

**School Committee
Meeting Book**

**November 13, 2019
7:00 pm**

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



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

AGENDA

**November 13, 2019 7:00pm
Town Hall—Selectmen's Meeting Room
100 Maple Avenue**

Items

Suggested time allotments

I.	Public Participation	7:00-7:10
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
A.	Student Recognition: SHS Girls' & Boys' Crew State Champions	7:10 – 7:25
V.	Curriculum	
A.	SHS Testing Results: Annual Report	7:25 – 7:45
B.	District State Testing Results: Annual Report	7:45 – 8:15
VI.	Policy	
VII.	Finance & Operations	
A.	Student Activity Accounts: Update	8:15 - 8:25
B.	Fiscal Year 2020 Budget: Update	8:25 - 8:35
VIII.	Old Business	
IX.	New Business	
A.	Assabet Valley Collaborative: Report	8:35 – 8:45
X.	Approval of Minutes	8:45 – 8:50
XI.	Executive Session	
XII.	Adjournment	8:50

Next regular meeting: December 4, 2019



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 11/13/19

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: **11/13/19**
A. Student Recognition: SHS Girls' & Boys' Crew State Champions

BACKGROUND INFORMATION:

Shrewsbury Public School students or teams who win a state championship in academic competitions or athletics are recognized by the School Committee. A successful season for the Shrewsbury High School Crew team culminated at the 2019 Massachusetts Public School Rowing Association (MPSRA) Fall Championships on October 27, with the Boys' and Girls' teams winning Overall Team: The Richard W. Stavros Award; Girls' 8+s : The Russ Krause Award; Boys' 8+s: The Pamela Krause Award; and Boys' Varsity 8+. Tonight, team captains and coaches will talk about their successful season and state championship wins. A roster of all team members is enclosed.

ACTION RECOMMENDED:

That the Committee recognize the SHS Girls' & Boys' Crew State Champions.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Jason Costa, Director of Athletics, Shrewsbury High School

Coaches: Chris Noble, Head Coach, Boys' Team; Gaurav Shashidhar, Assistant Coach, Boys' Team; Matt Hastings, Head Coach, Girls' Team; Hannah Rooney, Assistant Coach, Girls' Team; Ed McGuinn, Novice Coach

Captains: students Gavin Crouch, William Yankee, Natalie Siwek, and Kaitlin Urbanik

Shrewsbury High School Crew

Fall 2019 Girls Roster

Class of 2020

Natalie Siwek (captain), Kaitlin Urbanik (captain), Fiona Ingersoll, Anna Courtemanche, Ashley Girouard, Lauren Ames, Grace Hyland, Sheila Sawyer, Olivia Costa, Farrah Haytham

Class of 2021

Haley Roche, Ava Mercer, Kasey Shapiro, Yana Djotova, Rebecca Gauvin, Meg Sullivan, Sharon Wu, Lauren Schulz, Oji Anderson, Sophia Harris, Mariam Kawas, Alexis Olivier, Abha Dewal, Uma Kanzaria

Class of 2022

Sarah Meuse, Meghan Spirito, Louisa Scott, Celina Bitar, Isabelle Hendricks, Mia Sposato, Paris Agiomavritis, Kelly Quinn, Abigail Blessington, Flora Pu, Nora Goppel, Meghan Kalashian, Caroline Foley, Ellie Savoie, Caroline Evans, Niamh Wisbey, Charlotte Harnois

Class of 2023

Morgan Shapiro, Claire Bailey, Katherine Martin, Shayna Liyanage, Ainsley Kimball, Emily Girouard, Nicole Aredes, Alexandra Ross, Zoe Cooper

Fall 2019 Boys Roster

Class of 2020

Dominic Andujar, Gavin Crouch (captain), Charles Germanos, Nickolas Holmlund, Gregory Hurter, Madison Sandusky, William Yankee (captain)

Class of 2021

Owen Aherne, Hayden Dodge, Ian D'Souza, Andrew Ducharme, Asish Rahul Eda, Connor Godwin, Joseph Gordon, Kealan Green, William Harrington, Brian Minsk, Tate Oppenheim, Loren Stillman, Jia Jie Xie

Class of 2022

Omer Alptekin, Sarah Andrews, Sam Baxter, Maxwell Brown, Aditya Deshpande, Leonid Dremin, Anthony Gardner, Mark Ingersoll, Dan Kalashian, Zach Koester, Teddy McLaughlin, Charles Miles, Rahul Nair, Ethan Nguyen, Daniyaal Noor, Rishab Parikh, Matthew Pellizzari, Ethan Suttinger, Jarid Whitten, Sathvik Yadanaparth

Class of 2023

Tynan Aherne, Rushil Bist, Bradford Blattner, Seamus Callahan, Nathan Carriveau, Karnik Donepudi, Jack Gregory, Steven Hu, Raghav, Kanzaria, Christopher LeBel, Shyam Sivasubramanian, Kamran Zaheer



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments:

MEETING DATE: 11/13/19

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **11/13/19**

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 accept 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 2019



**Presented to the School Committee
November 13, 2019**

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

Shrewsbury High School Testing Report Class of 2019

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Summary Statements

College Board Testing Administration and Score Reporting Changes

In the past three years, 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 2019 for local districts are not available.
- SAT Subject tests are no longer reported as part of the cohort Class of 2019 profile. Individual student results as reported by the College Board were used to calculate the mean scores for the Class of 2019. 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 third 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 1213 remains well above the state and national averages of 1120 and 1059, 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 = 596. **(Figure 2)**
 - Math = 617. **(Figure 3)**
- The SAT participation rate for the Class of 2018 is 91%. **(Figure 4)**

Page 8

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 – 602/586) similar to the national (F/M – 534/529) while unlike the state (F/M – 559/561) trend. Shrewsbury females scored lower than males (F/M – 611/624) in the Math section also similar to state (F/M – 549/574) and national (F/M – 519/537) trends.
 - Evidence Based Reading & Writing (F – 602; M – 586)
 - Math (F – 611; M – 624)

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 2019 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 three out of the eight subject tests, (Literature, Math I, Physics). In five subject tests, students scored lower than the prior year (U.S. History, Math II, Biology - Ecological, Biology – Molecular, Chemistry 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 426 students in the Class of 2019, 113 students (27%) took the ACT. This is a decrease of 7% compared to last year.
- The average ACT score for Shrewsbury’s Class of 2019 is 26.8 (based on a scale of 1 – 36). This score is equivalent to about 1270 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, 69% of all AP Exams were taken by juniors and seniors.

- Of all students taking AP Exams nationally, 21.3% of students take three or more exams; in the class of 2019, 57% of Shrewsbury students take three or more exams.

Page 17

Participation Rates (Figure 17)

- The number of exams administered has increased by 119 exams to a total of 884 exams. The number of students taking AP exams increased by thirty-two students.
- The number of Seniors that took AP exams is 224.
- The number of Juniors that took an AP exam is 182.
- The number of sophomores that took an AP exam is 9.
- The number of freshmen that took an AP exam is 1.
- **Fifty-five percent (55%) of the students in the Class of 2019 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 of the fifteen AP courses at Shrewsbury had an average score above 3.6—and nine out of fifteen had an average score of 4.0 and above. All scores were above the state and national averages.

Page 19

AP Exams: Comparison of Local School Districts (Figure 19)

- Most colleges award students scoring a 3 or higher with college credit. Shrewsbury students in the Class of 2019 ranked third out of ten comparable high schools in the region when comparing the percentage of students earning a score of 3 or higher.

Pages 20-21

Exam Results—Shrewsbury High School

- The percentage of students in the Class of 2019 scoring 3 or above is 92%.
- Thirteen out of fifteen AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Thirty-eight percent (38%) 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 2019 is 172.
- One hundred twenty-one of the 232 seniors (52%), who took AP exams were named AP Scholars or above. Five 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

- Four students from the Class of 2019 were named a National Merit Finalists and one student was a Scholarship Recipient.

Final Comments

Page 23-24

Final Overview of the 2018–2019 School Year

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

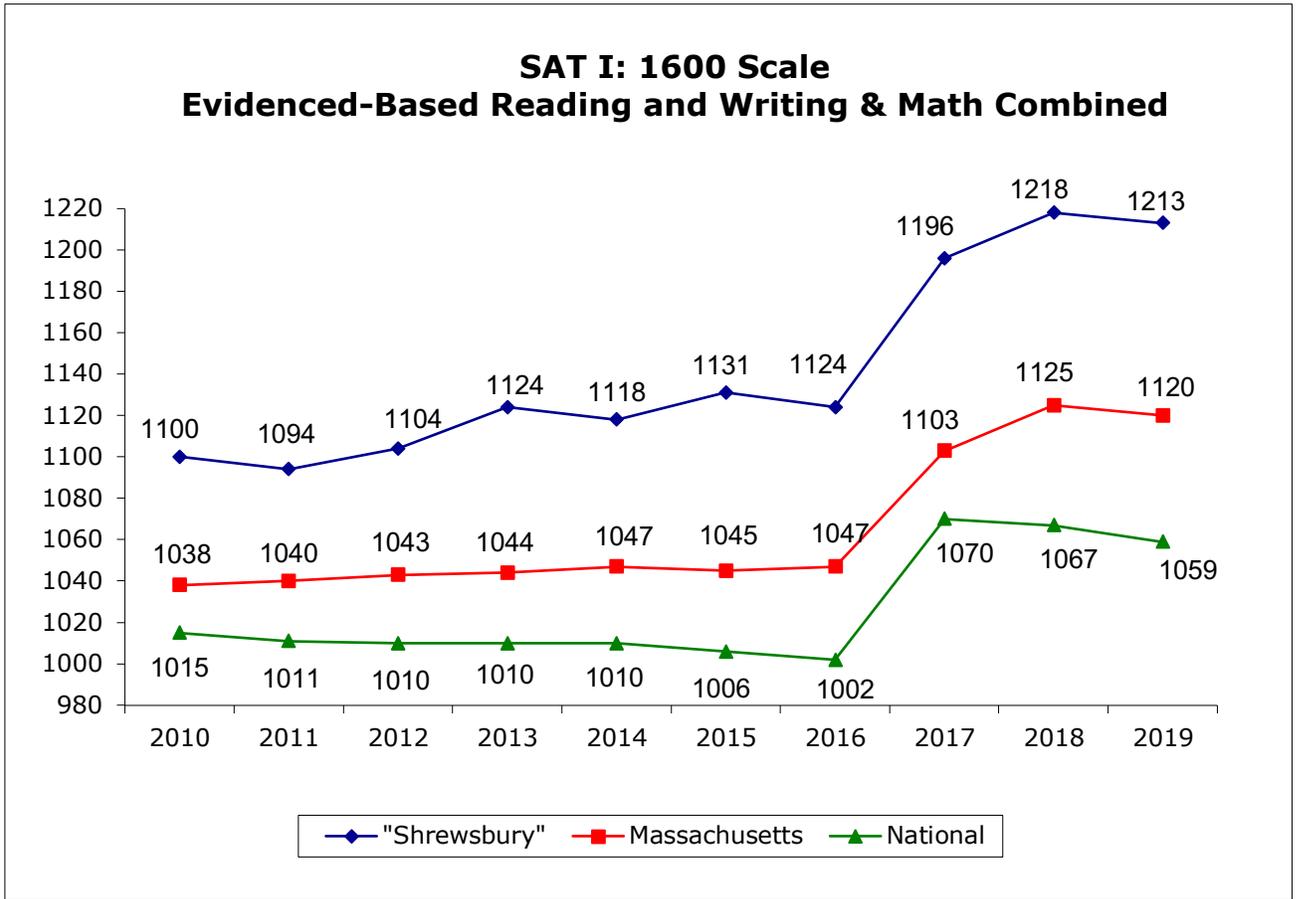


Figure 1

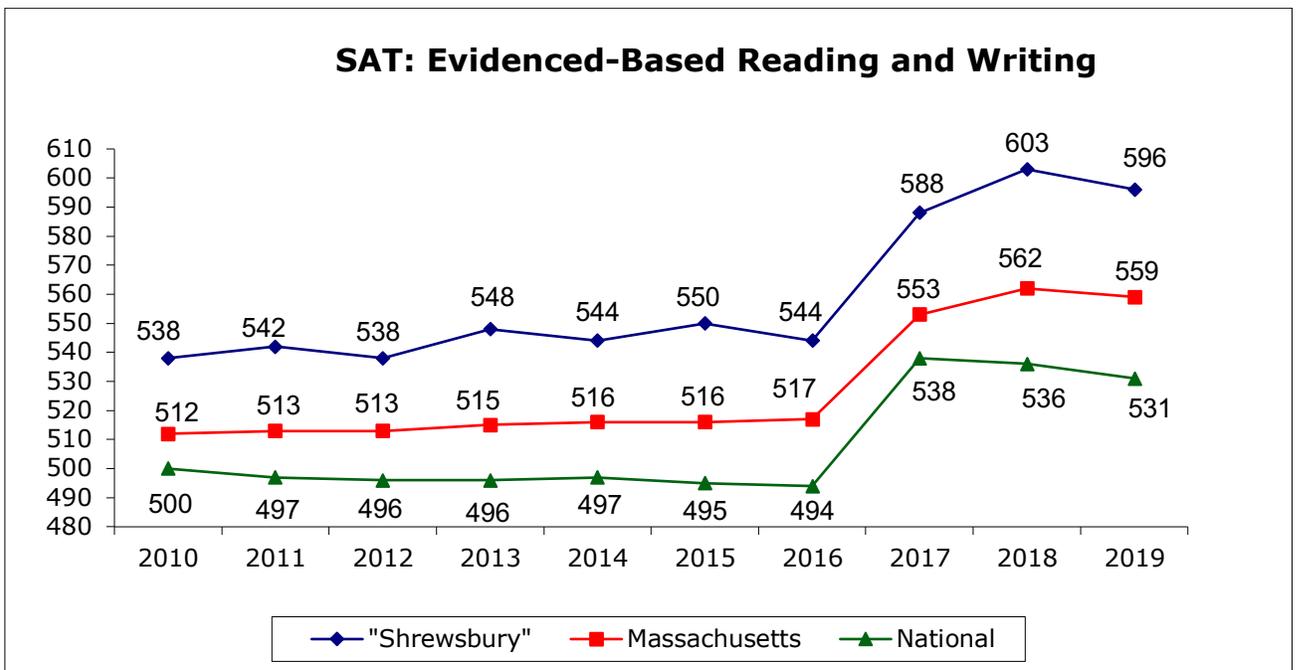


Figure 2

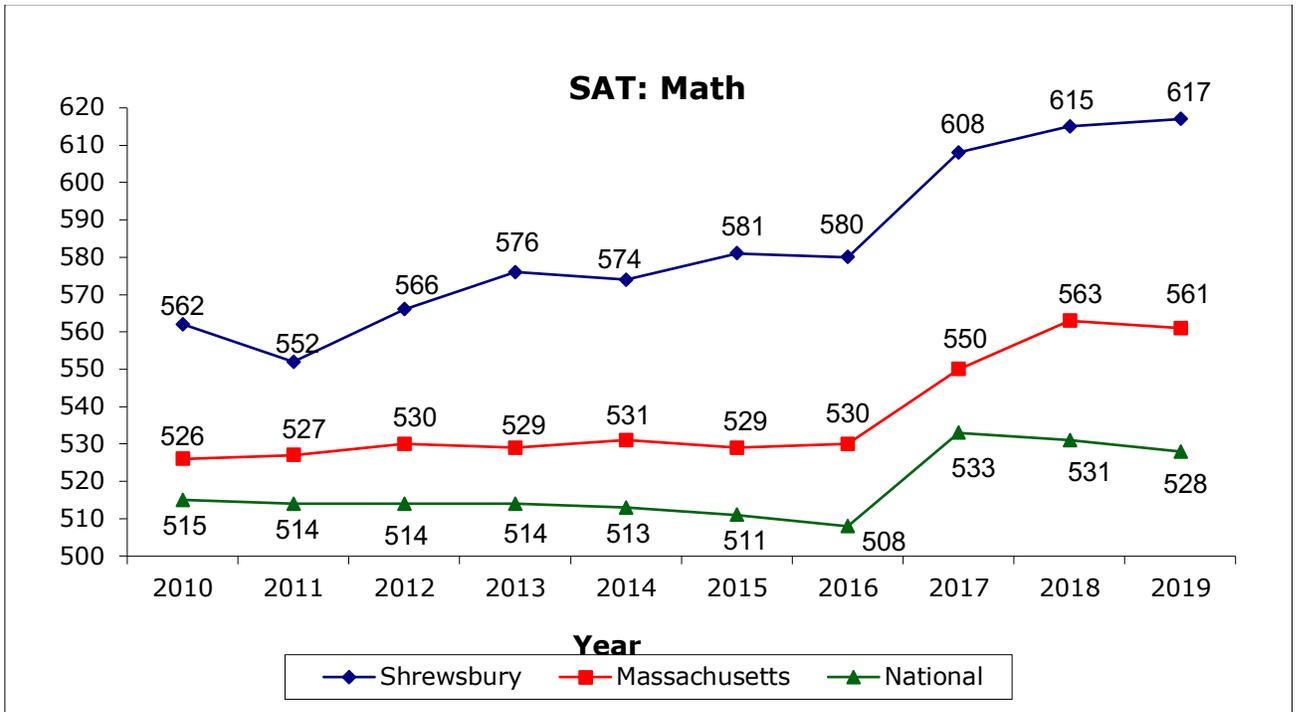


Figure 3

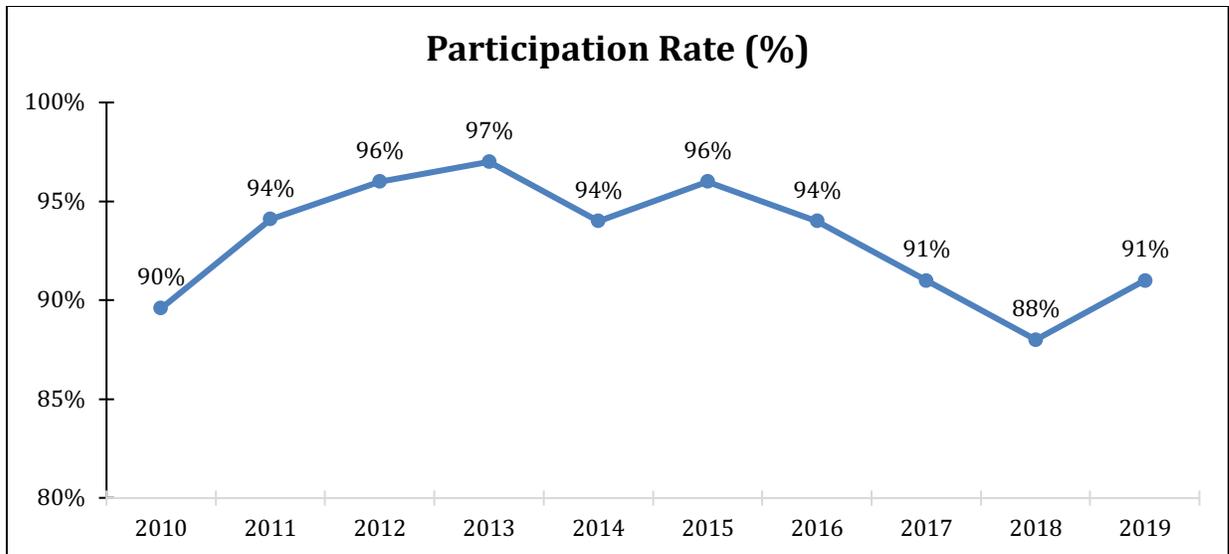


Figure 4

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

E-B Reading & Writing	SHS	Massachusetts	National
Males	586	561	529
Females	602	559	534
Male-to-Female Difference	-16	+2	-5
Math	SHS	Massachusetts	National
Males	624	574	537
Females	611	549	519
Male-to-Female Difference	+13	+25	+18

**SAT—Scores by Gender 2019
Shrewsbury High School**

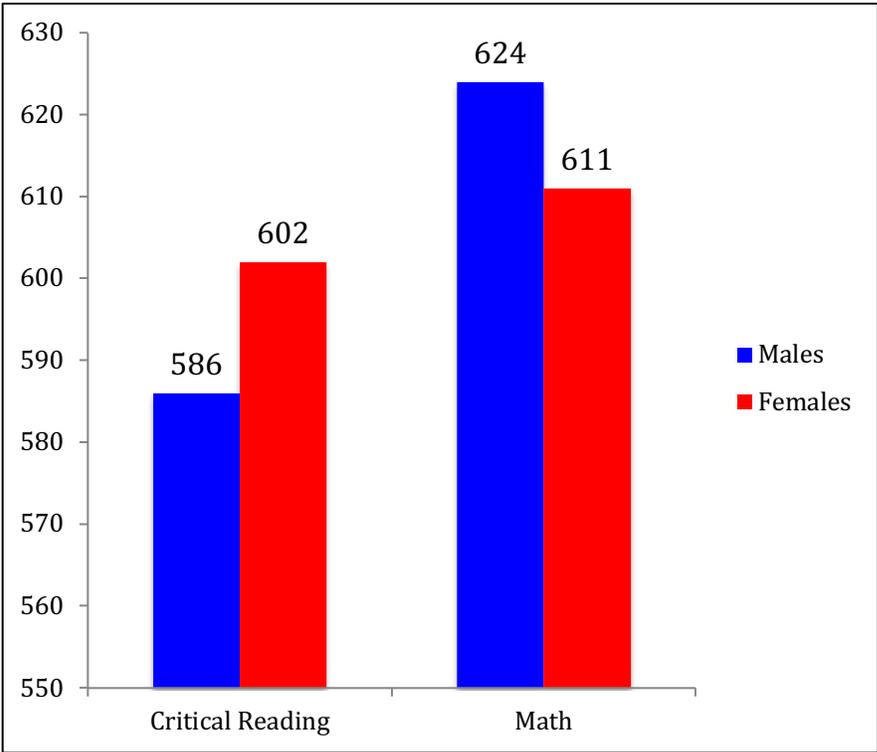


Figure 5

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 2019 SAT test scores cannot be accurately compared to prior SAT scores. Only 3 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

- **Mathematics**
 - Math I
 - Math II

- **Science:**
 - Biology—Ecological
 - Biology—Molecular
 - Chemistry
 - Physics

- **History:**
 - U.S. History

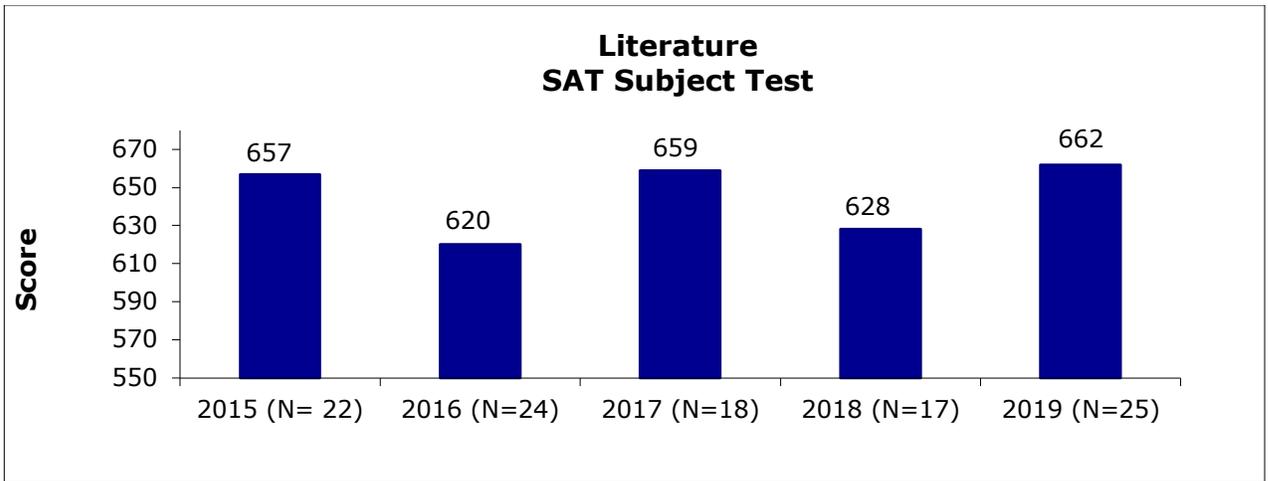


Figure 6

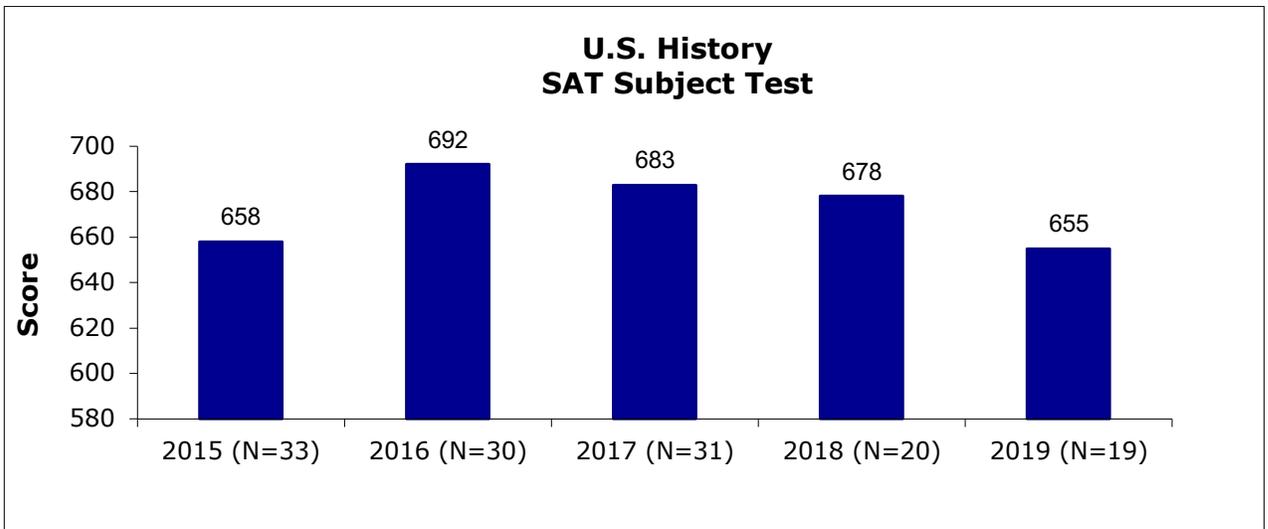


Figure 7

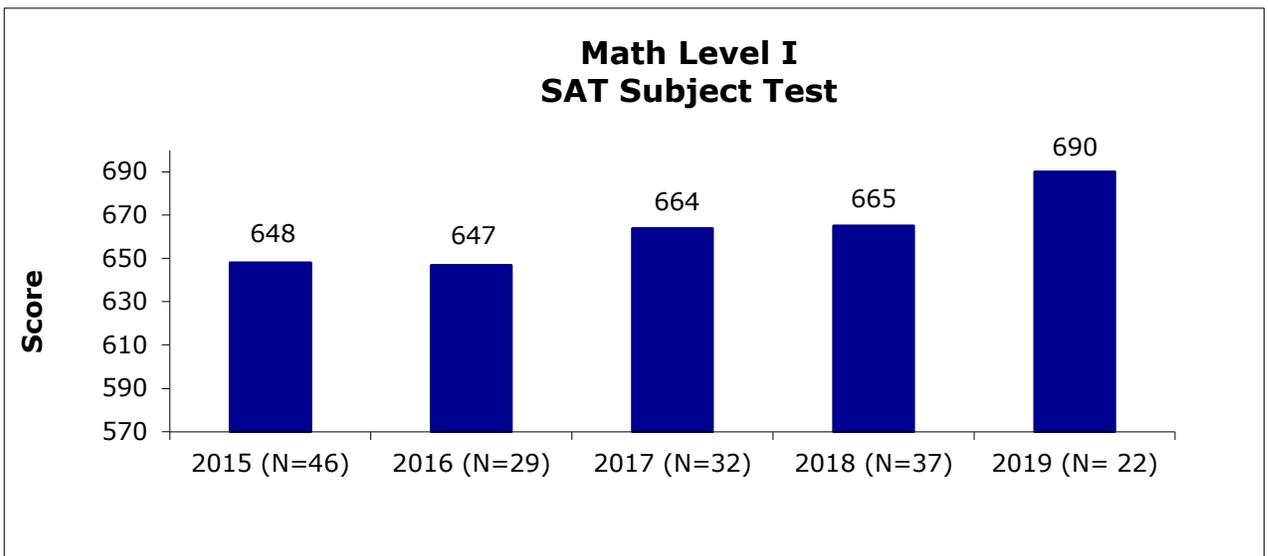


Figure 8

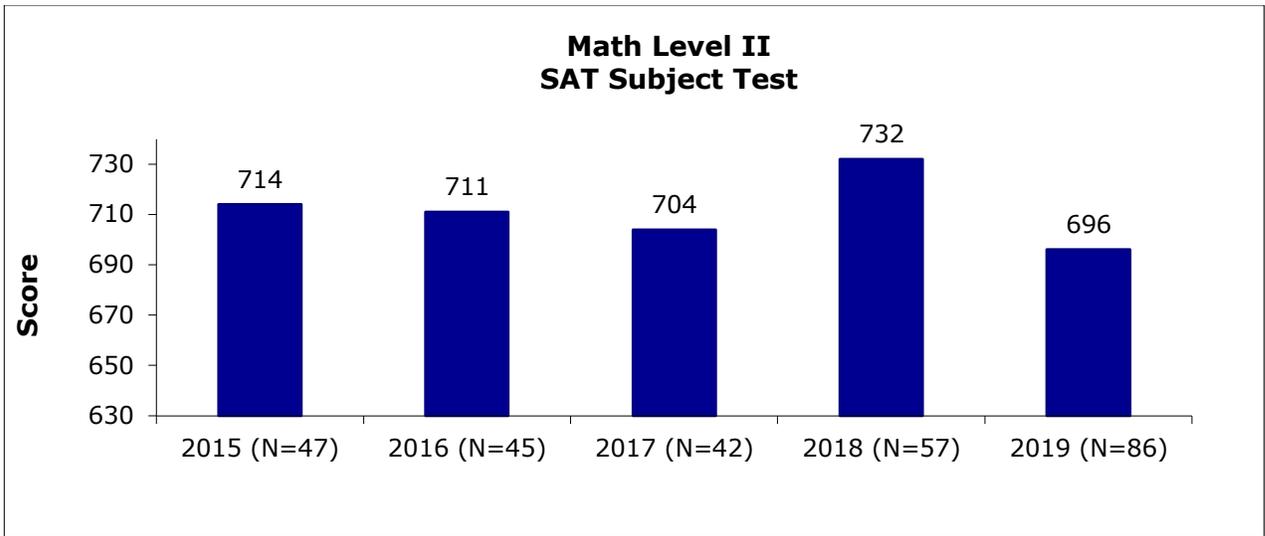


Figure 9

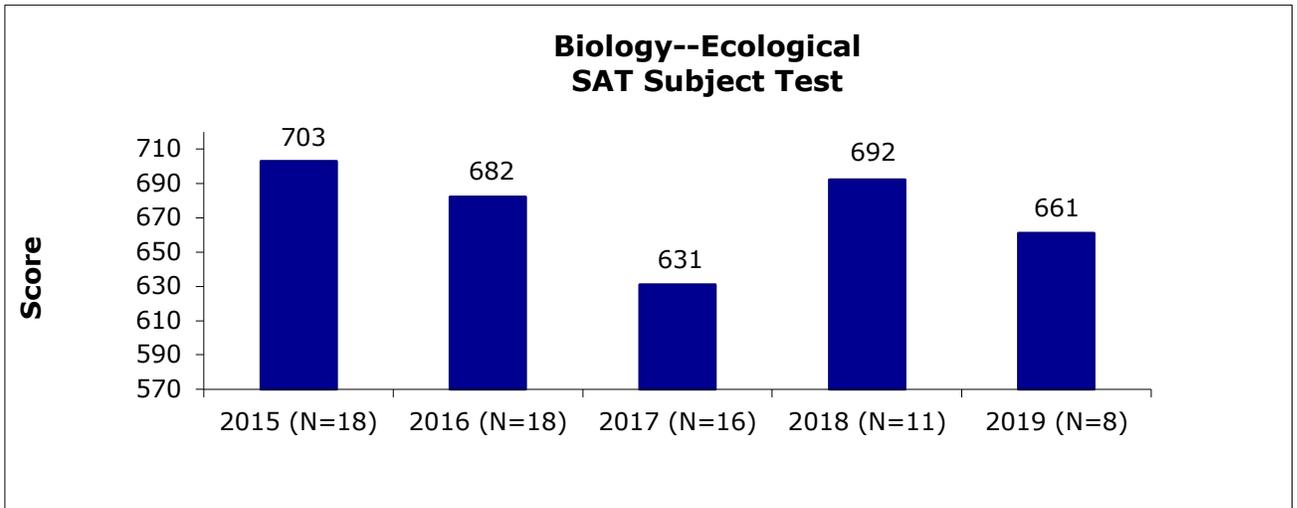


Figure 10

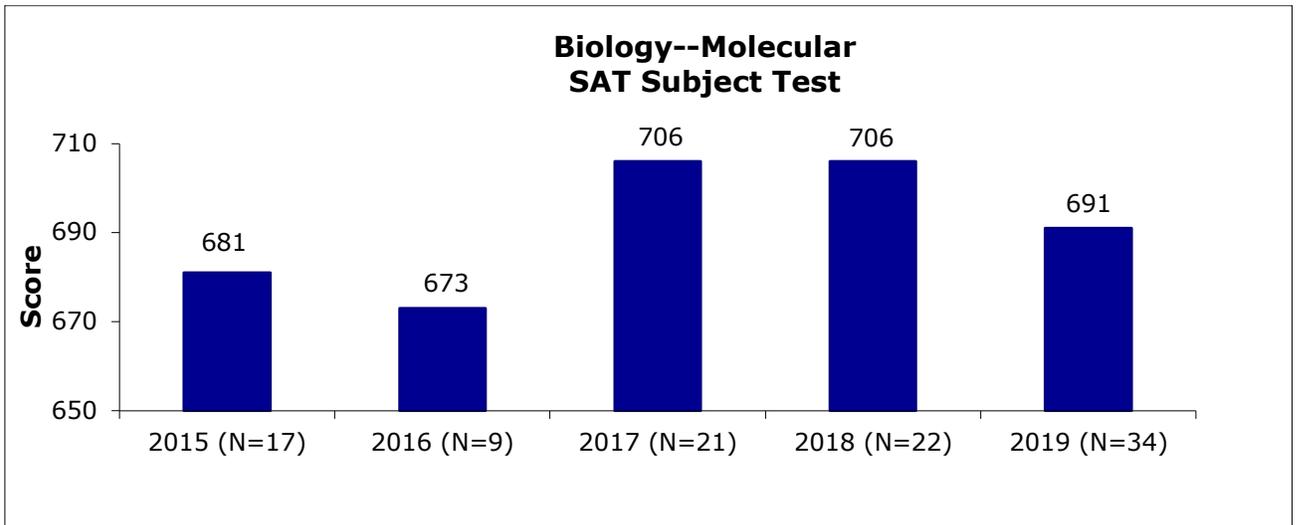


Figure 11

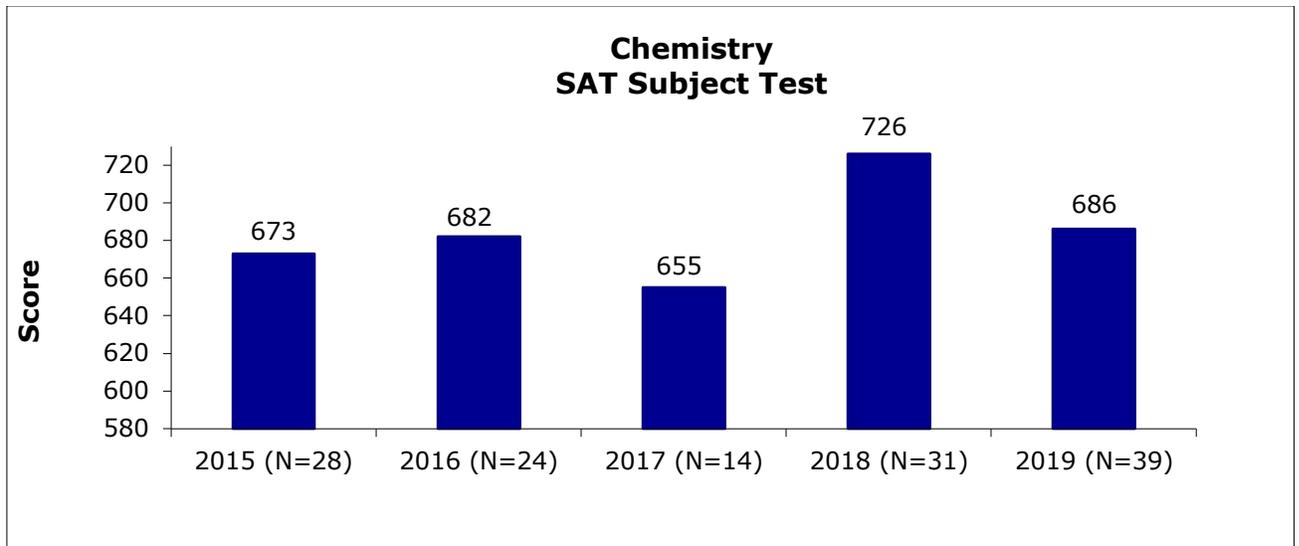


Figure 12

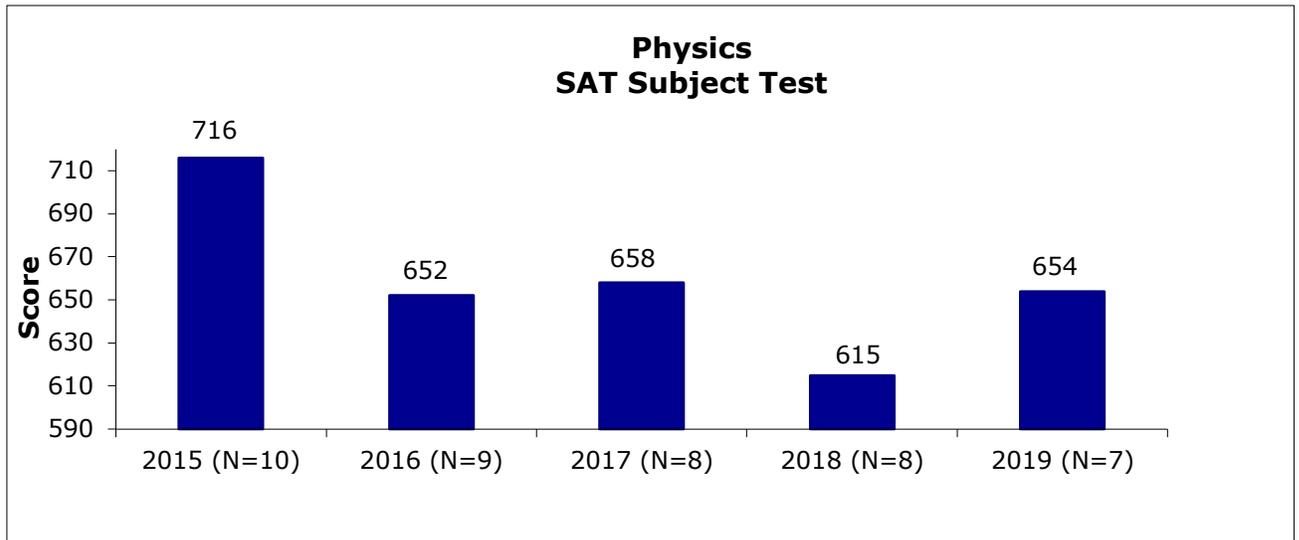


Figure 13

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

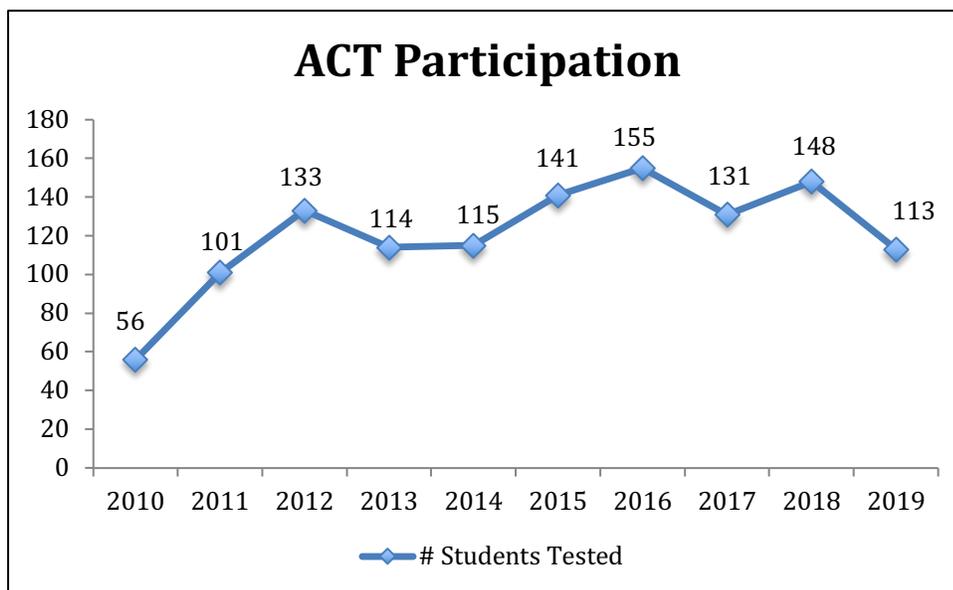


Figure 14

Of the 426 students in the Class of 2019, 113 students took the ACT with the following results in each section compared over a three-year span:

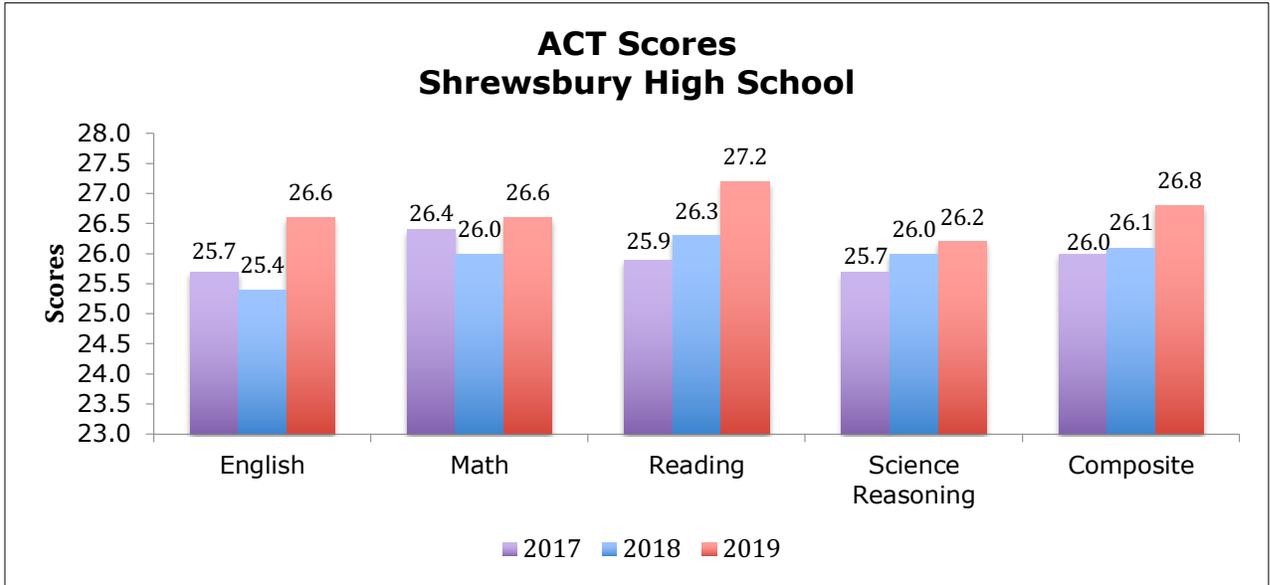


Figure 15

2019 SHS Mean ACT scores are compared with State and National Means:

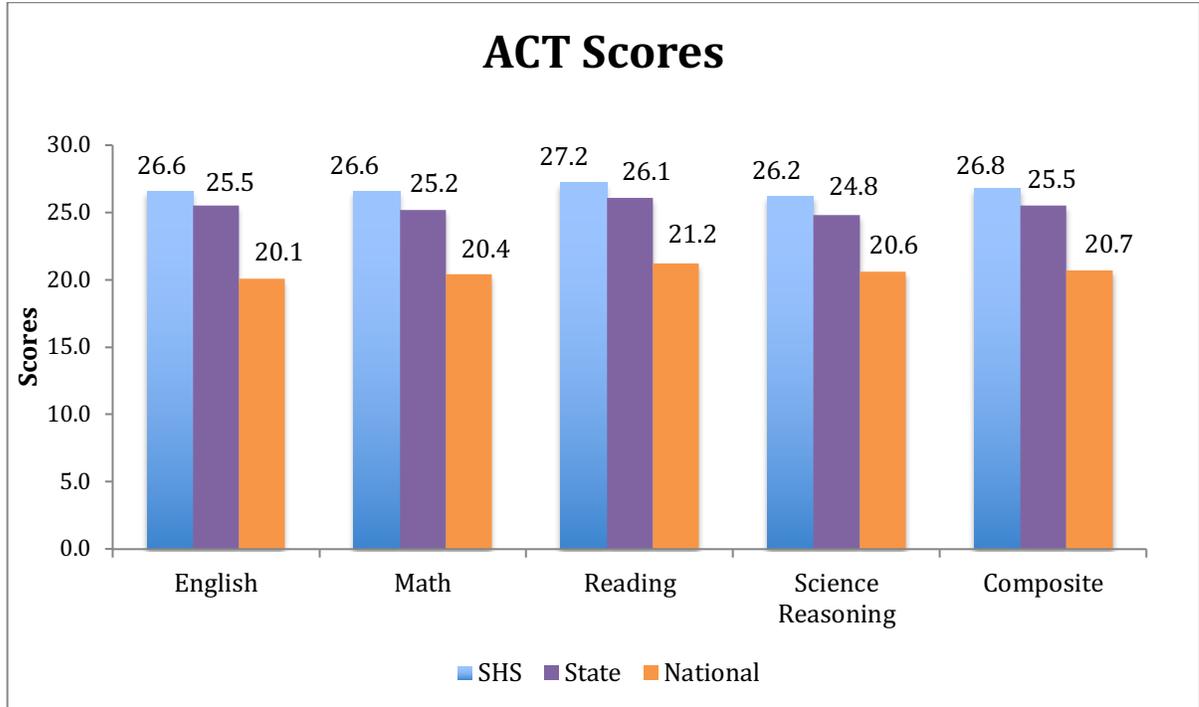


Figure 16

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 26.8 converts to approximately 1270 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 426 students in the Class of 2019, 232 students (55% of the class) took at least one AP Exam. Overall, 884 exams were administered to students in 2019.

The following AP courses were offered during the 2018 – 2019 school year:

- Biology
- Calculus AB
- Calculus BC
- Chemistry
- English Language
- English Literature
- Environmental Science
- French Language
- Human Geography
- 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, 97% of all AP Exams were taken by juniors and seniors.

12 th grade	54%
11 th grade	44%
10 th grade	2%
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 2019 at Shrewsbury High School and nationally) took during their high school career from the years 2016 to 2019.

# of Exams Taken by Students	Class of 2019 National %	Class of 2019 Cumulative % National	SHS # of Students Taking Exams	Class of 2019 SHS %	Class of 2019 Cumulative % SHS
1	54.6%	54.6%	59	26%	26%
2	24.0%	78.6%	40	17%	43%
3	12.3%	90.9%	33	14%	57%
4	5.7%	96.6%	26	11%	68%
5	2.3%	98.9%	33	14%	82%
6 or more	1.0%	100%	41	18%	100%

Advanced Placement Participation Rates Shrewsbury High School

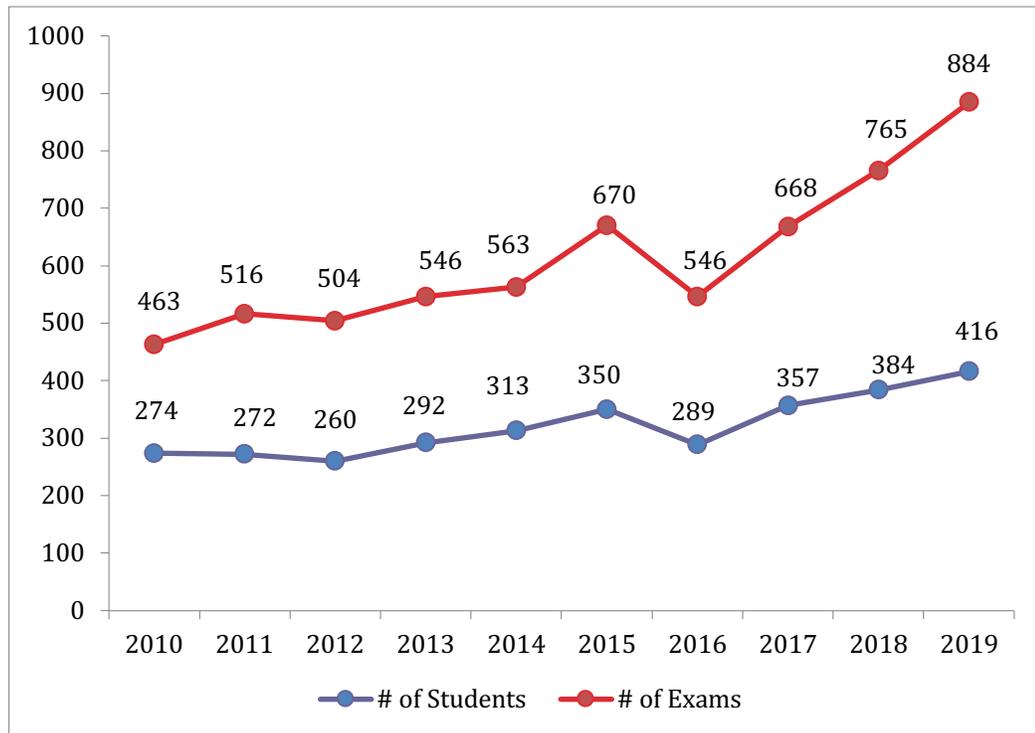


Figure 17

Advanced Placement Exams 2019

Average Scores Shrewsbury High School, Massachusetts, and Nationally

	# of Tests Taken	SHS	Mass	National
Biology	61	3.9	3.2	2.9
Calculus AB	58	4.1	3.2	3.0
Calculus BC	59	4.6	4.0	3.8
Chemistry	51	4.4	3.1	2.7
English Language	126	3.8	3.1	2.8
English Literature	39	4.1	3.0	2.6
Environmental Sci	39	4.2	3.0	2.7
French Language	12	4.5	3.6	3.3
Human Geography	36	3.8	3.0	2.6
Psychology	126	4.2	3.3	3.1
Physics 1	55	3.8	2.5	2.5
Spanish Language	15	4.7	3.8	3.7
Statistics	103	3.8	3.0	2.9
Studio Art Draw	6	4.3	3.6	3.6
US History	44	3.6	3.2	2.7

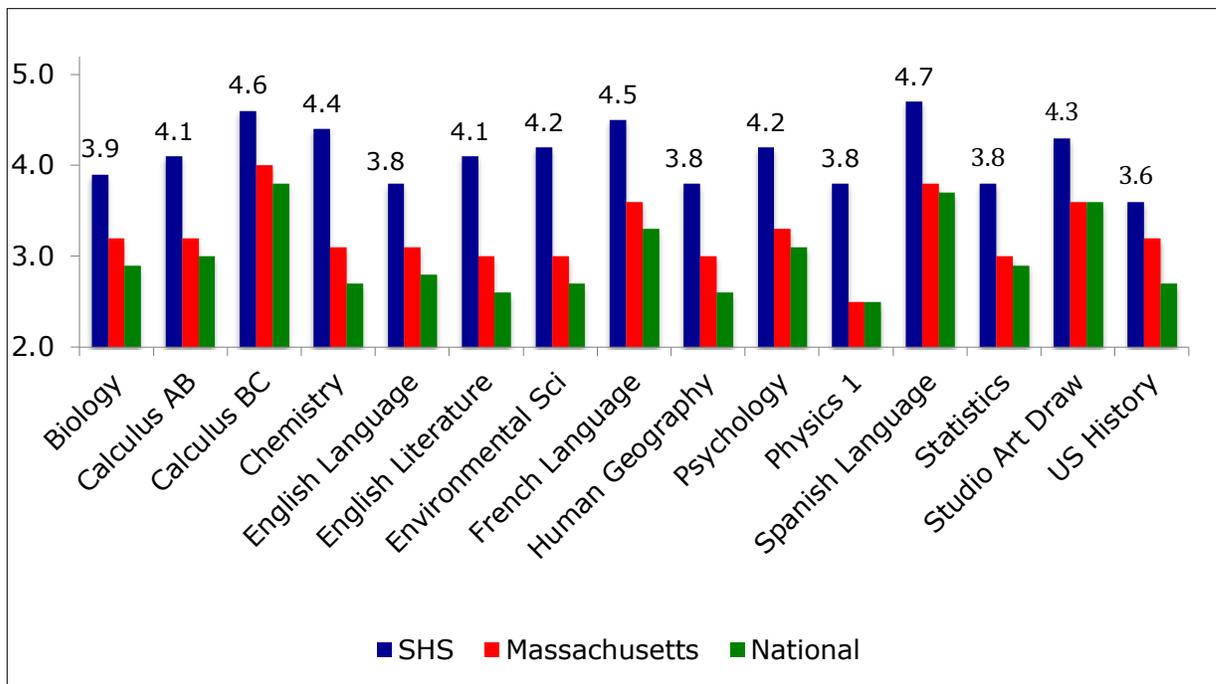


Figure 18

AP Exam Scores

Local School Districts

School	Total Exams Taken	% of Exams with Scores of 3, 4, or 5
Franklin	970	76%
Chelmsford	625	80%
Nashoba	554	87%
Wachusett	724	88%
Hopkinton	1068	88%
Westborough	543	89%
Algonquin	799	91%
Shrewsbury	884	92%
Acton-Boxborough	1200	96%
Westford Academy	888	97%

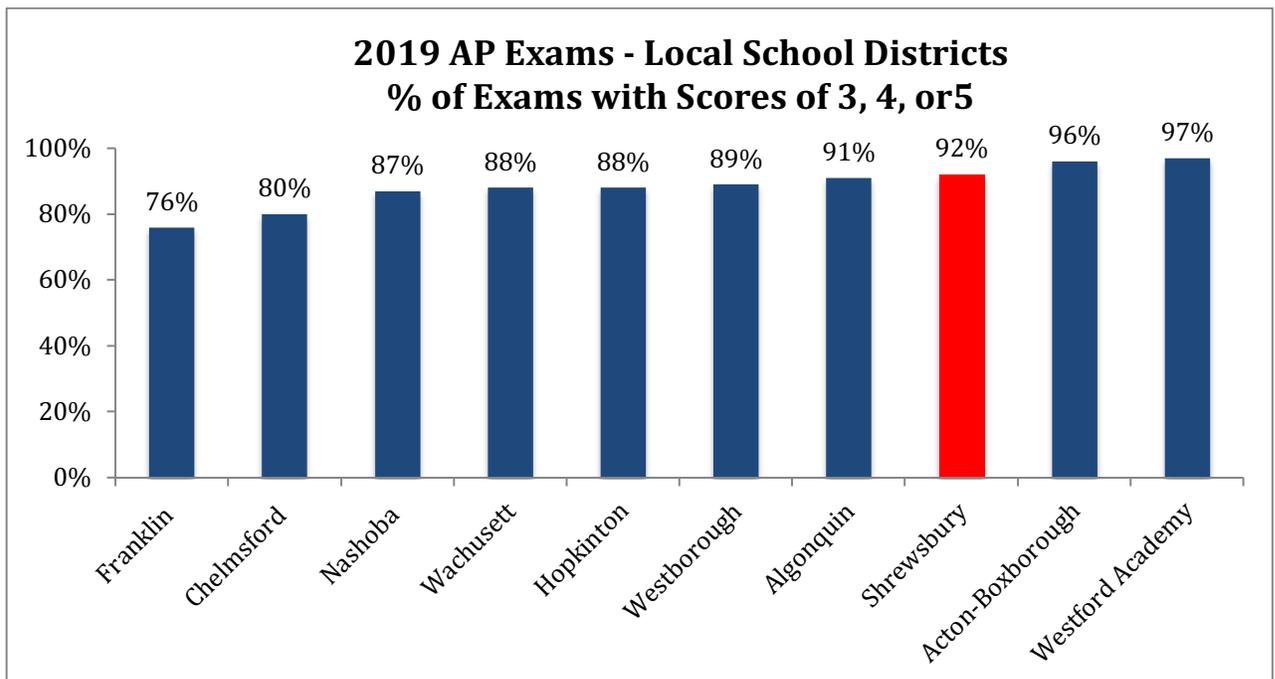


Figure 19

2019 Advanced Placement Exam Results

	5	4	3	2	1	# of tests administered	2019 % scoring 5	2019 % scoring 4 or above	2019 % scoring 3 or above	2018 % scoring 3 or above
Biology	12	31	17	1	0	61	20%	71%	99%	100%
Calculus AB	27	17	8	4	2	58	47%	76%	90%	92%
Calculus BC	40	14	5	0	0	59	68%	92%	100%	95%
Chemistry	27	19	4	1	0	51	53%	90%	98%	97%
English Language	33	45	35	11	2	126	26%	62%	90%	95%
English Literature	15	16	7	0	1	39	38%	79%	97%	97%
Environmental Science	14	20	2	3	0	39	36%	87%	92%	88%
French Language	8	2	2	0	0	12	67%	84%	100%	100%
Human Geography	7	16	11	1	1	36	19%	63%	94%	100%
Physics 1	12	27	10	4	2	55	22%	71%	89%	97%
Psychology	65	36	15	6	4	126	52%	81%	93%	95%
Spanish Language	11	4	0	0	0	15	73%	100%	100%	100%
Statistics	32	32	29	8	2	103	31%	62%	90%	90%
Studio Art Draw	2	4	0	0	0	6	33%	67%	100%	100%
US History	14	13	6	9	2	44	32%	62%	76%	82%
Totals	319	296	151	48	16	830	38%	74%	92%	94%

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	2019 % Scoring 5	2019 % scoring 4 or above	2019 % scoring 3 or above	2018 % scoring 3 or above
Computer Science A	0	3	3	0	0	6	0%	50%	100%	100%
Computer Science Principles*	0	1	1	0	0	2	0%	50%	100%	-
Latin	1	0	0	0	0	1	100%	100%	100%	-
Macroeconomics	4	4	3	4	6	21	19%	38%	52%	38%
Microeconomics	3	4	3	2	6	18	17%	39%	56%	70%
US Government & Politics	2	1	1	2	0	6	33%	50%	67%	100%
Totals	10	13	11	8	12	54	16%	46%	64%	62%

*Two students took Computer Science Principles exam at a different high school.

Quick Highlights:

- The number of students taking AP exams is 416 (32 more than last year).
- The number of AP exams administered is 884 (119 more than last year).
- There were 24 exams taken by students self-studying for 29 courses.
- 55% of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- 38% of the exams administered resulted in a score of 5—the highest possible score available.

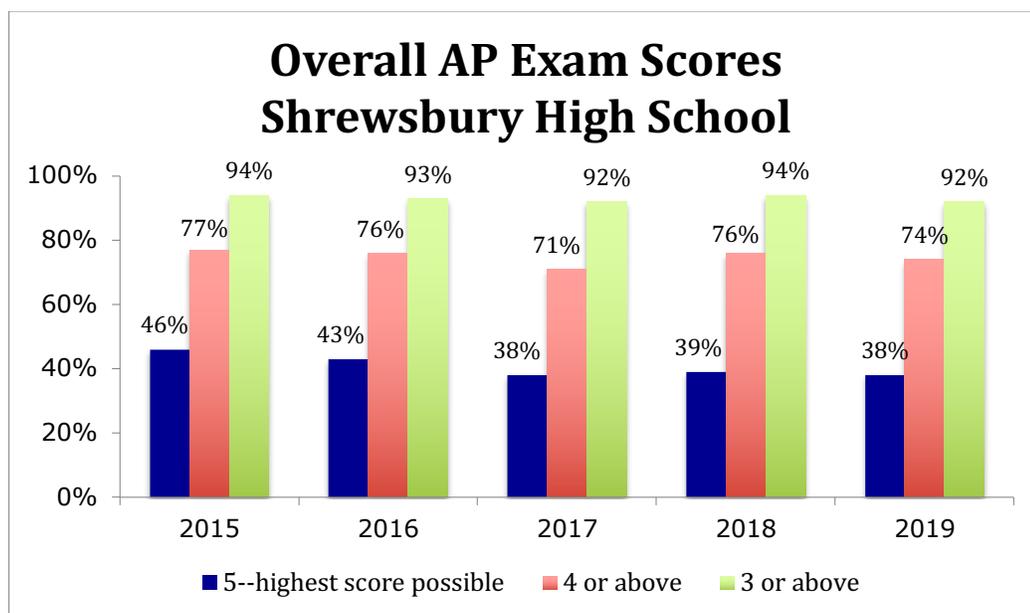


Figure 20

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 2019

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
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
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.

2018 – 2019 School Year

- **PSAT:**
 - The School Counseling Department offers all juniors and sophomores the opportunity to take the PSAT, which has resulted in a continuous increase in the number of students who took the test.

- **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.

- **SAT:**
 - The SAT is 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.

 - 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 and the Spring sessions totaled 75 students. The enrollment fee for the course is \$250 for Shrewsbury residents and \$325 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 to 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 for 2018-2019. 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 cost and available space, all AP exams continue to be administered on site at Shrewsbury High School utilizing the field house and dance studio for larger exams and smaller classrooms and the language lab for smaller and language exams.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **11/13/19**

B. District State Testing Results: Annual Report

BACKGROUND INFORMATION:

Each year, the administration provides a report on the district's performance on state exams. Ms. Clouter will summarize the enclosed report on MCAS exams and be available to answer questions.

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



MCAS 2019

A Report On Next Generation State Assessment Test Results

by Amy Clouter

Assistant Superintendent for Curriculum, Instruction & Assessment

Background

Massachusetts was one of the first states to implement a comprehensive assessment test. Initiated with the passage of the Education Reform Act¹, the system encouraged districts to adopt and implement common learning outcomes. Just as importantly, the MCAS accountability system raised expectations for student performance. Under this new system, proficiency levels were established, and all students were assessed against state standards. The alignment of curriculum and increased attention to student achievement and growth scores resulted in rising rates of student achievement, particularly for students that had been historically low performing. Our state is leading the nation in educational excellence, and Shrewsbury continues to be a leader in the state.

Nearly 30 years later, districts have become accustomed to using MCAS data to see where students are doing well and where improvements are needed. In addition, test results have helped districts to align curriculum within and across grade spans. The most recent “next generation” MCAS test honors this work. Specifically, the tests were adjusted to remedy the different degrees of rigor that existed in the initial assessment. Recalibration ensured greater consistency in scoring from grade to grade. 2019 marks the third year that most students in Massachusetts have experienced the new assessment, and the first year that students in

¹ *Building on 20 Years of Massachusetts Education Reform* Massachusetts Board of Elementary and Secondary Education Report M. D. Chester, Ed. D. Commissioner November 2014

Grade 10 have taken the “next generation” test in most subject areas. 2019 is also the first year students in Grades 5 and 8 experienced the new Science and Technology exam. As a result, we have more data for students in Grades 3-8 in English Language Arts (ELA) and Math than we do in Science and Engineering, and less data overall for students at the high school level.



This Information is detailed in the chart below:

Year	Legacy MCAS	Next Generation MCAS 2.0
2017	ALL high school tests <ul style="list-style-type: none"> English Language Arts, Math, Science/Technology 	Baseline for Grades 3-8 <ul style="list-style-type: none"> English Language Arts, Math
2018	Grades 5 & 8 <ul style="list-style-type: none"> Science, Technology/Engineering test ALL high school tests <ul style="list-style-type: none"> English Language Arts, Math, Science/Technology 	Year 2 for Grades 3-8 <ul style="list-style-type: none"> English Language Arts, Math
2019	Grade 10 <ul style="list-style-type: none"> Science, Technology/Engineering test 	Baseline for high school tests <ul style="list-style-type: none"> English Language Arts, Math

Finally, MCAS 2.0 was designed to be given on a computer. Our ongoing investments in technology meant that for the first time all Shrewsbury students in Grades 3-10 were able to use iPads to take a computer-based version of the test.

Even at its best, the MCAS only provides a ‘snapshot’ of performance. It is an important signal of student success, but only one indicator. Given the wide number of variables that exist from district to district and the significant changes that happened in the transition, we should be cautious around drawing any conclusions or comparisons about the progress and growth of Shrewsbury students based on this data.

Another development resulting from the transition to a new test was a change in how the Department of Elementary and Secondary Education (DESE) determined accountability levels. Importantly, the DESE determined that, consistent with the Board’s November 2015 vote, scores from last year’s Next-Generation MCAS administration in grades 3-8 would not negatively impact accountability results.

What did this mean for Shrewsbury Public Schools? Last year districts with participation rates at 90% or higher with satisfactory graduation rates did not receive the rating that was historically used to track progress. Since Shrewsbury’s participation and graduation rates remained high, our initial district accountability level was: No Level.

For the second year in a row districts have been given what the Department of Elementary and Secondary Education calls an ‘overall classification’. Shrewsbury’s classification remains

“not requiring assistance or intervention”.

However, in the rationale section of the classification, Shrewsbury’s progress towards meeting student outcome goals

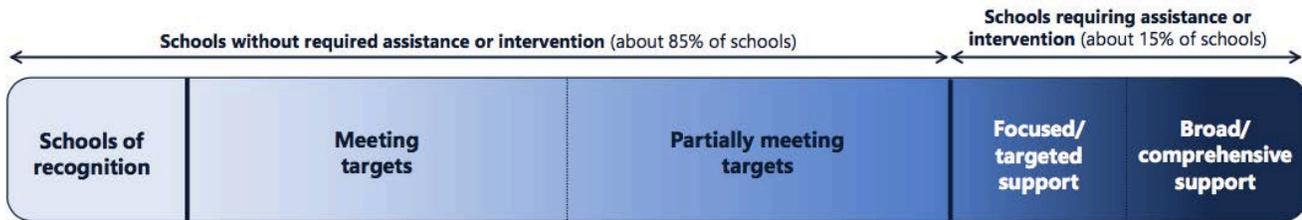
2019 Official Accountability Report - Shrewsbury

Organization Information	
DISTRICT NAME Shrewsbury (02710000)	TITLE I STATUS Title I District
REGION West/Central	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets

has been noted: the district has moved from ‘partially meeting targets’ to ‘substantial progress towards targets.’



More information about the DESE’s accountability system can be found at [this link](#).

Although we are justifiably proud of our results, we continue to attend to areas where our students are only partially meeting targets. Accordingly, this report will also detail suggested areas for further study. The link to Shrewsbury’s district profile, including detailed information about subgroup performance reports, can be found [here](#).

Shrewsbury Public Schools and State Results

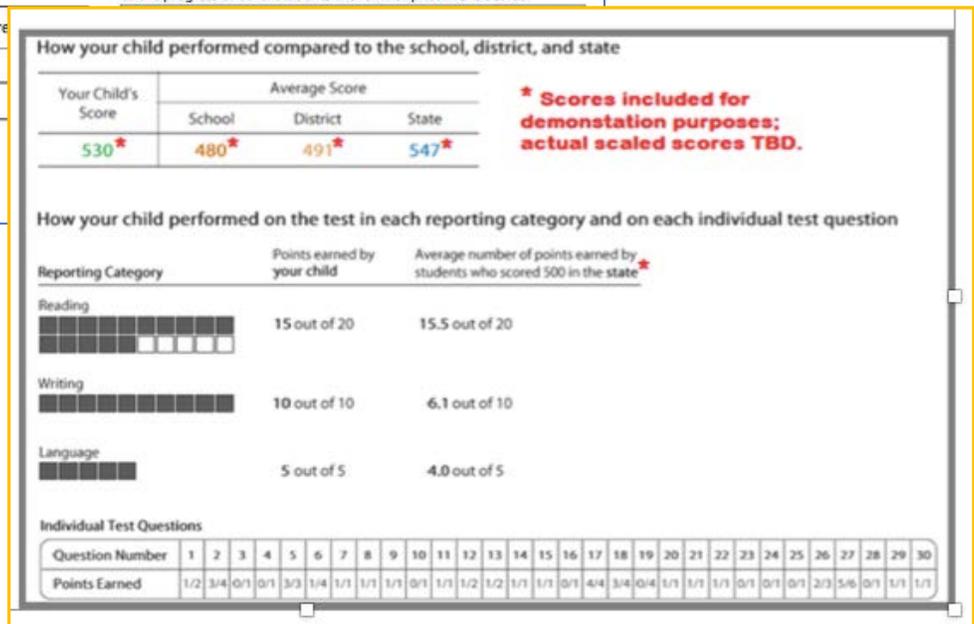
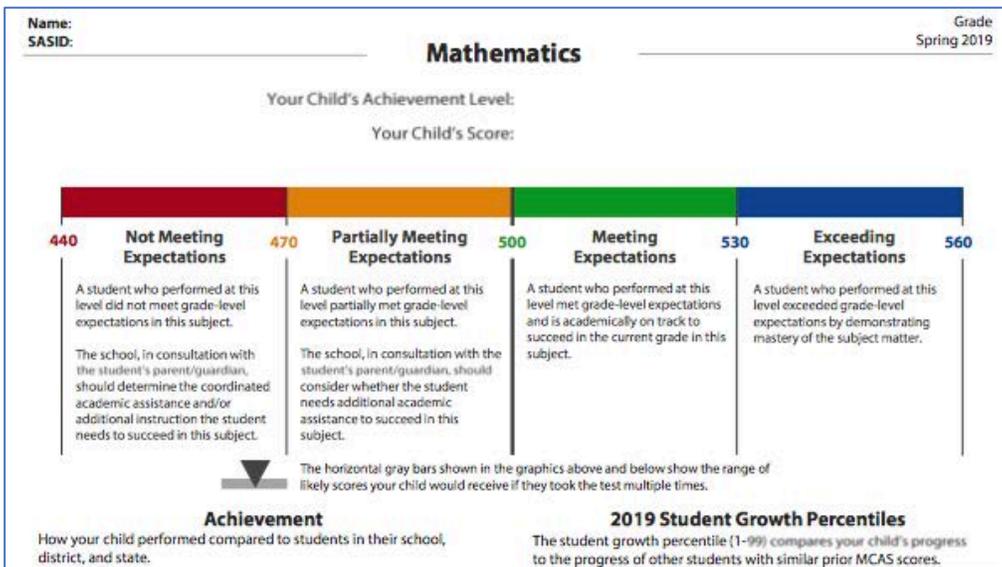
Although the accountability rating system changed in 2018, the format of the state assessment results remains unchanged. As before, this year districts received information about results in two areas, student achievement and student growth percentiles. The remainder of this report will provide information on both areas, in two different sections. The first section focuses on performance results, which is how Shrewsbury students performed in

terms of achievement scores. The second section concerns student growth. Student growth, which was utilized on a full scale for the first time in Massachusetts in 2010, provides a metric for how students 'grow' in comparison to peers with similar testing histories. Taken together, strengths and goals in both areas provide a snapshot of results for the district as a whole.

I. Student Achievement Scores

MCAS 2.0 achievement levels differ from those used with "legacy" MCAS ratings. The next generation MCAS does not use the *Advanced*, *Proficient*, *Needs Improvement* and *Warning* labels. Instead, the new levels are intended to signal a student's mastery of the subject matter for each particular grade level.

This is an example of what a parent score report looks like:



The new levels are represented as a continuum so that a student’s achievement level and the score within the level can be clearly understood. This provides parents and teachers with a good sense of a child’s strengths and needs within the content areas tested.

This year students in high school will only receive “legacy” ratings on the Science and Technology/Engineering test. Understanding the unique proficiency leveling terminology for each test is important.



Groups of Massachusetts educators adjusted the scores to match the new purpose of the MCAS 2.0 assessment. Unlike the legacy ratings, which were developed over time, the ratings for the new assessment were calibrated simultaneously. The roughly equivalent proportion of students in each grade and subject area reflect a clear progression of learning expectations from grade to grade and panelists’ consistent application of the standards. It’s also important

to note that the new standards for Meeting Expectations were designed to be more rigorous. For this reason, the Department of Education has cautioned against comparing “old” MCAS scores to the new baseline results.

For the first time this year we have a baseline comparison to guide our analysis at the high school level. However, we only have three years of data to serve as a basis of comparison at best. For that reason, it’s wise to remain cautious about relying overmuch on any one assessment of student progress to guide us.

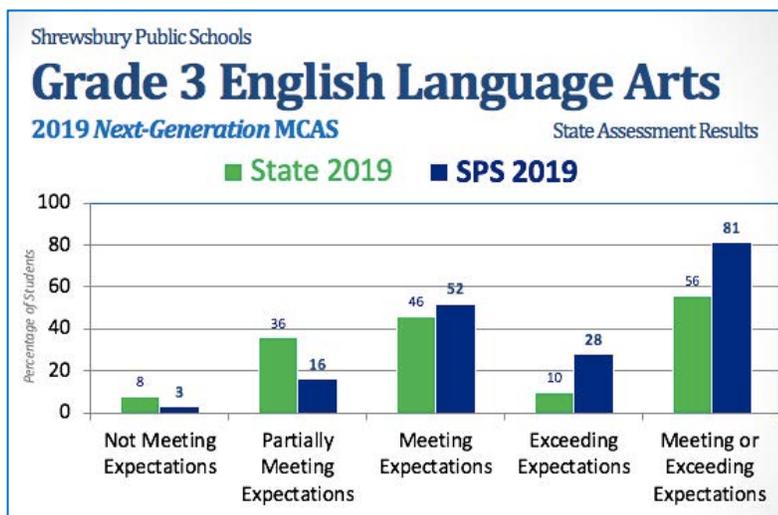
Student Achievement Scores in English Language Arts

by Grade Level

This part of the report details our baseline scores by content area and by grade level. Looking back to last year allows some basis for comparison. As you can see, our Grade 3 results are strong, and steadily improving.

Grade 3

% by level	2017	2018	2019
Exceeding	25	23	28
Meeting	44	51	52
Partially Meeting	27	21	16
Not Meeting	4	5	3



We often think of the Grade 3 test as the measure of teaching and learning at Grade 3. It’s important to consider the contributions of concepts learned in Kindergarten through Grade 2 to student success. In the picture above, English Language Learners in Kindergarten are building foundational skills that will help them leverage vocabulary throughout their Elementary years.

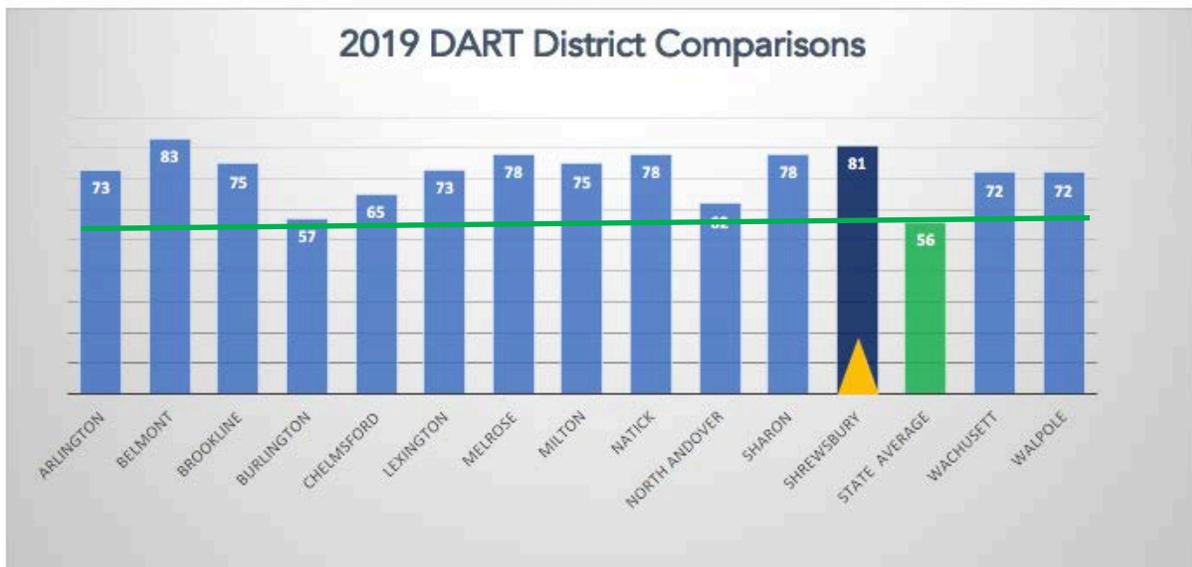
Looking at assessment information from area districts provides additional perspective on our results. As you can see from the chart below, Shrewsbury continues to be an educational leader in the area.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 3



The Department of Secondary and Elementary education (DESE) also provides a wealth of comparative statistics. One helpful resource is DART, a district analysis and review tool. Comparisons with DART districts allow us to see how our results compare to school systems with similar enrollment characteristics.

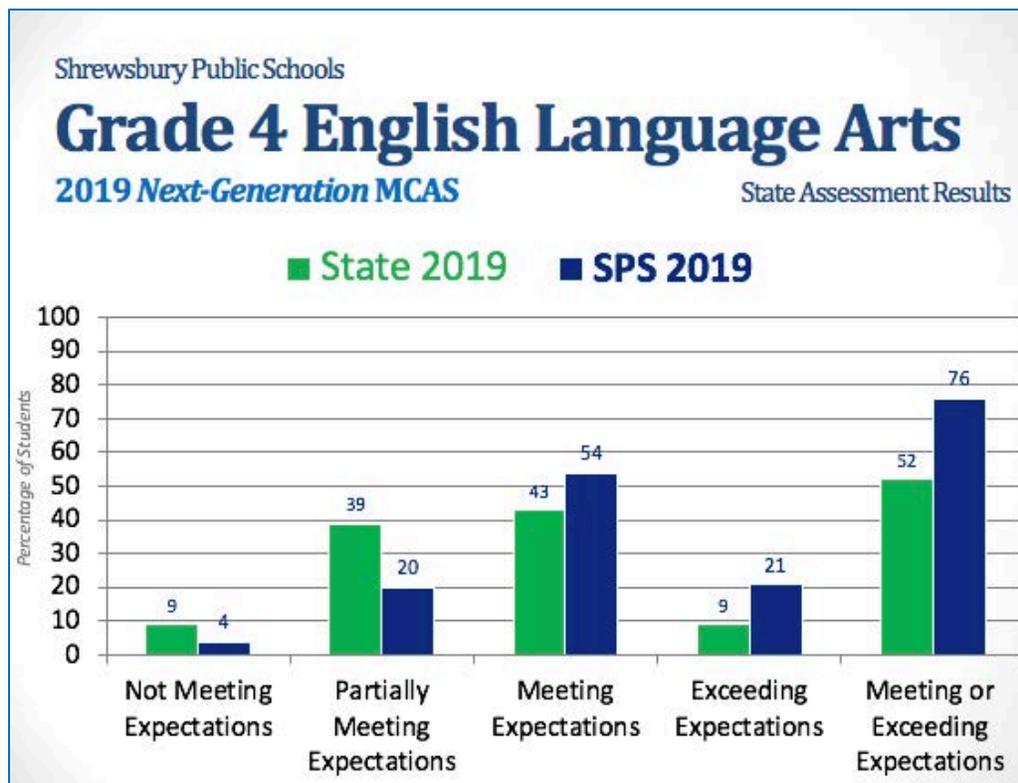
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 3



Grade 4

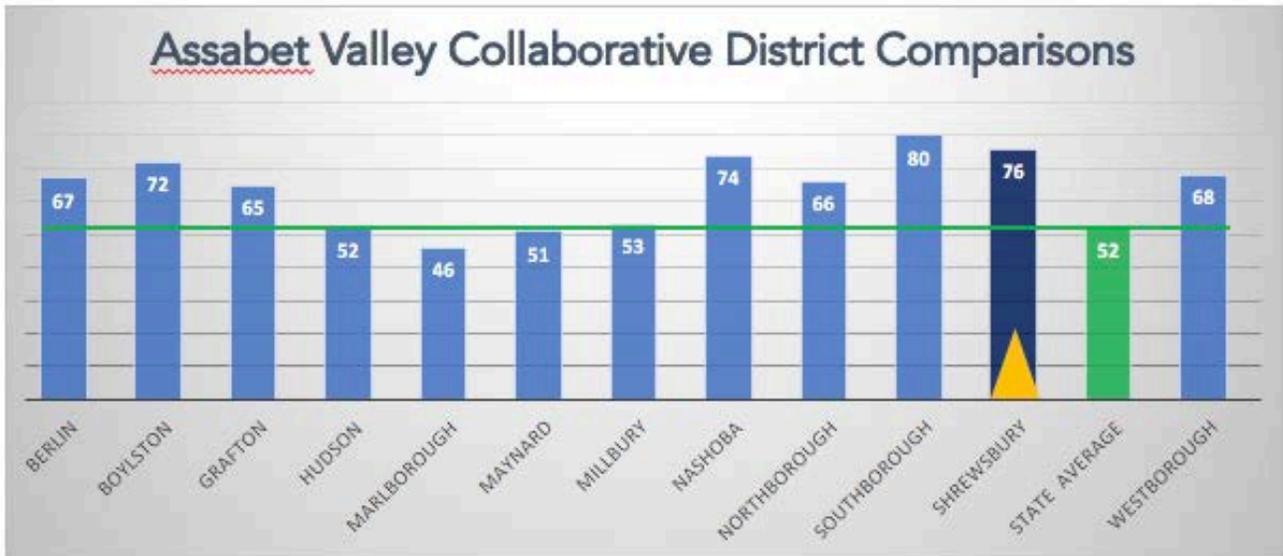
% by level	2017	2018	2019
Exceeding	20	23	21
Meeting	51	55	54
Partially Meeting	25	18	20
Not Meeting	3	4	4

Reading scores in Grade 4 are holding steady, with nearly 80% of our students meeting or exceeding grade level expectations.



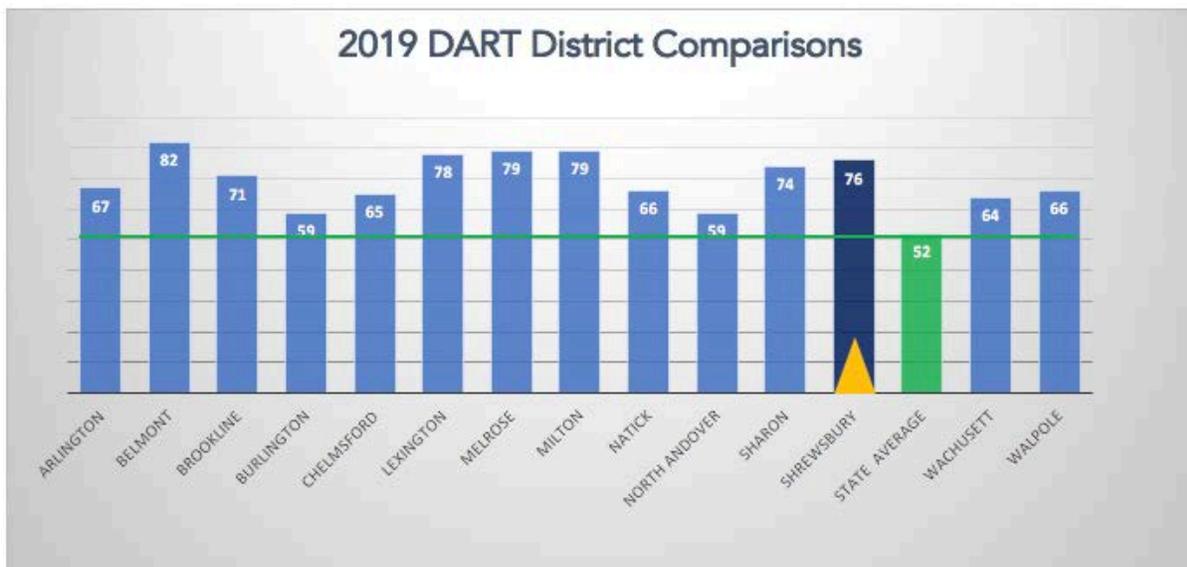
The graph below shows how our Grade 4 students compare with fourth grade readers in nearby districts.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 4



Our Grade 4 scores in this subject compare well with results from DART district data as well.

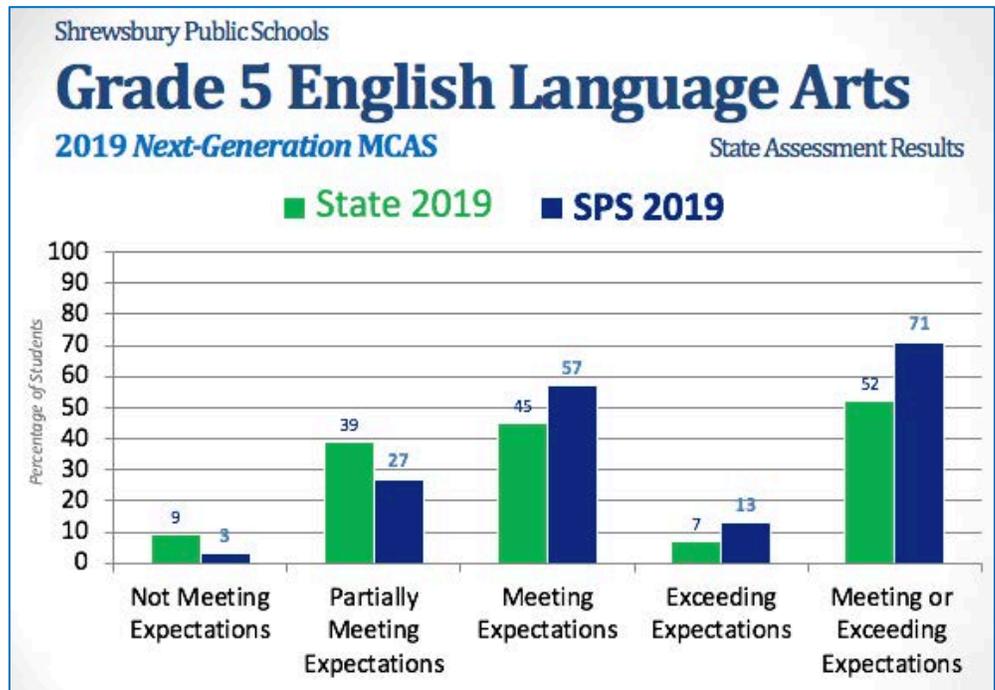
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 4



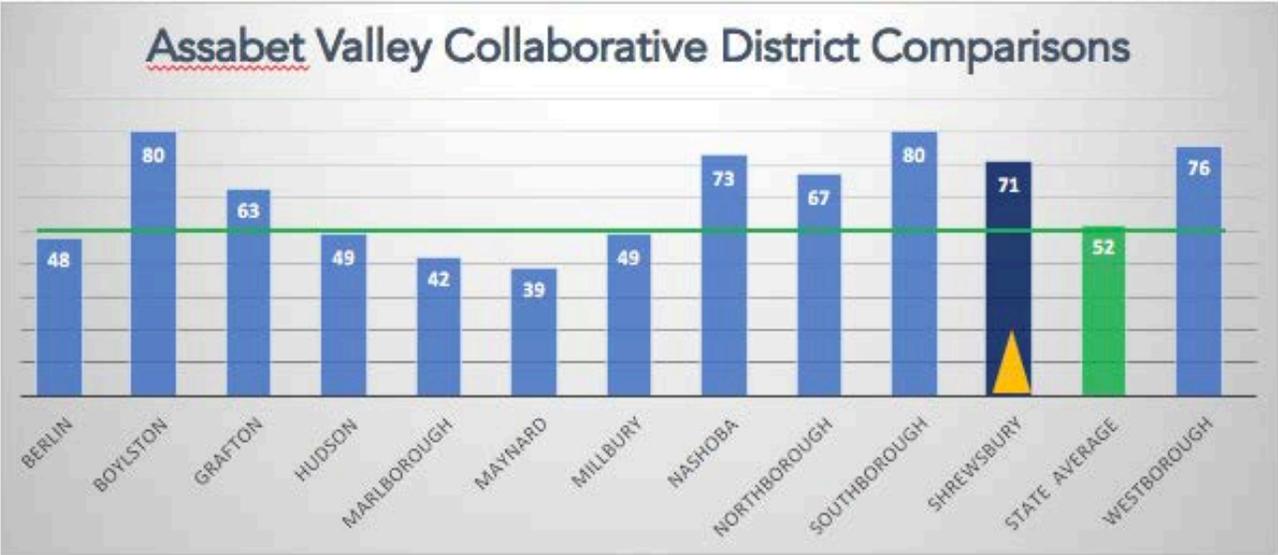
Grade 5

% by level	2017	2018	2019
Exceeding	10	15	13
Meeting	59	59	57
Partially Meeting	27	22	27
Not Meeting	4	3	3

Overall, English Language Arts results for students in Grades 3-5 look similar. In Grade 5, slightly fewer students scored in the Exceeding category this year than in 2018. In terms of the number of students reaching proficiency benchmarks in Reading, however, the trend shows gains over time.

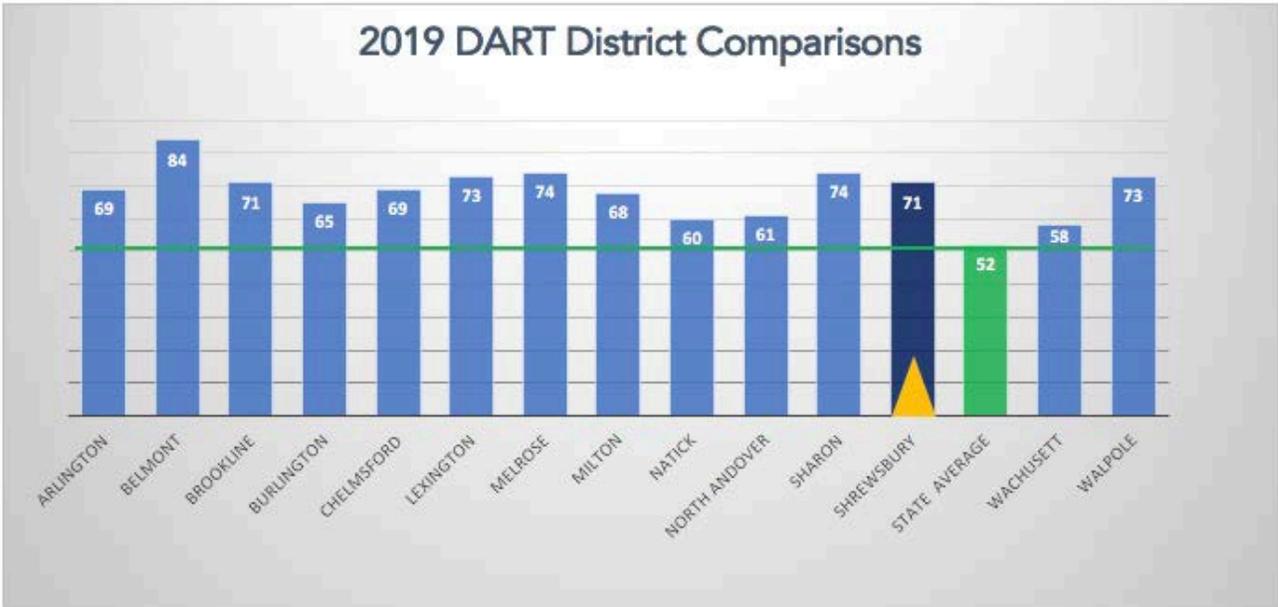


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 5



Shrewsbury’s Grade 5 scores are significantly higher than the state average. Students in our district score among the top five districts in the Assabet Valley.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 5



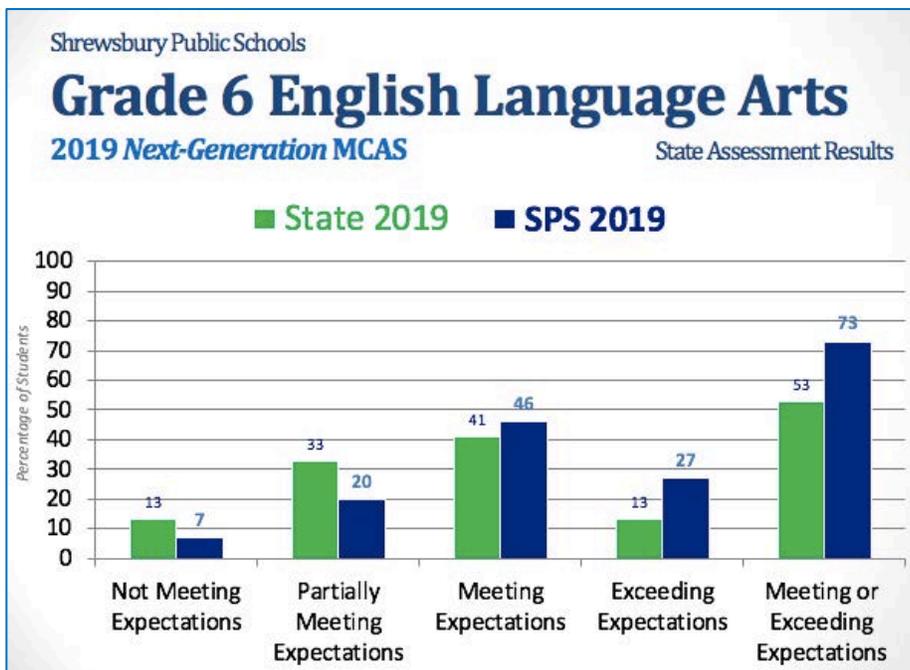
Dart district comparison’s also show Shrewsbury’s strong performance on the state assessment in English Language Arts.

Grade 6

% by level	2017	2018	2019
Exceeding	14	22	27
Meeting	57	51	46
Partially Meeting	23	23	20
Not Meeting	6	4	7

In general our overall performance at this grade level held steady. It should be noted, however, that more students received Exceeding scores for English Language Arts in Grade 6 this year than last year. Finally, Shrewsbury’s sixth graders achieve

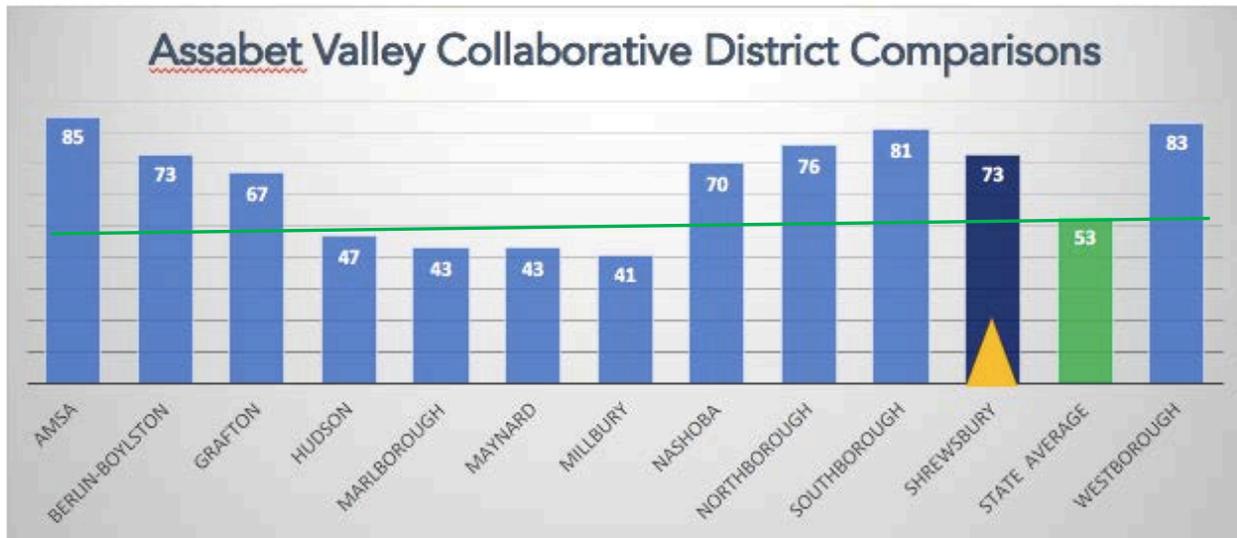
proficiency in English Language Arts at a much higher rate than the state average.



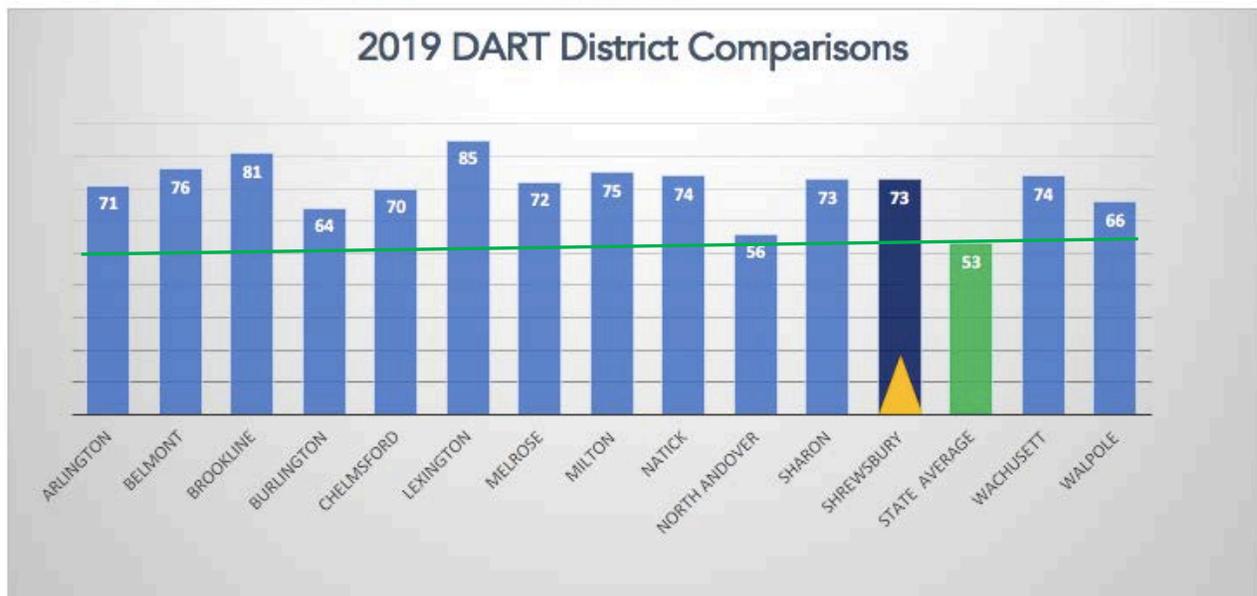
Shrewsbury’s results in Grade 6 put us among the highest performing school districts in the Assabet Valley Collaborative group and in our DART district comparison group. These scores are consistent with past performance.



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 6



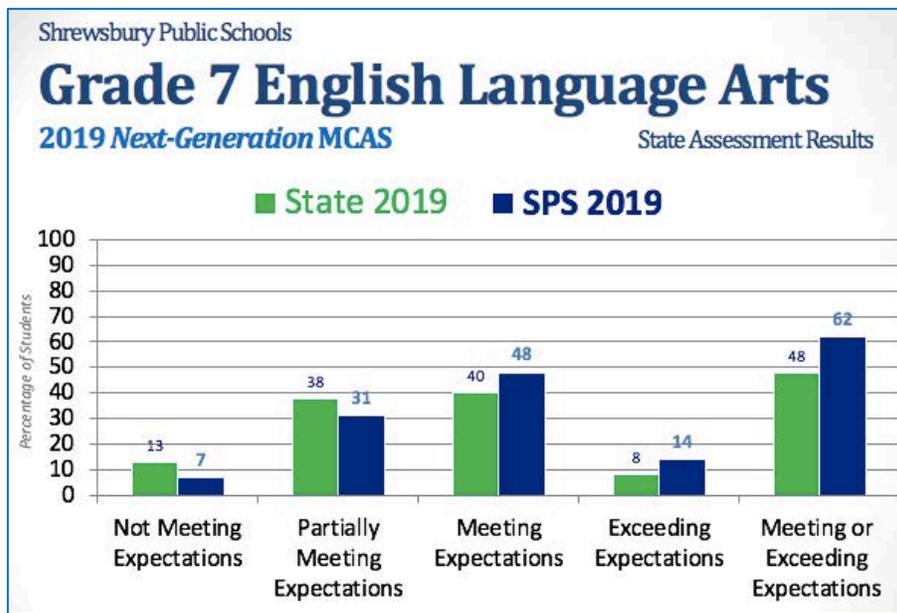
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 6



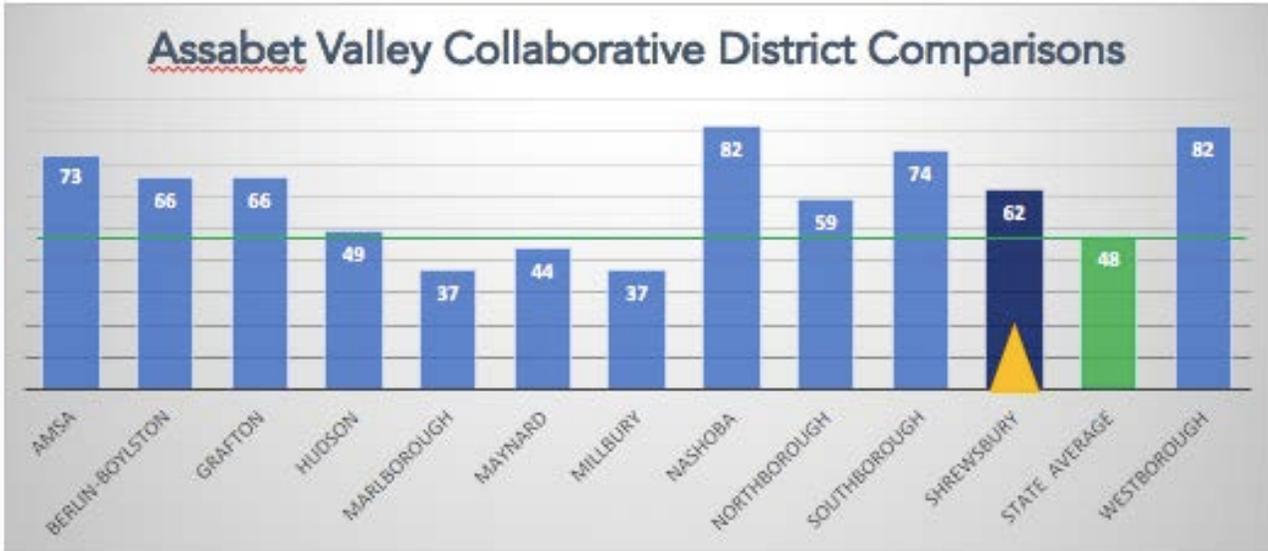
Grade 7

% by level	2017	2018	2019
Exceeding	9	20	14
Meeting	57	48	48
Partially Meeting	28	23	31
Not Meeting	6	9	7

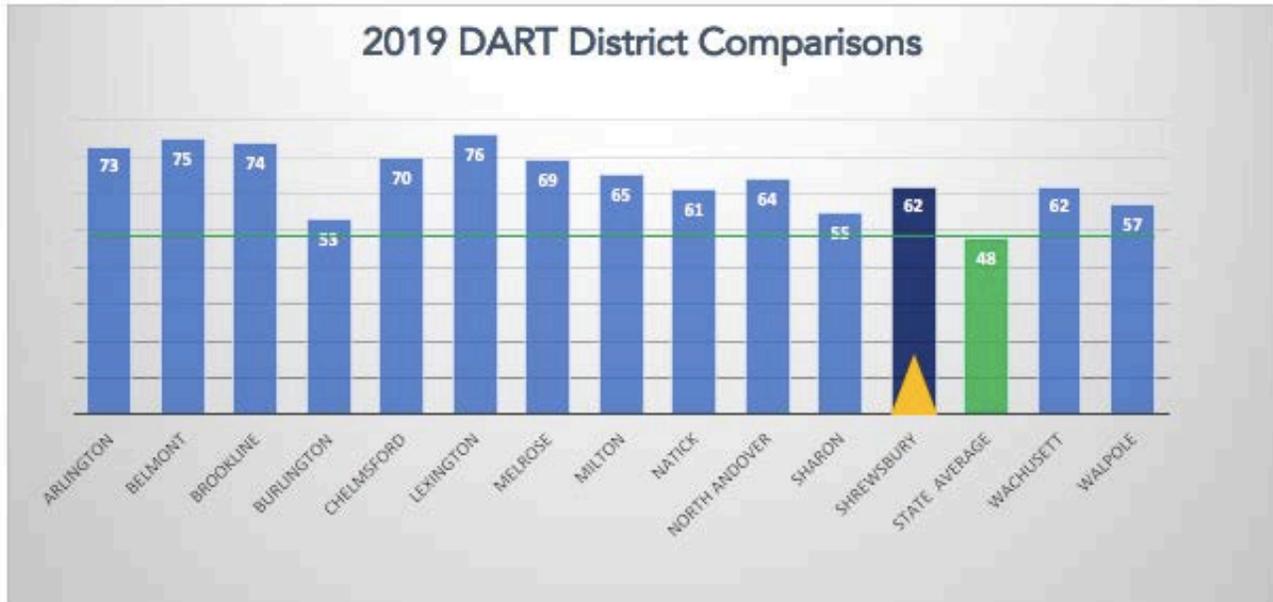
Rates of student performance on the Grade 7 English Language Arts assessment decreased this year. Interestingly, scores for this grade span remain lower across the state and lower at this grade level in Shrewsbury when compared with ELA scores at other grade levels.



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 7



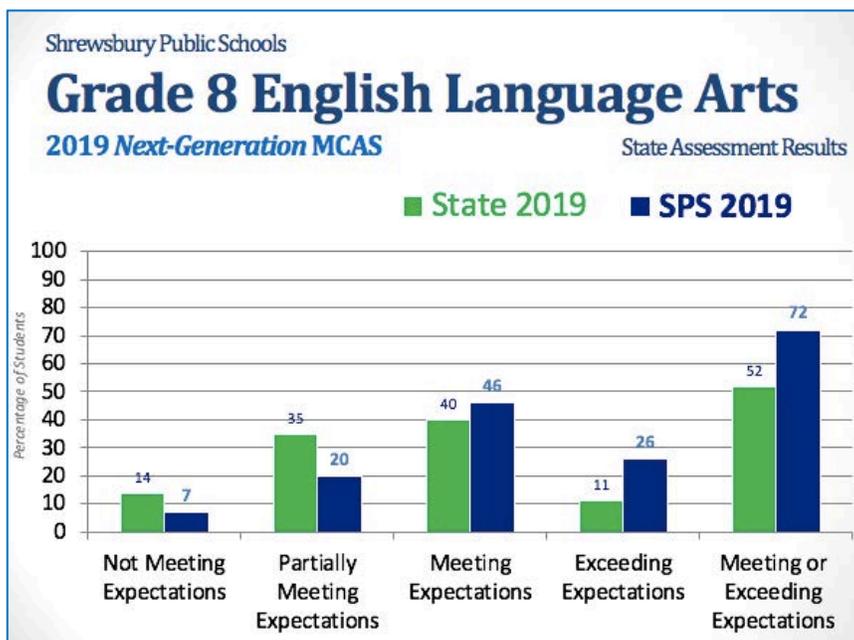
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 7



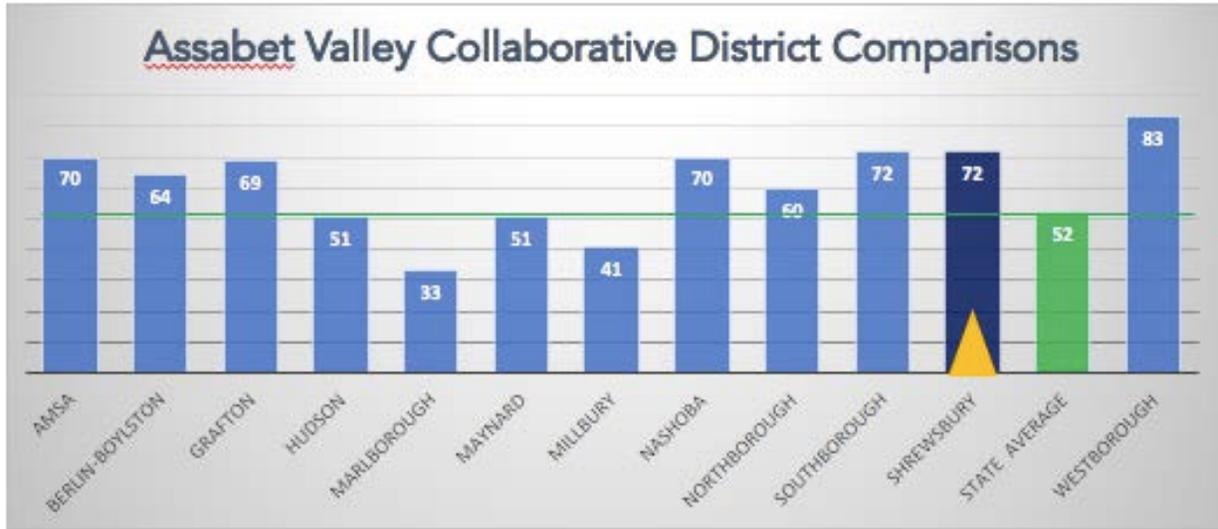
Grade 8

% by level	2017	2018	2019
Exceeding	15	18	26
Meeting	50	52	46
Partially Meeting	31	24	20
Not Meeting	5	6	7

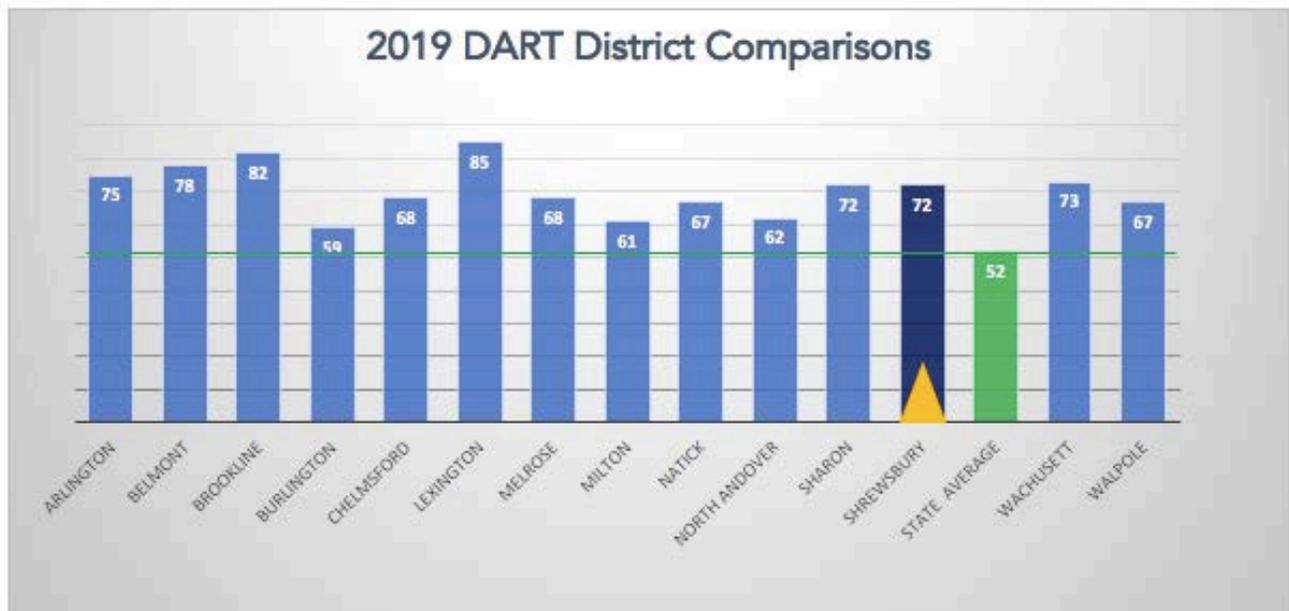
The number of students in Grade 8 meeting proficiency benchmarks in English Language Arts scores continued to rise again this year. This trend suggests that the dip in Grade 7 scores is remedied as students progress to the next grade.



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 8



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 8



Grade 10

In 2019 High School students across the state took the new test in English Language Arts for the first time. Scores for the old “legacy” test cannot be compared with scores on the “next generation” exam. For this reason, this year’s scores should be considered a new baseline.

As depicted below, legacy test results showed that students consistently scored well in English Language Arts over time:

Achievement rates 2015-2018 for the “legacy” MCAS in English Language Arts

	2016	2017	2018
Advanced	73	67	73
Proficient	23	29	24
Needs Improvement	2	2	2
Failing	2	2	2



Grade 10 English Language Arts Scores: Legacy MCAS 5-year history

Percentage of Students Achieving at the Proficient / Advanced Levels

Year	2014	2015	2016	2017	2018
%	97	96	96	96	97

Very few districts posted higher English Language Arts scores on the legacy test than Shrewsbury High School. It will be interesting to see patterns of performance emerge over time as the new test becomes standard at every grade.



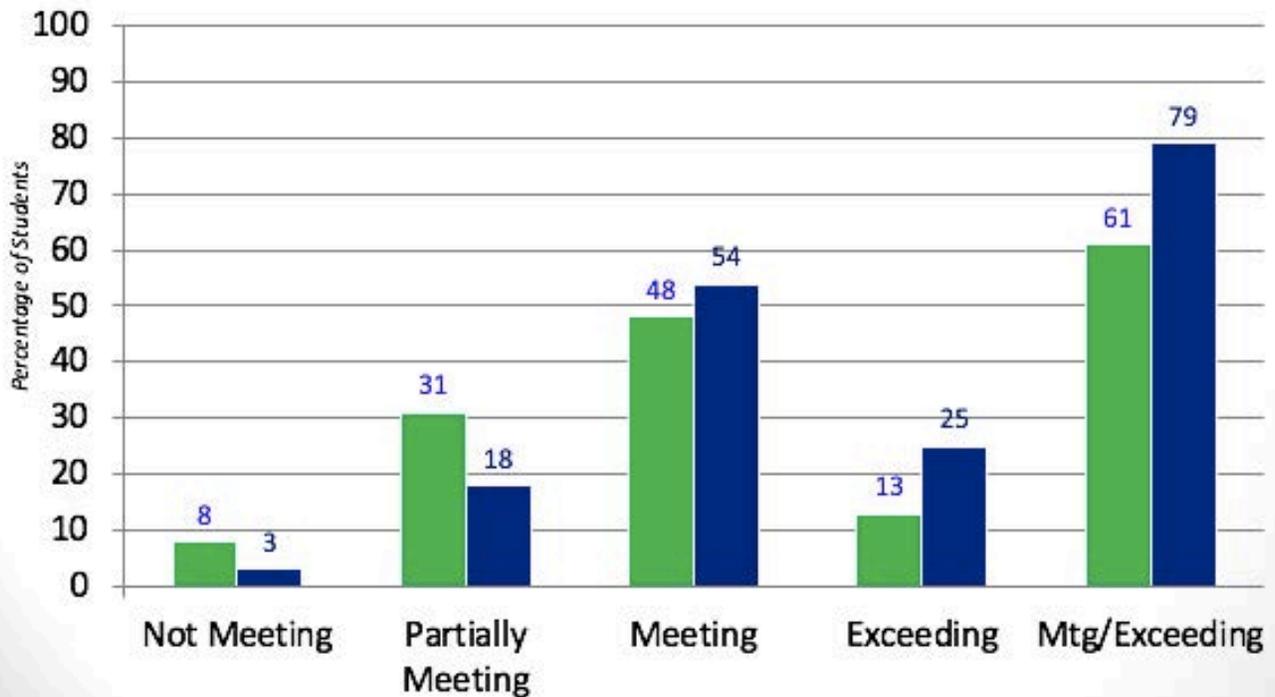
Shrewsbury Public Schools

SHS English Language Arts

2019 Next Gen MCAS

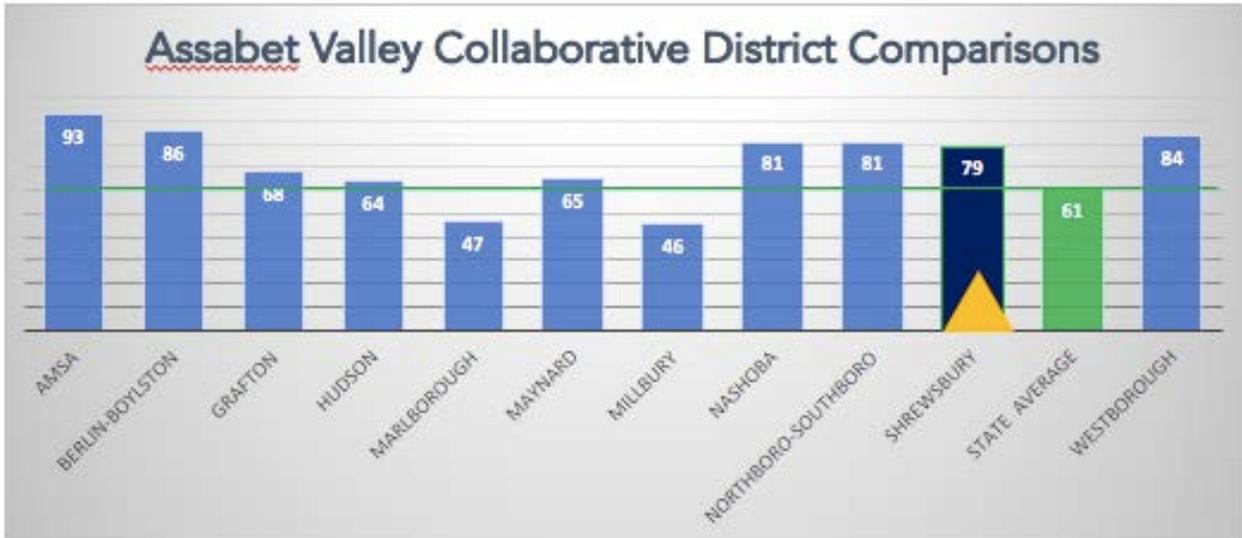
State Assessment Results

■ State 2019 ■ SPS 2019

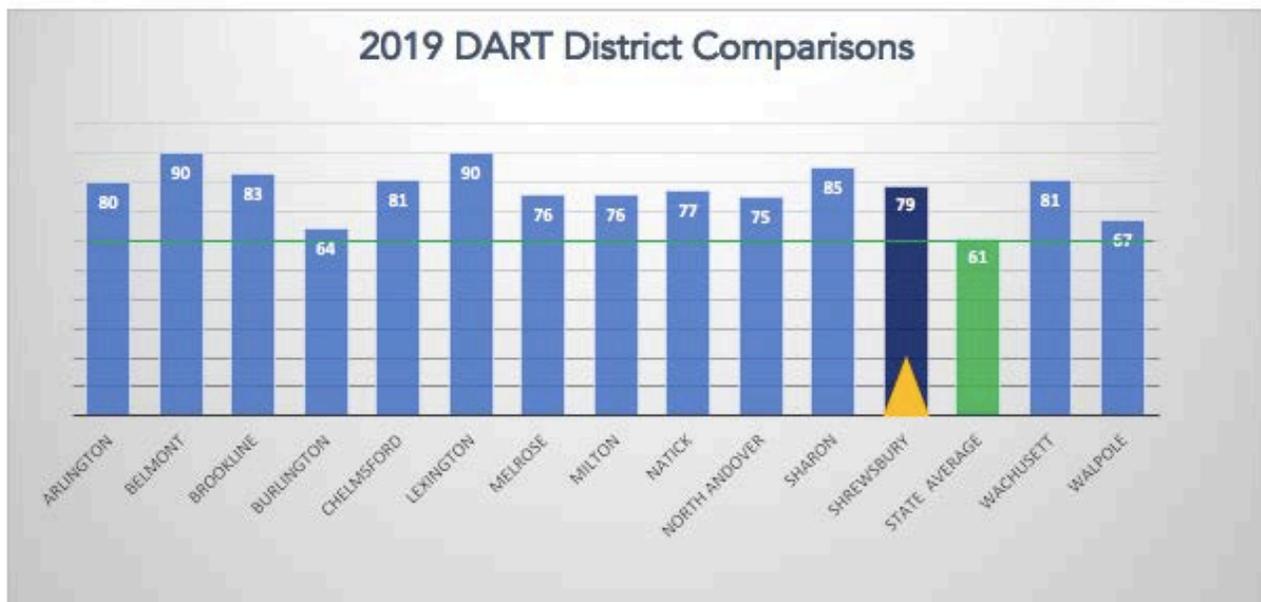


The graphs below show how our initial scores compared with those of students in comparative districts last year.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 10



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS ELA / Grade 10



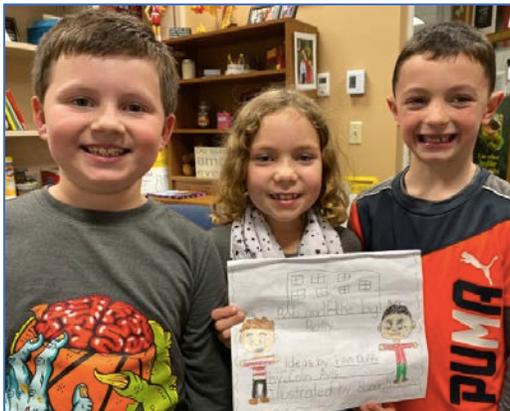
Trends in English Language Arts

As shown below, overall our results are strong.

Percentage of Students Meeting or Exceeding Expectations

Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr. 10
Shrewsbury % Level M/E 2018	74%	78%	74%	73%	68%	70%	N/A*
State Results 2018	52%	53%	54%	50%	46%	51%	N/A*
Shrewsbury % Level M/E 2019	81%	76%	71%	73%	62%	72%	79%
State Results 2019	56%	52%	52%	53%	48%	52%	61%

* **Note:** Students at this level did not take the “next generation” test in 2018.

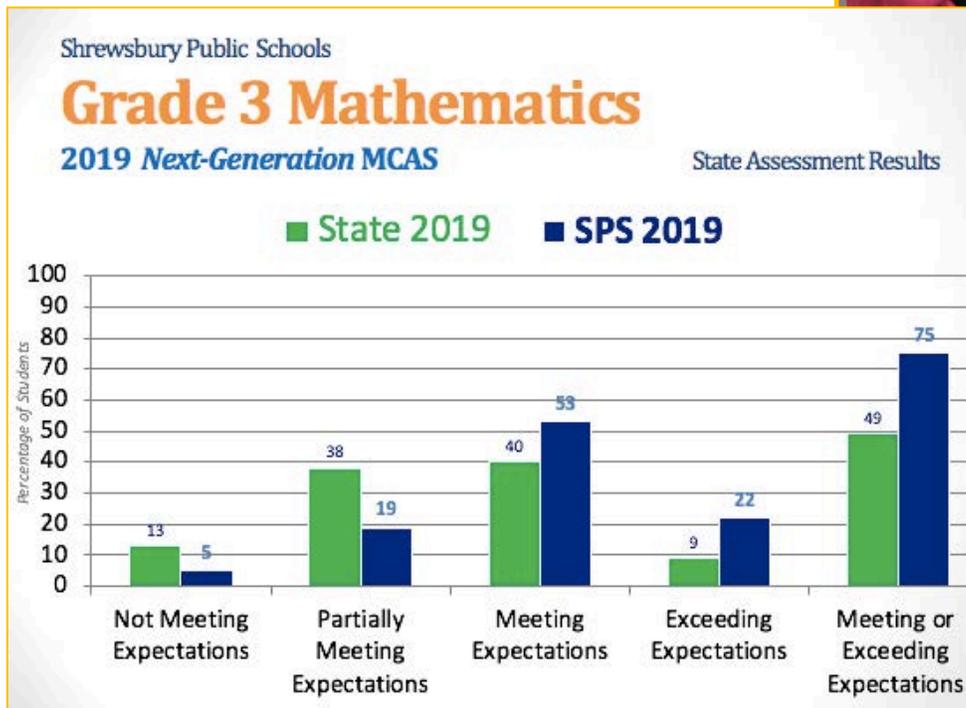
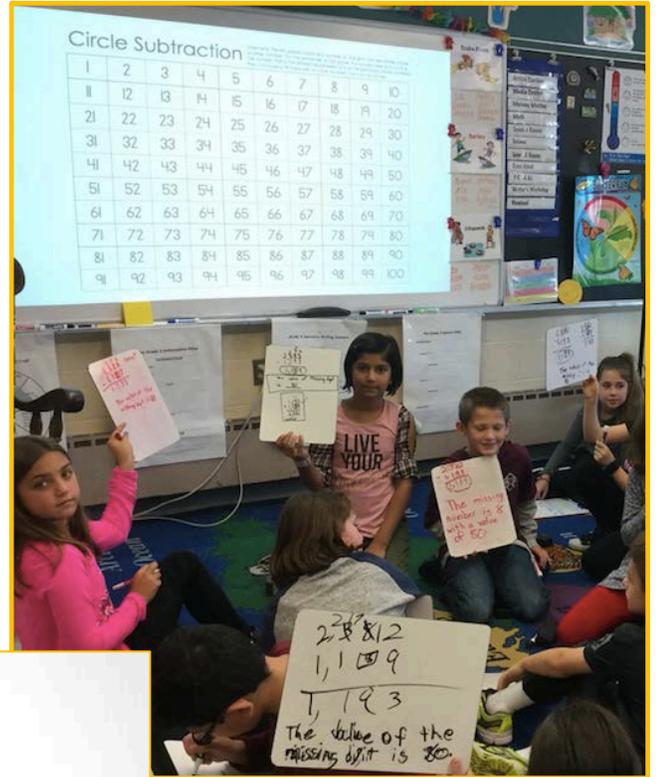


Student Achievement Scores in Mathematics by Grade Level

Grade 3

This year more Grade 3 students met the assessment benchmark on the Mathematics assessment than last year. Moreover, students in Grade 3 posted strong results overall, as evidenced on the charts that follow.

% by level	2017	2018	2019
Exceeding	18	23	22
Meeting	57	50	53
Partially Meeting	22	20	19
Not Meeting	3	8	5

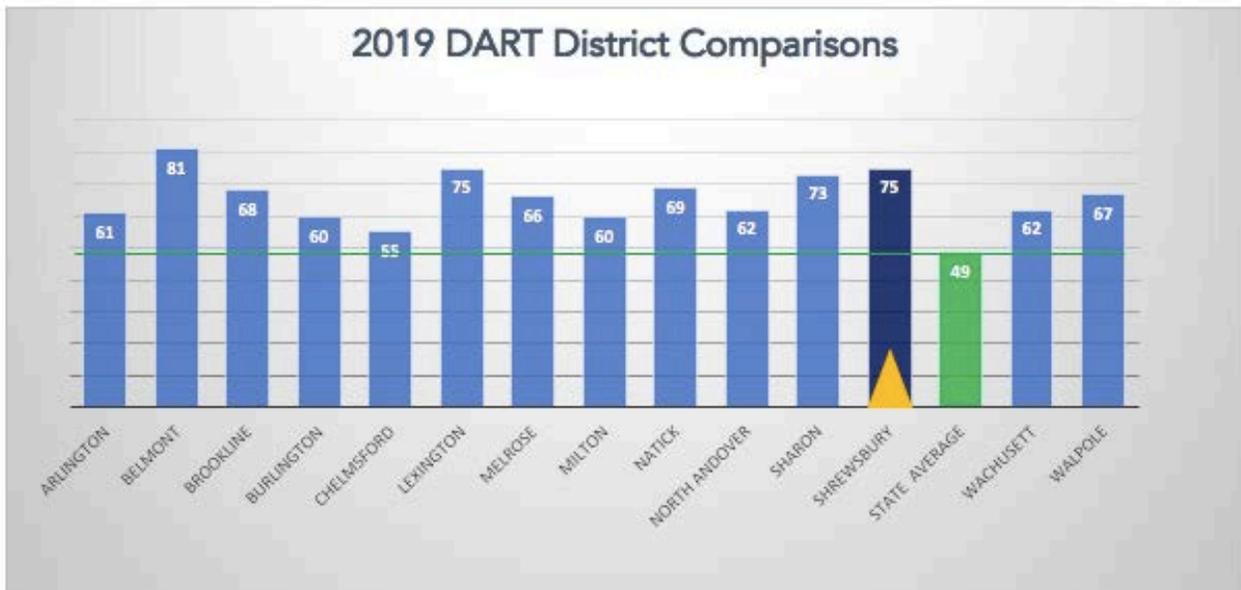


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 3



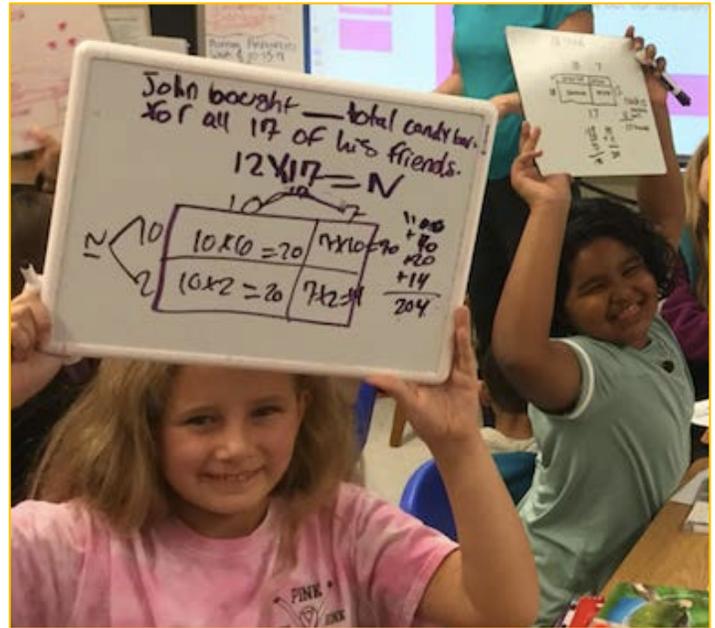
Shrewsbury’s Grade 3 Math scores are among the highest in our area. Significantly, our students’ scores at this level compare well to districts with similar demographics beyond central Massachusetts.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 3



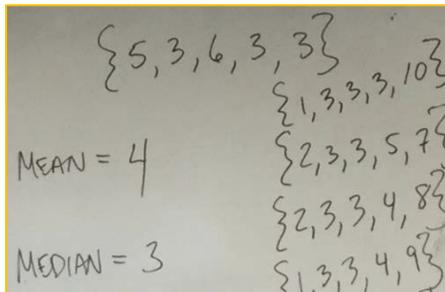
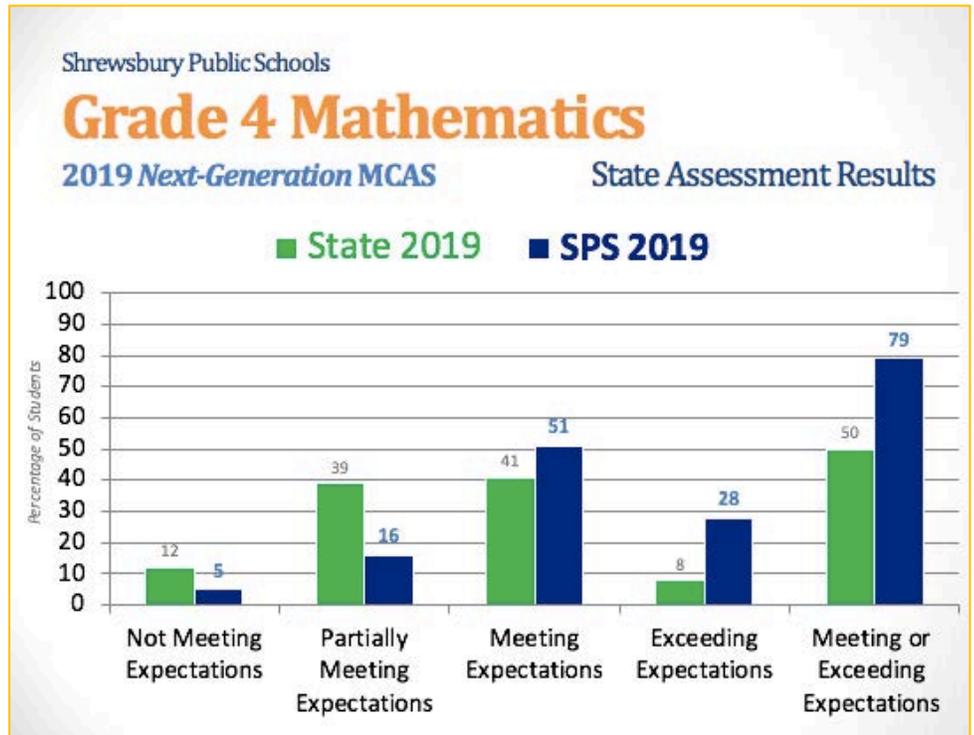
Grade 4

% by level	2017	2018	2019
Exceeding	21	21	28
Meeting	54	51	51
Partially Meeting	20	25	16
Not Meeting	5	3	5

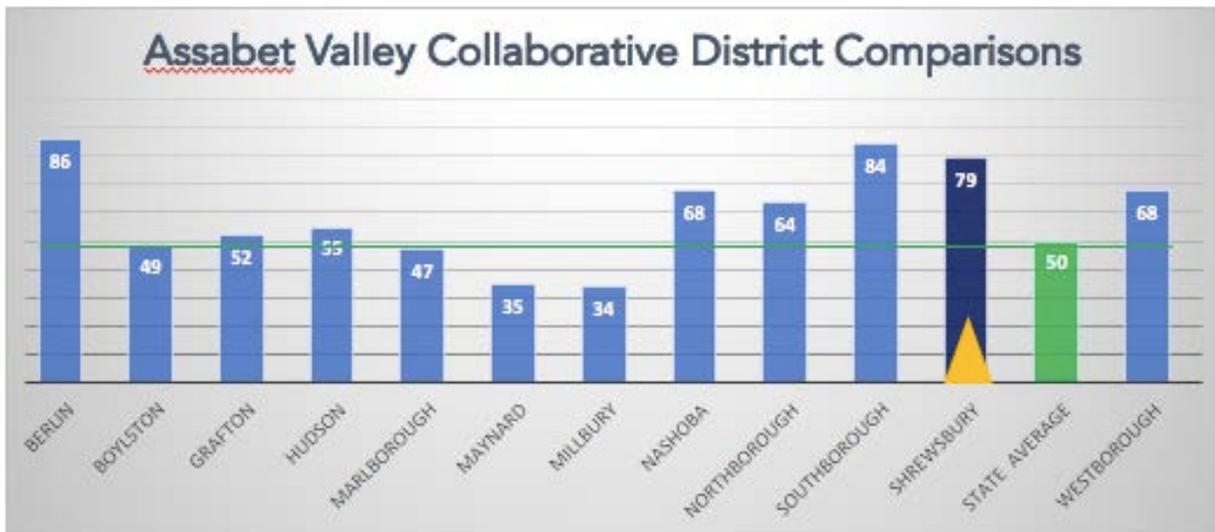


Grade 4 student results in Math are also strong. This year more students at this level achieved a score of Exceeding, the highest proficiency rating.

Our students consistently achieve higher scores on the MCAS assessment than most children in the state.

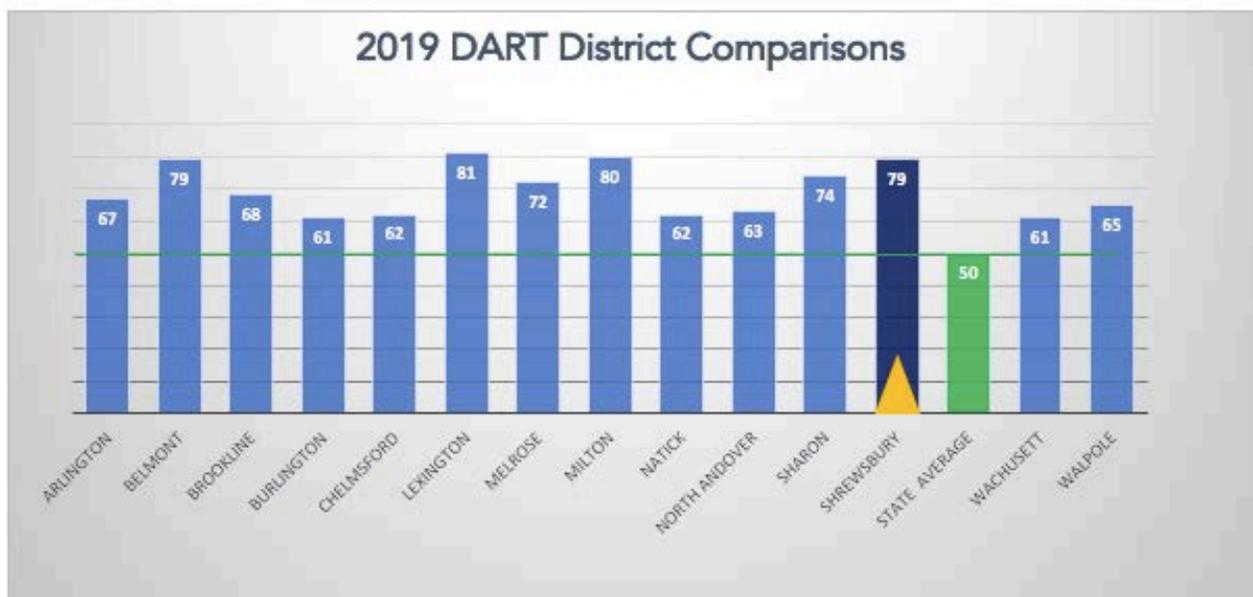


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 4



Again, these graphs speak to high rates of achievement overall. Note our scores as compared to the state average as well as the performance of Grade 4 students in other districts.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 4



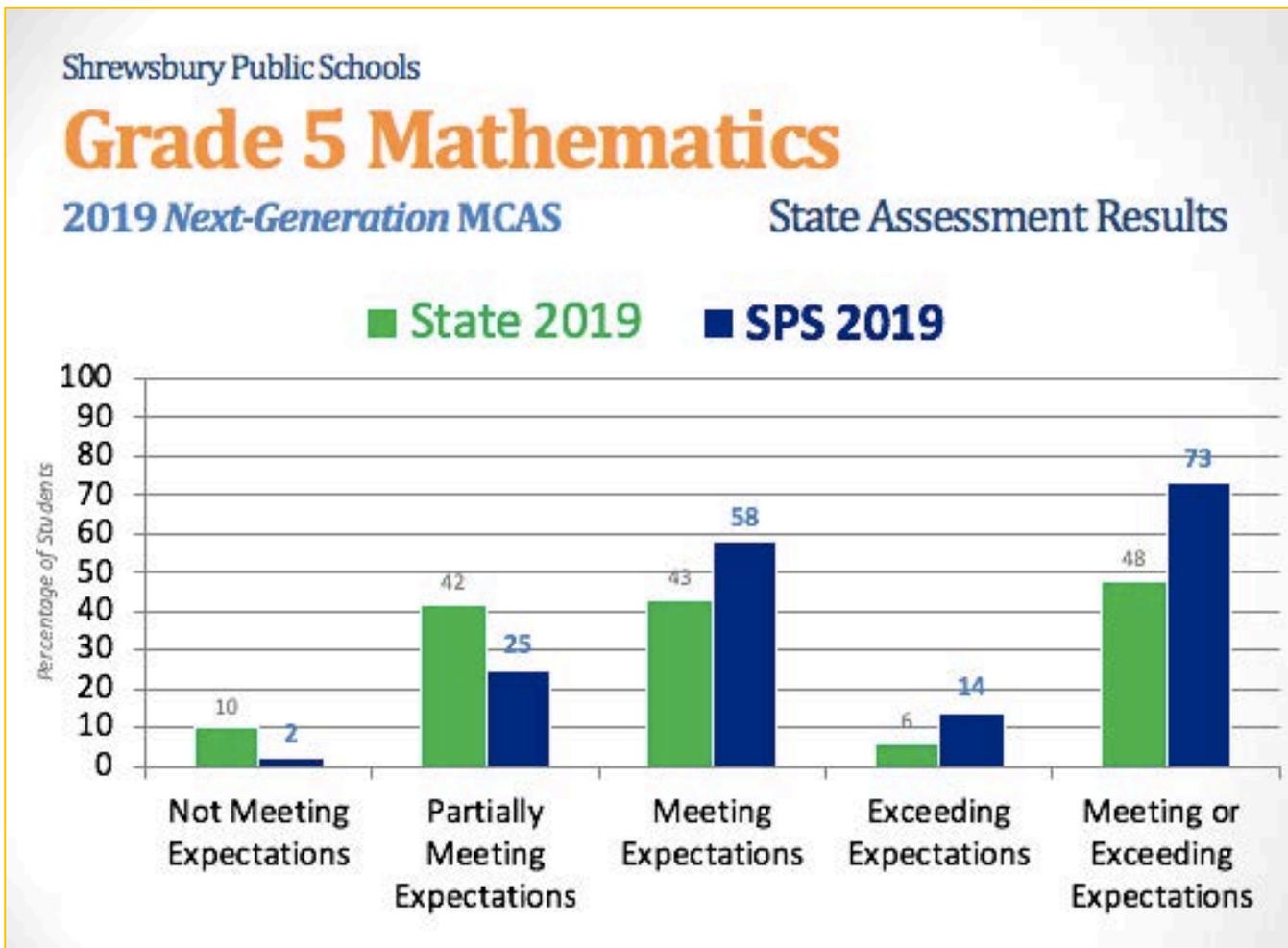
Grade 5

% by level	2017	2018	2019
Exceeding	20	15	14
Meeting	52	55	58
Partially Meeting	24	24	25
Not Meeting	5	6	2

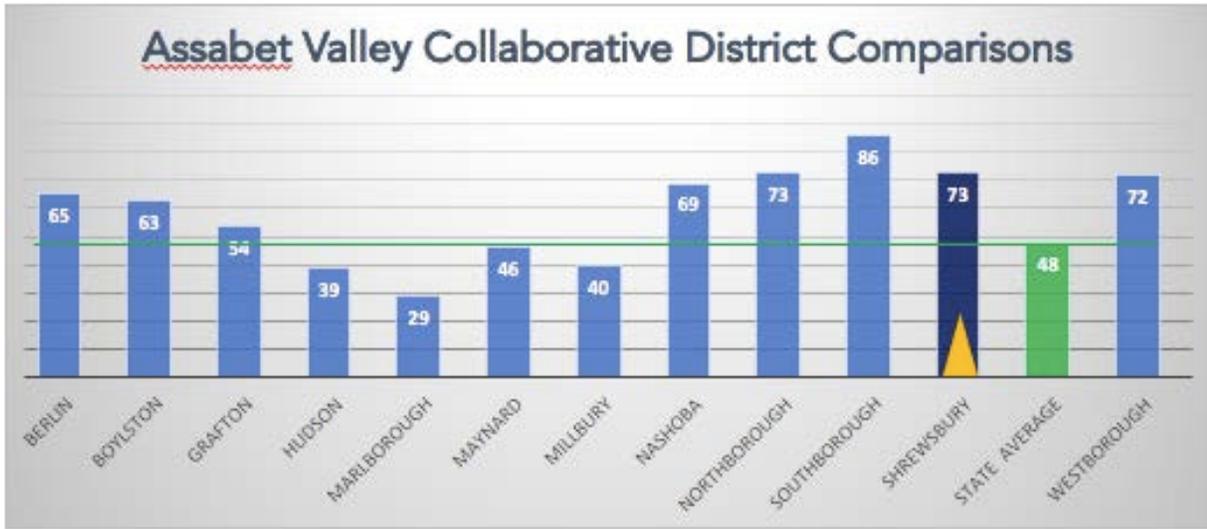
73% of Grade 5 students met or exceeded the grade level benchmark for Math this year, which shows a slight increase from last year.

Note: In both 2018 and 2019, DESE reports show discrepancies worth noting. The total numbers for each category of performance do not match the overall percentage. This table reflects state report

data.

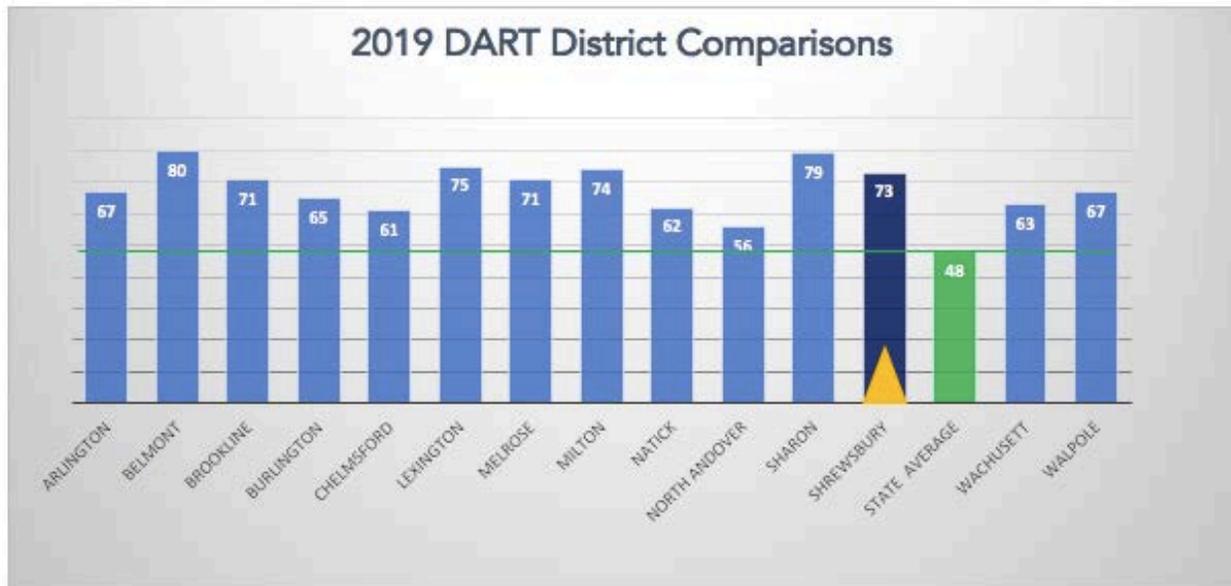


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 5



Among Assabet Valley districts, only Southborough’s Grade 5 students scored higher this year. Shrewsbury’s scores were among the top 5 within our DART comparison group.

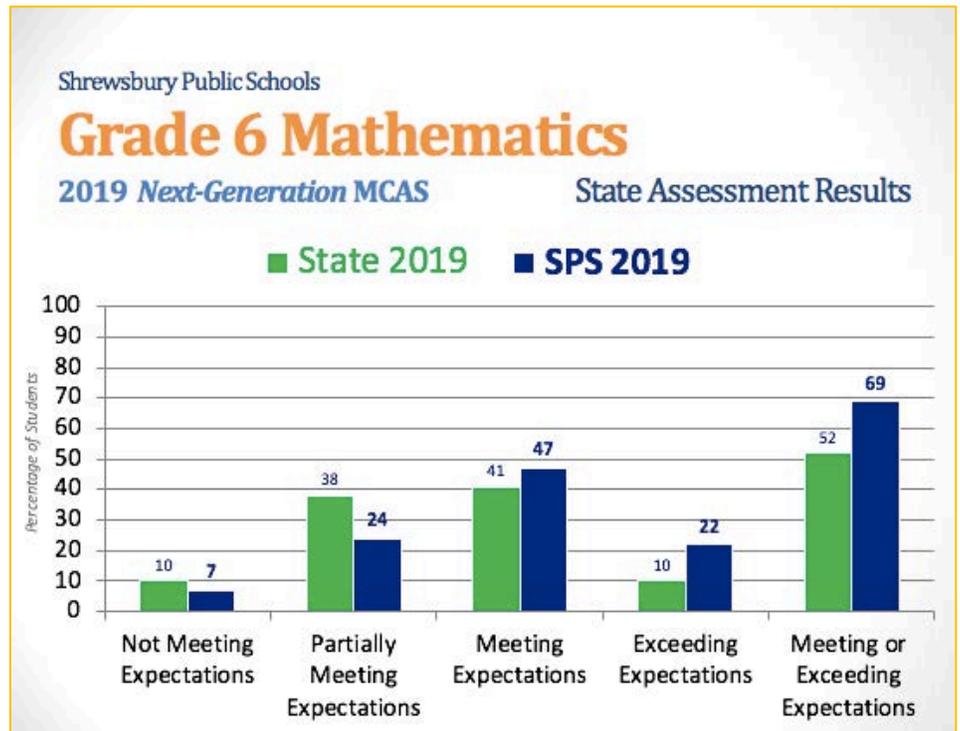
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 5



Grade 6

% by level	2017	2018	2019
Exceeding	11	14	22
Meeting	58	56	47
Partially Meeting	26	25	24
Not Meeting	6	5	7

Grade 6 Math scores were similar to 2018 results, with more students achieving at the highest level this year.

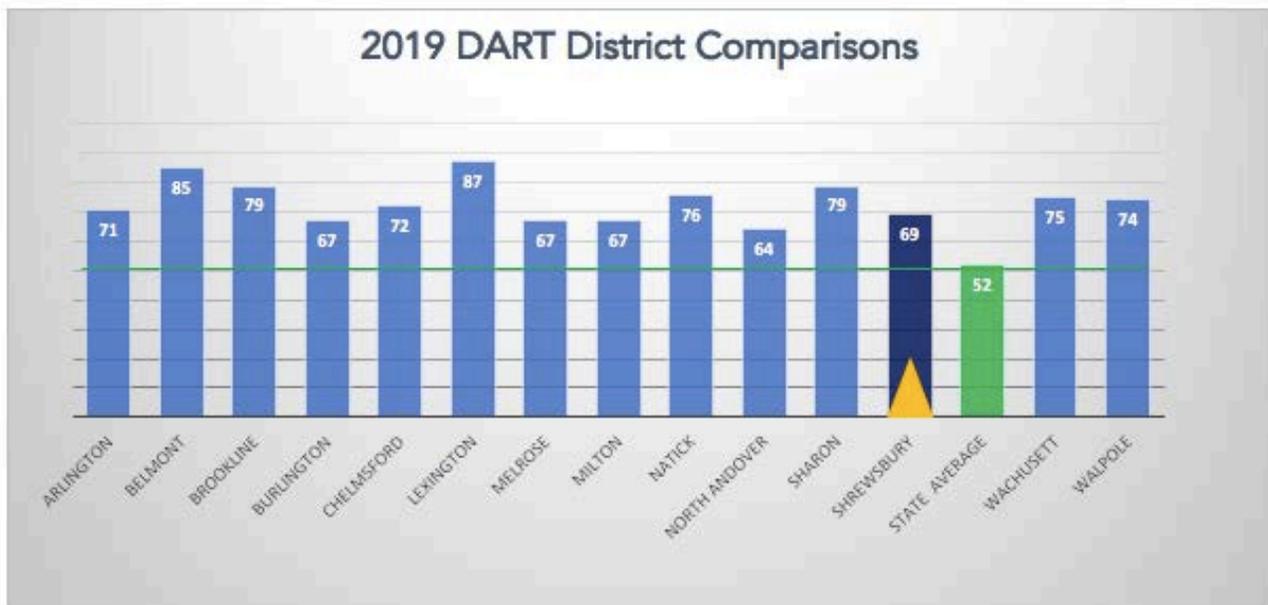


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 6



These charts speak to our ongoing effort to ensure that more students master Math standards and practices. Our numbers compare well with scores from districts in the Assabet Valley. Students in DART cohort districts tended to score higher overall, suggesting this may be an area for further study.

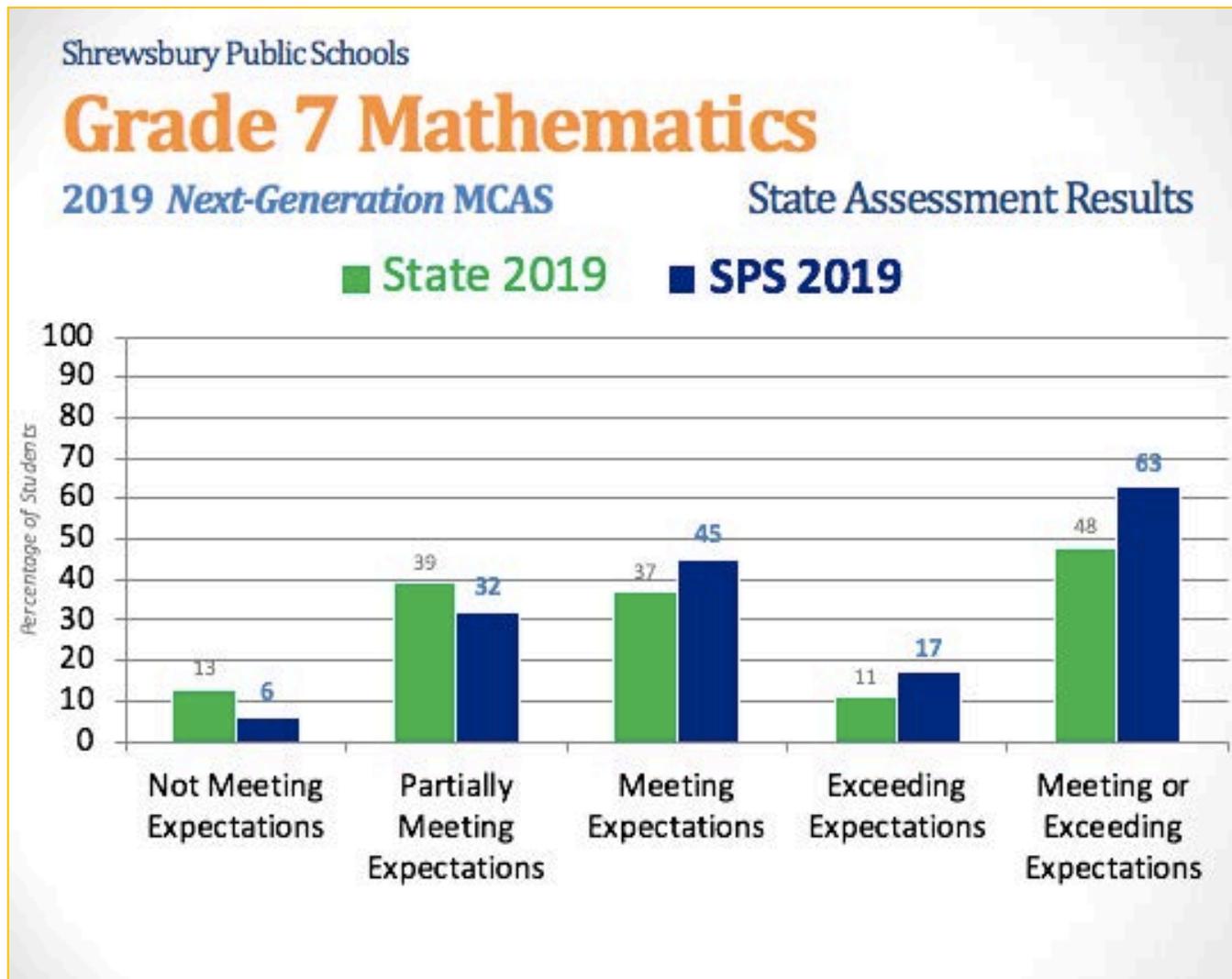
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 6



Grade 7

% by level	2017	2018	2019
Exceeding	15	14	17
Meeting	46	51	45
Partially Meeting	34	27	32
Not Meeting	6	8	6

Math scores for Grade 7 remain consistent, with more students scoring in the Exceeding range this year. Although results for this grade span are lower overall, Shrewsbury's scores are significantly higher than the state average.

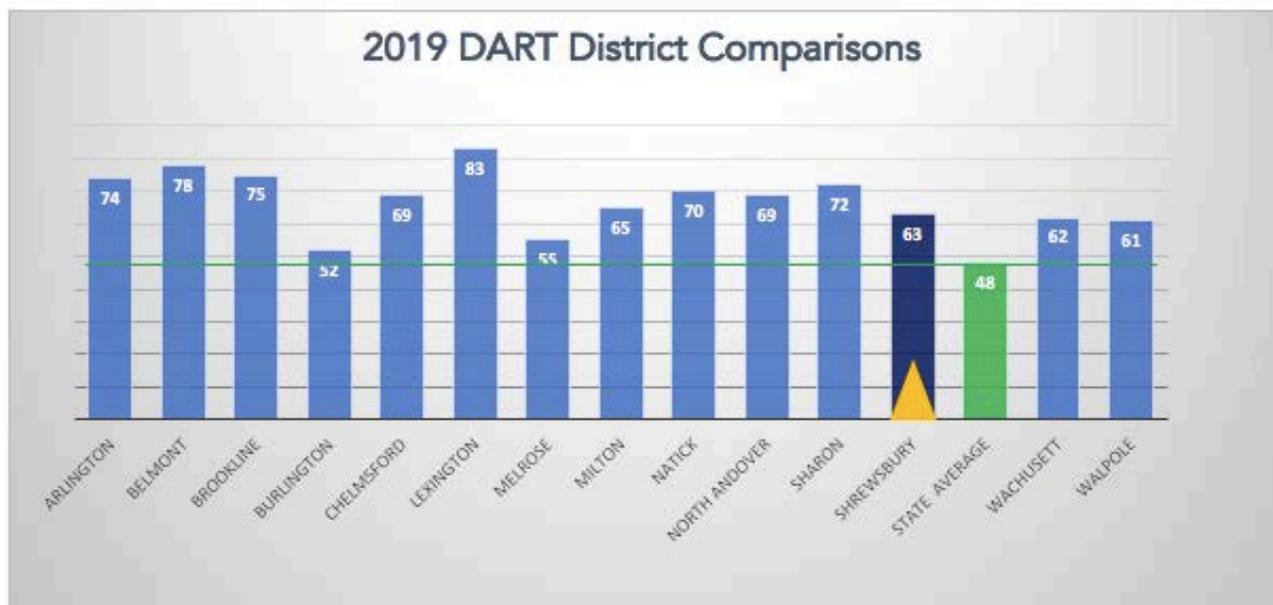


Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 7



Our achievement data for this grade is noticeably different from results for the same grade in other districts. Students from several local districts achieved higher scores. Further, only two of the districts in the DART comparison group scored lower than Shrewsbury. Importantly, when we look to the following year, student scores are somewhat higher.

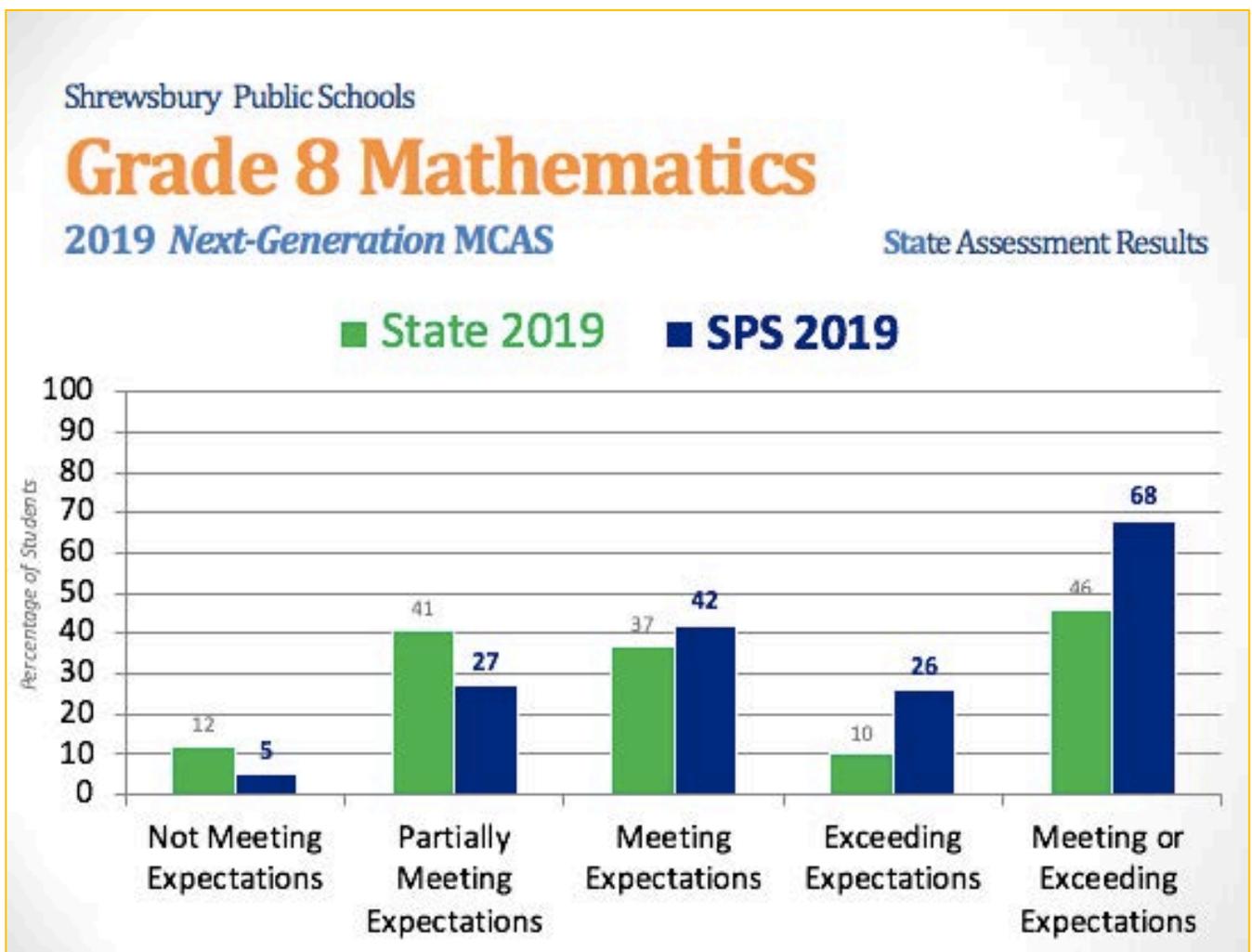
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 7



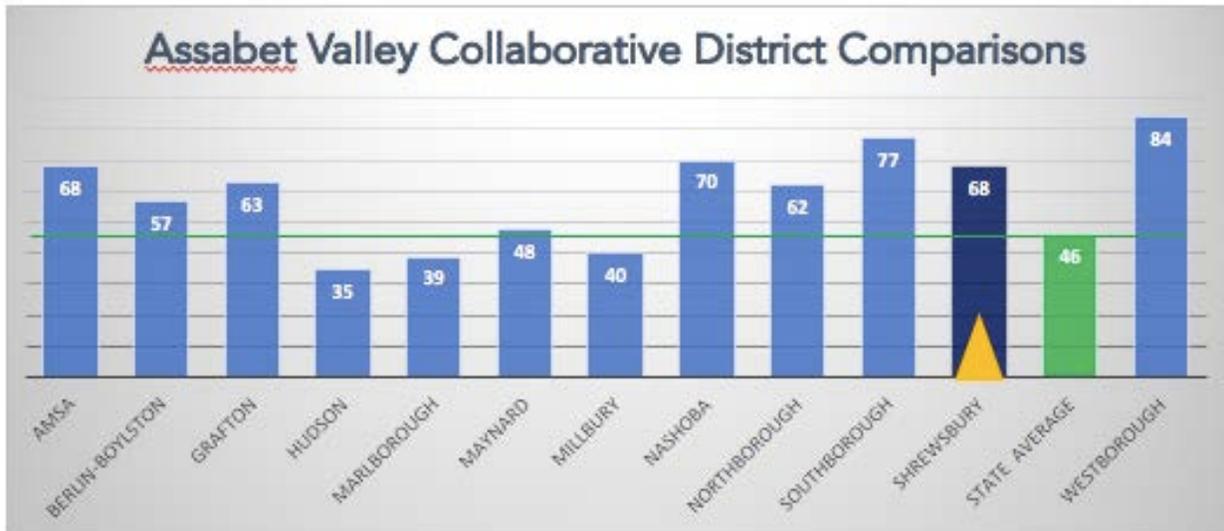
Grade 8

Math scores for students in Grade 8 declined slightly from 2018. However, as compared with the state average and overall results Shrewsbury's scores have been consistent over time. More to the point, scores for this grade span are among the highest in the area, and the performance of Shrewsbury's eighth graders in Math compares well within the state.

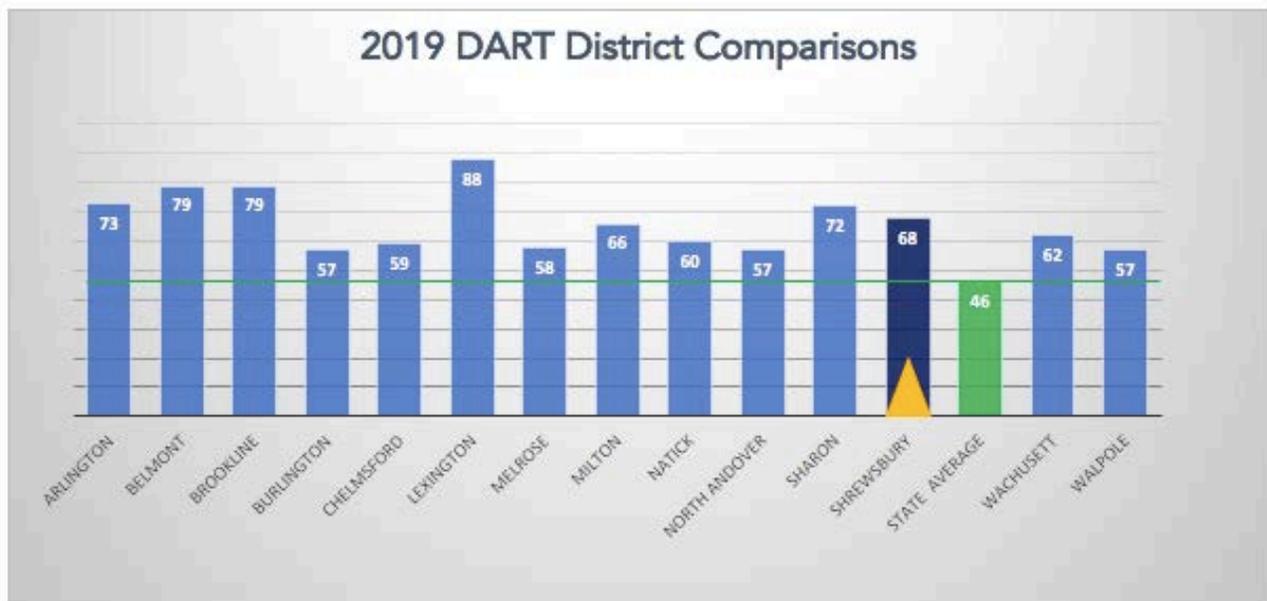
% by level	2017	2018	2019
Exceeding	17	17	26
Meeting	45	54	42
Partially Meeting	33	25	27
Not Meeting	4	4	5



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 8



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 8



Grade 10

In 2019 High School students across the state took the new test in Mathematics for the first time. Scores for the old “legacy” test cannot be compared with scores on the “next generation” exam. For this reason, this year’s scores should be considered a new baseline in this subject area as well.

As depicted below, test results showed that students consistently scored well on the “legacy” test in Math:

Achievement rates 2015-2018 for the “legacy” MCAS in Mathematics

	2015	2016	2017	2018
Advanced	79	76	72	72
Proficient	13	17	19	17
Needs Improvement	6	4	6	8
Failing	2	3	3	3



89% of Grade 10 students met the Proficiency benchmark in 2018. For the last three years of the legacy test, Grade 10 scores in Math at the high school level dropped slightly. At the same time, Shrewsbury continued to post strong results overall.

Grade 10 Math Scores: Legacy MCAS 5-year history

Percentage of Students Achieving at the Proficient / Advanced Levels

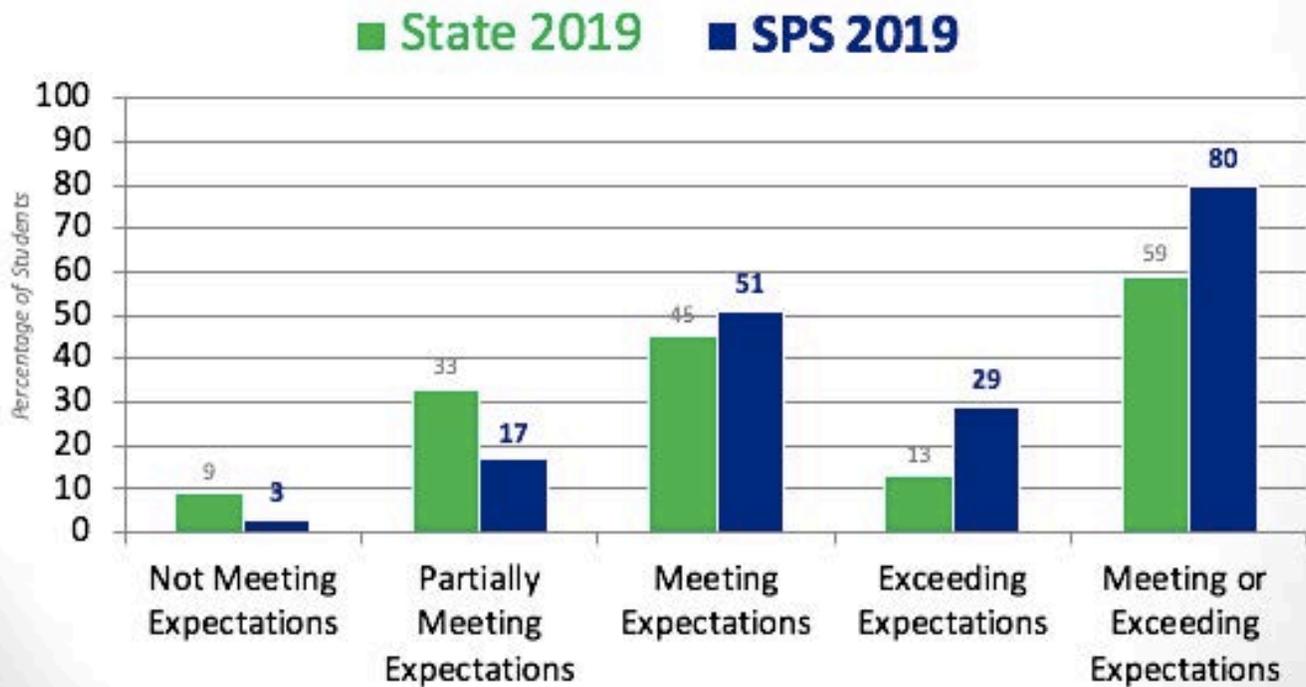
Year	2014	2015	2016	2017	2018
%	95	92	93	91	89

Shrewsbury Public Schools

Grade 10 Mathematics

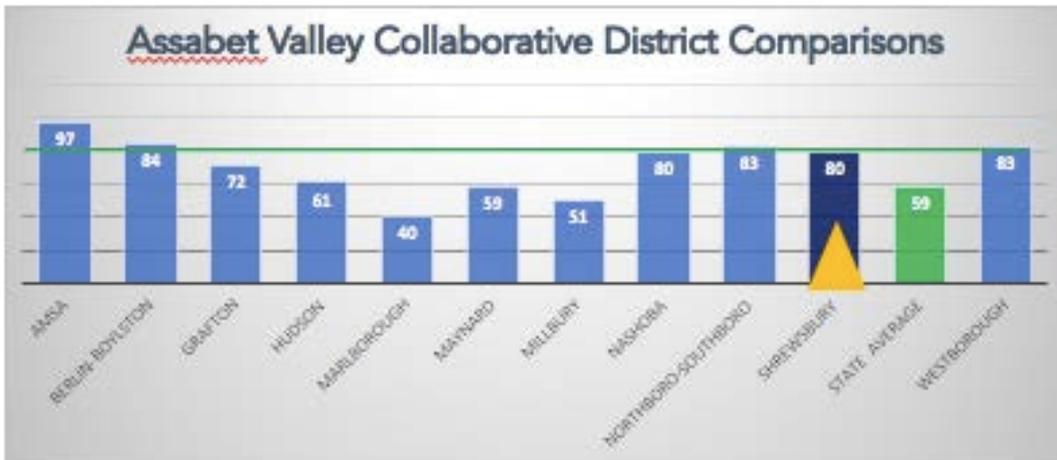
2019 *Next-Generation* MCAS

State Assessment Results

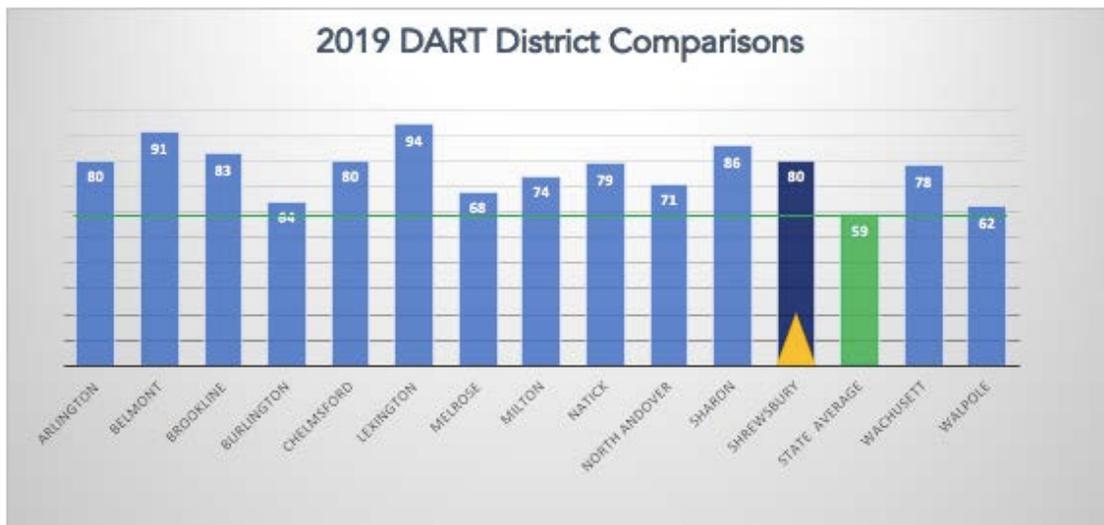


The graphs below show how our initial Math scores on the new exam compared with results from students in comparative districts last year.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 10



Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Math / Grade 10



Trends in Mathematics

Percentage of Students Meeting or Exceeding Expectations

Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr. 10
Shrewsbury % Level M/E 2018	73%	72%	70%	70%	65%	71%	N/A*
State Results 2018	50%	48%	46%	48%	46%	49%	N/A*
Shrewsbury % Level M/E 2019	75%	79%	73%	69%	63%	68%	80%
State Results 2019	49%	50%	48%	52%	48%	46%	59%

* **Note:** In 2018 Students at this level did not take the “next generation” test



Student Achievement Scores in Science & Technology Grades 5, 8, & 10

Students in three grades took the Science Technology and Engineering test in 2019. It's important to note, however, that testing formats varied by grade. Grades 5 and 8 students took the "next generation" Science exam for the first time. In contrast Grade 10 students took the "legacy" Science assessment.

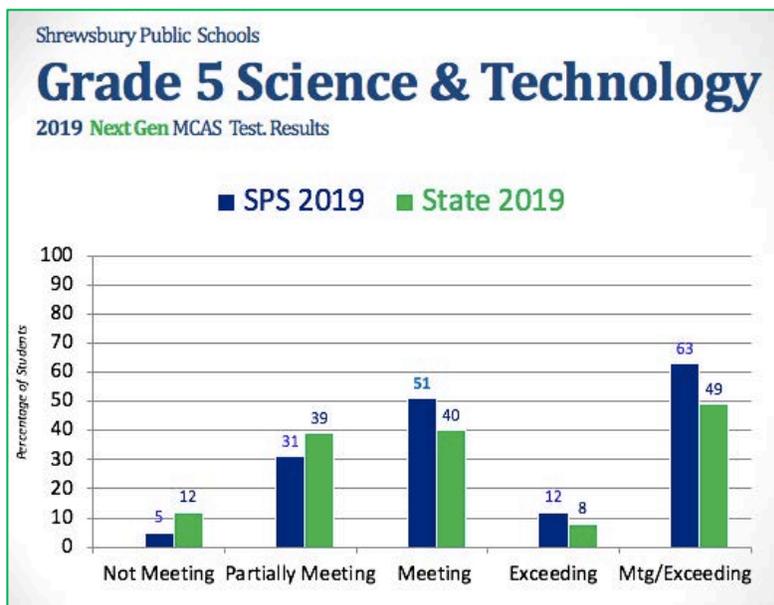
Here is a snapshot of how our Grade 5 students performed over time by grade on the legacy test. Scores from different tests cannot be compared; the table below is included as context.

Grade 5

	2014	2015	2016	2017	2018
Advanced	31	31	34	32	33
Proficient	41	40	36	35	36
Needs Improvement	23	25	24	27	26
Warning	4	4	7	7	5



Since students took a new exam this year, we have a new baseline for students in Grade 5 in Science.



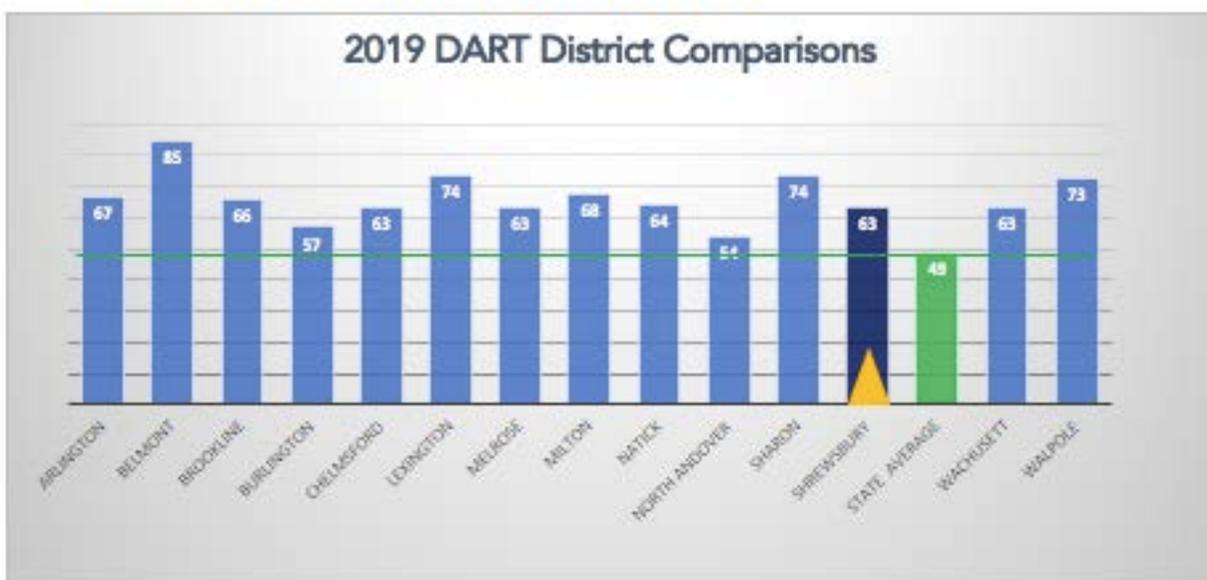
Here's how our Grade 5 results compare to scores in area districts:

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Sci / Tech Grade 5



This chart shows our scores as compared to districts with similar demographics. As mentioned in prior reports, in Shrewsbury the timing of content delivery has an impact on student performance. For example, our Grade 5 students are tested cumulatively on content that is taught in earlier grades, especially fourth grade.

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Sci/Tech / Grade 5

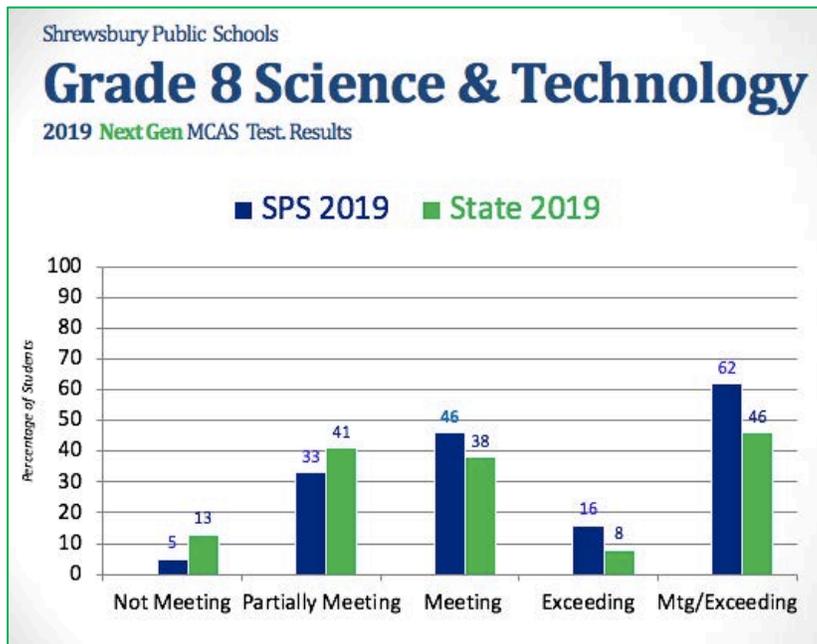


Grade 8

	2014	2015	2016	2017	2018
Advanced	14	9	12	5	8
Proficient	55	53	47	55	46
Needs Improvement	26	33	33	32	37
Warning	5	6	8	8	9

This chart is included as context only. In 2019, students in Grade 8 took the next generation Science test for the first time. Please note that historically the Grade 8 Science & Technology test was the most challenging test in all of the legacy MCAS tests in terms of percentages of students scoring at high levels across the state. While it is appropriate to compare performance of 8th graders over time, it is not valid to compare performance on this test against how students fare on the Grade 5 or High School Science & Technology tests.

Since students took a new exam this year, we have a new baseline for students in Grade 8 in Science as well.



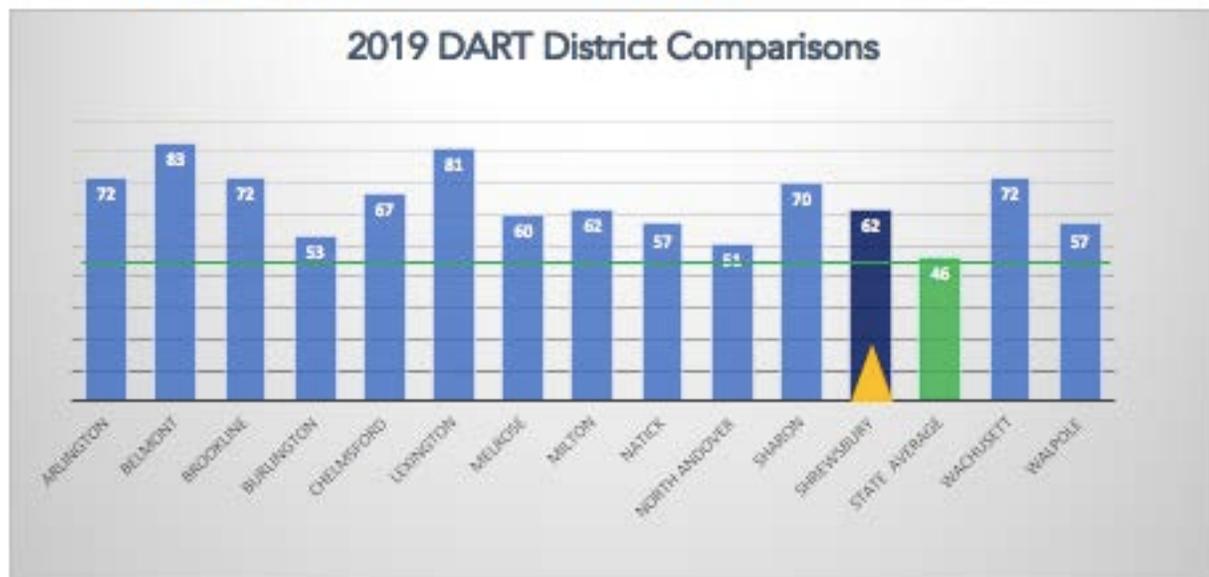
Here's how our Grade 8 results compare to scores in area districts:

Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Sci/Tech Grade 8



It's interesting to see how these initial scores compare to results from DART districts as well. Our current work in Science should help us to align our curriculum to the new Science standards. One question educators have is how well this new assessment aligns with the new Science practices.

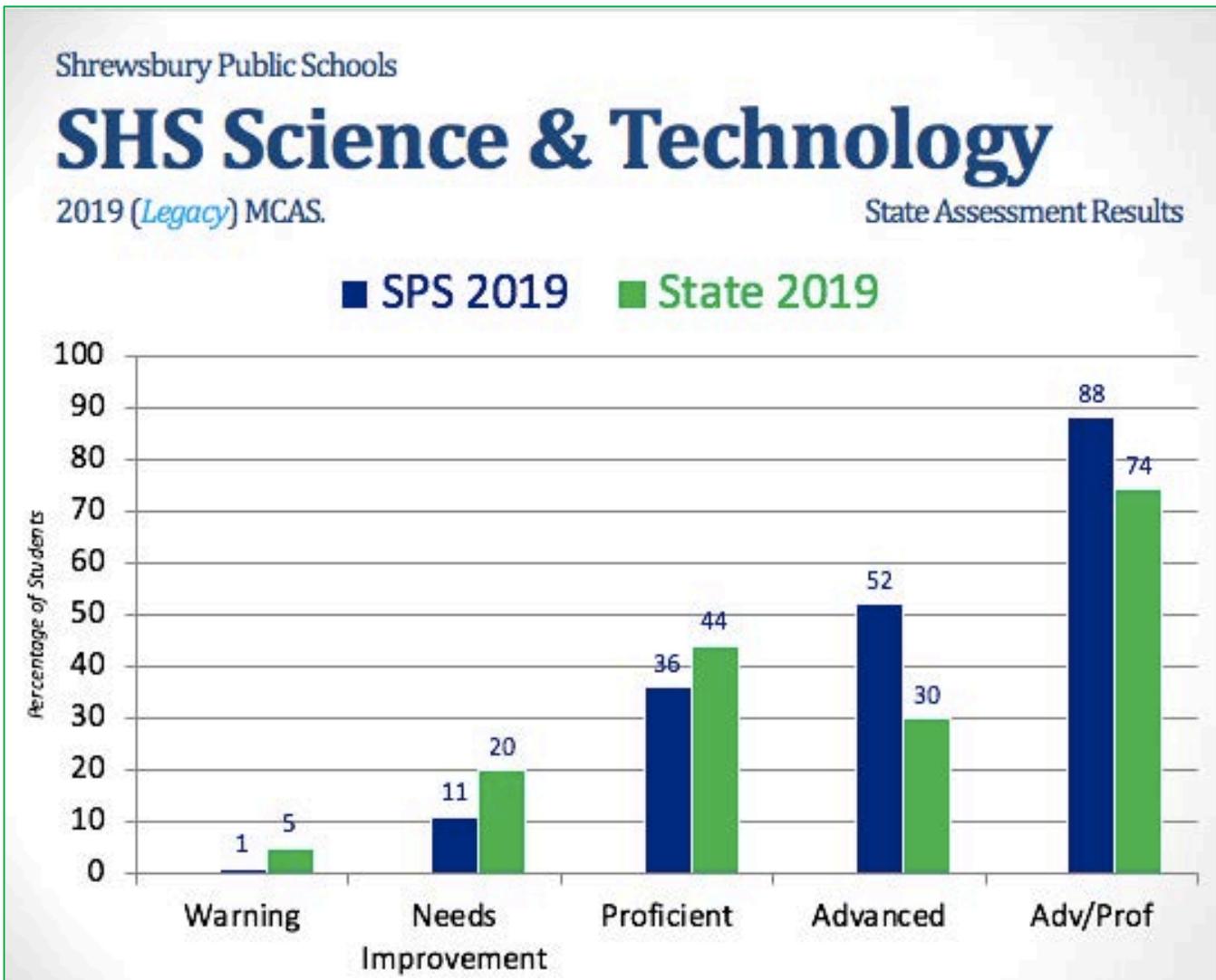
Percentage of students Meeting or Exceeding Expectations
Next-Gen MCAS Sci/Tech / Grade 8



Grade 10

	2015	2016	2017	2018	2019
Advanced	46	54	46	47	30
Proficient	40	36	43	41	44
Needs Improvement	12	8	9	11	20
Warning	1	2	2	2	5

Overall, our results on the Science and Technology exam compare favorably with districts of similar size, demographics and enrollment. As before, our oldest students continue to post the highest scores. However, as mentioned above, because the “legacy” tests were created and calibrated at different times by different groups, the progression of expectations is not well aligned.



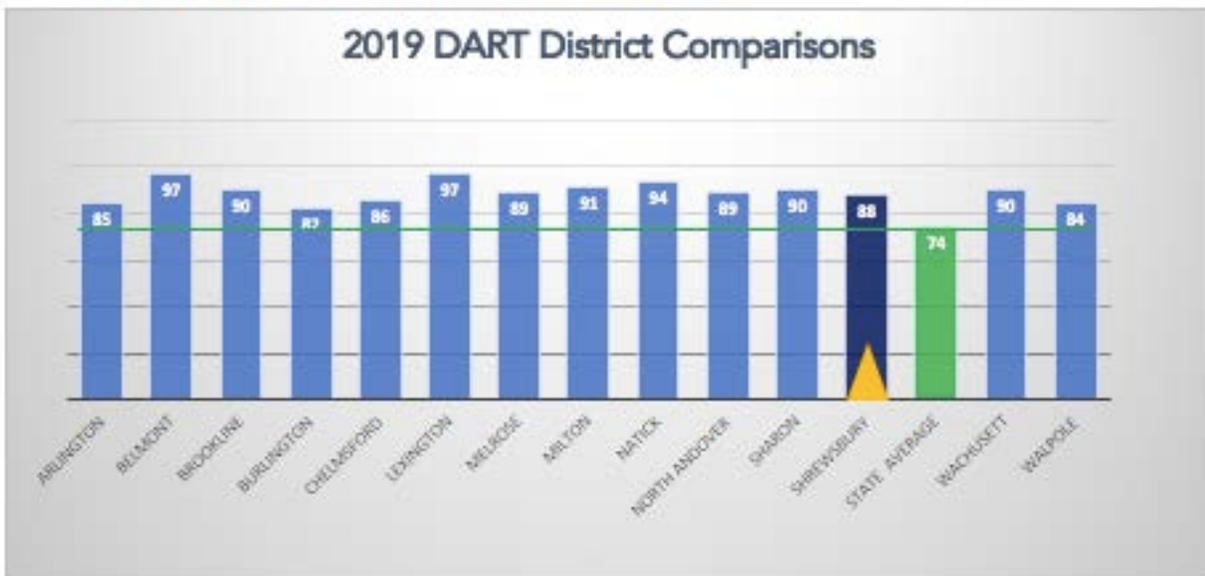
The graphs below depict how our scores on the Grade 10 Science "legacy" test compare with the results from other districts.

Percentage of students Meeting or Exceeding Expectations
Legacy MCAS Sci/Tech Grade 10



It's likely that the format of this assessment will change for Grade 10 soon.

Percentage of students Meeting or Exceeding Expectations
Legacy MCAS Sci/Tech / Grade 10



II. Student Growth Percentile Scores (SGPs)

Assessment levels indicate how each student is achieving relative to the state standards for that grade level and content area. Growth scores represent change in an individual student's MCAS performance from one exam to the next. By utilizing a growth measure, the state is attempting to answer the question, "How much academic progress did a student or group of students make in one year as measured by MCAS?"

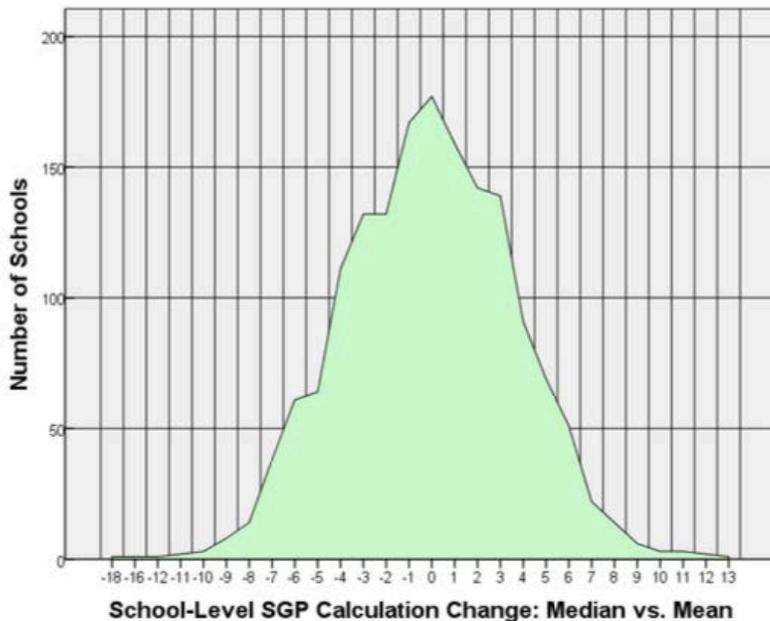
Massachusetts measures growth for individual students by comparing the change in their achievement on statewide assessments to that of their "academic peers" (all other students in the state who previously had similar historical assessment results). The rate of change is expressed as a percentile, and represents how many students had greater or lesser improvement on this year's test as compared to the performance of the cohort of students with the same achievement score history.

The state defines *moderate* (or expected) growth to be between the 40-60th percentile, with *low growth* as below the 40th percentile and *high growth* as above the 60th percentile. In reviewing an individual student's result, teachers and parents might wonder, "How much did Rishi improve her math score on MCAS in 6th grade, relative to students who had the same math scores on the 4th and 5th grade math tests?" SGP scores help to answer that question: if Rishi had a higher score than more than 65 percent of her academic peers with the same score history, then her Student Growth Percentile (SGP) would be 65.

The growth model method operates independently of MCAS performance levels. As a result, all students, no matter what their scores were on past MCAS tests, have an equal chance to demonstrate growth at any of the 99 percentiles on the next year's test. Growth percentiles are calculated in ELA and Mathematics for students in Grades 4 through 8 and 10, because the model requires at least two years of MCAS results to calculate growth percentiles. Therefore, no growth scores are available for Grade 3; Grade 4 growth percentiles are only in comparison to Grade 3 scores; and Grade 5 and up are in comparison to the two previous years of scores. In addition, because the Science and Technology test is only administered in grades five, eight, and nine/ten there is no growth data produced for this test.

Analyzing student test scores over time provides us with additional information; this data helps us monitor individual students and subgroups within the district. Importantly, it may also help us identify "bright spots," grade level practices that yield exceptional outcomes for students.

Aggregate Growth Percentiles



While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles may also be aggregated to understand growth at the subgroup, school, or district level.

Initially the Department of Elementary and Secondary Education (the DESE) reported growth as a median percentile (the middle score if one ranks the individual student growth

percentiles from highest to lowest). A typical school or district in the commonwealth would have a median student growth percentile of 50.

Beginning in 2018, the DESE moved to a growth model where the average student growth percentile (SGP) replaces median SGP at the aggregate

level for school and district aggregations. Although there are areas to target for improvement in achievement levels at several grade levels, the growth percentiles for each grade level in both subject areas were well within the moderate (or expected) growth range this year.

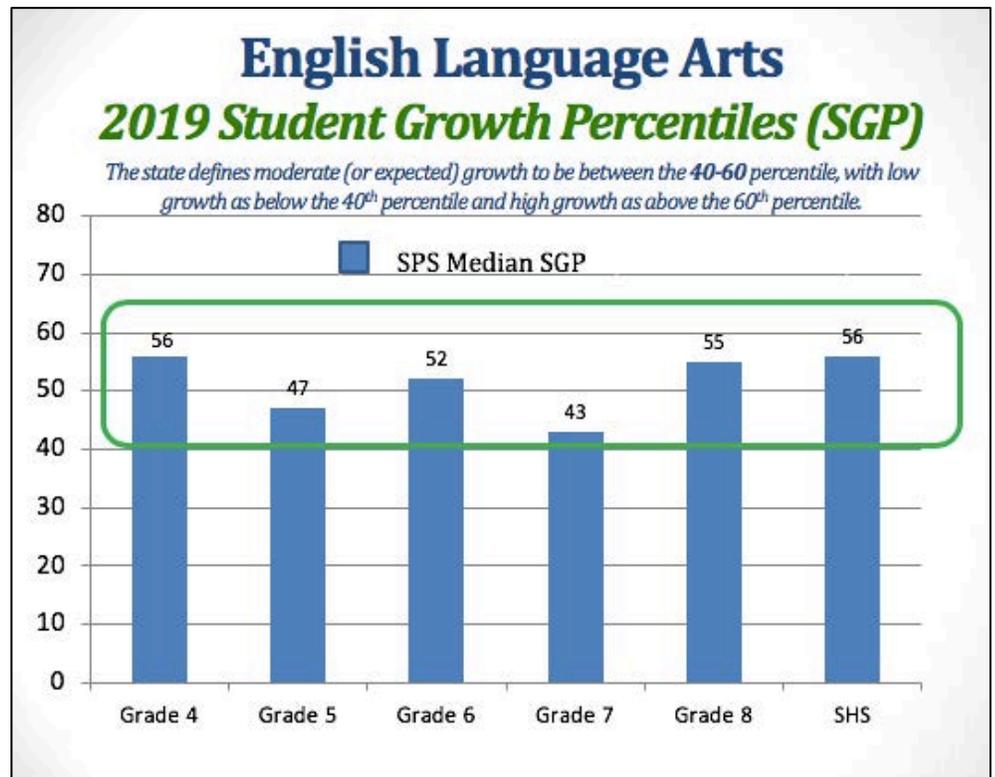
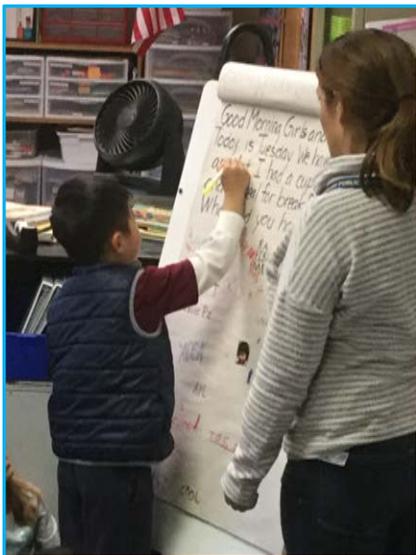


Shrewsbury Public Schools Average SGP by Grade:

English Language Arts 2019

SGP Results for the English Language Arts Assessment, 2014-2019

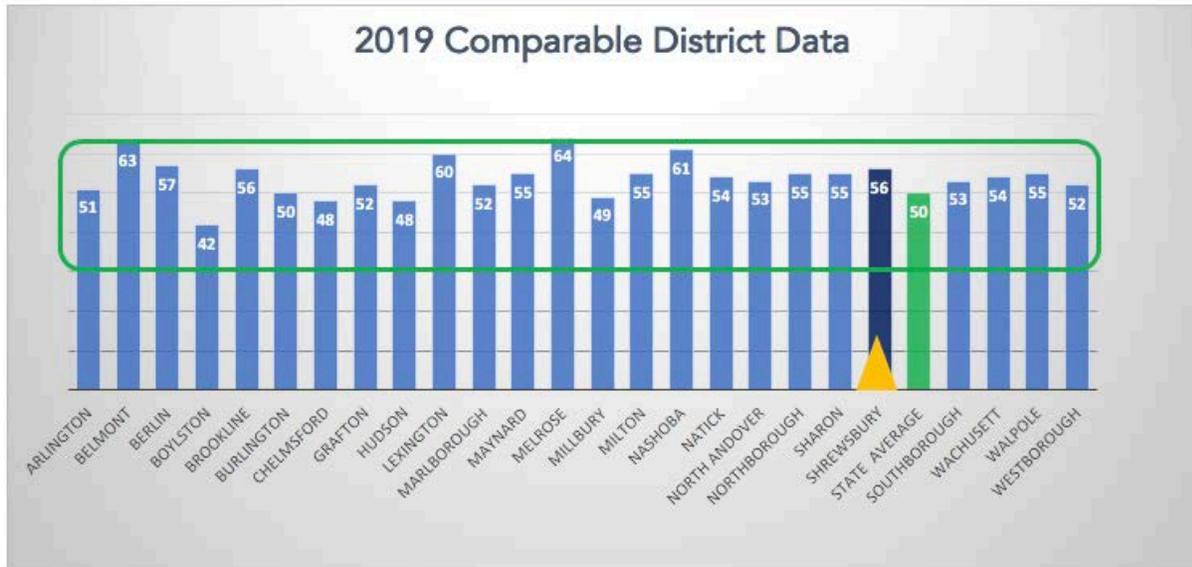
ELA	2014	2015	2016	2017	2018	2019
Gr 4	65	69	53	58	58	56
Gr 5	45	37	46	49	52	47
Gr 6	50	46	46	51	53	52
Gr 7	42	37	34	39	55	43
Gr 8	51	50	45	52	54	55
Gr 10	54	53	46	48	58	56



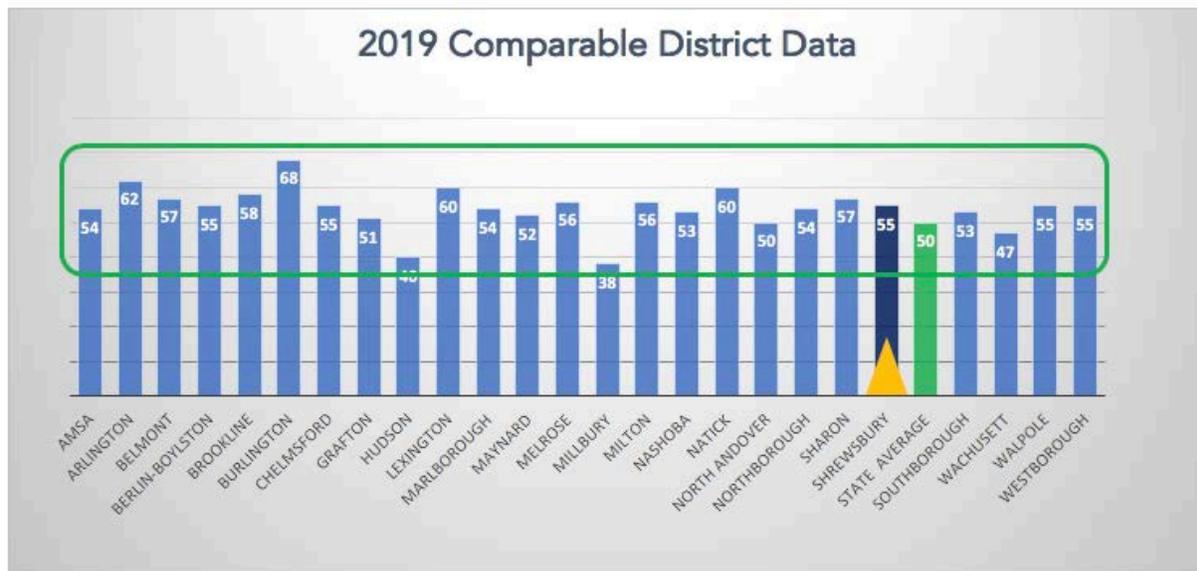
Shrewsbury Public Schools Average SGP by Grade:

Comparison SGP Data in English Language Arts in 2019 for Grades 4 & 8

Average Student Growth Percentiles
Next-Gen MCAS ELA / Grade 4



Average Student Growth Percentiles
Next-Gen MCAS ELA / Grade 8

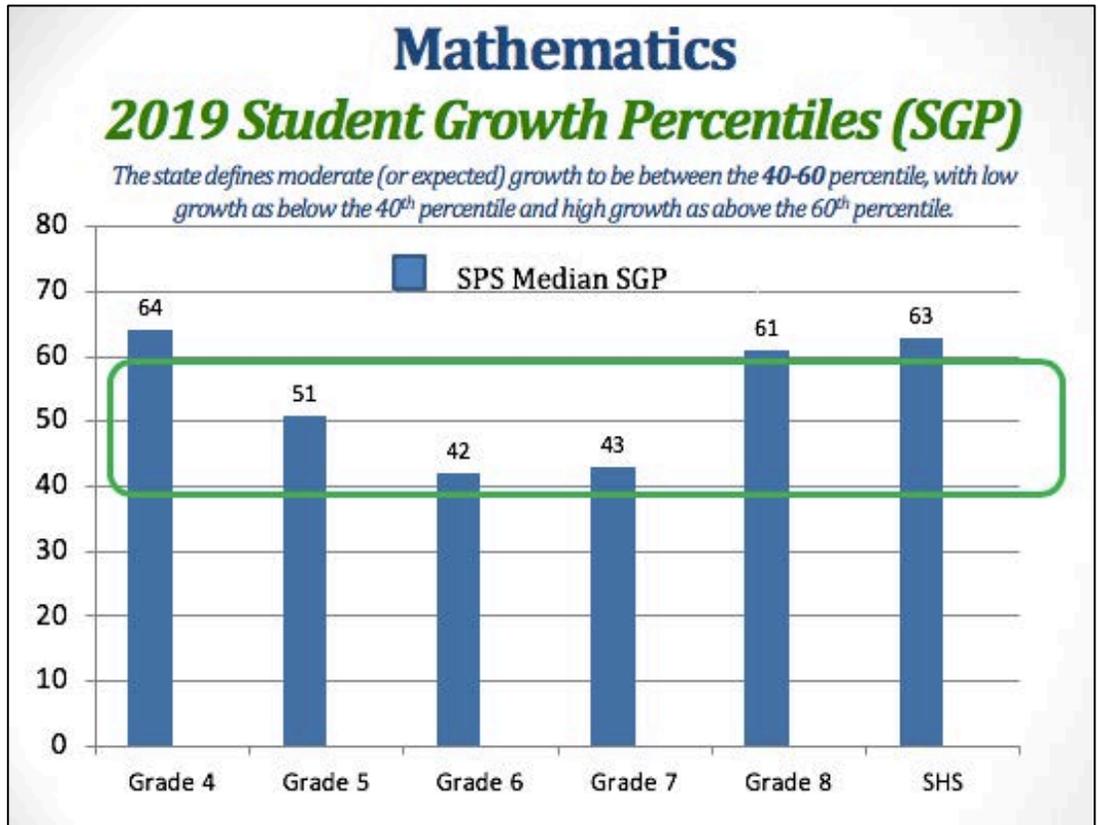


Shrewsbury Public Schools Average SGP by Grade:

SGP Results for the Mathematics Assessment, 2014-2018

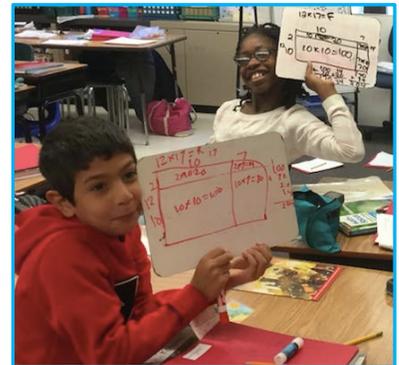
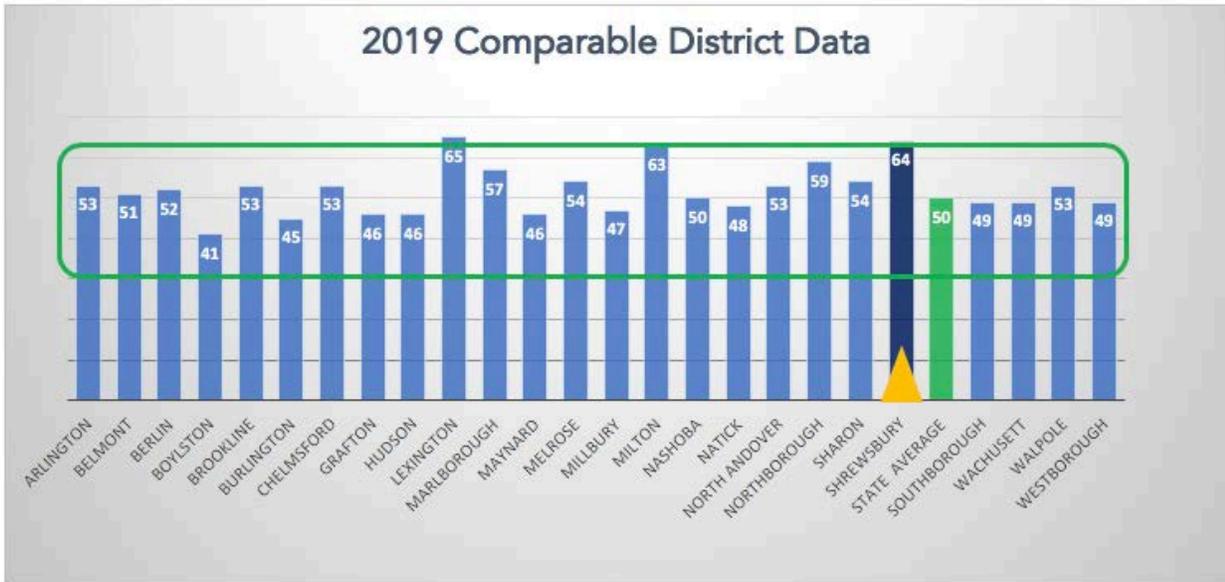
Math	2014	2015	2016	2017	2018	2019
Gr 4	67	65	59	58	58	64
Gr 5	45	44	41	47	48	51
Gr 6	54	38	38	44	45	42
Gr 7	36	30	38	40	52	43
Gr 8	45	39	50	54	61	61
Gr 10	62	53	58	57	59	63

Again, growth percentile scores are expected to fall within 40-60. Note the relative higher rate of growth in grades 4, 8 and 10.

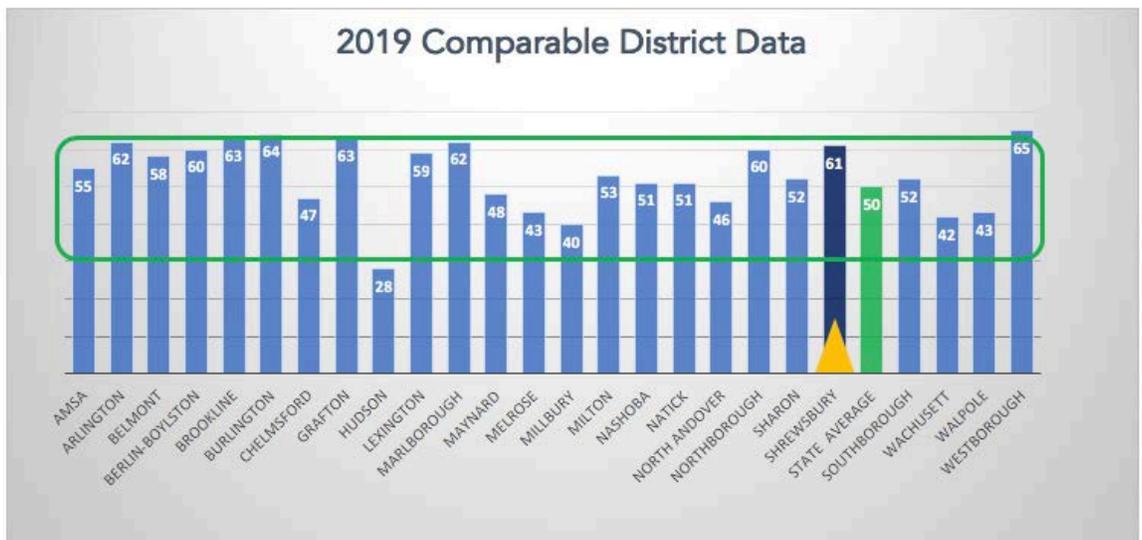


Shrewsbury Public Schools Average SGP by Grade:
 Comparison SGP Data in Mathematics 2019 for Grades 4 & 8

Average Student Growth Percentiles
Next-Gen MCAS Math / Grade 4



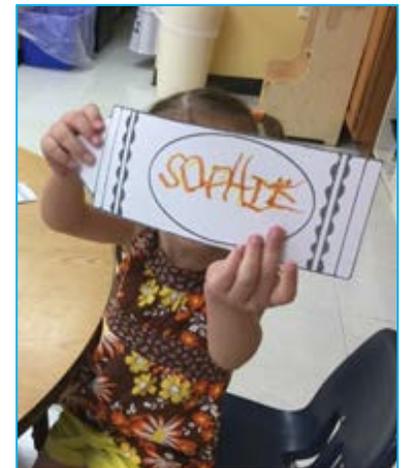
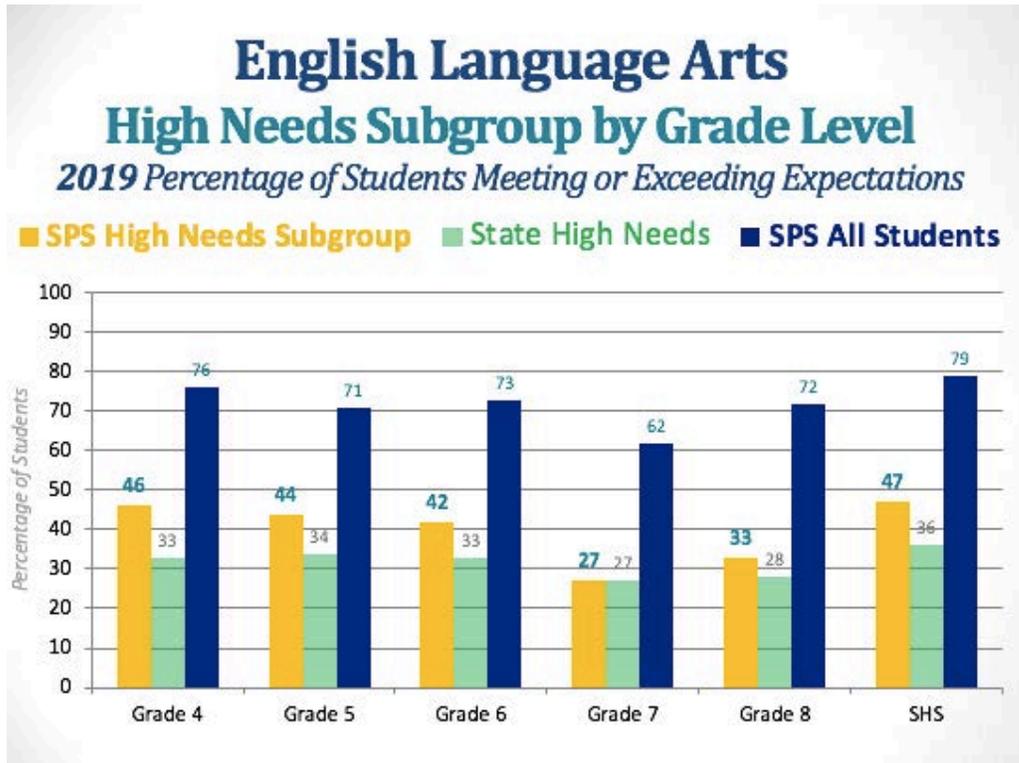
Average Student Growth Percentiles
Next-Gen MCAS Math / Grade 8



District Subgroup Performance

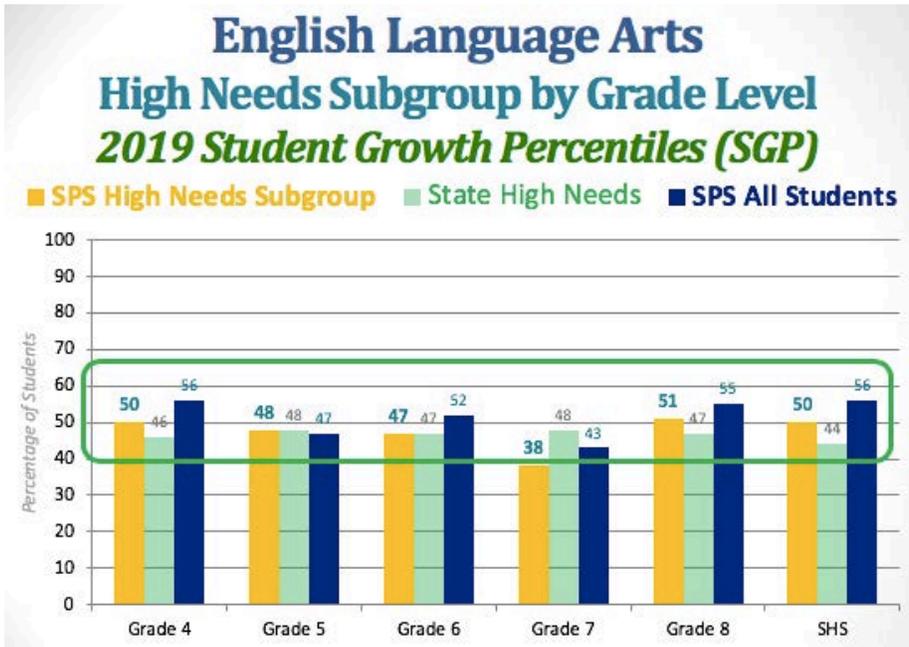
Another important way we demonstrate our commitment to student growth is by monitoring groups of children. These cohorts are called 'subgroups.' Comparing subgroup results to aggregate data helps educators to identify and close achievement opportunity gaps.

ELA Subgroup Achievement Percentiles 2019



Staff look closely at the achievement gap between the high needs subgroup and the "all students" group in various ways. While this chart shows that scores for students in our subgroups typically exceed the scores for similar student subgroups across the state, there is still progress to be made in closing gaps between student subgroups in Shrewsbury.



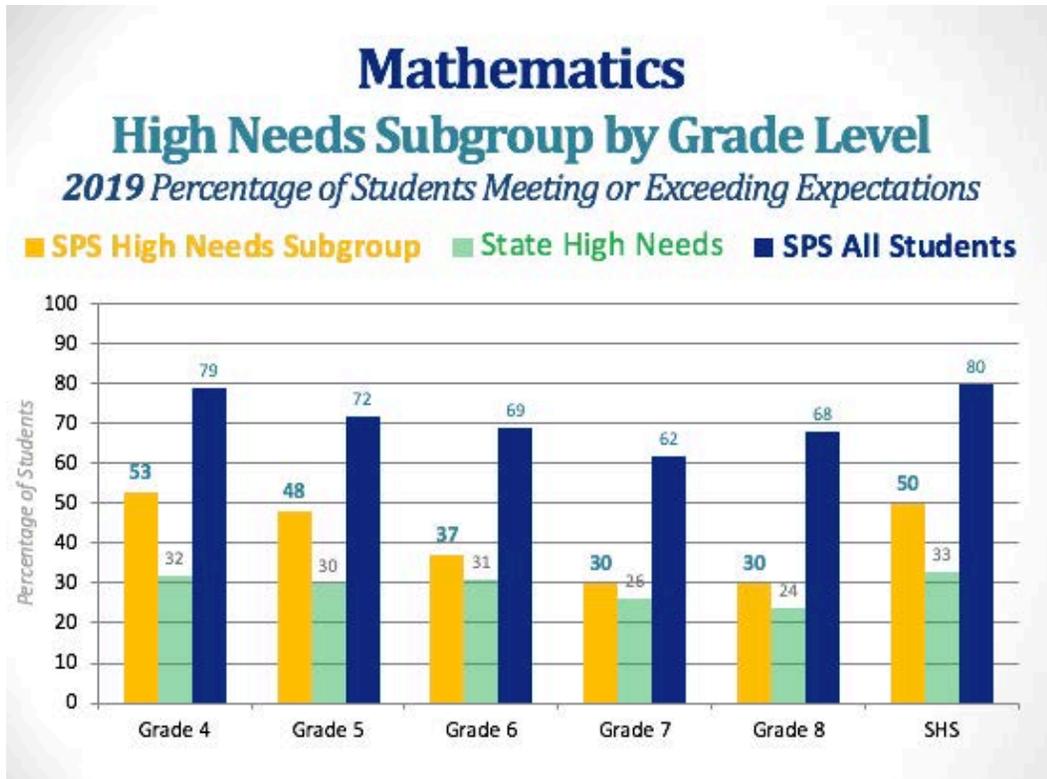


As children address the content standards, students that struggle to achieve proficiency may still demonstrate high growth. For example, the growth percentiles for students with “high needs” in English Language Arts is similar to those for most Grade 4 students. This suggests that students in both groups are growing at a similar rate.

Significantly, if students within our subgroups don’t exceed typical growth, achievement gaps between students with disabilities and typical students will widen over time.

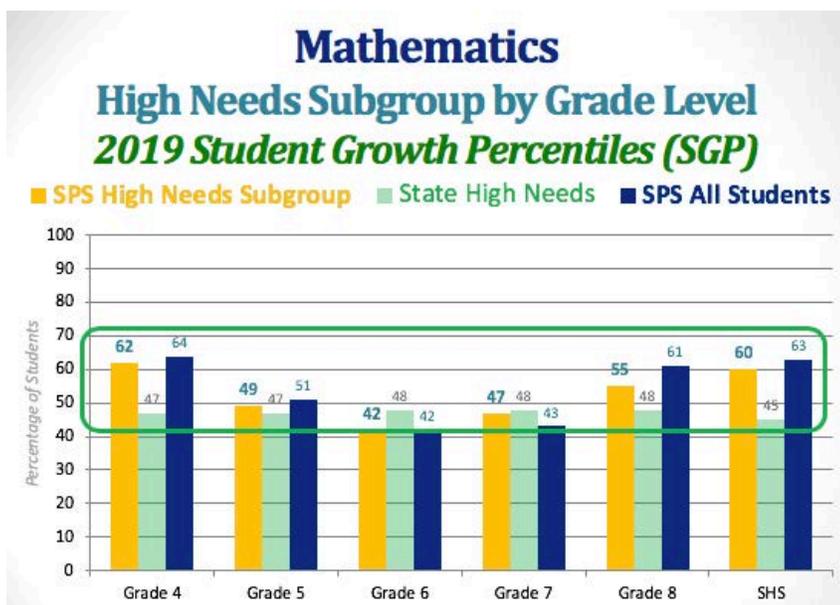
In 2019, only 24% of students with disabilities (a portion of the “high needs” group) met or exceeded expectations for the Grade 4 MCAS test in ELA, as compared to 46% of students with high needs. When we consider achievement, there is a wide range of performance scores among subgroups, in Shrewsbury and across the state.





Students in the high needs subgroup faced similar achievement challenges in Mathematics. For these students, a higher growth percentile is critical to their ability to “catch up” to their peers.

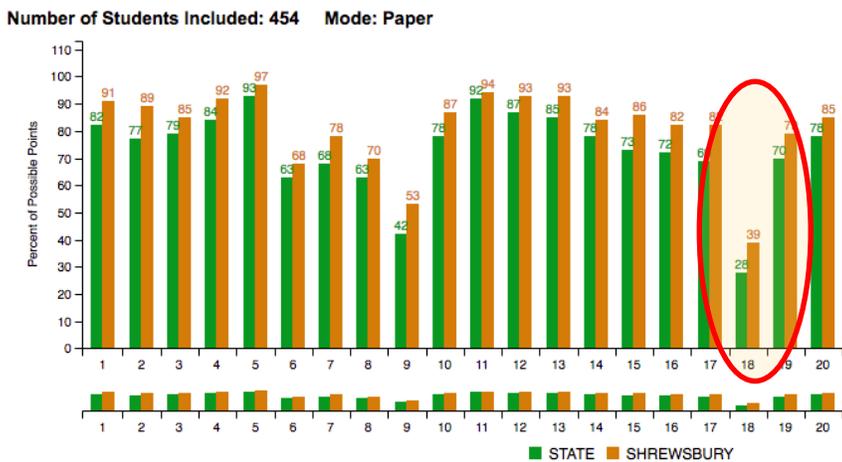
While there is still improvement to make in achievement levels for the high needs subgroups, the rising growth percentiles rates is promising.



Item Analysis

Staff analyze MCAS data from the DESE portal to review student performance, identify strengths and weaknesses in specific standards, and also to examine released questions to determine how students need to specifically apply their understanding of concepts. The DESE district profile portal allows anyone to access data about standards, question types and even to compare item scores across districts. Click [here](#) to see how it works:

Scrutinizing student results by question helps educators to align their practice with the expectations inherent in the assessment. The chart below depicts an item analysis. Looking at the results in this way allows teacher teams to visually spot areas of instruction to target for reteaching.



This graph depicting scores by question allows educators to focus on strengths and needs. Question number 18 (above) is an “open response” question, which presents a greater degree of challenge to most students than multiple choice items.

SPS score State average

Item ID	Item Type	Item Content	Standard	Item Description	SPS score	SPS %	State %	Item ID
22	SR	LA	CCSS.ELA-Literacy.CCRAL.1	common. Determine the part of speech of two words used in the poem.	1	60%	52%	8
23	SR	LA	CCSS.ELA-Literacy.CCRAL.1	Determine the part of speech of a word used in the poem.	1	31%	40%	-9
24	SR	LA	CCSS.ELA-Literacy.CCRAL.2	Determine the purpose of punctuation used in words from the poem. Write a paragraph that explains what the speaker is	1	57%	48%	9

In most cases, students in Shrewsbury score higher than the state average. However, where there are discrepant scores that persist over time, item analysis helps educators to pinpoint gaps in core instruction.



Looking Forward

The achievement our students experience is the result of a number of systems working together. Partnerships between home and school, coupled with an engaging and rigorous curriculum help students to meet rising expectations over time. Teams of teachers collaborating to analyze assessment data, to plan and implement interventions and to provide consistent supports as students transition, result in significant growth for some of our most struggling students. While we are justifiably proud of the results Shrewsbury's students achieve on the state assessment test, it's important to acknowledge that these scores are just one measure of our success. Just as importantly, it's worth noting that the format of the current state assessment does not yet capture some of the more important aspects of the curriculum shifts we are navigating.

Change is a dynamic process, and there are several factors that will fuel our progress. As you know, the release of new state frameworks has inspired significant curriculum adjustments. Changes in content have led to changes in practice, and at all levels our district leaders are working with educators to reconsider the role of the teacher in a modern classroom. At the same time, educators are working hard to respond to the diverse needs of today's students.

As we aspire to make our schools more inclusive, we are learning how to translate achievement data into meaningful, timely student supports. Collecting the right information at the right time requires ongoing collaboration and helpful data tools. To that end, we have begun to look at online assessment for the purpose of finding effective and efficient ways to track and support student progress. Technology tools also facilitate connections beyond school. In the coming year, part of our work will be to identify opportunities for students to leverage these tools to apply their learning outside the classroom.

In Shrewsbury, we are fortunate to have so many reasons to celebrate the success of our students and their teachers. While there is work to do, it's good work. Our school communities are supportive of our efforts, and our educators are collaborative professionals. As we respond to this data, we should remember that this information is fuel meant to foster learning experiences that empower and support all our children.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **11/13/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **11/13/19**

A. Student Activity Accounts: Update

BACKGROUND INFORMATION:

Student Activity Accounts are employed by each of the Shrewsbury schools. These funds are used to deposit funds for all field trips and other related student activities. Expenses are then paid from the account. The School Committee has developed policies on how these funds are to be managed. In 2018 a required external audit was conducted with a focus on secondary schools, where the largest amount of activity and transactions take place, and in 2019 Mr. Collins provided a report on the auditor's recommendations. Tonight, Mr. Collins will provide an update on implementation of the recommendations.

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. Patrick Collins, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

31 October 2019

To: School Committee

Subj: FOLLOW UP REPORT ON STUDENT ACTIVITY ACCOUNT EXTERNAL AUDIT

BACKGROUND

Student Activity Funds in Massachusetts are governed by MGL Chapter 71, Section 47. The Massachusetts Department of Elementary and Secondary Education [MA DESE] also provides further guidance via their recently published *Audit Guidelines for Student Activity Accounts*. The district has School Committee Policies #941 and 942 that regulate our Student Activity Funds on a local level.

In the summer of 2018 I engaged Scanlon Associates to conduct the required external audit which is to occur at least once every three years. I specifically asked them to focus their attention on our secondary schools where we have the largest amount of activity and transactions.

In January 2019 I provided a report on the auditor's recommendations. The school committee asked that I provide a subsequent update on implementation of recommendations which I am doing with this report.

Following the external audit, I provided the audit reports and met individually with the principals (and their secretarial support) of Sherwood and Oak Middle Schools and Shrewsbury High School. We reviewed the details of each recommendation and discussed the appropriate remedy. Further, I conducted my annual internal reviews during October 2019 to ensure processes and procedures were in order. Specific actions are detailed below.

K-8 ACCOUNT RECOMMENDATIONS

1. Middle Schools Musical and Drama Ticket Sales

Issue: There was no form to report the proceeds of ticket sales for admission to the events.

Corrective Action Implemented: I met with the Director of Music, the Oak Middle School Principal, and teacher who oversees these events. A form has been instituted to account for ticket sales and conduct a nightly reconciliation of ticket sales with cash receipts.

2. Gift Cards Documentation

Issue: No documentation existed to record the distribution or receipt of gift cards for community service programs [holiday gifts for families] or student activity prizes.

Corrective Action Implemented: When gift cards are distributed to needy families for the holidays, a parent/guardian discreetly signs a form in the school nurse's office acknowledging receipt. When gift cards are distributed as student prizes the school administration maintains a roster of recipients.

3. Charitable Donations from Fundraisers-Lack of Documentation

Issue: Lack of documentation for donations to charitable organizations as a result of student activity fundraising events.

Corrective Action Implemented: The school administration has been instructed that all check requests must have sufficient documentation to issue a check and for this type of activity a memo from the club advisor, event leader will suffice. Acknowledgement letters from recipient organizations will also be kept on file when received.

4. Sherwood Middle School Gifts in Miscellaneous Account

Issue: Parents have made general donations to the school and these should have been deposited into the school's Gift Fund and not into the Student Activity Account.

Corrective Action Implemented: The school administration has been further instructed on this requirement and the difference between general monetary gifts to the school and specific monetary gifts restricted to student activity use.

5. Sherwood Middle School Lost Books

Issue: Receipts for the reimbursement of lost library books were deposited into the Student Activity Account but should have been turned over to Central office for deposit into the Lost Book Revolving Fund.

Corrective Action Implemented: All lost library book receipts are now turned over to the Central office for deposit into the Lost Book Revolving Fund.

6. Variances to Town Balances

Issue: The Town Treasurer's and Town Accountant's record of combined Student Activity Account fund balances do not match.

Corrective Action Implemented: As of this writing, the two municipal offices are working to resolve this issue. There is no impact on the School Department or its Student Activity Funds.

SHREWSBURY HIGH SCHOOL ACCOUNT RECOMMENDATIONS

1. Accounts That Should Be Revolving Funds

Issue: Three sub-accounts were identified that more appropriately should be set up as revolving funds.

Corrective Action Implemented: Revolving funds were set up for Art Supplies, AP Art Materials, and Guidance Transcript Fees. Fund balances were transferred to these new revolving funds and subsequent receipts deposited also into this account. The respective department directors generate purchase order requests for use of the funds.

2. Library Lost Book Fees

Issue: Receipts for the reimbursement of lost library books were deposited into the Student Activity Account but should have been turned over to Central office for deposit into the Lost Book Revolving Fund.

Corrective Action Implemented: All lost library book receipts are now turned over to the Central office for deposit into the Lost Book Revolving Fund.

3. Drama and Musical Ticket Sales

Issue: There was no form to report the proceeds of ticket sales for admission to the events.

Corrective Action Implemented: I met with the Director of Music, the High School Principal, and teacher who oversees these events. A form has been instituted to account for ticket sales and conduct a nightly reconciliation of ticket sales with cash receipts.

4. Accounting for Fundraisers

Issue: A fundraising recap form had been used in the past to summarize certain types of fundraising events but discontinued in more recent times.

Corrective Action Implemented: SHS administration has re-instituted the use of the form by staff when appropriate.

5. Inactive Accounts

Issue: A number of club and activity sub-accounts had no activity for multiple years and appeared to be dormant.

Corrective Action Implemented: The high school administration reviewed all sub-accounts and subsequently closed 10 of them by transferring the small remaining balances to the General Interest Account. The remaining club advisors were notified with many indicating they would soon use the remaining funds on account for the specified purpose.

6. Yearbook Account Balance

Issue: The Yearbook sub-account balance had increased to \$21,470.18 as of 6/30/2018 and it was recommended that the funds be used to subsidize upcoming yearbook costs.

Corrective Action Implemented: The Yearbook sub-account balance was used to subsidize costs and as of 6/30/2019 it stands at \$12,986.22 so it is appropriately being spent down.

7. Variances to Town Balances

Issue: The Town Treasurer's and Town Accountant's record of combined Student Activity Account fund balances do not match.

Corrective Action Implemented: As of this writing the two municipal offices are working to resolve this issue. There is no impact on the School Department or its Student Activity Funds.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations
B. Fiscal Year 2020 Budget: Update**

MEETING DATE: 11/13/19

BACKGROUND INFORMATION:

Mr. Collins will present an update on the status of the Fiscal Year 2020 Budget. The enclosed report provides a high-level one page summary by budget category. Mr. Collins will summarize this information and answer questions at the meeting.

ACTION RECOMMENDED:

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

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

13 November 2019

To: School Committee

Subj: FY2020 BUDGET STATUS UPDATE

Attached you will find a FY20 Budget Status Update. It is a recap of our \$66,302,041 district appropriated budget as approved by Town Meeting. You will recall that this plan provided for a modest 3.37% increase over FY19.

The enclosed report retains the reporting format started in FY16 which expands the reportable categories from 11 to 19 while remaining to be a high-level, one-page summary.

For context it is important to note that reported expenditures and encumbrances are as of 10/31/2019 which is 33% of the way through our fiscal year and 20% into the school year.

The FY20 budget is stable and I would expect a modest year-end surplus based on current and projected spending trends.

I am projecting that we will be slightly under budget in most salary and wage categories due to vacancies and personnel changes. However, we were over budget in Summer Special Education wages [Category A6] due to the programmatic needs of that student population and our requirement to provide services.

We are running over budget in Special Education Transportation [Category B2] due to some unexpected specialized transportation for an out of district student. We still await billing from Assabet Valley Collaborative for all of our out of district transportation costs for the months of September and October and that will be another marker to check our budget versus actual expenditure trend.

I am projecting a surplus in Special Education Tuitions [Category C1] at this point but that area of expense is volatile and subject to change as the year progresses.

With respect to Vocational and Recovery High School Tuitions [Category C2], we had six more students enroll at Assabet valley Regional Technical High School than budgeted. To date, no students have enrolled at Recovery High School. On a net basis, we will be over budget in this category.

At this early point in the fiscal year, it's expected that all "discretionary" budgets [Categories D1 through D8] for textbooks, materials, and equipment will be fully expensed at year end.

SHREWSBURY PUBLIC SCHOOLS
FY20 BUDGET STATUS REPORT
as of 31 October 2019

School Committee Recap Sheet	Description	FY20 Budget	YTD Actual	Encumbrance	Remaining Balance	Year End Projection	Dollar Variance	Percent Variance	Notes
A1	Administrative Central Office, Principals & Unit B	\$ 3,272,594	\$ 1,114,029	\$ 2,152,888	\$ 5,677	\$ 3,266,917	\$ 5,677	0.2%	Running very close to budget
A2	Unit A (Teachers & Nurses)	\$ 41,624,140	\$ 7,928,345	\$ 33,323,222	\$ 372,573	\$ 41,342,467	\$ 281,673	0.7%	Small positive variance due to personnel changes
A3	Aides/ABA/Paraprofessionals	\$ 7,291,529	\$ 1,438,559	\$ 5,303,000	\$ 549,970	\$ 6,972,649	\$ 318,880	4.4%	Positive variance due to vacancies & staff turnover
A4	Secretaries, Technology & Other Non-Represented	\$ 2,371,080	\$ 607,550	\$ 1,640,621	\$ 122,909	\$ 2,325,771	\$ 45,309	1.9%	Backfilled courier position w/ half time position
A5	Substitutes - Daily, Long Term & Sub Nurses	\$ 900,900	\$ 104,041	\$ -	\$ 796,859	\$ 868,936	\$ 31,964	3.5%	Running high on day-to-day/ low on long-term subs
A6	Other Wages (See Note 1)	\$ 784,500	\$ 535,511	\$ -	\$ 248,989	\$ 818,240	\$ (33,740)	-4.3%	Ran over on required summer school aides/ABAs
A7	Employee Benefits	\$ 351,750	\$ 91,026	\$ -	\$ 260,724	\$ 389,026	\$ (37,276)	-10.6%	Projecting over budget: retiree sick leave sell back
B1	Regular Education & Voke Transportation	\$ 2,528,985	\$ 587,155	\$ 1,887,543	\$ 54,287	\$ 2,501,198	\$ 27,787	1.1%	Running very close to budget
B2	Special Education Transportation	\$ 706,300	\$ 115,957	\$ 783,512	\$ (193,169)	\$ 899,469	\$ (193,169)	-27.3%	Add'l unanticipated out of district transport costs
C1	Special Education Tuitions (See Note 2)	\$ 1,356,803	\$ 1,113,745	\$ -	\$ 243,058	\$ 1,113,745	\$ 243,058	17.9%	Assumes planned use of \$4.9M Circuit Breaker funding
C2	Vocational & Recovery H.S. Out of District Tuitions	\$ 1,648,786	\$ -	\$ 1,635,032	\$ 13,754	\$ 1,736,168	\$ (87,382)	-5.3%	6 more students enrolled at Assabet than budgeted
D1	Administrative Contracted Services	\$ 611,833	\$ 340,753	\$ 187,775	\$ 83,305	\$ 611,833	\$ -	0.0%	Expect on budget at this time
D2	Educational Contracted Services	\$ 679,910	\$ 186,748	\$ 321,575	\$ 171,587	\$ 679,910	\$ -	0.0%	Expect on budget at this time
D3	Textbooks/Curriculum Materials	\$ 201,104	\$ 139,646	\$ 18,253	\$ 43,205	\$ 201,104	\$ -	0.0%	Expect on budget at this time
D4	Professional Development	\$ 255,082	\$ 99,481	\$ 30,730	\$ 124,871	\$ 255,082	\$ -	0.0%	Expect on budget at this time
D5	Educational Supplies & Materials	\$ 273,689	\$ 147,188	\$ 97,171	\$ 29,330	\$ 273,689	\$ -	0.0%	Expect on budget at this time
D6	Other Miscellaneous (i.e. Off. Supp., Ref. Mat.)	\$ 786,716	\$ 446,598	\$ 183,026	\$ 157,092	\$ 786,716	\$ -	0.0%	Expect on budget at this time
D7	Equipment	\$ 571,340	\$ 555,428	\$ 786	\$ 15,126	\$ 571,340	\$ -	0.0%	Expect on budget at this time
D8	Utilities - Telephone Exp.	\$ 85,000	\$ 4,678	\$ -	\$ 80,322	\$ 85,000	\$ -	0.0%	Expect on budget at this time
	Total:	66,302,041	15,556,438	47,565,134	3,180,469	65,699,260	602,781	0.9%	
	Percentages		23.5%	71.7%	4.8%	99.1%			

Note 1 Other Wages includes clubs/activities stipends, custodian & police details, extra duty & mentoring stipends, Summer Special Education salaries, and crossing guards.

Note 2 SPED Tuition is net \$4.9M use of Special Education Circuit Breaker Reimbursement funding.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **11/13/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**
A. Assabet Valley Collaborative: Report

MEETING DATE: **11/13/19**

BACKGROUND INFORMATION:

The state law governing educational collaboratives requires four updates each year to member school districts; this is the first update this year. The report is enclosed.

ACTION RECOMMENDED:

That the School Committee hear an update on the status of the Assabet Valley Collaborative and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

School Committee Update – 1st Report (1 of 4)

October 25, 2019

HIGHLIGHTS

Collaborative Statutes, Regulations, and Oversight

- Legislative Update: [NEW COLLABORATIVE LAW](#) signed by Governor Baker in January 2019.
 - improve *Chapter 43 of the Acts of 2012*
 - remove DESE Appointee to Board
 - enable services to adults beyond age 22 if other state agency approves
 - Next steps: Regions for MA Collaboratives and partnerships with DESE

DESE Guidelines

- [Duties & Responsibilities of Collaborative Board Members & Boards of Directors](#)
- [Responsibilities of School Committees as Members of a Collaborative](#)

AVC's website – www.avcollaborative.org



AVC [Collaborative Agreement](#) amended 2018. Membership Map (Auburn joined 2018)

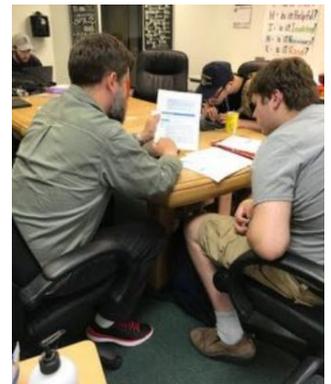


FY19 Accomplishments

- AVC was awarded a \$100,000 contract with MA DESE to provide a yearlong professional blended learning series for 100 educators in “[Developing Cultural Proficiency](#).” AVC consultants had the opportunity to design and deliver the project in partnership with renowned author [Zaretta Hammond](#)
- AVC was awarded a \$25,000 capacity-building grant from the [Sudbury Foundation](#) which funded a contract with social innovation firm [Design Impact](#) to train AVC consultants to apply the principles of Design Thinking to leadership and consulting work at AVC
- AVC published Commitments to Educational Equity and new position of Educational Equity Specialist which led to the design of new services to school districts.
- AVC added new position of Information Systems Specialist to improve utilization of information technology

Major Priorities & Challenges for AVC in FY20

- New home for REACH 1 at Woodward Elementary School in Southborough
- New contract with Acton Boxborough Public Schools for wraparound services with FSP
- Technology Audit to support improved infrastructure and capacity
- Locate community-based home for Evolution 2020
- Installation of incline platform lift and new roof at Orchard Street Academy
- Educational equity - internally and externally - including organizational redesign toward shared leadership.
- Deep inquiry with member district leaders regarding needs, capacity, and ideas for their collaborative
- Expand consulting and professional development to diversify services and to leverage use of PD space
- Stabilize and strengthen enrollment in AVC programs





**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

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

MEETING DATE: **11/13/19**

BACKGROUND INFORMATION:

The minutes from the School Committee Meeting held on October 30, 2019 are enclosed.

ACTION RECOMMENDED:

That the Committee accept the minutes from the School Committee Meeting held on October 30, 2019.

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, October 30, 2019

Present: Ms. Sandy Fryc, Chairperson; Mr. Jon Wensky, Vice Chairperson; Dr. B. Dale Magee, Secretary; Ms. Lynsey Heffernan; Mr. Jason Palitsch; Mr. Patrick Collins, Assistant Superintendent for Finance and Operations; Ms. Barb Malone, Executive Director of Human Resources; Ms. Meg Belsito, Assistant Superintendent for Student Services (joined meeting at 7:03 pm); and Dr. Joseph Sawyer, Superintendent of Schools.

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

The meeting opened at 6:30 pm and Ms. Fryc immediately requested a motion to adjourn to Executive Session for the purpose of collective bargaining with the Shrewsbury Education Association – Unit B, where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body, and for the purpose of reviewing, approving, and/or releasing executive session minutes. On a motion by Mr. Palitsch, seconded by Mr. Wensky, on a roll call vote: Ms. Fryc: Yes; Mr. Wensky: Yes; Dr. Magee: Yes; Mr. Palitsch: Yes; Ms. Heffernan: Yes; the School Committee voted to adjourn to executive session at 6:31 pm.

The Committee returned to open session at 6:52 pm, and the meeting was recessed. Ms. Malone left the meeting. The meeting was reconvened at 7:03 PM by Ms. Fryc, with Ms. Belsito joining the meeting.

I. Public Participation

None.

II. Chairperson's Report & Members' Reports

Dr. Magee reported that he and Mr. Palitsch recently completed taping an edition of the *School Talk* program that addresses the history of Beal School as well as early school history in Shrewsbury.

III. Superintendent's Report

Dr. Sawyer reported that the Shrewsbury High School (SHS) Unified Sports program was one of three state finalists in the Massachusetts Special Olympics Unified School Spirit Contest; provided an update on SHS Athletics playoff competitions; noted Girls' and Boys' Crew teams were the (Fall) MA Public School State Champions at last week's competition; noted Floral Street School recently celebrated Cultural Connections week to honor the rich diversity of their

school community; and advised that a survey to get feedback on communications from the Shrewsbury Public Schools went out earlier in the day to staff and the community.

IV. Time Scheduled Appointments:

A. SHS Educational Television Studio: Student Presentation

Ms. Maggie Korab, Shrewsbury High School, Educational Television Studio (ETS) Director, and students Sara Barry, Theodora Chacharone, Max Evers, and Cole Ackerman gave the report. The meeting paused at 7:08 pm for an audio technical issue, and resumed at 7:10 pm. The students and Ms. Korab provided an overview of the ETS program and its course curriculum; showed a brief video clip; described the type of projects they coordinate at the request of faculty, staff, and the community; and discussed the student experience at the Student Television Network Convention in Atlanta, GA, in 2016. Ms. Korab added that ETS' High Definition (HD) broadcast capabilities were made possible by a recent renovation of the High School Television Studio that was funded in part by the Colonial Fund.

B. SHS Educational Television Studio Overnight Travel: Vote

Ms. Korab provided additional detail on the student experience at the Student Television Network Convention in Atlanta, GA, in 2016, noting the types of competitions and opportunities for collaboration that would be available to students who attend the proposed trip to the upcoming Student Television Network Convention in Washington DC in March 2020.

In response to questions from Dr. Magee, Ms. Korab provided additional information on trip cost estimates, scholarships available for students, student eligibility, and the potential for fundraising opportunities. Several Committee members expressed support for the trip. Dr. Magee noted that he would like the Committee to find a way to address opportunities that may only be available to subgroups of students. Dr. Sawyer expressed support for the trip, citing the positive impact on past student participants, and added that additional financial support might be realized by reaching out to donor partners in the community.

On a motion from Mr. Paltisch, seconded by Mr. Wensky, the Committee voted to approve overnight travel for Shrewsbury High School Educational Television Studio students for a trip to Washington DC to attend the Student Television Network Convention in March 2020. Dr. Magee abstained from the vote.

C. School Nursing & Concussion Data: Annual Report

In her report, Ms. Noelle Freeman, Director of Nursing, provided: statistics on 2018-19 student visits to the health office (by type), and Screening, Brief Intervention, Referral to Treatment (SBIRT) screenings for substance use by grade 7 and grade 10 students; an update on how the Comprehensive School Health Services Grant is currently being utilized (*Transitions* "bridge" program at Sherwood Middle School, an equity audit, and Professional Development opportunities); and student concussion data, with breakout historical data for student athletes.

In response to clarifying questions from the Committee and Dr. Sawyer, Ms. Freeman provided additional information on: grant money used for staff salaries; the equity audit (noting it addresses equity relative to areas including achievement gaps, race, socio-economic disparities,

and disabilities); data relative to mental and behavioral health visits; lower concussion statistics; and the efficaciousness of SBIRT screenings.

D. Student Enrollment & Class Sizes: Annual Report

Dr. Sawyer presented detailed data on preschool through Grade 12 enrollment and preschool through Grade 8 class sizes that included information on key enrollment data points; current enrollment by grade; enrollment history by school and for certain grade levels; special education out-of-district placement; vocational technical school enrollment; School Committee class size guidelines; and class size history for kindergarten through grade 8. Ms. Heffernan asked for information on families on the waitlist for preschool slots (eight families as of October 1), and Dr. Magee requested additional information on vocational students' chosen areas of study, outcomes, and post-secondary choices.

Mr. Todd Bazydlo, Principal, and Mr. Gregory Nevader, Assistant Principal, Shrewsbury High School (SHS), presented information on enrollment, class sizes, and building capacity at SHS. They reported: key enrollment data points; building capacity by department; Teaching full-time equivalents (FTEs) relative to enrollment; average and median class sizes; and school counselor caseloads. In response to clarifying questions from the Committee, Mr. Bazydlo and Mr. Nevader provided additional information on lab science enrollment; best practices around space; courses with lower class sizes; opportunities for students at Quinsigamond Community College; and Virtual High School (VHS) enrollment and costs. Dr. Sawyer added that the eight-year lease for space currently used at SHS for the special education *Evolution* program would not be renewed upon expiration, which would allow the space to be utilized for classrooms going forward.

V. Curriculum

None.

VI. Policy

None.

VII. Finance & Operations

A. Fiscal Year 2021 Budget Priorities & Guidelines: Vote

At the School Committee meeting on October 16, 2019, Mr. Collins presented a draft of Priorities & Guidelines for FY21 that incorporated input from the Finance Subcommittee, which is comprised of Dr. Magee and Ms. Heffernan. The draft was posted after the meeting for public review, and Ms. Fryc advised that the Committee had not received any feedback. On a motion by Mr. Palitsch, seconded by Mr. Wensky, the Committee voted unanimously to approve the Priorities & Guidelines for Fiscal Year 2021 Budget Development.

VIII. Old Business

None.

IX. New Business

None.

X. Approval of Minutes

Without objections from the Committee, the minutes from the School Committee Meeting held on October 16, 2019, were accepted as distributed.

XI. Executive Session

Please see above.

XII. Adjournment

On a motion by Mr. Palitsch, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 8:52 pm. Roll call votes were as follows: Dr. Magee, yes; Mr. Wensky, yes; Mr. Palitsch, yes; Ms. Heffernan, yes; and Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. ETS Slide Presentation
2. ETS Trip Memo
3. ETS Trip Proposal
4. Nursing Annual Report
5. Concussion Data Annual Report
6. Nursing and Concussion Data Slide Presentation
7. PreK-12 Enrollment/PreK-8 Class Size Report
8. Enrollment Slide Presentation
9. SHS Class Size Report
10. SHS Class Size Slide Presentation
11. FY21 Budget Priorities & Guidelines Draft
12. Set(s) of minutes as referenced above



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **11/13/19**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:

ITEM NO: **XII. Adjournment**