



## **AGENDA and NOTICE**

### **SCHOOL COMMITTEE MEETING**

Regular Session Meeting  
Thursday, December 8, 2022

**LOCATION**  
**Remote Location Meeting**  
Dial-In: 1 301 715 8592 Webinar ID: 879 0741 5655  
URL: <https://us02web.zoom.us/j/87907415655>

#### **AGENDA**

#### **7:00 Open Regular Session - Remote Call**

- |    |  |                     |         |
|----|--|---------------------|---------|
| 1. | Public Comment   |                     | 15 Mins |
|    | <i>a. This is an opportunity for members of the community to address the School Committee. At the start of each regularly scheduled School Committee meeting, individuals will sign in for an opportunity to speak during public comment. School Committee Policy BEDH allots each speaker three (3) minutes to present their material and must begin their comments by stating their name and city/town. Public comment is not a discussion, debate, or dialogue between individuals and the School Committee. It is an individual's opportunity to express an opinion on issues within the School Committee's authority.</i> |                     |         |
| 2. | Special Matters  | Report              | 90 Min  |
|    | <i>a. Fall Benchmarking Presentation - Assistant Superintendent, Kim Swain, Humanities Curriculum Coordinator, Lauren Egizio, Wellness Curriculum Specialist, Betsy Grams and Math Curriculum Coordinator, Karen Wolfson</i>   |                     |         |
| 3. | Business and Policy Matters  |                     |         |
|    | a. Proposed Policy Review  | (Discussion/Action) | 15 Mins |
|    | <i>i. IMDA Accommodations for Religious and Cultural Observances</i>   |                     |         |
|    | b. 2023-2024 Updated School Calendar with Addendum   | (Discussion/Action) | 15 Mins |
|    | c. Review FY24 Budget Drivers and Overview   | (Discussion)        | 90 Mins |
|    | d. Liaison Reports   | (Discussion)        | 10 Mins |
| 4. | Adjournment  |                     |         |

*"This listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law."*

The next School Committee Meeting is scheduled for **Monday, December 12, 2022**

**Sudbury Public Schools  
School Committee Meeting**

**Date:** December 8, 2022

**Agenda Item:** 2a

**Fall Benchmarking Presentation - Assistant Superintendent, Kim Swain, Humanities Curriculum Coordinator, Lauren Egizio, Wellness Curriculum Specialist, Betsy Grams and Math Curriculum Coordinator, Karen Wolfson**

**Recommendation:**

**Background  
Information:**

**Attachments:**

**SC Copy of Fall Benchmarking Snapshot**

**Action:** **Report:** **XX** **Discussion:**

# SPS Fall Benchmarking

A presentation to the School Committee  
December 2022



DRAFT

# Agenda

- Benchmark Assessments and Assessment Timelines
- Data Collection and Analysis Routines
- Noticings from the First Assessment Window
- Responses to the Data
- Next Steps

...the major purpose of assessment in schools should be to provide interpretive information to teachers and school leaders about their impact on students, so that these educators have the best information about what steps to take with instruction and how they need to change and adapt.

--John Hattie, *Education Week*,  
vol 35, #10, October 28, 2015

<p><b>Sense of Belonging</b></p> 
<p><b>Monitor Understanding</b></p> 
<p><b>Strong Instruction</b></p> 



Monitor Understanding:  
Data Analysis Cycle

Acceleration Roadmap: Pathway to an Equitable Recovery



# Wellness & Social-Emotional Learning



# Whole School, Whole Community, Whole Child Framework



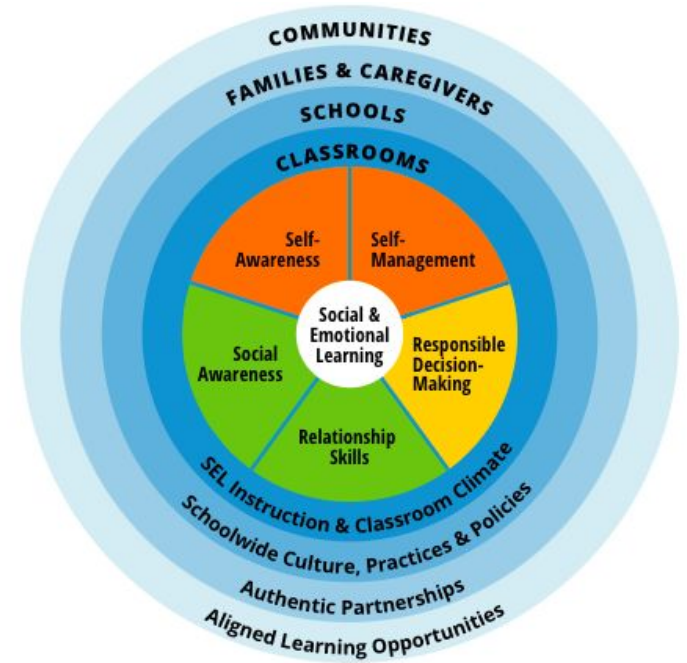
- Focuses on kids being healthy, safe, engaged, supported, and challenged in schools
- Schools are the primary institution responsible for childhood development, after the family
- Recognizes the symbiotic relationship between learning and well-being



# Devereux Student Strengths Assessment (DESSA)

## What it is and what it is not...

- Identify students' social-emotional strengths, underdeveloped skills, and progress monitors student learning
- Standardized, strength-based measure of 8 key social-emotional competencies derived from the CASEL model
- Norm-referenced behavior rating scale
- Universal screeners: Mini's contain 8 questions, Full DESSA contains 72 questions
- It is **NOT** a psychological or clinical assessment; it does not measure anxiety, depression, or other disorders



# Devereux Student Strengths Assessment (DESSA)

## When are the benchmark assessments completed?

- Elementary teachers assess three times per school year
  - October, February, and May
- Middle school teachers assess two times per school year
  - November and May

## Who is involved?

- All classroom teachers complete the SEL assessments.
- Educator teams use the data to plan instruction, to set learning goals, and to monitor progress.

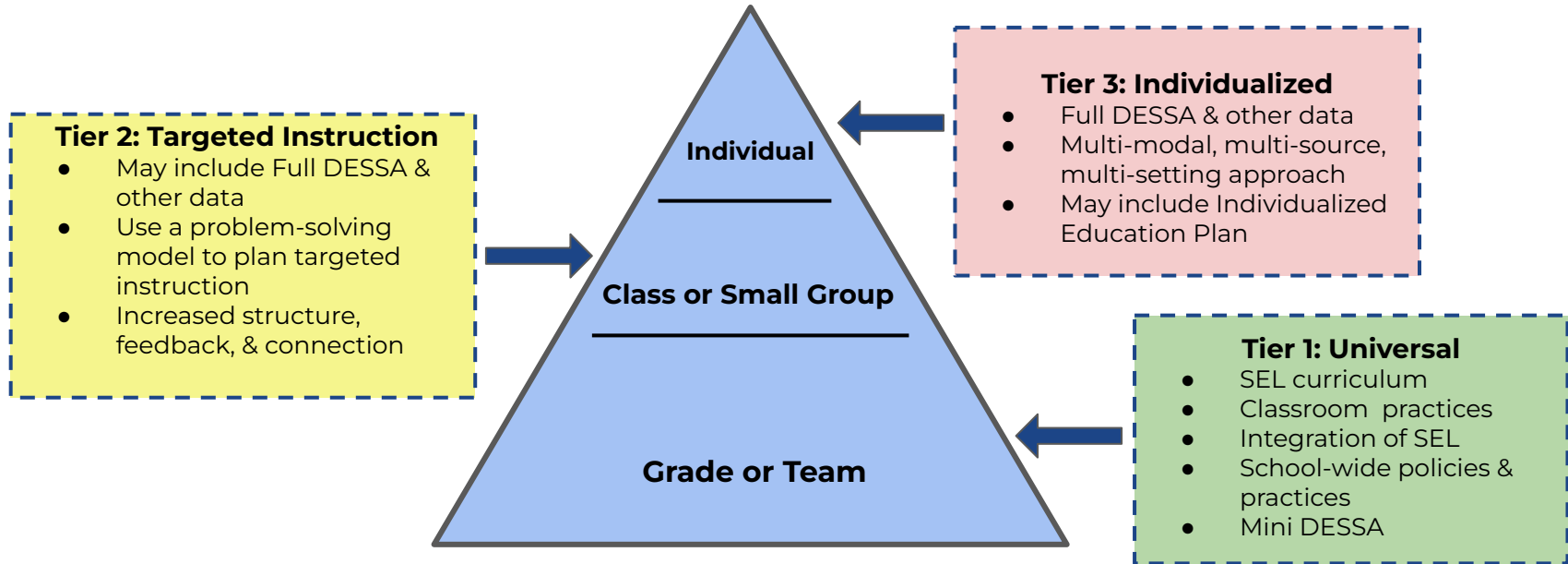
## What is the process?

- Teachers assess social-emotional skills via observation
- Reflecting on the past 30 days and to rate the frequency in which the child demonstrates various social-emotional skills.

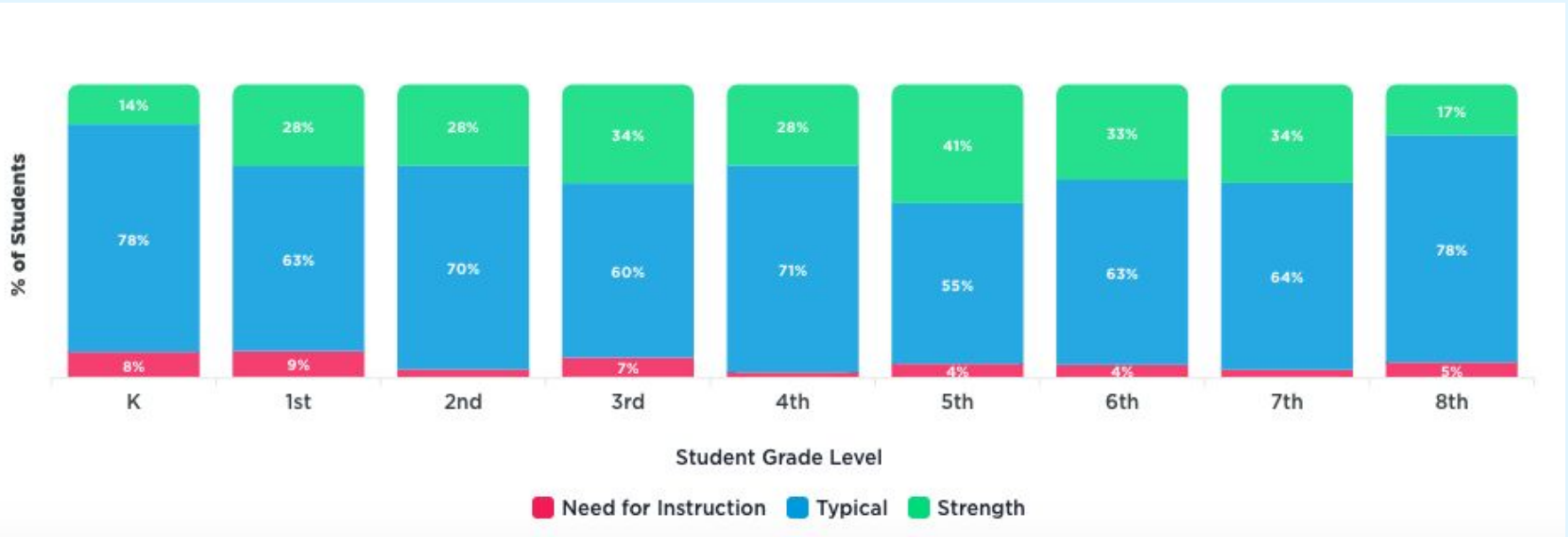
	February	March	April	May	June
K-2 only top					
any practices & Learning Each Other Classroom Integration academics Signature SEL Practices	-Harmony everyday practices & lessons  -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices & Unit 5: <b>Supporting Our Community</b> -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices & lessons  -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices	-Harmony everyday practices	-Harmony everyday practices  -Calm Classroom -SEL Integration with academics -3 Signature SEL Practices
SEL Goals	Harmony Goals	Harmony Goals	Harmony Goals	Harmony Goals	Harmony Goals
Instruction and Learning Goals & Behavior Goals	Reinforce and model expectations & behavior goals	Reinforce and model expectations & behavior goals	Reinforce and model expectations & behavior goals	Reinforce and model expectations & behavior goals	Reinforce and model expectations & behavior goals
Initial screen Mini-2 for students -17 DESSA, as indicated	SEL Planning Meetings	Note: review B <a href="#">DESSA mini-3 questions</a> 30 days prior to assessments	DESSA mini -3 for all K - 5 <b>May 22 - 26</b>  Full DESSA, as indicated	SEL Reflection and EOY meetings	
	SEL meetings for targeted supports <a href="#">SEL Planning doc</a>				EOY Reflection Meeting

# Using DESSA Data within a Multi-Tiered Systems of Support

Grade-level and middle school teams hold **SEL data meetings** at the end of each assessment cycle to identify strengths and areas in need of instruction, to monitor student progress, and to identify students who may need additional supports.



# District DESSA Mini-1 Screen Results by Grade

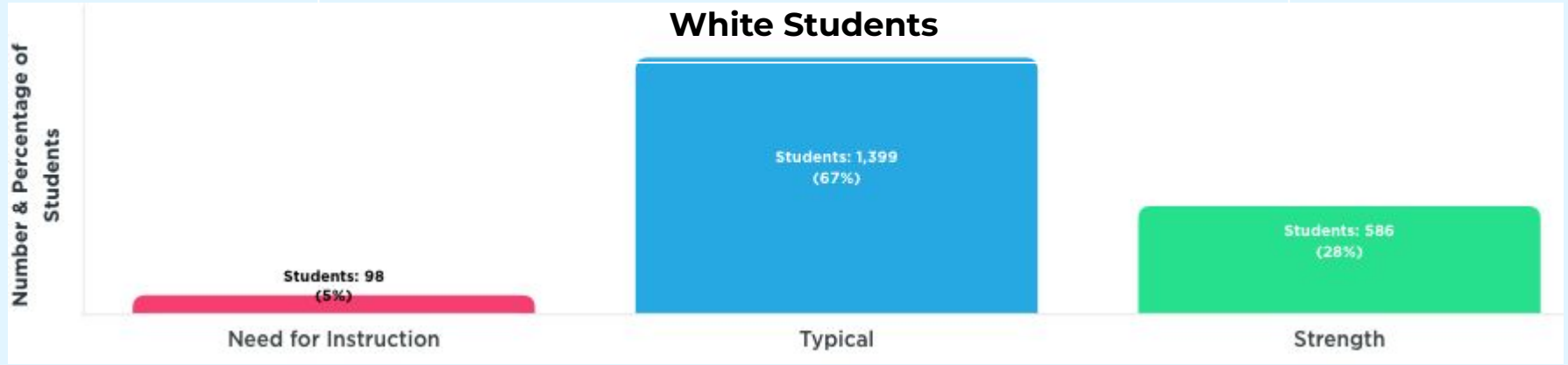


## Fall 2022 Distribution by Grade

- Kindergarten, first, and third grade have more students coded as Need for Instruction from the screener compared to the other grades



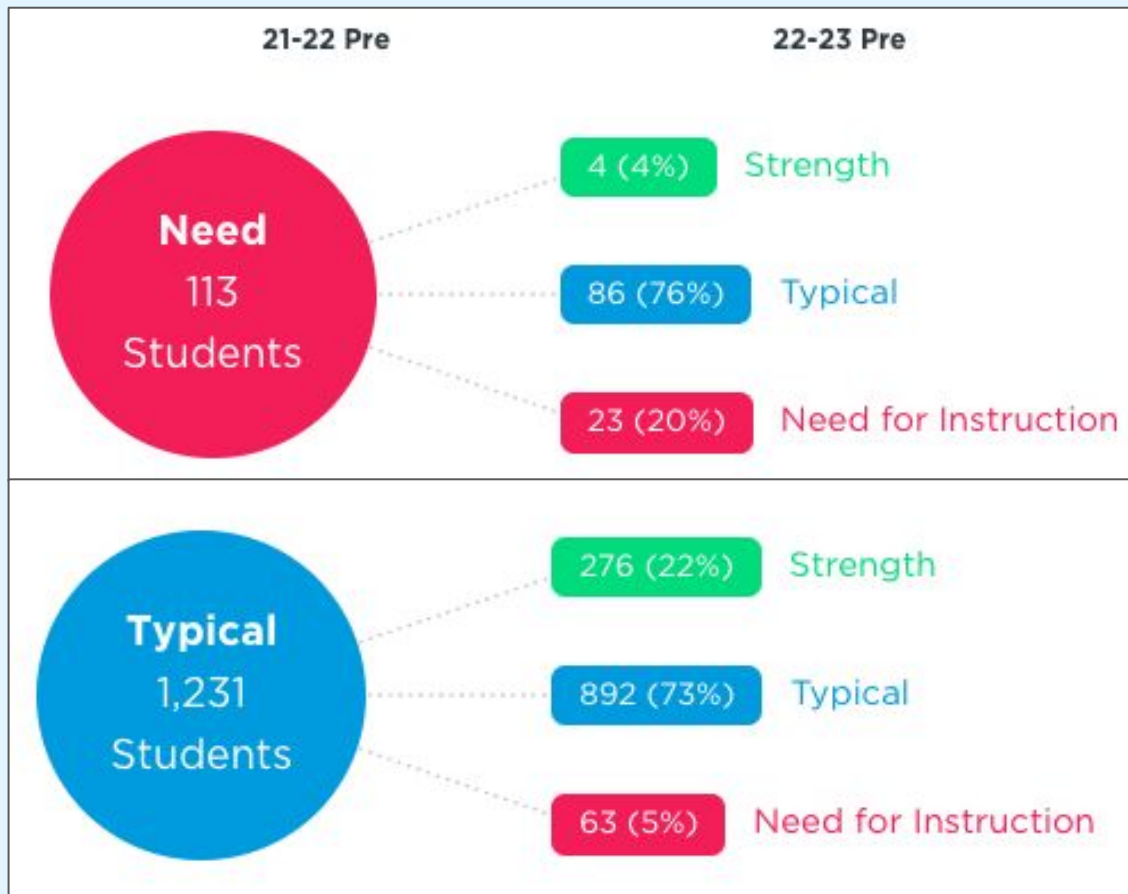
# District DESSA Mini-1 Screen Results by Subgroups



## Fall 2022 Distribution by Subgroups:

- 11% of Black students in grades K-8 were coded in the descriptive range as Need for Instruction. 22% of Black students were in the Strength range.
- 8% of Hispanic/Latinx students in grades K-8 were coded in the descriptive range as Need for Instruction. 20% of Hispanic/Latinx students were in the Strength range.
- 12% of students in grades K-8 receiving special education services were coded as Need for Instruction, and 12% were in the Strength range.

## DESSA Mini-1 Screen - Summary of Cohort Growth



# Full DESSA District Report Fall 2022

## Aggregate Report Grades K-8



- S-E Composite score - 34% (n= 92) students coded in Need for Instruction shown in red
- S-E Composite score - 65% (n= 178) students coded in Typical shown in blue
- N = 270 students who had a Full social-emotional skills assessment completed

# Full DESSA District Report by Race/Ethnicity

## Black/African American Grades K-8





# Full DESSA District Report by Race/Ethnicity

## Hispanic/Latinx Students Grades K-8



# Full DESSA District Report by Special Education Services

## Students Receiving Special Education Services Grades K-8



- S-E Composite score - 32% (n= 53) students coded in Need for Instruction shown in red
- S-E Composite score - 67% (n= 110) students coded in Typical shown in blue
- N = 163 students

# Responding to Data: Student-Focused Planning

## How are the results used to inform instruction, provide supports, adjust curriculum, and monitor progress?

- Data meetings following benchmarking cycles
- Review data to identify students' strengths and growth areas
- Educator teams develop plans for targeted instruction & supports
- Educators monitor student learning
- At year end, teams review data sets, and collaborate on effective instructional practices and routines

SEL Instruction			
Select one competency that will be targeted based upon SEL data:			
<b>SA</b> Self-awareness	<b>SM</b> Self-management	<b>SO</b> Social awareness	<b>RS</b> Relationship skills
<b>GB</b> Goal-directed behavior	<b>PR</b> Personal responsibility	<b>DM</b> Decision-making	<b>OT</b> Optimistic thinking
<b>A. What? List a behavior/skill to target within the selected competency.</b>  Refer to <a href="#">8 SEL Competencies &amp; Related Skills</a>		Monitor progress with DESSA tools and other methods in 4-6 week intervals	
<b>A. How? List actions to address targeted skill:</b> Consider teaching strategies: previewing, teaching, and reteaching social skills lessons; connections & discussions using literature; cross-curricular connections; extension activities; naming social-emotional skills used during learning activities; and planning learning activities that provide students opportunities to practice social-emotional skills in multiple settings.			
1.			
2.			
Observations & data on students' learning and growth:			

# MetroWest Adolescent Health Survey



**November 2021**

**Survey  
Administration**

**Spring 2022**

**Key Findings  
Report**

**June 2022**

**Full Report  
Released**

**October 2022**

**Supplemental Reports  
Subgroups**



# MetroWest Adolescent Health Survey

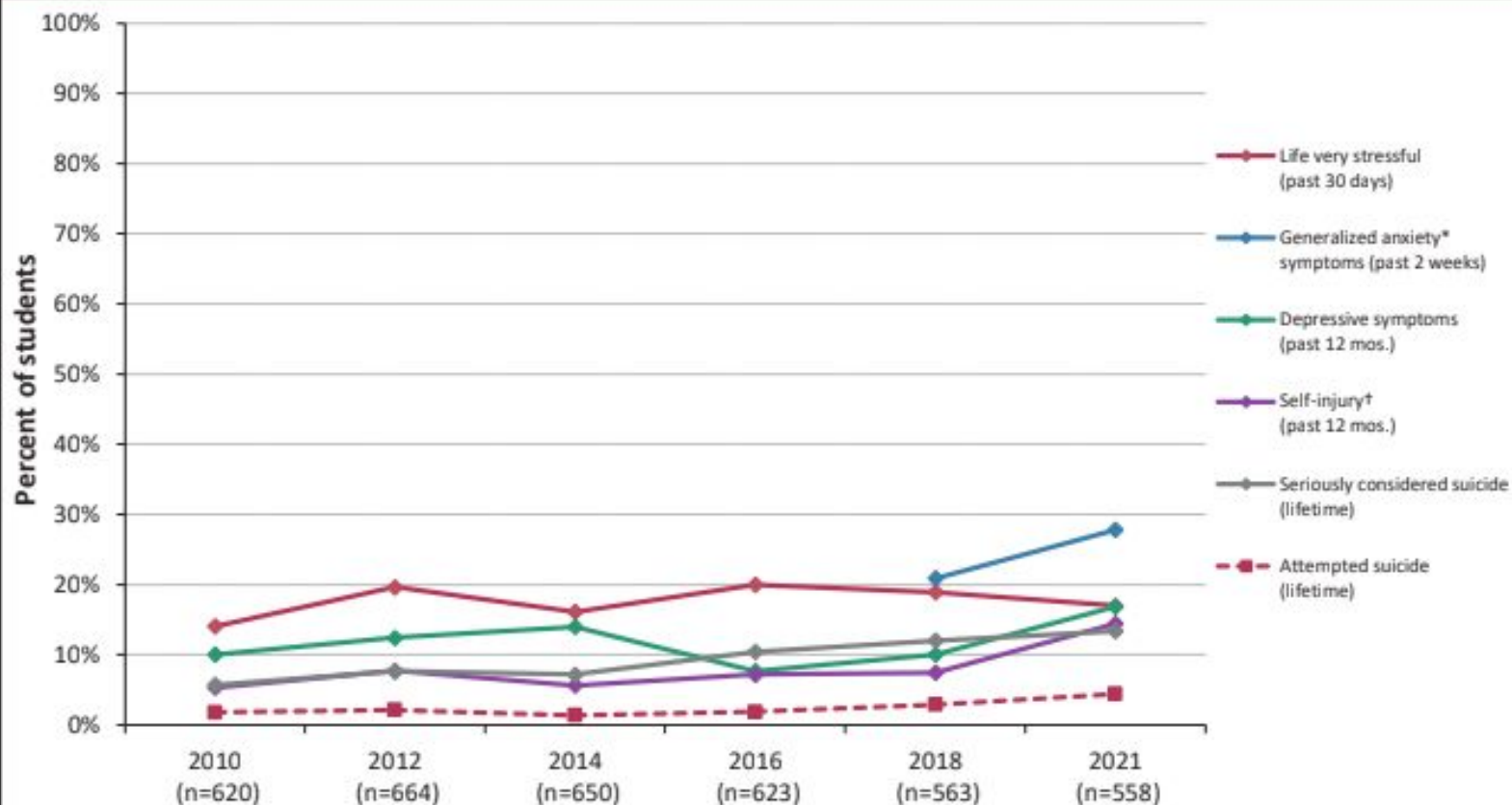
## What it is ...

- Regional youth health survey, during the fall of 2021, 39,396 middle & high school students from 25 communities
- Based upon CDC's Youth Risk Behavior Surveillance Survey (YRBSS)
- Grant-funded project by the MetroWest Health Foundation
- Curtis students completed survey online on November 10, 2021
- *\*COVID Implications: 2020/21 - Hybrid, 2021/22 - masking requirement, seating & small group restrictions*
- **Curtis n = 838, grades 6 - 8, representing 96% of student body**
- Anonymous and voluntary
- Over 120 questions on risk and protective factors



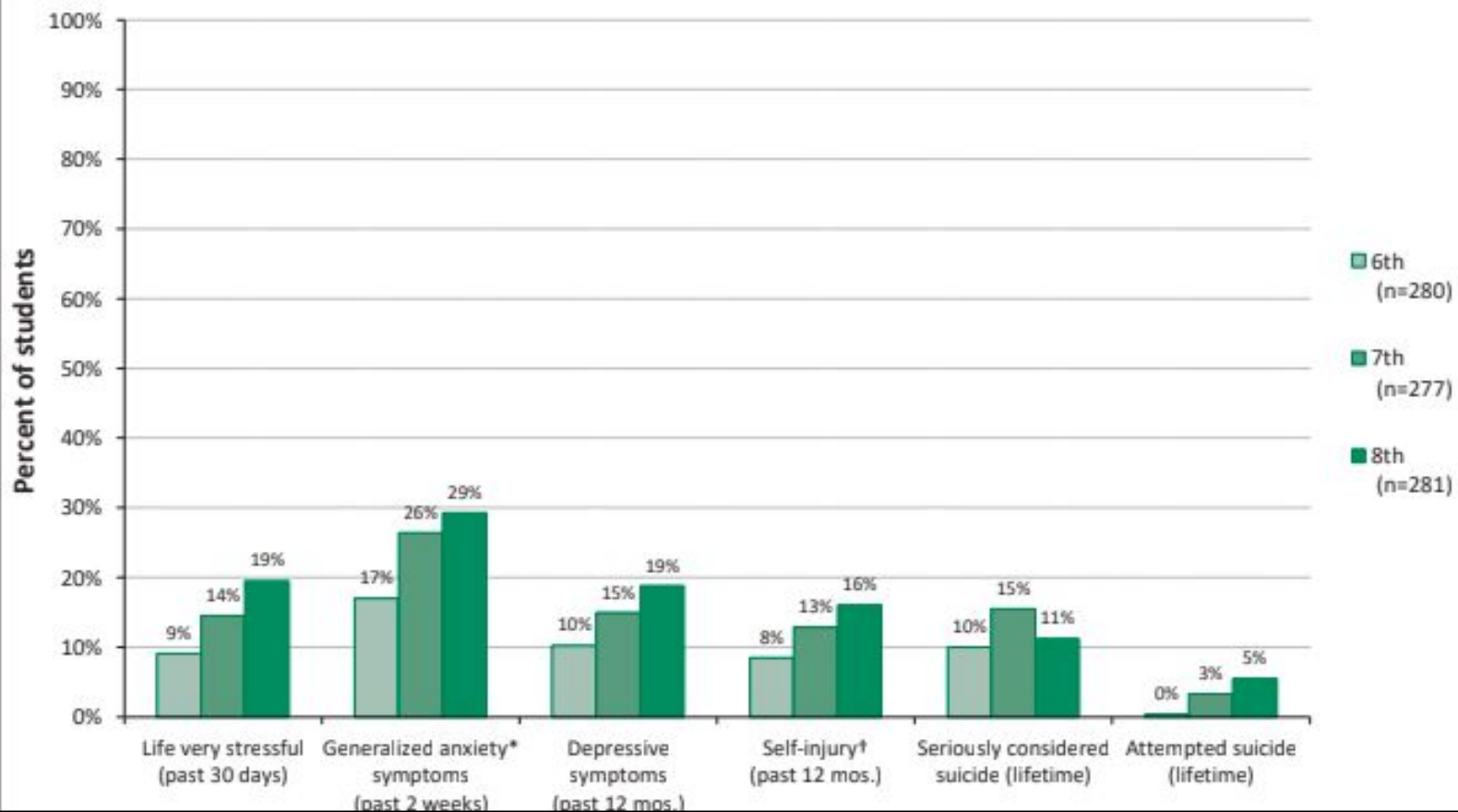
# Mental Health & Suicidality Trends

## Curtis 7th & 8th Grade Students - November 2021



# Mental Health & Suicidality

## Curtis Students by Grade - November 2021



# Mental Health & Suicidality by Subgroups

November 2021

	Race/Ethnicity		Sexual Orientation Gender Identity LGBTQ+?		Learning Disability?		Physical Disability?		Always Live in U.S.?	
	Non-W n=342	White n=451	Yes n=184	No n=629	Yes n=84	No n=730	Yes n=54	No n=760	Yes n=761	No n=75
<b>Life Very Stressful Past 30 days</b>	15%	15%	<b>28%</b>	11%	<b>31%</b>	13%	<b>28%</b>	14%	14%	16%
<b>Depressive Symptoms Past 12 months</b>	<b>18%</b>	13%	<b>31%</b>	10%	<b>26%</b>	13%	<b>28%</b>	14%	14%	<b>27%</b>
<b>Self-Injury Past 12 months</b>	<b>16%</b>	11%	<b>30%</b>	8%	<b>23%</b>	11%	<b>33%</b>	11%	11%	<b>24%</b>
<b>Considered Suicide In Lifetime</b>	15%	11%	<b>29%</b>	8%	<b>20%</b>	11%	<b>25%</b>	11%	11%	<b>25%</b>
<b>Attempted Suicide In Lifetime</b>	<b>5%</b>	2%	<b>8%</b>	2%	<b>7%</b>	3%	<b>15%</b>	2%	2%	<b>11%</b>

\* 2021: Demographics questions were added to the survey for these subgroups

# Protective Factors by Subgroups

November 2021

	Race/Ethnicity		Sexual Orientation Gender Identity LGBTQ+?		Learning Disability?		Physical Disability?		Always Live in U.S.?	
	Non-W n=342	White n=451	Yes n=184	No n=629	Yes n=84	No n=730	Yes n=54	No n=760	Yes n=761	No n=75
I feel close to people at school	<b>68%</b>	74%	<b>53%</b>	76%	<b>63%</b>	72%	<b>59%</b>	72%	72%	<b>60%</b>
I feel like I am part of this school	<b>68%</b>	73%	<b>57%</b>	75%	<b>59%</b>	72%	<b>65%</b>	71%	72%	<b>61%</b>
I feel safe at school	81%	82%	<b>68%</b>	86%	<b>78%</b>	83%	<b>66%</b>	83%	82%	78%
Adult support at school	<b>76%</b>	83%	<b>72%</b>	82%	76%	80%	76%	80%	80%	82%
Adult support outside of school	<b>86%</b>	93%	<b>77%</b>	94%	<b>84%</b>	90%	<b>83%</b>	90%	91%	<b>82%</b>
Peer support	<b>54%</b>	61%	<b>53%</b>	59%	<b>53%</b>	59%	<b>34%</b>	60%	58%	<b>53%</b>

## MetroWest Adolescent Health Survey: How are the results used?

- The data help us better understand adolescent health issues and is one of several measures used to identify community wellness priorities.
- Plan specialized programs for our students;
  - Education on vaping risks, digital citizenship, stress management & mindfulness
  - Universal screening for depression and suicide; collaborative process with Health educators and the school counselors who provide immediate follow-up and coordinated support
  - Universal screening for substance use conducted by the clinical team
- Plan professional learning opportunities and data shares with staff
- Inform decisions related to curriculum development
  - Wellness team revised the Health education scope & sequence to respond to high priority needs revealed in the data
- Demonstrate need for additional staffing;
  - Added 1 FTE Counselor in FY23; need for additional counseling staff
  - Added .8 FTE Wellness educator to create a structure that provides health education for all middle school students.



## Our Learning and Next Steps

- Continue professional development and coaching designed to build educator capacity with new Harmony curriculum, SEL foundational practices, trauma-sensitive approaches, and in recognizing the signs of depression and suicidality in youth
- Continue professional learning on how to navigate the new Aperture platform and DESSA tools to help educators better understand our SEL data and enhance our ability to make data-driven instructional decisions
- Continue collaborative structure with grades K-2 and 3-5 SEL Steering Committees to build expertise in SEL and mindfulness instruction
- Continue universal screening of students on social-emotional skills, depression, suicide, and substance use. Explore use of anxiety screener in pilot model.
- Continue to collaborate with families and community partners to address youth health issues
- Continue to focus on enhancing protective factors in our learning community by
  - Developing and maintaining positive, caring relationships
  - Integrating routines that build community and check on student well-being
  - Expressing high expectations for all of our students
  - Implementing safe schools practices and policies that support the physical, social, and emotional well-being of our students, their families, and staff

# Mathematics



## SPS Mathematics Overview

### Elementary Schools

Curriculum  
Structures  
Supports  
Assessments  
Interventions

### Middle School

Curriculum  
Structures  
Supports  
Assessments  
Interventions

## SPS Mathematics Overview

We are committed to creating a mathematical experience in which **all** students “have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.”

(NCTM’s Principles to Actions: Access and Equity Principle, p.59)











## Looking at the Data:

### **Benchmark Assessments**

- Grade level data meetings, led by the building Math Coach

### **Unit Screeners**

- Teacher teams or individual teachers
- Math Coaches provide planning assistance or coaching

### **Unit Checkpoints**

- Teacher teams or individual teachers

### **Individual Interviews**

- Math Coach administers the interview and shares the data to the classroom teacher and other support individuals

In Grades 6-8, math teachers review data individually, on grade level teams, and as a department. Math Coaches have administered individual interview for students upon request.

# G5 Baseline Assessment 22-23

SCHOOL:	TEACHER:	DATE:	Items										TOTAL
ITEM >	1	2	3	4	5	6 a-b	7	8	9 a-b	10	11	12	SCORE / LEVEL OF PROFICIENCY
DESCRIPTION >	Solves 14 multiplication facts through $10 \times 10$ (ans: 48, 53, 24, 38, 45, 28, 24, 60, 54, 82, 42, 49, 72, 40.)	Solves 8 division facts (not 1 rmd). (ans: 9, 4, 3, 6, 7, 8, 7, 4.)	Uses the standard algorithms to add and subtract multi-digit numbers. (ans: 104, 245, 146.)	Uses an efficient strategy to solve a 3-digit by 1-digit multiplication combination and a 2-digit by 2-digit combination. (ans: 4, 22; 952. Work self vary.)	Uses an efficient strategy to divide a 3-digit by a 1-digit number. Shows work. (ans: 29. Work self vary.)	Solves a division story problem with a remainder involving a situation that requires rounding up to the next whole number. Explains how the remainder was handled, and why. (ans: 7 cars. Work self vary.)	Uses the symbols $<$ , $=$ , and $>$ to compare pairs of fractions that have different numerators and different denominators. (ans: $<$ , $=$ , $>$ )	Compares two fractions and explains why 5/8 is greater than 6/12. Includes a labeled sketch as explanation. (ans: Draw one. Explanations and sketches self vary. See answer key.)	Adds and subtracts mixed numbers with like denominators, multiplies a fraction by a whole number (ans: 9 3/8 or 8 9/8, 30/8 or 3 6/8)	Solves a story problem that involves subtraction of mixed numbers with like denominators. Shows work and labels answer with correct units. (ans: 2 2/3 inches. Work self vary.)	Converts between tenths and hundredths; writes fractions with denominators 10 and 100 in decimal notation. Shows each value accurately on grid. (ans: 00200)	Uses the symbols $>$ , $=$ , and $<$ to compare pair of decimal numbers to hundredths. Shows each value on grid. (ans: $<$ , $>$ , $=$ )	
CCSS >	3.OA.7	3.OA.7	4.NBT.4	4.NBT.5	4.NBT.6	4.OA.3, 4.NBT.6	4.NF.2	4.NF.2	4.NF.3c	4.NF.3d	4.NF.5, 4.NF.6	4.NF.7	
POSSIBLE POINTS >	4 pts - 12-14 correct 3 pts - 9-11 correct 2 pts - 6-8 correct 1 pt - 4-7 correct 0 pts - <4 correct	4 pts possible 1/2 pt - for each correct answer	2 pts possible 1 pt - for each correct answer	4 pts possible (2 pt per problem) 1 pt - for the correct answer 1 pt - for an efficient strategy that could lead to correct answer	2 pts possible 1 pt - for the correct answer 1 pt - for an efficient strategy that could lead to correct answer	3 pts possible 1 pt - for correct answer 1 pt - for a viable strategy that could lead to correct answer 1 pt - reasonable explanation of remainder	4 pts possible 1 pt - for each correct answer	2 pts possible 1 pt - for the correct answer 1 pt - for reasonable explanation that includes a relevant, labeled sketch	2 pts possible 1 pt - for each correct answer	2 pts possible 1 pt - for the correct answer 1/2 pt - each for work that could lead to correct answer and for labeling with correct units	3 pts possible 1 pt - for accurately showing 6/10 1 pt - for accurately showing 6/100 on grid 1 pt - for the correct answer (0.6/10)	3 pts possible 1 pt - for accurately showing 0.4 1 pt - for accurately showing 0.58 on grid 1 pt - for the correct answer (0.4 < 0.58)	27-35 pts - Meeting Standard 18-26 pts - Approaching Standard 9-17 pts - Strategic 0-8 pts - Intensive
Student Last Name	0-4	0-4 (by 0.5)	0-2	0-4	0, 1, or 2	0, 1, 2, or 3	0-4	0, 1, or 2	0-2	0-2 (by 0.5)	0, 1, 2, or 3	0, 1, 2, or 3	0-35
	4	4 +	1	2	2	2	2	2	1	0	0	3	22
	4	4 +	2	1	0	1	3	2	2	1 +	3	3	25
	4	4 +	2	3	2	3	4	2	2	2	2	3	34
	4	3.5 +	2	2	2	3	2	2	2	1	1	3	26.5
	4	0 +	0	0	1	2	0	2	2	1	0 +	3	16
	4	4 +	0	4	0	1	4	2	2	2	1 +	3	28
	4	3.5 +	2	4	2	3	4	2	2	0 +	2	3	32.5
	4	4 +	2	3	2	2	2	2	2	2	1	3	29
	3	3 +	0	0	2	2	1	0	0	0 +	1	0	10
	4	4 +	1	2	2	1	4	2	1	0 +	0	3	21
	4	3 +	2	2	2	1	2	2	2	1 +	3	3	21
	3	3.5 +	2	2	2	2	4	2	2	2 +	3	3	29.5
	4	4 +	1	4	2	3	4	2	1	2 +	1	3	31
	4	3.5 +	0	2	0	3	3	2	2	2 +	3	3	22.5
	2	3 +	0	0	0	0	1	0	0	0 +	1	1	10
	4	4 +	1	2	2	3	2	1	2	1 +	3	3	28
	4	4 +	1	4	3	3	3	2	2	1 +	3	3	30
	4	4 +	2	1	3	3	3	3	0 +	2	3	3	27
	4	3.5 +	0	4	0	0	0	0	0	0 +	3	2	22.5
	4	3.5 +	2	4	2	3	4	2	2	2 +	3	3	34.5
	4	4 +	0	0	0	0	1	0	1	0 +	3	3	16
	4	4 +	0	1	4	3	2	2	2	0 +	3	3	26
	4	3.5 +	2	4	0	3	4	2	2	2 +	3	3	32.5
	4	3.5 +	1	3	2	2	3	2	2	2 +	3	3	30.5
	4	3.5 +	2	2	2	2	4	2	2	1 +	3	3	28.5
	4	3.5 +	2	2	2	2	2	2	2	1	2 +	3	28.5
	4	4 +	1	4	2	2	3	2	2	2 +	3	3	31

# G5 Baseline Assessment 22-23

SCHOOL:	TEACHER:	DATE:	Items												TOTAL
Baseline			Items												TOTAL
ITEM >	1	2	3	4	5	6	7	8	9	10	11	12	SCORE / LEVEL OF PROFICIENCY		
DESCRIPTION >	Solves 14 multiplication facts through $10 \times 10$ (ans: 48, 53, 24, 38, 45, 28, 24, 60, 54, 82, 42, 49, 72, 40.)	Solves 8 division facts (not 1 read). (ans: 3, 4, 3, 6, 7, 8, 7, 4.)	Uses the standard algorithms to add and subtract multi-digit numbers. (ans: 104, 245, 140.)	Uses an area model to solve multi-digit and coin (for view)	Understands the relationship between tenths and hundredths. Writes 10 and 100 on a number line.	Understands the symbols $>$ , $=$ , and $<$ to compare pairs of decimal numbers to hundredths. Shows each value on grid (ans: $<$ , $>$ , $=$ )									
CCSS >	3.OA.7	3.OA.7	4.NBT.4	4.NF.1	4.NF.2	4.NF.2	4.NF.2	4.NF.2	4.NF.2	4.NF.2	4.NF.2	4.NF.7			
POSSIBLE POINTS >	4 pts - 12-14 correct 3 pts - 9-11 correct 2 pts - 6-8 correct 1 pt - 4-7 correct 0 pts - <4 correct	4 pts possible 1/2 pt - for each correct answer	2 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	4 pts possible 1 pt - for each correct answer	3 pts possible 1 pt - for accurately showing 0.4 1 pt - for accurately showing 0.58 on grid 1 pt - for the correct answer (0.4 < 0.58)	27-35 pts - Meeting Standard 18-26 pts - Approaching Standard 9-17 pts - Strategic 0-8 pts - Intensive	
Student Last Name	0-4	0-4 (by 0.5)	0-2									3	0-35		
	4	4	4	1								3	22		
	4	4	4	2								3	25		
	4	4	4	2								3	34		
	4	3.5	2	2								3	26.5		
	4	4	4	3								3	16		
	4	4	4	3								3	28		
	4	3.5	2	2								3	32.5		
	4	4	4	2								3	29		
	3	3	3	3								1	10		
	4	4	4	1								0	21		
	4	3	2	2								3	21		
	3	3.5	2	2								3	29.5		
	4	4	4	1								1	31		
	4	3.5	2	2								3	22.5		
	2	3	2	2								1	10		
	4	4	4	1								3	28		
	4	4	4	1								3	30		
	4	4	4	2								3	27		
	4	3.5	2	2								3	22.5		
	4	4	4	2								3	34.5		
	4	4	4	0								3	16		
	4	4	4	1								3	26		
	4	3.5	2	4								3	32.5		
	4	3.5	1	3								3	30.5		
	4	3.5	2	2								3	28.5		
	4	3.5	2	2								3	28.5		
	4	4	1	4								3	31		

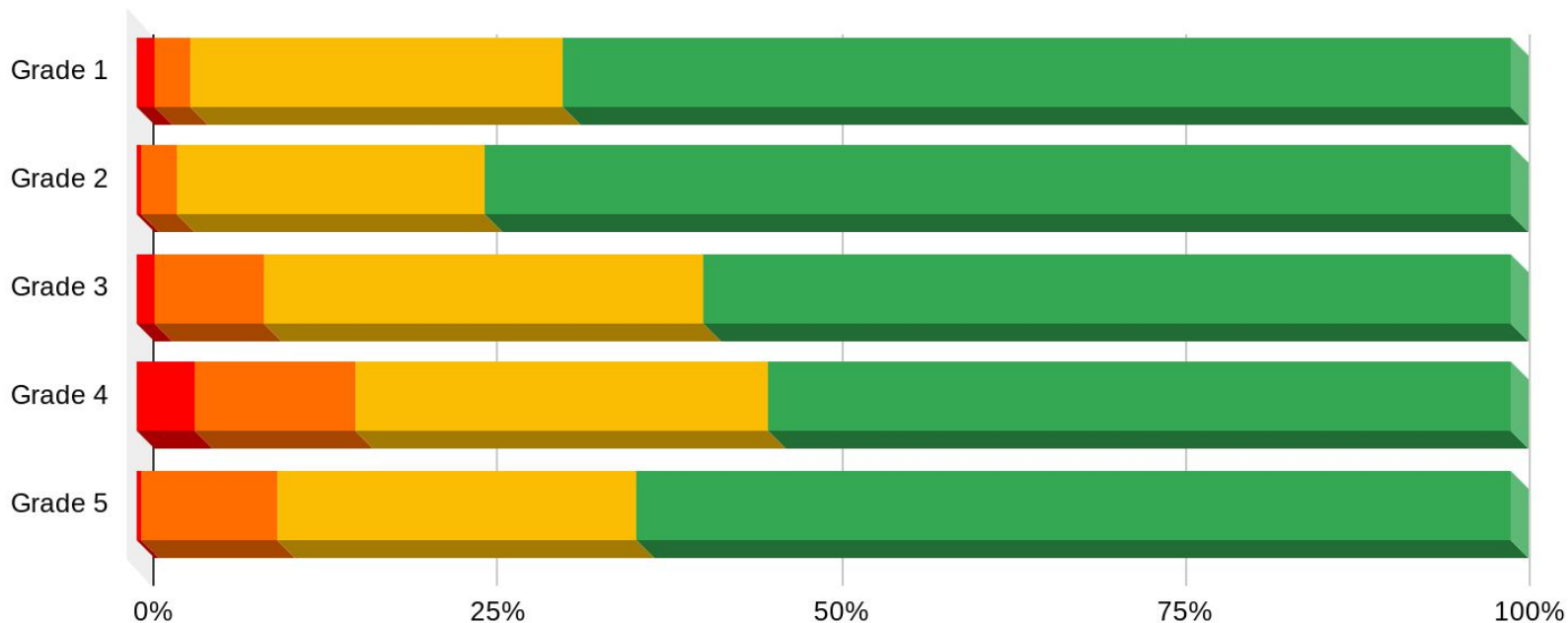
With this data, we...

- Analyze it to identify themes.
- Plan and prepare for classroom instruction.
- Who needs more? What is needed? (Interview assessments)
- Provide interventions for those who need a more solid foundation.
- Monitor student progress.

## Summarizing the Proficiency Levels from the Baseline Assessment

Proficiency Level Data for Grades 1-5 from the Baseline Assessment

Not Meeting Developing Approaching Meeting



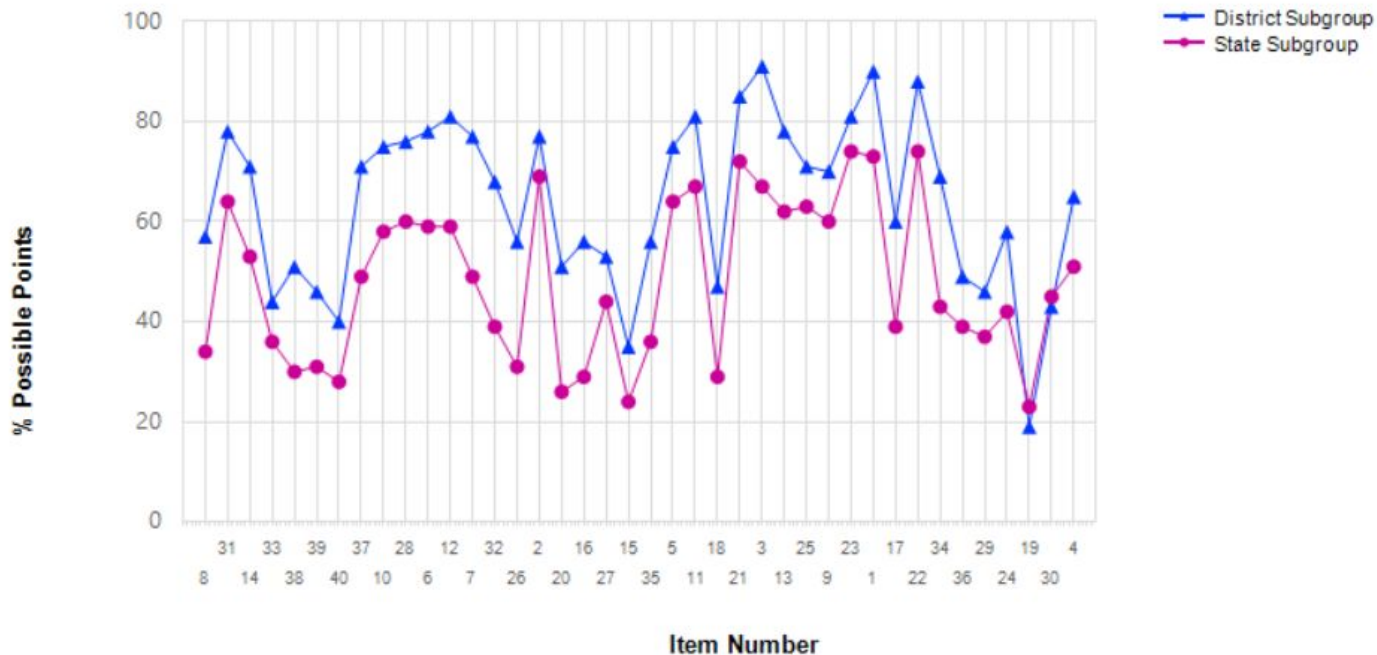
## Noticings Across the District from the Baseline Assessment

	<b>Areas of Strength</b>	<b>Areas for Further Investigation</b>
Gr.1	composing & decomposing numbers into tens and ones	counting backwards
Gr.2	comparing numbers; addition & subtraction of 100 from a number	story problems with addition and subtraction
Gr.3	addition of two 2-digit numbers; comparing whole numbers by place value	story problems with subtraction (regrouping)
Gr.4	addition of two 3-digit numbers, foundational fraction understanding	subtraction of two 3-digit numbers; comparing fractions with unlike denominators; story problems with multiplication & division
Gr.5	comparing fractions; comparing decimals; fraction/decimal conversion	dividing a 3-digit number by a 1-digit number; subtracting mixed numbers with like denominators; multi-step story problems

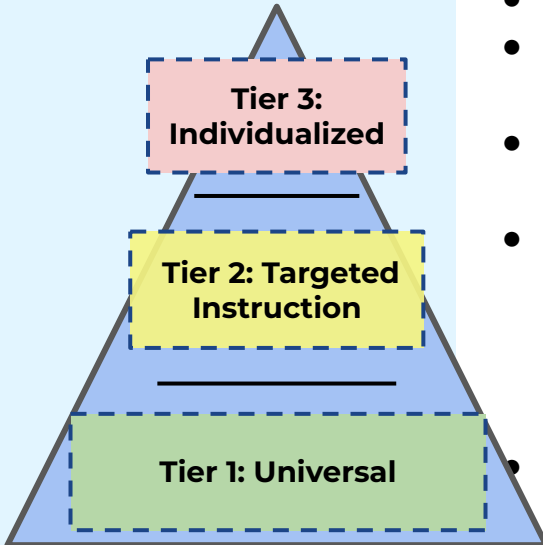


## Example of MCAS Reporting by Standard (Grade 6)

All Students: 290



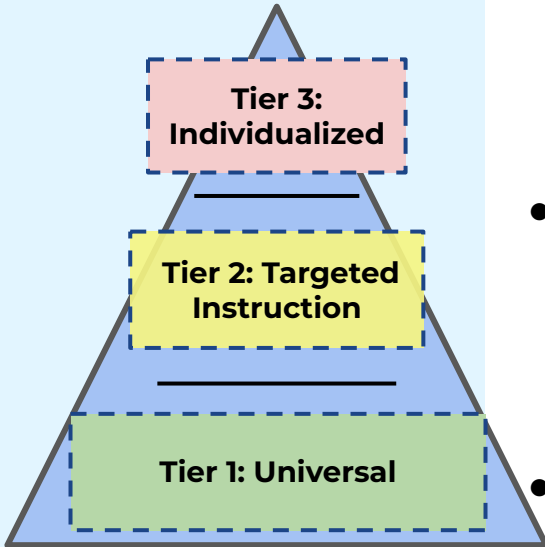
## Supporting Classroom Instruction



- Math coaching and co-planning with classroom teachers to meet the needs of the students in the class
- Lessons enhanced or modified, based on student needs
- Enhance student understanding through the increased use of manipulatives and visual models
- Focus on continuing to shift instructional practices to include more reasoning within the curriculum
- Increasing opportunities for include story problems within the context of the content
  - Examples from one school: Grade 2 adjusted the lessons for Units 1-3 to include more story problems and practices using graphic organizers.
  - Example: Another team of teachers in Grade 3, created extra story problems for practice to use between units 1 & 2.
- In the middle grades, teachers collaborate as teams within department meeting time to plan for adjustments in practice and highlight effective practices.

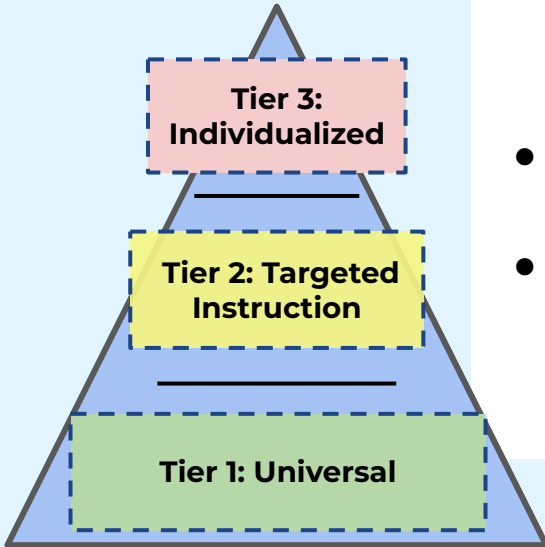
Coaches are currently supporting all new elementary teachers and teachers who have shifted between grade levels. In addition, we currently have coaches working in multiple classrooms at every grade level. (~25 classrooms right now)

## Intervention - Elementary



- Title 1 at Loring: 4 intervention groups during Loring's Power Half hour
  - Students were identified with multiple data points including Baseline assessment and individual interviews.
- Through the IST process, we identify students who may need additional supports in mathematics. While we implement supports in the Tier 1 classroom first, some students may need more. Math Coaches provide these additional interventions.
- Currently, we have 11 intervention groups running across the grade levels and schools. They meet multiple times a week and group size varies from 1-4 (depending on the need and content focus).

## Intervention - Middle School



- Math Lab (Title 1 Math) - 2 class sections at each grade level to review/preview core class content, reinforce important concepts, in addition to foundational concept reviews.
- Currently, we have 54 students receiving Title 1 Math Lab support.
- For Tier 1 additional support, students may utilize Team Time for questions, homework help, etc.

# Upcoming Assessments

## Elementary

- Continue with unit level screeners and checkpoint
- Mid-Year assessment completed prior to February break
- With the assessment at each grade level, the teacher is given a list of “At this time, you should be concerned about students who are struggling with any of the following:”

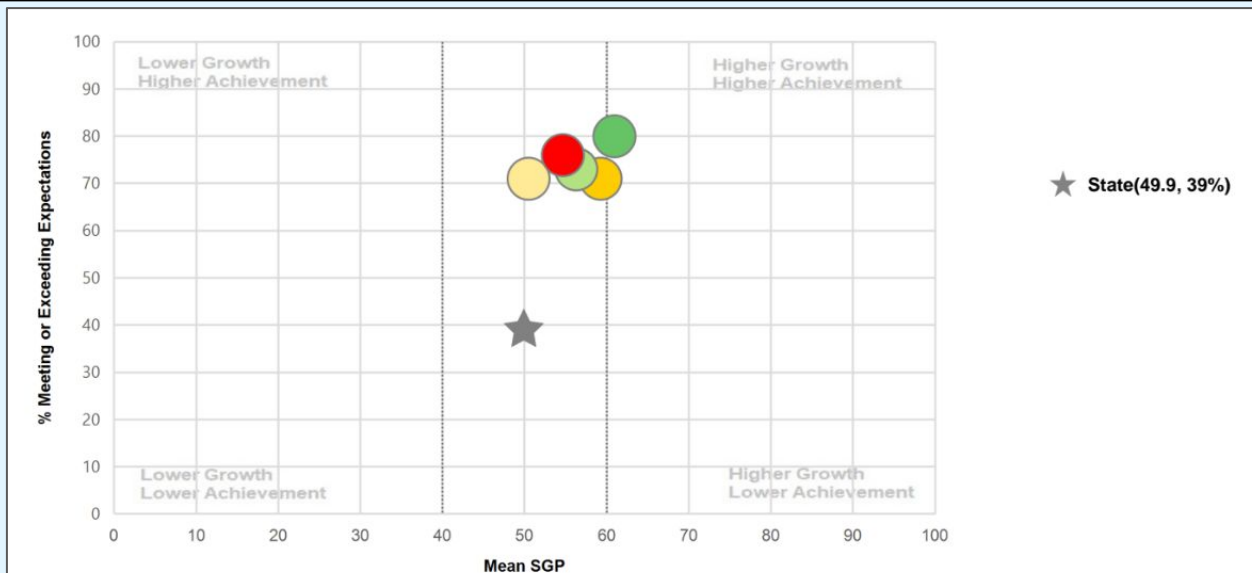
For example in grade 5, teachers will have discussions about students who may struggle with:

- Fluency with basic multiplication and division facts within 100 (3.OA.7)
  - Recognizing and generating equivalent fractions, with an emphasis on the use of visual fraction models (4.NF.1)
  - Comparing fractions with different numerators and denominators (4.NF.2)
  - Adding and subtracting fractions and mixed numbers with like denominators; solving related story problems (4.NF.3a-d)
  - Adding fractions and mixed numbers with unlike denominators (5.NF.1)
- We will continue to plan for the students in the classroom - supplementing and extending where appropriate

## Middle

- Continue with unit level readiness checks and spiraling in concepts of difficulty.
- Mid-term in Algebra classes

# MCAS Analysis for Grades 3-8: Achievement and Growth by Grade Level

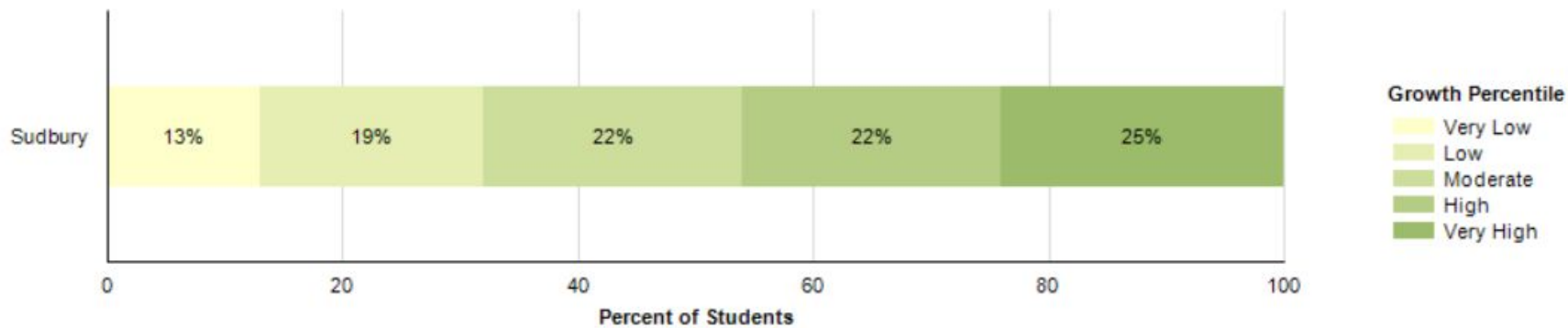


	Mean SGP	No. of Students Included in SGP	% Meeting or Exceeding Expectations	No. of Students Included in Achievement	Participation Rate %
All Grades	56	1,340	73	1,687	100
Grade 4	59	257	71	275	100
Grade 5	50	267	71	280	100
Grade 6	56	267	73	292	100
Grade 7	61	271	80	290	100
Grade 8	55	278	76	292	99



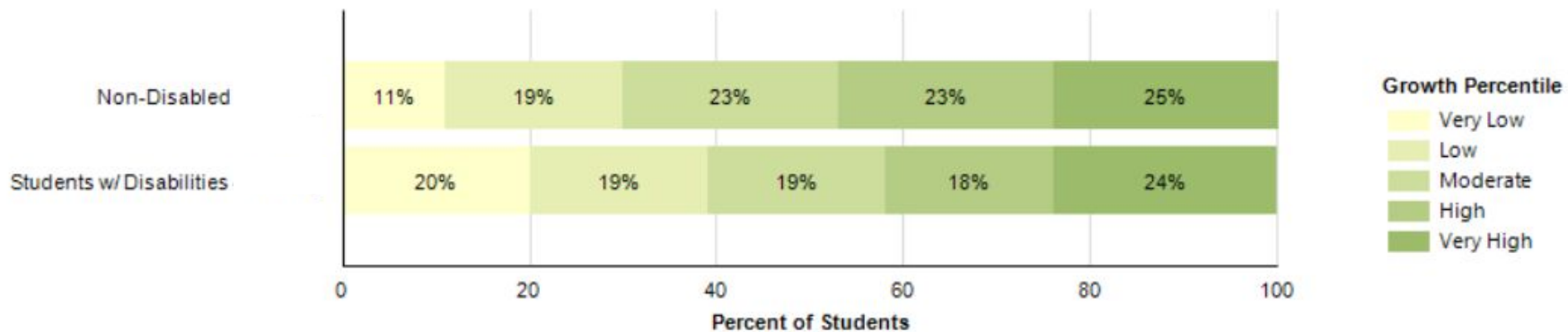
## A Look at MCAS Growth

Growth Distribution by District  
Grades 3-8



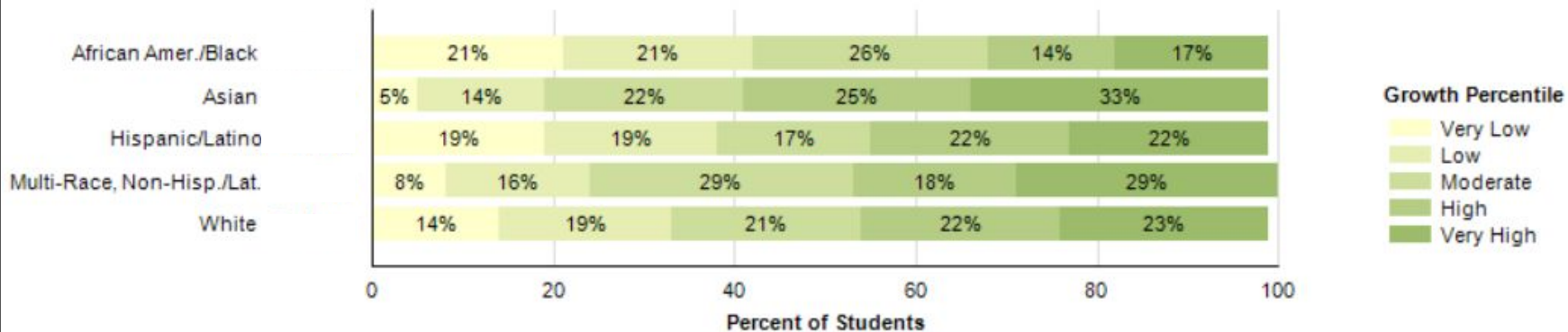
## A Look at MCAS Growth

Growth Distribution by Disability Status  
Grades 3-8



## A Look at MCAS Growth

Growth Distribution by Race/Ethnicity  
Grades 3-8



## Our Learning... (What Comes Next?)

- Continue building our capacity within Aspen and other tools to be able to capture data trends and disaggregate data by subgroup. (*Includes intermediary steps of: Gather data in a centralized tool for the middle school at multiple points throughout the year, analyze the data together*)
- Continue to support strong classroom practices and identify potential areas where additional support is needed within the classroom structures. Continue to build capacity in our Tier 1 system.
- Continue to build our capacity for providing intervention for those students in need (*Includes targeted learning such as Math Recovery and analyzing structures for support*)
- Continue our learning about equity-centered education through our work with Dr. Tracey Benson and the SPS Equity Audit.
- Continue to strengthen our practices to analyze data (in mathematics) and inform our instructional decisions.

## National Council for Teachers of Mathematics Access and Equity Principle

We are committed to creating a mathematical experience in which **all** students “have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.”

(NCTM’s Principles to Actions: Access and Equity Principle, p.59)



# English Language Arts



## Statement on the Teaching of Literature

SPS believes in using high-quality works of fiction and nonfiction to engage students in discussions about topics.

Students will read complex texts that represent diverse perspectives and experiences across genres, cultures, and time periods. Through examining the purpose and viewpoint of characters and authors, students will develop empathy and a greater understanding of the human condition.



## Description and Definition

- What they are and what they are not
  - DIBELS - assesses phonological awareness, decoding, comprehension (2nd); a screener for dyslexia; tracks K-3; PM tool for 4-8; given 1 on 1 for all but the MAZE (comprehension)
    - NOT: diagnostic, adaptive, computer-based
  - TMP- foundational skills (3-5), comprehension, vocabulary, conventions, language; norms-based; tracks 3-8; given whole class; computer-based, adaptive
    - Starting in Feb. 2023, an additional diagnostic assessment will be available.
- When are benchmark assessments given?
  - DIBELS - Sept., Dec. (K baseline), Mar., June
  - TMP - same as above; for MS - Sept., Nov., Mar., June
- Who is involved?
  - All classroom and ELA teachers, all literacy specialists and other support personnel who help administer DIBELS
- What is the process?
  - DIBELS - given 1 on 1 (except MAZE) - teacher prompts & student response
  - TMP - given whole class on computer; results are immediate; option for retakes
- Where is the data collected?
  - DIBELS Data System and TMP Data System

# Assessment Calendar

## ELA TIMELINE

SUBJECT: *ELA Assessment Calendar* *Sudbury Public Schools*

COORDINATOR: *Lauren Egizio*

**Grades**

Enter the date of the first Monday in each month →

SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
6 13 20 27	4 11 18 25	1 8 15 22 29	6 13 20 27	3 10 17 24 31	7 14 21 28	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27

Assessment Name:

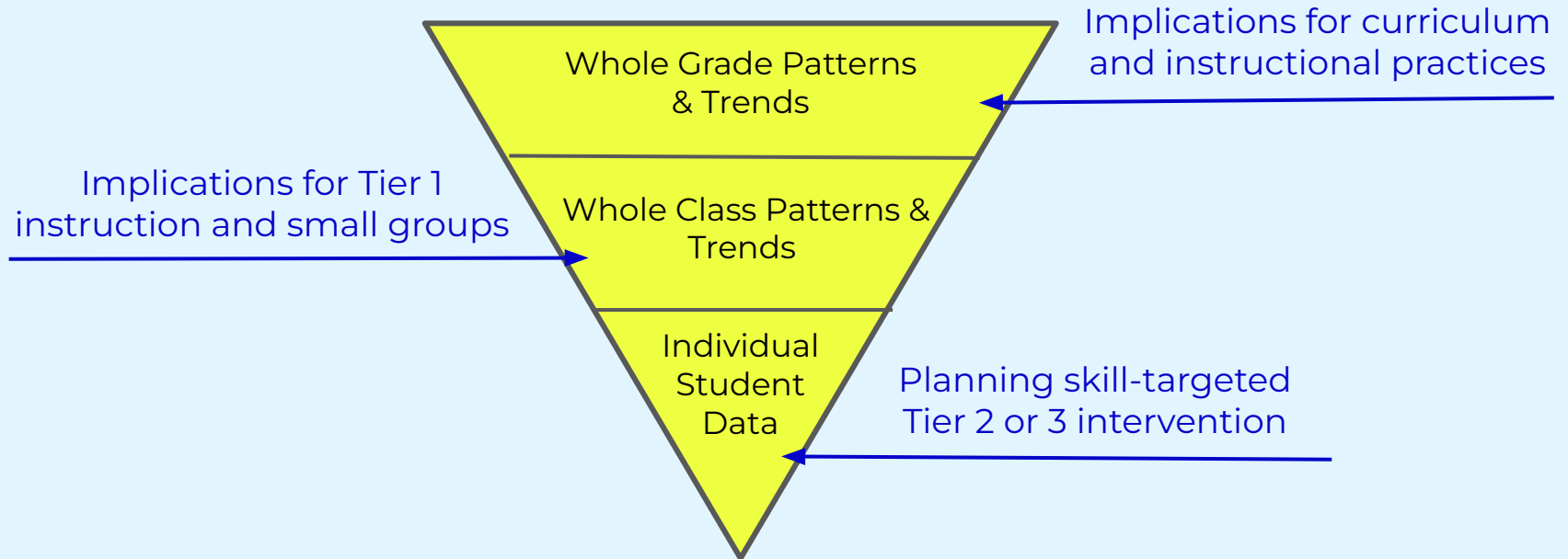
Grades	Assessment Name	Grade	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN					
<b>K-3</b>	<b>DIBELS Early Literacy Screener</b>	K						Baseline									
		1	Benchmark	PM	PM	PM	PM		PM	PM	PM	PM	EOY				
		2	Benchmark	PM	PM	PM	PM	PM		PM	PM	PM	PM	EOY			
		3	Benchmark	PM	PM	PM	PM	PM		PM	PM	PM	PM	EOY			
<b>K-3</b>	<b>Foundations Unit Assessment</b>	K															
		1		U.1 U.2	U.3	U.4	U.5	U.6	U.7	U.8	U.9	U.10	U.11	U.12	U.13	U.14	
		2	U.1	U.2 U.3	U.4	U.5	U.6	U.7	U.8	U.9	U.10	U.11	U.12 U.13	U.14	U.15	U.16	U.17
		3		U.1	U.2 U.3	U.4	U.5	U.6	U.7	U.8	U.9	U.10	U.11	U.12	U.13	U.14	U.15
<b>K-5</b>	<b>Fountas &amp; Pinnell Benchmark Assessment</b>	K	Baseline														
		1	Baseline			Bench						EOY					
		2	Baseline			Bench				Bench			EOY				
		3	Baseline			Bench				Bench			EOY				
		4	Baseline				PM				PM			PM			
5	Baseline				PM				PM				PM				
<b>3-8</b>	<b>Track My Progress Assessment</b>	3	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					
		4	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					
		5	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					
		6	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					
		7	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					
		8	BOY: Diag				Bncr: Diag			Benchmark: Diag		EOY: Diag					

## Data Collection and Routines

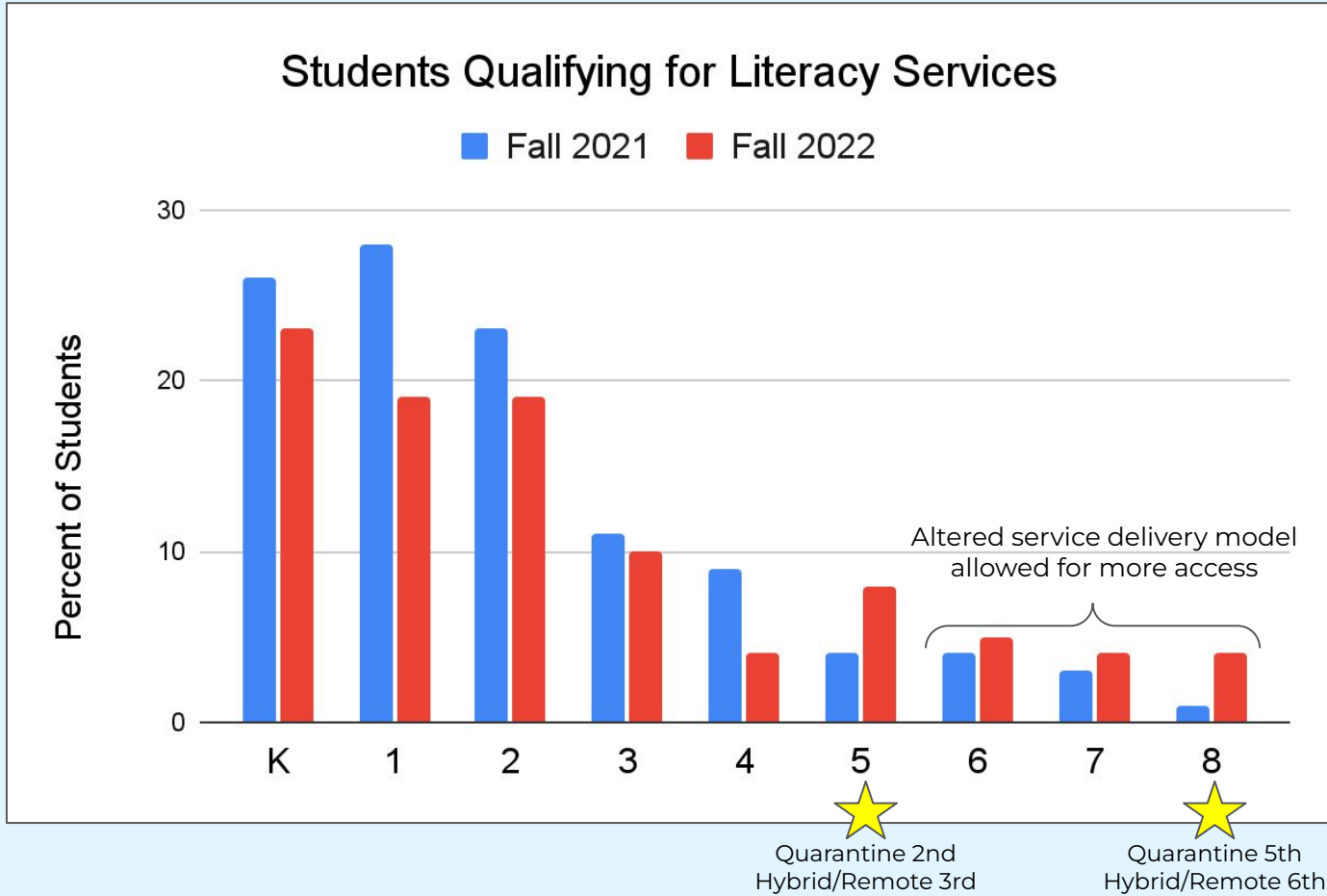
DIBELS - 1 on 1 interview for phonics skills; MAZE (comprehension) is whole class

TMP - Computer-based, whole class

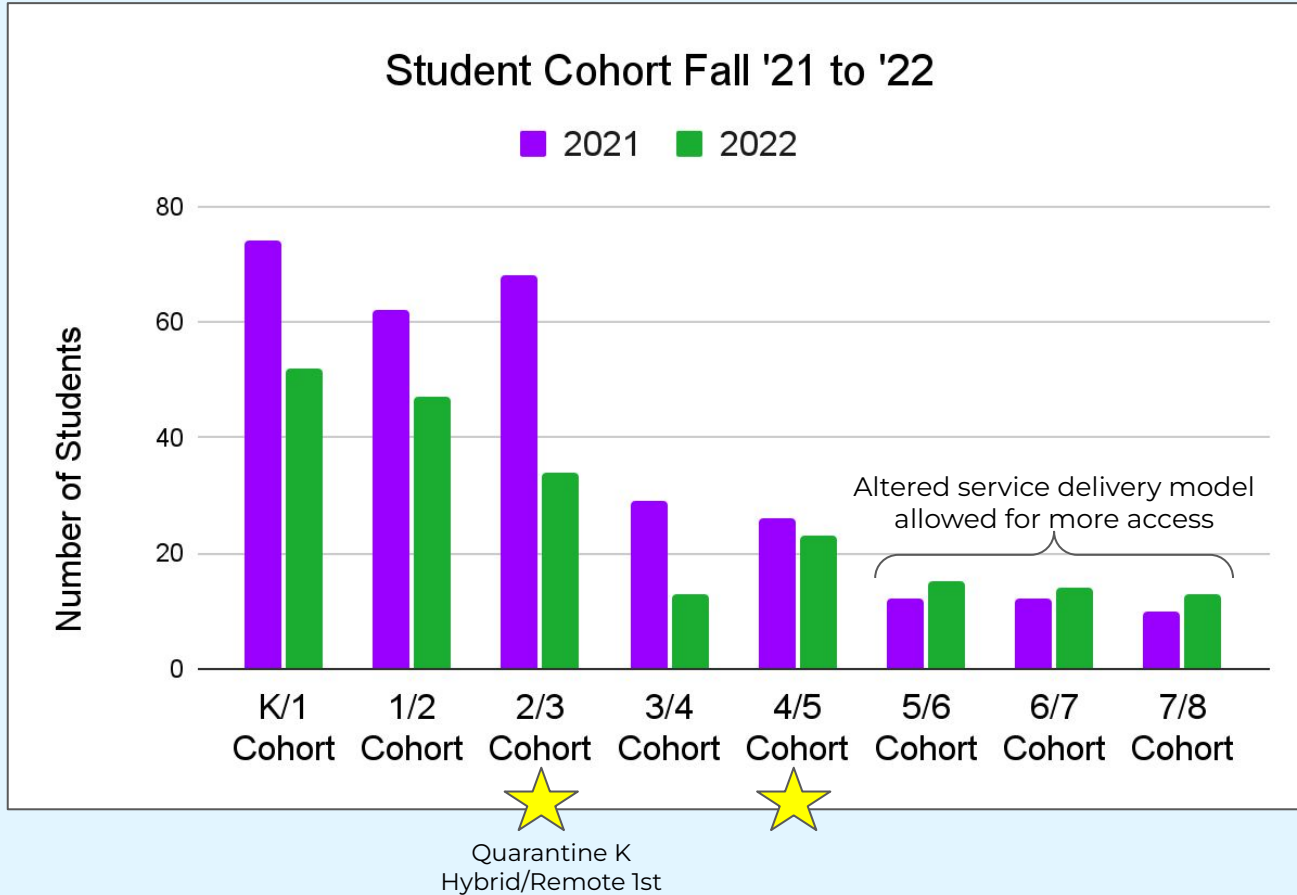
We conduct grade-level data meetings at the end of the assessment window to track progress and growth, look at whole grade patterns or trends; look at class data identify students who may need Tier 2 intervention, and identify specific skills that require reteaching or repetition.



# Literacy Services Fall 2022



# Literacy Services by Cohort



# DIBELS Fall Data Comparison by Cohort

Fall 2021

Fall 2022

		Grade	Beginning
<b>Grade</b>	<b>Beginning</b>	<b>K</b>	No students with data.
<b>K</b>	 n=254    79 (31%)    55 (22%)    120 (47%)    0 (0%)	<b>1st</b>	 n=265    49 (18%)    28 (11%)    80 (30%)    108 (41%)
<b>1st</b>	 n=221    52 (24%)    27 (12%)    59 (27%)    83 (38%)	<b>2nd</b>	 n=240    31 (13%)    42 (18%)    82 (34%)    85 (35%)
<b>2nd</b>	 n=302    66 (22%)    45 (15%)    92 (30%)    99 (33%)	<b>3rd</b>	<i>Coming Fall 2023</i>

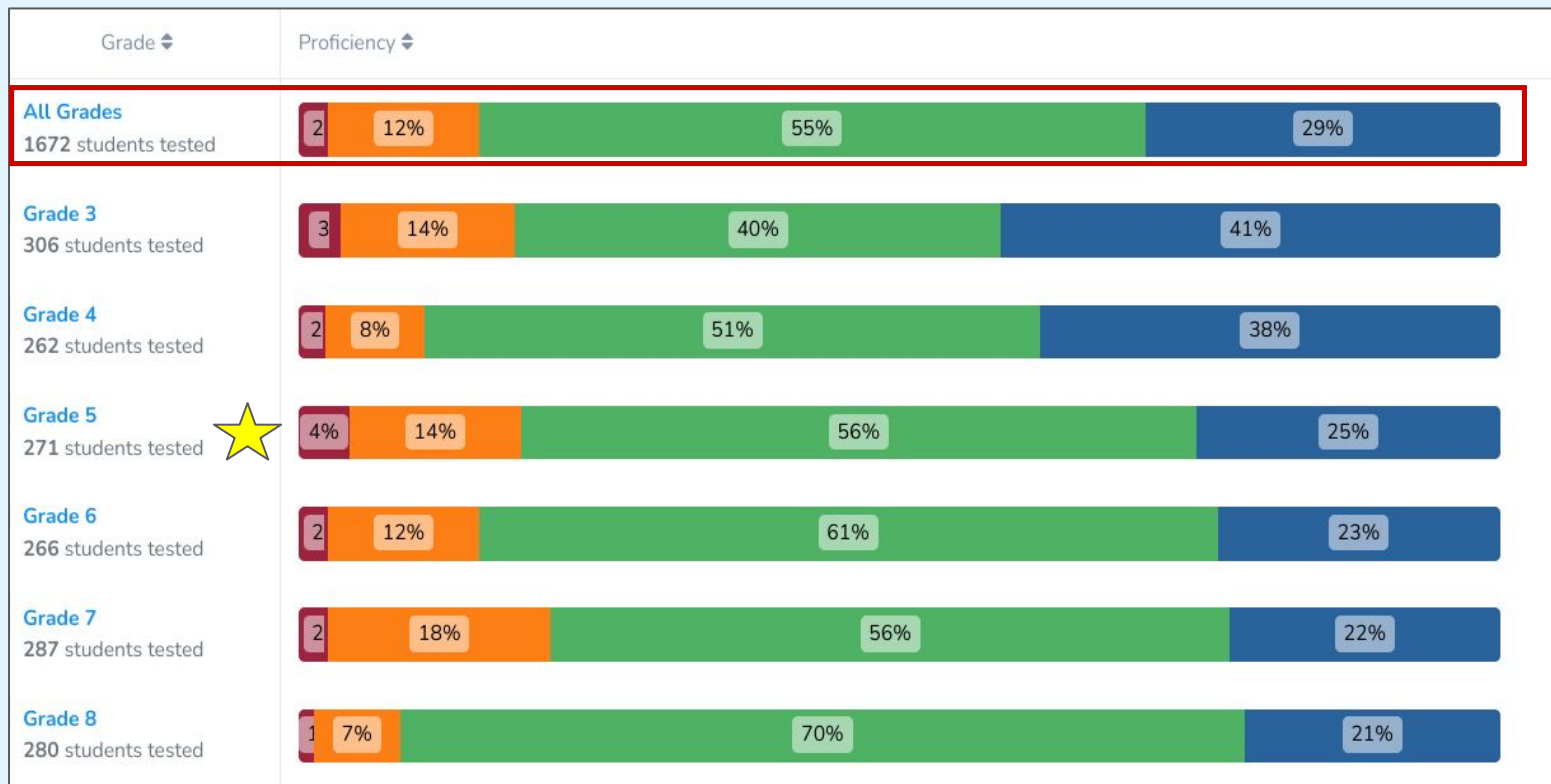
Top 2:

47% to 71%

65% to 69%

# Track My Progress: Proficiency Levels by Grade Fall 2022

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations





# Track My Progress: Proficiency by Domain Fall 2022



# Grade 1

	Composite
<b>District Totals</b> 265 students tested	<p>Intensive: (5%) Strategic: (23%) Core: (32%) Core^: (40%)</p>
Asian	<p>Intensive: (0%) Strategic: (18%) Core: (18%) Core^: (65%)</p>
Black/African-American, not Hispanic/Latino	<p>Intensive: (0%) Strategic: (13%) Core: (50%) Core^: (38%)</p>
Hispanic/Latino	<p>Intensive: (14%) Strategic: (29%) Core: (43%) Core^: (14%)</p>
Two or more races	<p>Intensive: (5%) Strategic: (5%) Core: (36%) Core^: (55%)</p>
White, not Hispanic/Latino	<p>Intensive: (5%) Strategic: (25%) Core: (31%) Core^: (39%)</p>

**DIBELS Fall Data**  
by Race  
(for cohorts > 5)

# Grade 2

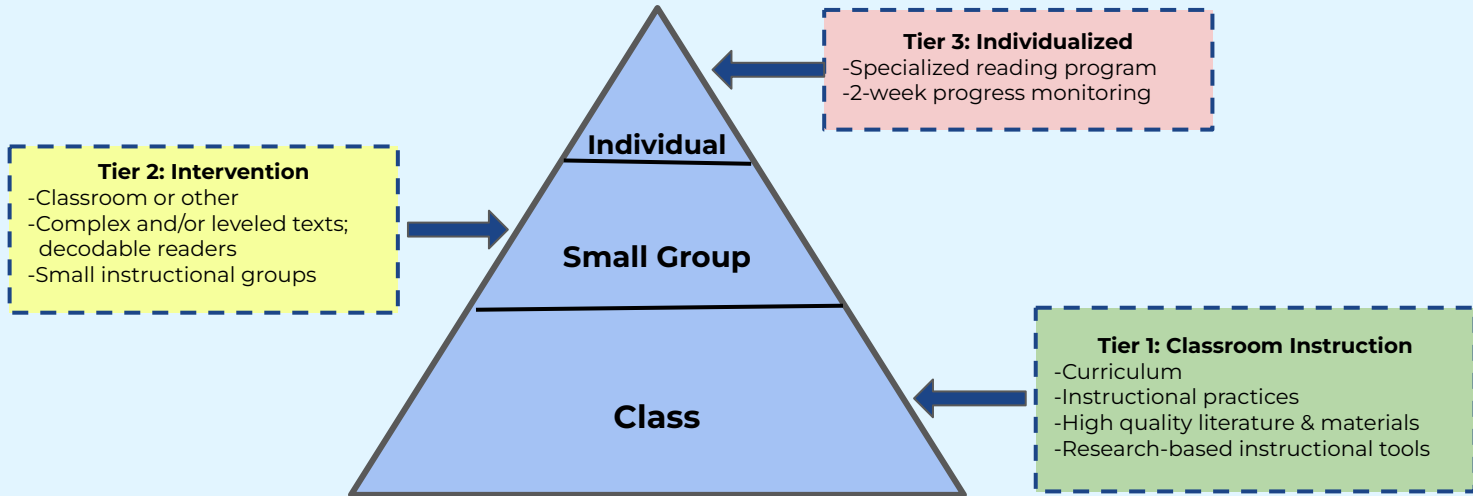
	Composite
<b>District Totals</b> 240 students tested	<p>Intensive: (13%) Strategic: (13%) Core: (34%) Core^: (39%)</p>
Asian	<p>Intensive: (0%) Strategic: (4%) Core: (27%) Core^: (69%)</p>
Hispanic/Latino	<p>Intensive: (7%) Strategic: (36%) Core: (36%) Core^: (21%)</p>
Two or more races	<p>Intensive: (10%) Strategic: (10%) Core: (29%) Core^: (52%)</p>
White, not Hispanic/Latino	<p>Intensive: (15%) Strategic: (14%) Core: (37%) Core^: (34%)</p>

## Percent Proficiency by Subgroup

	<u>Grade Level</u>	<u>N students</u>	<u>All</u>	<u>White</u>	<u>Latino</u>	<u>Black</u>
<b>DIBELS</b>	<b><u>K</u></b>	Baseline in December				
	<b><u>1</u></b>	265	72%	70%	57%	88%
	<b><u>2</u></b>	240	73%	71%	57%	
<b>Track My Progress</b>	<b><u>3</u></b>	306	81%	80%	65%	70%
	<b><u>4</u></b>	262	89%	88%	77%	63%
	<b><u>5</u></b>	271	81%	81%	74%	57%
	<b><u>6</u></b>	266	84%	83%	74%	73%
	<b><u>7</u></b>	287	78%	79%	75%	68%
	<b><u>8</u></b>	280	91%	91%	78%	72%

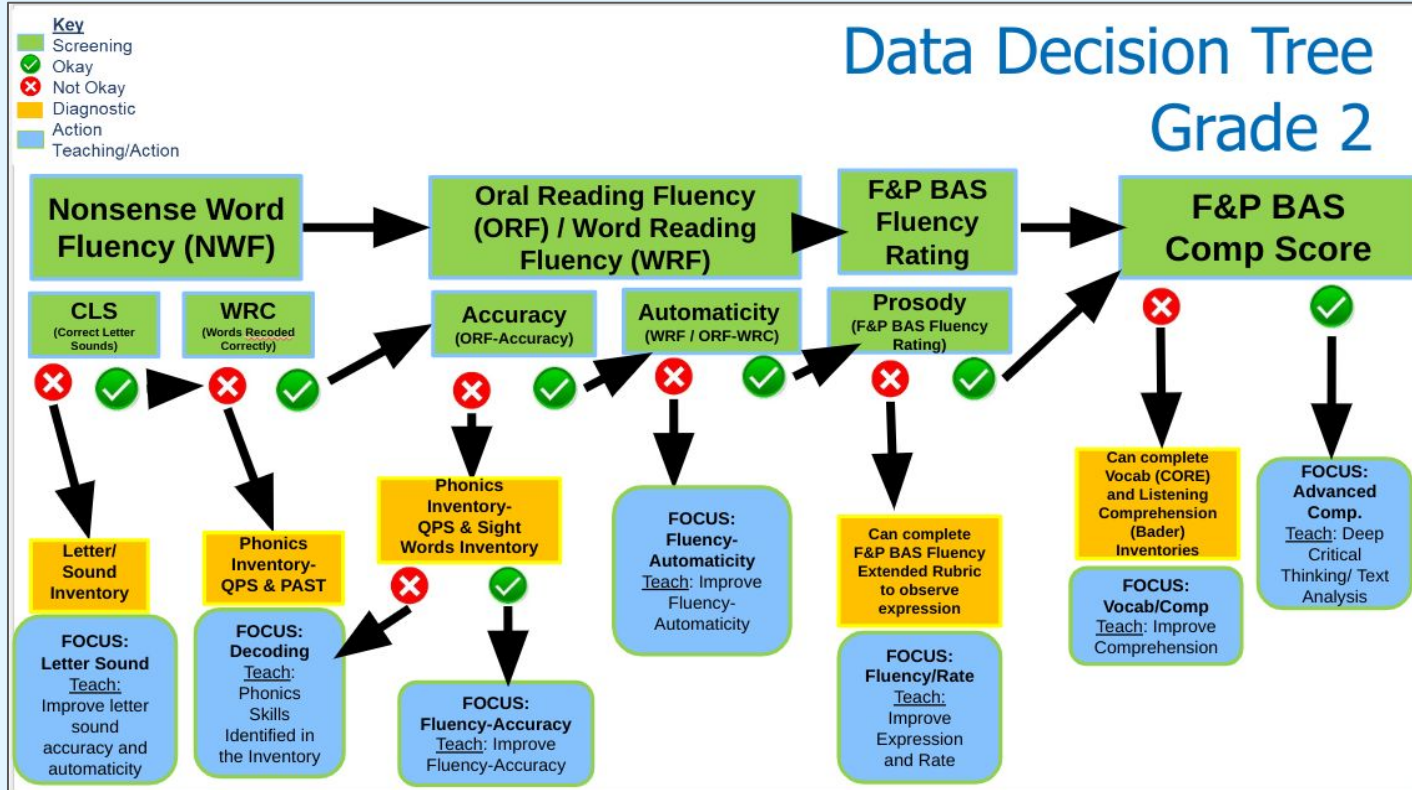
## Response to Data

- Use Data Decision Tree and small group planning template
- Set up Tier 2 groupings according to subtest data
- Careful monitoring of Hispanic students gr. 1 & 2
- Continued phonics instruction with fidelity through grade 3
- Enhance use of decodable readers
- Careful monitoring of Black students gr. 3-8
- Enhance instruction for language skills and vocabulary



# Data-Decision Trees

Data Decision Trees provide concrete next steps for teachers that indicate further diagnostic assessments (orange) as well as instructional focuses (blue).

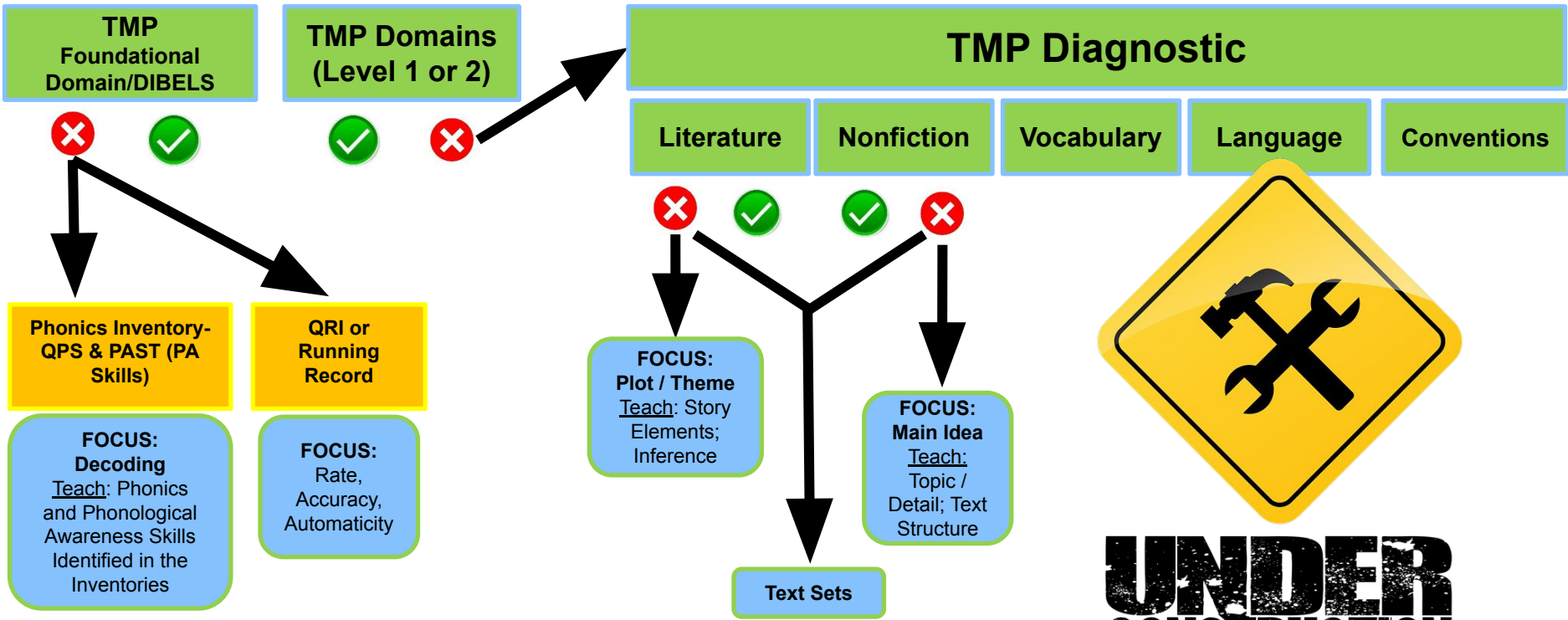


Grades 3-5 will be revised for the TMP Diagnostic Assessment

# Data Decision Tree

## Grade 3

- Key**
- Screening
  - ✔ Okay
  - ✘ Not Okay
  - Diagnostic
  - Action
  - Teaching/Action



**UNDER  
CONSTRUCTION**

# Small Group Planning Template (T. 2 / 3)

Progress Monitoring will be looked at during December Data Meetings

*\*Mentioned on ELA Assessment Calendars*

## Small Group Planning Sheet - Round \_\_\_\_\_

Students in Group	Group Goal	Schedule	Resources to Use	Progress Monitoring Tool
<p>-Look at one subtest column on the DIBELS class summary chart</p> <p>-Use the decision tree to ID which column to start with</p>	<p>-Use the decision tree to identify goal</p> <p>-Need to complete a <u>diagnostic</u> to set a more specific goal?</p>	(ie. 3x30)	<p><u>Diagnostic:</u> Consider a <u>diagnostic assessment</u></p> <p><u>Material(s):</u> Possible <u>instructional resources</u></p>	<p>-Use a <u>DIBELS subtest</u> to progress monitor monthly</p> <p>-Steps on <u>using DDS to progress monitor</u></p>

Record your observations while working with the group over the next 8 weeks.

Week of	Days Met			Anecdotal Notes
12/5	<input checked="" type="checkbox"/> Monday <input type="checkbox"/> Tuesday	<input checked="" type="checkbox"/> Wednesday <input checked="" type="checkbox"/> Thursday	<input type="checkbox"/> Friday	<i>Progressing w/ vowel blends</i>
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	
	<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday	<input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday	<input type="checkbox"/> Friday	

Want to work with the planning sheet digitally?



## Next Steps:

### Assessment:

- Data K-5 currently undergoing winter assessments
- K-8 will assess in March
- Track My Progress will include a diagnostic assessment starting in February
- DIBELS will expand to grade 3 starting fall 2023
- Due to these norm-based, objective data points, ELA Steering Committee will reconsider use of the Fountas & Pinnell Benchmark Assessment System (leveling)

### Curriculum:

- PD for ELA Framework to inform scaffolding and ensure vertical alignment, Decodable Readers, phonological awareness instruction
- Enhance/expand instruction for language skills and vocabulary
- Ensure equity and equitable instructional practices to decrease disproportionality among Black and Hispanic students

### Future Steps:

- ELA Curriculum PD series, pilot, implementation

# Theory of Action

IF SPS provides:

- Differentiated high quality instruction
- Safe school environment
- Instructional leadership and ongoing professional development
- The use of data to inform instruction

THEN:

- Students will be challenged and their varied learning needs met
- Capacity of educators will grow
- Existing achievement gaps will narrow

# Budgetary Priorities

- Maintain/augment social/emotional and mental health services and resources
- Maintain instructional and assessment subscriptions
- Augment tiered support services with additional support specialists at the elementary and middle school levels
- Continue robust tier one instructional and curricular supports
- Fund PD and materials as recommended by the ELA Steering Committee through the curriculum review process

**Development Priorities:** PD stipends, World Language Review, Project Based Learning Opportunities, UDL retrofit of classrooms, Equity Responses, Extended TA Support for Kindergarten

**Sudbury Public Schools  
School Committee Meeting**

**Date:** December 8, 2022

**Agenda Item:** 3ai.

**Proposed Policy Review**

- i. IMDA Accommodations for Religious and Cultural Observances**

**Recommendation:**

**Background  
Information:**

**Attachments:**

**SC Policy IMDA**

**Action: XX Report: Discussion: XX**

## **IMDA - ACCOMMODATIONS FOR RELIGIOUS AND CULTURAL OBSERVANCES**

The Sudbury Public School District is a religiously and culturally diverse community. In recognition of this diversity and in keeping with the districts' core values it is the intent of the school district to be aware of and to respect the religious and cultural observances of its students, families and staff.

Toward that end, any student who is absent due to a religious or cultural observance will, upon notification by the parent or guardian, have his or her absence excused. Families will be encouraged and invited to notify the school site of such plans at the start of the school year.

The District expects that classroom teachers will plan curriculum, major assignments, and assessments based on their awareness of their students' attendance plans recognizing the impact of significant absences on the educational process.

Any student who is absent because of religious or cultural observances shall be provided the time and the opportunity to make up missed work, activities, and / or assessments. It is expected that students will meet with their teacher(s) in advance of a planned absence or at least upon the first day of their return to agree mutually upon a due date for missed work. In no case shall the timeframe to make up missed work be less than the number of days missed plus one day. Teachers will be responsible for providing students with missed materials relative to future assessment.

Similarly, families will be encouraged and invited to notify coaches, advisors, club leaders, etc. of student absences for religious or cultural observances. Students will not be penalized (e.g. held out of post absence participation) in their extra-curricular activities (e.g. sports, theater, clubs, etc.) for such absences.

Open and timely communication between students, families and educators shall ensure that the opportunity to make up work does not place an unreasonable burden upon any of the parties.

Annually, the District will provide notification of this policy and a list of religious and cultural observances and their dates for the current academic year to all educators.

Approved on....

***Sudbury Public Schools***



**Sudbury Public Schools  
School Committee Meeting**

**Date: December 8, 2022**

**Agenda Item: 3b**

**2023-2024 Updated School Calendar with Addendum**

**Recommendation:**

**Motion to approve the 2023-2024 School Calendar as amended**

**Background  
Information:**

**This is a first draft including the addendum to the School Calendar to raise awareness and respect for religious and cultural holidays that are observed by employees and families.**

**Attachments:**

**2023-2024 School Calendar\_DRAFT**

**Action: XX Report: Discussion: XX**

# Sudbury Public Schools 2023 - 2024 Calendar (DRAFT)

## JULY

- 4 Independence Day
- 7/5-8/18 ESY Partners Program
- 7/10-8/4 ESY / SMILE

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2024 (20)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## JANUARY

- 1 New Year's Day (NO SCHOOL)
- 10 Early Release
- 15 Martin Luther King Jr. Day (NO SCHOOL)
- 19 ES Term 1 Ends
- 24 Prof Development Day (NO SCHOOL)
- 30 Kickoff to Kindergarten
- 31 Early Release

## AUGUST

- 23-24 New Teacher Orientation
- 24 New (to Sudbury) Student Orientation
- 28-29 Prof Development (Staff Return)
- 30 First Day Grades 1-8
- 30-9/1 K & PK Welcome Days

AUGUST 2023 (2)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2024 (16)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

## FEBRUARY

- 14 Early Release
- 19 Presidents' Day (NO SCHOOL)
- 20-23 February Break (NO SCHOOL)

## SEPTEMBER

- 4 Labor Day (NO SCHOOL)
- 5 First Day K and PK
- 13 Early Release
- 25 NO SCHOOL
- XX School Open Houses

SEPTEMBER 2023 (19)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2024 (20)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## MARCH

- 6 Early Release P/T Conferences
- 12 MS Term 2 Ends
- 13 Early Release P/T Conferences
- 20 Early Release P/T Conferences
- 29 NO SCHOOL

## OCTOBER

- 4 Early Release
- 9 Indigenous Peoples' Day (NO SCHOOL)
- 18 Early Release

OCTOBER 2023 (21)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2024 (17)						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

## APRIL

- 3 Early Release
- 15 Patriots' Day (NO SCHOOL)
- 16-19 April Break (NO SCHOOL)
- 24 Early Release

## NOVEMBER

- 1 Early Release P/T Conferences
- 8 Early Release P/T Conferences
- 10 Veterans Day (NO SCHOOL)
- 15 Early Release P/T Conferences
- 22 Thanksgiving Early Release
- 23-24 Thanksgiving Recess (NO SCHOOL)
- 30 MS Term 1 Ends

NOVEMBER 2023 (19)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2024 (22)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## MAY

- 8 Early Release
- 22 Early Release
- 27 Memorial Day (NO SCHOOL)

## DECEMBER

- 13 Early Release
- 25-29 Winter Break (NO SCHOOL)

DECEMBER 2023 (16)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024 (8)						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## JUNE

- 12 Last Day of School (180) - Early Release
- 19 Juneteenth (NO SCHOOL)
- 20 185th Day of School - Early Release



Sudbury Public Schools is religiously and culturally diverse. In recognition of this diversity and in keeping with the Districts' core values, the District intends to raise awareness and respect for religious and cultural holidays that are observed by employees and families by including the observance in our yearly District School Calendar. Please be advised that the observance of Jewish, Baha'i and Muslim holidays begins at sundown of the preceding day. [Click here to learn more about our District's policy on Accommodations for Religious and Cultural Observances](#). To add additional religious and cultural observances to our school calendar, contact Brad Crozier, Superintendent at [brad\\_crozier@sudbury.k12.ma.us](mailto:brad_crozier@sudbury.k12.ma.us).

Martyrdom of the Bab (Baha'i)	July 10, 2023	Beginning of Lent, Ash Wednesday (Christian)	February 14, 2024
Ashura (Islamic)	July 27, 2023	Ayyam-i-Ha (Baha'i)	February 26-29, 2024
Muharram (al Hiraj) (Islamic)	July 29, 2023	Maha Shivaratri (Hindu)	March 8, 2024
Krishna Janmashtami (Hindu)	September 7, 2023	Ramadan Begins (Islamic)	March 10, 2024
Rosh Hashanah (Jewish)	September 15, 2023	Beginning of Lent (Orthodox Christian)	March 18, 2024
Mexico's Independence Day	September 16, 2023	Naw-Rúz (Baha'i New Year)	March 20, 2024
Ganesh Chaturthi (Hindu)	September 19, 2023	Purim (Jewish)	March 23-24, 2024
Samvatsari (Jainism-Hindu)	September 19, 2023	Palm Sunday (Christian)	March 24, 2024
Yom Kippur (Jewish)	September 24, 2023	Greek Independence Day	March 25, 2024
Mawlid al-Nabi (Islamic)	September 26-27, 2023	Hola Mohalla (Sikh)	March 25, 2024
Sukkot (Jewish)	September 29, 2023	Holi (Hindu)	March 25, 2024
Shemini Atzeret (Jewish)	October 6-8, 2023	Holy Thursday (Christian)	March 28, 2024
Simchat Torah (Jewish)	October 7, 2023	Good Friday (Christian)	March 29, 2024
Navratri (Hindu)	October 15, 2023	Easter (Christian)	March 31, 2024
Birth of the Báb (Baha'i)	October 16, 2023	Laylat Al-Qadr (Islamic)	April 6, 2024
Birth of Bahá'u'lláh (Baha'i)	October 17, 2023	Ramadan Ends (Islamic)	April 9, 2024
Dussehra (Hindu)	October 24, 2023	Ugadi (Hindu)	April 9, 2024
Diwali (Hindu)	November 12, 2023	Eid al-Fitr (Islamic)	April 10, 2024
Bestu Varas (Hindu)	November 13, 2023	Rama Navami (Hindu)	April 17, 2024
Chanukah (Jewish)	December 7, 2023	First Day of Ridvan (Baha'i)	April 20, 2024
Bodhi (Buddhist)	December 8, 2023	Passover (Jewish)	April 22, 2024
Christmas Day (Christian)	December 25, 2023	Good Friday (Orthodox Christian)	May 3, 2024
Kwanzaa (African American)	December 26, 2023	Easter (Orthodox Christian)	May 5, 2024
Makar Sankranti (Hindu)	January 15, 2024	Cinco De Mayo	May 5, 2024
Pongal (Hindu)	January 15-18, 2024	Declaration of the Bab (Baha'i)	May 23, 2024
Tu B'Shvat (Jewish)	January 24, 2024	Ascension of Bahá'u'lláh (Baha'i)	May 28, 2024
Setsubun-sai (Shinto-Japanese)	February 3, 2024	Shavuot (Jewish)	June 11-13, 2024
Chinese New Year	February 10, 2024	Eid al-Adha (Muslim)	June 17, 2024

**Sudbury Public Schools  
School Committee Meeting**

**Date:** December 8, 2022

**Agenda Item:** 3c

**Review FY24 Budget Drivers and Overview, Superintendent, Brad Crozier**

**Recommendation:**

**Background  
Information:**

**Attachments:**

**SPS\_InitialBudgetOverview\_24**

**Action:** **Report:** **Discussion:** **XX**

# SPS FY24

## Initial Budget Overview

December 8, 2022

## **Mission**

The Sudbury Public Schools strive to enable all students to reach their intellectual and personal potential. The school system, in partnership with families and the community, will work with integrity and respect to realize the shared vision of enabling students to become lifelong learners and effective contributors of society.

## **Vision**

We are committed to excellence in educating students to be knowledgeable, creative, independent thinkers who are caring collaborative members of the school and wider communities.

## **Equity Statement**

Sudbury Public Schools are committed to welcoming, affirming, and celebrating all students, staff, and families.

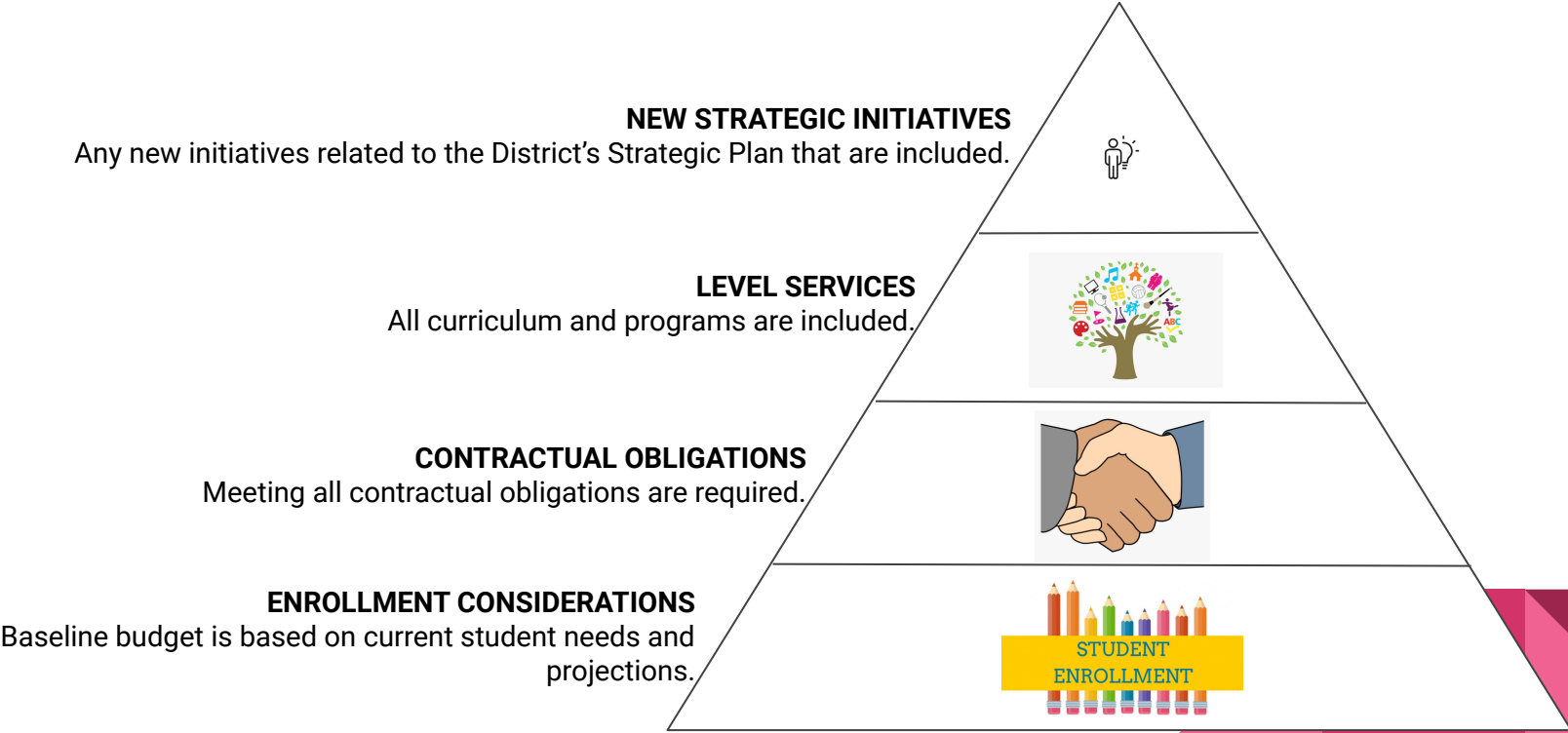
Sudbury Public Schools are committed to creating and sustaining a culture that promotes advocacy, equity, and justice for historically marginalized populations who have been systemically oppressed and excluded.

Sudbury Public Schools are committed to an anti-bias and anti-racist education that includes and values the perspectives and histories of diverse peoples.

# SPS School Committee FY24 Budget Timeline



# Budget Building



# FY 24 NESDEC ENROLLMENT PROJECTION

School District: Sudbury, MA

10/27/2022

Enrollment Projections By Grade*																				
Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-8	PK-8
2017	138		2022-23	73	273	265	242	310	269	273	272	291	287	0	0	0	0	0	2482	2555
2018	135		2023-24	73	251	292	276	247	317	267	269	274	290	0	0	0	0	0	2483	2556
2019	144		2024-25	74	268	269	304	282	253	315	263	271	273	0	0	0	0	0	2498	2572
2020	137		2025-26	74	255	287	280	311	289	251	311	265	270	0	0	0	0	0	2519	2593
2021	168	(prov.)	2026-27	75	312	273	299	286	318	287	247	314	264	0	0	0	0	0	2600	2675
2022	144	(est.)	2027-28	75	269	334	285	306	293	316	283	249	312	0	0	0	0	0	2647	2722
2023	146	(est.)	2028-29	76	271	288	348	291	313	291	312	285	248	0	0	0	0	0	2647	2723
2024	148	(est.)	2029-30	76	275	290	300	356	298	311	287	315	284	0	0	0	0	0	2716	2792
2025	149	(est.)	2030-31	77	276	294	302	307	364	296	307	289	313	0	0	0	0	0	2748	2825
2026	151	(est.)	2031-32	77	281	295	306	309	314	362	292	310	288	0	0	0	0	0	2757	2834
2027	147	(est.)	2032-33	78	274	301	308	313	316	312	357	294	308	0	0	0	0	0	2783	2861

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births

Based on children already born

Based on students already enrolled

\*Birth data provided by Public Health Vital Records Departments in each state.





# FY24 Elementary Classroom Sections

	FY23	FY24	+/-
Haynes	18	18	0
Loring	21	21	0
Nixon	16	17	+1
Noyes	24	24	0
<b>Total</b>	<b>79</b>	<b>80</b>	<b>+1</b>



# Base Budget\*

<b>General Education Supports &amp; Programming</b>	MS Health and Wellness, School Support Specialist @ Loring, MS Executive Functioning
<b>FY23 New Positions Based on Student Needs</b>	BCBA, Special Education Teacher, ABA Tutors, and Mental Health Supports
<b>Contractual Obligations</b>	New Common Planning and Collaboration Time Pilot and Steps & Lanes
<b>Enrollment Driven Increase</b>	Planned increases for elementary classrooms
<b>Online Subscriptions</b>	Continue skill-reinforcement, learning management, classroom, library, assessment, curriculum, and special education tools

\* The Base Budget is out of balance with the Town Manager's recommendation for SPS budget growth.



# Tier I Budget Initiatives

<b>2.0 FTE School Support Specialist</b>	To augment tiered academic services at the elementary and middle school levels: general education position assigned to schools/cohorts based upon identified student academic needs. (2@ \$77,000)
<b>ELA Curriculum Update: PD and Resources</b>	Professional development, instructional materials, and student resources to implement recommendations of Elementary English Language Arts Curriculum Review (\$308,000)
<b>Respond to SEL and Mental Health Needs</b>	Investigate and respond to emerging mental and behavioral health needs with staffing and resources (2@ \$80,000)
<b>Early Childhood Education</b>	Research and analyze early childhood needs and programming structure (\$150,000)



# FY24 Budget Drivers

<b>Steps and Lanes</b>	\$494,619
<b>COLA</b>	\$421,605
<b>Additional Staff FTE's</b>	Social Emotional & Mental Health Supports
<b>Special Education Private School Tuition</b>	OSD approved 14% increase of current tuition
<b>Utility Increases</b>	\$281,647



# DESE Function Code

<u>EXPENSE (DOE Function Category)</u>	----- FY2023 -----			----- FY2024 -----		
	<u>Budget \$</u>	<u>+/- \$:</u>	<u>+/- %</u>	<u>Forecast \$</u>	<u>+/- \$:</u>	<u>+/- %</u>
Administration	\$ 1,205,294	\$ 23,199	1.96%	\$ 1,235,622	\$ 30,328	2.52%
Instructional Leadership	\$ 3,591,333	\$ 128,991	3.73%	\$ 3,704,202	\$ 112,869	3.14%
Teachers	\$ 21,698,762	\$ 451,555	2.13%	\$ 22,653,494	\$ 954,732	4.40%
Other Teaching Services	\$ 5,212,279	\$ 242,067	4.87%	\$ 5,593,359	\$ 381,080	7.31%
Professional Development	\$ 332,543	\$ (17,463)	-4.99%	\$ 334,168	\$ 1,625	0.49%
Instructional Materials/Equip/Tech	\$ 698,735	\$ 9,419	1.37%	\$ 705,726	\$ 6,991	1.00%
Guidance, Counseling, Testing	\$ 1,728,129	\$ 110,927	6.86%	\$ 1,809,541	\$ 81,412	4.71%
Pupil Services	\$ 3,306,452	\$ 213,505	6.90%	\$ 3,456,826	\$ 150,374	4.55%
Operations and Maintenance	\$ 2,701,676	\$ 58,164	2.20%	\$ 3,023,716	\$ 322,040	11.92%
Fixed Charges	\$ 205,000	\$ 19,155	10.31%	\$ 205,880	\$ 880	0.43%
<u>Out-of-District Expenditures</u>	\$ 1,169,461	\$ (20,597)	-1.73%	\$ 1,239,629	\$ 70,168	6.00%
<b>TOTAL GF FORECAST \$:</b>	<b>\$ 41,849,664</b>	<b>\$ 1,218,922</b>	<b>3.00%</b>	<b>\$ 43,962,163</b>	<b>\$ 2,112,499</b>	<b>5.05%</b>

Town Manager FY24 Budget Target (12/1/22)	\$ 43,214,622	\$ 1,364,958	3.26%
	+ / - diff \$: \$ (747,541)		

# FY24 Budget Plan by DESE Object Codes

OBJ# MUNIS Account Summary Name:	FY2023	FY2024	---- vs. FY2023 ----	
	<u>Budget \$</u>	<u>Budget \$</u>	<u>+ / - \$</u>	<u>+ / - %</u>
502 ART	\$ 453,107	\$ 466,511	\$ 13,404	2.96%
505 AUDIO VISUAL	\$ 51,030	\$ 51,541	\$ 511	1.00%
513 COMPUTER INSTRUCTION	\$ 427,080	\$ 437,630	\$ 10,550	2.47%
514 CURRICULUM DEVELOPMENT	\$ 890,002	\$ 916,120	\$ 26,118	2.93%
516 ELEMENTARY EDUCATION	\$ 7,730,365	\$ 8,071,029	\$ 340,664	4.41%
520 EARLY CHILDHOOD EDUCATION	\$ 2,500	\$ 2,525	\$ 25	1.00%
521 ENGLISH	\$ 698,678	\$ 722,595	\$ 23,917	3.42%
522 ENGLISH AS SECOND LANGUAGE	\$ 358,700	\$ 376,269	\$ 17,569	4.90%
524 FOREIGN LANGUAGE	\$ 779,843	\$ 775,430	\$ (4,413)	-0.57%
530 GUIDANCE	\$ 992,296	\$ 1,030,036	\$ 37,740	3.80%
531 HEALTH EDUCATION	\$ 204,688	\$ 213,980	\$ 9,292	4.54%
536 INSTRUCTION	\$ 105,550	\$ 106,607	\$ 1,057	1.00%
540 TECH ED (Technology/Engineering/Robotics)	\$ 231,799	\$ 245,552	\$ 13,753	5.93%
541 KINDERGARTEN	\$ 1,603,771	\$ 1,693,355	\$ 89,584	5.59%
544 LIBRARY	\$ 435,619	\$ 462,035	\$ 26,416	6.06%
555 MATHEMATICS	\$ 1,161,496	\$ 1,206,035	\$ 44,539	3.83%
560 MEDIA - COMPUTER SERVICES	\$ 288,000	\$ 290,880	\$ 2,880	1.00%
561 MIDDLE SCHOOL PROGRAMS	\$ 17,650	\$ 17,827	\$ 177	1.00%
563 MUSIC	\$ 726,701	\$ 750,350	\$ 23,649	3.25%
570 PHYSICAL EDUCATION	\$ 612,479	\$ 632,234	\$ 19,755	3.23%
572 PRE-SCHOOL EDUCATION	\$ 511,686	\$ 543,045	\$ 31,359	6.13%
573 PROFESSIONAL DEVELOPMENT	\$ 259,735	\$ 310,632	\$ 50,897	19.60%
575 READING	\$ 914,494	\$ 951,422	\$ 36,928	4.04%
582 SCIENCE	\$ 658,572	\$ 680,373	\$ 21,801	3.31%
583 SOCIAL STUDIES	\$ 789,205	\$ 815,479	\$ 26,274	3.33%
584 SPECIAL EDUCATION	\$ 7,955,447	\$ 8,498,771	\$ 543,324	6.83%
591 SPEECH	\$ 924,726	\$ 964,158	\$ 39,432	4.26%

# FY24 Budget Plan by DESE Object Codes (cont.)

OBJ# MUNIS Account Summary Name:	FY2023	FY2024	---- vs. FY2023 ----	
	<u>Budget \$</u>	<u>Budget \$</u>	<u>+ / - \$</u>	<u>+ / - %</u>
594 SUBSTITUTES	\$ 393,205	\$ 393,387	\$ 182	0.05%
532 HEALTH SERVICES	\$ 491,427	\$ 503,427	\$ 12,000	2.44%
534 HOME STUDY	\$ 85,000	\$ 85,850	\$ 850	1.00%
564 OCCUPATIONAL THERAPY	\$ 429,387	\$ 440,314	\$ 10,927	2.54%
571 PHYSICAL THERAPY	\$ 207,745	\$ 212,738	\$ 4,993	2.40%
574 PSYCHOLOGICAL SERVICES	\$ 709,139	\$ 752,544	\$ 43,405	6.12%
585 EQUIPMENT (LEASE & REPLACEMENT)	\$ 88,000	\$ 88,880	\$ 880	1.00%
590 SPED CONSULTANTS	\$ 70,052	\$ 70,753	\$ 701	1.00%
596 TUITION (SPED OOD)	\$ 1,169,461	\$ 1,239,629	\$ 70,168	6.00%
605 VISION CONSULTANT	\$ 10,000	\$ 10,100	\$ 100	1.00%
602 TRANSPORTATION (REGULAR)	\$ 1,045,903	\$ 1,100,456	\$ 54,553	5.22%
603 TRANSPORTATION (SPED)	\$ 744,344	\$ 787,732	\$ 43,388	5.83%
610 CURRICULUM/LIBRARY/MEDIA	\$ 396,702	\$ 400,669	\$ 3,967	1.00%
515 CUSTODIAL SERVICES	\$ 1,028,889	\$ 1,057,914	\$ 29,025	2.82%
546 MAINTENANCE	\$ 809,063	\$ 819,805	\$ 10,742	1.33%
581 SAFETY PROGRAMS	\$ 57,000	\$ 57,000	\$ -	0.00%
593 SUPERINTENDENT'S OFFICE	\$ -	\$ -	\$ -	0.00%
501 ADMINISTRATION	\$ 3,262,042	\$ 3,358,441	\$ 96,399	2.96%
543 LEGAL SERVICES	\$ 74,432	\$ 75,176	\$ 744	1.00%
615 WATER	\$ 12,221	\$ 12,343	\$ 122	1.00%
616 ELECTRICITY	\$ 518,274	\$ 673,756	\$ 155,482	30.00%
617 HEATING OIL/GAS	\$ 282,815	\$ 408,980	\$ 126,165	44.61%
619 TELEPHONE	\$ 50,414	\$ 50,918	\$ 504	1.00%
621 STIPENDS	\$ 68,930	\$ 68,930	\$ -	0.00%
622 <u>403(b) MATCH</u>	\$ 60,000	\$ 60,000	\$ -	0.00%
	<b>\$ 41,849,664</b>	<b>\$ 43,962,163</b>	<b>\$ 2,112,499</b>	<b>5.05%</b>