



Foxborough Regional Charter School

Academic Excellence Committee Meeting

Published on October 10, 2025 at 2:33 PM EDT

Date and Time

Wednesday October 15, 2025 at 8:00 AM EDT

Meeting Format

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

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 AM
A.	Record Attendance		1 m
B.	Call the Meeting to Order		1 m
C.	Privilege of the Floor	Mia Ortiz	1 m

	Purpose	Presenter	Time
II. Academic Excellence			8:03 AM
A. Review of Fall 2025 Academic Data Results	Discuss	Toby Romer	12 m
<ul style="list-style-type: none"> • MAP • DIBELS • ACCESS • AP 			
B. Review of Revised Graduation Competency Determination Policy	Discuss	Toby Romer	15 m
C. Continue to Calendar Reporting	Discuss	Mia Ortiz	10 m
<ul style="list-style-type: none"> • Finalize assessment and reporting schedule for the remainder of 2025-2026. 			
III. Other Business			8:40 AM
A. Approval of Meeting Minutes	Vote	Mia Ortiz	15 m
<ul style="list-style-type: none"> • June 11, 2025 • September 17, 2025 			
IV. Closing Items			8:55 AM
A. Adjourn Meeting	Vote	Mia Ortiz	1 m

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.

Coversheet

Review of Fall 2025 Academic Data Results

Section: II. Academic Excellence
Item: A. Review of Fall 2025 Academic Data Results
Purpose: Discuss
Submitted by:
Related Material: MAP, DIBELS, ACCESS and AP Data Fall 2025.pdf

FRCS Academic Assessment Data Report 2024-25 School Year

October 15th, 2025
FRCS Board Academic Excellence Committee



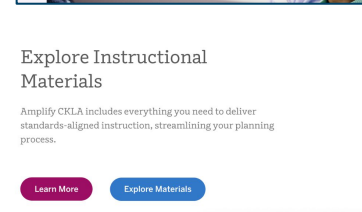
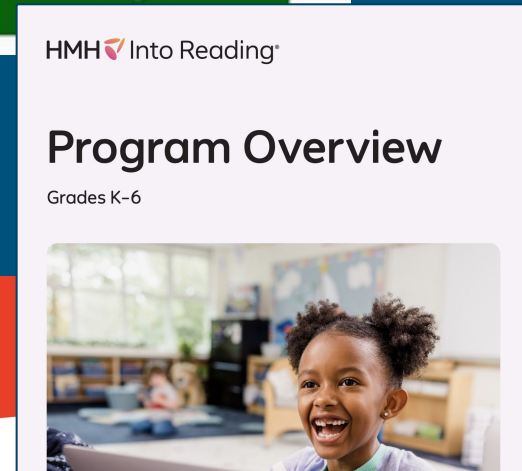
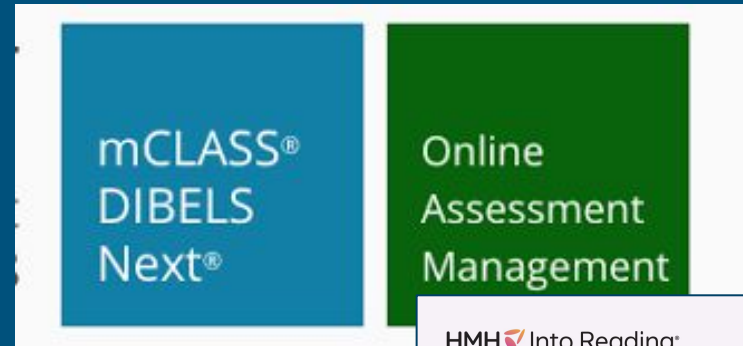
Agenda

Review key assessments from the 2024-25 school year.

1. **Reading** - DIBELS assessment
2. **English Language Acquisition** - ACCESS assessment
3. **Grade Level Standards Mastery** - MAP ELA and Math assessments
4. **College Level Course Completion** - AP exams

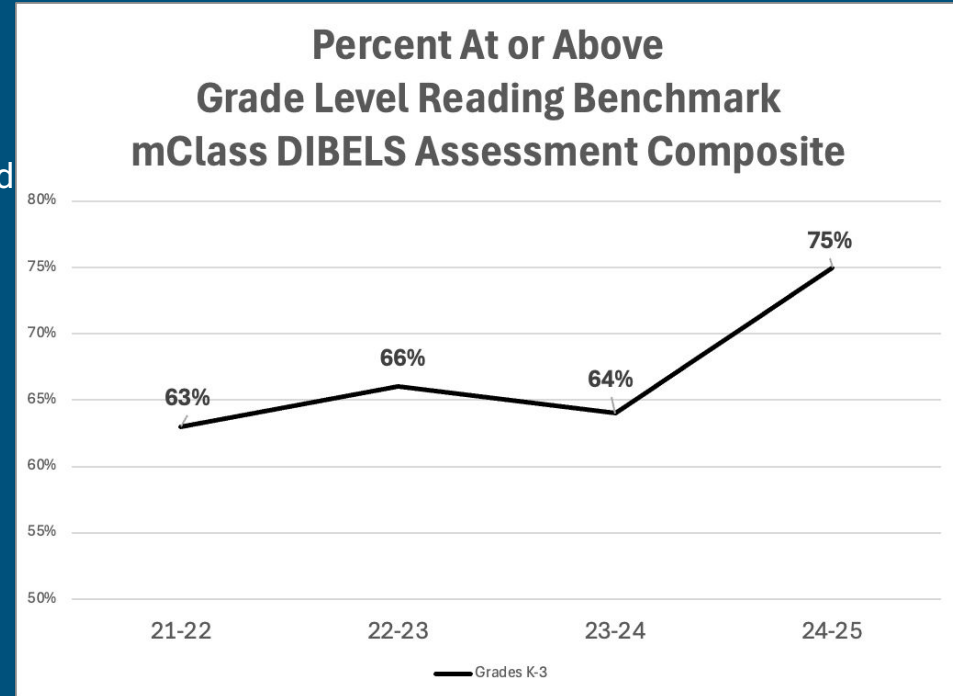
K-3 Reading - Overview

- All students in grades K-3 are assessed **3 times per year** using the ***DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Reading Assessment***
 - Kindergarten begins in the middle of the year
 - 4th grade is assessed only as needed
- Reading scores are a measure of the curricula and a key **sign of student readiness for academic success** in upper grades.
- FRCS **reading curriculum** includes several evidence-based components:
 - Core Curriculum: *HMH Into Reading*
 - Phonics Curriculum: *Amplify KCLA*
 - Intervention Intervention: *Leveled Literacy Intervention (LLI)*



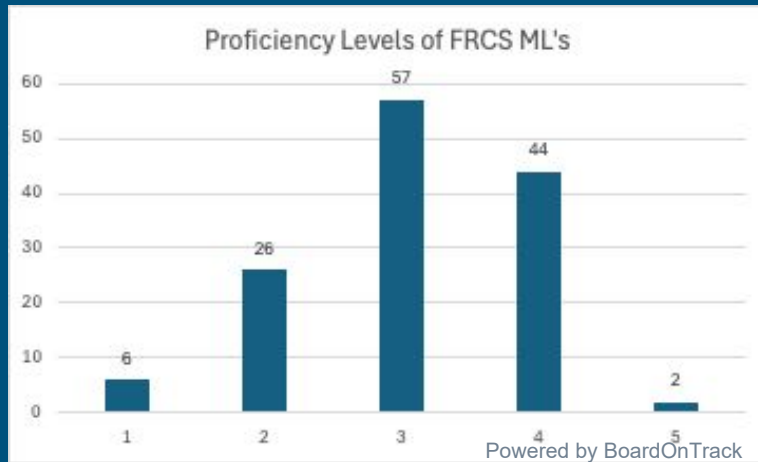
K-3 Reading - DIBELS Assessment Data

- Assessments are completed through the Amplify Online platform
- **DIBELS assessment is informative for teachers** and provides information to guide instruction, and students are given a composite rating of
 - Above Grade Level Benchmarks
 - At Grade Level Benchmarks
 - Below Grade Level Benchmarks
 - Well Below Grade Level Benchmark
- Results Summary
 - Scores increased significantly in one year, with an **11% increase from the previous spring**.
 - Increases in each grade K-3 from 5% to 22%



English Language Acquisition Data - ACCESS

- **WIDA English Language proficiency** levels assess students language development for **multilingual learners (ML's)**.
- 135 FRCS students (~9%) identified as ML's based on home language survey and teacher assessment.
- ML's assessed by the **Massachusetts ACCESS assessment**, given January-February.



WIDA LANGUAGE LEVELS
for Defining
English Language Proficiency

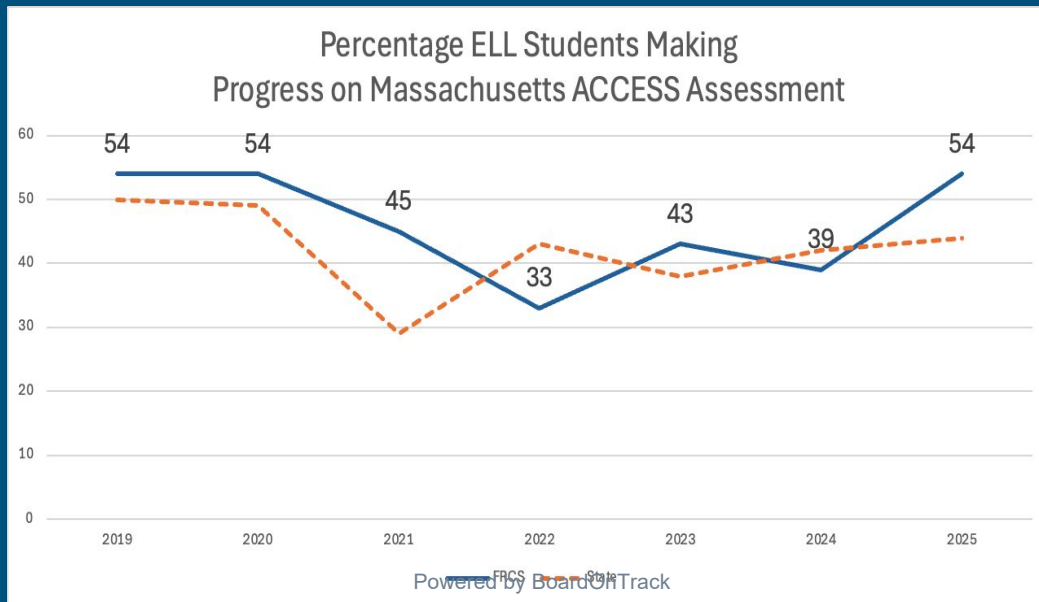
1 ENTERING
2 EMERGING
3 DEVELOPING
4 EXPANDING
5 BRIDGING
6 REACHING (on to lifelong language development)

Adapted from the WIDA ELD Framework

www.theallaccessclassroom.com

English Language Acquisition Data - ACCESS

- **Highest percentage of students “making progress”** on ACCESS assessment in past 5 years.
- FRCS ML’s exceeding state average by 10%.
- “Making progress” means that a student is **on track to attain English proficiency within six years** of entering.



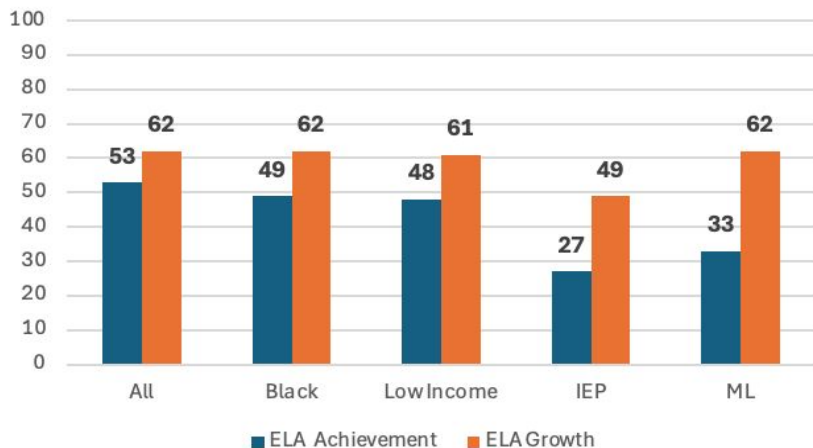
Grade Level Standards Mastery - MAP ELA and Math

- **MAP Assessment** tests students **mastery of grade level curriculum** standards.
- Content assessed is **similar to ELA and Math MCAS** assessments, and given in grades 2-10.
- These interim assessments are given at the **beginning, middle and end of the year**.
- Includes an **Achievement Percentile** and **Growth Percentile**, comparing achievement and growth to similar students nationally.
 - Different than MCAS scores which show the percentage of students meeting the state standards.
- Score results on MAP are **generally correlated with results on MCAS**.

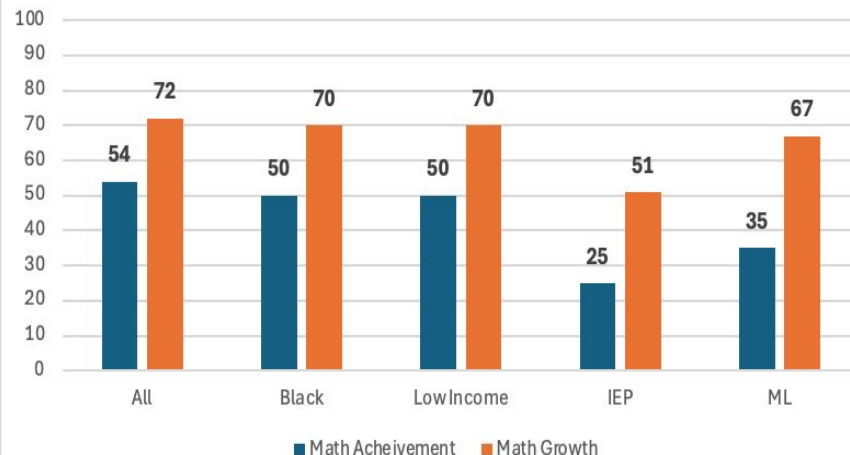
MAP Assessment Results Results

- Our 2025 **Math and English MAP Assessments** showed our students making their **highest annual growth in the last three years**. Our math growth rate was up 39% points from 2023 and our English growth rate was up by 20% points from 2023.

ELA Growth and Achievement by Group

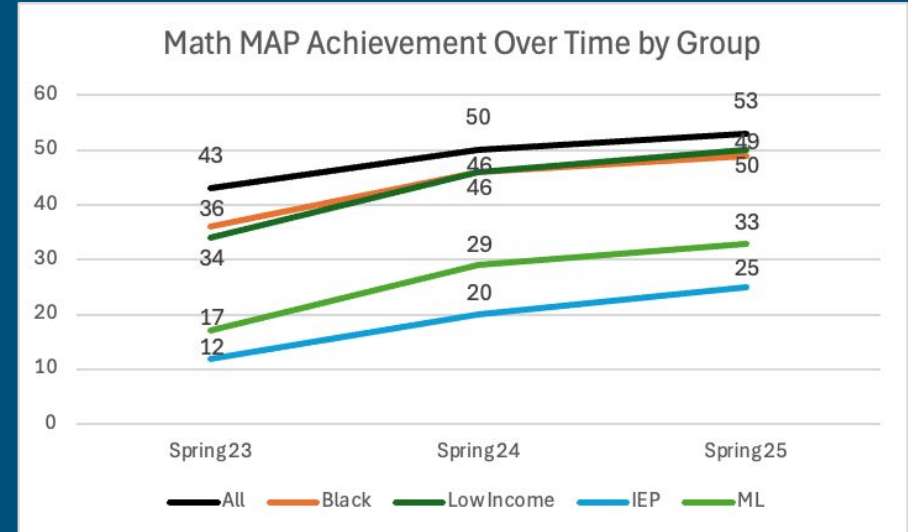
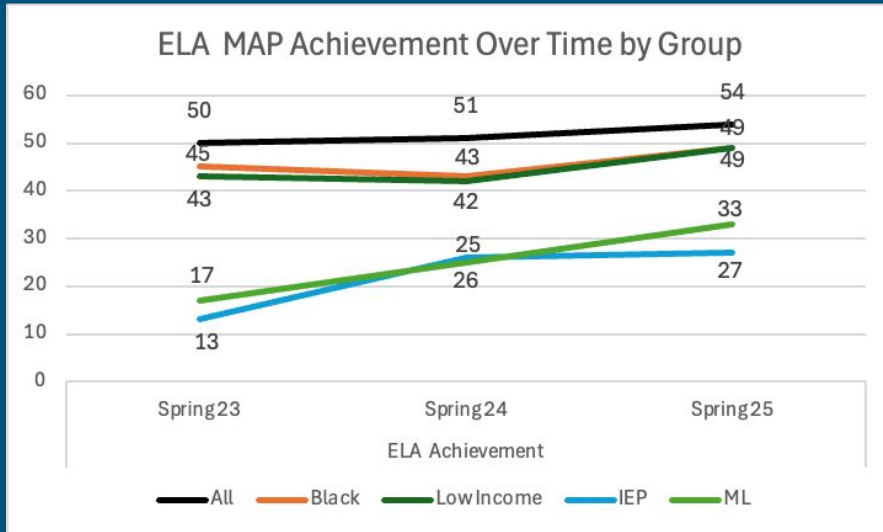


Math Growth and Achievement by Group



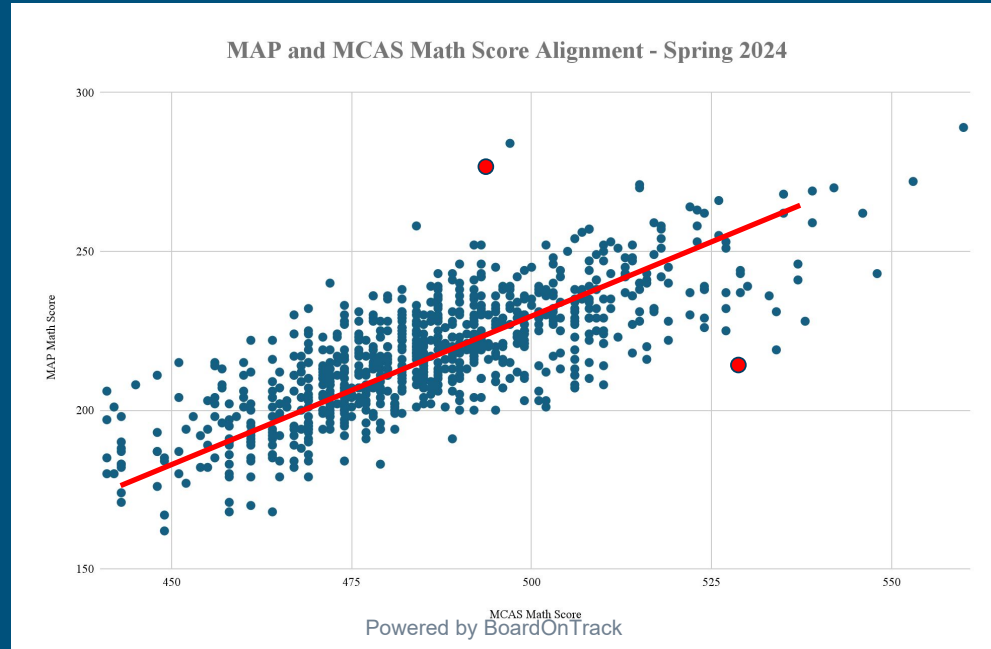
MAP Results Over Time

- Overall **Achievement Percentiles increasing steadily** over last 3 years in English and Math for all FRCS students and for key sub groups.
- **Achievement gaps narrow slightly** between sub groups and all students.

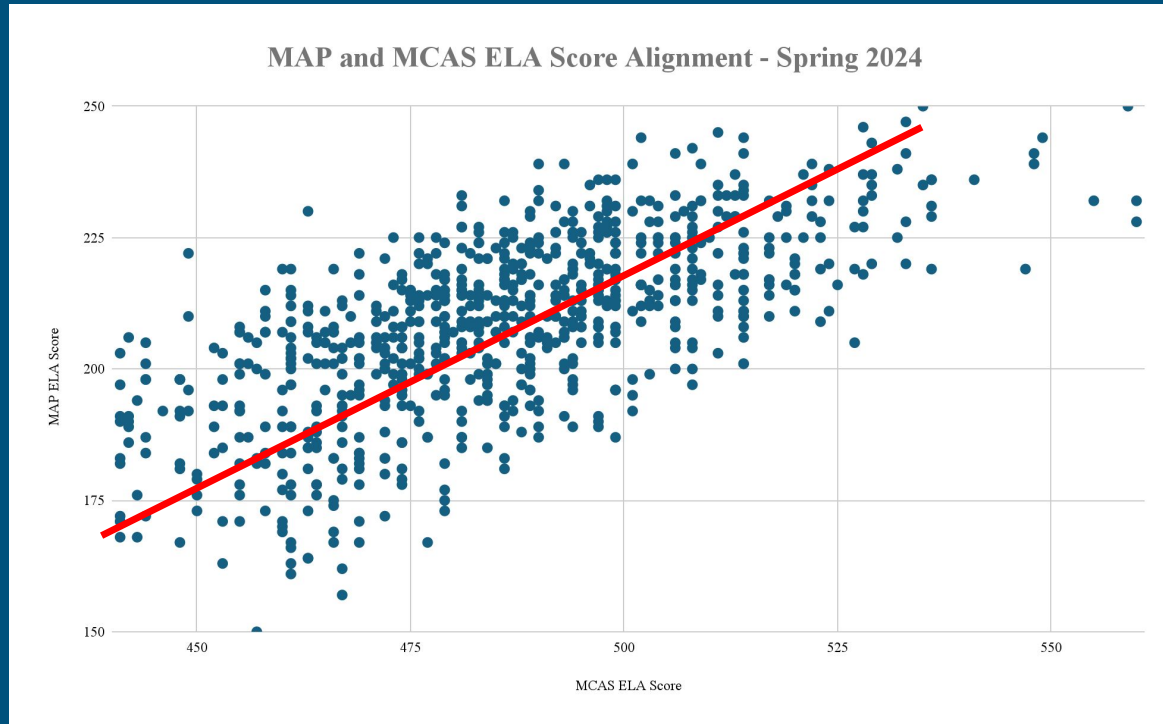


Alignment of MAP and MCAS Assessments

- MAP Assessments measure similar grade level standards content.
- Results are highly correlated w MCAS results, but are not predictive.



Alignment of MAP and MCAS Assessments



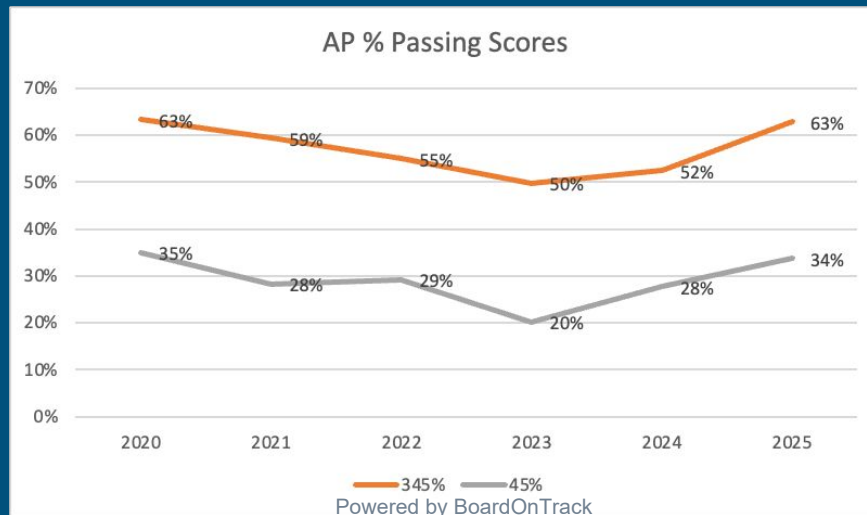
College Course Data - AP Program

- FRCS students took **202 AP tests** in 23 subjects.
- AP Tests are **scored from 1 to 5**. Scores of 3 or higher are eligible for college credit or placement out of entry-level college courses.
- Research shows **participation in AP courses improves college course success** rates for all students.
- FRCS has **high AP participation rates compared to state and sending district averages**
 - FRCS averages 1.39 tests per 11th & 12th Grader enrolled (2024)
 - **61% higher** rate than the students across the state (0.86 state average)
 - FRCS averages 0.72 scores of 3 or higher per 11th and 12th grader enrolled (2024)
 - **20% higher** rate that students across the state. (0.6 state average)

1. African American Studies
2. Biology
3. Calculus AB
4. Calculus BC
5. Calculus BC: AB Subscore
6. Chemistry
7. Computer Science A
8. Computer Science Principles
9. English Language and Composition
10. English Literature and Composition
11. Environmental Science
12. European History
13. Macroeconomics
14. Microeconomics
15. Physics C: Electricity and Magnetism
16. Physics C: Mechanics
17. Precalculus
18. Psychology
19. Seminar
20. Spanish Language and Culture
21. Statistics
22. United States Government and Politics
23. World History: Modern

College Course Data - AP Program

- On the 2025 AP, FRCS students had the **highest success rate on AP exams in the last 5 years.**
- Success rates can vary inversely with participation rates.



Academic Goals for 2025-26 School Year

Key Academic Focus Areas for 2025-26

1. Clearly define our **FRCS Instructional Vision**
2. **Align Supervision, Evaluation, Coaching, and Mentoring** around the FRCS Instructional Vision
3. **Strengthen Instructional Leadership**, including Walkthroughs, Observations, and Teacher Leadership
4. Develop processes and supports to facilitate **Data-Driven Instruction** and Processes
5. Align **High-Quality Professional Development** to support Teacher Learning



Questions and Discussion

Coversheet

Review of Revised Graduation Competency Determination Policy

Section: II. Academic Excellence
Item: B. Review of Revised Graduation Competency Determination Policy
Purpose: Discuss
Submitted by:
Related Material: FRCS Competency Determination & Grad Req Policy.pdf

**Foxborough Regional Charter High School
Competency Determination and Graduation Requirement Policy
Proposed, Fall 2025**

1. **Purpose** - To earn a diploma in Massachusetts, MA Education Reform Law of 1993 requires that a student must (1) meet a Competency Determination (CD) standard that shows mastery of skills and completion of standards aligned coursework, and (2) meet their school district's graduation requirements. This policy establishes both standards: the Foxborough Regional Charter School (FRCS) requirements for demonstrating competency in English Language Arts, Mathematics, Science, and U.S. History in accordance with Massachusetts state guidance, and also outlines the FRCS graduation requirements. This policy further ensures that all students, including students with disabilities, English learners have equitable access to pathways for meeting CD requirements and earning an FRCS diploma, and establishes an appeals process.

2. **FRCS Competency Determination Requirements** - As described in Massachusetts regulations, the Competency Determination (CD) represents two accomplishments: (a) showing a mastery of skills in English language arts, mathematics, and science; and (b) the satisfactory completion of relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023. This is separate and distinct from the FRCS Graduation and Credit requirements listed in Section 3. Both the FRCS CD requirements and the FRCS graduation requirements must be met to earn a FRCS diploma.
 - a. **Mastery of Skills** - Showing mastery shall mean that a student has passed a standards aligned course in the required areas by achieving a final course grade of 70% or higher in accordance with the FRCS grading policy in English Language Arts, Mathematics, Science and US History as stated below:
 - i. **English Language Arts (ELA)** - The student will receive an average final grade of 70% or higher in 10th grade English or higher, which can include any of the following courses: ELA 10, ELA 11, ELA 12, Foundations of Literacy, AP Language, AP Literature .
 - ii. **Mathematics** - The student will receive an average final grade of 70% or higher in 10th grade math or higher, which can include any of the following courses: Geometry, Algebra II, Precalculus and Trigonometry, AP Precalculus, AP Statistics, AP Calculus.
 - iii. **Science** - The student will receive an average final grade of 70% or higher in a 9th or 10th grade lab science or higher, which can include any of the following courses: Physics (AP Option), Biology (AP Option), Chemistry (AP Option).
 - iv. **U.S. History** - Beginning with the graduating class of 2027, the student will receive an average final grade of 70% or higher in a

U.S. History class, which can include any of the following courses:
 US History I, US History II, AP US History.

- b. Completion of Relevant Coursework** - This expectation requires students to complete relevant coursework aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023. At FRCS, this is completed in the following way:
 - i. English Language Arts** - The student must take and pass 9th grade English and 10th grade English, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section.
 - ii. Mathematics** - The student must take and pass 9th grade math and 10th grade math, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section, as well as Algebra 1, Probability and Statistics, Financial Management, Business Management, and History of Mathematics.
 - iii. Science** - The student must take and pass one 9th grade or 10th grade lab science, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section, as well as Earth Science, Botany, Oceanography, Marine Biology, Astronomy, Forensics, Epidemiology, and AP Psychology
 - iv. History** - Beginning with the Class of 2027, the student must take and pass one US History course, or courses assessing similar or more rigorous standards. This includes the courses list above in the Mastery of Skills section.

3. FRCS Graduation and Credit Requirements - Students must successfully complete the course requirements outlined below as well as obtain a minimum number of credits (**67.2**). Graduation requirements can only be fulfilled through the completion of courses taken in-person at FRCS, unless administrative approval is given.

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Graduation Requirement
Math	3.0	3.0	3.0	3.0	12.0
English	3.0	3.0	3.0	3.0	12.0
Spanish	3.0	3.0	3.0	3.0	12.0
History	3.0	3.0	3.0	–	9.0

Science	3.0	3.0	3.0	–	9.0
Electives	4.5	4.5	4.5	–	8.4 (minimum)
Physical Education	0.6	0.6	0.6	0.6	2.4
Computer/ Health/ Advising	0.6	0.6	0.6	0.6	2.4
Credits Needed for Promotion/Graduation	16.0	32.0	48.0		Total Credits Required: 67.2
Total Possible Credits	20.7	20.7	20.7	20.7	82.8

4. Additional Considerations

- a. **Students with Disabilities** - FRCS provides students with disabilities equal opportunity to meet the CD requirements, through the following measures, when appropriate and indicated by the students individualized education plan:
 - i. Coursework Accommodations such as extended time, assistive technology, alternative formats (audio, large print).
 - ii. Curriculum Modifications such as differentiated instruction, adjusted assignments, scaffolding, co-teaching, and the use of Universal Design for Learning.
 - iii. Alternate Demonstrations of Mastery such as portfolio review, capstone projects, and performance assessments that document mastery of standards.
- b. **English Learners** - FRCS provides English learners equal opportunity to meet the CD requirements, including the following specialized supports where appropriate based on language acquisition level and needs:
 - i. Coursework Accommodations such as extended time, assistive technology, and alternative formats (audio, large print).
 - ii. Modified Instruction such as sheltered courses (including the Foundations of Literacy course approved to meet ELA CD requirements in alignment with grade-level standards), differentiated assignments, additional scaffolding, and co-teaching.
 - iii. Alternate Demonstrations of Mastery where appropriate, such as portfolio review, capstone projects, and performance assessments that document mastery of standards.

5. **Appeals Process** - Students are eligible to file an appeal if it is determined that they have not yet met the CD requirements by the principal. Students and their families may submit an appeal of this determination to the Executive Director or their designee.

The student and/or family should submit relevant transcripts, report cards, measures of mastery and/or additional documentation necessary to document the grounds for their appeal. The appeal should be submitted electronically to the Executive Director via email, and they or their designee will review the appeal provide a determination in writing within 10 business days.

- 6. Diploma Requests for Former Students** - Former students from the Classes of 2024 and earlier who met all local FRCS graduation requirements but did not receive a diploma solely due to prior MCAS CD requirements may request a review.

Former student submits a written request to the High School Principal via email. The School Guidance office will confirm their achievement of the current CD determination standard based on their academic record, as well as meeting FRCS graduation requirements. The Principal will then review eligibility and issue a decision. If eligible, FRCS will issue a diploma and updated transcript reflecting the original year of completion.

Coversheet

Continue to Calendar Reporting

Section: II. Academic Excellence
Item: C. Continue to Calendar Reporting
Purpose: Discuss
Submitted by:
Related Material: Academic Excellence Committee Planning Document.docx

Academic Excellence Committee Planning

Revised Calendar for October Meeting

- September - Wed 17th 8:00 AM
 - Review Board Goal
 - The Board of Trustees will actively support and monitor the school’s progress toward academic excellence by establishing a clear, data-informed oversight structure that promotes continuous improvement in student achievement. ([Board of Trustees Academic Excellence Goal \(2025–2026\) - Google Docs](#))
 - Instructional Vision update - [Instructional Vision Development Report for Academic Committee](#)
 - Review Calendar/Agenda Items for October
 - Set the Date 3rd Wed of the Month

- October 15th
 1. [MAP, DIBELS, ACCESS, and AP Data Fall 2025](#)
 - AP Test Results
 - Interim Assessment Data - MAP, DIBELS
 - ACCESS English Language data
 2. Review Revised Graduation Competency Determination Policy
 3. Continue w Calendaring if Not Complete

- November 12th
 - MCAS and Accountability Report (prior to Board meeting on 11/18)
 - **Behavior Management and Parent Communication System Update**
 - **Introduction to new Dean’s List platform**

- December 17th
 - **Overview of Student Services programs and improvements**
 - **Special Education programming**
 - **Multilingual Learner programming**
 - Graduation Report and College Planning Update (Move to Full Board Meeting in Dec)
 - College Fair participation data
 - Include graduate data, enrollments, 2yr, 4yr, trade, work etc...
 - Include Special Ed. grad data

- January 21st
 - **Positive Behavior Incentive System Overview**

- February 18th (Vacation move to February 25th or cancel?)
 - TBD

- March 18th
 - **Overview of Student Intervention Team intervention planning process for 25-26**
 - **Overview and data on available intervention and tutoring supports**
 - **Include during school options: ETL/TLT/WINN blocks**
 - **Ed. Tech intervention programs**
 - **Discuss Afterschool options**

- April 15th
 - Review Graduation Requirements & Outcomes
 - Include update on seniors progress to graduation

Commented [1]: What outcomes will be expected by adopting this system?

Commented [2]: Great question. We can definitely address this.

Commented [3]: This may have been discussed before-Does Dean's List integrate with Panorama?

Commented [4]: Yes it will. It's one of the systems that we think could help us get the more well rounded data about how our students are doing.

- May 20th
 - Educational Supports During Summer
 - Overview of summer programming and options for students
 - Include Extended School Year (ESY program for students with disabilities)
- June 17th
 - TBD

Additional Topics to Consider:

- **Academic Clubs Report (Fall)**
Justification: Highlights student engagement, leadership, and enrichment opportunities outside of the classroom. Highlight FRCS Signature programs
- **SEPAC & Parent Engagement Reports (Fall)**
Justification: Ensures parent voices, especially in special education, are formally included.
- **Counselor Reports (Fall)**
Justification: Highlights academic and behavioral milestones, with insights from staff closest to students.
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- **Classroom Management Survey (Spring)**
Justification: Captures teacher perceptions at the end of year. Evaluates growth in classroom climate.
-

Notes from Spring Meeting 2025

Brainstorm Topics

1. Test Scores
 - o MCAS
 - o AP
 - o College Enrollment
2. Intervention
 - o Student Supports - MS and HS
 - o How we are using data
 - o Focus on the Growth of students over time, esp students receiving intervention
3. How are we supporting teachers
4. Update on Special Education programming and alignment
5. Student and Family Supports
6. Connecting w former students and learning from their experiences - Alumni database
7. Connecting with teachers / Sharing re: teacher leadership, Instructional Leadership Teams at each school
8. Benchmarking to national norms, sending schools, and state averages
 - o Building on strengths, identifying areas for growth
9. Connections to sports programming? - General data for recruiting and retention
10. Technology programming for intervention and support, as well as instructionally, generally
11. Goal setting/visioning and planning - Dovetail into/from Strategic planning work
12. How are we helping students be ready-to-learn. Social and emotional development, school culture, (PBIS, student support systems)

Draft Calendar w Mia's Recommendations

- September - Wed 17th 8:00 AM
 - o Instructional Vision update - [Instructional Vision Development Report for Academic Committee](#)
 - o Review Calendar of agenda items for the year

- October - Oct 15th
 1. Fall BOY Testing Results
 2. **Educational Technology Overview (Annual)**
Justification: Ensures equitable access to digital tools at home. Identifies gaps that affect student achievement.

- November - Nov 12th?
 - o MCAS Report (prior to Board meeting on 11/18)
 - o **Academic Interventions Report (Fall)**
Justification: Evaluates the effectiveness of supports in closing learning gaps at the start of the year.

- December
 - o **College Fair Participation & Outcomes**
Justification: Shows how students are being connected to postsecondary options. Demonstrates alignment with college/career readiness goals.
 - o **After-School Tutoring (Fall report)**
Justification: Provides early usage data and effectiveness measures. Mid-year course corrections can be made if needed.
 - o **Academic Clubs Report (Fall)**

Justification: Highlights student engagement, leadership, and enrichment opportunities outside of the classroom.

- **Assistant Principal Meetings (Fall)**

Justification: Provides a building-level leadership perspective on behavioral interventions.

- **Character Education Program (Fall)**

Justification: Tracks implementation and impact of positive climate initiatives.

- **SEPAC & Parent Engagement Reports (Fall)**

Justification: Ensures parent voices, especially in special education, are formally included.

- January

- **Counselor Reports (Fall)**

Justification: Highlights academic and behavioral milestones, with insights from staff closest to students.

- February

- **Anecdotal Data from Director's Meetings with Parents (Year-End Summary)**

Justification: Summarizes qualitative family input gathered throughout the year. Ensures responsiveness and transparency.

- March ???

- April

- **Graduation Requirements & Outcomes (Year-End)**

Justification: Confirms seniors are meeting requirements. Shows how supports enabled student success.

- May

- **Assistant Principal Intervention Report (Spring)**

Justification: Provides leadership reflection on interventions leading into end-of-year

- **Educational Supports During Summer (Annual)**

Justification: Evaluates summer programming impact, particularly in Brockton (largest feeder). Helps determine effectiveness in reducing learning loss.

- June

- **AP Test Results (Preliminary)**

Justification: Provides early outcome data on college-level coursework. Helps forecast district academic performance.

- **Classroom Management Survey (Spring)**

Justification: Captures teacher perceptions at end of year. Evaluates growth in classroom climate.

- **Character Education Program (Spring)**

Justification: Reviews implementation and outcomes mid-year. Confirms consistency across schools.

- **Assistant Principal Meetings (Spring)**

Justification: Provides building-level leadership perspective on behavioral interventions.

- **After-School Tutoring (Spring Report)**

Justification: Provides early usage data and effectiveness measures. Mid-year course corrections can be made if needed.

- **SEPAC & Parent Engagement Reports (Spring)**

Justification: Ensures parent voices, especially in special education, are formally included.

Initial Calendar for 25-26

- September - Wed 17th 8:00 AM
 - Review Board Goal
 - The Board of Trustees will actively support and monitor the school's progress toward academic excellence by establishing a clear, data-informed oversight structure that promotes continuous improvement in student achievement. ([Board of Trustees Academic Excellence Goal \(2025–2026\) - Google Docs](#))
 - Instructional Vision update - [Instructional Vision Development Report for Academic Committee](#)
 - Review Calendar/Agenda Items for October
 - Set the Date 3rd Wed of the Month

- October - Oct 15th
 1. **AP Test Results (Preliminary)**
Justification: Provides early outcome data on college-level coursework. Helps forecast district academic performance.
 2. Interim Assessment Data - MAP, DIBELS
 3. ACCESS English Language data
 4. Continue w Calendaring if Not Complete

- November - Nov 12th
 - MCAS and Accountability Report (prior to Board meeting on 11/18)
 - **Academic Interventions Report (Fall)**
Justification: Evaluates the effectiveness of supports in closing learning gaps at the start of the year.

- December
 - **MTSS/PBIS Report (Dean's List Platform)** (*Assistant Principal meeting*)
 - **College Participation & Outcomes**
Justification: Shows how students are being connected to postsecondary options. Demonstrates alignment with college/career readiness goals.
 - College Fair info
 - Include grad data, enrollments, 2yr, 4yr, trade, work etc...
 - Include special ed. Grad data

- January
 - **After-School Tutoring (Fall report) Including WIN/ETL/TTL blocks**
Justification: Provides early usage data and effectiveness measures. Mid-year course corrections can be made if needed.
 -

- February
 -

- March
 - **Educational Technology Overview (Annual)**
Justification: Ensures equitable access to digital tools at home. Identifies gaps that affect student achievement.
 - Hardware and learning software/apps

- April

- **Graduation Requirements & Outcomes (Year-End)**
Justification: Confirms seniors are meeting requirements. Shows how supports enabled student success.
-
- **May**
 - **Educational Supports During Summer (Annual)**
Justification: Evaluates summer programming impact, particularly in Brockton (largest feeder). Helps determine effectiveness in reducing learning loss.
 -
- **June**
 -

Additional Items to Add

1. **Academic Data Points**
 - Interim Assessment Data—BOY/MOY/EOY—MAP, DIBELS, iReady
 - ACCESS-English Language data
 - Intervention Outcome Data
 - AP Test Results
2. **School Instructional Leadership Activities**
 - Instructional Vision
 - Teacher Leadership
 - T&L Team Update/Walkthroughs
 - Teacher Eval
 - EL Programming improvements
 - Special Education programming overview
 - Panorama and Dean's List Systems
 - Panorama will pull data from different sources for each student
 - MCAS assessments
 - MAP assessments
 - Class grades
 - Classroom support/behavior
 - Curriculum assessments
 - Attendance
 - Summary reports for students and groups
3. **Educational Technology Overview (Annual)**
Justification: Ensures equitable access to digital tools at home. Identifies gaps that affect student achievement.
 - Hardware and learning software/apps
4. **College Fair Participation & Outcomes**
Justification: Shows how students are being connected to postsecondary options. Demonstrates alignment with college/career readiness goals.
 - Include grad data, enrollments, 2yr, 4yr, trade, work etc...
5. **Academic Clubs Report (Fall)**
Justification: Highlights student engagement, leadership, and enrichment opportunities outside of the classroom.
6. **After-School Tutoring (Fall report)**
Justification: Provides early usage data and effectiveness measures. Mid-year course corrections can be made if needed.

7. **Assistant Principal Meetings (Fall) - MTSS/PBIS Report (Dean's List Platform)**
Justification: Provides a building-level leadership perspective on behavioral interventions.
8. **Character Education Program (Fall)**
Justification: Tracks implementation and impact of positive climate initiatives.
9. **SEPAC & Parent Engagement Reports (Fall)**
Justification: Ensures parent voices, especially in special education, are formally included.
10. **Anecdotal Data from Director's Meetings with Parents (Year-End Summary)**
Justification: Summarizes qualitative family input gathered throughout the year. Ensures responsiveness and transparency.
11. **Assistant Principal Intervention Report (Spring)**
Justification: Provides leadership reflection on interventions leading into end-of-year
12. **Classroom Management Survey (Spring)**
Justification: Captures teacher perceptions at the end of year. Evaluates growth in classroom climate.
13. **Character Education Program (Spring)**
Justification: Reviews implementation and outcomes mid-year. Confirms consistency across schools.
14. **Assistant Principal Meetings (Spring)**
Justification: Provides building-level leadership perspective on behavioral interventions.
15. **After-School Tutoring (Spring Report)**
Justification: Provides early usage data and effectiveness measures. Mid-year course corrections can be made if needed.
16. **Counselor Reports (Fall)**
Justification: Highlights academic and behavioral milestones, with insights from staff closest to students.
17. **SEPAC & Parent Engagement Reports (Spring)**
Justification: Ensures parent voices, especially in special education, are formally included.
18. **Educational Supports During Summer (Annual)**
Justification: Evaluates summer programming impact, particularly in Brockton (largest feeder). Helps determine effectiveness in reducing learning loss.
19. **Graduation Requirements & Outcomes (Year-End)**
Justification: Confirms seniors are meeting requirements. Shows how supports enabled student success.
20. **Counselor Reports (Fall)**
Justification: Highlights academic and behavioral milestones, with insights from staff closest to students.
21. **Academic Interventions Report (Fall)**
Justification: Evaluates the effectiveness of supports in closing learning gaps at the start of the year.
- 22.

Coversheet

Approval of Meeting Minutes

Section: III. Other Business
Item: A. Approval of Meeting Minutes
Purpose: Vote
Submitted by:
Related Material: 2025_09_17_academic_excellence_committee_meeting_minutes (1).pdf
2025_06_11_academic_excellence_committee_meeting_minutes (1).pdf



Foxborough Regional Charter School

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday September 17, 2025 at 8:00 AM

Meeting Format

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

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Committee Members Present

Anissia Vixamar (remote), Kathleen Foley, Mia Ortiz (remote), Tanisha Kimber (remote), Toby Romer

Committee Members Absent

Katie Breault

Guests Present

Christine Barraford (remote), Heidi Berkowitz, Sergio Martin (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mia Ortiz called a meeting of the Academic Excellence Committee of Foxborough Regional Charter School to order on Wednesday Sep 17, 2025 at 8:03 AM.

II. Academic Excellence

A. Discussion of annual reporting schedule of academic assessments and interventions.

Ms. Ortiz began the discussion on the systematic scheduling with regard to reporting academic measures with regard to the overall school climate, attendance, behavioral matters and related interventions.

Mr. Romer suggested discussing the FRCS instructional vision which he had recently presented to the Board of Trustees. He reviewed his PowerPoint presentation including the following highlights:

- Academic goals for the 2025-26 school year.
- FRCS instructional vision development with regard to
 - Curriculum.
 - Instruction.
- Assessment and feedback.

Mr. Foley added that she and Mr. Romer meet with the team of principals and vice principals involved in instruction on a three-week cycle. Trends and patterns are identified as well as opportunities for professional development in order to align with established goals.

Discussion ensued on qualitative measures that are used to assess other things in the classroom that shed light on student progress or faculty development. Mr. Romer noted that the team goal is to ensure that clear measures of non-academic outcomes, i.e. social-emotion and community based engagement, are brought into account besides quantitative data. Toward that end, strategic planning surveys of students and faculty are taken and assessed.

Mr. Romer noted that the Committee will meet on the third Wednesday of each month.

He then reviewed the agenda for the October meeting:

1. AP test results.

- 2. Interim assessment of data MAP DIEBELS.
- 3. ACCESS English language data.

Mr. Romer suggested that, following the Committee's review of the agenda items and what is relevant, a formal presentation be made to the Board at its November meeting.

The Board will be apprised of today's meeting at the Board's meeting on October 14th.

B. Discussion of next steps

Mr. Romer reviewed the complete list of suggested topics for discussion at subsequent meetings.

Discussion ensued on the priorities of topics and the information and data needed in order to make clear assessments of what is going on and the measures being taken to make improvements.

Mr. Martin stressed the importance of tracking quantitative data, as this was the information most families sought in making a decision to choose FRCS for the education of their child. Mr. Romer stated that the team the team is addressing the issue with a sense of urgency and immediacy under the larger goal of improving academic goals.

III. Closing Items

A. Adjourn Meeting

Mia Ortiz made a motion to adjourn.

Anissia Vixamar seconded the motion.

The committee **VOTED** unanimously to approve the motion.

Roll Call

- Mia Ortiz Aye
- Anissia Vixamar Aye
- Kathleen Foley Aye
- Tanisha Kimber Aye
- Toby Romer Aye
- Katie Breault Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:05 AM.

Respectfully Submitted,
Christine Barraford

Documents used during the meeting

- PlanningDocument.Academic Excellence.docx

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.

DRAFT



Foxborough Regional Charter School

Minutes

Academic Excellence Committee Meeting

Date and Time

Wednesday June 11, 2025 at 8:00 AM

Meeting Format

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

During the meeting, the Board and its committees follow the published agenda. Gallery members are not part of the formal discussion or deliberations. Those wishing to speak at a meeting are asked to follow our [Privilege of the Floor Policy](#). To request to speak at a meeting, please complete the following [google form](#) before the start of the meeting.

Committee Members Present

Anissia Vixamar, Kathleen Foley, Mia Ortiz, Toby Romer

Committee Members Absent

Katie Breault, Tanisha Kimber

Guests Present

Christine Barraford (remote), Heidi Berkowitz (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mia Ortiz called a meeting of the Academic Excellence Committee of Foxborough Regional Charter School to order on Wednesday Jun 11, 2025 at 8:00 AM.

II. Academic Excellence

A. Develop Standard Committee Schedule

Ms. Ortiz led the discussion on establishing a schedule for committee meetings. Following discussion, it was agreed that the committee would initially meet monthly and then quarterly.

Discussion ensued on the topics of interest that the committee would pursue over the course of FY26. Mr. Romer drafted that list for each month's consideration as a Google doc, which will be reviewed at the next meeting.

Members were encouraged to review the list and edit the document with further topics of interest as well as identifying priority topics for the committee's consideration at its next meeting.

III. Closing Items

A. Adjourn Meeting

Anissia Vixamar made a motion to adjourn.
Toby Romer seconded the motion.
The committee **VOTED** unanimously to approve the motion.

Roll Call

- Tanisha Kimber Absent
- Mia Ortiz Aye
- Katie Breault Absent
- Anissia Vixamar Aye
- Toby Romer Aye
- Kathleen Foley Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:34 AM.

Respectfully Submitted,
Christine Barraford

Documents used during the meeting

None

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.