



**School Committee
Meeting Book**

**December 2, 2020
7:00 pm**

**Town Hall -100 Maple Avenue
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA

December 2, 2020 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue

THIS MEETING IS NOT OPEN TO PHYSICAL PARTICIPATION BY THE PUBLIC. TOWN HALL IS CLOSED TO THE PUBLIC FOR MEETINGS. THIS MEETING WILL BE BROADCAST LIVE ON LOCAL CABLE CHANNELS 29 & 329 AND STREAMED LIVE ON THE SHREWSBURY MEDIA CONNECTION WEBSITE AT <https://videoplayer.telvue.com/player/iE0p5N2b-Se5BhxS-3KDrHfUWzLHfku2/stream/722>. SEE BELOW FOR INFORMATION ON CONTACTING THE CHAIR OF THE SCHOOL COMMITTEE RE: PUBLIC PARTICIPATION.

On March 12, 2020, Governor Baker issued an Executive Order modifying certain requirements of the Open Meeting Law, to enable public bodies to carry out their responsibilities while adhering to public health recommendations regarding social distancing.

The Executive Order relieves public bodies from the requirement in the Open Meeting Law that meetings be conducted in a public place that is open and physically accessible to the public, provided that the public body makes provision to ensure public access to the deliberations of the public body through adequate, alternative means. "Adequate, alternative means" may include, without limitation, providing public access through telephone, internet, or satellite enabled audio or video conferencing or any other technology that enables the public to clearly follow the proceedings of the public body in real time. A municipal public body that for reasons of economic hardship and despite best efforts is unable to provide alternative means of public access in real time may instead post on its municipal website a full and complete transcript, recording, or other comprehensive record of the proceedings as soon as practicable afterwards.

In addition, all members of a public body may participate in a meeting remotely; the Open Meeting Law's requirement that a quorum of the body and the chair be physically present at the meeting location is suspended.

All other provisions of the Open Meeting Law, such as the requirements regarding posting notice of meetings and creating and maintaining accurate meeting minutes, as well as the limited, enumerated purposes for holding an executive session, remain in effect.

While for this meeting the School Committee and members of the School Department administrative team will physically meet at the location listed above, members of the public may not attend in person. If a member of the public wishes to participate remotely in the Public Participation portion of the meeting, they should contact the Committee Chair, Ms. Sandra Fryc, by sending an email to schoolcommittee@shrewsbury.k12.ma.us.

Items

Suggested time allotments

- | | | |
|------|---|--|
| I. | Public Participation | <div style="border: 1px solid black; padding: 10px; text-align: center;">7:00-7:05</div> |
| II. | Chairperson's Report & Members' Reports | |
| III. | Superintendent's Report | |
| IV. | Time Scheduled Appointments: | |
| | A. Update on Reopening of the 2020-2021 School Year: Report | 7:05 – 7:30 |
| | B. SHS Class of 2020 Future Plans: Report | 7:30 – 7:50 |
| V. | Curriculum | |
| | A. SHS Testing: Annual Report | 7:50 – 8:10 |
| | B. Star Assessment for Grades K-8: Report | 8:10 – 8:30 |
| VI. | Policy | |



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

- VII. Finance & Operations
- VIII. Old Business
- IX. New Business
- X. Approval of Minutes 8:30 – 8:35
- XI. Executive Session 8:35 – 9:00
 - A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
 - B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A.
- XII. Adjournment

Next regular meeting: December 16, 2020



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: **12/02/20**

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Mr. Jon Wensky, Vice Chairperson
Dr. B. Dale Magee, Secretary
Ms. Lynsey Heffernan, Committee Member
Mr. Jason Palitsch, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **12/02/20**
A. Update on Reopening of the 2020-2021 School Year: Report

BACKGROUND INFORMATION:

Dr. Sawyer and members of the leadership team will provide an update on the reopening of schools for students for the 2020-2021 school year.

ACTION RECOMMENDED:

That the School Committee hear the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools
District Administrators



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 12/02/20

B. SHS Class of 2020 Future Plans: Report

BACKGROUND INFORMATION:

Each year the high school administration provides data on the post-high school plans of the most recent graduating class. Mr. Bazydlo and Ms. Huynh will present an overview of the enclosed report, which provides information regarding what students planned to do after graduating. Given that the vast majority of students go on to postsecondary education, the report focuses on the colleges and universities where students were accepted, where they matriculated, and the characteristics of these colleges and universities.

ACTION RECOMMENDED:

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School
Mr. Todd Bazydlo, Shrewsbury High School Principal

Shrewsbury High School Future Plans Report

Class of 2020



**presented to the School Committee
December 2, 2020**

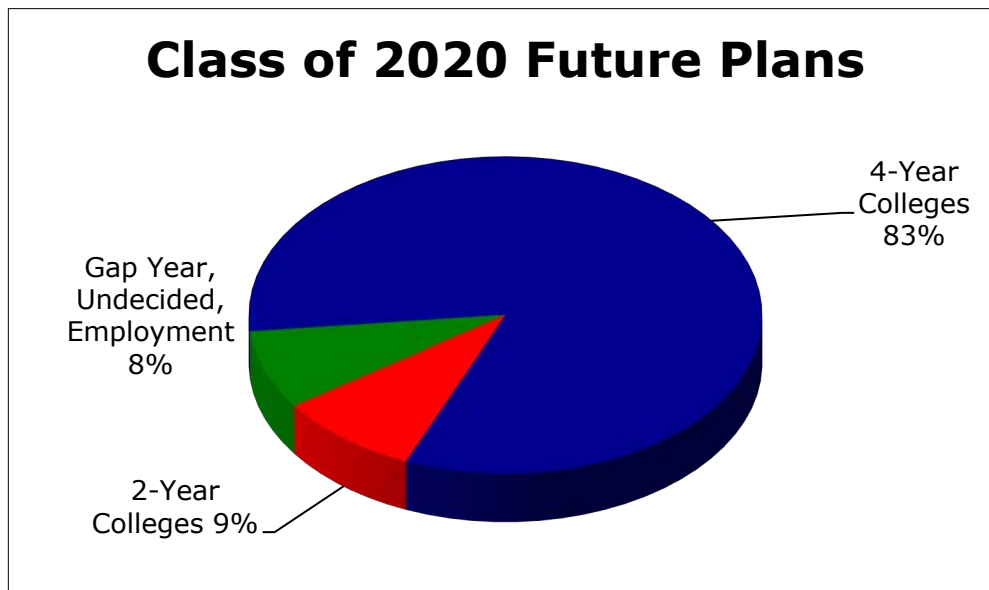
**Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling**

Future Plans

The Class of **2020** enjoyed a successful post-secondary planning year.

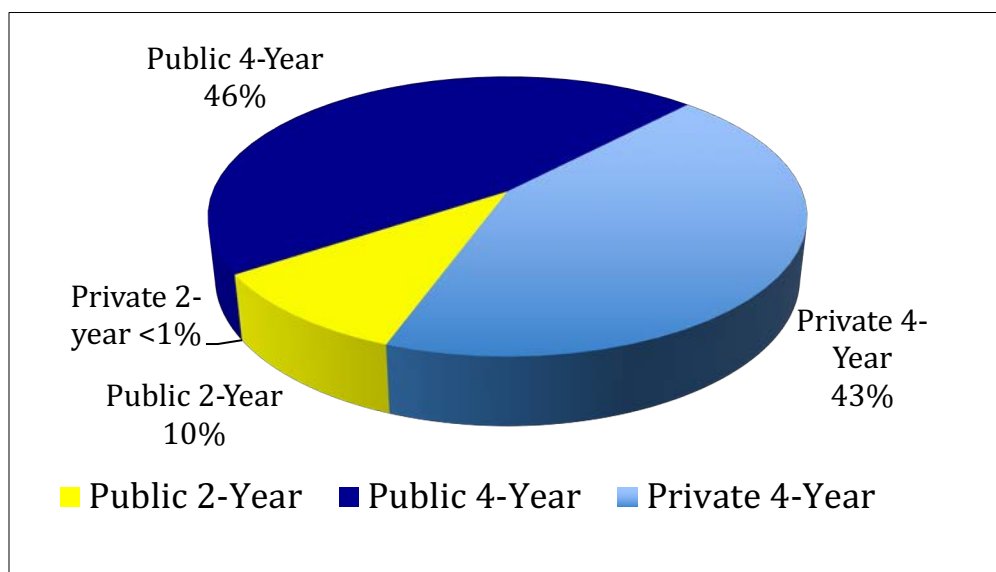
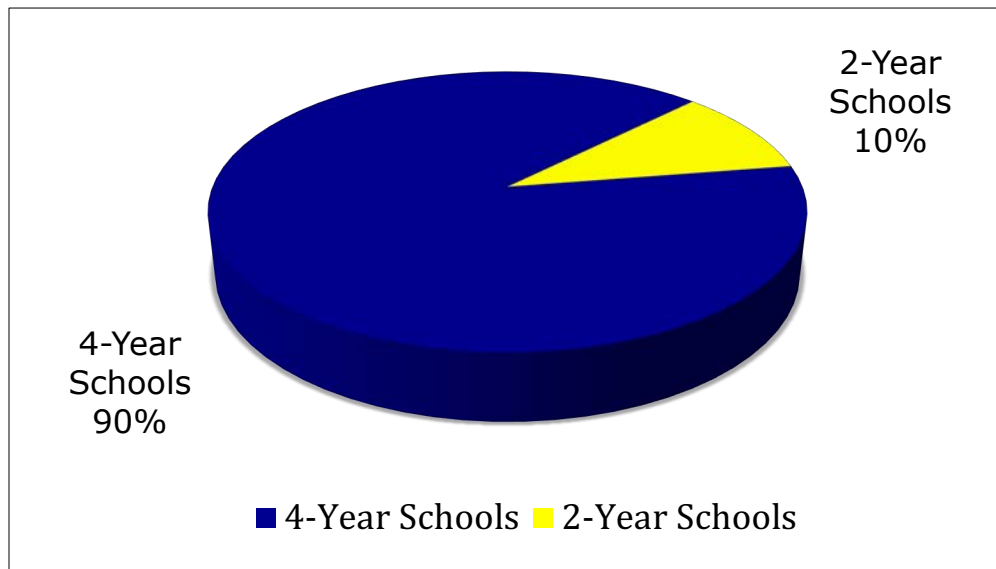
- **487*** students graduated in the Class of **2020** with the following plans:
 - **83%** attended 4-year colleges
 - **9%** attended 2-year colleges or technical schools
 - **8%** entered the employment field, enlisted in the military, or were undecided
 - 11 gap
 - 4 military
 - 9 Employment
 - 13 Unknown

*This number does not include **10** students who were granted a Certificate of Attainment (rather than a high school diploma).

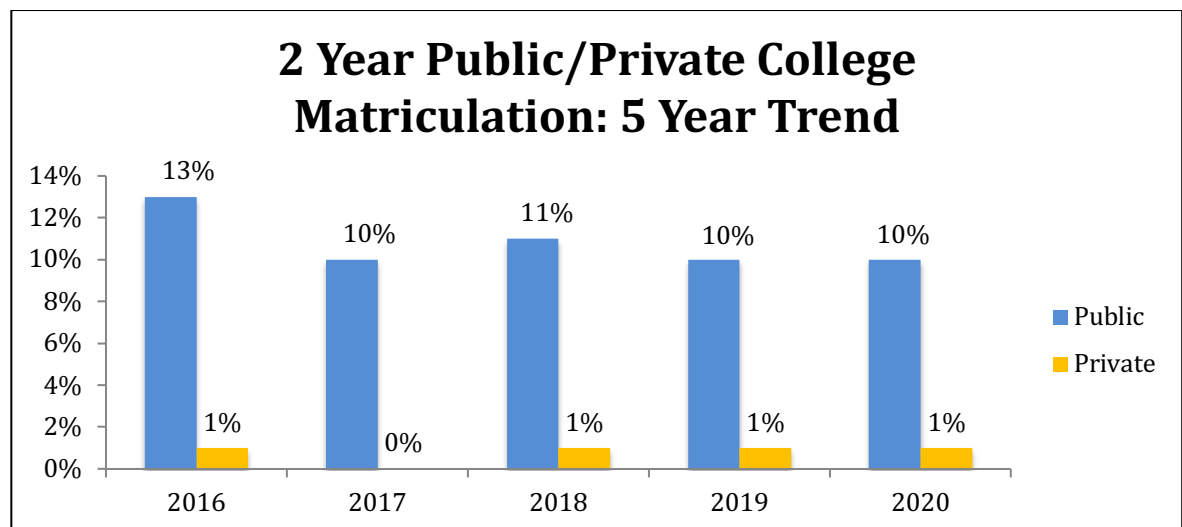
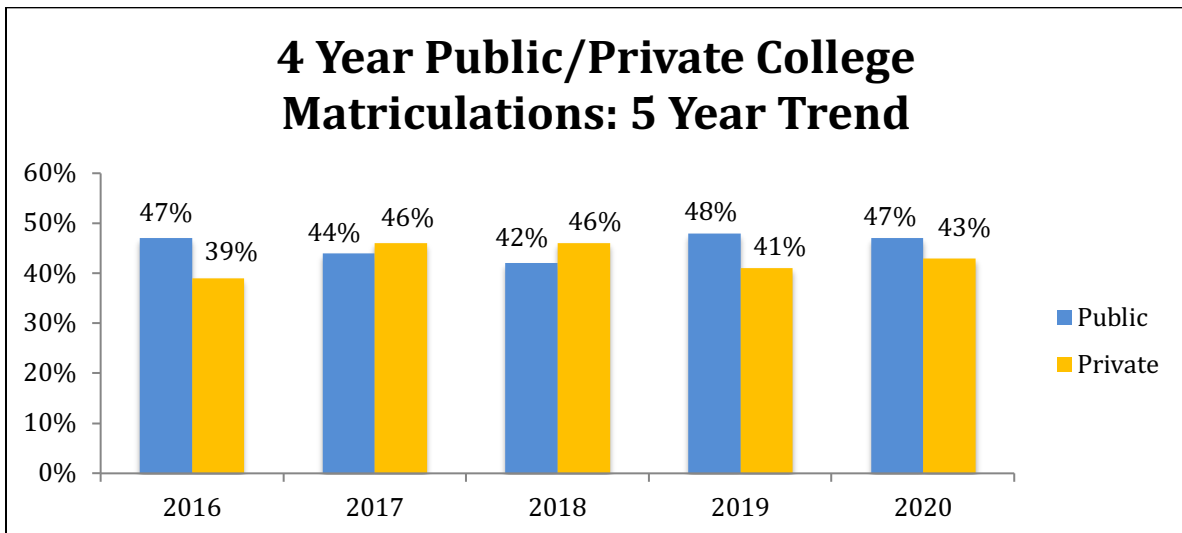
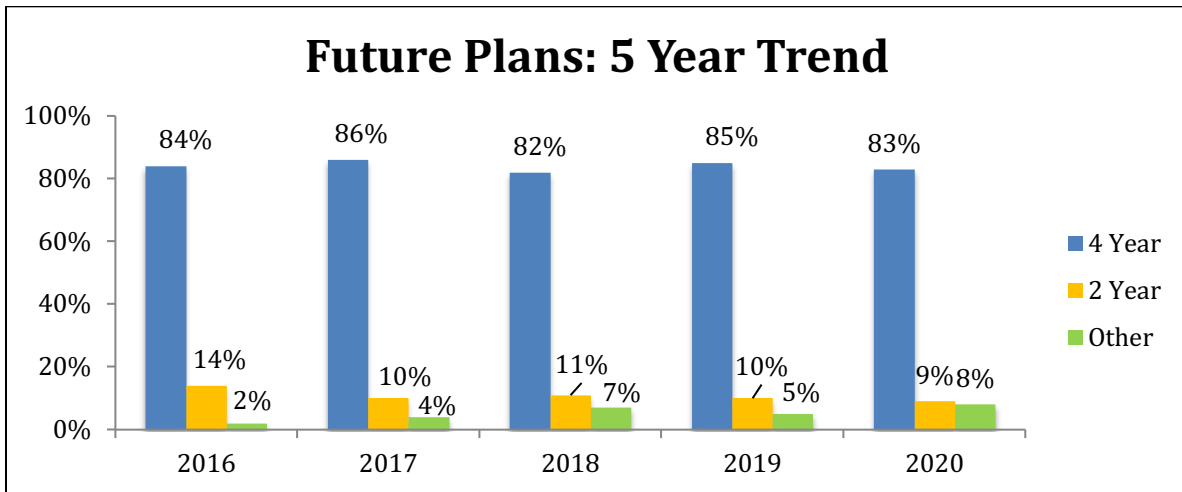


Public and Private **2- and 4-Year Matriculations**

- Of the **487** students graduating in the Class of **2020**, a total of **450 (92%)** students continued their education at 2- and 4-year colleges and universities, or technical schools.
- Of these **450** students, **90%** attended 4-year colleges and **10%** attended 2-year colleges or technical schools.
- Of these **450** students, **56%** attended public colleges and universities; **44%** attended private colleges and universities.



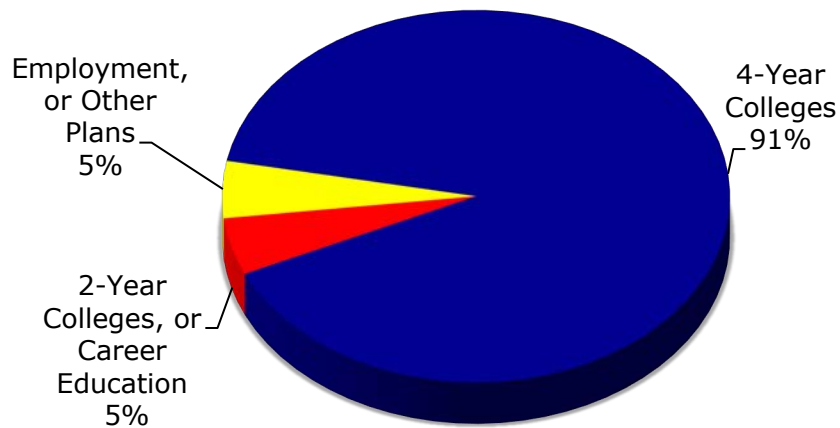
5 Year Trend Data



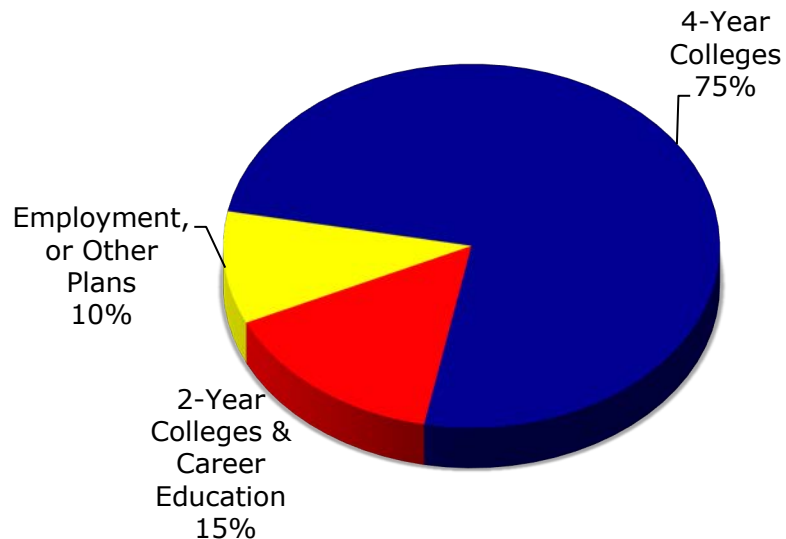
Future Plans by Gender

	Male	Female	Total
4-Year Colleges	180	224	404
2-Year Colleges	34	11	45
Career Education	1	0	1
Employment	6	3	9
Military	4	0	4
Other Plans	15	9	24
Totals	240	247	487

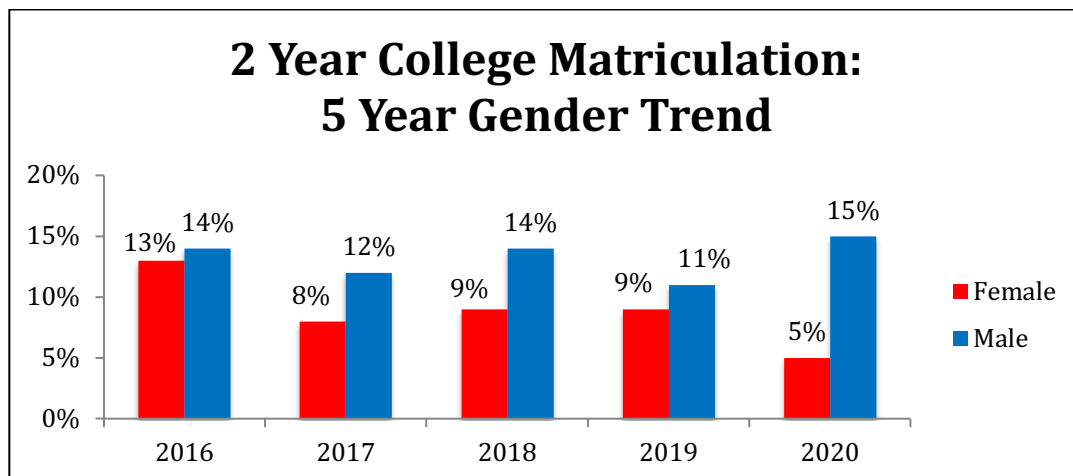
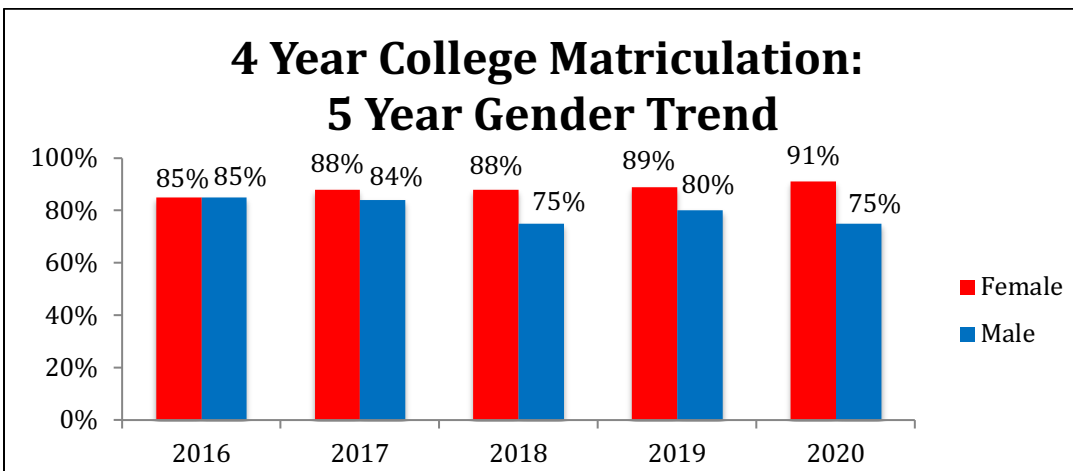
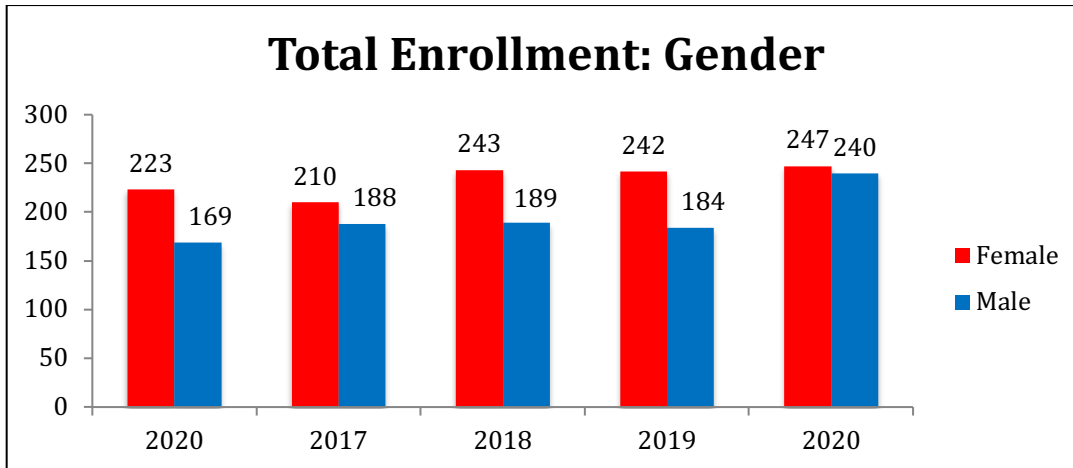
2020 Future Plans--Females



2020 Future Plans--Males



5 Year Trend Data: Gender



College Application Information

The School Counseling Department processed 3,848 college applications to 321 different colleges and universities for the Class of 2020.

Students with GPA in the top 25% (113 students):

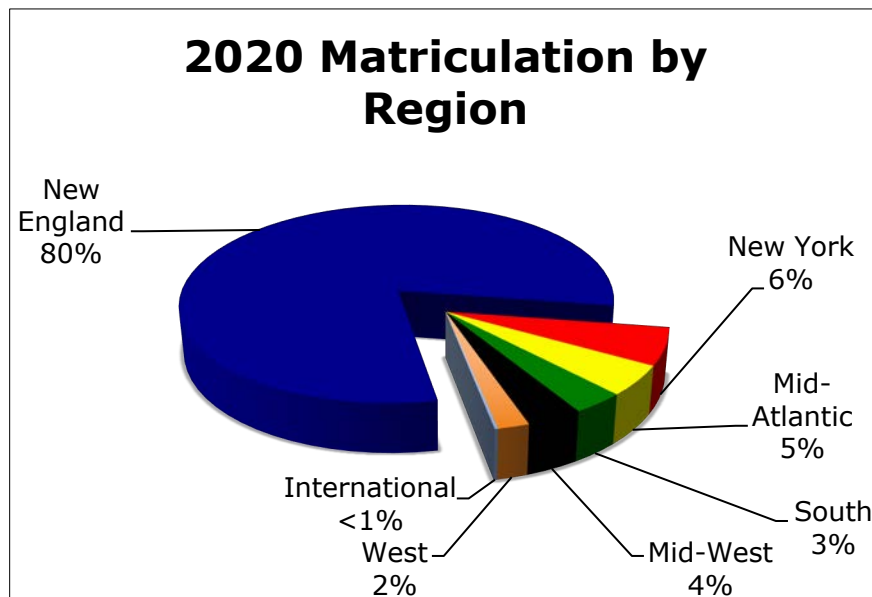
- 7 students applied to over 20 colleges (the highest number of applications by an individual student is 33)
- 19 students applied to between 15-19 applications
- 30 students applied between 11-14 applications
- Overall, 56 students (49%) applied to over 10 schools

Students with GPA in the top 26%-50% (113 students):

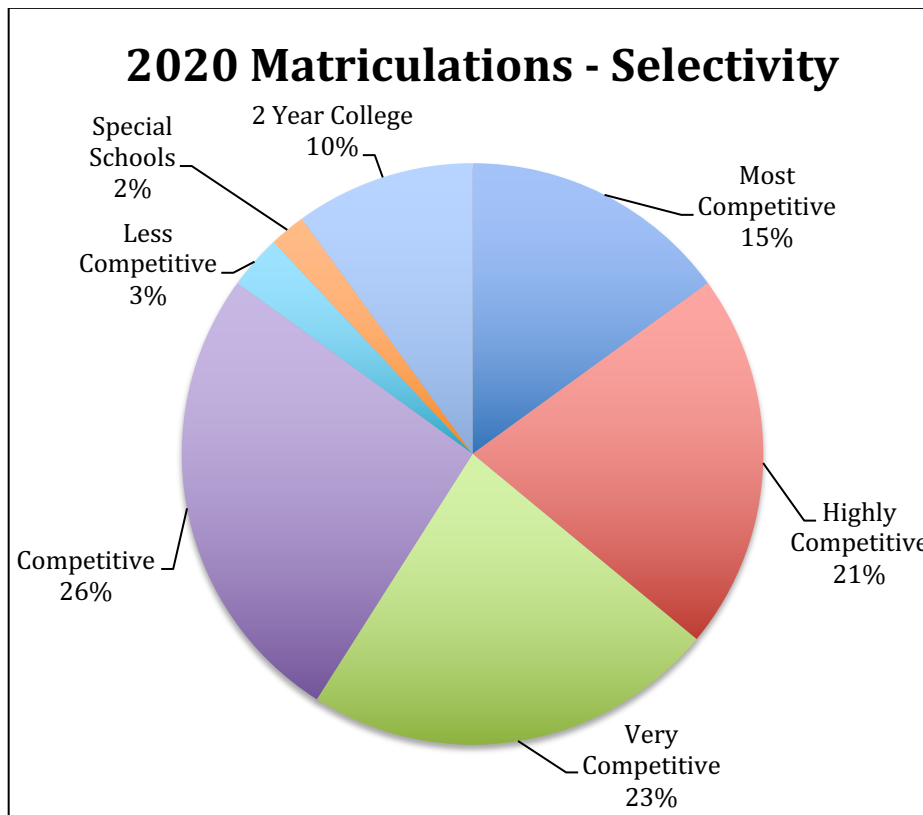
- 7 students applied to over 20 colleges (the highest number of applications by an individual student is 24)
- 12 students applied to between 15-19 applications
- 20 students applied between 11-14 applications
- Overall, 39 students (35%) applied to over 10 schools

Geographic Breakdown by Matriculation

- Members in the Class of 2020 were accepted to 278 different colleges and universities in 35 different states, India, and Ireland.
- Graduates in the Class of 2020 enrolled in 142 different colleges and universities in 31 different states, District of Columbia, and Dublin.



	Private		Public	
	2-Year & Technical	4-Year	2-Year	4-Year
New England				
Maine		1		9
Massachusetts	1	106	43	146
Rhode Island		9		6
Connecticut		11		13
New Hampshire		10		6
Vermont				1
New York		26		
Mid-Atlantic				
Delaware				2
District of Columbia		3		
Maryland		3		
Virginia		2		1
Pennsylvania		6		4
South				
Florida		2	1	2
Georgia				1
Kentucky				1
Louisiana				1
North Carolina		1		
South Carolina		1		3
Tennessee		1		
Texas		1		
Midwest				
Ohio		2		
Indiana		3		4
Illinois		1		
Iowa				1
Michigan				3
Missouri				1
Wisconsin				1
West				
Arizona			1	2
California		3		1
Utah				1
Washington				1
Dublin		1		
Totals	1	193	45	211



Barron's Selectivity Categories Class of 2020 Students Enrolled at the Following Colleges & Universities

The Barron's College Admissions Selector is not a rating of colleges by academic standards or quality of education. It is a description of the degree of admissions competitiveness based on median entrance of examination scores of standardized tests and class ranking for admitted students. It is important to note that Shrewsbury High School has eliminated the reporting of class rank to colleges beginning with the Class of 2017. The result of eliminating class rank in the college process has shown no impact in the competitiveness of schools to which SHS students were accepted.

Most Competitive:

Even superior students will encounter a great deal of competition for admissions to the colleges in this category. In general, these colleges require high school rank in the top 10% to 20% and grade averages of A to B+. Median freshman test scores at these colleges are generally between 655 and 800 on the SAT and 29 and above on the ACT. In addition, many of these colleges admit only a small percentage of those who apply.

Boston College (2)
Boston University (2)
Bentley University (3)
Brown University
Carnegie Mellon University (2)
The College of the Holy Cross (2)

Columbia University
Cornell University
Fordham University
Georgetown University
Georgia Institute of Technology
Grinnell College
Harvey Mudd College
Mount Holyoke College
New York University (2)
Northeastern University (17)
Rensselaer Polytechnic Institute (2)
Occidental College
Purdue University (2)
Rice University

Most Competitive (cont.):

Skidmore College
Stanford University
Union College (2)
University of Michigan (2)
University of Pittsburgh (2)
University of Washington
Vanderbilt University
Vassar College
Villanova University
Worcester Polytechnic Institute (11)
Yale University

Highly Competitive:

Colleges in this group generally look for students with grade averages of B+ to B and accept most of their students from the top 20% to 35% of the high school class. Median freshman test scores at these colleges generally range from 620 to 654 on the SAT and 27 or 28 on the ACT. These schools generally accept between one third and one half of their applicants. To provide for finer distinctions within this admissions category, a plus (+) symbol has been placed before some entries. These are colleges with median freshman scores of 645 or more on the SAT I or 28 or more on the ACT, and colleges that accept fewer than one quarter of their applicants.

American University
Bates College
Clemson University
The College of Wooster
+Emerson College (3)
Fairfield University (2)
Florida State University
Indiana University Bloomington (4)
Pennsylvania State University (2)
+Rochester Institute of Technology (5)
+ St. Lawrence University
Syracuse University
Trinity College
University of California, Los Angeles
University of Connecticut (11)
University of Massachusetts at Amherst (58)
University of Vermont
University of Wisconsin

Very Competitive:

The colleges in this category generally admit students whose averages are no less than B- and who rank in the top 35% to 50% of their graduating class. They generally report median freshman test scores in the 573 to 619 range on the SAT and from 24 to 26 on the ACT. These schools generally accept between one half and three quarters of their applicants. The plus (+) has been placed before colleges with median freshman scores of 610 or higher on the SAT or 26 or higher on the ACT, and colleges that accept fewer than one third of their applicants.

Assumption College (13)
Bryant University (4)
DePaul University
+Ithaca College
James Madison University (2)
Loyola University, MD (2)
Marist College
Michigan State University
Quinnipiac University (4)
Roger Williams University (2)
Saint Anselm College (5)
+ St. Michael's College (2)

Salve Regina University
Simmons University (2)
University of Delaware (2)
University of Maine (9)
University of Massachusetts at Lowell (25)
University of New Hampshire (5)
University of Rhode Island (6)
University of Tampa
The University of Utah
Valparaiso University
Virginia Commonwealth University
Wentworth Institute of Technology (6)
Wheaton College (2)
Xavier University

Competitive:

This category is a very broad one, covering colleges that generally have median freshman test scores between 500 and 572 on the SAT and between 21 and 23 on the ACT. Some of these colleges require that students have high school averages of B- or better, although others state a minimum of C+ or C. Generally, these colleges prefer students in the top 50% to 65% of the graduating class and accept about 75% of their applicants. Colleges with a plus (+) are those with median freshman SAT scores of 563 or higher or median freshman ACT scores of 24 or higher, and those that admit fewer than half of their applicants.

Bridgewater State University (8)
Central Connecticut State University
Coastal Carolina University (3)
+Emmanuel College (5)
+Endicott College (7)
Framingham State University (7)
+ Howard University
Johnson and Wales University
Keene State College
Lesley University (2)
Louisiana State University
Manhattan College
Marymount Manhattan College
Marymount University
Massachusetts College of Liberal Arts
Massachusetts Maritime Academy
Merrimack College (6)
Methodist University
Missouri State University
+ Murray State University
Norwich University
Post University
Rivier University
Sacred Heart University (2)
Southern New Hampshire University
Springfield College
Stonehill College
Suffolk University (5)
+Temple University (2)
Towson University
University of Arizona
University of Hartford
University of Massachusetts at Boston (9)
University of Massachusetts at Dartmouth (2)
University of New England (2)
University of New Haven (2)
Westfield State University (12)
Worcester State University (19)

Less Competitive:

Included in this category are colleges with median freshman test scores generally below 500 on the SAT and below 21 on the ACT; some colleges that require entrance examinations but do not report median scores; and colleges that admit students with averages generally below C who rank in the top 65% of the graduating class. These colleges usually admit 85% or more of their applicants.

Anna Maria College
Becker College (3)
Dean College (2)
Franklin Pierce University
Lynn University
Nichols College (3)
Pace University (2)
Plymouth State University
Salem State University

Special Schools:

Listed here are colleges whose program of studies are specialized—professional schools of art, music, health fields, the military, etc. In general, the admissions requirements are not based primarily on the academic criteria, but on evidence of talent or special interest in the field.

Berklee College of Music
MA College of Art and Design (2)
MA College of Pharmacy & Health Sciences
New England Institute of Technology (2)

Schools Outside the United States

University College Dublin

2-Year Colleges/Trade Schools:

Gateway Community College, Arizona
Mass Bay Community College
Mount Wachusett Community College (3)
Porter and Chester Institute
Quinsigamond Community College (39)
Tallahassee Community College, Florida

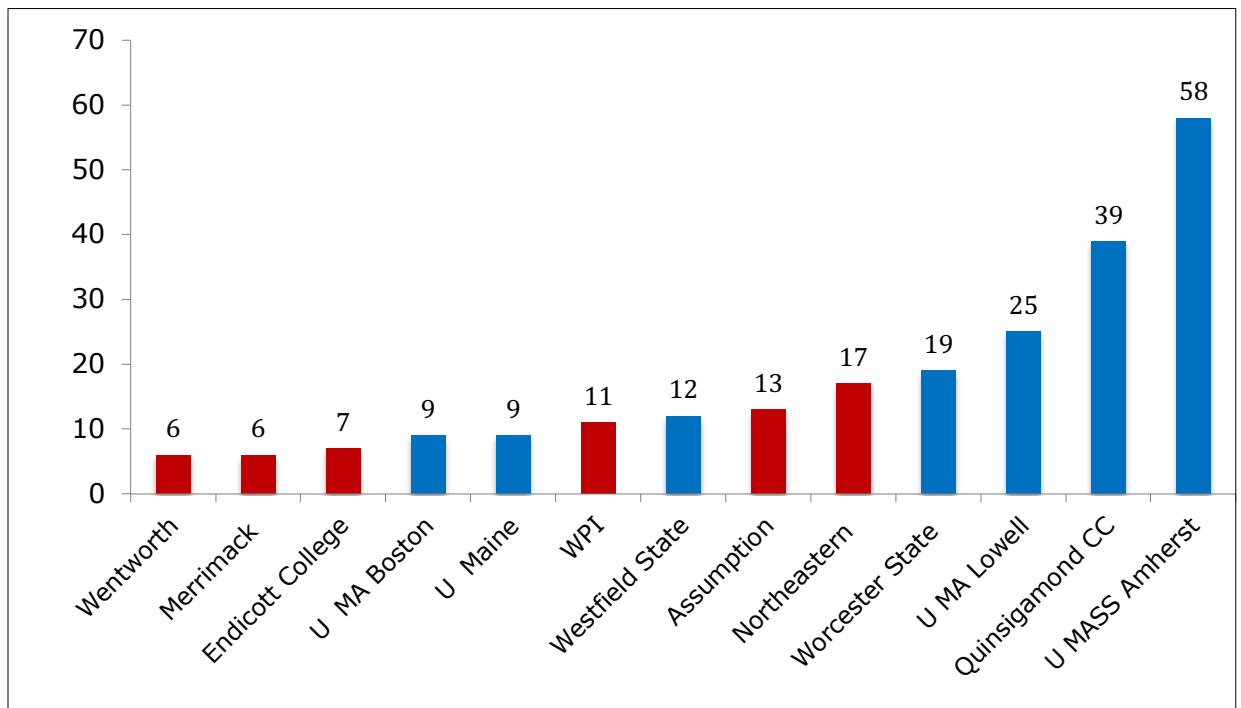
Top 6 Most Popular Schools Enrolled—Private

1. Northeastern University —17
2. Assumption College —13
3. Worcester Polytechnic Institute —11
4. Endicott College —7
5. Merrimack College —6
6. Wentworth Institute of Technology —6

Top 7 Most Popular Schools Enrolled—Public

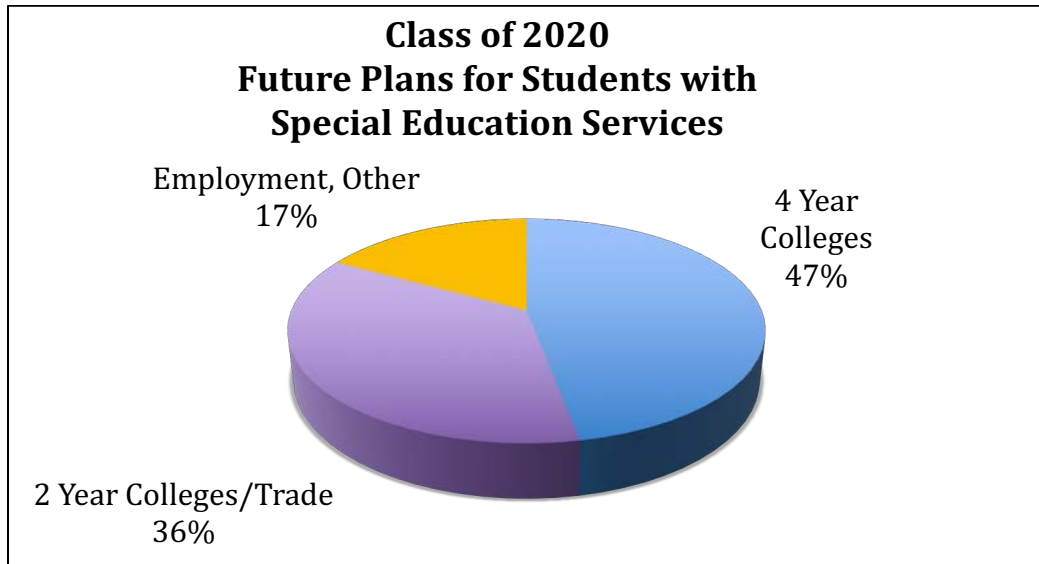
1. University of Massachusetts, Amherst —58
2. Quinsigamond Community College —39
3. University of Massachusetts, Lowell—25
4. Worcester State University—19
5. Westfield State University —12
6. University of Maine —9
7. University of Massachusetts, Boston—9

Top Private and Public Enrollments

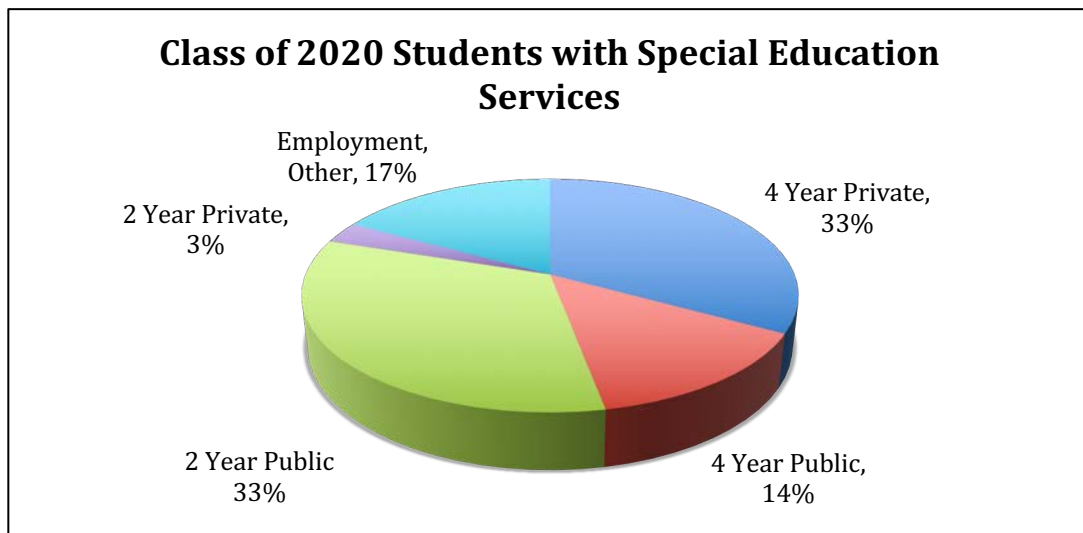


Class of 2020
Students with Special Education Services

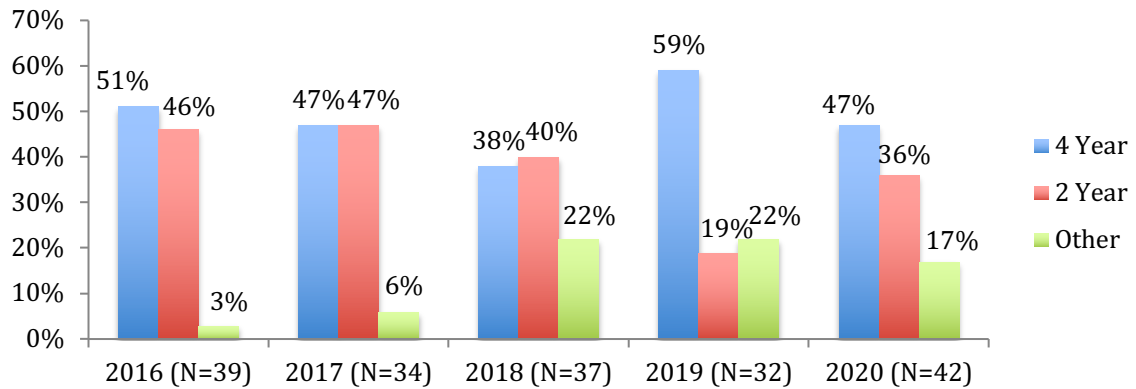
- Forty-two students (9%) in the Class of 2020 received special education services. Of these 42 students:
 - 47% attended 4-year colleges
 - 36% attended 2-year colleges & technical schools
 - 17% entered the employment field or military



- Of these 42 students, 47% attended public colleges and universities; 36% attended private colleges and universities.



Students Receiving Special Education Services Matriculation: 5 Year Trend



School Counseling Programming by Month

August	<ul style="list-style-type: none"> • Application Boot Camp
September	<ul style="list-style-type: none"> • Nuts & Bolts Night • Senior Curriculum: Application & Stress Workshops • Parent Breakfast
October	<ul style="list-style-type: none"> • Individual college meetings with seniors • Freshman Curriculum (2 Days) • Parent Breakfast • PSAT • SAT
November	<ul style="list-style-type: none"> • Individual college meetings with seniors • Sophomore Curriculum (3 Days) • Parent Breakfast • SAT
December	<ul style="list-style-type: none"> • Individual college meetings with seniors • Alumni Panel • SAT
January	<ul style="list-style-type: none"> • Individual college meetings with seniors • Freshman Curriculum (Day 3) • Parent Breakfast • Junior College Night • Junior Curriculum (2 Days)
February	<ul style="list-style-type: none"> • Parent Breakfast • Program of Studies presentation in English Classes
March	<ul style="list-style-type: none"> • Course Selection Individual Student Meetings (Grades 9-11) – 50% • SAT
April	<ul style="list-style-type: none"> • Parent Breakfast (Remote Video Program in June) • Junior Curriculum (1 Day) • Individual future planning meetings with juniors • Career Speaker Series

May	<ul style="list-style-type: none"> • SAT • Award's Night (Remote Video Program) • Individual future planning meetings with juniors
June	<ul style="list-style-type: none"> • SAT • Individual future planning meetings with juniors • Summer school student/parent meetings (via Zoom, email, phone)



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 12/02/20

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**
A. SHS Testing: Annual Report

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

Each year, a report is presented that includes SHS student performance data on the SAT, SAT II, AP tests, etc. Mr. Bazydlo and Ms. Nga Huynh will summarize the report and be available to answer questions.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Ms. Nga Huynh, Director of School Counseling, Shrewsbury High School

Shrewsbury High School Testing Report

Class of 2020



**Presented to the School Committee
December 2, 2020**

**Todd Bazydlo, Principal
Nga Huynh, Director of School Counseling**

Shrewsbury High School Testing Report Class of 2020

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Summary Statements

College Board Testing Administration and Score Reporting Changes

Four years ago, the College Board has made significant changes to the format of the SAT test and the reporting of test results. These changes include:

- Revising the SAT test to include Evidence Based Reading and Writing (EBRW) and Math.
- A separate score for Writing has been eliminated. As a result the combined score is now 1600 (EBRW and Math) and no longer 2400.
- Historically, the mean scores reported to DESE has been a cohort group of a particular graduating class. This year, the mean scores reported to DESE include test takers for an academic year without identifying student grade levels. As a result, scores for the cohort Class of 2020 for local districts are not available.
- SAT Subject tests are no longer reported as part of the cohort Class of 2020 profile. Individual student results as reported by the College Board were used to calculate the mean scores for the Class of 2020. In addition, the state and national mean scores for subject tests are not available for the graduation year cohorts. Instead, the College Board has changed the reporting of the national mean scores for subject tests to include the graduating classes of the past three years combined.

Redesigned SAT:

Page 6

Average Scores—1600 scale (Figures 1)

- The reporting of the redesigned SAT is in its fourth year. The score is based on two section scores: Evidence Based Reading & Writing and Math with a score range from 200-800. As a result of the redesigned SAT, scores are not directly comparable to the old SAT.
- Based on the 1600 scale, Shrewsbury's SAT score of 1207 remains well above the state and national averages of 1119 and 1051, respectively.

Page 6-7

SAT: Individual Critical Reading, and Math scores & Participation Rate

- On each individual section, Shrewsbury's scores are:
 - Evidenced Based Reading & Writing = 593. **(Figure 2)**
 - Math = 614. **(Figure 3)**
- The SAT participation rate for the Class of 2020 is 95%.**(Figure 4)**

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SAT: Critical Reading, Math scores by Gender (Figure 5)

- In the Evidence Based Reading & Writing and Math scores, Shrewsbury females and males scored higher than the state and national trends.
- Shrewsbury females scored higher than males scored on the Evidence Based Reading & Writing section of the SAT (F/M – 593/587) similar to the state (F/M – 560/559) and national (F/M – 532/523) trend. Shrewsbury females scored lower than males (F/M – 601/609) in the Math section also similar to state (F/M – 548/572) and national (F/M – 516/531) trends.
 - Evidence Based Reading & Writing (F – 593; M – 587)
 - Math (F – 601; M – 609)

Local School Districts: SAT Mean Scores and Participation

- Due to the recent changes in the College Board's SAT test, the College Board has changed their score delivery and reporting. The SAT is reported as a school year mean score without identifying specific grade level. Therefore, cohort scores are no longer reported to the state making the mean score and participation rates unavailable.

Shrewsbury High School One-Year and Five-Year Comparisons

- As result of the redesigned test, the 2020 SAT test scores cannot be accurately compared to prior SAT scores.

Subject Test Scores:

Summary of SAT Subject Tests (Figures 6 – 13)

- Due to changes in score reporting, the College Board is no longer reporting the State and National mean scores for graduating year cohort groups. At this time, only mean scores over a period of test years are reported. As a result, we are not able to compare graduation year cohort groups with state and national mean scores. Individual Subject Test scores are summarized over the next several pages.
- Students taking the Biology Subject Test (p.11) have an option to take the test with an emphasis on Molecular Biology or Ecological Biology.
- When compared to the prior year, students scored higher in five out of the eight subject tests, (U.S. History, Biology -Ecological, Biology – Molecular, Math II, Chemistry). In three subject tests, students scored lower than the prior year (Math I, Literature, and Physics).

ACT:

ACT Participation Rates and Mean Scores (Figure 14,15,16)

- As a whole, Massachusetts has one of the lowest participation rates in the country. Shrewsbury has seen a decrease in the number of students electing to take the ACT. Of the 487 students in the Class of 2020, 95 students (20%) took the ACT. This is a decrease of 7% compared to last year.
- The average ACT score for Shrewsbury's Class of 2020 is 27.7 (based on a scale of 1 – 36). This score is equivalent to about 1310 on the SATs.

Advanced Placement Exams:

Appropriate Grade Levels for AP Courses

- The College Board does not recommend students in the 9th grade for AP courses. Instead, students should "develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."
- Nationally, 78% of all AP Exams were taken by juniors and seniors.
- Of all students taking AP Exams nationally, 21.2% of students take three or more exams; in the class of 2020, 61.3% of Shrewsbury students take three or more exams.

- Page 17 **Participation Rates (Figure 17)**
- The number of exams administered has decreased by 24 exams to a total of 860 exams. The number of students taking AP exams increased by nine students.
 - The total number of students taking at least one AP exam is 425.
 - The number of seniors that took AP exams is 235.
 - The number of Juniors that took an AP exam is 169.
 - The number of sophomores that took an AP exam is 19.
 - The number of freshman that took an AP exam is 1.
 - The College Board added 1 SHS graduate in the score reports.
 - **Forty-nine percent (49%) of the students in the Class of 2020 took at least one AP exam during their high school years.**

- Page 18 **Average Scores—Shrewsbury High School and Nationally (Figure 18)**
- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. All but 1 of the seventeen AP courses at Shrewsbury had an average score above 3.6—and six out of fifteen had an average score of 4.0 and above. All but two scores (Chinese Language and Music Theory) were above the state and national averages.

- Pages 20-21 **Exam Results—Shrewsbury High School**
- The percentage of students in the Class of 2020 scoring 3 or above is 89%.
 - Eight out of seventeen AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
 - Thirty-five percent (35%) of the exams administered resulted in a score of 5—the highest possible score available. **(Figure 20)**

- Page 21 **Scholars**
- The total number of AP scholars in 2020 is 167.
 - One hundred twenty-seven of the 235 seniors (54%), who took AP exams were named AP Scholars or above. Three students were named AP National Scholar, granted to students who receive an average grade of 4 on all AP exams taken **and** a grade of 4 or higher on eight or more exams.

PSAT/NMSQT

- Page 22-23 **National Merit Scholarship Program**
- Three students from the Class of 2020 were named a National Merit Finalists and one student was a Scholarship Recipient.

Final Comments

- Page 23-24 **Final Overview of the 2019–2020 School Year**

Scores for the Redesigned SAT begin with the 2017 year in the following 3 charts.

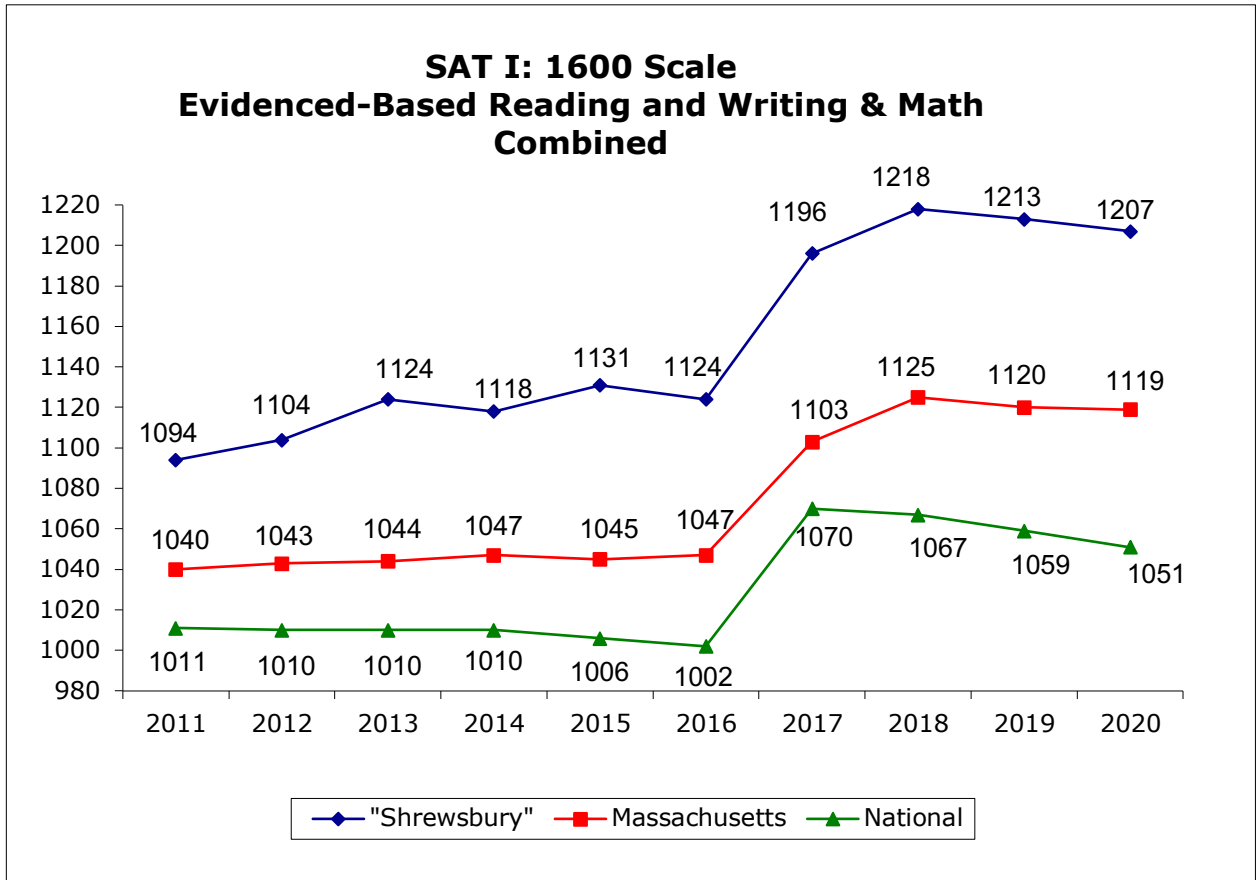


Figure 1

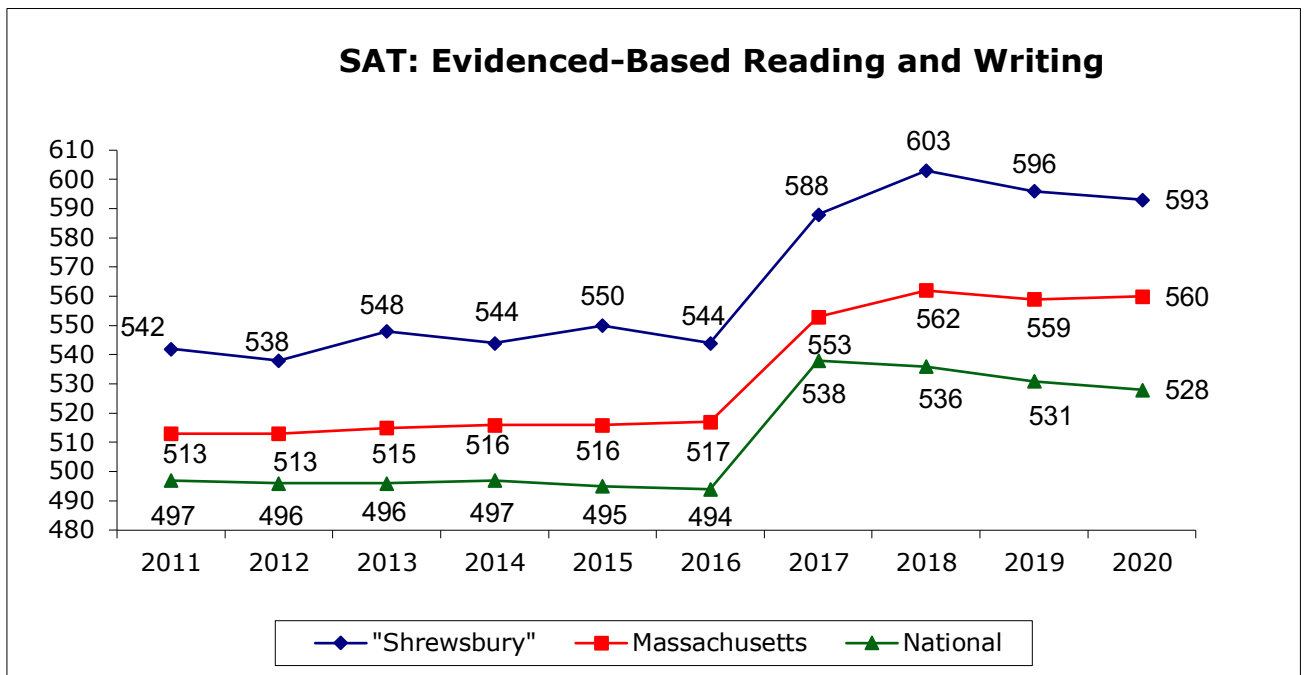


Figure 2

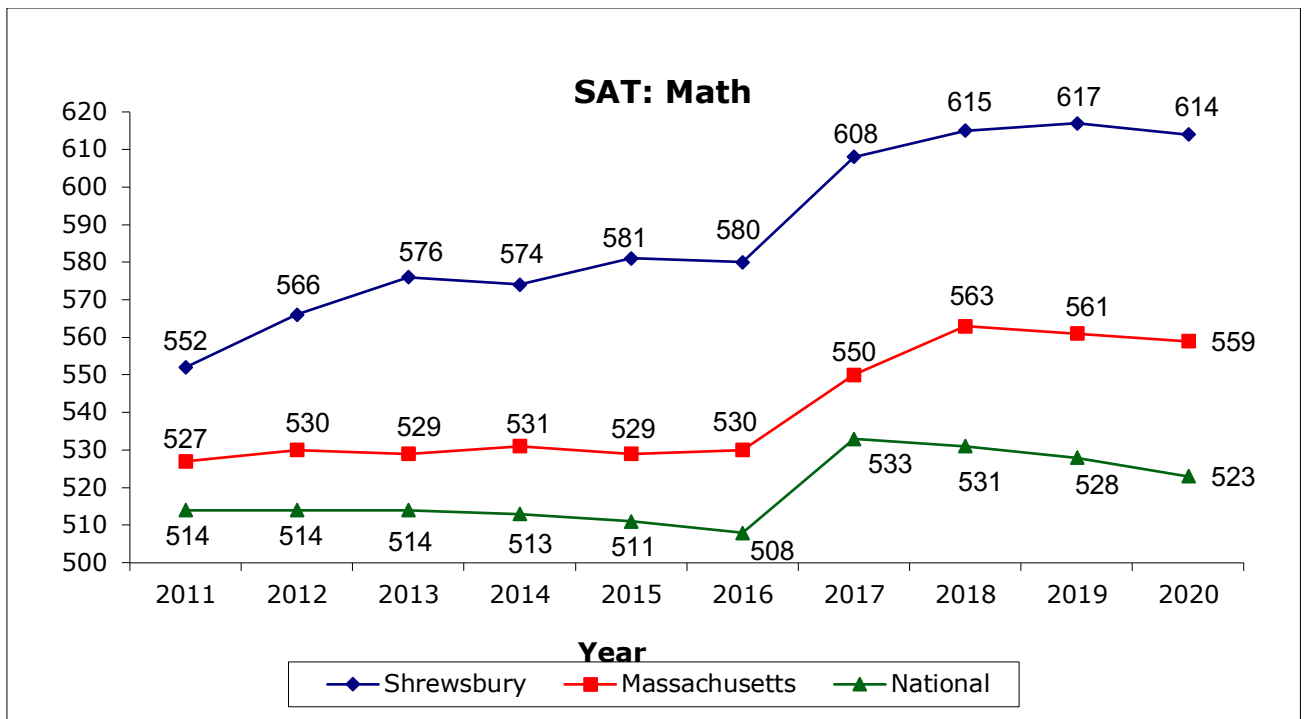


Figure 3

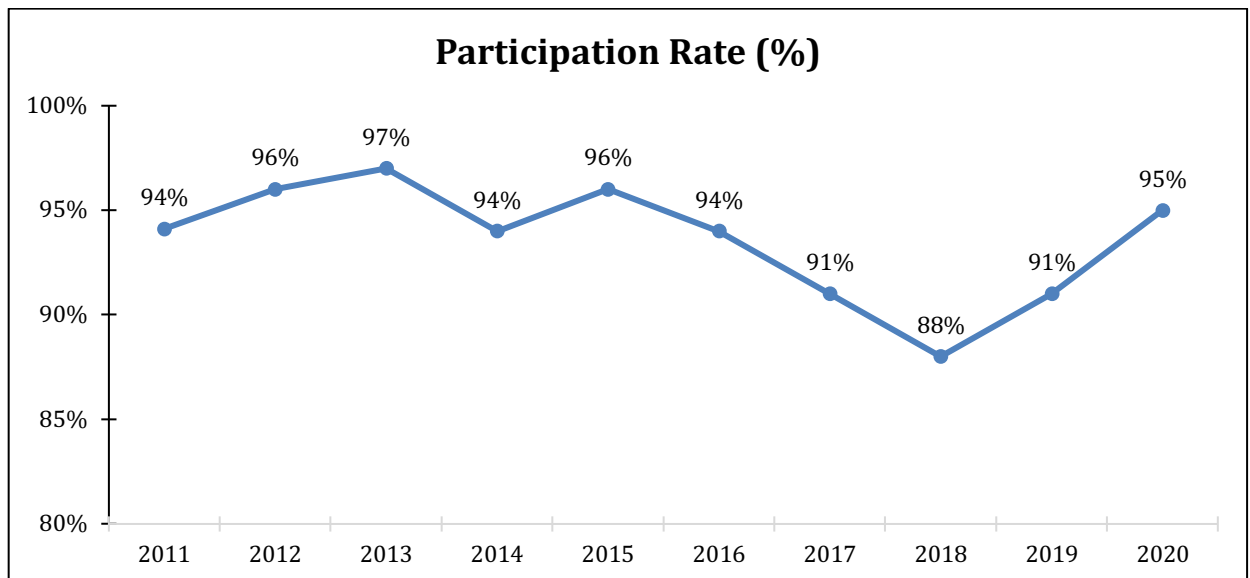


Figure 4

Evidenced-Based Reading & Writing, and Math Scores by Gender Shrewsbury High School, Massachusetts, and Nationally

E-B Reading & Writing	SHS	Massachusetts	National
Males	587	559	523
Females	593	560	532
Male-to-Female Difference	-6	-1	-9
Math	SHS	Massachusetts	National
Males	609	572	531
Females	601	548	516
Male-to-Female Difference	+8	+24	+15

SAT—Scores by Gender 2020 Shrewsbury High School

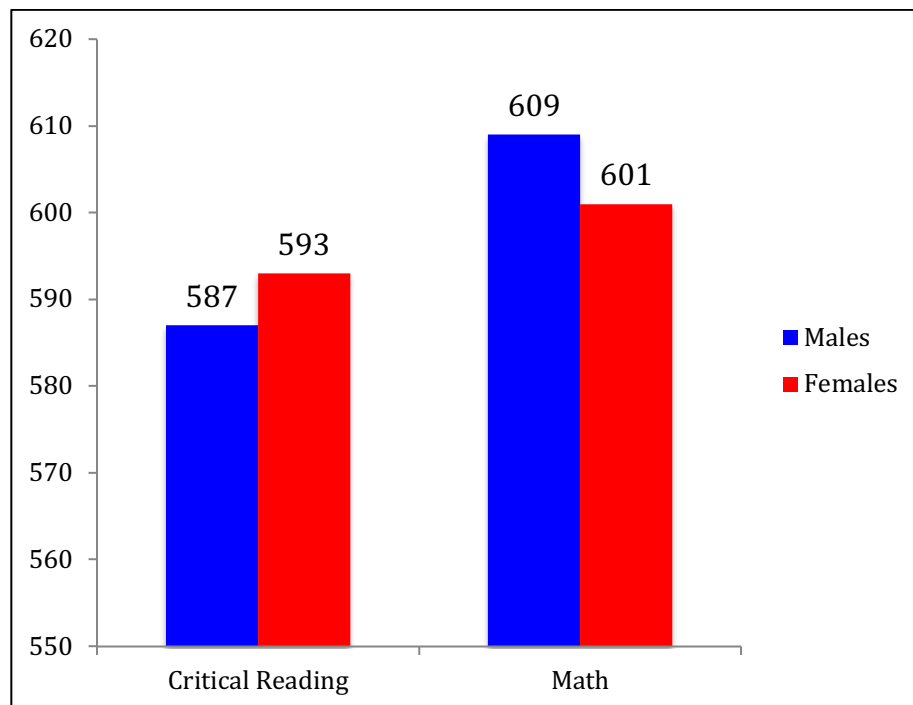


Figure 5

Local School Districts: SAT Mean Scores and Participation Rates

Due to the recent changes in the College Board's SAT test, the College Board has changed their score delivery and reporting. The SAT is reported as a school year mean score without identifying specific grade level. Therefore, cohort scores are no longer reported to the state making the mean score and participation rates unavailable.

Shrewsbury High School One-Year and Five-Year Comparisons

As result of the redesigned test, the 2020 SAT test scores cannot be accurately compared to prior SAT scores. Only 4 years of the Revised SAT scores are available.

SAT Subject Tests

Most colleges do not require the Subject Tests; in fact, only 40 – 50 colleges in the United States requires students to submit SAT Subject Tests as part of the application process. Subject Tests offer colleges a way to gauge a student's knowledge of particular subjects. Most colleges requiring students to submit their Subject Test scores require two or three Subject Test scores.

Each SAT Subject Test is one hour in length, and students may take one, two, or three Subject Tests on each test date.

Along with several different language tests, SAT Subject Tests are offered in the following areas:

- **English:**
 - Literature
- **History:**
 - U.S. History
- **Mathematics**
 - Math I
 - Math II
- **Science:**
 - Biology—Ecological
 - Biology—Molecular
 - Chemistry
 - Physics

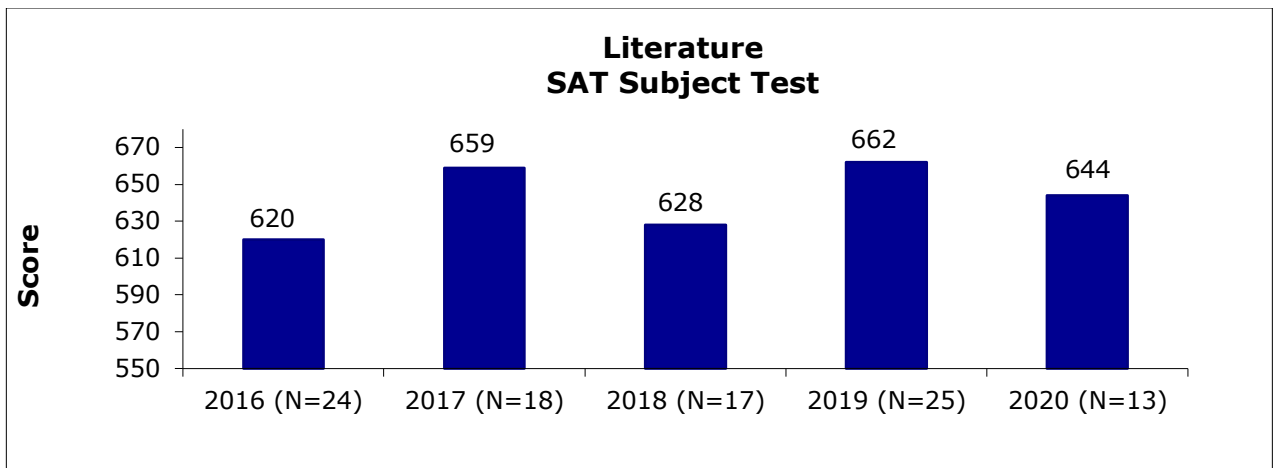


Figure 6

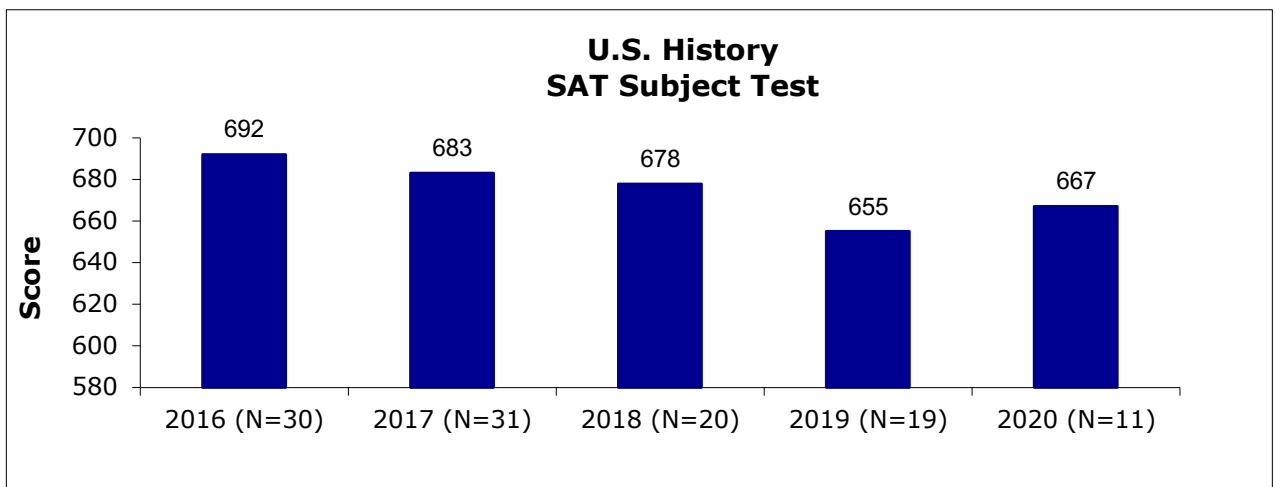


Figure 7

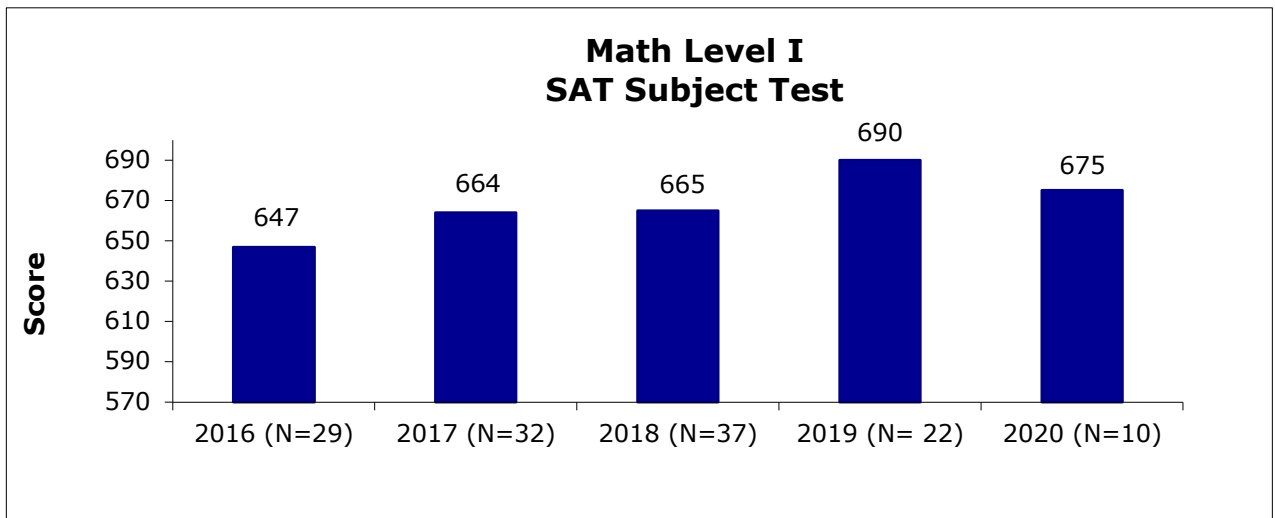


Figure 8

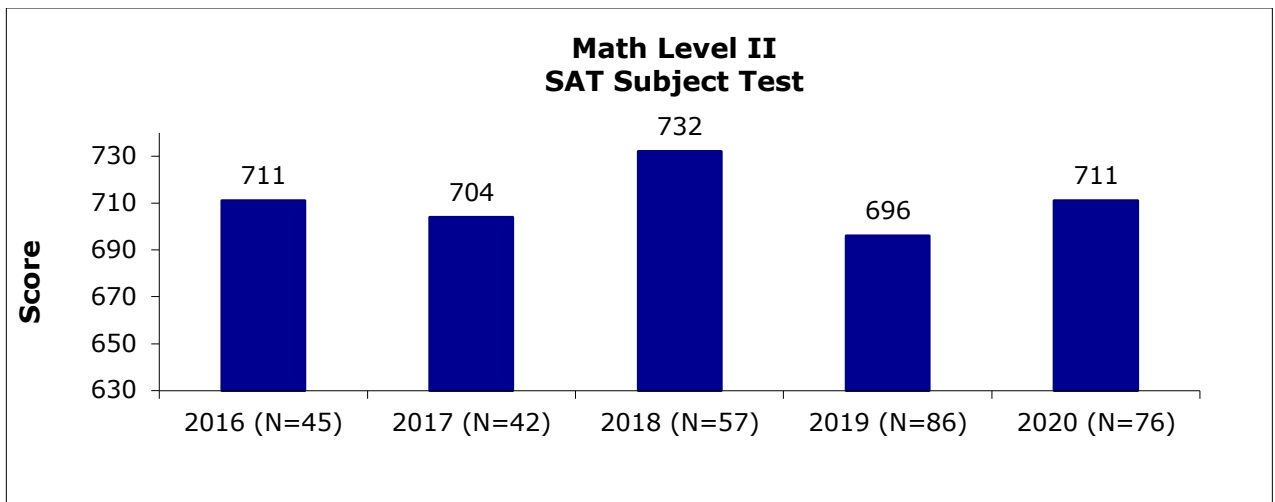


Figure 9

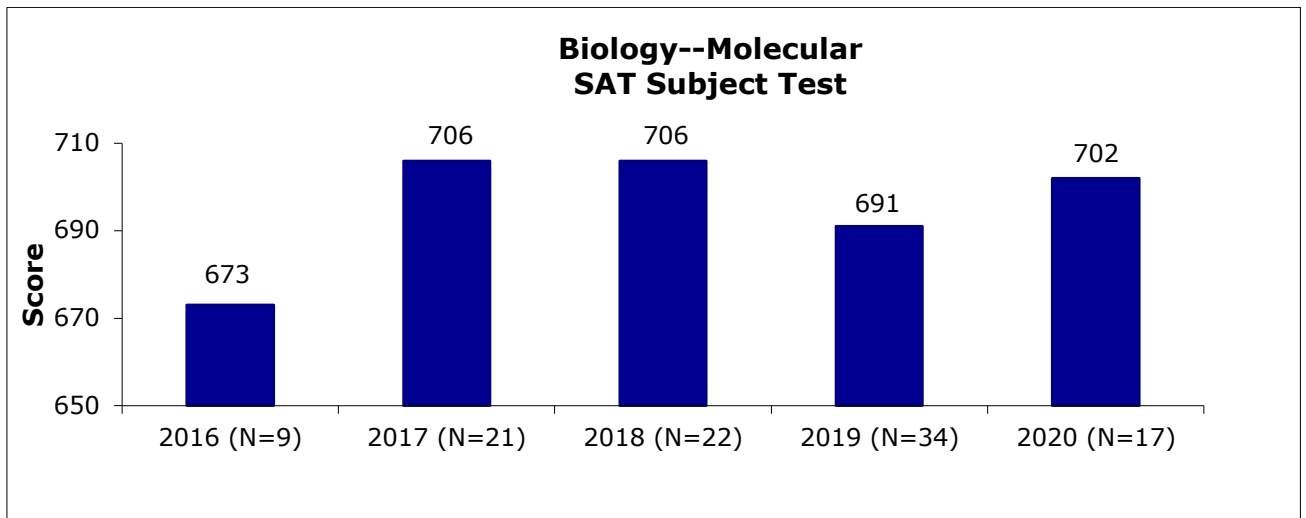


Figure 10

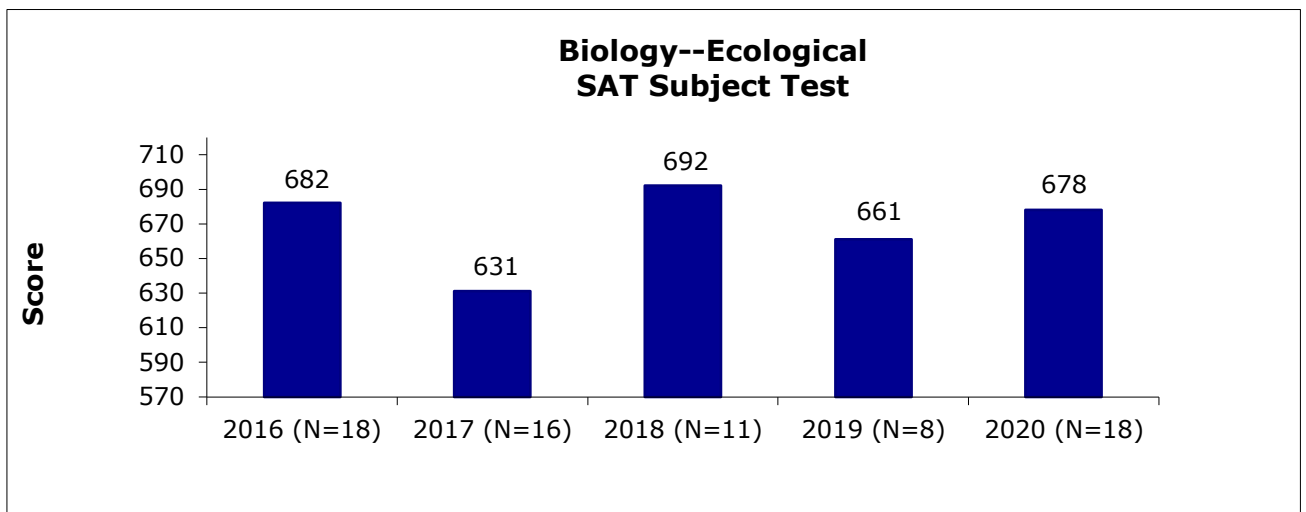


Figure 11

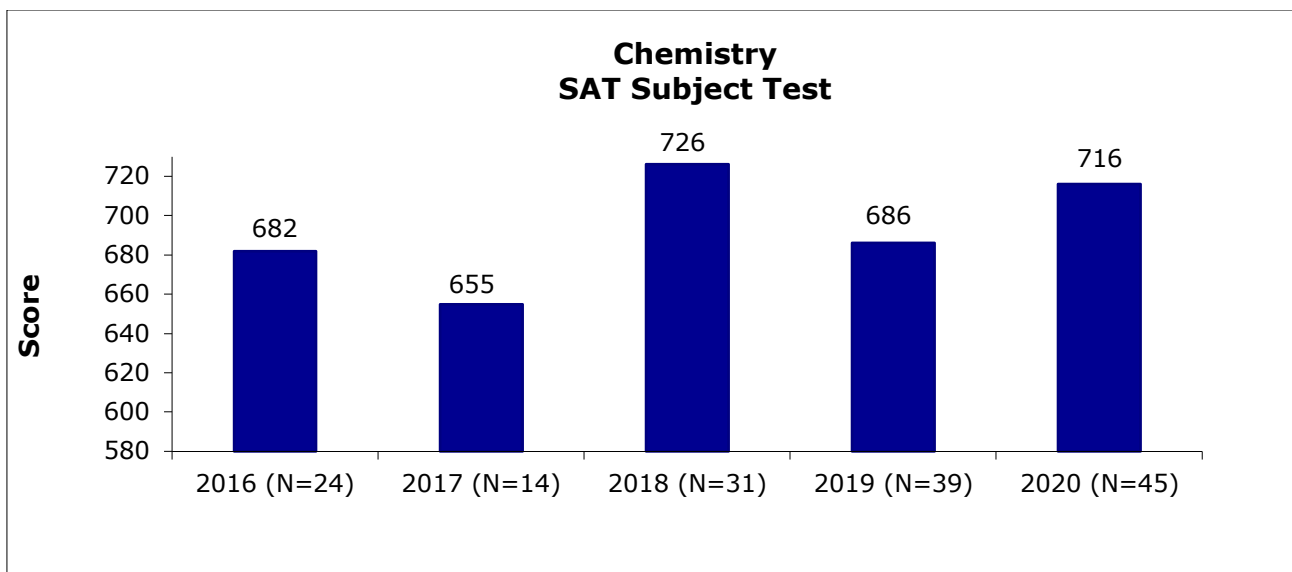


Figure 12

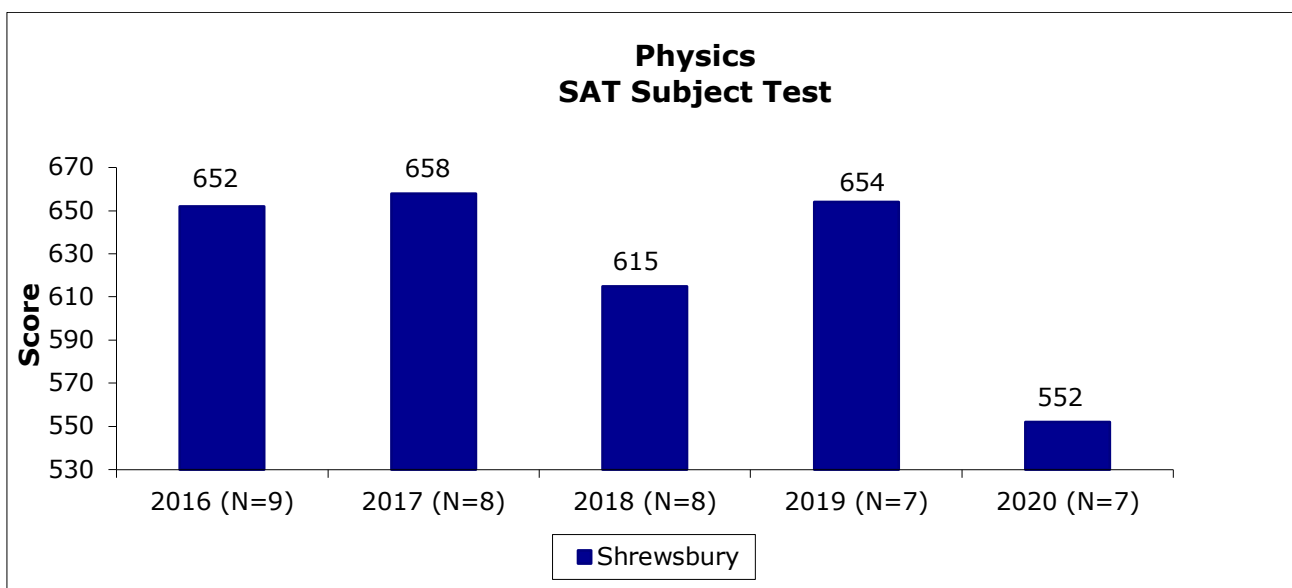


Figure 13

ACT

The ACT measures critical skills in English, mathematics, reading, writing, and science. ACT was previously known as the American College Testing Program, but that name has been dropped and today it's officially just the ACT.

Students receive six different scores—a composite score along with an individual score in English, Math, Reading, Science Reasoning, and Writing.

ACT STRUCTURE			
Section	Time	# of Ques.	Scoring
English	45 mins.	75	1 – 36
Math	60 mins.	60	1 – 36
Reading	35 mins.	40	1 – 36
Science Reasoning	35 mins.	40	1 – 36
Writing (Optional)	30 mins.	1 essay	2 – 12

Students may take the ACT™ more than once, and similarly to the relatively new SAT-reporting policy, students may specify which test date score they want colleges to see.

Shrewsbury High School Score Results

Although growing in popularity, Massachusetts has one of the lowest ACT participation rates in the country. Historically, most schools in the mid-West and West encourage students to take the ACT. At the same time, most high schools in New England and the East Coast encourage students to take the SAT. On a national basis, 2.1 million students took the SAT last year and 1.9 million students took the ACT.

ACT Participation over a Ten-Year Span

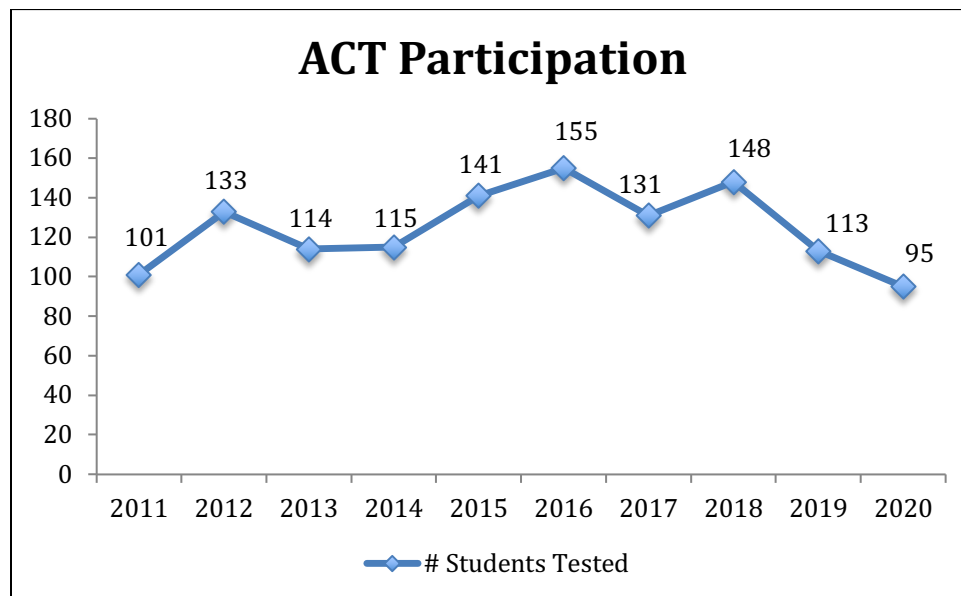


Figure 14

Of the 487 students in the Class of 2020, 95 students took the ACT with the following results in each section compared over a three-year span:

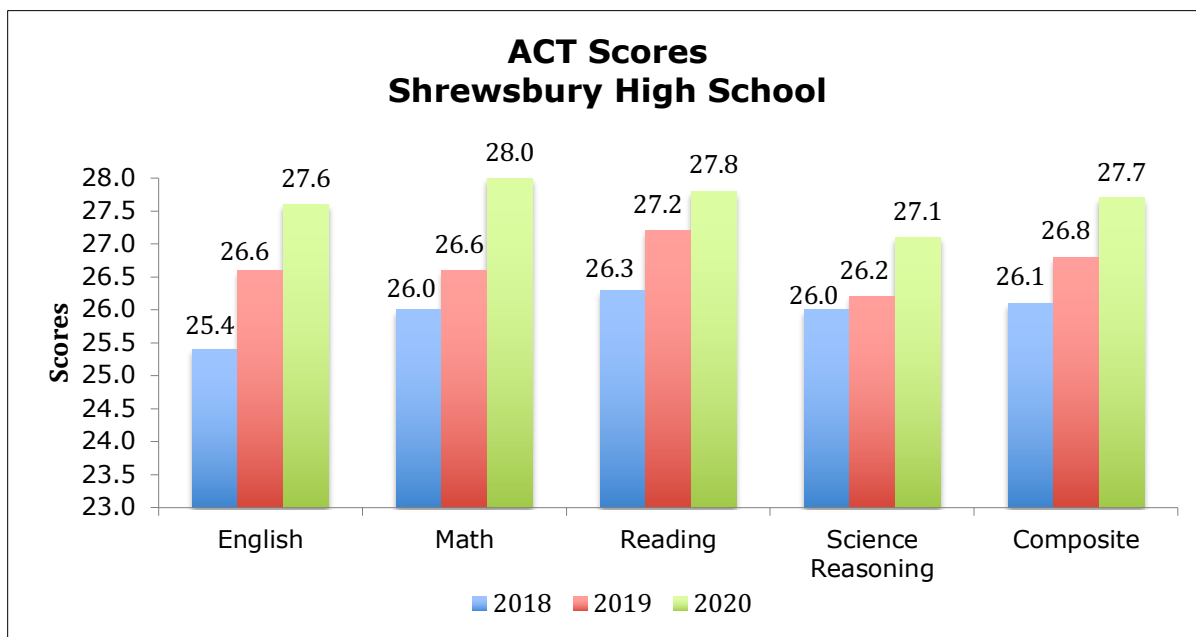


Figure 15

2020 SHS Mean ACT scores are compared with State and National Means:

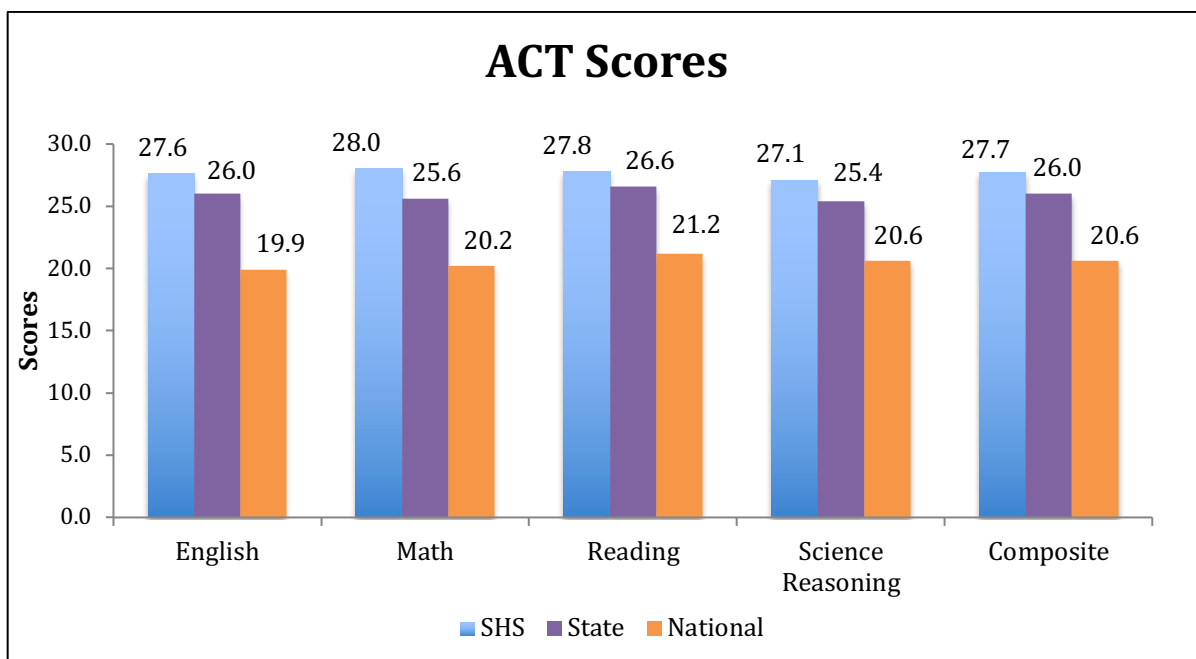


Figure 16

SAT – ACT Conversion Chart

SAT to ACT		ACT to SAT	
SAT score EBRW + Math	ACT Composite Score	ACT Composite Score	SAT score EBRW + Math
1600	36	36	1600
1560-1590	35	35	1570
1520-1550	34	34	1540
1490-1510	33	33	1500
1450-1480	32	32	1470
1420-1440	31	31	1430
1390-1410	30	30	1400
1350-1380	29	29	1360
1310-1340	28	28	1320
1280-1300	27	27	1290
1240-1270	26	26	1260
1200-1230	25	25	1220
1160-1190	24	24	1180
1130-1150	23	23	1140
1100-1120	22	22	1110
1060-1090	21	21	1070
1020-1050	20	20	1030
980-1010	19	19	990
940-970	18	18	950
900-930	17	17	910
860-890	16	16	870
810-850	15	15	830
760-800	14	14	780
720-750	13	13	750
630-710	12	12	680
560-620	11	11	590

Shrewsbury's composite ACT average score of 27.7 converts to approximately 1310 on the SATs.

Advanced Placement Program

The Advanced Placement (AP) Program consists of a series of college-level courses and exams for secondary school students. Satisfactory completion of an AP Exam makes it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. AP Exams are rigorous, multiple-component tests that are administered each May.

Of the 487 students in the Class of 2020, 238 students (49% of the class) took at least one AP Exam. Overall, 860 exams were administered to students in 2020. It is important to note that due to the COVID-19 pandemic, AP Exams were completed by students at home through an online platform. As mentioned in the introduction, due to the pandemic, AP exams were taken online by students in their homes. This exam administration involved complications for a number of students with technology issues from the College Board including exam submissions, late testing, and student cancellations. These exams were much shorter (45-50 minutes) than the traditional exams and only included either one or two free response questions. The overall national score distribution was not significantly different than in previous years. The College Board communicated that scoring would still be based upon the difficulty of the question, would be based on standards, and it would not be more difficult to earn a particular score than on the traditional exam as they were graded based on a points system. In advance of the administration, the College Board indicated that based on their process the scores would be “very similar” to previous years. That said, the exams were clearly a novel experience for students with very different circumstances than in the past.

The following AP courses were offered during the 2019 – 2020 school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Chinese Language
- English Language
- English Literature
- Environmental Science
- French Language
- Human Geography
- Latin
- Psychology
- Physics 1
- Spanish Language
- Statistics
- Studio Art Drawing
- U.S. History

Appropriate Grade Levels for AP Courses

The College Board’s policy related to the appropriate grade levels for AP courses reads as follows:

“The AP Program recognizes the autonomy of secondary schools and districts in setting the AP course participation policies that best meet their students’ unique needs and learning goals. At the same time, AP courses are specifically designed to provide challenging, college-level coursework for willing and academically prepared high school students. Student performance on AP exams illustrate that in many cases, AP courses are best positioned as part of a student’s 11th and 12th grade academic experience. Some subject areas, however, such as World History and European History, can be successfully offered to academically prepared 10th grade students.

Educators should be mindful of the following when considering offering AP to younger students. AP courses are rarely offered in 9th grade, and exam results show that, for the most part, 9th grade students are not sufficiently prepared to participate in a college-level course. Therefore, the College Board believes these students would be better served by coursework focusing on the academic building blocks necessary for later, successful enrollment in college-level courses. Many college admissions officers support this position, feeling that students should not be rushed into AP coursework, but should instead develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP. AP coursework completed in 9th grade is not often deemed credible by the higher education community.”

National Participation Rate in the AP Program

Of all students taking AP exams, the percentage of students at each grade level is indicated below. In other words, last year, 95% of all AP Exams were taken by juniors and seniors.

12 th grade	55%
11 th grade	40%
10 th grade	4%
9 th grade	<1%

Number of AP Exams per Student—SHS and Nationally

The figures below show the cumulative number of exams individual students (from the Class of 2020 at Shrewsbury High School and nationally) took during their high school career from the years 2017 to 2020.

# of Exams Taken by Students	Class of 2020 National %	Class of 2020 Cumulative % National	SHS # of Students Taking Exams	Class of 2020 SHS %	Class of 2020 Cumulative % SHS
1	54.7%	54.7%	50	21.0%	21.0%
2	24.1%	78.8%	42	17.7%	38.7%
3	12.3%	91.1%	33	13.9%	52.6%
4	5.6%	96.7%	37	15.5%	68.1%
5	2.2%	98.9%	31	13%	81.1%
6 or more	1.1%	100.0%	45	18.9%	100.0%

Advanced Placement Participation Rates Shrewsbury High School

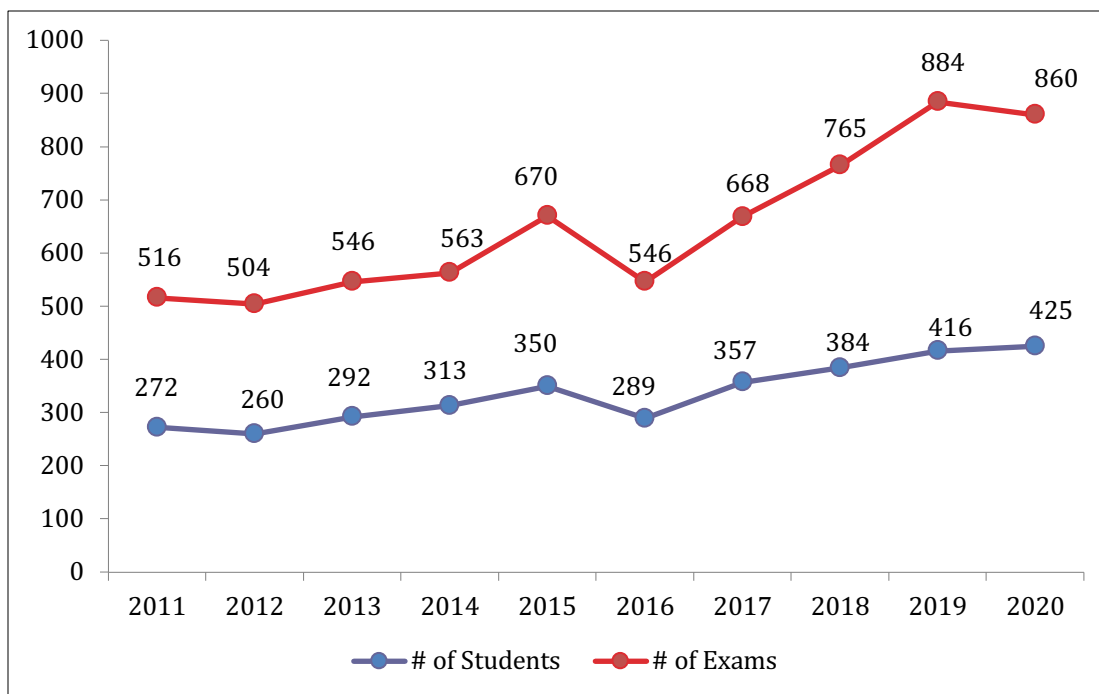


Figure 17

Advanced Placement Exams 2020

Average Scores Shrewsbury High School, Massachusetts, and Nationally

	# of Tests Taken	SHS	Mass	National
Biology	58	3.9	3.3	3.0
Calculus AB	40	3.9	3.3	3.1
Calculus BC	67	4.4	4.1	3.8
Chemistry	48	4.2	3.1	2.8
Chinese Language	14	3.6	3.9	4.1
English Language	122	3.6	3.2	3.0
English Literature	33	3.6	3.1	2.8
Environmental Sci	41	3.6	3.0	2.7
French Language	16	4.2	3.8	3.6
Human Geography	25	3.7	3.2	2.8
Latin	11	3.7	3.5	3.1
Music Theory	12	3.3	3.6	3.2
Physics 1	53	3.8	2.8	2.7
Psychology	151	4.1	3.5	3.2
Spanish Language	16	4.3	3.9	3.9
Statistics	75	3.8	3.1	2.9
US History	36	4.0	3.3	2.8

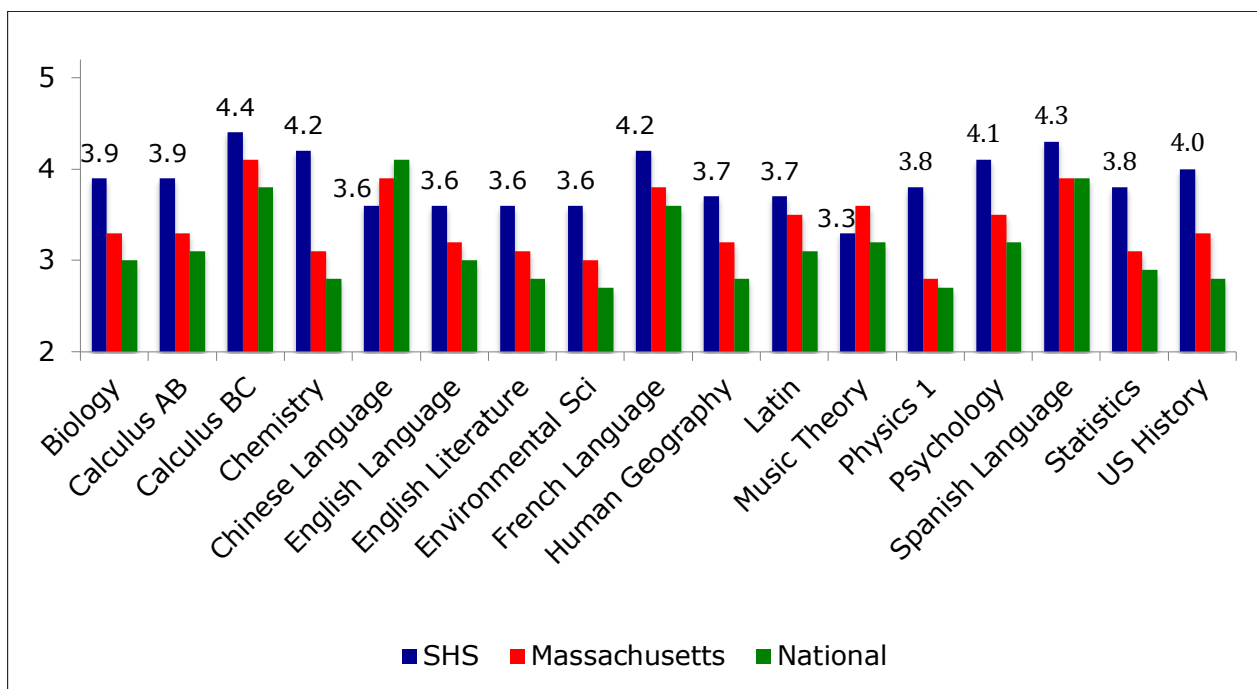


Figure 18

2020 Advanced Placement Exam Results

	5	4	3	2	1	# of tests administered	2020 % scoring 5	2020 % scoring 4 or above	2020 % scoring 3 or above	2019 % scoring 3 or above
Biology	15	27	13	2	1	58	26%	72%	95%	99%
Calculus AB	13	17	4	5	1	40	33%	73%	85%	90%
Calculus BC	47	5	11	4	0	67	70%	78%	94%	100%
Chemistry	20	18	9	1	0	48	42%	79%	98%	98%
Chinese Language	5	3	4	0	2	14	36%	57%	86%	
English Language	27	40	38	16	1	122	22%	55%	86%	90%
English Literature	7	11	11	4	0	33	21%	55%	88%	97%
Environmental Science	11	16	1	11	2	41	27%	66%	68%	92%
French Language	4	11	1	0	0	16	25%	94%	100%	100%
Human Geography	4	13	5	2	1	25	16%	68%	88%	94%
Latin	2	5	3	1	0	11	18%	64%	91%	
Music Theory	2	3	5	1	1	12	17%	67%	83%	
Physics 1	14	20	13	4	2	53	26%	64%	89%	89%
Psychology	65	52	25	5	4	151	43%	77%	94%	93%
Spanish Language	5	11	0	0	0	16	31%	100%	100%	100%
Statistics	29	18	15	9	4	75	39%	63%	83%	90%
US History	14	13	6	2	1	36	39%	75%	92%	76%
Totals	284	283	164	67	20	818	35%	69%	89%	92%

Students took the following exams but the related class was not specifically offered at the high school (unless through VHS):

	5	4	3	2	1	# of tests administered	2020 % Scoring 5	2020 % scoring 4 or above	2020 % scoring 3 or above	2019 % scoring 3 or above
Computer Science A	4	2	1	0	0	7	57%	86%	100%	100%
Computer Science Principles*	0	1	0	1	0	2	0%	50%	50%	100%
Macroeconomics	5	3	5	0	1	14	36%	57%	93%	52%
Physics C: E & M	1	0	0	0	0	1	100%	100%	100%	100%
Physics C: Mechanics	1	0	0	0	0	1	100%	100%	100%	100%
Microeconomics	6	2	1	1	2	12	50%	67%	75%	56%
US Government & Politics	0	1	1	1	1	4	0%	25%	50%	67%
World History: Modern	1	0	0	0	0	1	100%	100%	100%	100%
Totals	18	9	8	3	4	42	60%	65%	83%	64%

Quick Highlights:

- The number of students taking AP exams is 425 (9 more than last year).
- The number of AP exams administered is 860 (24 less than last year).
- There were 54 exams (30 more than last year) taken by 38 students self-studying for 19 different courses.
- 55% of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- 35% of the exams administered resulted in a score of 5—the highest possible score available.

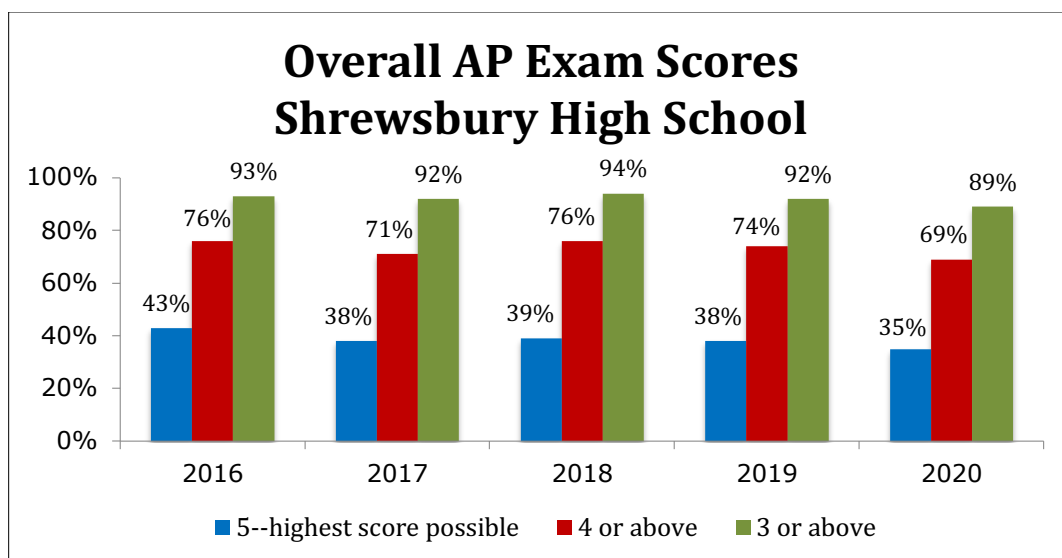


Figure 20

Advanced Placement Scholars

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score Report that is sent to colleges the following fall.

Award Levels 2020

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams. (Students are included in the scholar category.)

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2020	58	34	72	3	167
2019	69	34	64	5	172
2018	66	20	49	6	141
2017	46	18	37	4	105
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88
2011	31	27	25	1	83

PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT. It also gives students a chance to enter the NMSC scholarship programs and gain access to college and career planning tools.

Similarly, to the SAT, the PSAT/NMSQT measures:

- Critical reading skills
- Math problem-solving skills
- Writing skills

Shrewsbury High School

Year	Commended	Finalist	Scholarship Recipient	Hispanic Recognition Program
2020	26	3	1	-
2019	24	4	1	-
2018	18	5	1	-
2017	15	1	1	-
2016	19	2	2	-
2016	19	2	2	-
2015	19	1	1	-
2014	14	1	1	-
2013	17	4	1	1
2012	19	4	1	-
2011	12	1	1	-
2010	16	4	1	-
2009	17	3	1	-
2008	18	2	1	-
2007	14	3	1	-
2006	10	3	-	1
2005	15	2	-	-
2004	8	2	1	-
2003	8	2	1	2
2002	5	3	-	-
2001	4	1	-	-

National Merit Scholarship Program

Program Recognition: Of the 1.5 million juniors who take the PSAT, the top 2%-3% with the highest combined scores (Critical Reading + Mathematics + Writing Skills) qualify for recognition in the National Merit Scholarship Program.

Commended Students: students who score in the top 2% - 3% of all test takers.

Semifinalists: students who score in the top 1% - 1.5% of all test takers. To ensure that academically able young people from all parts of the United States are included in this talent pool, Semifinalists are designated on a state-by-state basis. That is, semifinalists are the highest scoring entrants in each state. To be considered for a National Merit Scholarship, Semifinalists must advance to Finalist standing in the competition by meeting high academic standards.

Finalists: Most students (approximately 90%) who complete the Semifinalist application process will be named National Merit Finalists.

Scholarship Recipients: All winners of Merit Scholarship awards (Merit Scholar® designees) are chosen from the Finalist group, based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate—the Finalist's academic record, information about the school's curricula and grading system, two sets of test scores, school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.

2019 – 2020 School Year

- **PSAT:**
 - The School Counseling Department offers all juniors and sophomores the opportunity to take the PSAT.
- **ACT:**
 - Traditionally, the ACT and SAT are two different standardized tests that measure completely different skills. While the SAT is an aptitude test (a problem-solving test), the ACT is curriculum-based. That is, students either know the answers or they don't—they can't sit there and try to solve the problem. As a result, there are certain students who will naturally score higher on the ACT than on the SAT. With the redesigned SAT, the test sections include more school related subject questions such as science and social studies making the SAT more similar to the ACT. The School Counseling Department encourages students to take both the ACT and SAT.
 - The ACT organization is experiencing extensive complications with exam administrations and communications since the pandemic. Testing results of for the 2019-2020 school year have not yet been available.
- **SAT:**
 - The SAT is typically offered at the high school in October, November, March, May, and June resulting in a greater opportunity for students because of the convenience for students to take the SAT more than once resulting in more familiarity with the test and improved scores. For the 2019-2020 testing year, administrations in March, May, and June were cancelled due to the pandemic.
 - Shrewsbury High School offers an SAT Prep Class throughout the year. For the past few years, Shrewsbury has offered two classes in the spring and one class in the fall. The enrollment of the Fall session totaled 44 students (6 non-residents) and the Spring sessions totaled 63 students (9 non-residents). The enrollment fee for the course is \$220 for Shrewsbury residents and \$275 for non-residents. This cost is an affordable option to test preparation compared to most local, regional, and national test preparation companies.

- The College Board redesigned the SAT, which launched in March 2016. The New SAT reflect skills that are more similar to classroom skills based on the Common Core. School counselors have attended conferences to learn about details the New SAT. This year is the second reporting year of the redesigned SAT. The College Board continues make adjustments to their score reporting as they adjust to the newer exam format.
- **Advanced Placement Courses:**
 - The number of students taking AP Exams has increased by 9 students for 2019-2020. While students are not recommended to take more than three AP classes per year to help balance a student's schedule and extra-curricular commitments, each student's schedule is considered individually.
 - Due to the pandemic, AP exams were taken online at student residences. This exam administration involved complications for a number of students with technology issues from the College Board including exam submissions, late testing, and student cancellations.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **V. Curriculum**

MEETING DATE: **12/02/20**

B. Star Assessment for Grades K-8: Report

BACKGROUND INFORMATION:

This year the district is implementing a new approach to assessment to better identify and address student learning needs by using a common tool to track student progress across grade level spans. Students in Kindergarten through Grade 8 will be assessed in both Reading and Math using an online assessment. Multiple educator teams collaborated to vet assessment tools and selected Star Assessments from Renaissance Learning as the assessment tool to be used. Tonight Ms. Clouter will present an overview of the assessment, discuss next steps, detail the testing administration schedule, and take questions from the Committee.

ACTION RECOMMENDED:

That the School Committee hear the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction & Assessment

Star Assessment Information 2020-2021

A report for the School Committee

Amy Clouter,

Assistant Superintendent for Curriculum, Instruction & Assessment



I. Overview

As a result of self study and with input from district groups like the Student Services department, Early Intervening Teams (EIT), and colleagues working across levels, the district is implementing a new approach to assessment to better identify and address student needs this year. For the first time, the district will be using a common tool to track student progress across grade level spans, as students in grades K through Grade 8 will be assessed in both Reading and Math.

Briefly, the goal in adopting a universal tool is to build on our strengths. In Shrewsbury we've long used assessment to inform instruction. Last spring, the Curriculum, Instruction, & Assessment (CIA) team, in collaboration with the Student Services department, carefully vetted a variety of assessment tools before selecting [Star Assessments](#) from Renaissance Learning, an adaptive software assessment that is administered online. Frankly, we knew we would be facing another unusual year due to the pandemic. Having tools that we could implement flexibly to identify and respond to student needs became urgently important. It's our sincere hope that using a universal screener will help strengthen EIT efforts across the district. Finally, the Star assessment aligns with Freckle, a digital software tool our educators are already using to provide students differentiated learning activities online.

Although we're now at implementation, the effort to select a common assessment tool started three years ago, with the help of members of the Systems of Student Support Academy team, a group assembled after the district received a grant from the Department of Elementary and Secondary Education (DESE). For two years, the Shrewsbury team gathered with facilitators from the Rennie Center and Boston College to study best practice and serve as a "think tank" in collaboration with leaders from other districts all across the state. The following educators from Coolidge, Floral Street and Sherwood should be recognized for their service:

- Coolidge: Tiffany Ostrander, Principal; Erin Kendrick, Instructional Coach/Curriculum Coordinator; & Maureen Henry, Director of Title I Reading Services
- Floral Street: Lisa McCubrey, Principal; Gina Kelly, Assistant Principal; Shelley Hoey, Instructional Coach/Curriculum Coordinator; & Tara Plourde, Classroom Teacher

- Sherwood: Karen Gutekanst, Assistant Principal; & Lisa Daly, Curriculum Coordinator for English Language Arts

Similarly, leaders from the Student Services department were an invaluable support:

- Meg Belsito, Assistant Superintendent for Student Services; Meghan Bartlett, Assistant Director of Special Education; Kristin Herrick, Director of Special Programs; Jackie Marcello, Director of PreK-4 Special Education; Patty Waterhouse, Director of Grades 5-8 Special Education; & Meghan de Leon, Director of Grades 9-12 Special Education

II. Next Steps

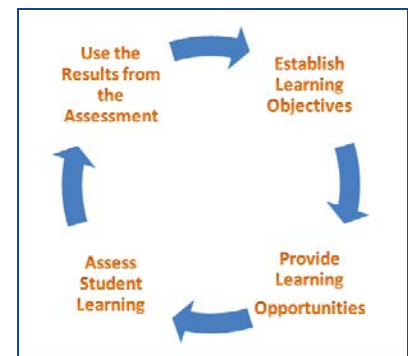
What will implementation look like? Starting this December, educators will begin using the Star Assessment, a “computer adaptive” test that is designed to be used with independent readers in grades K-8. For the first time we will be using a common assessment to proactively measure each of these student’s mastery of grade level content in Reading and Math. Having a common approach to assessing student learning will enable us to move forward with implementing multi-tiered systems of support (MTSS) in Shrewsbury because the assessment may also be used for progress monitoring between common assessments for students not yet reaching grade level benchmarks.

The Process

This year we will administer the assessment twice, in winter and in the spring. In this way we will establish a benchmark for each student that we can use to assess strengths, needs and eventually, individual growth.

This new tool will enable us to:

- gain additional information about students’ needs, individually and collectively
- match resources to the students that most need them,
- track student progress across grade spans and levels, and
- inform and improve our approach to teaching, learning and intervention



An orientation webinar for educators was held on Tuesday, 11/24. Thereafter, a volunteer educator at each grade level will test the infrastructure during the week of November 30th by pushing the assessment out to their students electronically. Hybrid students will take the test in school, and volunteers that teach remotely will push the assessment out remotely using an application on student iPads. This gradual approach will inform full implementation the following week.

In order to share additional information about the assessment with families, a communication will go home on Monday, November 30th, along with a public presentation to the School Committee on Wednesday, December 2, 2020.

Trial teachers at both the Elementary and Middle levels and in all grades will schedule test sessions at times that are convenient for their class schedules. In addition, teachers may choose whether to begin with Reading or Math. However, no student will test in more than one subject area per day. It is also important to note that these tests do not take much time, with test sessions expected to average less than 30 minutes for each subject.

III. Testing Administration Schedule

We anticipate that testing will be complete for all students by December 18th, given the schedule outlined below:

Elementary Target Dates

Test Administration for Students in Cohorts A & B	12/7 & 12/8
Test Administration for Students in Cohort C	12/10 & 12/11
Test Administration for Students in Cohort D	Week of 12/14

Middle Level Target Dates

Test Administration Window, Grades 5-8	12/7-12/18
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Collaboration is one of our district's core values, and the colleagues involved in this project are modeling it. If the degree of collaboration inherent in this project is an indicator, there is no doubt of our success. I'd like to close by expressing my sincere appreciation to members of the CIA team who have worked so hard to bring this initiative forward, including the Elementary Instructional Coaches/Curriculum Coordinators: Rebecca Dumphy (Parker Road/Beal), Erin Kendrick (Coolidge), Lisa Papazian (Paton), Lindsay Morse (Floral Street), Shelley Hoey (Floral Street), & Donna Rice (Spring Street); Gina Kelly, Assistant Principal at Floral Street School; Lisa Daly, Middle Level Curriculum Coordinator for English Language Arts; Melissa McCann, Middle Level Curriculum Coordinator for Mathematics; and all of the educators listed below who volunteered to "go first" as we implement the new screening tool:

Lynn Pinto	Beal, Kindergarten
Jen Flemming	Coolidge Grade 1
Ani Marold	Floral Street Grade 3
Meghan Kelley	Floral Street Grade 3
Nicole Cormier	Paton Grade 4
Lindsey Halloran	Spring Street Grade 2
Vickie McCarthy	Sherwood Grade 5

Moirá Cristy	Sherwood Grade 6
Sara Heal	Oak Grades 7 & 8
Jen Dufault	Oak Grade 8

I look forward to sharing additional details – and fielding your questions – in the near future.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **12/02/20**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on November 18, 2020 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on November 18, 2020.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

MINUTES OF SCHOOL COMMITTEE MEETING

Wednesday, November 18, 2020

Present: Ms. Sandy Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations (remote); Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools.
Not present: Dr. B. Dale Magee, Secretary

Due to the Coronavirus (COVID-19) pandemic, this meeting was not open to physical attendance by the public, but was broadcast live on SELCO Channels 29 & 329 and streamed live on the Shrewsbury Media Connection website.

A complete audio/visual recording of this meeting is available on the Shrewsbury Public Schools website.

The meeting was convened by Ms. Fryc at 7:02 pm.

I. Public Participation
None.

II. Chairperson's Report & Members' Reports

Ms. Fryc reported receiving an email from Mr. and Mrs. Peter Manolakos regarding submission of a counter petition seeking to keep the Colonial as the Shrewsbury High School (SHS) mascot, and noted an ad hoc mascot study group was being formed to study the issue by way of a transparent, thoughtful, and respectful process.

III. Superintendent's Report

Dr. Sawyer described the makeup of the ad hoc mascot study group and noted that SHS Principal Todd Bazydlo would be the lead administrator. Dr. Sawyer expressed appreciation for the high level of engagement around the issue in the community, but noted concerns relative to social media being used as a platform to communicate about the issue in a disrespectful manner, and urged the community to model civil discourse and respectful dialogue while participating in the discussion. Dr. Sawyer reported that the most recent edition of the Shrewsbury School Journal would be delivered to homes later in the week, and thanked all parties who contributed to its content and production.

IV. Time Scheduled Appointments:

A. Update on Reopening of the 2020-2021 School Year: Report

Dr. Sawyer began the report with a summary of key messages, reasons to be proud, COVID-19 mitigation strategies, and the Governor's Travel Order. Dr. Sawyer addressed the upcoming Thanksgiving holiday in the context of the pandemic and utilizing safe practices; current COVID-19 case counts in the district; current local and state public health data; medical literature regarding in-school transmission risk; and updated guidance around determining educational program changes. Ms. Malone presented an update on

unemployment fraud experienced by Shrewsbury Public Schools (SPS) and detailed next steps for impacted staff, and presented data on staff quarantines since the start of the school year and the resultant impact to the district. Mr. Collins provided an update on Food Services, noting increased participation in the lunch program; resumption of the breakfast program at several schools; and ongoing fiscal challenges for the department. Dr. Sawyer finished the report by presenting feedback from surveys to staff and district families on reopening of schools, highlighting data by theme, and providing a summary of important themes.

Committee members expressed appreciation for the survey data and support for continuing the hybrid education program after the Thanksgiving holiday; asked clarifying questions around lunch for remote students, wellness support for families and staff, and disaggregation of survey data; and requested ongoing updates on budget information for Food Services.

B. SHS Student Advisory Committee: Report

Student Advisory Committee (SAC) student members Aabia Hasan (Chairperson), Maxfield Evers, David Lee, Nikhita Ram, and Anushka Mukhopadhyay presented remotely via the Zoom technology platform, and SHS Principal Todd Bazydlo attended the meeting in-person. The students' report included information on reopening SHS (schedules, work, hallways, lunches), student life (athletics, college applications, senior privileges), and student awareness (civic matters, mental health, advising). In response to questioning from the Committee, they provided information on types of additional mental health resources sought by students. Dr. Sawyer expressed appreciation to SHS Teacher Andrew Smith, who recently stepped down as SAC Advisor, for his work in the role for several years, and thanked Mr. Bazydlo for stepping in to work with the SAC.

C. Shrewsbury High School 2020 Enrollment and Class Size: Report

In their report, Mr. Bazydlo and SHS Assistant Principal Greg Nevader provided historical enrollment data (ten years); current enrollment by cohort; historical data on average class size by department (hybrid this school year); historical average class size information (hybrid this school year) and noted complexities around scheduling resulting from students transitioning between cohorts. They also provided detailed information on Cohort D/fully remote learning including enrollment by grade; participation by special education students; staffing; online platforms being utilized; and data on students transitioning between remote and hybrid cohorts since the start of the year. Additional information was provided to the Committee on turnaround time to change learning models, trends in transitioning between models, growth capacity for Cohort D (there is room for growth), and School Counselor caseloads and access for students.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. Fiscal Year 2022 Budget Guidelines & Priorities: Review & Vote

Noting she was presenting on behalf of herself and Dr. Magee, Ms. Heffernan described the considerations that informed construction of the draft (including a budget crisis that preceded additional challenges brought on by the COVID-19 pandemic), detailed the budget priorities derived, and discussed the assumptions and guidance inherent in development of the Fiscal Year 2022 Budget. Committee members expressed support for the draft Fiscal Year 2022 Budget Guidelines & Priorities. Dr. Sawyer

addressed uncertainties around the potential future availability of federal stimulus funding and additional state funding, and Ms. Heffernan added that any federal stimulus funds would not help in addressing the ongoing structural budget deficit.

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to approve the Fiscal Year 2022 Budget Guidelines & Priorities.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meetings held on October 28 and November 4, 2020 were accepted as distributed.

XI. Executive Session

Ms. Fryc requested a motion to adjourn to Executive Session:

A. for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and

B. for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening. On a motion by Mr. Palitsch, seconded by Mr. Wensky, on a roll call vote: Ms. Heffernan, yes; Mr. Palitsch, yes; Mr. Wensky, yes; and Ms. Fryc, yes, the Committee voted unanimously to adjourn to Executive Session at 8:59 pm.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 9:30 pm. Roll call votes were as follows: Ms. Heffernan, yes; Mr. Palitsch, yes; Mr. Wensky, yes; and Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Colonial Mascot Counter Petition Letter - November 17, 2020
2. 2020-21 School Year Reopening Update Slide Presentation

3. SHS SAC Report Agenda
4. SHS Enrollment & Class Size Report
5. SHS Enrollment & Class Size Slide Presentation
6. FY22 Budget Guidelines & Priorities Draft
7. Set(s) of minutes as referenced above



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **XI. Executive Session**

MEETING DATE: **12/02/20**

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A.

BACKGROUND INFORMATION:

Executive session is warranted for these purposes.

ACTION RECOMMENDED:

That the School Committee enter into executive session:

- a) for the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes, and
- b) for the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Unit A, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Ms. Barbara A. Malone, Executive Director of Human Resources

Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**