**Minutes of the Regular Meeting**

**of the Massachusetts Board of Elementary and Secondary Education**

**Tuesday, May 20, 2014**

**8:40 a.m. – 12:40 p.m.**

**Dennis-Yarmouth Regional High School**

**210 Station Ave., South Yarmouth, MA**

Members of the Board of Elementary and Secondary Education Present:

**Maura Banta**,Chair, Melrose

**Harneen Chernow**, Vice-Chair, Jamaica Plain

**Daniel Brogan**, Chair, Student Advisory Council, Dennis

**Karen Daniels,** Milton

**Ruth Kaplan**, Brookline

**Matthew Malone,** Secretary of Education

**Pendred Noyce**,Weston

**David Roach**, Sutton

**Mitchell D. Chester**, Commissioner of Elementary and Secondary Education, Secretary to the Board

Members of the Board of Elementary and Secondary Education Absent:

**Vanessa Calderón-Rosado**, Milton

**James O’S. Morton,** Springfield

**Comments from the Chair**

Chair Banta called the meeting to order at 8:40 a.m. She said it is a pleasure to be in Dennis-Yarmouth, the district of student member Daniel Brogan. She thanked the district for hosting the Board. Chair Banta congratulated Nathan Han, a high school student in Boston, winner of the 2014 Gordon E. Moore Award at the Intel International Science and Engineering Fair for developing a machine learning software tool to study mutations of a gene linked to breast cancer and ovarian cancer. Chair Banta also informed the Board that she will be participating on the National Taskforce on Career Readiness.

**Comments from the Commissioner**

Commissioner Chester thanked the superintendent and principal for inviting the Board to meet at Dennis-Yarmouth High School. He congratulated Jeffrey Shea of Belmont High School, 2015 Massachusetts Teacher of the Year. The commissioner reported that the National Assessment Governing Board held a meeting in Boston last week. As part of the visit, Commissioner Chester participated in an event at Revere High School focused on the academic preparedness of the nation's 12th graders. He said a team from the U.S. Department of Education is in Massachusetts this week to review Race to the Top progress. Commissioner Chester said he recently testified at the Senate Committee on Bonding in support of the IT bond bill, which would provide infrastructure technology funding for schools.

**Comments from the Secretary**

Secretary Malone thanked the Dennis-Yarmouth school district for hosting the Board. He updated the Board on the state budget. The secretary reported that the school safety and security taskforce will release its recommendations in July. Secretary Malone noted an article in the Worcester Telegram & Gazette on innovation schools. He updated the Board on his recent school visits.

**Approval of Minutes**

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education approve the minutes of the April 28, 2014 special meeting and the April 29, 2014 regular meeting.**

The minutes were approved 8-0-1. Ruth Kaplan abstained.

**Welcome from Dennis-Yarmouth Public Schools**

Chair Banta presented student member Daniel Brogan with a citation for his year of service on the Board. Commissioner Chester said Daniel has been a great contributor to the Board, and his family and school district should be proud. Mr. Brogan expressed his gratitude to the Board and said this year has been a great experience for him.

Superintendent Carol Woodbury said she is very proud of the work happening in Dennis-Yarmouth. She gave the Board an overview of the district’s student population and academic achievements. Superintendent Woodbury presented on various district-wide initiatives including professional learning time, multiple teacher pathways, full-day kindergarten, and technology upgrades. Dennis-Yarmouth Regional High School Principal Kenneth Jenks presented on school achievements and programs, including a robotics team, arts and music programs, student mentoring, athletics, and a bridge-to-college program. The Board watched a student-produced video on the Dennis-Yarmouth Regional School District.

Secretary Malone said the district is doing a wonderful job engaging students and has made real progress on student indicators over the past ten years. He encouraged the district to continue its work to establish a student exchange program and to consider an early college high school model. Commissioner Chester said most people do not realize Cape Cod is a year-round community with great diversity, economically and otherwise. He commended Superintendent Woodbury for her leadership in the district and statewide. In response to Vice-Chair Chernow’s question, Superintendent Woodbury said more young people are returning to Cape Cod after college. She said there is a particular need for health care workers and the area is always trying to draw young professionals back to the area. Principal Jenks said the district accepts the challenges of its student population and works to ensure opportunities for all students.

**Update on Level 5 Schools**

Chair Banta said the previous evening’s special meeting on the Parker School Level 5 turnaround plan was a very thoughtful meeting and a learning process. She said the June 9 special meeting, which involves three school plans, will start at 3 p.m. to ensure ample time for all appellants. Commissioner Chester reminded Board members of the Level 5 appeal process. He said the Board will review the Morgan, Holland, and Dever School appeals at the June 9 special meeting.

**Engagement of the Field on Major Initiatives**

Commissioner Chester said the Department has committed to strengthening two-way communications with the various statewide professional organizations, as well as the larger field. Associate Commissioner Heather Peske gave the Board an overview of the teacher advisory cabinet and the two statewide principal cabinets that the Department has organized to inform state policy decisions and the agency’s work with the field. Ms. Peske introduced two members of the teacher advisory cabinet, Robert Powers of Apponequet Regional High School and Ann McConchie of Nauset Regional Middle School. Mr. Powers said collaboration has a powerful impact on student achievement. He said the Department has been active in engaging the field in the policy and reform work, and added that he has seen the cabinet’s feedback reflected in policies and guidance. Ms. McConchie said it is important for teachers to feel valued and provide input, and that she appreciates how the cabinet has influenced policies and communications at the Department. She also said the cabinet is a positive way for practitioners to bring best practices and policies back to the district.

Secretary Malone commended the Department’s initiative in setting up these advisory cabinets, and thanked the teachers for participating. In response to Ms. Kaplan’s questions, Ms. Peske said in the early stages of the cabinet, the Department set the agendas, but now the agendas have expanded to include presentations from staff members and issues brought forward by cabinet members. Mr. Powers said it is refreshing to work with Department staff who are helpful and always available. In response to Mr. Roach’s question, Ms. McConchie said a lot of work on district-determined measures is happening on the district level and her district already has common assessments. Mr. Powers said the initial reaction to district-determined measures was concern, but the actual work of creating and evaluating measures has sparked a great conversation on growth and student achievement. Commissioner Chester said he appreciates the thoughtful feedback from the teacher advisory cabinet and he takes concerns from the field seriously.

Secretary Malone had to leave the meeting at 10:20 a.m. The Secretary's designee, James DiTullio, took the Secretary's place.

Maureen LaCroix, of the Department, introduced Thomas Scott, Executive Director of the Massachusetts Association of School Superintendents (MASS), and Barnstable Public Schools Superintendent Mary Czajkowski, who is the President of MASS. Ms. LaCroix gave the Board an overview of the Department’s superintendents’ advisory council.

Superintendent Czajkowski said the advisory council creates a means of clear communication between the Department and superintendents on various projects and topics. She said that last year, superintendents expressed frustration about the Department’s communications, and the Commissioner and MASS used this as an opportunity to set up a better channel for two-way communication. Superintendent Czajkowski said through the Commissioner’s leadership, communication has significantly improved, and the Department values input from the field, anticipates questions, and openly listens to concerns and suggestions.

Mr. Scott said it is vital that communications be two-way, timely, and occur at the developmental stage of policy-making. He said his membership finds the volume of local, state, and federal initiatives overwhelming. He also noted that superintendent turnover is about 15 percent, and 50 percent of superintendents have been in their role for less than three years. Mr. Scott said the Department has been very responsive and superintendents now feel much better supported. Superintendent Czajkowski offered two examples: the checklist for superintendents that the Department produced on the new student discipline law, as requested by the superintendents’ advisory council, and the Commissioner’s work with the MASS around PARCC.

Chair Banta thanked Mr. Scott and Superintendent Czajkowski for their leadership in the MASS and for joining the Commissioner in this effort. Commissioner Chester added that he appreciates the Board’s encouragement of these outreach initiatives. He commended the MASS for its great leadership and problem-solving approach.

**State Student Advisory Council End-of-Year Report**

Mr. Brogan thanked his peers for their participation, hard work, and passion on the State Student Advisory Council. He said this year the council amended its bylaws around meeting requirements and focused on digital literacy, including the school technology speed test. Mr. Brogan said many schools and classrooms still lack the capacity to integrate technology into everyday teaching and learning. He gave Board members an overview of the council’s report on digital literacy and learning.

In response to Chair Banta’s question, Mr. Brogan said there is generally positive feedback on the bring-your-own-device policy. Mr. Brogan said he appreciates the feedback from the Board and various organizations throughout the process. He said there is a lot of interest on the State Student Advisory Council to continue the focus on digital literacy next year.

**Grade 12 National Assessment of Educational Progress Results**

Commissioner Chester said Massachusetts has participated in the NAEP assessment of English language arts and mathematics in grades four and eight with every other state, and our students have been at the top or tied for the top for five straight administrations of the assessment. Commissioner Chester noted that while Massachusetts is above the national average, the results have been flat across multiple years. He added that while the graduation rate has increased, not all students are graduating with the skills needed for success after high school. Commissioner Chester gave the Board an overview of a recent report on NAEP results compared to PISA results, titled *“*Not Just the Problem of Other People’s Children: U.S. Student Performance in Global Perspective.” He pointed out the chart on page 17 of the report, which highlights another way of looking at performance gaps.

**Update on PARCC**

Commissioner Chester informed that Board that he recently testified at the Senate Bonding Committee hearing and advocated for school technology upgrades. Bob Bickerton, of the Department, updated the Board on the Department’s communications with the field, including: weekly webinars with school districts, a listening tour to hear the experiences of educators who participated in the PARCC field test, and meetings with superintendents and school committees. Mr. Bickerton said superintendents now have materials to inform their decision on whether to choose PARCC or MCAS for the 2014-2015 school year, as part of the two-year “test drive.” In response to Vice-Chair Chernow’s question on the PARCC student survey, Mr. Bickerton said the mathematics section of the assessment seems to be more difficult and confusing for students, and the test contractor will have to address those issues before 2015. Ms. Kaplan shared her experience of speaking with educators and parents in Brookline who had concerns after taking the sample PARCC assessment. Mr. DiTullio said the overall experience with the PARCC field test has been fairly positive, though technology is still an issue. Commissioner Chester said while other states have moved ahead with new assessments, the Board appropriately decided to try out PARCC over two years so that the issues could be studied and addressed before the Board makes a final decision. He said he remains hopeful that the test will measure up to our standards for the next generation of student assessment.

**Update on FY 2015 State Education Budget**

Bill Bell, the Department’s Chief Financial Officer, distributed a memo and reviewed the budget recommendations from the Senate Ways and Means Committee (SWM), which were released a few days ago. He noted that the SWM budget supported increases for RETELL and PARCC. Mr. Bell said overall funding for school and district turnaround work is flat or declining. He said the Senate floor debate on the budget begins this week. Chair Banta asked about statewide funding for substance abuse and mental health counselors. Mr. Bell said grants would be created for support services in schools. Vice-Chair Chernow noted a decrease in connecting activities funds. In response to Ms. Kaplan’s question, Mr. Bell said innovation schools were funded in the Senate, but not the House budget; therefore this will be decided in the conference committee.

Commissioner Chester asked Board members to review the 2014-2015 proposed meeting schedule. Chair Banta and Commissioner Chester thanked Superintendent Woodbury and Principal Jenks for their hospitality in welcoming the Board to Dennis-Yarmouth.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 12:40 p.m., subject to the call of the chair.**

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester

Commissioner of Elementary and Secondary Education

and Secretary to the Board

**Minutes of the Special Meeting**

**of the Massachusetts Board of Elementary and Secondary Education**

**Monday, May 19, 2014**

**5:05 p.m. – 8:00 p.m.**

**Dennis-Yarmouth Regional High School**

**210 Station Ave., South Yarmouth, MA**

Members of the Board of Elementary and Secondary Education Present:

**Maura Banta**,Chair, Melrose

**Harneen Chernow**, Vice-Chair, Jamaica Plain

**Daniel Brogan**, Chair, Student Advisory Council, Dennis

**Karen Daniels,** Milton

**Ruth Kaplan**, Brookline

**Matthew Malone**, Secretary of Education (by James DiTullio**,** designee)

**James O’S. Morton,** Springfield

**Pendred Noyce**,Weston

**David Roach**, Sutton

**Mitchell D. Chester**, Commissioner of Elementary and Secondary Education, Secretary to the Board

Member of the Board of Elementary and Secondary Education Absent:

**Vanessa Calderón-Rosado**, Milton

Chair Banta called the meeting to order at 5:05 p.m. She stated the only agenda item is the appeal by the New Bedford Education Association (NBEA) of the Level 5 turnaround plan for the John Avery Parker School in New Bedford.

At the Chair’s request, Rhoda Schneider, General Counsel, outlined for the Board the statutory appeal process. Ms. Schneider said under the statute the Board may vote to modify the turnaround plan only if the appellant establishes that: such modification would further promote the rapid academic achievement of students in the applicable school; a component of the plan was included, or a modification was excluded, on the basis of demonstrably false information or evidence; or the commissioner failed to meet the requirements of subsections (m) to (p), inclusive, of G.L. c. 69, §1J.

The Board then heard the appeal from the NBEA. Laurie Houle, General Counsel for the Massachusetts Teachers Association, spoke on behalf of the NBEA. She asked the Board to consider the NBEA’s concerns, noting that ninety percent of students at the Parker are high needs and twenty percent are special education students. Ms. Houle said the NBEA was pleased that the Commissioner’s plan did not fault the teachers for the lack of improvement at the school. She said there has been improvement in growth scores.

Ms. Houle gave the Board an overview of NBEA’s requested modifications. In summary, she said: (1) the special education program should use an inclusion or co-teaching model to educate students in the least restrictive environment, with adequate staffing; (2) there should be a strong pre-kindergarten program with specific timelines for implementing it; (3) wraparound services for students should be added; (4) the financial plan needs more detail; and (5) the teacher compensation system is a pay-for-performance model that is unfair and will not lead to better teaching and learning.

Commissioner Chester addressed the Board. He said in 2010, 35 schools were identified as Level 4 schools because they had persistently low achievement and minimal improvement; they were given additional flexibilities, authorities, and supports to improve over three years. He said Parker was one of eight schools that remained stuck, with flat or declining student results, and did not move out of Level 4 status. He said the Level 5 turnaround plan is a considerable departure from the status quo, and is designed to rapidly improve outcomes for Parker students. Commissioner Chester said he developed the turnaround plan with input from the local stakeholder group and the NBEA, and he incorporated elements from successful schools in Lawrence and elsewhere into a coherent plan tailored for this school. He said the plan invests in teachers, creates teacher leadership opportunities, establishes strong programs to improve literacy and mathematics skills, and incorporates the arts and wraparound services.

Commissioner Chester said New Bedford Superintendent Pia Durkin, whom he has named as Receiver for the Parker School, and Mayor Jon Mitchell support the turnaround plan. He reviewed the fiscal resources being allocated to the school by the Department and the district. He said it is a tough decision to place a school into Level 5, but it is the right course of action to improve results for students and ensure they will be well prepared. The commissioner said he is confident in the plan and that as work proceeds he will report monthly to the Board.

The commissioner handed out a document grouping the NBEA’s 13 requested modifications by the priority areas and strategies in the turnaround plan. Chair Banta suggested that the Board organize its deliberation of the appeal according to this framework.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education consider the NBEA’s requested modifications according to the priority areas and strategies in the turnaround plan.**

The vote was unanimous.

The commissioner stated he is recommending no modifications to the plan.

**Requested Modification for Strategy 1.1**

In response to a question from Ms. Kaplan, Ms. Houle said currently 27 percent of students at the Parker School receive special education services, mainly in substantially separate and pullout classes. She said the NBEA is requesting that a co-teaching model be used for students with disabilities. Ms. Houle said students are now placed based on what is available, not by what services the students need.

Commissioner Chester said co-teaching is one appropriate model and is identified in the plan, but each student’s individual education plan defines the program they need. Vice-Chair Chernow said the NBEA’s proposal would not mandate a model for all students, and she is concerned that the perspective of the educators should be considered. Ms. Noyce said the plan shows that the commissioner did adopt modifications between the preliminary and final plans. Commissioner Chester directed the Board’s attention to green Tab 1 in the binder, showing the modifications that have been adopted. He asked Superintendent Durkin to comment.

Superintendent Durkin described her experience as a special education administrator before becoming a superintendent. She said Parker currently has four special education specialists and is building in common planning time and frequent assessments to track students’ progress. She said co-teaching would be based on specific needs. Ms. Kaplan asked if the Commissioner’s plan goes beyond the legal requirements for special education. Commissioner Chester said the Level 5 plan carries forward elements of the Level 4 plan, and effective implementation will make the difference. He said the plan invests in staff time, professional development, and providing a tiered system of support for the students.

Chair Banta asked if Board members wished to discuss other issues the NBEA has raised.

**Requested Modification for Strategy 1.1 (a)**

Mr. DiTullio said common planning time is an issue the NBEA has raised, and planning time should be a priority since the plan emphasizes the use of data. He said the language in the plan as currently written could allow other priorities to take precedence over common planning time. Mr. DiTullio suggested adopting the NBEA’s proposed modification on planning time but changing the last sentence to include “unless the teacher chooses to do so.”

Commissioner Chester asked counsel to clarify whether the statute permits the Board to rewrite the appellant’s proposed modification. Deborah Steenland, Associate General Counsel, outlined the Board’s appellate role under the statute: a majority of the Board can vote to modify the plan if the appellant’s proposed modification meets one of the standards set forth in the statute. Ms. Houle said the Board can modify the turnaround plan beyond the modifications proposed by the appellant. Ms. Noyce said the best way to address this issue is to monitor progress through a monthly report from the Commissioner. Ms. Noyce added that she does not want the plan to be overly restrictive.

Mr. DiTullio revised his motion to accept the modification on common planning time as presented by NBEA.

**On a motion duly made and seconded, it was:**

**VOTED**: **that the Board of Elementary and Secondary Education accept the modification on common planning time, as presented by the NBEA:**

**1.1 (a) Add a new bullet to state: “Teachers shall receive 90 minutes of dedicated common planning and collaboration time per week.” (b) Revise the first full paragraph on p. 36 to provide 90 minutes of common planning time per week (eliminate “up to”) and revise the last sentence of that paragraph to read: “Common planning time activities may include but are not limited to, planning lessons, analyzing student data, strategizing effective instructional practices, working with colleagues, and coaching. Common planning time will not be used for delivery of student services, supervising students, or performing non-instructional related administrative tasks.”**

The motion was passed 6-3. Chair Banta, Penny Noyce, and David Roach voted in opposition.

**Requested Modification for Strategy 1.4**

Ms. Noyce asked for clarification on pre-kindergarten for students at Parker. Commissioner Chester said that of the current Parker kindergarteners, 70 percent attended a publicly funded pre-K program, and others attended a privately funded program. He said of the 24 available pre-kindergarten spaces at Parker, only 10 slots were filled. He said the turnaround plan focuses on determining why more families of Parker students do not take advantage of the pre-K program and on modifying the program to meet the needs of students and families.

In response to Vice-Chair Chernow’s question, Ms. Houle said the NBEA’s plan proposes timeframes to implement a strategy and execute a plan by 2016. Mr. DiTullio said the Commissioner and Receiver are very supportive of pre-K, but the NBEA’s modification goes a step further by putting specific timelines in place. Mr. Roach asked for Receiver Durkin’s input. Superintendent Durkin said the district is working to make pre-K available to all students in the district. She said the Parker’s current pre-K program is not strong, and she is working with Head Start and others to strengthen pre-K opportunities. Ms. Durkin said while she is unsure if the 2016 date is reasonable, she would be accountable for milestones and for implementing the plan with fidelity.

**On a motion duly made and seconded, it was:**

**VOTED**: **that the Board of Elementary and Secondary Education accept the modification on pre-kindergarten, as presented by the NBEA:**

**Strategy 1.4 – (a) Add timeframes to p. 11 so that the data analysis and development of a strategy for attracting more Parker neighborhood students to the pre-K programs will be completed by December 31, 2014 with execution of the strategy to take place spring 2015. (b) Modify implementation milestone on p. 13 so that by September 2016, all potential kindergarten students in the Parker catchment have the ability to attend Parker’s pre-kindergarten program with a goal of 90% of those not receiving high-quality pre-school services elsewhere enrolling in Parker.**

The motion was passed 5-4. Chair Banta, Karen Daniels, James Morton, and David Roach voted in opposition.

Chair Banta asked if Board members wished to make any other motions under Priority Area 1. Ms. Kaplan moved to accept the modification regarding a co-teaching model. The motion was duly made and seconded:

MOVED: that the Board of Elementary and Secondary Education accept the modification to Strategy 1.1 on establishing a co-teaching model, as presented by the NBEA:

Establish a co-teaching model at Parker, staffed and resourced adequately with appropriate professional development for general classroom teachers, so that it is available as a delivery model option for students with disabilities. Reassess all Parker students with disabilities to determine appropriate program/service delivery for each student under current best practices to ensure that all students receive rigorous core instruction in the least restrictive environment given their needs. IEPs will be modified as appropriate. Regularly reassess programs and services to ensure that students’ needs are met in compliance with state and federal law.

The motion was rejected 3-6. Vice-Chair Chernow, Daniel Brogan, and Ruth Kaplan voted in

favor.

In response to a question from the Board, General Counsel Schneider advised the Board that it does not have to vote on each modification the appellant has proposed. She said the turnaround plan is final unless the Board by majority vote adopts any of the proposed modifications, per the statute.

**Requested Additional Priority Area 1 Modification (C)**

In response to a question from Vice-Chair Chernow, Ms. Houle said the local stakeholders group did not get to review teacher and student schedules to see if they are feasible. She said requirements beyond the core subjects, such as leadership teams and common planning time, need to be pieced together. Ms. Houle said teachers do not yet have details about the school day or school year schedule or about school vacations.

Commissioner Chester asked Liza Veto, of the Department, to respond. Ms. Veto said the schedule in the turnaround plan is at a general level, and the Superintendent/Receiver is currently developing the detailed schedule that will be provided to teachers and all members of the school community. Mr. Roach commented that the process of turning around the Parker School began in 2010, and the school did not make the necessary changes in the years that followed. He said the turnaround plan applies lessons learned from Level 4 schools that succeeded. Mr. Roach recalled the imperative to address educational injustice “with all deliberate speed,” and noted that the focus of this discussion is around the last thirty to sixty days of planning, whereas the school has been in the process of turning around for four years.

**Requested Modification for Strategy 2.2**

Mr. DiTullio said the Commissioner’s plan points out deficiencies in technology (IT) at the Parker. He said the NBEA’s requested modification is consistent with the Commissioner’s plan, but adds time commitments. Chair Banta and Vice-Chair Chernow discussed the potential impact of the IT bond bill. Mr. Brogan asked if other funds would be available if the IT bond funding does not come through. Commissioner Chester said federal e-rate funding would be available but it covers wiring, not devices such as laptops and tablets. General Counsel Schneider asked Ms. Houle if the reference to “June 2014” in the NBEA’s proposed modification was a typo. Ms. Houle said it was, and the proposed modification language stating “June 2014” should be corrected to “June 2015.” It was corrected.

**On a motion duly made and seconded, it was:**

**VOTED**: **that the Board of Elementary and Secondary Education accept the modification on technology, as presented by the NBEA:**

**Requested Modifications for Strategy 2.2: (a) Replace last bullet on p. 16 with: “By December 2014, complete review of Parker’s technology needs to ensure it has the resources (financial and otherwise) necessary to maximize rapid academic achievement of its students. By June 2015, have a written plan in place to upgrade all technology (software, hardware, and infrastructure). The plan shall ensure that all classrooms have high-speed internet access and a sufficient number of age-appropriate devised (e.g., tablets or laptop computers) to allow for regular use in preparation for 21st century instructional and assessment activities. The plan shall be implemented SY2015-16.” (b) Add sub-bullet: “Professional development shall be provided for teachers and the principal regarding effective incorporation of technology in their instructional practice.” (c) Add sub-bullet: “TCTs and other collaboration efforts shall consider the teaching of technology literacy as part of curriculum development.” (d) Add to Priority Area 2 “Final Outcomes” to address the acquisition of necessary technology and for incorporating technology literacy in the curriculum.**

The motion was passed 5-4. Chair Banta, James Morton, Penny Noyce, and David Roach voted in opposition.

**Requested Modifications for Compensation System**

Vice-Chair Chernow said the compensation system implemented in Lawrence is in its first year, the union just signed the contract, and it is too early to learn from the data. Ms. Chernow said she is concerned that the compensation model is tied to growth and achievement numbers, without research suggesting that this model provides an incentive for teachers. She noted that only three Parker teachers have reapplied for their positions.

Commissioner Chester said teacher attrition in the school pre-dates the turnaround plans and the proposed compensation model. He said the compensation plan does not tie teacher salary to test scores; rather, it looks at student growth as one component, along with teacher development, taking on additional roles, and other factors. Commissioner Chester said the traditional teacher compensation system rewards longevity and degrees, which are not strongly correlated with student achievement. In response to a question from Ms. Kaplan, the commissioner outlined the range of additional compensation that Parker teachers would earn compared to other teachers in the district, noting that the plan views teachers as salaried professionals, not hourly employees. Mr. Roach said he understands the NBEA’s position, but we are in a transitional period and cannot use old formulas; we need a third way on how to use time and compensate professionals, so we can provide a longer school day and school year for students.

Ms. Houle said studies show that pay-for-performance does not work. She said Lawrence is not a fair comparison because teacher voice and school autonomies are built into that system. Ms. Noyce said some Parker teachers had already decided to leave before the compensation plan was announced, while other teachers who are aware of the plan want to teach at the school. She added that the compensation model is a system of advancement in the profession, not a bonus system. At the commissioner’s request, Associate Commissioner Heather Peske summarized various teacher compensation plans and research studies, as well as the MASS TELL survey conducted in Lawrence. Superintendent Durkin said there has been a great deal of interest among educators interested in joining the Parker team; the applicants are excited about the turnaround work and view the compensation system as an attraction, not a barrier.

Vice-Chair Chernow moved to accept the modification regarding the compensation system. The motion was duly made and seconded:

MOVED: that the Board of Elementary and Secondary Education accept the modification regarding the compensation system, as presented by the NBEA:

Requested Modifications for Compensation System: (a)The financial plan at Appendix C will commit available RTTT or other state resources to a compensation plan that will not result in a reduction in the hourly rate of pay for educators at the Parker School. This can be accomplished by increasing pay for available staff, or by hiring an expanded, licensed educators to staff a staggered work schedule that will result in a reasonable number of hours for each Parker teacher. (b)The Final Plan shall not include a compensation system that is based upon student growth scores and teacher performance ratings and all references to the use of student growth in any way except to inform instruction shall be deleted. (c)The school committee, the Commissioner, and the NBEA will jointly study all forms of salary schedule constructs to determine which will be most effective in attracting and retaining high-quality teachers at the Parker School.

The motion was rejected 2-7. Vice-Chair Chernow and Ruth Kaplan voted in favor.

**Requested Modifications for Strategy 4.4**

In response to Ms. Kaplan’s request for clarification, Commissioner Chester reviewed the provisions in the plan about completing an assessment of wraparound services and the needs of students. He said it is a robust plan and the requested modification is unnecessary. He added that a family resource coordinator and a new district wraparound manager are in place. Superintendent Durkin said the Parker School is the second school in the district to have a parent resource center, and the Parker may follow an approach to wraparound services similar to the one that is working in New Bedford’s innovation school.

Ms. Houle said the NBEA is concerned with the lack of detail and accountability to ensure that the plan for wraparound services is being delivered. Mr. DiTullio said the Commissioner and Receiver are taking the turnaround plan and the commitment to wraparound services seriously. He said he is not opposed to the NBEA’s modification to set goals, but the plan should not go back to the local stakeholders group. Commissioner Chester said he will update the Board on wraparound services, and Superintendent Durkin said she will report back in October. Vice-Chair Chernow said the statute explicitly refers to wraparound services and while the goals of the plan are well intentioned, the turnaround plan should be explicit as to wraparound services and funding to support them. She said it is the Board’s duty to hear and deliberate on the appeal.

Vice-Chair Chernow moved to accept the modification regarding wraparound services. The motion was duly made and seconded:

MOVED: that the Board of Elementary and Secondary Education accept the modification on wraparound services as presented by the NBEA:

Requested Modification for Strategy 4.4:The Commissioner shall provide an amended Strategy 4.4, which identifies the wrap-around service needs of Parker students and families and specific steps in a written plan for providing for and/or referring students and their families to such services and how those services will be funded shall be identified in the financial plan. The Commissioner shall submit the amended section to the local stakeholders group for proposed modifications consistent with G.L. c. 69, § 1J(p). The Commissioner shall take into consideration and incorporate the local stakeholder’s modifications if they would further promote the rapid academic achievement of students.

The motion was rejected 3-5-1. Vice-Chair Chernow, Daniel Brogan, and Ruth Kaplan voted in favor. Karen Daniels abstained.

**Requested Modifications for Financial Plan and Opportunity for LSG Recommendations**

Vice-Chair Chernow said the resources for Parker seem far less than for the three other turnaround schools with education management organizations. She said the financial plan is an income statement, not a budget, and requested further financial information on the three other Level 5 schools. Commissioner Chester explained that with a Level 5 school, as opposed to a Level 5 district, the Department must work with the municipality to determine the budget for the school. Commissioner Chester said the Parker is the only Level 5 school where the local contribution is going up. Superintendent Durkin said there is a $512,000 increase for Parker, which still needs city council approval. She said she is confident the budget will support the plan.

Bill Bell, the Department’s Chief Financial Officer, said the superintendent presented a detailed plan for the school budget to the school committee, and eighty-five percent of the funds are going toward educator salaries. In response to a question from Vice-Chair Chernow, Mr. Bell said the financial plan is not for the three-year length of the turnaround plan, because local, state and federal funds depend on annual appropriations. Associate General Counsel Steenland confirmed that the financial plan is consistent with the statute.

There being no further discussion on the NBEA’s proposed modifications, Commissioner Chester concluded by thanking the Board for its careful review of the appeal. He said he would prefer if there were no Level 4 or Level 5 schools, but he feels strongly obligated to pursue the best strategies as permitted by the Achievement Gap Act to benefit the students. He said he credits the districts and teachers who have successfully moved many schools out of Level 4 status, and noted that despite investments and autonomies, some schools did not make progress. Commissioner Chester said the goal is to turn things around for the neediest students. The commissioner said he will update the Board on at least a monthly basis, including providing a more detailed financial plan by the Board’s June 24 meeting.

Chair Banta thanked Board members, the Commissioner and Department staff, and the NBEA for participating in the meeting.

**On a motion duly made and seconded, it was:**

**VOTED: that the Board of Elementary and Secondary Education adjourn the meeting at 8:00 p.m., subject to the call of the chair.**

The vote was unanimous.

Respectfully submitted,

Mitchell D. Chester

Commissioner of Elementary and Secondary Education

and Secretary to the Board