	23

# Middle School Growth Percentile

- Growth not by specific student but a representative sampling
- Growth ranged from 32%-55% for all students
- Growth ranged from 28%-47% for high needs students
- Still have work to do with sub-groups as achievement does not yet mirror achievement of aggregate of all students

# Middle School Growth Percentile

Grade/Subject	All Students	High Needs Students
Grade 6-ELA	32	28
Grade 6-Math	41	42
Grade 7-ELA	40	32
Grade 7-Math	55	47
Grade 8-ELA	39	33
Grade 8-Math	41	41.5

# Middle School Analysis

- Grades 6 and 8 achievement same or ahead of last year
- Grade 7 achievement in ELA flat to last year and down in Math
- Growth range within the target for all grades (32%-55%)
- Still have work to do with sub-groups as achievement does not yet mirror achievement of aggregate of all students

# Using PARCC Data in Franklin

- We will analyze the data:
  - By school, grade, subject, sub-group
    - Where possible, item analysis work will be done to inform instruction
    - Use results with all of our other assessment data to drive instructional decisions
    - Will delve into underperforming groups to determine root causes and identify remediation strategies
    - Utilize our DCAP and BCAPs to ensure all students access the curriculum and instruction

# MCAS Results

- Spring MCAS results include Science in grades 5 and 8
- High School tests were the grade 9 Biology and grade 10 ELA and Math
- Look at data for P+ - percentage of students achieving in the Advanced and Proficient categories

# MCAS Analysis

- Increase in P+ for all three high school tests
  - Opportunities for retests if needed
- Virtually flat in grades 5 and 8 Science, ahead of the state
  - Grade 5 is +16% compared to state results
  - Grade 8 is +18% compared to state results
- Will see changes with new Science curriculum alignment work underway
- Use MCAS data to inform instruction

# P + Results (Proficient and Advanced)

Test	2013	2014	2015	2016
Grade 10 ELA	95	97	98	99
Grade 10 Math	92	95	90	92
Grade 9 Biology	89	94	90	93
Grade 8 Science	60	63	59	59
Grade 5 Science	68	66	64	63

# High School Growth Percentile

- Grade 10 ELA showed growth of 40% in the aggregate
  - High Needs students showed growth of 33%
- Grade 10 Math showed growth of 44%
  - High Needs students showed growth of 41 %
- All growth above target range of 30%-60%

# Testing 2017

## MCAS 2.0

- All students in Grades 3-8 will take MCAS 2.0 for ELA and Math
- District and Schools (grades 3-8) will be “held harmless” again this year (not FHS)
- MCAS 2.0 will have one testing window-calendar being developed for December release
- All testing will be done electronically
- Legacy MCAS for Science continues in grades 5 and 8
- Legacy MCAS continues in grade 10 for high school competency determination through the class of 2020
- Class of 2021 will take MCAS 2.0 for high school (currently our grade 8 students)

# Questions



Franklin Public Schools  
District Accommodation Plan  
2016-2017

Massachusetts General Laws require the adoption and implementation of a District Curriculum Accommodation Plan (DCAP). This plan is intended to guide administrators and staff in ensuring that all possible efforts are made to meet the needs of students in the general education setting by supporting teachers in the analysis and accommodations of student learning styles and needs. The DCAP document is intended to support the efforts of educators to provide effective interventions for struggling learners.

*Massachusetts General Laws, Chapter 71, Section 38Q1/2*

*“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including, but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”*

**The Franklin Public Schools DCAP has four main objectives and is based on the District and School Improvement Plans.**

**These objectives are:**

- To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.
- To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.
- To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, The Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.
- To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.

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**Vision Statement**

The Franklin Public Schools will foster within its students the knowledge and skills to find and achieve satisfaction in life as productive global citizens.

**Mission Statement**

The Franklin Public Schools, in collaboration with the community, will cultivate each student's intellectual, social, emotional and physical potential through rigorous academic inquiry and informed problem solving skills within a safe, nurturing and respectful environment.

It is with these statements in mind that this DCAP was designed. It provides a list of resources and accommodations available to students and classroom teachers. The DCAP provides a process to support struggling learners.

**Please note:** “The law requires that no instructional support program nor any other intervention limits the right of a parent to refer a student for a special education evaluation. However, if a referral for a special education evaluation has been made and the district has asked for and received parental consent to evaluate, then evaluation information from any instructional support program should be made available to the special education Team to consider when determining if the student is eligible for special education.”

(Excerpted from “Is Special Education the Right Service? A Technical Assistance Guide”, MA DOE, March 2001)

General education provides a rich educational experience for all students. The Franklin Public School district is committed to the development of the general education classroom so that all students can achieve success in learning.

<p><b>Objective:</b> To help students develop connections to school, support positive behaviors and increase academic achievement, the Franklin Public Schools will enhance programs and practices to enable all students to acquire the knowledge, attitudes and skills associated with the core competencies for social emotional learning.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"><li>● Continue implementation of Zones of Regulation at the elementary level.</li><li>● Continue implementation of Responsive Classroom at the elementary school level.</li><li>● Implement Responsive Classroom at Middle School level.<ul style="list-style-type: none"><li>○ Professional development</li><li>○ Purchase materials</li><li>○ Establish implementation timeline/process.</li></ul></li></ul>
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- Continue to develop and implement Developmental Guidance programs and lessons at the elementary, middle and high school levels.
- Create a schedule that supports counselors having time to meet with classes to offer skill based lessons to support students in identifying stressors, and behaviors that impede learning and replace with positive supports to increase achievement.
- Review and/or implement Advisory Programs at the middle and high school levels.
- Collaborate with the School Wellness Advisory Council (SWAC) to implement (integrate) initiatives around goals for mental health, physical activity and nutrition.
- Continue to implement the Signs of Suicide program as a component of the wellness curriculum in grades 7 & 9
- Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children.

Continue to develop partnerships to support Social Emotional Learning in the community at large.

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<p><b>Objective:</b></p> <p>To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Continue aligning and refining curriculum maps, unit plans, and lesson plans with the Massachusetts Frameworks in all areas with a targeted review of Health/Wellness.</li> <li>• Continue development and implementation of alignment and instructional changes of new standards in:             <ul style="list-style-type: none"> <li>○ Science</li> <li>○ Digital Learning/Technology</li> </ul> </li> <li>• Analyze instructional strategies used and provide feedback and resources to teachers on current practices and methodologies to improve personalized learning to meet the needs of all students.</li> <li>• Review current formative and summative assessment and grading practices.</li> <li>• Create a task force to study best practices with regard to homework and make recommendations for K-12 homework practices.</li> <li>• Support High School NEASC accreditation self-study and visit during the 2016-2017 school year.</li> <li>• Develop presentation and forums for parents/guardians to offer informational updates, roll out implementation of initiatives and solicit feedback.</li> </ul>
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<p><b>Objective:</b></p> <p>To promote a climate and culture where all stakeholders are engaged and take ownership in their role in the continuous improvement of teaching and learning, the Franklin Public Schools will create a collaborative culture in which all educators hold a shared vision and beliefs about student learning that are rooted in reflective practice and the use of feedback to improve student outcomes.</p>	<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Continue administrator professional development focused on promoting reflection, feedback, conflict management and problem solving, and improving communication.</li> <li>• Continue to develop and strengthen the degree to which the district and schools' instructional programs are driven by core values, shared beliefs about student learning and norms for decision making, communication, professional relationships, and problem solving.</li> <li>• Establish committee to explore Peer Coaching opportunities within the district to support teacher leadership opportunities.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Establish a joint committee comprised of members from the administration and Franklin Education Association (FEA) to foster ongoing dialog about educator evaluation and promote improved outcomes for students.</li> <li>• Continue to improve professional development and training around the educator evaluation process.</li> </ul>
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<b>Objective:</b>	<b>Strategies:</b>
<p>To ensure that all stakeholders are engaged with the school community in support of student achievement, the Franklin Public Schools will seek to enhance opportunities for two-way communication between and among all students, families, staff, administrators, and the community.</p>	<ul style="list-style-type: none"> <li>• Define social emotional learning for stakeholders in order to develop a shared understanding of the purpose and intended outcomes of the initiative.</li> <li>• Annual presentation to School Committee on goals and outcomes</li> <li>• Collaboration with SAFE Coalition to facilitate educational programs</li> <li>• Nutritional Nuggets newsletter will be disseminated monthly as educational information on Health/Wellness</li> <li>• Provide opportunities for two-way communication about school and district academic programs and initiatives with the goal of increased understandings among all stakeholders.</li> <li>• Develop and implement a process to solicit feedback from stakeholders regarding the educator evaluation process.</li> <li>• Use results of SWAC Community Engagement Survey to inform revisions to SWAC policy and goals</li> <li>• Use the results of the Spring 2016 SPED Program Evaluation, including student, parent and staff feedback to set program goals</li> <li>• Report progress on School and District Improvement Plans to community via school committee meetings.</li> <li>• Utilize existing systemic structures such as school councils, Joint PCC, PCCs, Booster Organizations, Franklin Education Foundation, and business partnerships</li> </ul>

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**Instructional Support Interventions**

Accommodations may be made to the classroom instruction, student responses, teaching strategies, teaching environment or materials. This list is representative of suggested strategies and is not inclusive of all strategies that may be successful for individual students.

**Curriculum/Instruction/Assessment Strategies**

- Arrange partner or small group instruction
- Develop student contracts or individual behavior, social or academic improvement plans
- Provide cueing and “wait time” or “think time” to encourage participation
- Provide multi-modal presentation of instruction and materials
- Repeat or re-teach concepts with a different approach
- Differentiate instruction, materials, assignments, and/or assessments
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Instruct students in study skills, note-taking; model these skills during instruction
- Utilize technology and computer assisted instruction
- Teach students to use graphic organizers
- Provide manipulatives
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Break down tasks into manageable steps
- Utilize peer buddy systems for study groups or homework check-ins
- Utilize homework logs and journals for homework follow-up
- Provide reference tools, web sites and textbooks for homework support
- Provide study guides
- Provide strategies to support parents with homework completion
- Allow extended time for those tests that determine a student’s knowledge and mastery of content
- Provide a scribe when needed to assess student knowledge
- Allow the use of word processing or calculators for assignments and assessments

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- Communicate expectations and progress to parents through email, blogs, websites, twitter, conferencing, curriculum nights, etc.

**Behavioral Intervention Strategies**

- Post classroom expectations in view of all students
- Classroom interventions by guidance counselor
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Adjust classroom management strategies
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks during instructional periods
- Incorporate stress-release activities
- Remove distractions

**Organizational Strategies**

- Provide daily schedule and agenda
- Utilize flexible groups
- Utilize contract learning
- Implement a frequent progress monitoring system with students
- Use cooperative learning strategies
- Provide strategies to parents
- Choose and use graphic organizers with students