

WACHUSETT REGIONAL SCHOOL DISTRICT
HOLDEN ♦ PAXTON ♦ PRINCETON ♦ RUTLAND ♦ STERLING

Minutes

Regular Meeting #1320

Monday, December 10, 2018
7:00 PM

Media Center
Wachusett Regional High School
1401 Main Street, Holden

Wachusett Regional School District Committee

Kenneth Mills, Chair	Robert Imber
Christina Smith, Vice-chair	Matthew Lavoie
Scott Brown	Linda Long-Bellil
Thomas Curran	Amy Michalowski
Michael Dennis	Benjamin Mitchel
Rachel Dolan	Michael Rivers
Stephen Godbout	Megan Weeks
Maleah Gustafson (7:25 PM)	Adam Young
Susan Hitchcock	

Committee Members Absent:

Anthony DiFonso	Asima Silva
Harriet Fradellos	Charles Witkes
Sarah LaMountain	

Committee Members Participating Remotely:

None

Administration Present:

Robert Berlo, Deputy Superintendent
Jeff Carlson, Director of Human Resources
Daniel Deedy, Director of Business and Finance
Lincoln Waterhouse, Interim Administrator of Special Education
Rebecca Petersen, Executive Secretary to the Superintendent

Student Representatives Present:

Donroy Ferdinand

Others present, who desired to be recorded as present (see attached Attendance Sheet – attachment 1).

Chair Mills called the meeting to order at 7:03 PM. He announced the meeting is being recorded but is not streaming or being shown live.

Chair Mills announced Superintendent McCall would not be in attendance, due to a family medical emergency out-of-state.

I. Public Hearing

Heidi Lahey, Holden resident and WREA member, read a prepared statement (attachment 2).

Margaret Watson, Holden Garden Club, read a prepared statement (attachment 3).

II. Chair's Opening Remarks

Chair Mills invited the WRHS Girls' Soccer Team to the podium and congratulated the team and the coaching staff for being State Champions the second year in a row. Chair Mills offered words of praise, encouragement, and good luck, after which Maddie Wilde and Coach David Gentleman said a few words. The team was given a round of applause, and then left the meeting.

7:22 PM Vice-chair Smith left the table.

Chair Mills turned the meeting over to Deputy Superintendent Berlo, who proceeded to present on Spring 2018 MCAS results (attachment 4).

7:24 PM Vice-chair Smith returned to the table.

7:25 PM Member Gustafson joined the meeting.

Deputy Superintendent Berlo reviewed and explained the slides and the information in his presentation, after which members were given the opportunity to ask questions, with many members participating in the Q & A opportunity.

Member Michalowski requested additional information connected with District priorities as related to MCAS testing, information Deputy Superintendent explained has been provided to principals and teachers, and he can provide to the School Committee in his next report. Member Michalowski also asked that the Committee be provided with information about dual enrollment opportunities for WRHS students and a report/information addressing the discrepancy in science curriculum across the District, noting this report/information being gathered and shared is not an immediate concern or request.

Additional questions were asked and answered before Deputy Superintendent Berlo's presentation concluded.

Continuing with Chair's Opening Remarks, Chair Mills took the opportunity to speak about quorum issues encountered at the last full School Committee meeting and also at subcommittee meetings. This will be a topic on the next Management Subcommittee agenda.

At Chair Mills' invitation, Vice-chair Smith, Member Gustafson, and Member Weeks spoke about their attendance at this November's MASS/MASC Joint Conference, thanking the Committee for supporting their attendance and providing the opportunity to participate in this worthwhile event. Member Gustafson's and Member Weeks' reports on the Joint Conference will be shared in the next Superintendent's Report.

III. Student Representatives' Reports

Student Representative Ferdinand added his congratulations to the Girls' Soccer Team, reported there will be concerts at the high school the evenings of December 12th and 13th, winter sports have begun, winter break is fast approaching, and all is well at WRHS. Education Subcommittee Member Long-Bellil asked Student Representative Ferdinand his opinion about "Blizzard Bags," to which he answered "no."

With no objection from members, Chair Mills altered the agenda, bringing action on the Superintendent's 2018-2019 goals forward for action by the full School Committee.

Motion: Approval of the Superintendent's Goals 2018-2019.

(R. Imber)

(L. Long-Bellil)

At Chair Mills' request, Superintendent Goals and Evaluation Subcommittee Chair Lavoie spoke about the Superintendent's proposed goals, and at Member Dennis' request he explained the process used in the development of these goals (attachments 5 & 6). Some additional discussion took place.

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Stephen Godbout
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:

None

The motion passed unanimously.

IV. Superintendent's Report

A. Discussion of Report

In Superintendent McCall's absence, Chair Mills asked Deputy Superintendent if he wanted to speak about anything included in the Superintendent's Report. Deputy Superintendent Berlo mentioned that recent budget discussions have included implementation of tuition-free, full-day kindergarten. Member Michalowski asked if District administration could provide a general sense of class sizes at the high school.

At Member Long-Bellil's request, Chair Mills reported on the November 8, 2018 FY20 Budget Roundtable.

Member Hitchcock asked additional questions about implementation of tuition-free, full-day kindergarten.

8:34 PM Student Representative Ferdinand left the meeting.

B. Recommendations Requiring Action by the School Committee

Motion: To support the Resolution for Support for Full Funding of Our Public Schools

(R. Imber)

(S. Hitchcock)

Chair Mills read aloud the resolution (attachment 7). Member Imber spoke about having a five year plan to address class size concerns, dual enrollment at WRHS, etc. Member Lavoie requested/suggested the drafting of a resolution for full Committee review and approval, a resolution that would encourage/request the state to use new-found revenue to support/fund schools/education.

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Stephen Godbout
Maleah Gustafson
Susan Hitchcock
Robert Imber

Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:
None

The motion passed unanimously.

Motion: To accept donations to Davis Hill Elementary School and Leroy E. Mayo Elementary School from Holden Garden Club.

(M. Dennis)
(B. Mitchel)

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Stephen Godbout
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:
None

The motion passed unanimously.

V. Unfinished Business

There was no unfinished business brought before the Committee.

VI. Secretary's Report

- A. Approval of 1318th Regular Meeting Minutes of the Wachusett Regional School District Committee held on October 15, 2018

Motion: To approve minutes of the regular meeting of the WRSDC held on October 15, 2018.

(L. Long-Bellil)
(S. Brown)

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Rachel Dolan
Stephen Godbout
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:

None

Abstained:

Michael Dennis

The minutes were approved 16-0-1.

VII. Treasurer's Report/Financial Statements

Chair Mills reminded the Committee that if there were questions regarding the Director of Business and Finance's report that Members should contact the Superintendent; if there were questions regarding the Treasurer's Report, Members should contact the Business/Finance Subcommittee Chair.

VIII. Committee Reports

- A. Management Subcommittee (K. Mills, Chair, C. Smith, Vice-chair, T. Curran, M. Dennis, S. Hitchcock, R. Imber, M. Lavoie)

Chair Mills reported this subcommittee has not met since the last School Committee meeting. He expects the subcommittee will meet sometime before the next School Committee meeting in January.

- B. Education Subcommittee (R. Imber, Chair, C. Smith, Vice-chair, A. DiFonso, R. Dolan, S. LaMountain, L. Long-Bellil, A. Silva)

Subcommittee Chair Imber reported this subcommittee met immediately before this full Committee meeting, and he gave an overview of items addressed at that meeting.

Motion: To approve the second reading of Draft Policy 6950 **Policy Relating to Pupil Services School-Parent/Guardian Relations**, waiving the reading.

(R. Imber)

(L. Long-Bellil)

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Stephen Godbout
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:

None

The motion was unanimously approved.

- C. Business/Finance Subcommittee (M. Dennis, Chair, C. Witkes, Vice-chair, M. Gustafson, L. Long-Bellil, B. Mitchel)

Subcommittee Chair Dennis reported on the October 29, 2018 and November 26, 2018 meetings of this subcommittee.

8:46 PM Vice-chair Smith left the table.

Subcommittee Chair Dennis noted that since the subcommittee was not provided budget specific information about tuition-free, full-day kindergarten, discussion of this topic at the Business/Finance Subcommittee level was limited. Additional discussion ensued about OPEB (Other Post-Employment Benefits) and the projected deficit in Special Education Out-of-District tuitions.

8:55 PM Member Godbout left the meeting.

Member Dolan requested an update about audit procedural issues, specifically mentioning Student Activity Accounts and Gifts and Grants, and asked that this be include on Business/Finance Subcommittee meeting agendas.

- D. Legal Affairs Subcommittee (S. Hitchcock, Chair, S. Brown, Vice-chair, H. Fradellos, S. Godbout, M. Rivers)

Motion: To approve the second reading of Amended Policy 1312 *Policy Relating to School Committee Operation Evaluation of the Superintendent*, waiving the reading.

(S. Hitchcock)
(M. Weeks)

Vote:

In favor:

Kenneth Mills
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel
Michael Rivers
Megan Weeks
Adam Young

Opposed:

None

The motion was unanimously approved.

8:58 PM Vice-chair Smith returned to the table.

Subcommittee Chair Hitchcock reported this subcommittee has met twice since the last School Committee meeting. She reported negotiations with three of the District's bargaining units (clerical, custodial, food service) are getting underway.

- E. Superintendent Goals and Evaluation Subcommittee (M. Lavoie, Chair, A. Michalowski, Vice-chair, K. Mills, M. Weeks)

Now that the Superintendent's 2018-2019 goals have been approved by the full School Committee, Subcommittee Chair Lavoie is expecting the Superintendent to provide the Committee with an update on actions towards completion of goals at the February meeting of the full Committee.

- F. Facilities and Security Subcommittee (T. Curran, Chair, M. Rivers, Vice-chair, A. Young)

Subcommittee Chair Curran reported on the December 4, 2018 meeting of this subcommittee, at which time an update on ALICE training District-wide was given, security camera systems were discussed, and the tuition-free, full-day kindergarten proposal was discussed and supported by the subcommittee. This subcommittee will meet next on January 16, 2019.

- G. Audit Advisory Board

AAB Vice-chair Mitchel reported the AAB has not met since the last School Committee meeting. Chair Mills again mentioned the need for representation on the AAB from the towns of Paxton, Princeton, and Rutland.

- H. Ad Hoc Subcommittees

- I. Building Committees

1. Mountview Building Committee

No report was made.

- J. School Council Reports:

Central Tree Middle School (M. Lavoie), Chocksett Middle School (S. Godbout), Davis Hill Elementary School (S. Brown), Dawson Elementary School (A. Young), Glenwood Elementary School (A. DiFonso), Houghton Elementary School (S. Godbout), Mayo Elementary School (T. Curran), Mountview Middle School (K. Mills), Naquag Elementary School (C. Witkes), Paxton Center School (B. Mitchel), Thomas Prince School (A. Silva), Wachusett Regional High School (A. Michalowski/C. Smith), Special Education Parent Advisory Council (M. Gustafson), Early Childhood Center

Member Brown – Mountview Middle School

Member Gustafson – SEPAC – *High School Special Education Program and Tour of Facilities* is scheduled for 6:00 PM December 11, 2018

Member Michalowski – WRHS

Member Curran – Mayo Elementary School

Chair Mills - indirect report on Davis Hill SIMCO meeting

IX. Public Hearing

Heidi Lahey, Holden resident and WREA member, addressed the Committee.

X. New Business

Member Rivers asked about minutes of subcommittee meetings being posted on the District website. Chair Mills will include this topic on the agenda for the next Management Subcommittee meeting.

Member Dennis asked what mechanism is or could be put in place to help close the loop when School Committee member(s) are contacted about a concern or an issue to assure School Committee member(s) are kept informed of action taken towards resolution of the concern or issue. Chair Mills will include this topic on the agenda for the next Management Subcommittee meeting.

Vice-chair Smith asked that the Committee be provided an update about or a presentation be made about Special Education, mentioning specifically the Language-based Disability programs.

XI. Adjournment

Motion: To adjourn.

Vote:

In favor:

Kenneth Mills
Christina Smith
Scott Brown
Thomas Curran
Michael Dennis
Rachel Dolan
Maleah Gustafson
Susan Hitchcock
Robert Imber
Matthew Lavoie
Linda Long-Bellil
Amy Michalowski
Benjamin Mitchel

Michael Rivers
Megan Weeks
Adam Young

Opposed:
None

The motion was unanimously approved.

The meeting adjourned at 9:21 PM.

Respectfully submitted,

Darryll McCall, Ed.D.
Superintendent of Schools

DM:rlp

Attachments:

- Attachment 1 – Sign-in sheets
- Attachment 2 – public address – Heidi Lahey
- Attachment 3 – public address – Margaret Watson
- Attachment 4 – Spring 2018 MCAS presentation
- Attachment 5 – Superintendent Goal Plan 2018-2019
- Attachment 6 – Educator Plan Form
- Attachment 7 - Resolution for Support for Full Funding of Our Public Schools

Attachment 1

Attachment 1

WACHUSETT REGIONAL SCHOOL DISTRICT

WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE

**Regular Meeting
Monday, December 10, 2018**

SIGN-IN SHEET FOR THOSE WHO WISH TO ADDRESS THE SCHOOL COMMITTEE DURING PUBLIC SESSION. THIS SHEET SHALL BECOME PART OF THE PUBLIC RECORD.

PLEASE **PRINT** YOUR NAME, YOUR ADDRESS, AND THE TOPIC YOU WISH TO DISCUSS, IF YOU WISH TO ADDRESS THE SCHOOL COMMITTEE DURING PUBLIC SESSION.

FOR YOUR INFORMATION AND REVIEW IN ADVANCE OF SPEAKING, PLEASE TAKE A COPY OF THE *GUIDELINES FOR PUBLIC HEARING* (printed on light yellow paper).

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WACHUSETT REGIONAL SCHOOL DISTRICT COMMITTEE
Regular Meeting
Monday, December 10, 2018

PLEASE **PRINT** YOUR NAME AND YOUR TOWN

[illegible]

Good evening. Heidi Lahey, 166 Bullard Street, Holden. Resident, taxpayer, parent and educator in Wachusett Regional School District, and president of the Wachusett Regional Education Association.

This past Saturday, the MTA Board of Directors voted unanimously to begin work with our members across the state to address the critical issue of public education underfunding. Our members will be signing petitions in all of our schools in support of increased state funding for public education.

I've been teaching in Wachusett for nine years, and I've been the union president for half of those years. I don't even need to write new remarks to highlight the needs- because so many have not been met due to inadequate funds.

In the 2017 DESE report on per pupil in district spending, Wachusett remained far below the state average of \$15,458 with our in district per pupil spending at \$11,560. Simple subtraction shows we are \$3898 dollars below average. If we had the state average for our 7,327 in district students, we would have \$28.5 million dollars more.

If Wachusett had the same budget per pupil (\$13,999) as Worcester, we would have \$17.8 million dollars more.

If Wachusett had the same per pupil (\$12,529) as Shrewsbury, we would have \$7 million dollars more.

What could those resources do for our students, from the top notch to the severe needs?

How much more of their potential could be unlocked and developed?

How many future costs due to lesser educational outcomes could be avoided ? How long are we going to continue the long slow decline?

In December of 2014, WREA created an Inadequate Resources Report for teachers to track missing resources that impacted instruction. Over 10 school days, our members completed 300 reports. We collected information in two categories: staffing and materials. Among the staffing shortages,

there were 169 reports of missing aide time for inclusion or instruction, 41 teachers absent without subs, and prep time that was inadequate to meet workload.

A request for information for this year shows the same type of shortages. Thru the 10/26/18 Payroll, at the 11 District schools serving a K-8 population Number of there were 170 call-outs K-8 without a designated substitute. In early November, our building representatives voted to bring this issue forward as a priority. In third week of November, the district did increase the daily rate by \$10 per day.

Due to a scarcity of available teacher subs, support staff are reassigned from direct student services to cover absences.

This is robbing Peter to pay Paul, necessitated by inadequate funding. It is the students and staff who pay in the short term- and our society as a whole pays in the long term when those students don't reach their full potential.

This fall, to address a need for more clerical support in special education at central office to support interim directors and to address concerns over timelines for certain functions, clerical tasks in special education were shifted back to the schools to handle. After making a demand to bargain the impact of the change on WREA members who were assigned to complete these additional tasks, I undertook a survey.

Of the 50 responses received:

66% stated that they were not proficient in the tasks that were being reassigned to them

68% needed dedicated and trained clerical staff in their schools

70% needed additional prep time to complete the added work

43% needed training in Esped

43% needed templates and examples of correct legal language for IEP documents

Robbing Peter to pay Paul-assigning educators to clerical tasks in a highly regulated area without adequate training-because there is a shortage of resources to add clerical staff at central office.

To repeat my exact words from January 12, 2015:

I believe that all of us who care deeply and are committed to educating the children of this district must work together in new and vital ways to access funding for improvements that are desperately needed. The students, teachers and staff of the District have been laboring for years with insufficient levels of funding. The flat MCAS scores and the growing achievement gap in special education are just two measurable data points revealing the impact of low funding levels on student achievement. The teachers have given their all but it is no longer enough to remediate for inadequate staffing and insufficient materials. The gap has grown too large.

Our needs for staffing and support are no surprise to most of you here tonight. But I suspect that there are parents and citizens in our towns who would be shocked and dismayed to hear the details of the ongoing shortages that we struggle to overcome every day. I firmly believe that in addition to educating children, my job is to advocate for children. It is in that spirit that I request this committee to engage openly with all the stakeholders in public education in creating and taking action. We need to join together to insist on adequate public education funding both locally and on the state level. We must work together if we are ever going to provide a quality education for the current children of this district. Today, we are falling far short of that goal. As the elected representatives of the towns to this committee, I urge you to support the resolution for Fully Funding our Schools.

The Superintendent's report in November listed 82 classes that exceed the School Committee's class size policy. The cost to staff according to the policy is estimated at \$1,925,000. If the state had implemented the recommendation of the Foundation Funding Review Committee, Wachusett would be receiving an additional \$2.9 million dollars, making those class

size improvements an attainable goal in the same budget as full day Kindergarten.

These goals are NOT beyond our reach, but we cannot achieve them without the engagement of our citizens to demand the state implement all of the recommendations from their own committee.

The austerity narrative that has pervaded every aspect of our public lives is a lie. Resources for the common good exist if we have the political will to access them. How long will we the people accept degradation of services in every aspect of public life: education, health-care, transportation, environment?

The children are counting on us. Let's not disappoint them.

ADDRESS TO SCHOOL COMMITTEE— Margaret Watson, 12/ 10/ 18

The Holden Garden Club is pleased to provide grant funding to two Holden public schools for the current year. This funding will help to provide hands-on experiences in gardening and horticulture for students beyond the classroom.

The Davis Hill Elementary School has been working with the Holden Community Garden Committee for three years in a joint effort to establish a working children's garden. A total of 8 raised bed have been built, two of which were placed an an Eagle Scout project. Composted systems are in also in place, and a perimeter fence has been erected, and with a previous contribution from the Holden Garden Club, a water collection was put into place for the conservation of water onsite.


This year the Holden Garden Club is pleased to award Davis Hill \$300. to improve the soil in the gardens so that fresh compost will top off the beds and also provide necessary organic amendments to improve the pH.

Also, the Holden Garden Club has awarded a sum to \$700. to the Leroy E. Mayo School allowing them to purchase materials to improve the student gardens on the school site. Second grade teachers, Andrew Hackett, Jennifer Tibbitt, and Alex Leith have worked for several years using HGC funding and help from other community groups to provide this hands-on horticultural experience to students at Mayo. The funding this year will improve the gardens through the purchase of butterfly bushes, soil, and garden edging.

The Gardening Committee at Mayo is composed of classroom teachers, town community garden members, and selectmen. The Holden DPW has assisted in the construction of the two garden areas. Jed's Hardware has generously provided additional plant donations. All food grown harvested in the Mayo Garden is donated to the Rutland Food Pantry.

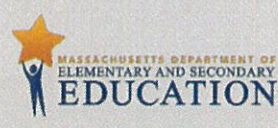
In May of this year, the Mayo School Garden was awarded first honors by the Secretary's Award for Excellence in Energy and Environmental Education.

The schools gardens have been created through the efforts of several community groups and individuals. The Holden Garden Club is proud to have played a significant role in the development of the student gardens. The funding for the grants comes solely through the annual plant sale held near the Damon Building each year in May.



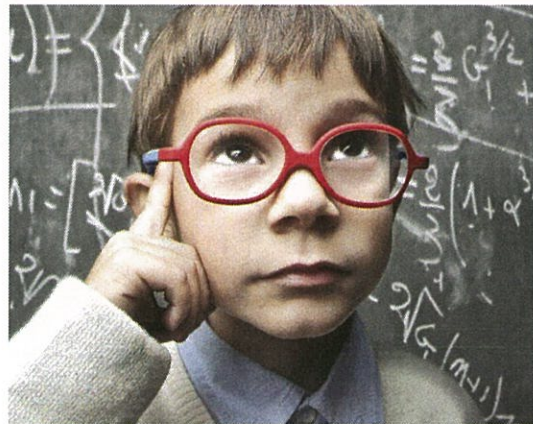
The Next-Generation MCAS, the Accountability System and WRSD 2018 Results

November 5th WRSDC Meeting



Agenda

1. Changes to MCAS
2. Changes to DESE Accountability System
3. Overview of WRSD Results



1. Next-Generation MCAS: Performance Categories

- On the legacy MCAS, the four scoring categories were
 - Advanced
 - Proficient
 - Needs Improvement
 - Warning/Failing.
- On the next-generation MCAS, the four scoring categories are:
 - Exceeding Expectations
 - Meeting Expectations
 - Partially Meeting Expectations
 - Not Meeting Expectations.

These new categories emphasize readiness for higher-level work at the next grade level.



1. Next-Generation MCAS: Scaled Scores

- The next-generation MCAS uses a scale of 440 to 560.
- It should not be directly compared to the legacy MCAS, which used a scale of 200–280.

The next-generation MCAS establishes high expectations to better reflect whether students are on track for the next grade level and ultimately for college and a career.



1. Next-Generation MCAS: The Assessment

- The next-generation MCAS is a new test with a different approach to assessing student performance.
 - Next-generation results cannot be compared to prior year's.
- The first year of this new assessment was 2017.
 - In 2017, grade 8 at WRSD took the new MCAS online, the rest of the grades were paper-based.
 - In 2018, grades 3-8 at WRSD took the assessment online.
- Students in 10th grade will take the next generation MCAS for the first time this spring.



2. Accountability System: Required 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



2. Accountability System: Highlights

- New system has additional accountability indicators
 - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
 - Includes accountability percentiles & progress toward targets
- Emphasis placed on districts and schools to raise 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



2. Accountability System: English Language Proficiency Indicator

- New indicator in 2018
- Set students on a path to achieving English language proficiency in six years
- Set targets for each English learner based on:
 - Initial ACCESS for ELLs assessment results
 - Grade
 - Years in Massachusetts
- School & district performance will be measured based on the percentage of students meeting their targets each year



2. Accountability System: Indicators for 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)



2. Accountability System: Indicators for 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)



2. Accountability System: Accountability Indicators

- Will use average scaled score for the science & high school test once all tests have transitioned to Next-Generation MCAS
- Accountability data may be negatively impacted by late or inaccurate district data submissions
 - Student Information Management System (SIMS)
 - Student enrollment/subgroup membership
 - Chronic absenteeism
 - Student Course Schedule (SCS)
 - Advanced coursework completion



2. Accountability System: Setting Targets

- For 2018 reporting, targets will only be set for one year
 - Long-term targets will be set in the future
- Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past
- Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement



2. Accountability System: Classification 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	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
	<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting)</p> <p>2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>			

Notes:

- School percentiles & performance against targets will be reported for all schools



2. Accountability System: Classification 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



2. Accountability System: Classification of Districts

Districts without required assistance or intervention

Districts requiring assistance or intervention

Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
<p>Criterion-referenced target percentage 75-100</p> <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>	<p>Criterion-referenced target percentage 0-74</p>	<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

Notes:

- Performance against targets will be reported for all districts



3. MCAS Results: Accountability Classifications

Organization Information

DISTRICT NAME Wachusett (07750000)	TITLE STATUS Title I District
REGION West/Central	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification Not requiring assistance or intervention

School Accountability Information

School	Accountability classification	About the Data
Central Tree Middle	Not requiring assistance or intervention	
Chocksett Middle School	Not requiring assistance or intervention	
Davis Hill Elementary	Not requiring assistance or intervention	
Dawson	Not requiring assistance or intervention	
Early Childhood Center	Insufficient data	
Glenwood Elementary School	Not requiring assistance or intervention	
Houghton Elementary	Not requiring assistance or intervention	
Leroy E. Mayo	Not requiring assistance or intervention	
Mountview Middle	Not requiring assistance or intervention	
Nagawag Elementary School	Insufficient data	
Paxton Center	Not requiring assistance or intervention	
Thomas Prince	Not requiring assistance or intervention	
Wachusett Regional High	Not requiring assistance or intervention	



3. MCAS Results: State Trends

Students across the state performed the lowest on the following tests:

•ELA:

- Grade 7
- Grade 6
- Grade 8

•Math:

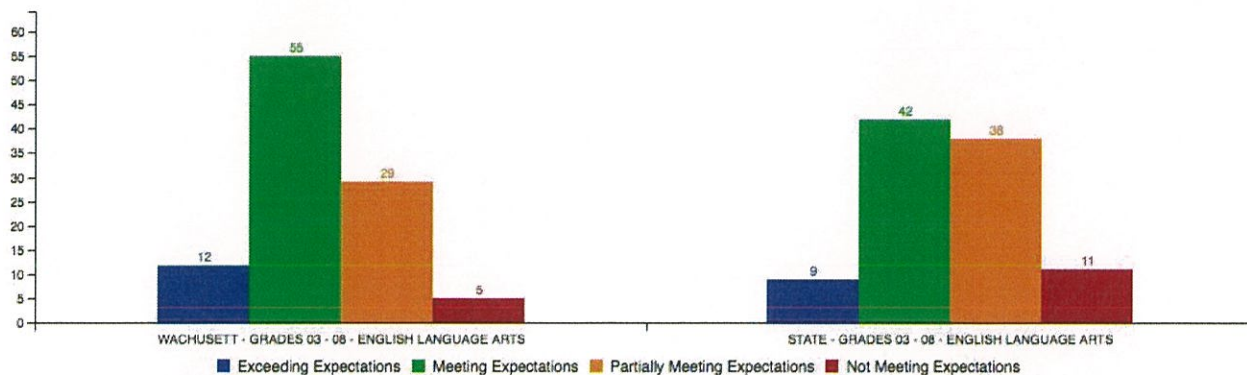
- Grade 7
- Grade 5
- Grade 6



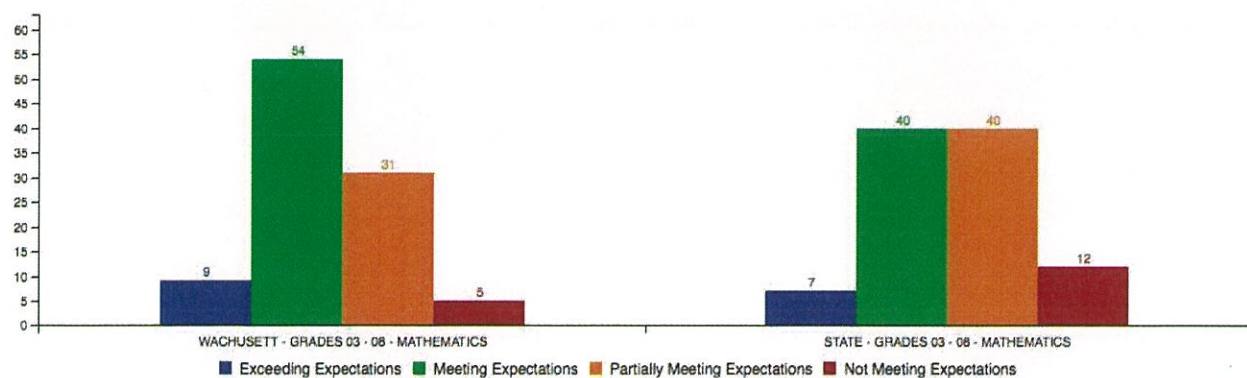
3. MCAS Results: WRSD and the State

Grade	ELA-District	ELA-State	Diff.	Math-District	Math-State	Diff.
3	507.4	502.2	+5.2	507.2	500.0	+7.2
4	505.8	501.8	+4.0	501.2	497.9	+3.3
5	506.6	501.9	+4.7	505.8	497.5	+8.3
6	512.4	501.0	+11.4	509.1	498.6	+10.5
7	509.1	497.0	+12.1	507.9	497.5	+10.4
8	506.7	499.1	+7.6	504.4	498.8	+5.6
10	99.1*	96.2*	+2.9	96.8*	89.5*	+7.3
*CPI						

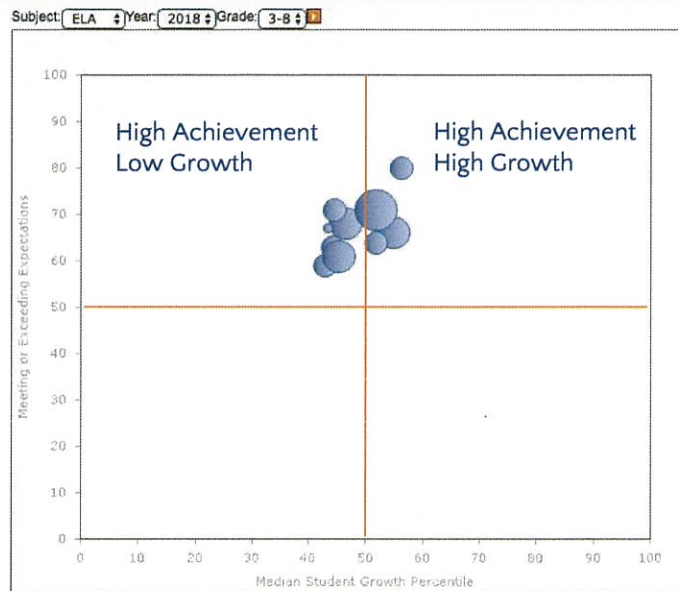
3. MCAS Results: Grades 3–8 ELA Achievement for WRSD



3. MCAS Results: Grades 3–8 Math Achievement for WRSD



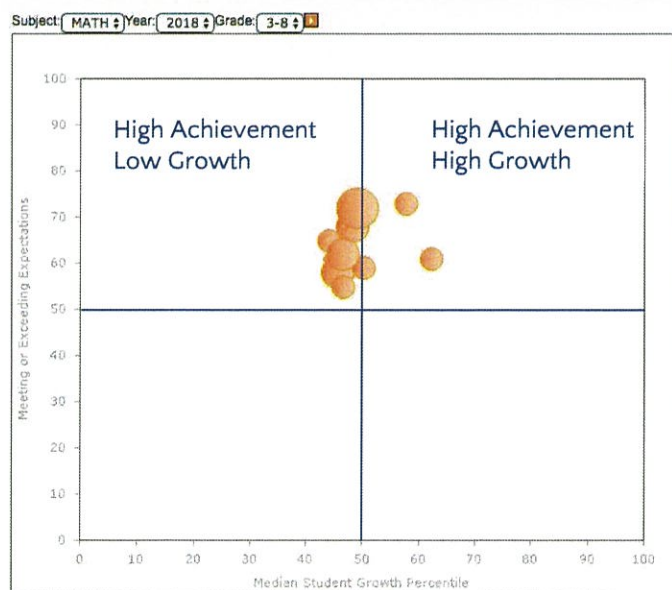
3. MCAS Results: Grades 3–8 ELA Growth for WRSD



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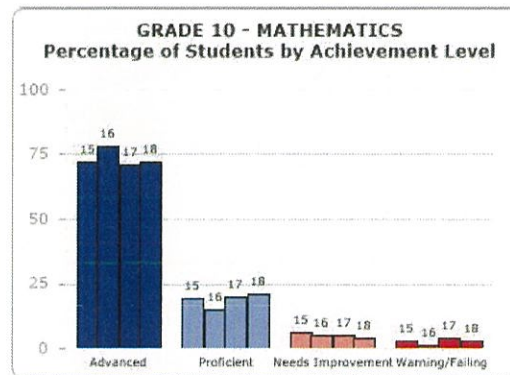
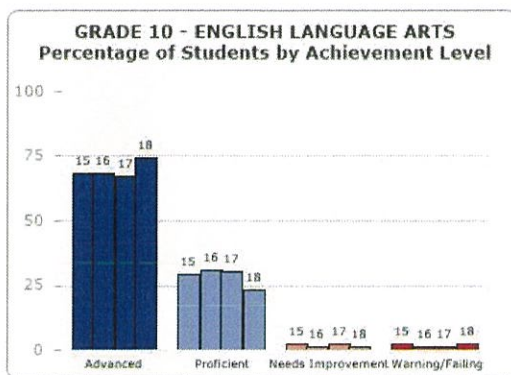
3. MCAS Results: Grades 3–8 Math Growth for WRSD



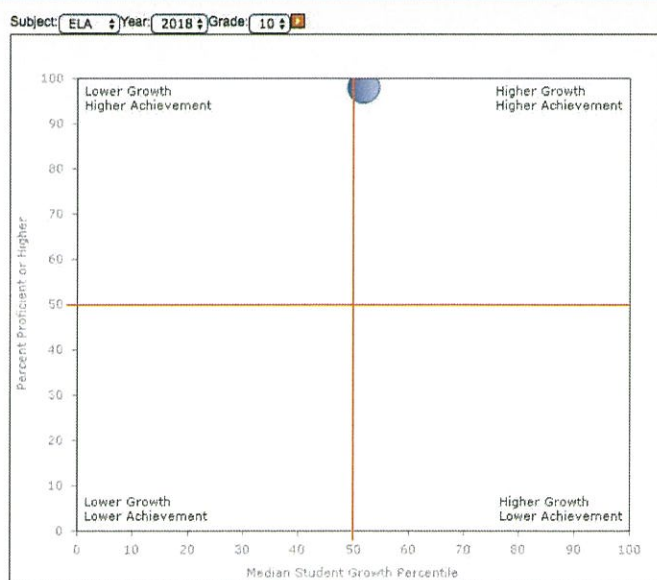
Massachusetts Department of Elementary and Secondary Education



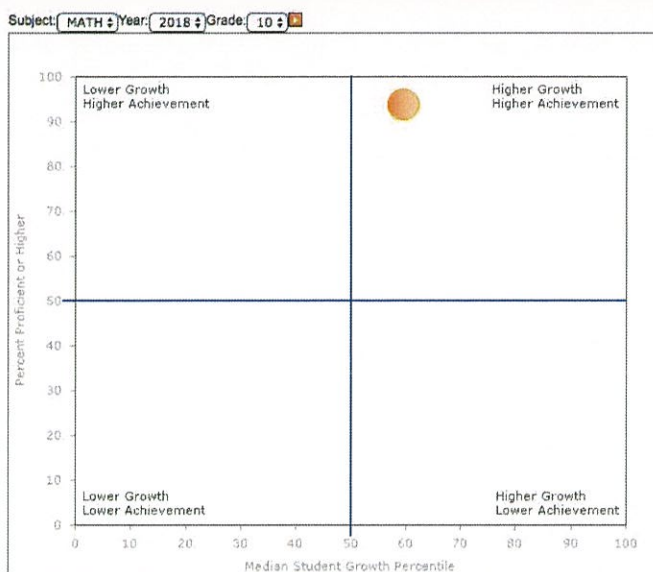
3. MCAS Results: Grade 10 ELA & Math Achievement for WRSD



3. MCAS Results: Grade 10 ELA Growth for WRSD



3. MCAS Results: Grade 10 ELA Growth for WRSD



Massachusetts Department of Elementary and Secondary Education

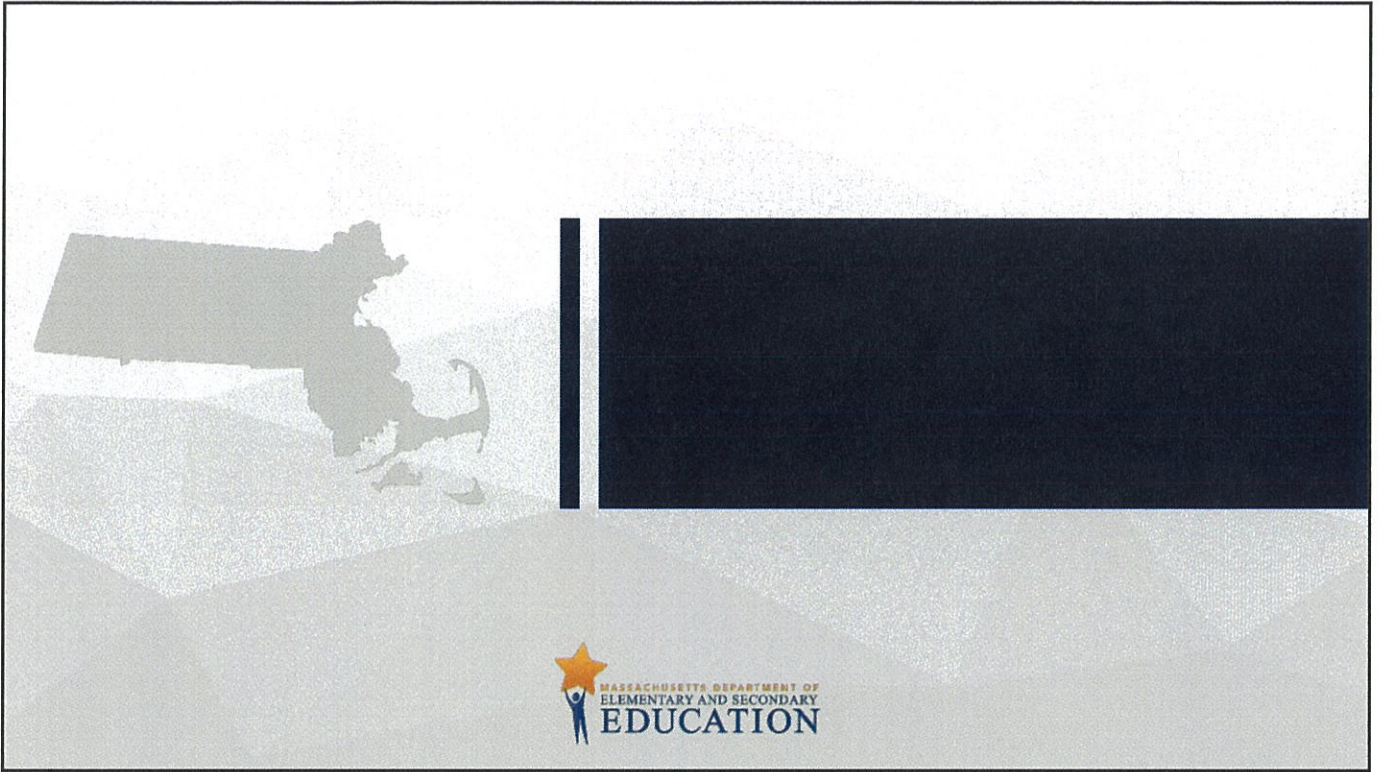


3. MCAS Results: District Support Plan

- Examine 2018 MCAS results to:
 - Identify areas of lower than expected performance for the aggregate and for subgroups (high needs, students with disabilities)
 - Identify areas of lower than state average growth for the aggregate and for subgroups
- Identify “at-risk” students for each grade level
- Establish learning goals for at risk students
- Monitor student progress
- Revise goals/supports

Massachusetts Department of Elementary and Secondary Education





Superintendent Goal Plan 2018-2019 - DRAFT 10/15/2018Educator—Name/Title: Darryll McCall, Ed.D, SuperintendentPrimary Evaluator—Name/Title: WRSDCCheck all that apply¹: ☒ Proposed Goals ☐ Final Goals Date: 10/15/18

A minimum of one student learning goal and one professional practice goal are required. **Team goals must be considered** per 603 CMR 35.06(3)(b). Attach pages as needed for additional goals or revisions made to proposed goals during the development of the Educator Plan.

Student Learning Goal <i>Check whether goal is individual or team; write team name if applicable.</i>	Professional Practice Goal <i>Check whether goal is individual or team; write team name if applicable.</i>
<p>Individual X Team:</p> <ul style="list-style-type: none"> - By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students. <p>Rationale - At-risk students represent a demographic that requires defined support. The District must define data protocols in order to build capacity to support these students. Alignment - This goal aligns with Domains 2 and 3 of the WRSD Strategic Plan and Standard 1: Instructional Leadership</p>	<p>X Individual Team:</p> <ul style="list-style-type: none"> - The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district. <p>Rationale - With 3 new principals and 3 new Central Office administrators, it is necessary for support to be provided to these critical positions. This induction program will be leveraged into a more formal development program in future years. Alignment - This goal aligns with Domain 1 of the WRSD Strategic Plan and Standard I: Instructional Leadership and Standard IV: Professional Culture.</p>

¹ If proposed goals change during Plan Development, edits may be recorded directly on original sheet or revised goal may be recorded on a new sheet. If proposed goals are approved as written, a separate sheet is not required.

<p>District Improvement Goal <i>Check whether goal is individual or team; write team name if applicable.</i></p>	<p>District Improvement Goal <i>Check whether goal is individual or team; write team name if applicable.</i></p>
<p>Individual X Team:</p> <ul style="list-style-type: none"> - By July 2019, ALICE training will be provided at all schools, with at least 80% of staff to be trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools. <p>Rationale - The safety of our students and staff remains at the forefront of our planning. The ALICE program will be rolled out to staff this year and next, with a goal of having all staff trained by the end of 2020.</p> <p>Alignment - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard I: Instructional Leadership, Standard II: Management and Operations and Standard IV: Professional Culture.</p>	<p>Individual X Team:</p> <ul style="list-style-type: none"> - By June 2019, create a protocol by which every school has a consistent approach to working with the Panorama data associated with students sense of belonging. <p>Rationale - After analyzing Panorama data, it has been noted that responses for students, particularly in grades 6 through 12, were below those of their peers nationally.</p> <p>Alignment - This goal aligns with Domains 2 and 5 of the WRSD Strategic Plan and Standard 1: Instructional Leadership and Standard III: Family and Community Engagement.</p>

S.M.A.R.T.: **S**=Specific and Strategic; **M**=Measurable; **A**=Action Oriented; **R**=Rigorous, Realistic, and Results-Focused; **T**=Timed and Tracked

Educator Plan Form DRAFT (10/15/2018)

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

Student Learning Goal*Check whether goal is individual or team; write team name if applicable.*

Individual

x Team:

- By June 2019, 100% of principals will utilize the Early Warning Indicator System (EWIS), with the superintendent leading district administrators to identify characteristics that will determine whether students are at-risk. Data protocol will be developed by the superintendent to be used for identification of, plan development for, and assessment of improvements in the performance of these students.

Student Learning Goal(s): Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none"> • At-risk students are identified 	<ul style="list-style-type: none"> • School administrative team • Superintendent/District level administration • Teachers 	<ul style="list-style-type: none"> • 9/2018
<ul style="list-style-type: none"> • Teams meets to define outcomes for the year 	<ul style="list-style-type: none"> • School administrative team • Superintendent/District level administration • Teachers 	<ul style="list-style-type: none"> • 10/2018 - ongoing
<ul style="list-style-type: none"> • At-risk students are assessed to establish baseline 	<ul style="list-style-type: none"> • School administrative team • Superintendent/District level administration • Teachers 	<ul style="list-style-type: none"> • 10/2018

<ul style="list-style-type: none"> • At-risk students, when appropriate, have formative assessment. 	<ul style="list-style-type: none"> • School administrative team • District level administration • Teachers 	<ul style="list-style-type: none"> • 1/2019
<ul style="list-style-type: none"> • Teams meets to assess mid-year growth and makes modifications as needed. 	<ul style="list-style-type: none"> • School administrative team • District level administration • Teachers 	<ul style="list-style-type: none"> • 2/2019
<ul style="list-style-type: none"> • At-risk students, when appropriate, have summative assessment. 	<ul style="list-style-type: none"> • School administrative team • District level administration • Teachers 	<ul style="list-style-type: none"> • 5/2019

*Additional detail may be attached if needed.

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Educator Plan Form

Professional Practice Goal

Check whether goal is individual or team; write team name if applicable.

- ☒ Individual
☐ Team:

The superintendent will develop leadership capacity in his administrative team by facilitating at least 8 administrative leadership meetings that focus on consistency of practice, vision for success, and support of the WRSD Strategic Plan. By June 2019 he will also develop an induction program for each category of administrators (principal, assistant principal, central office) to increase the confidence and success of new administrators to the district.

Professional Practice Goal(s): Planned Activities

*Describe actions the educator will take to attain the professional practice goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none">• Meet with all district administrators to establish consistent goals	<ul style="list-style-type: none">• Superintendent/District level administration	<ul style="list-style-type: none">• 08/2018
<ul style="list-style-type: none">• Monthly meetings with Principal Leadership Team (PLT)	<ul style="list-style-type: none">• Superintendent/District level administration	<ul style="list-style-type: none">• 09/2018 - ongoing
<ul style="list-style-type: none">• Assignment of all first year administrators to a mentor	<ul style="list-style-type: none">• School administrators• Superintendent/District level administration• DESE materials	<ul style="list-style-type: none">• 10/2018
<ul style="list-style-type: none">• Assignment of a support team that shall consist of a mentor and an	<ul style="list-style-type: none">• School administrators• Superintendent/District level administration	<ul style="list-style-type: none">• 10/2018 - ongoing

¹ Must identify means for educator to receive feedback for improvement per 603 CMR 35.06(3)(d).

<p>administrator qualified to evaluate administrators.</p> <ul style="list-style-type: none"> • Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities. • Meet with new administrators to assist with integration into the WRSD. • Provision for adequate time and resources to learn how to use effective methods of personnel selection, supervision, and evaluation that are included in the Professional Standards for Administrators. • Plan assessed through administrator feedback (including pre- and post-intervention assessment), defined, and organized for future implementation 	<ul style="list-style-type: none"> • DESE materials • School administrators • Superintendent/District level administration • DESE materials • School administrators • Superintendent/District level administration • School administrators • Superintendent/District level administration • School administrators • Superintendent/District level administration 	<ul style="list-style-type: none"> • 10/2018 - ongoing • 10/2018 - ongoing • 10/2018 - ongoing • 5/19
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Educator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

District Improvement

Check whether goal is individual or team; write team name if applicable.

Individual

x Team:

- By July 2019, ALICE training will be provided at all schools, with at least 80% trained within year 1 of a three year roll-out and a comprehensive Emergency Operation Plan (EOP) will be developed for all schools.

District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none">• Meet with ALICE trained administrative team	<ul style="list-style-type: none">• Review materials• School administrators• Superintendent/District level administration	<ul style="list-style-type: none">• 8/2018
<ul style="list-style-type: none">• Meet with local emergency officials	<ul style="list-style-type: none">• Superintendent/District level administration• Review materials	<ul style="list-style-type: none">• 8/2018
<ul style="list-style-type: none">• Administrators participate in ALICE online training	<ul style="list-style-type: none">• School administrators• Superintendent/District level administration	<ul style="list-style-type: none">• 8/2018
<ul style="list-style-type: none">• School administrators are trained as trainers.	<ul style="list-style-type: none">• Building principals	<ul style="list-style-type: none">• 10/2018

<ul style="list-style-type: none"> • School administrators conduct training with building staff • Emergency Operation Plans are defined for each school 	<ul style="list-style-type: none"> • School administrators • School staff • School administrators • Superintendent/District level administration • Local emergency officials 	<ul style="list-style-type: none"> • ongoing • 6/2019
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*Additional detail may be attached if needed.

Educator Plan Form

Educator—Name/Title: Darryll McCall, Ed.D., Superintendent

Primary Evaluator—Name/Title: WRSDC

District Improvement

Check whether goal is individual or team; write team name if applicable.

Individual

x Team:

- By June 2019, a protocol will be created by which every school has a consistent approach to working with the Panorama data associated with students' sense of belonging.

District Improvement Goal: Planned Activities

*Describe actions the educator will take to attain the student learning goal(s).
Activities may apply to individual and/or team. Attach additional pages as needed.*

Action	Supports/Resources from School/District ¹	Timeline or Frequency
<ul style="list-style-type: none">• Review of Panorama data	<ul style="list-style-type: none">• Superintendent/District level administration• School administration• Teachers• Director of SEL	<ul style="list-style-type: none">• 09/2018
<ul style="list-style-type: none">• Goals are established for individual buildings	<ul style="list-style-type: none">• Superintendent/District level administration• School administration• Teachers• Director of SEL	<ul style="list-style-type: none">• 10/2018
<ul style="list-style-type: none">• School based support teams meet to create action plan to address areas of focus in Panorama data	<ul style="list-style-type: none">• School administration• Teachers• Director of SEL	<ul style="list-style-type: none">• 11/2018

<ul style="list-style-type: none"> • School based teams meet on an ongoing basis to assess progress • Students participate in the Panorama survey • Student data reviewed and protocol defined 	<ul style="list-style-type: none"> • School administration • Teachers • Director of SEL • Students • School administration • Teachers • Director of SEL • Superintendent/District level administration 	<ul style="list-style-type: none"> • 11/2018 - ongoing • 5/2019 • 6/2019
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*Additional detail may be attached if needed.

This Educator Plan is “designed to provide educators with feedback for improvement, professional growth, and leadership,” is “aligned to statewide Standards and Indicators in 603 CMR 35.00 and local Performance Standards,” and “is consistent with district and school goals.” (see 603 CMR 35.06 (3)(d) and 603 CMR 35.06(3)(f).)

Signature of Evaluator _____ Date _____

Signature of Educator* _____ Date _____

* As the evaluator retains final authority over goals to be included in an educator's plan (see 603 CMR 35.06(3)(c)), the signature of the educator indicates that he or she has received the Goal Setting Form with the “Final Goal” box checked, indicating the evaluator's approval of the goals. The educator's signature does not necessarily denote agreement with the goals. Regardless of agreement with the final goals, signature indicates recognition that “It is the educator's responsibility to attain the goals in the plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.” (see 603 CMR 35.06(4))

Resolution in Support of Full Funding for Our Public Schools

WHEREAS, free public schools available to all students without exception are foundational to our democracy and are required by the state constitution; and

WHEREAS, all of our students, no matter where they live, deserve high-quality public schools that teach the whole child and provide them with a rich school experience that addresses their academic, social and emotional needs;

WHEREAS, the state's foundation budget formula, which determines state aid to each district, has been woefully out of date for years, thereby underfunding our districts by more than \$1 billion a year for essential educational services; and

WHEREAS, an updated foundation budget formula would bring Wachusett Regional School District up to \$2,970,143 in additional state aid each year, allowing this district to move closer to providing all students with the education to which they are entitled as residents of the Commonwealth; and

WHEREAS, the Legislature failed to pass any foundation budget legislation in the last session, leaving districts, educators and students without the funds necessary to support the schools our students deserve in every district in the state;

THEREFORE, be it resolved that the Wachusett Regional School District Committee urges the Legislature to approve and fully fund a new foundation budget formula by May 1, 2019.

Wachusett Regional School District Committee

Kenneth Mills, Chair, WRSDC

11/5/2018