



BLACKSTONE-MILLVILLE REGIONAL DISTRICT SCHOOL COMMITTEE

**Blackstone-Millville Regional High School
Media Center
Wednesday, September 19, 2018
7:30PM**

- I. Opening of Meeting**
 - a. Call to Order
 - b. Pledge of Allegiance
 - c. Introduction of Members

- II. Report of Student Representative**
 - a. Danielle Catalano
 - b. Jenna Castelluccio

- III. Public Forum**

- IV. Consent Agenda A**
 - a. Warrants
 - b. Minutes of Meeting
 - i. August 16, 2018
 - ii. September 5, 2018

- V. School Committee**
 - a. New School Committee Structure

- VI. Report of the Superintendent**
 - a. Focused Schools, Kerry Purcell
 - b. New Superintendent Presentation, John Brackett
 - c. New State Wide Accountability System

- VII. Business Office Report**
 - a. Financial Reports
 - i. Cost Center Review

- VIII. Facility Report**
 - a. Facility Report
 - i. JFK Update
 - ii. MES Update
 - iii. BMRHS Core Renovations

IX. School Committee Forum

- a. Mrs. Jane Reggio
- b. Mrs. Erin P. Vinacco
- c. Ms. Tara Larkin
- d. Mrs. Caryn Vernon
- e. Mr. Jack R. Keefe
- f. Mrs. Tammy Lemieux
- g. Ms. Bethany Dunton
- h. Ms. Sarah Williams

X. Upcoming Meetings

- a. Regular Meeting – Wednesday, October 10, 2018

XI. Executive Session

XII. Adjournment

The items listed on this agenda are those reasonably anticipated by the Chair to be discussed at the meeting. Not all items may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

**BLACKSTONE-MILLVILLE
REGIONAL SCHOOL DISTRICT**

MEMO

TO: Blackstone-Millville Regional School Committee
RE: School Committee, Consent Agenda A
DATE: September 19, 2018

1. Warrants

a. Payroll

- i. Move to approve payroll voucher numbers: 6 and 1005 as submitted by the Superintendent of Schools

b. Payables

- i. Move to approve the payable voucher number: 1969 General and 1970 Cafeteria as submitted by the Superintendent of Schools

2. Minutes

- i. Move to approve the School Committee Minutes of
 - 1. August 16, 2018
 - 2. September 5, 2018

Massachusetts' Next-Generation Accountability System

Summer 2018



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System highlights

System highlights

- **Additional accountability indicators**
 - Provide information about school performance & student opportunities beyond test scores
- **Normative & criterion-referenced components**
 - Accountability percentiles & progress toward targets
- **Focus on raising the performance of each school's lowest performing students**
 - In addition to the performance of the school as a whole
- **Discontinuation of accountability & assistance levels 1-5**
 - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from the Department

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Accountability indicators

Required accountability indicators

- ESSA requires states to include the following indicators in an accountability system
 - Academic achievement based on annual assessments in English language arts (ELA), math, & science
 - A measure of student growth or progress for elementary & middle schools
 - Graduation rates for high schools
 - Progress in achieving English proficiency for English learners
 - At least one measure of school quality or student success

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Massachusetts' accountability indicators – non-high schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> • English language arts (ELA) average scaled score • Mathematics average scaled score • Science achievement (Composite Performance Index (CPI))
Student Growth	<ul style="list-style-type: none"> • ELA mean student growth percentile (SGP) • Mathematics mean SGP
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	<ul style="list-style-type: none"> • Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

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Massachusetts' accountability indicators – high schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement (Composite Performance Index (CPI)) Mathematics achievement (CPI) Science achievement (CPI)
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)

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Normative component

Normative component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools administering similar statewide assessments
- Used to identify the lowest performing schools in the state
- Same calculation used at the subgroup level to identify low-performing subgroups

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Criterion-referenced component

Criterion-referenced component

- Focus on closing the achievement gap by raising the “achievement floor”
 - Gap-closing can occur as a result of a decline in performance by the high-performing group
- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
 - Every school has a group of lowest performers
 - Identified from cohort of students who were enrolled in the school for more than one year

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Lowest performing students – cohort model

- For most schools serving grades 3-8, these students were:
 - Officially enrolled in current school for two consecutive years;
 - October 1, 2016 through October 1, 2017 (SIMS)
 - Tested in current school in 2017 & 2018; &
 - Not a first- or second-year English learner in 2018
- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the “all students” group only

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Lowest performing students – year-to-year approach

- In high schools, the cohort model cannot be used
- Improvement will be measured using a year-to-year approach based on students who were:
 - Officially enrolled in current school for two consecutive years;
 - October 1, 2016 through October 1, 2017 (SIMS)
 - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
 - Not a first- or second-year English learner in 2018
- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the “all students” group only
- Same methodology will be applied to schools ending in grade 3

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Identifying students in the lowest performing cohort

- Identified using a combined 2017 ELA & math average scaled score
- ESE will share each school & district’s list via a secure dropbox
 - For 2018 accountability reporting, lists will be shared in spring 2018
 - For 2019 & beyond, lists can be shared earlier (e.g., in the fall)

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Criterion-referenced component

- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

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Categorization of schools

Categorization of schools

- Schools will no longer be placed in a vertical hierarchy of levels 1-5
- Number of schools that will be placed into a category based upon a relative standing will be cut in half from previous system
 - Approximately 90 percent of schools could be categorized based on their own performance against targets
- Most schools will have 50 percent of its categorization based on students that have been in the school for at least two years
- Category labels are primarily tied to the level of required assistance or intervention
- Stronger emphasis on schools commended for success

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Categorization of schools

Schools without required assistance or intervention (approx. 85%)

Schools requiring assistance or intervention (approx. 15%)

Schools of recognition	Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
Schools demonstrating high achievement, significant improvement, or high growth	Criterion-referenced target percentage 75-100 2018: Performance against targets reported in 2 categories (meeting & partially meeting) 2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)	Criterion-referenced target percentage 0-74	<ul style="list-style-type: none"> •Non-comprehensive support schools with percentiles 1-10 •Schools with low graduation rate •Schools with low performing subgroups •Schools with low participation 	<ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools

Notes:
 •School percentiles & performance against targets will be reported for all schools

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Categorization of schools

- Current Level 4 & Level 5 schools will be classified as underperforming or chronically underperforming until an exit decision is made by the Commissioner
- Schools ending in grade 3 will be classified based on criterion-referenced component only
 - No student growth, therefore no accountability percentile
- Schools with no tested grades will be classified as “insufficient data”
- Schools with low assessment participation (below 95 percent) will be classified as needing focused/targeted support
 - By subgroup & by subject
 - Using a two-year participation rate average

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Categorization of districts

Categorization of districts

- Districts will be classified based on the performance of the district as a whole
 - No longer categorized based on performance of lowest performing school
- District accountability percentiles will not be calculated
- Classified based on criterion-referenced component
 - Adjustments made for low graduation rates & low assessment participation
- Board may designate a district as underperforming or chronically underperforming



Categorization of districts

Districts without required assistance or intervention

Districts requiring assistance or intervention

Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
Criterion-referenced target percentage 75-100	Criterion-referenced target percentage 0-74	<ul style="list-style-type: none"> •Districts with low graduation rate •Districts with low participation 	<ul style="list-style-type: none"> •Underperforming districts •Chronically underperforming districts
<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting) 2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>			

Notes:

- Performance against targets will be reported for all districts



FY19 Budget Summary

July 1, 2018 - September 16, 2019

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
1110	School Committee	\$77,200	\$28,626	\$27,671	\$20,903	37%	\$77,200	\$0
1210	Superintendent's Office	\$302,740	\$75,124	\$200,133	\$27,483	25%	\$302,740	\$0
1220	Assistant Superintendent	\$0	\$4,586	\$91,714	(\$96,300)	-	\$0	\$0
1410	Business Office	\$249,499	\$38,079	\$116,666	\$94,754	15%	\$249,499	\$0
1430	Legal Service	\$27,000	\$1,581	\$25,419	\$0	6%	\$27,000	\$0
1450	Information Management	\$343,531	\$74,804	\$182,552	\$86,175	22%	\$343,531	\$0
2110	Leadership-Student Service	\$153,674	\$12,345	\$40,175	\$101,155	8%	\$153,674	\$0
2210	School Leadership - Building	\$980,635	\$218,503	\$757,669	\$4,463	22%	\$980,635	\$0
2220	School Curriculum Leaders	\$13,550	\$0	\$0	\$13,550	0%	\$13,550	\$0
2320	Medical/Therapeutic Services	\$604,972	\$40,315	\$539,439	\$25,218	7%	\$604,972	\$0
2325	Substitute Teachers	\$198,158	\$4,070	\$68,840	\$125,248	2%	\$198,158	\$0
2340	Library/Media Center	\$104,123	\$6,374	\$98,572	(\$824)	6%	\$104,123	\$0
2357	Professional Development	\$131,400	\$2,708	\$4,239	\$124,452	2%	\$131,400	\$0
2410	Textbooks	\$111,413	\$25,106	\$41,785	\$44,521	23%	\$111,413	\$0
2415	Other Instructional Materials	\$4,508	\$0	\$891	\$3,616	0%	\$4,508	\$0
2420	Instructional Equipment	\$21,040	\$635	\$5,449	\$14,956	3%	\$21,040	\$0
2430	General Supplies	\$61,684	\$3,769	\$36,050	\$21,865	6%	\$61,684	\$0
2440	Other Instructional Services	\$35,000	\$0	\$220	\$34,780	0%	\$35,000	\$0
2451	Classroom Technology	\$60,500	(\$200)	\$607	\$60,093	0%	\$60,500	\$0
2455	Instructional Software	\$17,400	\$10,634	\$3,562	\$3,204	61%	\$17,400	\$0
2710	Guidance	\$567,643	\$47,162	\$466,251	\$54,231	8%	\$567,643	\$0
2720	Testing and Assessment	\$20,100	\$0	\$0	\$20,100	0%	\$20,100	\$0
2800	Psychological Services	\$174,240	\$13,046	\$156,552	\$4,642	7%	\$174,240	\$0
3200	Medical/Health Services	\$316,857	\$26,469	\$281,621	\$8,766	8%	\$316,857	\$0
3300	Transportation Services	\$1,812,821	\$12,402	\$1,822,221	(\$21,803)	1%	\$1,812,821	\$0
3510	Athletics	\$180,000	\$7,645	\$41,337	\$131,018	4%	\$180,000	\$0
3515	Music	\$95,759	\$1,604	\$49,371	\$44,784	2%	\$95,759	\$0

FY19 Budget Summary
July 1, 2018 - September 16, 2019

Func. Code	Description	FY19 Budget	Expended YTD	Encumbered YTD	Current Available Balance	% Expended YTD	Current Projection	Delta
4110	Custodial Services	\$634,094	\$161,766	\$461,843	\$10,485	26%	\$634,094	\$0
4120	Heating of Building	\$359,511	\$7,010	\$333,310	\$19,190	2%	\$359,511	\$0
4130	Utility Services	\$396,920	\$32,954	\$363,966	\$0	8%	\$396,920	\$0
4210	Maintenance of Grounds	\$49,610	\$1,448	\$19,709	\$28,453	3%	\$49,610	\$0
4220	Maintenance of Buildings	\$152,347	\$24,835	\$35,180	\$92,331	16%	\$152,347	\$0
4225	Maint. of Building Security	\$5,020	\$1,396	\$1,068	\$2,556	28%	\$5,020	\$0
4230	Maintenance of Equipment	\$21,200	\$2,215	\$3,419	\$15,566	10%	\$21,200	\$0
4300	Equipment Custodial Dept	\$0	\$0	\$0	\$0	-	\$0	\$0
4400	Networking & Telecom	\$75,000	\$0	\$5,497	\$69,503	0%	\$75,000	\$0
5100	Retirement	\$580,647	\$496,125	\$29,871	\$54,651	85%	\$580,647	\$0
5200	Benefits & Insurance	\$3,170,442	\$872,958	\$2,225,792	\$71,692	28%	\$3,170,442	\$0
5300	Rental/Lease of Equipment	\$80,240	\$17,214	\$63,026	\$0	21%	\$80,240	\$0
5260	Other Insurance	\$9,000	\$8,437	\$0	\$563	94%	\$9,000	\$0
7400	Equipment	\$0	\$0	\$0	\$0	-	\$0	\$0
7500	Capital Vehicle	\$13,068	\$2,526	\$7,551	\$2,991	19%	\$13,068	\$0
9200	Tuition to Other States	\$223,000	\$0	\$143,343	\$79,657	0%	\$223,000	\$0
9300	Non-Public Programs	\$315,000	\$34,283	\$620,574	(\$339,857)	11%	\$315,000	\$0
9400	Tuition to Collaboratives	\$452,000	\$57,334	\$0	\$394,666	13%	\$452,000	\$0
Total		\$13,202,545	\$2,375,887	\$9,373,157	\$1,453,501		\$13,202,545	

Total Budget \$22,623,706.5
Salaries \$9,421,161.56

IDEA 240 - \$439,843

This is an approximation based on both paid invoices and received quotes:

Building	Issue	Vendor/Repair	Cost
High School	Sewer	Williamson Pump & Motor Initial visit/pumping Replacement of transducer	<ul style="list-style-type: none"> ● \$4,767 ● \$2,888.34
AFM/JFK	Septic	ADC/ Septic Pumping Roto-Rooter/ Plumbing	<ul style="list-style-type: none"> ● \$6,950 ● \$1,790
AFM	Mold	<ul style="list-style-type: none"> ● Remediation & Dehumidifier Rental ● Air Quality Assesment ● Dehumidifier Purchase ● Chairs ● Overtime (Custodial) 	<ul style="list-style-type: none"> ● \$73,328.83 ● \$4,280 ● \$6,570 ● \$1,726.75 ● \$2,794.12
AFM	Burner	Industrial Burner Service	<ul style="list-style-type: none"> ● \$1157.78

Subtotal - \$106,252.82

Total - (ins) - \$32,923.99