



FRCS Board Executive Director Report  
September 14, 2021



@FoxboroughRCS and @LuisSoriaFRCS



Foxborough Regional Charter School

# Agenda

## Universal Presentation and Learning Expectations

- FRCS Mission
- Reference to Standards
- Theory of Action

## Orientation Week

- Survey Results
- Next Steps

## DESE Accountability

- Current Accountability Level
- Next Steps

## Strategic Plan

- Review Process
- Communication Steps

# FRCS Mission

The Foxborough Regional Charter School will provide students a challenging academic program to prepare them for college by stressing achievement, discipline, hard work and accountability. We will continually challenge all of our students, regardless of ability, so that we will lead the Commonwealth of Massachusetts in all statewide standards and assessments.

The Foxborough Regional Charter School will promote positive ethical, moral, and civic values and prepare students to serve their respective communities as leaders and good citizens. We will present students with projects and issues requiring critical thinking, problem-solving, decision-making, and real-life applications of their academic studies through our Student Life and Community Service Learning programs which are integral components of the overall educational experience at Foxborough Regional Charter School.

The Foxborough Regional Charter School will commit itself to providing a supportive, professional, and challenging environment for its Teachers and Staff which recognizes the value of professional development, creativity, and initiative. We will constantly seek new ways to allow our Teachers and Staff to perform to the best of their potential in a collegial atmosphere which recognizes unique talents and the commitment to excel.

# Standards-based Practices for our Learning Today

**Standard IV: Professional Culture.** Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for all staff.

**Indicator IV-D: Continuous Learning.** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. Models these behaviors in the administrator's own practice.

**Element IV-D-2: Continuous Learning of Administrator.** Using relevant data, research, and best practices, regularly reflects on and improves leadership practice, sets meaningful goals, and develops new approaches to improve the efficiency and practice of the district.

# Theory of Action: An “if, then” Statement

If we design a strategic, systemic, sustained, multi-year approach to school improvement and student achievement, **then** we will fully implement action steps that lead to responsive leadership moves.

Measure: By June 2022

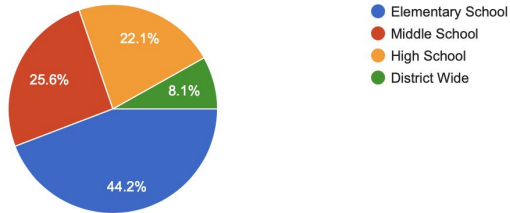
- Design and enact meaningful professional learning
- Provide strategic support to educators and staff
- Determine the impact of the professional learning
- Determine the outcome and relevance of various assessments

# Orientation Week

- Newly Hired Falcons
- Four-Day Orientation

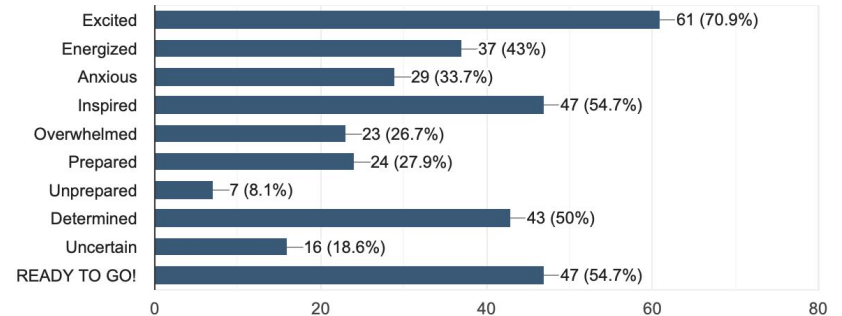
In which building do you work?

86 responses



I'm leaving Orientation Week feeling... (please select all that apply)

86 responses



34% of respondents indicated a need to learn the universal FRCS expectations for classroom management, flow of response to student behaviors, and positive behavior interventions. In response to this professional need, Dr. Soria and Ms. Benton Johnson will facilitate a two-hour session regarding foundational expectations for scholars.

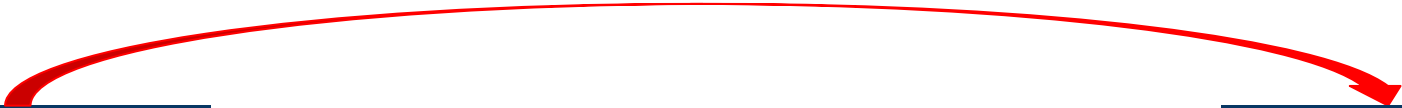
# DESE Accountability

- Current accountability process
- How are we growing as informed by the accountability process
- Next Steps

# Typical District, School, and Student Achievement

Teacher Learning  
Teacher Observation  
Teacher Evaluation

Improved  
Test Scores





Our FRCS Falcon Way

**Feel Different**  
**Be Progressive**  
**Embrace Data**

Our FRCS Falcon Way

**High Support**  
**Collaborative Accountability**  
**Rigorous Expectations**

# DESE Accountability has evolved

- No longer about “Levels” of performance
- No longer chasing “Level 1”
- Districts and schools are now held accountable for growth (not achievement only)

# DESE Accountability: General Concept

- Districts and Schools are recognized for Progress Toward Targets
- DESE Targets are contextualized and individualized for districts and schools
- We earn “points” that inform our progress toward the DESE targets
  - Achievement (where did our scholars land)
  - Growth (how did our scholars grow)
  - Mathematics, English Language Arts, Science
- The “kids on the bubble” has shifted to “lowest performing students”
- We earn “points” for additional indicators beyond Math, ELA, and Science

Starting  
Place

Went  
Down  
0 points

No  
Change  
1 point

Some  
Progress  
2 points

Met  
Target  
3 points

Surpassed  
Target  
4 points

# DESE Accountability: Making Progress

## Districts not requiring assistance or intervention

## Districts requiring assistance or intervention

Districts not requiring assistance or intervention				Districts requiring assistance or intervention	
Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/ targeted support	Broad/ comprehensive support
Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 50-74	Criterion-referenced target percentage 25-49	Criterion-referenced target percentage 0-24	<ul style="list-style-type: none"> <li>• Low graduation rate</li> <li>• Low participation</li> </ul>	<ul style="list-style-type: none"> <li>• Underperforming districts</li> <li>• Chronically underperforming districts</li> </ul>

# DESE Accountability: 2018

2018 Points awarded

2018 Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	0	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	2	4	-	2	4	-	4	4	-	3	4	-
	Science achievement	1	4	-	-	-	-	1	4	-	0	4	-
	<b>Achievement total</b>	<b>3</b>	<b>12</b>	<b>60.0</b>	<b>4</b>	<b>8</b>	<b>67.5</b>	<b>9</b>	<b>12</b>	<b>47.5</b>	<b>7</b>	<b>12</b>	<b>90.0</b>
Growth	English language arts growth	2	4	-	2	4	-	4	4	-	-	-	-
	Mathematics growth	3	4	-	2	4	-	3	4	-	-	-	-
	<b>Growth total</b>	<b>5</b>	<b>8</b>	<b>20.0</b>	<b>4</b>	<b>8</b>	<b>22.5</b>	<b>7</b>	<b>8</b>	<b>22.5</b>	<b>-</b>	<b>-</b>	<b>-</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>2</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Additional indicators	Chronic absenteeism	0	4	-	2	4	-	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	<b>Additional indicators total</b>	<b>0</b>	<b>4</b>	<b>10.0</b>	<b>2</b>	<b>4</b>	<b>10.0</b>	<b>3</b>	<b>8</b>	<b>10.0</b>	<b>0</b>	<b>4</b>	<b>10.0</b>
Weighted total		3.0	9.6	-	3.8	7.6	-	8.2	10.7	-	6.3	11.2	-
Percentage of possible points		31%			50%			77%			56%		
Percentage of possible points by gradespan		41%						67%					
		Weight of non-high school results:80%						Weight of high school results:20%					
2018 Annual criterion-referenced target percentage		46%											

# DESE Accountability: 2019

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	46%	52%
Weight	40%	60%
<b>Cumulative criterion-referenced target percentage</b> (2018 x 40%) + (2019 x 60%)	49%	
	Moderate progress toward targets	

2019 Points awarded

2019 Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
<b>Achievement</b>	English language arts achievement	3	4	-	3	4	-	4	4	-	4	4	-
	Mathematics achievement	0	4	-	2	4	-	3	4	-	1	4	-
	Science achievement	1	4	-	-	-	-	0	4	-	1	4	-
	<b>Achievement total</b>	<b>4</b>	<b>12</b>	<b>60.0</b>	<b>5</b>	<b>8</b>	<b>67.5</b>	<b>7</b>	<b>12</b>	<b>47.5</b>	<b>6</b>	<b>12</b>	<b>67.5</b>
<b>Growth</b>	English language arts growth	2	4	-	3	4	-	3	4	-	1	4	-
	Mathematics growth	2	4	-	2	4	-	4	4	-	4	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>20.0</b>	<b>5</b>	<b>8</b>	<b>22.5</b>	<b>7</b>	<b>8</b>	<b>22.5</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
<b>High school completion</b>	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
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	Chronic absenteeism	3	4	-	3	4	-	3	4	-	2	4	-
<b>Additional indicators</b>	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	<b>Additional indicators total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>6</b>	<b>8</b>	<b>10.0</b>	<b>2</b>	<b>4</b>	<b>10.0</b>
	<b>Weighted total</b>	<b>3.5</b>	<b>9.6</b>	<b>-</b>	<b>4.8</b>	<b>7.6</b>	<b>-</b>	<b>6.7</b>	<b>10.7</b>	<b>-</b>	<b>5.4</b>	<b>10.3</b>	<b>-</b>
Percentage of possible points	37%		-	63%		-	63%		-	52%		-	
Percentage of possible points by gradespan	50%						58%						
	Weight of non-high school results:79%						Weight of high school results:21%						
<b>2019 Annual criterion-referenced target percentage</b>	<b>52%</b>						<b>52%</b>						

# DESE Accountability: Making Progress

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# Full Transparency

- How are we **growing** our scholars (so far)?
- Where are we experiencing success?
- What are the areas that require intentional focus?
- What is our comprehensive and cohesive approach to sustain successes and address growth opportunities?

# Theory of Action:

**If** we design a strategic, systemic, sustained multi-year approach to school improvement and student achievement,  
**then** we will fully implement action steps that lead to responsive leadership moves.

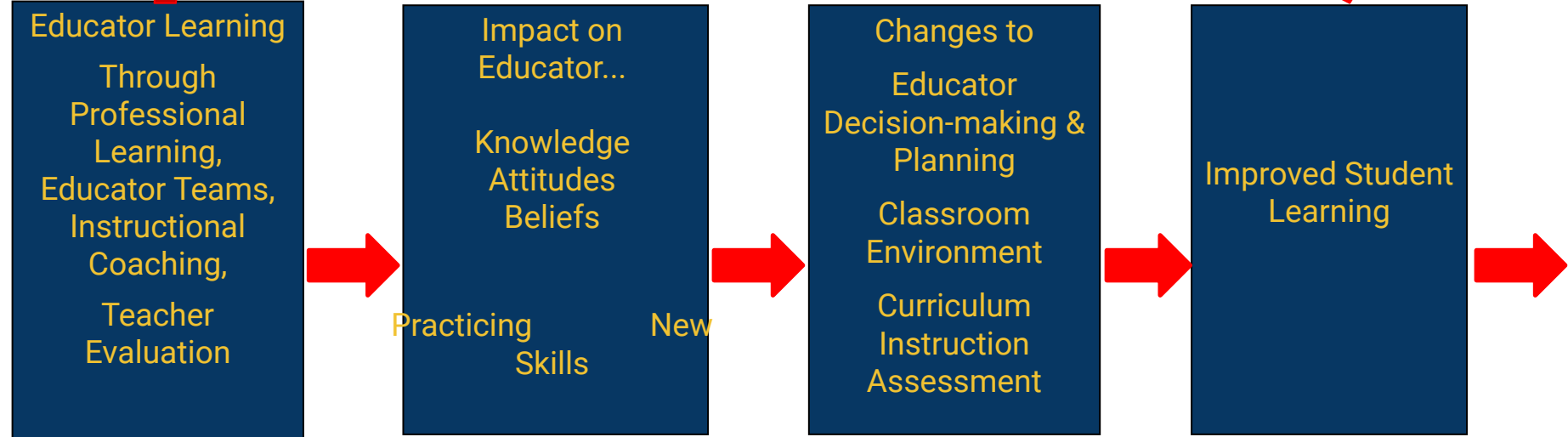
Measure: By June 2022

- Design and enact meaningful professional learning
- Provide strategic support to educators and staff
- Determine the impact of the professional learning
- Determine the outcome and relevance of various assessments

# Scholars and Educators are More than Test Scores

What must educators **learn** in order for them to consistently evidence instructional changes and to high quality levels?

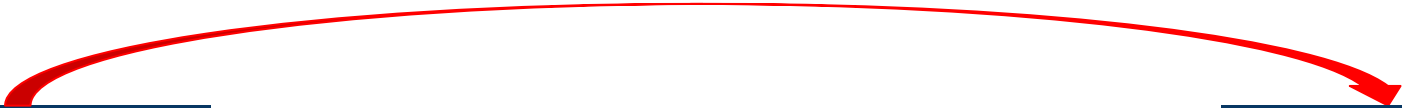
What must educators **do** differently (practice change)?



# Typical District, School, and Student Achievement

Teacher Learning  
Teacher Observation  
Teacher Evaluation

Improved  
Test Scores



# What is the INTENTIONAL Goal?

- GROWTH
- To be clear, assessments are important
  - Student learning
  - Educator instruction
  - Necessary support for students and teachers (never punitive)
- High test scores are a byproduct of the intentional goal
- The REAL goal is ongoing instructional improvement
  - Leads to improved instruction - teachers are smarter
  - Leads to improved learning - students are smarter
  - Students reveal their learning via assessments

# High Support, Professional Learning, Rigorous Expectations

- Assessment...
  - We have a plan!
    - Less interruptions to instruction AND
    - High support in the implementation of the assessments
- Data...
  - As a resource!
    - NEVER for the sake of it AND
    - NEVER to weaponize

# Strategic Plan

- Multi-year
- Includes specific goals from SLT members
- Next Steps
  - Explicit review with SLT
  - Input from Teacher and Staff Advisory Groups
  - Input from Parent Advisory Group
  - Communication to Board
  - Communication to Parents and Staff
  - Communication to General Public