

Office of the Superintendent
Acton Public Schools
Acton-Boxborough Regional School District
<http://ab.mec.edu>
(978) 264-4700 x 3211

TO: Acton Public School Committee Members
FROM: Stephen Mills
ON: January 19, 2012
RE: **ADDENDUM**

ACTON PUBLIC SCHOOL COMMITTEE MEETING:

4.0 APPROVAL OF MINUTES

4.1 APS SC meeting 12/15/11

6.0 EDUCATION REPORT

Balanced Assessments - *Deborah Bookis, Director of Curriculum and Instruction, Dr. Priscilla Kotyk and Matt McDowell, APS Assistant Principals, Eileen Sullivan, APS Elementary Curriculum Specialist, Jean Oviatt-Rothman, APS AMathematics Curriculum Specialist and Coach, Noel Erickson, Reading Specialist, Douglas School*

6.1 Presentation slides

6.2 Supporting materials

6.3 APS MCAS 2011 by school

7.0 APS SCHOOL COMMITTEE BUSINESS

7.3 FY'13 Budget - *Steve Mills, Don Aicardi*

7.3.1 ALG Report

7.3.1.2 *Reworded:* Discussion re: OPEB and Use of Free Cash

7.3.4 Presentation slides

7.5 APS Student Enrollment/Classroom Planning Report - *Marie Altieri*

7.6 Discussion of Potential Acton Public School Students Tuitioning to Blanchard School - *Marie Altieri*

7.10 Purposes and Timing of Addenda - *Mike Coppolino (oral)*

8.0 FOR YOUR INFORMATION

8.7 Acton Town Election - March 27, 2012

Last Day for Candidates to File Papers with Town Clerk - February 6th

4.1
A

**ACTON PUBLIC SCHOOL COMMITTEE MEETING
Draft Minutes**

**Library
R.J. Grey Junior High**

**December 15, 2011
7:00 p.m.**

Members Present: Dennis Bruce, Michael Coppolino, Xuan Kong, Kim McOsker, Paul Murphy, John Petersen
Members Absent: none
Others: Don Aicardi, Marie Altieri, Deborah Bookis, Liza Huber (7:10), Steve Mills, Beth Petr

The Acton Public School Committee meeting was called to order at 7:00 p.m. by Chair Michael Coppolino.

STATEMENT OF WARRANT

Warrant #201212 dated December 13, 2011 in the amount of \$259,382.60 was signed by the chair and circulated for signatures.

APPROVAL OF MINUTES

The following minutes were approved: October 20, 2011 APS SC meeting (as amended), November 3, 2011 Joint SC meeting and November 17, 2011 APS SC meeting.

PUBLIC PARTICIPATION

Parent John Manning spoke from the audience, advocating for modulars to be installed at the Gates School to address a shortage of instructional space. He described art classes held in the hall and lobby, and music instruction in the cafeteria. He noted that other schools have gained considerable benefit from modulars that were added in past years. He asked the School Committee to consider a motion to add modulars at Gates next year to address this problem or offer an alternative. Mike Coppolino responded that the Superintendent would address this in the budget part of the meeting.

APS SCHOOL COMMITTEE BUSINESS

6.1 Policy Updates

6.1.1 Use of School Facilities Policy (File: KF)

This policy was already approved but the APS SC had not seen the revised procedures and fees (File: KF-R).

6.1.2 Advertising in Schools (File: KHB) – SECOND READING

This new policy was approved by ABRSC on 12/1/11. The subcommittee recommended that the Superintendent be responsible for approval and that he report to the School Committees once a year on advertising. A financial limit that would require a proposal to be approved by the School Committees was not felt to be necessary.

It was moved, seconded and

VOTED: to approve the Advertising in Schools Policy, File: KHB as proposed.

(YES: Bruce, Coppolino, McOsker, Murphy, Petersen NO: Kong)

6.2 2012-2013 School Calendar

Dr. Mills stated that the discussion is whether to start school before or after Labor Day, and whether to include days off for religious holidays. People's spiritual beliefs are being respected, however the issue is about the number of staff that would be out for a religious holiday, making it very difficult to appropriately staff the schools. Dr. Mills referred to the survey results from last year. The proposed calendar was approved by the ABRSC on 12/1/11, by a 7-6 vote. Recognizing the difference of opinion,

the Superintendent asked the APS SC to vote it for this year. It was noted that the late start days at the High School this year have been very valuable.

It was moved by John Petersen, seconded by Paul Murphy and

VOTED: to approve the proposed FY13 school calendar

(YES: Coppolino, McOsker, Murphy, Petersen NO: Bruce, Kong)

Xuan Kong felt that the before/after Labor Day start survey question did not really apply as much this year because it is not tied to this year's calendar. Kim McOsker advocated for starting after Labor Day in September 2012. John Petersen appreciated that staff are kept well informed so that families and staff can be sensitive to all religious holidays.

6.3 Update on Health Insurance Plan Design Process

Kim McOsker reported that the new working group's first meeting was very productive. They talked about some collaborative decisions, and felt there may be an opportunity to make changes in a good way and be sensitive to what people need and/or want. The second meeting was yesterday. The group is made up of representatives from all of the town's unions including: police, fire, dispatch, custodial, retirees, School Committee rep, Board of Selectmen rep, Marie Altieri from the schools, Mary Ann Fleckner from the Town of Acton and Town Manager Steve Ledoux. Lauren Rosenzweig is facilitating. The group is tasked with presenting alternatives to match or compare to the Segal Report results. It is hoped that results will be achieved by the February 6th Board of Selectmen meeting.

6.4 Acton Health Insurance Trust Report

John Petersen reported on the 11/22/11 meeting, see packet. The Health Insurance Trust (HIT) is preparing a write up for the Town Report. A special meeting was held on 11/30/11 to discuss the HIT's role in the collaborative working group. The Trust will not be an active participant in the group. John attended the recent Minuteman Nashoba Health Group to listen to their discussion of rates for their new plans. MNHG is much bigger than Acton's HIT. HIT will meet again on 12/22/11.

6.5 ALG Report

John Petersen reported on the ALG. Disagreement continues about the amount of reserves to use. Segal did another, different, study on Other Post Employment Benefits (OPEB) and discussion on the topic continues. Consensus at ALG is to put an OPEB placeholder on the spreadsheet but it is too early to include a number. The School Committee wants Fincom to present to them before School Committee decides on a number to set aside for OPEB. A good return on this money is important if money is going to be put aside. A figure of \$500,000 is being discussed for the Town of Acton including APS, to set aside for OPEB, but the Regional School Committee would have to approve its own OPEB trust account. John stated that the sum of those two accounts will be \$500,000 but Don Aicardi disagreed. John advocated for being very precise about this kind of discussion, adding that the use of reserves is another example of confusion in the community. He feels that "net" use of reserves is important. Mike Coppolino said that Jonathan Chinitz did a comprehensive study of cash flow years ago, that may be helpful. Planned replenishment should be discussed, not just variances that create replenishment. Brandy Brandon said that the Fincom is updating Jonathan's study and it will be available soon.

6.6 Acton Finance Committee Report

Xuan Kong reported that Fincom's new Long Range Financial Forecast is impressive. They have institutionalized what the Committee is trying to do and tried to capture the effect of any decisions made. Fincom voted to accept the report and recommend that each entity accept the report as part of their budget planning process. The School Committee asked that the Fincom present their findings and model at the next School Committee meeting. John will ask the Boxborough members if they would like to hear this.

6.7.a FY'13 Budget

Dr. Mills stated that while he has great respect for the Acton Finance Committee, he understands from ALG that the town leaders plan to use \$2 million in reserves for FY13, but the Fincom has changed their opinion from using \$2m to \$1.5m and use \$.5m for OPEB. Dr. Mills is moving ahead with what he feels

is a moderate investment budget, approximately 1% above level service. The Saturday Budget meeting has been moved to January 28th because the state numbers should be out by then.

Dr. Mills addressed Mr. Manning saying that he understands this parent's concern for the Gates school. He referred to JD Head's memo re capital projects. The Douglas roof payments are ending this year, saving \$80,000. While the schools should get some kind of credit for that money for next year, with the FinCom's recommendation to fund OPEB, this may not be possible. Given the larger context of the budget, JD is keeping the capital plan on hold for next year. Dr. Mills said that although it is not ideal that classes are being held in the hallway, given that in a few years student enrollment will drop and several classrooms will open up, it does not make sense to spend money on a modular next year.

Don Aicardi reported on the Review of Reserves FY11 to FY12 slide. Free cash was certified by the Dept of Revenue (DOR) on 12/2/11, the morning after the AB School Committee meeting, resulting in \$500,000 more than his presentation included the night before. The DOR is expected to certify E&D by February 2012.

Right now the FY13 APS level service budget number is a 3.3% change from FY12 (slide 19). The 1/5/12 Joint School Committee meeting will present the preliminary FY13 AB Regional and APS budgets. Nothing is included in these budgets to take into account any of the planned health care design plan changes that may happen. Funding for the classroom assistants is still being reviewed.

Mr. Manning followed up on his question regarding the Gates School, advocating for more classroom space. Marie Altieri explained that enrollment is decreasing by 40 - 60 students per year in recent years. Kindergarten sections could go from 16 to 14 sections in a few years. JD Head said that there is a 1200 square foot difference between the Conant and Gates Schools due to Conant's modular. JD stated that a modular costs \$300,000 - \$400,000 depending on the connector. Xuan Kong noted that Gates was disrupted when art was brought on a cart into different classrooms. A study determined that it did impact learning time. A creative solution was to have art in the lobby, similarly for music class on the stage of the cafeteria. While a modular would be the most straightforward solution, given decreasing enrollment and other financial needs, it may not be the best. JD said that a modular would add \$30,000 annual operational cost.

John Petersen asked for a fleshed out description of adding a modular per JD's information, and the enrollment scenario played out for 3 or 4 years. Assuming these numbers, he asked how the students could be arranged and what costs might be. The Committee discussed doing a study that JD said would cost \$10,000. It was the sense of the Committee that a placeholder should be put on the warrant for this item before the deadline.

6.7.b New FY12 Special Education Preschool Class

Liza Huber reported on a new special education Acton Public Preschool class that is required by law because the children are here with identified needs. This is included in the level service budget. This program began in 1994 and has been extraordinarily successful. The 6 class structure has met our enrollment needs until now. Minuteman Early Intervention in Concord provides services to children from birth to age 3 who are at risk. Referrals come to APS when children are 2.6 years old alerting the district that they will soon be students. The district averages 18 referrals per year for our current early childhood program. From 9/1/10 to 6/30/11, 21 referrals were received. From 6/30/11 to 11/1/11, an additional 11 referrals were received. These children are entitled to services. Immediate changes were required for the remainder of this year for these additional 11 children. Community Ed Director, Erin Bettez was thanked for her flexibility and for giving up some space for next year. Space is being rented from the Acton Children's Center now until the end of this school year. This class is being staffed with a .8 special educator and an Applied Behavior Analysis Trainer. Additional staffing will be needed for next year. These unexpected costs are being offset by circuit breaker funding that has increased and some shifts have been made due to natural attrition in sped assistants. Next year this morning half day program will grow

to a full time model, similar to our current full time ABA program, which has 15 students. There has been a dramatic increase in children with autism spectrum disorders.

Xuan asked if a cost benefit analysis had been done for a program that would serve only those who we are required to accept. Liza Huber said that this had not been done because the program needs to provide peer role modeling. Regular education students (who pay tuition) are needed. It is a very effective model in terms of the most efficient model to have children matriculate into the public schools. Carol Huebner could present the Program to the School Committee. Liza said that other communities have seen a similar increase in students. John Petersen liked Xuan's suggestion of running some numbers. Liza said that our Preschool tuition rate for our typical students is competitive and a sliding scale is available. Some changes may be made. This does generate revenue and we also accept some out of district students who pay tuition. Mike Coppolino stated that the Committee should defer to the professionals as far as the integration piece goes, but the School Committee should look at the numbers. An article about how children are being diagnosed will be distributed to the Committee.

6.8 Capital Budget FY'13

Facilities Director, JD Head requested that the Capital Plan be suspended for the upcoming year. With the exception of 3 roofs, everything else on the plan was completed. John Petersen asked that capital planning include the totality of the buildings including the grounds, parking lots, bike paths, and maximizing pedestrian access on the campus.

6.9 Discussion of Potential Acton Public School Students Tuitioning to Blanchard School

Mike thanked Bruce Sabot for the information that he provided. Dr. Mills said that this is a creative opportunity that is in line with the new Long Range Strategic Plan (student-teacher ratios). There are very small classes in Boxborough's 2nd and 3rd grades while we have large classes in Acton. The Committee agreed that Acton parents should be asked if they would consider this option. It could be mentioned at Kindergarten Night on January 10th. Principals could also ask about it. It is beneficial because Acton students attending Blanchard would already be attending our Regional Junior High and High School. If a student from outside of Acton attends Blanchard, they are permitted to attend our Regional schools for grades 7-12, increasing our class sizes at the region. If a student comes from another town, when they enter the JH or HS, we receive \$5000 from the chapter 70 aid from their town to our town. John Petersen pointed out that the question is whether we are trying to fill empty seats or if it would contribute to overcrowding. He stated that the variable cost is needed to know if this is a good decision or not. Xuan pointed out that the Committee still has the option to add the Choice Program in the future.

6.10 New Ruling by AG: Remote Participation at Open Meetings

- 6.10.1 Email from Assistant Town Manager re Board of Selectmen
- 6.10.2 Amended Open Meeting Law Regulations from the Attorney General, 11/11/11
- 6.10.3 Email from Glenn Koocher, MASC Executive Director
- 6.10.4 Regulations Promulgated by the Attorney General, Relative to Remote Participation at Public Meetings (edited for School Committees), G. Koocher
- 6.10.5 Quick Guide to Remote Participation at School Committee Meetings, Glenn Koocher, 12/9/11

The Acton Board of Selectmen are scheduled to vote on this at their meeting on 12/19/11. John asked Amy Bisiewicz if a demo remote participation could be done at the meeting on 1/5/12. The issues are whether this will be practical and if it can be implemented so all can hear.

6.11 Discussion of Start Time of APS School Committee meetings

After surveying the members, it was the sense of the Committee to start meetings at 7:00 p.m. instead of 7:30. It is expected that the Regional School Committee will continue to start meetings at 7:30.

6.12 Recommendation to Accept Gift to the APS Preschool

It was moved, seconded, and unanimously,

VOTED: to accept this gift of an iPad2 for the APS Preschool with gratitude

FOR YOUR INFORMATION

7.4 Professional Development Day 11/1/11

Deborah Bookis described the staff's Professional Development Day. Some ideas that came out of this event will be shared in the Spring. She said that we know that educators reflect on their work and we ask students to reflect as well, but the staff does not do it collaboratively. This is something they are working on. A group of 30 staff members finished 5 days of protocol training that all will benefit from. The Long Range Strategic Plan dictates that we make decisions based on research and data. This will now be called the "Professional Learning Program". The theme of "It's all about instruction" and "How do we know they're learning?" have kids taking even more ownership of their learning.

7.5 2012-2013 Kindergarten Registration Schedule

Marie Altieri described the upcoming Kindergarten registration process.

7.6 2011-2012 School Systems Profile

Dr. Mills highlighted the many successes found on this profile.

Paul Murphy noted that he recently visited the Conant PTO and they are raising funds for their playground. He urged people to see the Conant PTO website for more information.

NEXT MEETINGS

January 5, 7:30 pm JT SC ABRSC at R.J. Grey Junior High School Library

January 19, 7:30 now at 7:00 pm APSC at R.J. Grey Junior High School Library

REVISED DATE: January 28, 9:00 am – 3:00 pm Joint SC Budget Saturday, RJGJHS Library

Mike wished everyone happy holidays.

The APS School Committee adjourned at 9:51 p.m.

Respectfully submitted,
Beth Petr

List of Documents Used:
Agenda attached

ACTON PUBLIC SCHOOL COMMITTEE MEETING

Library
R.J. Grey Junior High

December 15, 2011
7:00 p.m.

AGENDA with addendum

- 1.0 CALL TO ORDER
- 2.0 CHAIRPERSON'S INTRODUCTION
- 3.0 STATEMENT OF WARRANT
- 4.0 APPROVAL OF MINUTES
 - 4.1 APS SC October 20, 2011 (*addendum*)
 - 4.2 JT SC November 3, 2011
 - 4.3 APS SC November 17, 2011
- 5.0 PUBLIC PARTICIPATION
- 6.0 APS SCHOOL COMMITTEE BUSINESS
 - 6.1 Policy Updates (7:10)
 - 6.1.1 Approved Use of School Facilities Policy (File: KF) with revised procedures and fees (File: KF-R) – *Kim McOsker*
 - 6.1.2 Advertising in Schools (File: KHB) – **SECOND READING – VOTE** – *Marie Altieri*
 - 6.1.2.1 Proposed new policy (approved by ABRSD 12/1/11)
 - 6.1.2.2 Proposed procedures (File: KHB-R)
 - 6.2 2012-2013 School Calendar – **VOTE** – *Steve Mills* (7:20)
 - 6.2.1 Proposed calendar (approved by ABRSC 12/1/11)
 - 6.2.2 Calendar Survey Results Memo from last year
 - 6.3 Update on Health Insurance Plan Design Process – *Kim McOsker (oral)* (7:40)
 - 6.4 Acton Health Insurance Trust Report – *John Petersen (addendum)* (7:50)
 - 6.5 ALG Report – *Xuan Kong* (7:55)
 - 6.5.1 12/8/11 meeting materials
 - 6.5.1.1 Draft minutes of 12/8/11 meeting (*added 12/15/11*)
 - 6.6 Acton Finance Committee Report – *Xuan Kong* (8:00)
 - 6.6.1 Long Range Financial Forecast, 12/7/11
 - 6.7.a FY'13 Budget – *Steve Mills, Don Aicardi* (8:10)
 - 6.7.1. Proposed APS FY'13 Budget Schedule
 - 6.7.2 FY'13 Budget Assumptions/Key Decisions
 - 6.7.3 Presentation slides (*revised 12/15/11*)
 - 6.7.b New FY12 Special Education Preschool Class – *Liza Huber (addendum)* (8:40)
 - 6.8 Capital Budget FY'13 – *JD Head (addendum)* (8:50)
 - 6.9 Discussion of Potential Acton Public School Students Tuitioning to Blanchard School-S. Mills (8:55)
 - 6.9.1 Blanchard Memorial School, Seats Available 2012-2013
 - 6.9.2 Acton Public Schools, Class Size Projections – *Marie Altieri (addendum)*
 - 6.9.3 Blanchard Brochure
 - 6.10 New Ruling by AG: Remote Participation at Open Meetings – *Mike Coppolino* (9:10)
 - 6.10.1 Email from Assistant Town Manager re Board of Selectmen

- 6.10.2 Amended Open Meeting Law Regulations from the Attorney General, 11/11/11
- 6.10.3 Email from Glenn Koocher, MASC Executive Director (*addendum*)
- 6.10.4 Regulations Promulgated by the Attorney General , Relative to Remote Participation at Public Meetings (edited for School Committees), G. Koocher (*addendum*)
- 6.10.5 Quick Guide to Remote Participation at School Committee Meetings, Glenn Koocher, 12/9/11 (*addendum*)
- 6.10.6 Acton Board of Selectmen scheduled to vote at their meeting 12/19/11 (*oral*)
- 6.11 Discussion of Start Time of APS School Committee meetings – *Mike Coppolino* (9:25)
- 6.12 Recommendation to Accept Gift to the APS Preschool – **VOTE** – *Steve Mills* (*addendum*)(9:35)

7.0 **FOR YOUR INFORMATION** (9:40)

- 7.1 ESL Student Enrollment Report – December 1
- 7.2 FY'12 Monthly APS Financial Reports (*addendum*)
- 7.3 Student Enrollment Numbers/Class Size Info – December 1 (*addendum*)
- 7.4 Professional Development Day 11/1/11
- 7.5 2012-2013 Kindergarten Registration Schedule (*revised 11/4/11 – Conant & Douglas switched evening meeting dates*)
- 7.6 2011-2012 School Systems Profile (*revised 12/15/11*)
- 7.7 Correspondence from the Community
- 7.8 School Newsletters
 - Conant Crier: <http://conant.ab.mec.edu/pto/newsletter.html>
 - Douglas Digest: <http://douglas.ab.mec.edu/pto/digest.html>
 - Gates Gazette: <http://gatesschoolpto.org/gazette>
 - McCarthy-Towne Bulletin: <http://www.mctptso.org/bulletin/>
 - Merriam Comm News: <http://www.merriampto.org/Merriam>
 - Acton Public School Preschool: <http://ab.mec.edu/Preschool/index.htm>

8.0 **NEXT MEETINGS**

- January 5, 7:30 pm ABRSC at R.J. Grey Junior High School Library
- January 19, 7:30 pm APSC at R.J. Grey Junior High School Library
- REVISED DATE:*** January 28, 9:00 am – 3:00 pm Joint SC Budget Saturday, RJGJHS Library

ADJOURNMENT (9:50)

APS SCHOOL COMMITTEE ASSESSMENT PRESENTATION

Deborah Bookis,
Director of Curriculum and Instruction

January 19, 2012

Introduction

Assessment is part of Instruction

Introduction

- Long Range Strategic Plan Goal #2: Prepare students by providing them with the knowledge, and intellectual and reflective skills they will need to thrive in an increasingly complex world.
- Strategies:
 - ▣ Review and articulate what all students should know and be able to do
 - ▣ Determine classroom-based authentic assessments of student learning
 - ▣ Create opportunities for students to monitor their own progress
- Long Range Strategic Plan Value: Educational policy and resource decisions informed by research and evidence

Slide 3

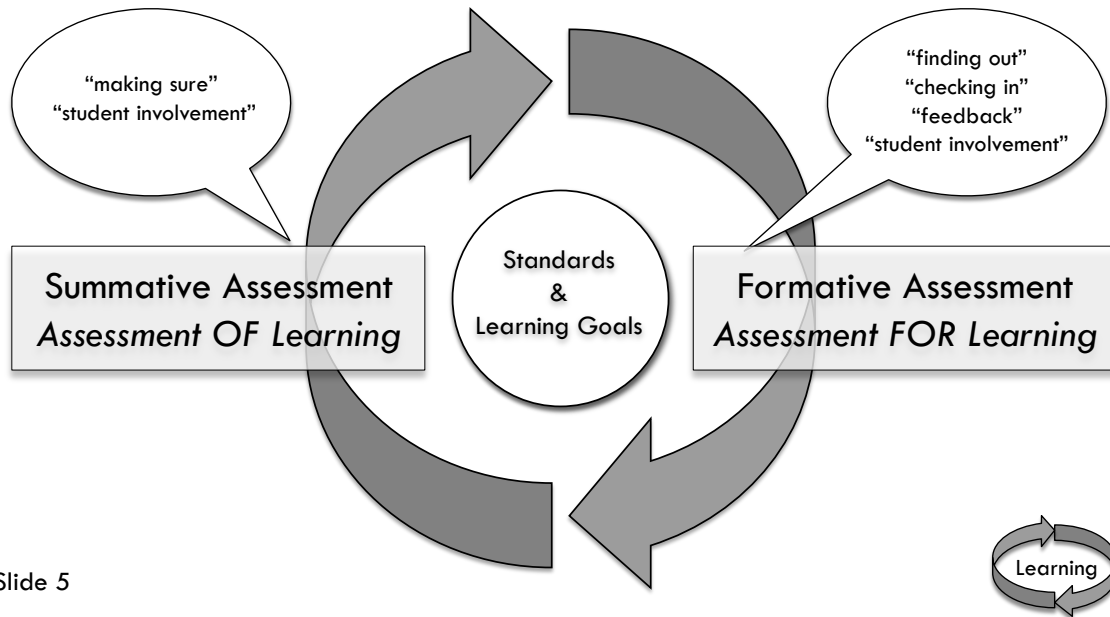
Introduction

- Dr. Priscilla Kotyk and Matt McDowell
APS Assistant Principals
- Eileen Sullivan
APS Elementary Curriculum Specialist
- Jean Oviatt-Rothman
APS Mathematics Curriculum Specialist and Coach
- Noel Erickson
Reading Specialist, Douglas School

Slide 4

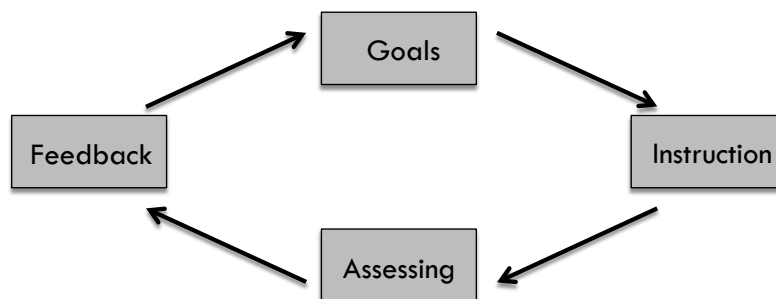
Balanced Assessment Program

□ Coordinates Formative and Summative Assessment



Balanced Assessment Program

Formative Assessment: Formative assessment is a **PROCESS** used by teachers and students **DURING** instruction that provides **FEEDBACK** to **ADJUST** ongoing teaching and learning to **IMPROVE** students' **ACHIEVEMENT** on intended instructional outcomes. (Popham, 2008).

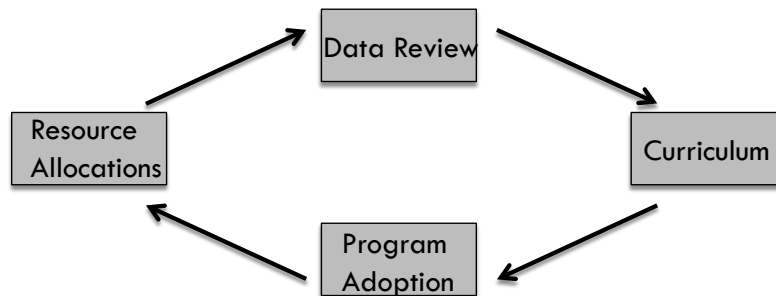


Slide 6



Balanced Assessment Program

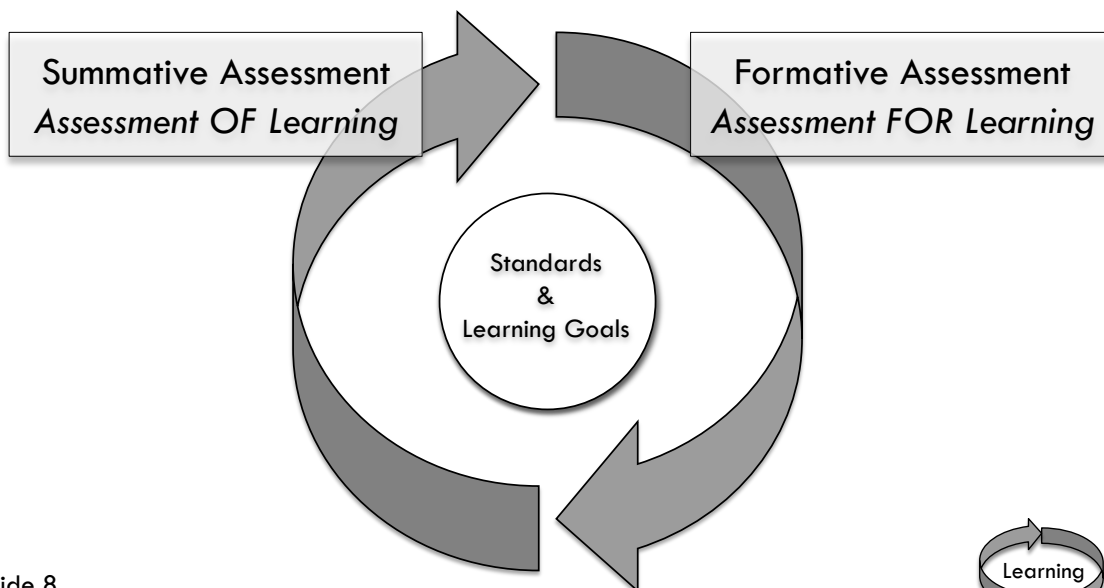
Summative Assessment: Summative assessment is the formal assessment done at the END of units of learning for GRADING PURPOSES primarily, and secondly, for providing learning and ACHIEVEMENT FEEDBACK (Moore, 1998).



Slide 7



Balanced Assessment Program



Slide 8





Science and Social Studies

- Science and Social Studies assessments include a wide variety:
 - ◆ Teacher observations and class discussions (F)
 - ◆ Written assessments (F, S)
 - ◆ Performance Assessments (F, S)
 - ◆ Embedded assessments (F, S)
 - ◆ Mid- and end-of-unit self- assessments (F, S)

Slide 9

Teachers assess *practices* as well as *content* in Science, Engineering, and History/Social Science

Think/Work like a Scientist/Engineer

- Ask a question/define a problem
- Plan/carry out investigations/ tests
- Differentiate between observation and inference
- Analyze and interpret data
- Construct explanations/solutions using evidence
- Engage in argument using evidence

Think/Work like a Social Scientist

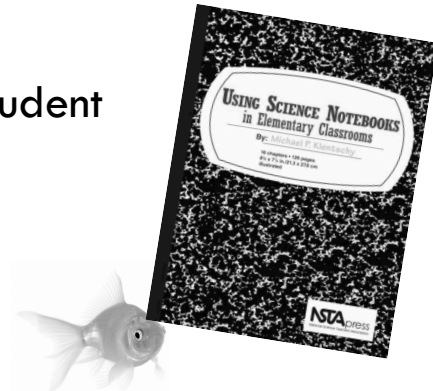
- Ask questions
- Distinguish primary from secondary sources
- Differentiate between observation and inference
- Identify “Point of View”
- Engage in argument using evidence
- Analyze maps, artifacts, images

Slide 10



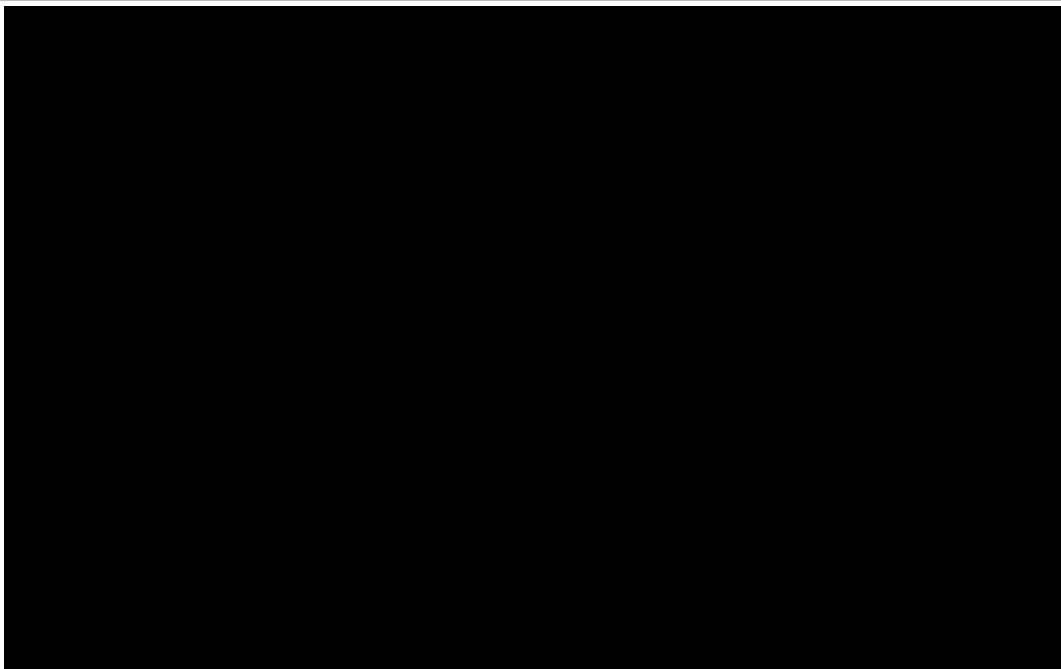
Science Notebooks as Assessment

- ▣ Students respond to prompts, enter observations, include labeled drawings, charts, tables, self-reflections, questions, etc.
- ▣ Notebooks are “mined” for data as units progress.
- ▣ Teachers give written feedback in notebooks
- ▣ Science work uses the lens of “Claims and Evidence” to focus student understandings.



Slide 11

Scientist's Notebooks



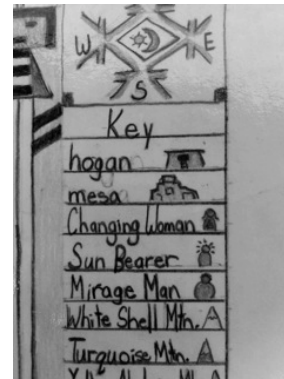
Slide 12

Science and Social Studies assessments often integrate ELA skills (Embedded Assessment)

- ❑ Non-fiction reading supports and expand students' understanding of content.
- ❑ This story map illustrates the student's understanding of a story and also demonstrates their map-making skills.

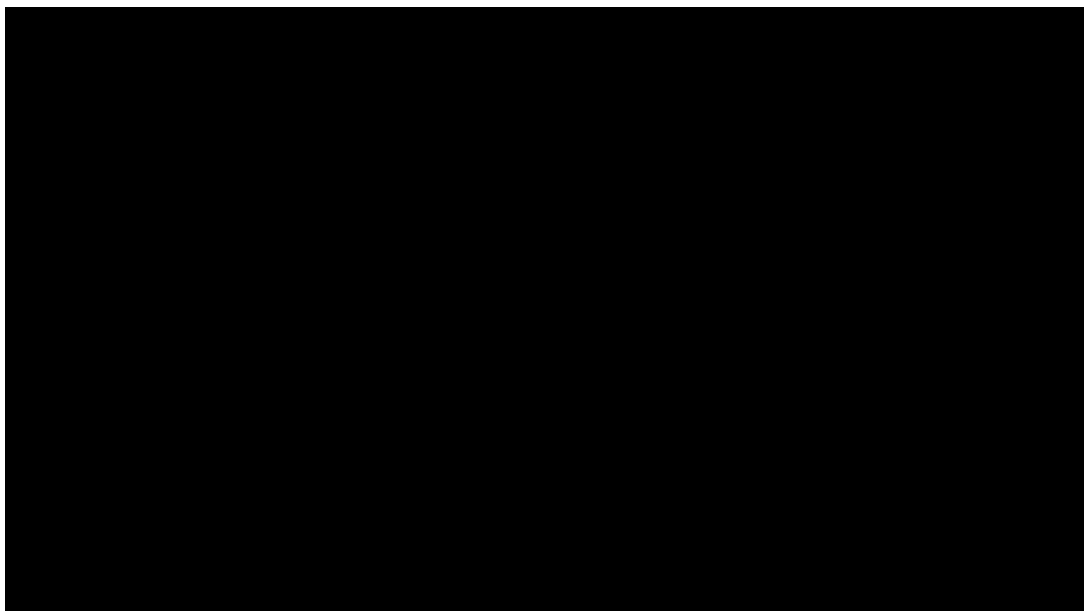


Slide 13



Embedded Assessments

Electric Circuits - Wiring the House

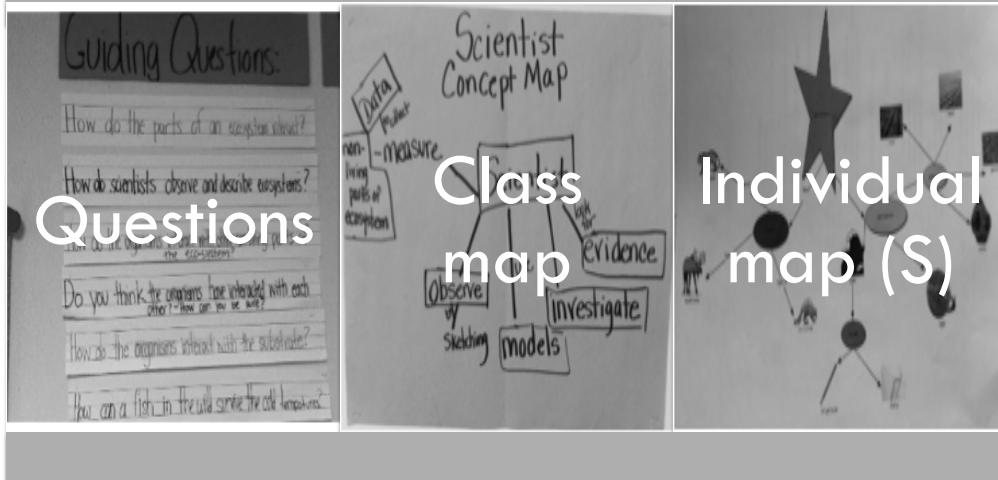


Slide 14

Science and Social Studies assessments build on knowledge developed throughout the unit.



Concept Wall leads to conceptual development



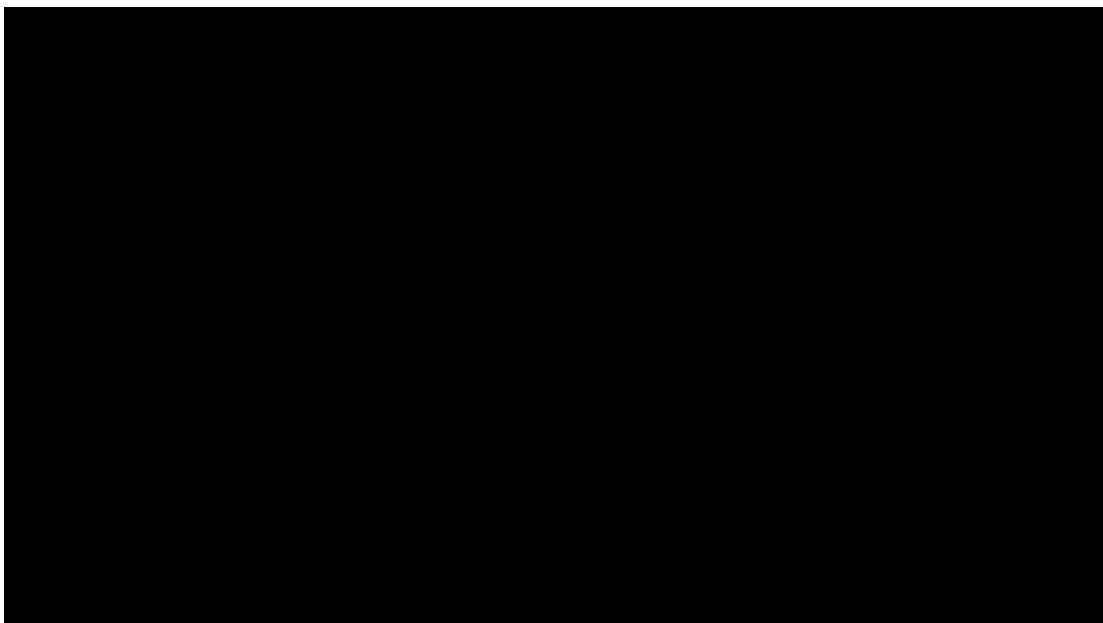
Questions

Class map

Individual map (S)

Slide 15

Formative Assessment in 6th Grade Science: Building Bridges



Slide 16



Advantages and Challenges

Advantages

- Performance-based assessments require students to apply knowledge.
- Self-assessments are very instructive for the teacher (both mid-and end-of-unit).
- Written work can confirm/question group work.

Challenges

- Performance-based assessments are time-consuming.
- Group work requires planning.
- ELA skills can limit student demonstration of learning.

Slide 17

Assessing Mathematics Concepts

- Kathy Richardson's Assessing Math Concepts (AMC) is a series of Formative Assessments
 - Used in conjunction with each math program's assessment systems
 - Focused on the development of core mathematical concepts
 - Individual one-on-one assessment interviews between student and teacher

Slide 18



Assessing Math Concepts (AMC)

“Number concepts are the foundation that children must have in order to achieve high standards in mathematics as a whole.”

-Kathy Richardson

Counting

Number Relationships

Number Composition and Decomposition

**Place Value and the Structure of the Base-Ten
Number System**

Slide 19



Assessing Math Concepts (AMC)

- ☐ Not focused only on a child's ability to get the correct answers

“When children learn only to follow procedures without understanding the underlying mathematics, what they are doing is empty of mathematics.”

-Kathy Richardson

Slide 20



Assessing Math Concepts (AMC)

- Helps identify where understanding is breaking down and why
 - Utilized by teachers in grades K-1 to plan and inform instruction and identify early intervention needs
 - Utilized by math specialist and math assistants to identify children in need of intervention at all grade levels
- Provides evidence of learning and growth

Slide 21



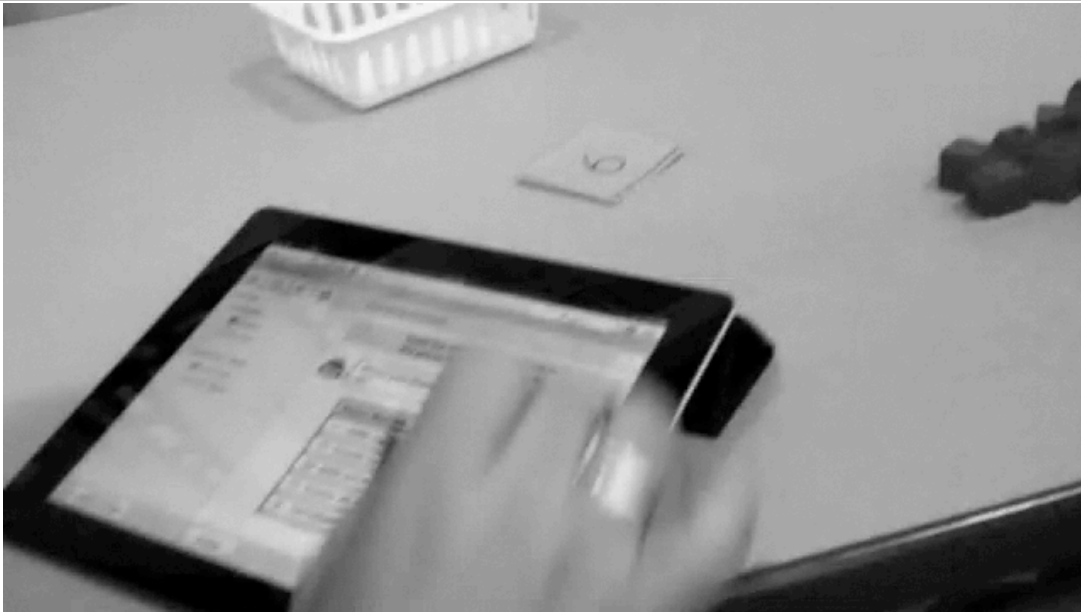
AMC Anywhere Kindergarten Pilot

- Online program for recording, reporting, and tracking data from AMC Assessments
- Used by all Kindergarten teachers 2011-2012
- Interest in continuing for Grade 1 during 2012-2013

Slide 22



AMC Anywhere in Action



Slide 23

AMC Anywhere Class Instruction Report: Kindergarten Counting Assessment

		Counting an Unorganized Pile to				
Student	Date	4	7	12	21	32
Working on Numbers to 12						
	10/18/2011		A	P	P	
Working on Numbers to 21						
	10/20/2011			A	I	
	12/21/2011			A	P	
	12/20/2011			A	P	
	10/20/2011			A	P	
	12/20/2011			A	P	
	10/20/2011			A	P	
Working on Numbers to 32						
	12/21/2011				A	P
	10/18/2011				A	P
	12/21/2011				A	P
	12/21/2011				A	P
Ready to Apply						
	12/20/2011					A
	12/21/2011					A
	10/20/2011				A	A
	12/23/2011				A	A
	10/20/2011					A

Slide 24

Assessment Guides Instruction



Slide 25

The Formative Assessment Cycle



Cheryl Beaudoin, McCarthy-Towne Kindergarten Teacher

Slide 26

Assessing Math Concepts (AMC)

ADVANTAGES

- ◆ Individualized assessment
- ◆ Assesses understanding of foundational concepts
- ◆ Not specific to a single program or grade level
- ◆ Provides flexibility to assess all students
- ◆ Drives instruction and targets interventions

CHALLENGES

- ◆ Time consuming to administer to all students
- ◆ Teachers must be trained to utilize effectively
- ◆ Classroom management while teacher works one-on-one

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MCAS at School Level

- MCAS Data is Summative Assessment Data
- Shared in a Wide Variety of Ways:
 - ▣ Classroom Teachers – Individual and Grade Level
 - ▣ Special Education Teachers
 - ▣ Counselors
- ISSP – Individual Student Success Plan
- Data Analysis Similar Review Process

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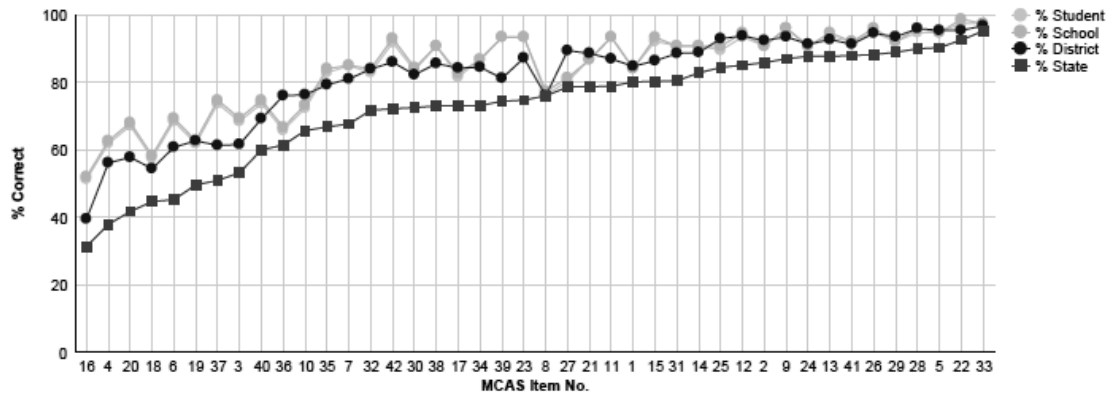


MCAS Reports



Student Item Analysis Graph Acton - 2011 MCAS Grade 4 Mathematics

Instructional Group: Students Included: 75



16 4 20 18 6 19 37 3 40 36 10 35 7 32 42 30 38 17 34 39 23 8 27 21 11 1 15 31 14 25 12 2 9 24 13 41 26 29 28 5 22 33

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MCAS School Item Analysis



School Item Analysis Acton, 2011 MCAS Grade 4 Mathematics

Students Included: On or after Oct 1 (74)

Strand	Topic	Standard	Type	Item	Percent of School's Total Student Responses															Avg Pts
					% School	% District	% State	School-State Diff	% Blank	% A	% B	% C	% D	% 0	% 1	% 2	% 3	% 4		
Data Analysis, Statistics, and Probability	Data Collection	4.D.1	MC	<u>9</u>	92	93	87	5		92	5		3							
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	<u>11</u>	91	87	78	13		3	1	91	5							
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	<u>31</u>	89	89	80	9												
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	<u>28</u>	91	96	90	1												
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	<u>22</u>	92	95	92	0												
Data Analysis, Statistics, and Probability	Inferences and Predictions	4.D.3	MC	<u>27</u>	91	89	78	13												
Data Analysis, Statistics, and Probability	Probability	4.D.4	MC	<u>13</u>	96	93	87	9		1	1	96	1							
Data Analysis, Statistics, and Probability	Probability	4.D.5	MC	<u>10</u>	80	76	65	15		5	80	12	3							
Data Analysis, Statistics, and Probability	Probability	4.D.6	MC	<u>15</u>	86	87	80	6		86	12	1								
Data Analysis, Statistics, and Probability	Probability	4.D.6	SA	<u>5</u>	99	95	90	9						1	99					0.99
Data Analysis, Statistics, and Probability	Statistical Methods	4.D.2	MC	<u>33</u>	95	97	95	0												
Geometry	Properties of Shapes	4.G.1	OR	<u>30</u>	82	82	72	10						1	5	11	27	55		3.30
Geometry	Properties of Shapes	4.G.5	MC	<u>8</u>	70	76	76	-6		70	5	20	4							
Geometry	Transformations and Symmetry	4.G.6	SA	<u>17</u>	86	84	73	13						14	86					0.86
Measurement	Techniques and Tools	4.M.3	MC	<u>40</u>	70	70	59	11												
Measurement	Techniques and Tools	4.M.4	OR	<u>18</u>	60	54	44	16						9	16	22	30	23		2.41
Measurement	Techniques and Tools	4.M.5	MC	<u>25</u>	97	93	84	13												
Measurement	Techniques and Tools	4.M.5	SA	<u>37</u>	62	61	50	12						38	62					0.62

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Reading

“The most useful information for teachers is assessment information gathered in the course of daily classroom routines. The purpose of this assessment is to improve instruction and help students become better readers and writers.”

Kathryn Au
Professor of Education
University of Hawaii

Slide 31

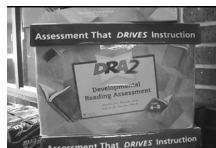


Benchmark Reading Assessments

- Fountas & Pinnell Benchmark Assessment



- The Developmental Reading Assessment (DRA)



- PM Ultra Benchmark Kit (Rigby)



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Purpose

- ☐ To determine to what extent all students are progressing
- ☐ To inform curriculum and instruction in order to determine what learning comes next for students
- ☐ Track student growth

Slide 33



Reading Skills Assessed

- ☐ Reading Accuracy
- ☐ Fluency
- ☐ Comprehension

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Developmental Reading Assessment

Name/Date _____
Teacher/Grade _____
Level 24, Page 6

DRA2 CONTINUUM	LEVEL 24			
	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement	1. Selects texts from identified leveled sets with teacher support; indicates about a favor to both	2. Selects texts from identified leveled sets with moderate support; indicates about favorite book in genre/series	3. Selects texts from identified leveled sets most of the time; identifies favorite book by title and indicates a particular event	4. Selects a variety of "real world" texts; identifies favorite book by title and gives an opinion of the book
Book Selection	1. Sustains independent reading for a short period of time with teacher	2. Sustains independent reading with moderate support	3. Sustains independent reading with moderate support	4. Sustains independent reading with moderate support
Sustained Reading	1. Little or no understanding of important text implications; no supporting details	2. Some understanding of important text implications; no supporting details	3. Some understanding of important text implications; no supporting details	4. Some understanding of important text implications; no supporting details

Determine Performance Level

The teacher circles statements on the DRA2 Continuum that describe the student's reading behaviors. Based on the selected statements, student performance is determined to be Emerging/Intervention, Developing/Instructional, Independent, or Advanced.

Complete the Focus for Instruction

The teacher then uses the DRA2 Focus for Instruction to determine the student's instructional path.

Interpretation Performance Level: 2
Some understanding of important text implications; no supporting details

Interpretation:
Model how to infer during shared reading and read-alouds

DRA2 FOCUS FOR INSTRUCTION FOR TRANSITIONAL READERS

READING ENGAGEMENT

Book Selection

- Teach student strategies to select "just right" books for independent reading
- Introduce student to reading materials from a variety of genres
- Teach student how to use a reading log to monitor book selection

Sustained Reading

- Model and support how to read independently
- Track strategies to build reading stamina
- Develop clear expectations for amount of independent reading
- Create structures to support reading at home

ORAL READING FLUENCY

Expressive and Phrasing

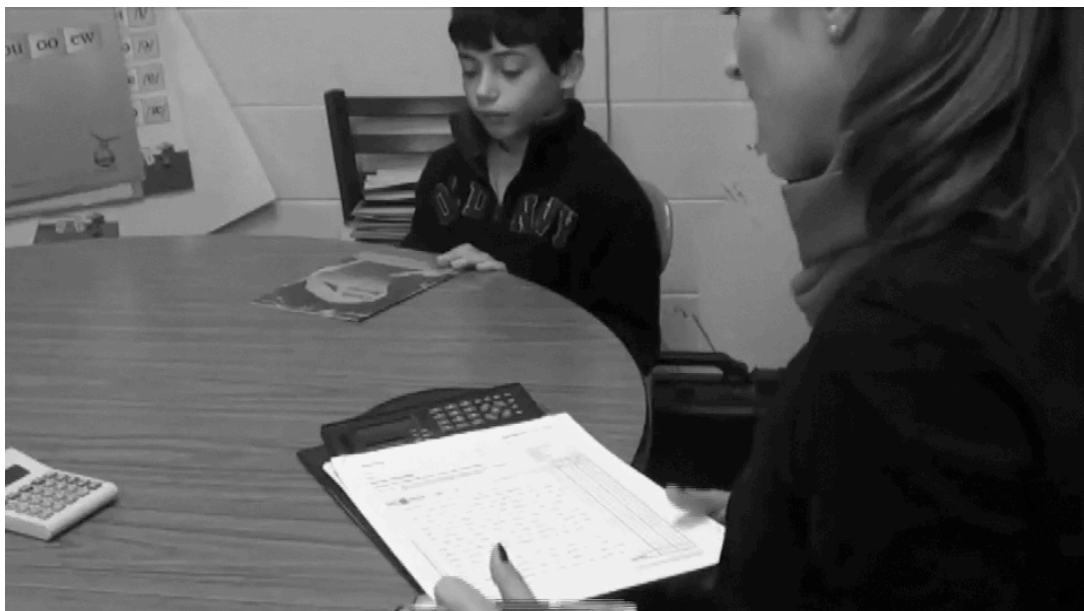
- Model and support reading in longer, meaningful phrases with appropriate expression
- Have student practice appropriate expression with

Interpretation

- Model and teach how to read a story
- Model and teach how to identify important events to include in a retelling
- Support conferring a story in sequence
- Encourage student to use characters' names when retelling a story
- Model and teach how to identify important details to include in a retelling
- Model and support using key language and vocabulary from the text to retelling
- Model and teach how to create and use story maps to aid retelling

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Fountas & Pinnell Demonstration



Slide 36

Additional Literacy Assessments

- Words Their Way Spelling Inventory
- Phonics, Word Analysis, and Vocabulary assessments
- Marie Clay: An Observation Survey for emergent readers - Kindergarten

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Professional Learning

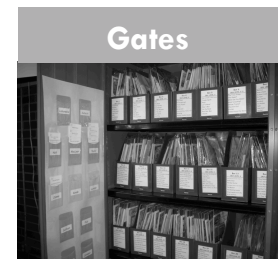
- Guided Reading Consultant
- Running Records Workshop
- Annenberg Course: Teaching Reading 3-5 Workshop
- School based professional learning
- Graduate Reading course taught by a Salem State professor



Slide 38



Leveled Reading Libraries & Professional Resources



Slide 39

Advantages & Challenges

□ Advantages

- ▣ Individualized Assessment
- ▣ Tracks student growth
- ▣ Assesses reading behaviors and level
- ▣ Drives effective instruction and targeted intervention

□ Challenges

- ▣ Time consuming to administer to all students
- ▣ Classroom management while teacher works one-on-one with students

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Writing and Other

- Rubrics for writing
- Portfolios: Writing, Visual Arts, Achievement
- How used determines formative or summative
- Advantages:
 - ▣ Evidence of growth over time/documentation of learning
 - ▣ Invites reflection
- Challenges:
 - ▣ Organization and storage (including digital evidence)
 - ▣ Time

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Closing

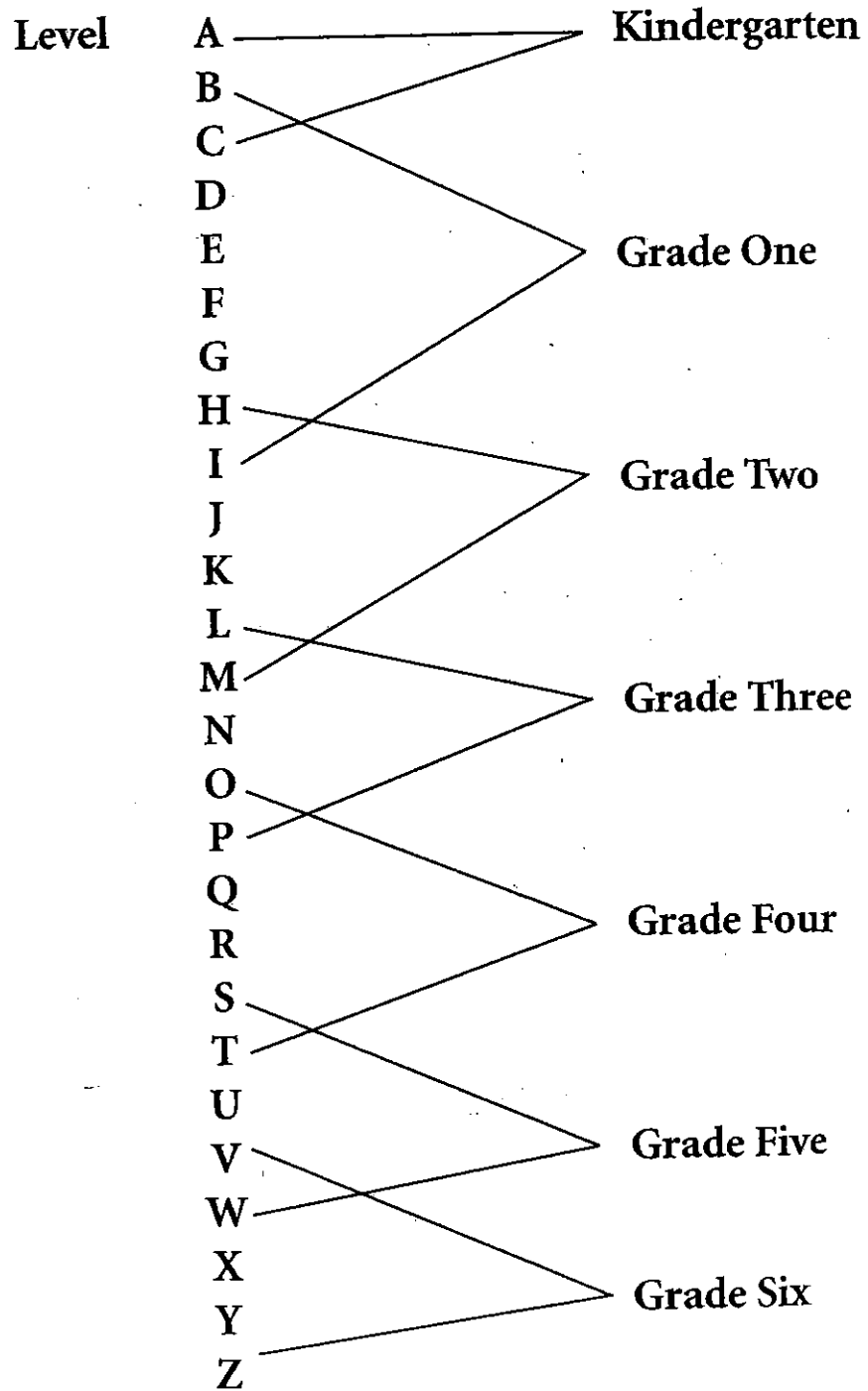
Questions and Answers

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Reading Level Correlation Chart

Grade Level	Reading Recovery	Fountas-Pinnell Guided Reading	DRA	Basal Equivilant	Lexile Levels	
Kindergarten	A, B	A	A	Readiness		
	1		1			
	2	B	2	PrePrimer 1		
	3	C	3			
4	4		PrePrimer 2			
5	D	6				
6						
Grade 1	7	E	8	PrePrimer 3		
	8					
	9	F	10	Primer		
	10					
	11	G	12			
	12					
	13	H	14	Grade 1	200-299	
	14					
	15	I	16			
	16					
	Grade 2	18	J, K	20	Grade 2	300-399
		20	L, M	28		400-499
	Grade 3	22	N	30	Grade 3	500-599
		34				
24		O, P	38	600-699		
Grade 4	26	Q, R, S	40	Grade 4	700-799	
Grade 5	28	T, U, V	44	Grade 5	800-899	
Grade 6	30	W, X, Y		Grade 6	900-999	
Grade 7	32	Z		Grade 7	1000-1100	
Grade 8	34	Z		Grade 8		

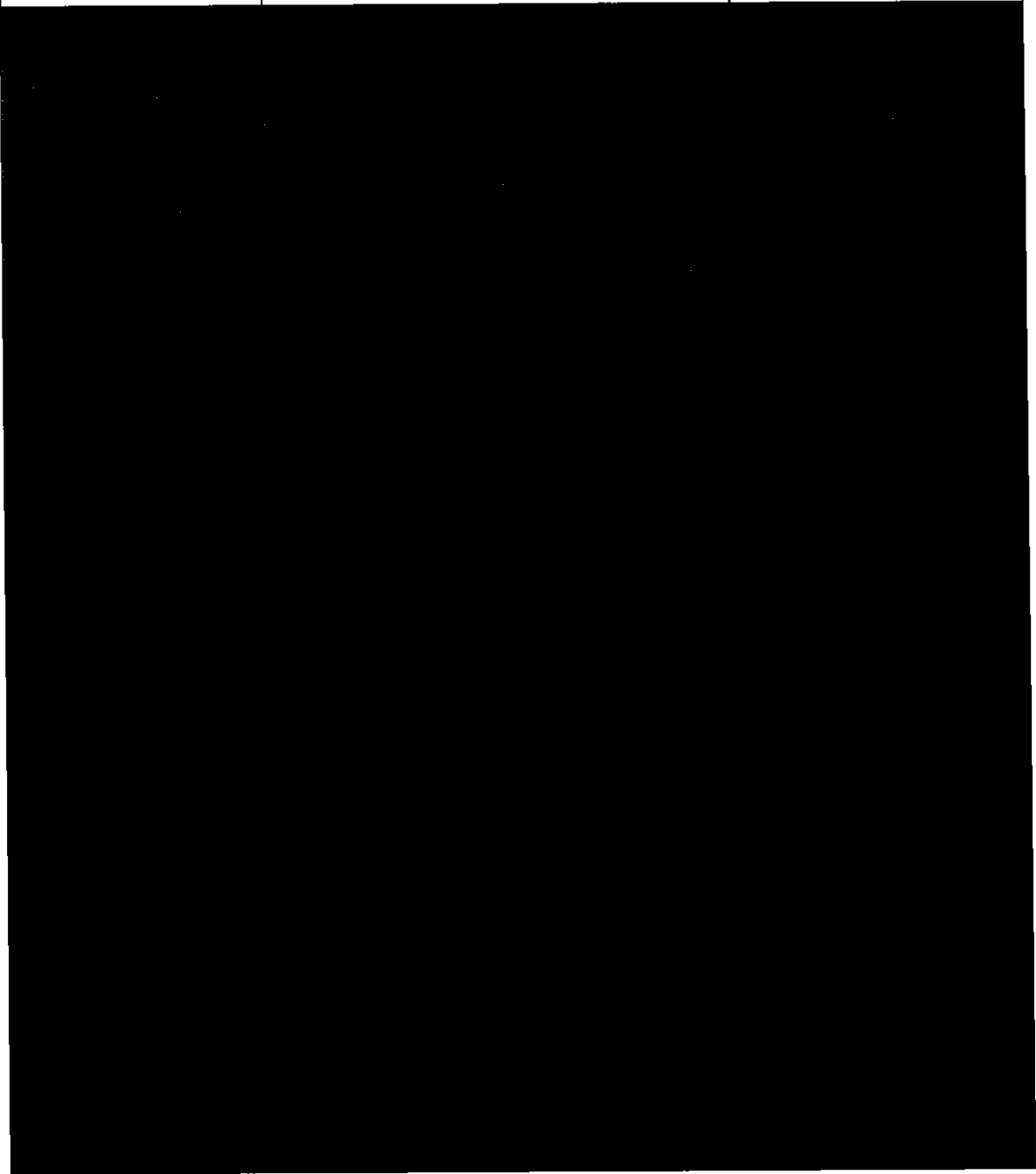
Text Gradient



Guided Reading Level Chart

Grade Level	Fountas and Pinnell Levels	DRA 2 Levels
1	D	6
1	E	8
1	F	10
1	G	12
1	H	14
1 - 2	I	16
2	J	18
2	K	20

2	L	24
2 - 3	M	28



Name/Date _____

Teacher/Grade _____

DRA2 BRIDGE CONTINUUM

	INTERVENTION	INSTRUCTIONAL	INDEPENDENT	ADVANCED
Reading Engagement				
Wide Reading	1 Title(s) below grade level; limited reading experiences and book knowledge	2 2–3 titles slightly below grade level; some reading experiences	3 At least 4 titles from 2–3 genres or multiple books from 1 genre; generally on-grade-level texts	4 Wide variety of titles across 3 or more genres; many on- and above-grade-level texts
Self-Assessment/Goal Setting	1 No strengths and/or goals related to the reading process; no real plan	2 General strengths and goals (e.g., read more); general plan	3 At least 1 specific strength and goal related to the reading process; relevant plan	4 2–3 specific strengths and goals related to the reading process; 2–3-step plan
Score	2 3	4 5	6 7	8
Oral Reading Fluency				
Expression	1 Monotone; very little expression	2 Some expression that conveys meaning	3 Expression reflects mood, pace, and tension at times	4 Expression reflects mood, pace, and tension most of the time
Phrasing	1 Mostly word-by-word	2 Inappropriate pauses; shorter phrases most of the time	3 Generally appropriate pauses; heeds most punctuation; longer, meaningful phrases most of the time	4 Appropriate pauses; heeds all punctuation; consistently longer, meaningful phrases
Rate	1 64 WPM or less	2 65–79 WPM	3 80–115 WPM	4 116 WPM or more
Accuracy	1 94% or less	2 95%	3 96%–98%	4 99%–100%
Score	4 5 6	7 8 9 10	11 12 13 14	15 16
Comprehension				
Use of Text Features	1 Very little or no description of the setting and character(s)	2 Partial description of the setting and/or character(s); general statements	3 Accurate description of setting and character(s) with some specific details	4 Effective description of the setting and characters with specific details
Questioning/Prediction	1 Unrelated predictions or no response	2 At least 1 reasonable prediction related to the text	3 At least 2 reasonable predictions that go beyond the text read aloud	4 3 thoughtful predictions that go beyond the text read aloud
Scaffolded Summary	1 1–2 events in own language and/or copied text; may include incorrect information	2 Partial summary; generally in own language; some important characters/events; may include misinterpretations	3 Summary in own language; includes most of the important characters' names, some details, and many of the important events in sequence from the beginning, middle, and end	4 Well-organized summary in own language; includes all important characters' names, specific details, and all important events from the beginning, middle, and end
Literal Comprehension	1 Little information from the text and/or incorrect information	2 Partial information from the text; may include misinterpretation	3 Information from the text that accurately responds to question(s) or prompt(s)	4 All important information from the text that effectively responds to question(s) or prompt(s)
Interpretation	1 Limited or no understanding of important text implication(s)	2 Partial understanding of important text implication(s); little or no detail	3 Understands important text implication(s); relevant supporting details	4 Insightful understanding of important text implication(s); important supporting details
Reflection	1 Insignificant or unrelated message or event; no reason for opinion or no response	2 Less significant message or event and general reason(s) for opinion	3 Significant message or event and a relevant reason for opinion	4 Significant message or event and reason(s) for opinion that reflect higher-level thinking
Score	6 7 8 9 10 11	12 13 14 15 16	17 18 19 20 21 22	23 24

Choose three to five learning/teaching activities on the *DRA2* Focus for Instruction on the next page.

DRA2 FOCUS FOR INSTRUCTION**READING ENGAGEMENT****Wide Reading**

- ☐ Teach student strategies to select appropriately leveled texts for independent reading
- ☐ Introduce student to reading materials from a variety of genres and purposes
- ☐ Teach strategies to build reading stamina
- ☐ Create structures and/or routines to support reading at home
- ☐ Develop and monitor clear expectations for amount of independent reading
- ☐ Teach student how to use a reading log to monitor book selection and set reading goals

Self-Assessment/Goal Setting

- ☐ Model and discuss strategies good readers use
- ☐ Help student identify 1–2 reading goals and a plan of action to improve reading
- ☐ Support revision of ongoing reading goals

ORAL READING FLUENCY**Expression and Phrasing**

- ☐ Model and teach reading in longer, meaningful phrases with appropriate expression
- ☐ Have student practice appropriate expression with familiar texts
- ☐ Have student participate in choral reading and/or reader's theater
- ☐ Teach student to heed punctuation

Rate

- ☐ Provide materials and time for repeated readings and timed readings to increase reading rate
- ☐ Give opportunities for student to read lower-level and/or familiar texts at an appropriate rate

Accuracy: Word Analysis

- ☐ Support and reinforce self-corrections of miscues
- ☐ Model and support how to take words apart (e.g., onset and rime, syllables) to problem-solve unknown words
- ☐ Teach how to use word chunks and analogies to problem-solve unknown words
- ☐ Provide spelling activities and word sorts to help student recognize patterns in words

COMPREHENSION**Use of Text Features**

- ☐ Provide opportunities for student to discuss what he or she knows about the characters based on title and book cover, as well as opening paragraphs and texts read aloud
- ☐ Teach student how to describe characters using information from fiction text features (e.g., title, illustrations, and text)

Questioning/Prediction

- ☐ Provide opportunities for student to discuss what he or she knows about the characters and setting based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud
- ☐ Teach how to make and confirm predictions prior to and during reading
- ☐ Model and support using background information to make meaningful predictions
- ☐ Model and support using knowledge of text structures/genre characteristics to make predictions

Scaffolded Summary

- ☐ Share and identify characteristics of good summaries
- ☐ Model and co-construct written summaries of texts read aloud
- ☐ Model and support how to distinguish between more important and less important ideas and details
- ☐ Model and support how to write a summary in one's own words
- ☐ Teach student how to use a graphic organizer as an aid to creating a summary
- ☐ Teach student how to identify story elements (e.g., characters, setting, plot)
- ☐ Provide time for student to practice oral and written summaries

Literal Comprehension

- ☐ Show student how to use key words to identify specific information from the text
- ☐ Provide opportunities for student to answer and construct literal questions
- ☐ Help student locate and record specific details
- ☐ Teach student how to use and construct graphic organizers to keep track of story information

Interpretation

- ☐ Teach and share examples of inferences
- ☐ Model and teach students how to think about *Why?* questions while and after reading a text
- ☐ Model and teach how to support inferences with examples from the text
- ☐ Give student opportunities to respond to and construct inference questions orally and in writing

Reflection

- ☐ Help student identify important information and/or key vocabulary in a variety of texts
- ☐ Provide opportunities to identify and discuss the most significant message or event in a story
- ☐ Provide opportunities to discuss theme/most important idea of stories read aloud
- ☐ Demonstrate and teach student how to support opinion with details from the text

OTHER

AMC Anywhere™ - Class Instruction Report

Counting Objects - Task 1

Teacher:

Date Range: 08/01/2011 - 01/12/2012

Counting Objects - Task 1: Counting an Unorganized Pile						
		Counting an Unorganized Pile to				
Student	Date	4	7	12	21	32
Working on Numbers to 12						
	01/03/2012		A	I-	I-	
Working on Numbers to 21						
	12/06/2011			A	I-	I-
	12/07/2011			A	P	P
	12/15/2011			A	P	P
Working on Numbers to 32						
	12/23/2011				A	I-
	10/25/2011				A	P
	01/05/2012				A	P
	12/06/2011				A	P
Ready to Apply						
	12/07/2011					A
	12/15/2011					A
	10/13/2011					A
	10/13/2011					A
	10/14/2011					A
	01/03/2012					A
	12/07/2011					A
	12/07/2011					A
	10/25/2011					A
	10/19/2011					A
	10/19/2011					A
	12/15/2011					A

APS MCAS 2011

Conant

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included In SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	87	61	25	11	62	50	9	30	4	9	68	94.1	N/A	N/A
GRADE 03 - MATHEMATICS	90	66	25	14	65	52	6	25	4	10	68	95.2	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	71	53	15	10	56	43	22	35	7	12	72	88.5	59.5	70
GRADE 04 - MATHEMATICS	65	47	34	15	31	32	30	42	6	11	71	86.6	62.0	69
GRADE 05 - ENGLISH LANGUAGE ARTS	88	67	37	17	51	50	10	24	1	9	70	95.7	53.0	69
GRADE 05 - MATHEMATICS	80	59	44	25	36	34	16	26	4	15	70	91.4	63.0	69
GRADE 05 - SCIENCE AND TECH/ENG	83	50	23	14	60	36	16	36	1	15	70	93.6	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	88	68	47	17	41	51	8	23	4	9	74	95.3	56.0	73
GRADE 06 - MATHEMATICS	93	58	73	26	20	32	5	25	1	16	74	97.6	82.0	73
ALL GRADES - ENGLISH LANGUAGE ARTS	83	69	31	17	52	52	12	23	4	8	284	93.4	58.5	212
ALL GRADES - MATHEMATICS	82	58	45	24	37	34	14	27	4	15	283	92.8	68.0	211

Douglas

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included In SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	89	61	18	11	71	50	12	30	0	9	68	96.3	N/A	N/A
GRADE 03 - MATHEMATICS	81	66	32	14	49	52	18	25	1	10	68	93.4	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	76	53	13	10	63	43	24	36	0	12	76	93.3	53.5	72
GRADE 04 - MATHEMATICS	76	47	34	15	42	32	24	42	0	11	74	92.9	71.0	71
GRADE 05 - ENGLISH LANGUAGE ARTS	92	67	36	17	56	50	8	24	0	9	73	97.3	69.0	69
GRADE 05 - MATHEMATICS	90	59	53	25	37	34	8	26	1	15	73	96.2	73.0	69
GRADE 05 - SCIENCE AND TECH/ENG	82	50	34	14	48	36	16	36	1	15	73	92.8	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	93	68	32	17	61	51	7	23	0	9	74	98.3	43.0	72
GRADE 06 - MATHEMATICS	94	58	59	26	35	32	4	25	1	16	74	97.3	71.5	72
ALL GRADES - ENGLISH LANGUAGE ARTS	87	69	25	17	62	52	13	23	0	8	290	96.3	57.0	213
ALL GRADES - MATHEMATICS	85	58	45	24	40	34	13	27	1	15	289	95.0	71.0	212

Gates

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included In SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	80	61	17	11	63	50	19	30	1	9	70	93.6	N/A	N/A
GRADE 03 - MATHEMATICS	86	66	20	14	66	52	14	25	0	10	70	96.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	80	53	25	10	55	43	13	35	7	12	75	90.0	71.0	73
GRADE 04 - MATHEMATICS	76	47	44	15	32	32	21	42	3	11	75	91.3	82.0	73
GRADE 05 - ENGLISH LANGUAGE ARTS	94	67	49	17	45	50	4	24	1	9	73	97.3	74.0	73
GRADE 05 - MATHEMATICS	88	59	52	25	36	34	11	26	1	15	73	95.5	66.0	73
GRADE 05 - SCIENCE AND TECH/ENG	79	50	42	14	37	36	18	36	3	15	73	92.8	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	93	68	39	17	54	51	6	23	1	9	72	97.6	64.0	72
GRADE 06 - MATHEMATICS	89	58	65	26	24	32	11	25	0	16	72	95.5	75.0	72
ALL GRADES - ENGLISH LANGUAGE ARTS	87	69	33	17	54	52	10	23	3	8	290	94.6	69.0	218
ALL GRADES - MATHEMATICS	85	58	46	24	39	34	14	27	1	15	290	94.6	74.0	218

APS MCAS 2011

McCarthy-Towne

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	74	61	17	11	57	50	23	30	3	9	70	90.7	N/A	N/A
GRADE 03 - MATHEMATICS	73	66	19	14	54	52	26	25	1	10	70	91.1	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	84	53	13	10	51	43	31	35	6	12	71	88.3	49.0	69
GRADE 04 - MATHEMATICS	60	47	13	15	47	32	36	42	4	11	72	85.1	38.0	70
GRADE 05 - ENGLISH LANGUAGE ARTS	87	67	23	17	64	50	11	24	3	9	74	94.3	45.5	72
GRADE 05 - MATHEMATICS	74	59	39	25	35	34	20	26	5	15	74	88.9	47.5	72
GRADE 05 - SCIENCE AND TECH/ENG	65	50	18	14	47	36	30	36	5	15	74	85.8	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	84	68	24	17	80	51	9	23	7	9	75	94.0	47.0	72
GRADE 06 - MATHEMATICS	72	58	40	26	32	32	19	25	9	16	75	88.3	76.0	72
ALL GRADES - ENGLISH LANGUAGE ARTS	77	69	19	17	58	52	18	23	4	8	290	91.4	47.0	213
ALL GRADES - MATHEMATICS	70	58	28	24	42	34	25	27	5	15	291	88.3	50.5	214

Merriam

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	86	61	18	11	68	50	11	30	3	9	66	95.1	N/A	N/A
GRADE 03 - MATHEMATICS	94	66	42	14	52	52	5	25	2	10	66	98.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	72	53	5	10	67	43	25	35	3	12	75	89.0	38.0	72
GRADE 04 - MATHEMATICS	79	47	26	15	53	32	20	42	1	11	74	82.9	61.5	72
GRADE 05 - ENGLISH LANGUAGE ARTS	78	67	28	17	50	50	21	24	1	9	72	93.1	54.0	70
GRADE 05 - MATHEMATICS	86	59	60	25	26	34	10	26	4	15	72	94.1	74.0	69
GRADE 05 - SCIENCE AND TECH/ENG	63	50	25	14	38	36	35	36	3	15	72	85.4	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	93	68	35	17	58	51	4	23	3	9	98	96.7	54.0	89
GRADE 06 - MATHEMATICS	88	58	52	26	37	32	6	25	5	16	97	94.3	61.0	87
ALL GRADES - ENGLISH LANGUAGE ARTS	83	69	23	17	60	52	14	23	3	8	311	93.6	50.0	231
ALL GRADES - MATHEMATICS	86	58	45	24	41	34	10	27	3	15	309	94.8	64.0	228

Acton Public School District

School Committee Meeting
January 19, 2012

FY'13 Budget Review

Use of Reserves

Use of Acton Reserves

Acton is committed to using reserves to help maintain its operating budgets until economy improves.

Many financially knowledgeable citizens are concerned with this practice.

Use of Acton Reserves

Acton has worked very hard to build its reserves.

Acton continued to use reserves when the economy slowed in 2007 and started to contract in 2008.

Acton maintained services and its school systems when local receipts dropped and state aid was cut.

Acton is committed to using reserves to help maintain its operating budgets until economy improves.

Many financially knowledgeable citizens are concerned with this practice.

Use of Acton Reserves

Acton is committed to using reserves to help maintain its operating budgets until economy improves.

Many financially knowledgeable citizens are concerned with this practice.

By living within Prop. 2 ½ revenue, by using available federal grants, and using reserves, Acton's services have not seen severely eroded and its school system remains strong.

When the economy improves, local receipts should return to pre-recession levels which should aid efforts to lower reserve use.

Expenditure levels will need to find a revised, nuanced relationship between Acton municipal and schools and addressing (for the first time) our long-term OPEB liability.

A delicate balance between declining use of reserves, improving local receipts, unrestricted state aid and eventually, new casino aid that will eventually flow to municipalities, will have to be struck in the next several years.

Use of Acton Reserves

FY'11

Acton Share of ABRSD E&D	\$748k
NESWC	\$800k
Free Cash (Non-Recurring)	\$753k
Free Cash-Budget Supporting	<u>\$1.0m</u>
TOTAL USED:	\$3.2m

Use of Acton Reserves

FY'12

Acton Share of ABRSD E&D	\$277k
NESWC	\$576k
Free Cash-Budget Supporting	<u>\$1.0m</u>
TOTAL USED:	\$1.853m

Use of Acton Reserves

FY'13 Proposed (Current ALG Plan)

Acton Share of ABRSD E&D	\$621k
NESWC	\$391k
Free Cash-Nursing Enterprise Support (TBD at April 2012 Town Meeting)	\$200k
Free Cash-Budget Supporting	<u>\$680k</u>
CURRENT TOTAL:	\$1.8m

Use of Acton Reserves

From FY'11 Actual to FY'13 Proposed

FY'11 For Budget Operating: \$2.5m

FY'12 For Budget Operating: \$1.85m

FY'13 For Budget Operating (Current): \$1.6m

Review of Total Reserves

Beginning Balance of Reserves

Entering FY'12: \$8.3m

ESTIMATED: Beginning Balance of
Reserves Entering FY'13: \$9.7m*

*DOR certified Free Cash, Friday, December 2,
2011; E&D by February, 2012

APS FY'13 Preliminary Budget

Decisions That Are Keeping Us All
Awake At Night

APS FY'13 Preliminary Budget

What is the appropriate amount of reserves that is prudent for use in this year's budget?

What about use in future budgets?

Will we still be able to replenish at the current rate?

APS FY'13 Preliminary Budget

Cognizant of reserve use, what is the amount above level service that we are willing to support this year - how much of the FY'13 Investment Budget should be approved?

APS FY'13 Preliminary Budget

How solid are our FY'13 revenue estimates?

Tax levy currently at full allowable amount

Local Receipts trends?

Governor's State Budget - January 25th

APS FY'13 Preliminary Budget

New Kid In Town: OPEB Liability

Should an OPEB trust be created?

If so, how much for this year?

Long Term View: Beginning to Address
OPEB Liability While Understanding That It
Will Compete Against Our Future Needs
While We Continue to Put Money Into The
Trust

APS FY'13 Preliminary Budget

Long Term Financial Spending Trends:
Future Deficits Look Troubling...

Are those estimates of revenue and
spending trends alarmist or dead on?

Can we maintain services, continue to lower
our reserves, and begin to address our
OPEB Liability all at the same time if
spending trends turn out to be high?

APS FY'13 Preliminary Budget

Last Week's Proposal To ALG
Intended To:

- a) Promote Debate,
- b) Highlight Tradeoffs,
- c) Review Mutual Concerns
- d) Position Acton for Endgame

APS FY'13 Preliminary Budget

December 8, 2011 ALG Spreadsheet Deficit:
(\$532k)

January 11, 2012 ALG Spreadsheet Deficit:
(\$193k)

APS FY'13 Preliminary Budget

Proposal allowed all preliminary budgets (Municipal and Schools) to stand as is for the moment;

Would establish \$500k for OPEB liability;

Would increase on paper the use of reserves from \$1.8m to \$2.6 m in order to balance before State budget comes out on January 25th;

THEN, AT THE END OF JANUARY.....

APS FY'13 Preliminary Budget

If State Aid were to come in lower than estimated, reductions from operating budgets and/or OPEB contribution up to \$500k; if higher than \$500k, would return to ALG for direction;

Health Insurance design changes could be directed towards OPEB, not added to operating budgets;

All positive revenues and/or spending reductions would be focused towards lowering use of reserves or towards OPEB; not added to operating budgets.

APS FY'13 Preliminary Budget

GOAL OF PROPOSAL: Roadmap For The Next Month

Find balance ...

- 1) 1st Down Payment for OPEB liability;
- 2) Continue process of full review by interested committees of investment budgets;
- 3) Maintain sensitivity to reserve use

APS FY'13 Preliminary Budget

Coming Attractions:

MMA Annual Conference-Gov's Patrick's First
Hint of FY'13 Budget: Friday, January 20th;

Review of FY'13 Budgets Continues By APS
and ASRSD Committees;

Review of FY'13 Budgets By Acton Fin Com;
Health Insurance Design Changes?;

“Budget Saturday” Review of APS & ABRSD
FY'13 Preliminary Budgets: January 28th

APS FY'13 Preliminary Budget

APS FY'13 Budget

APS FY'13 Preliminary Budget

Direction for FY'13:

- 1) Calculate Level Service with eye on all possible savings;
- 2) Investment Budget linked to Long Range Strategic Plan.

APS FY'13 Preliminary Budget (in thousands)

	APS
FY'12 Final	\$26,113
FY'13 Preliminary Budget	\$27,266
\$ Change from Final FY'12	\$1.152
% Change from Final FY'12	4.41%

APS Preliminary Budget FY'13 Estimate

APS Level Service Budget (December, 2011) 3.3%

APS Level Service Budget (Jan 12) 2.56%

Investment Budget Recommendations 1.85%

FY'13 APS Preliminary Budget 4.41%

FY'13 APS Preliminary Budget

FY'13 Investment Budget Requests

FY'13 APS Preliminary Budget

Investment Budget Requests

Staff: \$108,000 In Classroom Assistants
(\$21,600 per school)
.4 FTE ELE teacher (\$26k)
1.0 FTE SPED Teacher New Resource Room at
Douglas (\$56k)
1.0 FTE Music Specialist (\$45k)
1.0 FTE Physical Ed (\$58k)
.6 FTE Art Specialist (\$43k)

Other: .5 FTE Budget Analyst (\$30k)
Health Insurance For Six Potential New Positions **EST**
(\$89k)

TOTAL: \$487k

Current Unaddressed Needs

APS Personnel Needs Not Yet Included in FY'13 Level Service (Prioritized)

Total Cost

- **K-6 ELA Coordinator/Literacy Coach**
Salary and Benefits \$70K
- **K-6 School Psychologists**
Salary and Benefits \$80K
- **.6 FTE Ed Tech Support (Conant, McCarthy Towne, and Merriam)**
Salary and Benefits \$112K
- **.5 FTE Desktop Support**
Salary and Benefits \$30K
- 1 Additional Day for Professional Development** \$75k

School Committee FY'13 Budget Schedule

Upcoming Schedule

Balance of School Committee FY'13 Budget Schedule

- 1/19/12 Discussion of preliminary budget with APS School Committee
- 1/28/12 Joint School Committee Saturday All-Day Session with presentations by school leaders; Selectmen / Finance Committee / public at large all encouraged to attend
- 2/2/12 AB Regional School Committee budget hearing (required by law) - *Possible Budget Vote*
- 2/16/12 APS School Committee budget hearing (required by law) - *Possible Budget Vote*
Possible Joint School Committee meeting if vote needed on Regional budget/assessments (2/18/12 is deadline to vote according to Regional Agreement)

Saturday, January 28th

9 a.m. – 3 p.m.

R.J. Grey Junior High Library

School Department Budget Presentation

9:15	Budget Overview.....	Don Aicardi
9:30	Pupil Services.....	Liza Huber
10:15	Human Resources.....	Marie Altieri
10:45	Technology/Curriculum...	Amy Bisiewicz & Deb Bookis
11:15	Junior & Senior High	Alix Callen & Craig Hardimon
12:00	Lunch	
12:45	Facilities.....	JD Head
1:00	Finance.....	Don Aicardi
1:15	Community Education...	Erin Bettez
1:45	APS.....	Deb Bookis
		Mark Hickey & Diana Woodruff
		Liza Huber
		Damian Sugrue
		Christopher Whitbeck
		Lynne Newman
		David Krane
		Edward Kaufman
2:30	General Discussion	

Personnel Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton Public School Committee
DATE: January 19, 2012
FROM: Marie Altieri
SUBJECT: Classroom Availability Projections

Please see the attached chart which shows projections for classroom availability 2010 – 2020. In the next ten years, we project that we will be able to reduce ten sections, resulting in 9.5 available classrooms. Three of those classrooms will become available at Merriam as the “fourth” Merriam sections graduate; two of them will become available at Gates as we make room for Art and Music; and there will be 4.5 additional classrooms where we have not yet determined the school. In this period of time, class sizes will be reduced from a K-6 average of 23.2 to a K-6 average of 21.8. There will be a brief presentation of this information at your meeting on Thursday night.

Classroom Availability Projections 2010-2019

Jan 19, 2012

Year	Kinder garten	Number of Kindergartens	Kindergarten Class Size	Total K-6 Enrollment	Total Number of Sections	Average Class Size	Additional/Reduced Classrooms	Available Classrooms	Use For Extra Classrooms
2010-2011	328	16	20.5	2507	108	23.2	Four Sections Merriam Grades K, 1, 6	None	
2011-2012	301	15	20.1	2448	107	22.9	Four Sections Merriam Grades 1, 2	One at Merriam	Merriam Before/After School Prog
2012-2013	288	15	19.2	2435	107	22.8	Four Sections Merriam Grades 2, 3	One at Merriam	
2013-2014	276	14	19.7	2397	106	22.6	Four Sections Merriam Grades 3, 4 Two Sections Gates K	One at Merriam 1/2 Day at Gates	
2014-2015	277	14	19.8	2372	105	22.6	Four Sections Merriam Grades 4, 5 Two Sections Gates K, 1	One at Merriam One and 1/2 at Gates	Gates Art OR Music
2015-2016	273	14	19.5	2329	104	22.4	Four Sections Merriam Grades 5, 6 Two Sections Gates 1, 2 Two Sections K School TBD	One at Merriam Two at Gates 1/2 Classroom TBD	Gates Art and Music
2016-2017	258	14	18.4	2255	102	22.1	Four Sections Merriam Grade 6 Two Sections Gates 2, 3 Two Sections K, 1 School TBD	Two at Merriam Two at Gates One and 1/2 TBD	One and 1/2 available for All Day K OR SpEd OR Ext Day OR Computer Lab
2017-2018	263	14	18.8	2190	100	21.9	Two Sections Gates 3, 4 Two Sections K, 1, 2 School(s) TBD	Three at Merriam Two at Gates Two and 1/2 TBD	Two and 1/2 TBD
2018-2019	270	14	19.3	2150	99	21.7	Two Sections Gates 4, 5 Two Sections K, 1, 2 , 3 School(s) TBD	Three at Merriam Two at Gates Three and 1/2 TBD	Three and 1/2 TBD
2019-2020	275	14	19.6	2134	98	21.8	Two Sections Gates 5, 6 Two Sections K, 1, 2 , 3, 4 School(s) TBD	Three at Merriam Two at Gates Four and 1/2 TBD	Four and 1/2 TBD

*All enrollment numbers are based on Ashton Projections Plus Projected Staff Children

Personnel Office
Acton Public Schools
Acton-Boxborough Regional Schools

TO: Acton Public School Committee
DATE: January 19, 2012
FROM: Marie Altieri
SUBJECT: Potential Acton Students Enrolling in Boxborough

Please see the attached memo which describes the potential for Acton families to transfer or enroll in Boxborough's Blanchard elementary school. The memo was sent by principals to all current APS families last week. In addition, at the January 10, 2012 kindergarten information night, this was part of the presentation to new parents, and along with the other handouts, these families received the memo. The deadline to notify us is Wednesday January 18. As of today, Tuesday January 17, there are four children who would like to consider this option.

1 Kindergarten
1 Third Grade
2 Fourth Grade

We will continue to keep you posted about levels of interest as we go through the kindergarten enrollment process.

Dear Parents,

January 10, 2012

Depending on available seats, we may be able to allow some Acton elementary students to enroll in Boxborough's Blanchard Elementary School in certain grade levels for the 2012-2013 school year. Blanchard would be an option in addition to Acton's five elementary schools. If students do enroll, they will be able to attend Blanchard through sixth grade and then come to R. J. Grey for Jr. High School. If you think that this might be an option that you would be interested in, please fill out the form below and mail it to the address listed by January 18, 2012, or send an email to Marie Altieri at maltieri@mail.ab.mec.edu with the information. This will not be binding, but will be a way for us to gauge interest. We will notify you with next steps.

Student's Name: _____

Date of Birth: _____

Grade Level 2012-2013: _____

Siblings: (Indicate Grade Level for 2012-2013 year. Put a checkmark next to any/all whom you would consider enrolling in Blanchard.

Name: _____ Date of Birth: _____ Grade: _____

Name: _____ Date of Birth: _____ Grade: _____

Name: _____ Date of Birth: _____ Grade: _____

Parent(s)/Guardian(s) Names: _____

Phone Number(s): _____

Email Contacts: _____

Email by **January 18, 2012** to Marie Altieri at maltieri@mail.ab.mec.edu or Mail to
Marie Altieri
Acton-Boxborough Regional Schools
Central Office
16 Charter Road
Acton, MA 01720

**Seats Available for 2012-2013
Blanchard Memorial School, Boxborough**

Grade Level	Current est. enrollment for 2012-13	Seats available	Est. Total enrollment
Kindergarten	unknown	unknown	unknown
Grade One	19, 19, 20	none	19, 19, 20
Grade Two	17, 17, 17	3 seats	18, 18, 18
Grade Three	18, 18, 18	3 seats	19, 19, 19
Grade Four	21, 22, 23	none	22, 22, 22
Grade Five	16, 16, 17, 17	10 seats	19, 19, 19, 19
Grade Six	25, 25, 25	none	25, 25, 25
If we do not eliminate a section of Grade 6			
	18, 19, 19, 19	5 seats	20, 20, 20, 20

This would allow 21 students from APS to enroll.

APS SC
12/9/11
3 of 4

Acton Public Schools
Class Size Projections
2012-2013

	Number of Students	Number of Sections	Average Class Size	Range
Kindergarten	287	15	19.1	19
Grade One	322	15	21.5	21-22
Grade Two	357	16	22.3	22-23
Grade Three	372	16	23.3	23-24
Grade Four	361	15	24.1	24
Grade Five	358	15	23.9	24
Grade Six	378	15	25.2	25-26