

**KIPP Academy Boston Public Charter School  
KIPP Academy Lynn Public Charter School  
Minutes of the Meeting of the MLL Family Council  
May 17th,2023| 6:00pm**

The meeting of the MLL Family Council of **KIPP Academy Boston Public Charter School and KIPP Academy Lynn Public Charter School** convened at 6:00 pm on May 17th, 2023 via Zoom, held in compliance with open meeting law, at which a quorum of the committee members was present.

**The following individuals attended on Zoom:**

<b>KIPP Staff/ Hired Interpreters</b>	<b>Families</b>
Dana Gottlieb( Director) Mayreliz Perez ( MLL coordinator) Kristen Ago ( K MLL teacher, Lynn) Michelle Chung ( 1st grade MLL teacher, Lynn) Mary Huayta( 2nd/3rd MLL teacher, Lynn) Marcello DeMiranda ( 4th Grade MLL teacher, Lynn) Rossi Reynoso( 9-12 MLL teacher, Lynn) Anindu Rentala ( 7/8th MLL teacher, Lynn) Sarah Andrade (K-4 MLL teacher, Boston) Jessica Allen (5-8th MLL teacher, Boston) Raoul Davouex( Haitian Creole Interpreter) Laura Gonzalez ( Spanish Interpreter)	Joshua Ahmed Paola Oyer Jesse Oyer Rosibel Pena Rosmaily Cruz Matheo Valdez Nasser Flores Rosa Alvarado Amairys Jazmin Sarai Alvarado Victoria Polanco Danny lopez Jonathan Munoz Maria Rodriguez Jayliz Lara Ryan Adaliz jimenez Angel Fuentes Maria Macario Aylin Jimenez Adeline Tineo Brenda Mauricio Lucila Miranda Luisa Hilda Jeibi Lara Amy Sanchez Lily Sanchez
	<b>We had over 35 families attend....</b>

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Dana Gottlieb called the meeting to order at 6:00pm and presided throughout the meeting.

Agenda Item	Notes
<b>Welcome + Introductions</b>	Each teacher spent some time introducing themselves.
<b>Languages</b>	<p>Please click the interpretation button to select which language you would like to hear tonight’s presentation. The options are English, Spanish, and Haitian Creole.</p> <p>Si se siente más cómodo escuchando la presentación en español, haga clic en el botón Interpretación.</p> <p>Si w santi w pi alèz pou w tande prezantasyon an an kreyòl ayisyen, klike sou bouton entèpretasyon an</p>
<b>Review Access Facts</b>	<p>Many of you may have joined us in November when we introduced the ACCESS test. We want to remind you what ACCESS is, and for those of you who were unable to join us in November, we want to make sure you know what this test is before we start talking about scores and results. As I share information about ACCESS please put any questions you have in the chat so we make sure we can answer them. We will be sharing resources with you at the end of the night via email from tonight’s meeting.</p> <p><b>ACCESS Facts:</b></p> <ul style="list-style-type: none"> <li>● All students who are MLLs are required to take ACCESS</li> <li>● This is a test that measures students’ levels of English language proficiency</li> <li>● Students took ACCESS in January and February this year</li> <li>● There are 4 tests that make up ACCESS - Listening, Reading, Speaking, and Writing - each test should last between 30-60 minutes</li> <li>● The results show us how much students have grown in their language development and what they are generally able to do with language.</li> <li>●</li> <li>● Kindergarten: 1-1, paper, two sessions</li> <li>● 1st-3rd: computer R,L,S; paper W</li> <li>● 4th-12th: computer for all domains</li> <li>● ELs: receive accommodations based on IEP</li> </ul> <p>Had families write questions in the chat or leave until end for us to</p>

	address.
<p><b>Understanding ACCESS Reports</b></p>	<p>We will be discussing information about score reports and how to read them. This is a sample score report and does not belong to any of our students. You will be receiving scores at the end of the quarter via mail with the students report card and progress reports.</p> <p>The first part is the Domain scores On the left you will see the four domains - listening, speaking, reading, writing. Students took one test in each of these domains.</p> <p>Next you will see proficiency level scores. These scores are on a scale of 1-6.</p> <p><b>Proficiency Levels</b> These proficiency levels describe what students are able to do in English in listening, speaking, reading, and writing. A score of 1 means students are at early stages of English language acquisition. A score of 6 means that students have achieved fluency. Students will receive a proficiency level score for each domain (listening, speaking, reading, writing), and it is completely normal to have different scores in each.</p> <p><b>We use Proficiency Level scores to:</b> Make comparisons across domains within the same grade level Develop student profiles based on the Can Do Descriptors Determine which students are eligible to exit the MLL program Determine what language services are needed Design high quality instruction that meets students where they're at</p> <p>When we share the slides we will provide links to some documents that explain what students are able to do at each of the levels at each grade band.</p> <p>Here is an example of what the Can Do Descriptors look like for reading in 4th/5th grade. You can see that as students attain higher levels of English language proficiency they are able to use and understand more complex language.</p> <p><b>Scale Scores</b> The other type of score you will see is the scale score. You will notice that the score is within a range, which tells us that if the student took the same test on a different day or under slightly different conditions, their score would fall somewhere within this range. It accounts for things like maybe the student was tired or hungry when they took the test, or maybe they got distracted for a</p>

	<p>minute. We don't know for sure if any of these things were true or if they happened, but the test wants to make sure they are factored in just in case so they don't negatively impact a student's score.</p> <p><b>We use Scale Scores to:</b>          Make comparisons across grade levels within the same domain          Monitor student growth over time within specific domains          Calculate proficiency levels</p> <p>Students in any grade can earn any scale score, but that scale score will mean a different proficiency level depending on what grade the student is in.</p> <p><b>Can-Do Descriptors</b>          The final section on the score report is the Can Do Descriptors. In this section of the report, you can see what students are able to do at the level they scored for each domain. The report rounds down, so if a student scored a 2.8 in Listening, the Can Do descriptors show what students are able to do at a level 2.</p>
<p><b>Common Questions :          Questions Asked by          Families</b></p>	<p>Some common questions we get are:          What scores do students need to get to qualify to exit?          Both an overall score of 4.2 and a literacy score of 3.9 - they must get both to be considered for exiting the program (can't exit with 4.2 and 3.8 or 4.1 and 3.9)</p> <p><b>What happens if my student exits the MLL program?</b>          They will no longer receive direct instruction from an MLL teacher; their academic progress will be monitored for 4 years. Each quarter we will check in with their content teachers to make sure they are succeeding in their classes without the additional support and instruction from an MLL teacher. This also gives us a chance to have a conversation about whether or not the student needs to re-enter the MLL program in the case that they are struggling in their classes and we have good reason to believe that their English language acquisition is contributing to their struggles.</p> <p>What happens if my student does not qualify to exit the MLL program?          They will remain in the MLL program and continue receiving direct instruction from an MLL teacher; they will take ACCESS again next year</p> <p><b>Questions asked by Families and teachers:</b></p> <ol style="list-style-type: none"> <li>1. What is a reasonable amount of growth for a student and when does it become worrisome?             <ol style="list-style-type: none"> <li>a. Different for every student and typically we expect a student to qualify after 6 years in our program if they were in the program for a long time. However, it</li> </ol> </li> </ol>

	<p>depends on the scores and if the scores are close it is not as concerning.</p> <ol style="list-style-type: none"> <li>2. The amount of points that a student gets when do we receive it?             <ol style="list-style-type: none"> <li>a. You will receive the score reports at the end of June when you get the report card and the progress report. If you don't get the score, please call us so we can support you in getting this information for your child.</li> </ol> </li> <li>3. If the student scores low, what do parents need to do to support?             <ol style="list-style-type: none"> <li>a. If a student is in a lower grade level, the scores may be low and that is okay because they need time to develop their language skills. Having conversations in English, watching tv and reading books in the language will be helpful to support kids in their language goals. It's okay if you use a different language it will still help them make those connections and we can help them develop the skills and vocabulary.</li> </ol> </li> <li>4. My student says the words in Spanish backwards rather than in the correct way. I try to teach them Spanish and because everything is in English I am finding a challenge in getting them to continue to develop their skills in our native language and it is concerning.             <ol style="list-style-type: none"> <li>a. Many families have concerns with this. Our program believes that all kids should be able to speak their native language and practice both so they can develop their skills.</li> </ol> </li> <li>5. How do I know if my child passed the ACCESS exam?             <ol style="list-style-type: none"> <li>a. Look at the literacy score to say 3.9 or higher and the overall score to be 4.2 and at the beginning of the next school year we will send a message notifying you if the student is in the program or not.</li> </ol> </li> </ol>
<p><b>Wrap Up/Closing</b></p>	<p>Provided families with all the email addresses for the Lynn and Boston campus teachers and included the languages that the teachers speak, but let families know they can type their message in any language of preference and we will be sure to respond.</p> <p>We also asked parents to share their email addresses.</p> <p>Thank you all for being in this meeting and for supporting our students and our program. We will email out the slideshow from tonight so you can review at home. Have a wonderful rest of your evening, if you have questions we will be on for a couple more minutes.</p>

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Committee Chair Signature