



Foxborough Regional Charter School

Board Meeting

Date and Time

Tuesday February 9, 2021 at 6:15 PM EST

Location

Meeting ID 956 7214 8061

Passcode A6RG79

Meeting Format

Whether in person or online, the public is welcome to attend Board Meetings and have access to meeting minutes. Meetings are held once a month and additionally, as determined by the Board Chair. All meeting Agendas are posted to the school website at least 48 hours in advance of each public meeting.

During the meeting, the Board follows the published agenda and works through business. Audience members are not part of the formal discussion or deliberations, but may raise their hand to add brief comment or ask clarifying questions. Meetings start promptly on time as noted on the agenda.

Agenda

	Purpose	Presenter	Time
i. Opening Items			6:15 PM
A. Roll Call Attendance			
B. Call the Meeting to Order			
II. Leadership Report			
A. Awards, Honors, and Recognition			
B. Equity & Inclusion			
C. Personnel Update			
D. Special Topic			
Strategic Goals: Teaching & Learning			

III. Committees

A. Enrollment

B. Facility

- 2020 Chrome book order update
- UV Light installation
- 2021/2022 Technology Needs
- Food Services
- Devices for Staff

C. Finance

- Current budget to actual
- FY2022 budget discussion

D. FRCS Foundation Inc

E. Governance

- By Laws
- Executive Leader Search

IV. Policy Review

A. New /Old Policies

V. Special Reports

A. English Learner Parent Advisory Committee (ELPAC) Report

B. Partners In Education (PIE) Report

C. Special Education Parent Advisory Committee (SEPAC) Report

VI. New/Old Business

VII. Items for the Next Meeting

VIII. Privilege of the Floor

IX. Closing Items

A. Approval of Minutes: 12JAN2021

B. Adjourn Meeting

Meeting will adjourn to executive session

Vote

The listed matters are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may be brought up for discussion to the extent permitted by law.

Student Opportunity Act Plan and Certification

Foxborough Regional Charter School Student Opportunity Act Plan: SY 2021-2023

→ **Commitment 1: Focusing on Student Subgroups**

Which student groups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Foxborough Regional Charter School serves nearly 1,650 students from over 20 different sending districts. Of these students, over 7 percent of them are English Learners and almost 10 percent are students with disabilities. Based on our review of English Learners and students with disabilities, it is apparent that these two subgroups are not achieving the same level of success on MCAS outcomes as their peers.

A review of the progress on grades 3-8 MCAS assessment data over the past three years, illuminates the discrepancies in MCAS Achievement for these two subgroups. We can see that our percentage of overall students who either meet or exceed the expectations on the English Language Arts MCAS has remained relatively the same over the past three years, with an average of 47.6 percent of all students meeting or exceeding expectations. Within our subgroups however, there is a glaring gap in achievement. Throughout the past three years, an average of only 13 percent of our English Learner students in grades 3-8 have met or exceeded expectations on the ELA MCAS. Likewise, only 13 percent of our Grades 3-8 students with disabilities have met or exceeded expectations on the ELA MCAS.

Our Math MCAS data does not vary much from our ELA MCAS data. A review of the data depicts a discrepancy in the percentage of our subgroups meeting or exceeding Math MCAS expectations. While the percentage of our overall student population meeting or exceeding Math MCAS expectations is fairly low with an average of 39.7 percent, our subgroups demonstrate only a small percentage of this number. Only an average of 10.3 percent of our English Learners and 12 percent of our students with disabilities have met or exceeded the Math MCAS expectations over the past three years.

When looking at this data, it becomes clear that our native English speakers and students without disabilities are driving the success of our MCAS data.

ELA Grades 3-8 ALL

2019: % Meeting or Exceeding 49

2018: % Meeting or Exceeding 45

2017: % Meeting or Exceeding 49

ELA Grades 3-8 EL

2019: % Meeting or Exceeding 6

2018: % Meeting or Exceeding 20

2017: % Meeting or Exceeding 13

ELA Grades 3-8 SPED

2019: % Meeting or Exceeding 13

2018: % Meeting or Exceeding 12

2017: % Meeting or Exceeding 14

Math Grades 3-8 ALL

2019: % Meeting or Exceeding 37

2018: % Meeting or Exceeding 43

2017: % Meeting or Exceeding 39

Math Grades 3-8 EL

2019: % Meeting or Exceeding 4

2018: % Meeting or Exceeding 18

2017: % Meeting or Exceeding 9

Math Grades 3-8 SPED

2019: % Meeting or Exceeding 10

2018: % Meeting or Exceeding 15

2017: % Meeting or Exceeding 11

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your charter school adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will be allocated to these programs?

Evidence-based program #1: Supporting educators to implement high-quality, aligned curriculum

Foxborough Regional Charter School(FRCS) serves 1,698 students from 22 neighboring communities. In the last five years, 2015-2020, our school community has seen a change in student demographics. Based on a review of student demographics this shift can be attributed to redistribution in the number of students from various sending districts which is underscored by our changing data in Kindergarten enrollment. This data review focuses specifically on the Black and Latinx subgroups of students most often associated with being economically disadvantaged. FRCS has seen over a 250% increase in Black and Latinx Kindergarten student enrollment. We are also experiencing close to a 50% increase in the overall Black and Latinx student population in our K-12 enrollment. This is in juxtaposition to the near 19% increase, which the state is reporting in the same demographic.

A review of the progress in grades 3-8 MCAS assessment data over the last three years further captures discrepancies in MCAS Achievement for Black and Latinx students. Analysis shows an average of 40% of overall students within these three years meeting or exceeding Mathematics MCAS between 2017-2019. Examination of our subgroups reveals white students performed at 48% in the meets or exceeds category. On average only 41% of all Latinx students achieved a meets or exceeding designation and a glaring achievement gap emerges with only 24% of Black/African American students meeting or exceeding on Mathematics MCAS. This is even more poignant when you consider 55% of our student population is Black or Latinx, by far the fastest-growing subgroup at FRCS.

The analysis of both the change in school demographics in the last five years and achievement data as related to MCAS in the last three years is the catalyst for a shift in our curricular resources and supports. We are currently curating a high-quality phonics program specifically aimed at closing the opportunity gap in primary grades as well as a high-quality mathematics program focused on closing achievement gaps for our students. The selected elementary mathematics program will vertically align to our newly adopted middle school mathematics curriculum. Professional development planning is underway to ensure the proper implementation of new programming.

Student Demographics- Kindergarten

2015: 8% of students Black and Latinx
2020: 28% of students Black and Latinx
Overall increase 250% since 2015

Student Demographics- Overall Student Population

2015: 30% of students Black and Latinx
2020: 55% of students Black and Latinx
Overall increase 50% since 2015

Student Demographics- Statewide

2015: 27% of students Black and Latinx
2020: 32% of students Black and Latinx
Overall increase of 19% since 2015

Math Grades 3-8 ALL

2019: 37% Meeting or Exceeding
2018: 43% Meeting or Exceeding
2017: 39% Meeting or Exceeding

Math Grades 3-8 White Students

2019: 47% Meeting or Exceeding
2018: 53% Meeting or Exceeding
2017: 45% Meeting or Exceeding

Math Grades 3-8 Black/African American

2019: 24% Meeting or Exceeding
2018: 27% Meeting or Exceeding
2017: 22% Meeting or Exceeding

Math Grades 3-8 Latinx

2019: 34% Meeting or Exceeding
2018: 43% Meeting or Exceeding
2017: 47% Meeting or Exceeding

FY21 budget item	Amount	Foundation Category ^[1]
Phonics Program	\$31,000	Instructional Materials
K-4 Mathematics Program	\$33,000	Instructional Materials
Programming coherence & Professional Learning	\$10,000	Professional Development
Evidence-based program identified by the Department:	<p>***The dept. has formed a committee to determine phonics programming between Fountas and Pinnell and Fundations</p> <p>****The dept. Has formed a committee to select a high-quality curriculum vetted by Curate and ED Reports</p>	
SOA program categories:	Enhanced Core Instruction	

Evidence-based program #2: Early College programs focused primarily on students under-represented in higher education

FRCS encourages all students to participate in preparation and planning for higher education through our curriculum, School Counseling programming, and student leadership and service emphasis.

- Our Dual Enrollment program is available to juniors and seniors with online, in-school scheduling. Seniors are also able to dual enroll as full time high school/college freshmen.
- All students participate in the College and Career Readiness Practicum, which includes 16 college/career elements and recommended family supports.
- We partner with local colleges in a variety of ways including informational visits, On-the-Spot admissions interviews, campus tours, guest speakers, and post-application transition trips.
- The newly created Applied Learning Center provides career and technical exploration, skill building opportunities, and community/business outreach with an emphasis on design/build and technical/computer training.
- We have expanded our school counseling staff with 1.3 FTE in the last year.

Program Development - FY 22/23 – students of color, low-income students and students with disabilities

- Provide funds for dual enrollment course fees for low-income students and students with disabilities. Continue with Massachusetts public schools and expand to include Rhode Island College EEP program.
- Increase recruiting for Early College opportunities through scheduling, Advisory curriculum, and family outreach
- Provide instruction for early college skills and oversight for course engagement and success
- Partner with Massachusetts Rehabilitation Commission and incorporate Pre-ETS services for student support and higher education readiness for students with disabilities
- Expand partnerships with local colleges and business for early college/career student engagement

FY21 budget item	Amount	Foundation Category[1]
Dual Enrollment - course fees	\$12,000	Other Teaching Services
Early College Instruction and Advising	\$19,600	Classroom and Specialist Teachers
College/Career partnering	\$3,000	Other Teaching Services; Operations and Maintenance
Evidence-based program identified by the Department:		Early College
SOA program categories:		(I) Developing additional pathways to strengthen college and career readiness

Evidence-based program #3: Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities

FRCS is increasing emphasis on Career-Technical Education and Work-Based Learning skills and experiences to support post-secondary success in higher education and work.

- The newly created Applied Learning Center provides career and technical exploration, skill building opportunities, and community/business outreach with an emphasis on design/build and technical/computer training.
- Career and workplace based learning opportunities have been expanded with the Experiential Early Release Program and offering courses incorporating internships and practicum experiences.

- We have partnered with Southeastern Technical Institute’s “after dark” dual enrollment program.
- We are collaborating with local and state agencies (Connecting Activities, Workforce Boards, Chamber of Commerce, Year-up, etc) for student training and career services.

Program Development FY 22/23 – students of color, low-income students and students with disabilities

- Expand CTE and Work-Applied Learning footprint and equipment to increase student capacity (including Middle School) and training for high skill/high demand careers
- Increase recruiting for and student participation in Career-Technical Education through scheduling, Advisory curriculum, and family outreach
- Increase possibilities for CTE and Work-Based Learning programming (such as Innovation Pathway through incorporating programs such as Project Lead the Way and partnering with related business and career organizations)
- Expand partnerships with local and state agencies and career organizations

FY21 budget item	Amount	Foundation Category[1]
Expand CTE and Work-Based Learning footprint	\$20,000	Operations and Maintenance
Expand CTE and Work-Based Learning equipment	\$10,000	Instructional M, E, & T (Capital Skills Grant)
Explore CTE and Work-Based Learning programs and associated curriculum	\$25,000	Instructional M, E, T (One 8 Grant); Classroom and Specialist Teachers
Evidence-based program identified by the Department:		Expand access to CTE
SOA program categories:		(I) Developing additional pathways to strengthen college and career readiness

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your charter school use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of Department metrics or provide your own.

1) Department outcome metrics: <ul style="list-style-type: none"> ✓ Student Achievement ✓ Student Growth ✓ Post-Secondary Success 	2) Custom metrics (must include targets as well): <ul style="list-style-type: none"> ✓ Establish Career-Technical Education and Work-Based Learning programming and increase 10% of students participating ✓ Increase 10% of 11th and 12th grade students (total and by subgroup) completing dual enrollment coursework
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→ **Commitment 4: Engaging All Families**

How will your charter school ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the charter school regarding their students’ needs?

- *[Use the prompts to answer the questions above. Delete the prompts below before submission]*
- Describe your charter school’s ongoing plan for engaging families, including targeted strategies for families of student groups identified for support (e.g. low- income students, English learners, and students with disabilities).

- Explain how your charter school will measure increases in family engagement based on these efforts.

The Foxborough Regional Charter School (FRCS) commits itself to educating and supporting all students and implements general and specific programming to meet the needs of its diverse student population and their families.

The following opportunities and practices are offered to parents/guardians to engage:

- Communications: Weekly newsletters, information emails. Written communication is translated through our website to several languages.
- Events: Information session on Start of School, Back to School night, Math Night, Literacy night and Parent Teacher conferences.
- Volunteers: Parents are encouraged to join several volunteer programs to engage with other families and the school: Parent Ambassadors, Cultural Ambassadors and Parent organization (PIE).
- Community Interpreters are provided through the family engagement office to facilitate the communication between the teachers and parents who are not fluent in English.
- Special Education Parent Advisory Committee encourages parents of special education students to engage with other parents and the school and advocate for their students.
- Parent surveys are sent out for Family Engagement purposes and planning purposes for the following school year.
- Parent Advisory Group – FRCS is looking to create an advisory group that will engage parents and faculty to communicate with each.

The Foxborough Charter School will measure the increase in family engagement based on participation. The participation rate will indicate the success of a particular program or event.

Certifications:

By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

We engaged teachers, administrators, school families and students to determine needs. Their feedback was synthesized to create our Student Opportunity Act Plan.

By checking here, I certify that the Foxborough Regional Charter School Board of Trustees voted on our Student Opportunity Act Plan.

Date of vote:

Outcome of vote:

Our Board will meet on February 9th, 2021 to vote on our Student Opportunity Act Plan.