

- Renumeration – SEM hasn't had a "raise" in 11 years from their perspective for compensation at 14%. They are asking for \$2,450,000. At the current 12% rate that would amount to approximately \$2,374,215. Per-pupil funding not confirmed at \$12,570. Current holdback is about 9%--consider, if agreeing to that then perhaps increase the holdback amount? Also consider, the percentage should be equivalent to what SEM was paid before. Currently about \$2.1M and receiving about \$1.9M with the holdback. 12% would still be more than the prior contract and some board members did not agree with an additional 2%. Noted, should not make the holdback retroactive because then the funds can be deployed elsewhere. Current holdback is tied to DESE conditions at \$17K per month. \$2,374,215 with 11% holdback is current understanding of the committee.
- Amy Wesley presented student outcomes. Education committee joined this committee meeting to ask questions afterwards.

Some history of charter schools/when they began, parents did not have a choice. Now they have a choice and access to quality education. Have seen positive impact on community and giving parents the choice. Proud to be part of school and commitment to sustain results. Goals and targets are not same as 10 or 25 years ago and in MA education expectations increase each year to give students foundation to be successful. DESE has set growth targets for each school. Specific school targets are departure from earlier standards. Today with "every student succeeds", targets are set for individual students and schools so they can do what is necessary to achieve growth specific to them. New framework can look at student outcomes. Different types of performance measurements-- internal and external. Internal measurements in SABIS are formative and summative. AMS are formative assessment given weekly in English, math and science. Formative assessments give picture of how the student is learning and developing. Use AMS to show where need to focus teaching efforts. These represent 20% of EOY score. Achieving mastery, also have summative assessment which contributes to giving whole picture of understanding, over longer period of time and also reflects retention. Two kinds of summative assessments: periodics and final exams. Periodics are given two to three times per term in all subjects. Finals are at end of each term. Term one final covers all material in first term, 13-16% of year-end grade. EOY finals covers material over entire year about one third of term one content. EOY final weight is 50-60% of student's EOY grade.

When talking about outcomes as a measure of growth, internals reflect student performance. EOY are most fair and reliable growth measure. In order to be fair reflection over extended time, outcomes should be measured for students enrolled for number of years to identify students' needs when they are new to the school and be able to meet those needs. Feel appropriate student outcomes

in management agreement, school will achieve 5% gain in overall student results in grades 3-8 for those enrolled three or more consecutive years. With board's oversight function, SABIS will commit to presenting to the education committee with internal assessment overview and analysis showing comparative performance with previous year. In each meeting, will answer questions of committee.

External assessment objectives/scores can be effective measure, but if objectives change, the scores reflecting growth are not valid. Takes years to gain validity. 2019 was first year of "next gen" MCAS and there was a predictable drop across MA. DESE makes accommodations and shifted from levels to assigning scores in the accountability report. The report is issued annually – five categories – achievement and growth and comprise 80% of school's score; HS completion, EL proficiency, and absenteeism and advanced coursework completion making up remaining 20% of score. External scores can provide point of comparison of one school to another. Factors like student demographics, size of school and grade levels served can skew comparison. DESE accountability report offers fairest comparison and propose that second student outcome in management agreement should be that the school achieves a rate of 10% per year on accountability report until reaches classification of "meets targets". Bigger context of education in general and changes over years and school's day-to-day operations. Emphasize student outcomes are why we are all here.

Anne-Marie Nicolai noted/can't wait three years for a student to get up to speed? Amy Wesley talked about using the student's first two years in the school to get up to speed. Identify gaps in their education and work with the student to bring up to speed. Anne-Marie Nicolai asked about 5%, said it doesn't seem like much? Needs to be reasonable and attainable. Amy Wesley said do not look at student outcomes in "isolation" but as function of parts of the whole. Looking at improving schools 10% per year which reflects the performance of all students. Have looked at it very carefully; we shouldn't make comparisons with schools not in a similar boat. Looking at meeting targets and making commitment to meet targets that DESE sets.

Ellen McDonald talked about the DESE conditions on grades 3-8 for sustained academic improvement, reviewed English and math, how will school meet that condition? Implementation of system which includes helping students through effective teaching, aggressive approach to re-testing, committing to outcomes that are moving all students in direction of sustained improvement. Amy Wesley said the proposal is 5% for EOY results for grades 3-8—combination of outcomes. Committee asked, but 5% a year wouldn't bring percentage up in English and math numbers? Is that significant improvement? Amy Wesley said DESE is reluctant to identify specific targets and benchmarks. Have to identify achievable and challenging student outcome.

Committee asked, why not aim for 15? Will it be acceptable to DESE? Amy Wesley noted, looked at other schools' results and accountability scores. Added study of top charter schools to see if any achieved 95% - none of them did. Measurements set reflect a challenge but if feel DESE would perceive it is not challenging enough; can reach out to DESE and get perspective. Talking about achieving growth and the commitment to growth is reflected in the student outcomes.

Committee asked SEM to consider reaching a little higher as they are seeing higher scores at other Springfield charter schools. Amy Wesley said that 5% is part of bigger picture. Encourage committee for more information look at DESE accountability reports. Realistic goals to achieve, numbers will be reflecting what SEM is committing to achieve with students. Committee asked about, would SEM consider 8%? Amy Wesley said would need review/discuss with Maretta Thomsen and team. Committee wishes to shoot high yet be realistic, keep stability to move forward.

Atu White reviewed the bulleted items sent:

- 95% of students in 10th grade will score 'meets or exceeds' on ELA MCAS/ agree
- 95% of students in 10th grade will score 'meets or exceeds' on math MCAS/agree
- 95% of students will score 'meets or exceeds' for science and tech/ agree
- Four-year graduation rate will exceed 90% on DESE report card (rate set for student outcomes as part of management agreement) that is the value in current contract. if we've been exceeding, why leave it at 90. Propose higher rate in line with where currently are? 90 is floor by DESE and have exceeded it every year. SEM/looking at no change—it will exceed 90%.
- College acceptance rate will exceed 95%, committee agrees
- SABIS will outperform sending district/agree (add "and the state"?), since not compared to the City. Amy Wesley said DESE is setting targets for individual schools to show their own growth—not comparing to other schools.
- Goal shall be for SEM to maintain a mean student growth percentile of 50 or higher on DESE report card/agrees
- SEM shall strive to achieve 10% achievement rate on accountability report until reaches classification of 'meets targets'. Baseline is 52% from accountability report of 2019. Committee suggested 12% in order to reach 75% since student are not making standards. Amy Wesley/needs basis in educational foundation. The number is a target, not a minimum requirement. Ellen McDonald noted that DESE will be looking at numbers in December 2022. Amy Wesley set the number is set to use as springboard, intention is to show DESE what we can do. Committee asked why set the number "at the floor", and how to meet number in three years? Paula Meara noted on the accountability chart, the vast majority of schools are in same category.

- End of one year to end of next year 5% gain in overall EOY student results in grades 3-8 for students enrolled three or more consecutive years. Committee wishes to remove “enrolled for three or more consecutive years’. Amy Wesley said this will help all students but when assessing will be a way to count them fairly. Committed to every student. Fair and appropriate to count in student performance in third year. Ellen McDonald asked how many kids in that category, not in school for three or more years? Internal scores/focused on grades 3-8. Number of students who are new varies each year, about 150 this year. They will be included in other measurements not in this particular one. They feel in order to be fair and focus on all students and with overall gain, it’s very comprehensive. Ellen McDonald asked about benchmark for AMS and the 85% proficiency? Replacing with outcomes explained throughout meeting. No longer feel that benchmark serving students best. EOY results provide complete picture. Ellen McDonald asked about keeping 80% proficiency EOT as a benchmark. SEM/looking to improve MCAS and EOY performance is an indicator. Atu White summarized, questions include the three-year questions and where is the starting point/Revisit AMS 80% proficiency conversation. He will email the contract committee and education committee.

Committee will meet again next week 4/28/2020 at 6:00 p.m.

Luis Aponte moved to adjourn the meeting. Seconded by Daryl Johnson. The meeting adjourned at 8:05 p.m.

Respectfully submitted,

Anne-Marie Nicolai, Secretary
SICS Board of Trustees