



School Committee

MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

February 1, 2018

APPROVED 3-1-2018

The Chelsea School Committee met on Thursday, February 1, 2018, in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Yessenia Alfaro-Alvarez, Rosemarie Carlisle, Frank DePatto, Kelly Garcia, Lucia Henriquez, Ana Hernandez, Julio Hernandez, Richard Maronski, and Jeannette Velez.

Also Present: Superintendent of Schools Dr. Mary M. Bourque, Deputy Superintendent Linda Breau, Assistant Superintendent Sarah Kent, Executive Director for Administration and Finance Gerry McCue, Business Manager Michael Mason, CHS Assistant Principal Ronald Schmidt, Student Representative Rucellie Jimenez, and Administrative Assistant and Clerk to the School Committee Terry Young.

The meeting was called to order at 7:00p.m.

Pledge of Allegiance

School Committee Minutes: The minutes of the December 7, 2017 School Committee Meetings and the January 11, 2018 Organizational Meeting were unanimously approved as corrected.

Presentations: Dr. Bourque introduced Chelsea High School Assistant Principal Ronald Schmidt to discuss the Chelsea Opportunity Academy, which is currently in the 1-year planning phase made possible by the Barr Grant.

Mr. Schmidt, in collaboration with Deputy Superintendent Linda Breau, has been conducting work to understand dropouts and why they are happening. Work began over the summer with different educators from nine other schools in the Northeast region including Phoenix Charter Academy in Chelsea. The goal is to see a higher graduation rate. The graduation rate for English Language Learners (ELL) is especially low. The dropout rate at Chelsea High School is very high and the numbers are even more significant for ELL students.

Many students are seeing an education system that they are not accustomed to. School hours may not align and support some students who may have to work, have childcare needs, or who may need to be available to take care of parents or accompany them to appointments.

Mr. Schmidt explained that as part of the Barr Grant, extensive studies were done on students and the community to discover what factors impact students. Many feel there is not enough advocacy for students. Many students do not have time due to other commitments outside of school. Many are missing role models who can motivate and engage them in a meaningful way.

In designing the school, the idea was to do school differently where learning is personalized to the student. Mr. Schmidt explained that a focus will be to provide ELL support. The plan will be to look at students' social emotional situations and build in flexibility where students can come in at times that work for them. A big push will be to have students become a part of the community.

Ms. Carlisle joined the meeting at this time.

Mr. Schmidt presented the mission statement for the Chelsea Opportunity Academy. A stipulation of the Barr Grant is to work with Springpoint on the school design plan. Mr. Schmidt explained the steps that have already been taken and detailed the next steps. The ultimate goal of the Chelsea Opportunity Academy is to produce young adults who are ready to contribute to the community.

Questions and discussion ensued.

A copy of the presentation is attached and forms a part of these minutes.

Public Comment: None

Student Achievement: Dr. Bourque called upon Assistant Superintendent Sarah Kent to review the Indicators of Success.

Ms. Kent presented the District Indicators of Success for January and explained that the report is based on available data up until January 29, 2018. Not all quarter grades are available yet.

Indicator 2 – Attendance: The goal is 95% which was achieved in grades 2-5 for January.

Indicator 3 – Tests are given to Kindergarten students in January and then again in the Spring. Progress cannot be reviewed until the end of the school year.

Indicator 8 – Dropout Rate: 14 Students dropped out, 7 more than this time last year. Of the 14 students, 5 were regular education and 9 were LEP. A majority were 10th grade students.

Mobility: There was a net loss of 20 students this month. Overall, there have been a gain of 118 students this year. The mobility rate to date is 13.7%

Questions and discussion ensued.

A copy of the report is attached and forms a part of these minutes.

Personnel Report: Dr. Bourque commended the personnel report to the record.

Enrollment Report: Dr. Bourque commended the enrollment report to the record. As of January 26, 2018, there are 6,348 students in district, 172 out of district, and the total enrollment is 6,520 students.

Next, Dr. Bourque referenced a graph titled "SY2018: 62% of MA ELs are enrolled in 15 districts". Dr. Bourque pointed out that Chelsea has the highest percentage of ELL students in the state which makes it very difficult to compare Chelsea to nearby communities.

A copy of the graph is attached and forms a part of these minutes.

Dr. Bourque informed members that she will be giving a speech on the Foundation Budget Review Recommendations a meeting on Equity in Education on February 2, 2018. She provided school committee members with a draft of her speech.

Dr. Bourque discussed the work that has been done over the past two years on Low Income/Economically Disadvantaged students. The district has been aggressively reaching out to families to assist them in applying for MassHealth. With the hard work of Daniel Mojica and Rebecca Parra at the Parent Information Center, the district has been able to identify additional students through this work who are

low income but were not previously counted. There are still many students who are not counted as low income and the work and advocacy continues.

Committee Reports:

Student Representative: Ms. Jimenez reported that there has been a switch in iBlock which now includes the MindUp curriculum. At the beginning, students didn't know how to best use iBlock but they understand it better now. Students have not been using MindUp to its full potential. Dr. Bourque added that MindUp will be a 3-year rollout at CHS.

New Business:

- Consideration and action to accept the Chelsea Public Schools Calendar for School Year 2018-2019. On a voice vote the motion was unanimously approved.

- Consideration and action to accept the following grants for the 2017-2018 school year:
 - STATE
 - Safe and Supportive Schools - \$19,800
 - FEDERAL
 - Teen Pregnancy Prevention - \$11,460
 - Supplementary Support At-Risk Students: MassGrad (REACH) - \$43,072
 - DSAC (323B) - \$385,123
 - Special Education Program Improvement - \$23,609
 - MTSS (Massachusetts Tiered System of Support) - \$7,500
 - PRIVATE
 - College Board - \$250
 - Chelsea Thrives - \$1,100
 - Chelsea Thrives - \$796

Chairman Velez called for a roll call vote.

Julio Hernandez	Y
Jeanette Velez	Y
Lucia Henriquez	Y
Yessenia Alfaro-Alvarez	Y
Rosemarie Carlisle	Y
Ana Hernandez	Y
Richard Maronski	Y
Frank DePatto	Y
Kelly Garcia	Y

Having nine votes in the affirmative, the motion was approved.

- Consideration and action to accept a gift of 100 winter coats and outerwear from a corporate partner of Citizen Schools to be distributed to students in need. Chairman Velez called for a roll call vote.

Julio Hernandez	Y
Jeanette Velez	Y
Lucia Henriquez	Y
Yessenia Alfaro-Alvarez	Y

Rosemarie Carlisle	Y
Ana Hernandez	Y
Richard Maronski	Y
Frank DePatto	Y
Kelly Garcia	Y

Having nine votes in the affirmative, the motion was approved.

- A motion was made and seconded to consider the following 2 late motions:
- Consideration and action to accept the Home Schooling Petition of the Almestica family for their child Ivan Franco.

A copy of the action item is attached and forms a part of these minutes.

On a voice vote the motion was unanimously approved.

Ms. Garcia left the meeting at this time.

- Consideration and action to support a two-year pilot initiative to collaborate with Excel Academy on universal enrollment.

A copy of the action item is attached and forms a part of these minutes.

Chairman Velez called for a roll call vote.

Mr. Maronski moved to lay the motion on the table. The motion was seconded. The motion was laid on the table.

Ms. Garcia rejoined the meeting at this time.

Communications: The following communications were accepted and filed:

- Chamber of Commerce Brighter Holidays
- Chelsea Collaborative Donation Drive

Announcements: Mr. DePatto expressed his displeasure regarding the separate inaugurations of City Council and School Committee. Ms. Carlisle agreed.

Ms. Alfaro-Alvarez mentioned an event at the Berkowitz School for the morning of February 9, 2018.

Ms. Garcia thanked the community for the donation of goods to the community of Puerto Rico.

Mr. DePatto called for a moment of silence for James 'Bear' Burke.

Adjournment: The meeting adjourned at 8:30 p.m.

Recorded by

Terry Young

**Terry Young
Administrative Assistant
Clerk to the Chelsea School Committee**

Chelsea Opportunity Academy COA



Challenge Drop Out and Graduation Rates

- 4 Year Graduation Rate for All CHS Students
 - 2015
 - 65.5%
 - 2016
 - 62.5%
- 4 Year Graduation Rate for ELL Students
 - 2015
 - 41.3%
 - 2016
 - 27.5%



Challenge

Drop Out and Graduation Rates

- Dropout Rate for all CHS Students
 - 2015
 - 6.4%
 - 2016
 - 7.8%
- Dropout Rate for ELL Students
 - 2015
 - 12.5%
 - 2016
 - 15.7%

How do students end up as dropouts?

- New educational system for many
- Large school setting 1500+ students, limited attention
- Hours do not align with their out of school responsibilities
 - Work, Childcare, Family Needs, Health Needs

Students struggle, absences accumulate, grades drop, frustration sets in, gaps in knowledge increases, hope diminishes, students give up, drop out

What students say...

- Their needs are not understood by teachers
- Few chances to recover from mistakes or missed assignments
- Too tired from work/schedule requires they miss school
- Teachers don't have the time/patience to support their needs
- Few role models or supporting adults in or out of school

5 Pillars of Support for all Students

- 1 Competency-Based**
Students are given multiple opportunities to demonstrate competence through authentic and relevant assessments
- 2 Multilingual**
Bilingual instructional offerings and comprehensive English learner supports build on the linguistic diversity in Chelsea
- 3 Holistic**
Instructional and wraparound supports address students' academic, social and emotional, and pragmatic needs
- 4 Flexible**
Expanded times, schedules, formats, programs, and languages of instruction meet the diverse needs of students
- 5 Community Embedded**
Students take leadership roles in the community through internships, work placement, and service learning projects

Chelsea Opportunity Academy Mission

The **Chelsea Opportunity Academy** offers a transformational and supportive learning environment for overage and under-credited learners who have not experienced success in traditional high schools. In order to impact our students' trajectories, we provide **personalized pathways**, **competency-based** learning, **holistic** support services, and **multilingual** education. We support our students in developing the life-long skills necessary to deeply engage in post-secondary learning tied to college and career success so that they can make an impact. Our community values diversity of perspective and voice as well as the unique assets of our students, families, and staff, and view adversity as an opportunity to show fortitude and perseverance. At COA, all community members believe that every day is a new day and a new opportunity to learn and grow.

School Design Plan

- **Understand Phase (Completed)**
 - Student Interviews/Student and Parent Focus Groups/School Data/Exit Interviews
 - Profiles of our Students at Entry and Graduation
- **Design Phase (Completed)**
 - Mission/Instructional Vision/Core Values
 - Design Priorities/Milestones
- **Build Phase (In Progress)**
 - Hiring, Master Schedule, Student Recruitment, Staffing, School Location, Summer Work

The Barr Grant and SpringPoint Partners

- Barr
 - \$150,000 2017-18
 - \$375,000 2018-19
 - \$375,000 2019-20





January 2018

Monthly:

2. District-Wide daily attendance rate will be 95%. (p. 3)
8. The CPS dropout rate will decrease by 2% per year. (p. 6)

Quarterly Updates:

4. 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in ELA, Math and Science. (p. 4)
5. 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science. (p. 5)

Winter/Spring:

3. 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest. (p. 4)

Annual:

1. All CPS Schools will be on track to be Level 2 or better in the State's accountability system. (p. 2)
6. 85% of High School Students in AP courses will attain a 3, 4, or 5. (p. 5)
7. The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year. (p. 6)
9. All students will graduate from Chelsea High School with a plan for college, career and life. (p. 7)
10. Annual staffing data will show improved teacher retention. (p. 8)

Appendix: Additional Relevant Data:

- Mobility (p. 9)
- Mobility Rate (p. 9)
- CHS Grade 9 & 10 Failing Grades (p. 10)
- CHS Grade 9 & 10 Retention (p. 10)



Indicator 1: All CPS Schools will be on track to be Level 2 or better in the State's accountability system.

PARCC/MCAS

School	ELA CPI 2016	ELA CPI 2017	ELA CPI 2018	ELA SGP 2016	ELA SGP 2017	ELA SGP 2018	Math CPI 2016	Math CPI 2017	Math CPI 2018	Math SGP 2016	Math SGP 2017	Math SGP 2018	Science CPI 2016	Science CPI 2017	Science CPI 2018
Berkowitz	69			61	50.5		73.6			38	59				
Hooks	73.6			74	64		94.7			61	62				
Kelly	66.6			47	55		74.4			46	68				
Sokolowski	65			53	47		75.8			55	28				
Browne	59.2			46	60		48			31	33		36.4	41.7	
Clark	69.4			40	44		60.5			29	41		51.7	49.6	
WSTA	64.8			38	38		55.2			29	27		45.4	48.7	
CHS	83.1	84.5		55	53		62.4	66.3		26	25		65.6	66.6	

Chelsea Public Schools Indicators of Success 2016 - 2021



Indicator 2: District-Wide daily attendance rate will be 95%.

	%2017	Sept	Oct	Nov	Dec	Jan		Feb	March	April	May	June
		Month	Month	Month	Month	MTD	YTD	Month	Month	Month	Month	Month
Grade 1	95.0%	94.7%	94.4%	94.4%	92.5%	93.9%	94.3%					
Grade 2	95.0%	95.8%	96.4%	95.9%	94.2%	94.5%	95.6%					
Grade 3	95.2%	95.8%	95.6%	95.3%	94.8%	94.4%	95.3%					
Grade 4	95.4%	95.6%	96.4%	95.6%	94.9%	94.8%	95.6%					
Grade 5	95.1%	95.8%	96.2%	95.2%	93.2%	93.0%	95.0%					
Grade 6	95.0%	95.2%	95.4%	94.4%	93.8%	93.5%	94.8%					
Grade 7	95.0%	95.7%	94.9%	94.9%	93.3%	93.1%	94.5%					
Grade 8	94.2%	94.6%	95.1%	94.4%	92.4%	92.5%	94.0%					
Grade 9	89.1%	89.3%	87.9%	85.3%	84.1%	86.5%	86.9%					
Grade 10	90.0%	89.6%	87.9%	85.8%	83.2%	86.6%	86.8%					
Grade 11	90.0%	90.2%	89.7%	87.3%	86.6%	89.6%	88.6%					
Grade 12	88.7%	91.7%	90.7%	88.3%	88.3%	89.7%	89.9%					
Post-Graduate	n/a	100.0%	64.5%	100.0%	100.0%	97.4%	86.5%					
Kindergarten	92.8%	95.3%	94.5%	93.5%	90.9%	91.1%	93.2%					
Grade PreK	93.0%	94.6%	93.2%	91.7%	90.8%	90.5%	92.2%					
District Total	93.4%	94.1%	93.8%	92.7%	91.4%	92.0%	93.0%					



Indicator 3: 75% of Kindergarten students will score in the Proficient or In Progress range on the Nonsense Word Fluency Correct Letter Sounds (NWF-CLS) DIBELS subtest.

	2016 - 2017	2016 - 2017	2017-2018
Winter (% students)	49%	44%	41%
Spring (% students)	61%	50%	

Indicator 4: 85% of grade 4 students will exit grade 4 and enter grade 5 with a 3 or better in Reading, Writing, Math and Science.

	2016-2017 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
Reading	57.8%	32.8%			
Writing	44.7%	22.5%			
Math	62.5%	40.1%			
Science	78.6%	72.4%			



Indicator 5: 85% of grade 8 students will exit grade 8 and enter grade 9 with a C or better in ELA, Math and Science.

	2016 - 2017 (% students)	Quarter 1 (% students)	Quarter 2 (% students)	Quarter 3 (% students)	Final Grade (% students)
ELA	62.3%	72.4%	73.3%		
Writing	73.5%	79.9%	72.9%		
Math	56.5%	75.9%	67.0%		
Science	61.4%	75.3%	69.0%		

Indicator 6: 85% of High School Students in AP courses will attain a 3, 4, or 5.

	2015 - 2016	2016 - 2017	2017 - 2018
# of students enrolled in AP courses	428	454	333
# AP tests taken	400	399	
# of tests scored 3, 4, or 5	128	141	
% of tests scored 3, 4, or 5	32%	36%	



Indicator 7: The CPS four-year graduation rate will increase by 2% per year; the five year graduation rate will increase by 2% per year.

	2014-2015	2015-2016	2016-2017
4 year graduation rate	63.6%	62.9%	
5 year graduation rate	67.1%		

Indicator 8: The CHS dropout rate will decrease by 2% per year.

Data for each year is period to date

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Oct. 1 st Enrollment*	1369	1353	1330	1372	1408	1527	1536	1556	1538
# of Drop-Outs	64	39	63	54	44	69	54	51	58
Drop-Out %	4.67%	2.88%	4.74%	3.94%	3.13%	4.52%	3.52%	3.28%	3.77%

*CHS enrollment as of 10/1/2017

CHS Programmatic Breakdown this year to date

CHS Enrollment	Regular Ed Students	Sped Students	ELL Students
Oct. 1 st Enrollment	827	182	529
# of Drop-Outs	22	0	36
Drop-Out %	2.66%	0%	6.8%

Chelsea Public Schools Indicators of Success 2016 - 2021



1/1/2018-1/29/2018 DROPOUT NOTES:

- 14 students have withdrawn
- 6 to an Adult Ed Program, 3 Plans Unknown, 5 Location Unknown
- Regular=5, LEP=9
- Grade 9 = 2
- Grade 10 = 7
- Grade 11 = 4
- Grade 12 = 1

Indicator 9: All students will graduate from Chelsea High School with a plan for college, career and life.

Plan	Class of 2016	Class of 2017	Class of 2018
Attend 2 or 4 year college	71%	70%	
Enter directly into workforce	15%	13%	
Enter military	4%	3%	
Enter certificate program	5%	4%	
Take gap year and/or enroll in Year Up or City Year Program	3%	3%	
Enter a trade school	1%	2%	
total:	99%	95%	



Indicator 10: Annual staffing data will show improved teacher retention.

Retention

	2015- 2016		2016 - 2017		2017-2018
Total teachers in CPS	443.75	100%	457.12	100%	
Teachers who left CPS	77	17.4%	87	19%	
Teachers who retired or were terminated	32	7.2%	31	7%	
Teachers who left on their own*	45	10.2%	56	12%	

* reasons for leaving included: moving back home, new job in another district, returning to school, health

Promotions

	2015- 2016	2016 - 2017	2017-2018
Paraprofessional to teacher	6	7	
Teacher to administrator	3	3	
Administrator promotion	3	3	
Substitute to paraprofessional	2	3	
Total promotions	14	16	



APPENDIX:

Mobility:

	2016-17 Total		Sept		Oct		Nov		Dec		Jan to date		Feb		Mar		Apr		May		June		TOTAL		
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	
ELC (K only)	98	48	0	5	8	4	5	5	4	5	6	3										23	22		
Elementary	215	174	106	44	15	18	23	19	9	14	18	22										171	117		
Middle School	155	108	75	38	18	4	10	16	11	4	15	18										129	80		
High School	263	262	92	67	28	15	22	19	18	19	15	31										175	151		
District Total	731	592	273	154	69	41	60	59	42	42	54	74										498	370		

*District-wide mobility rate (sum of transfers in and transfers out divided by October 1st enrollment [6327] is 13.7% year to date.

Student Mobility Rate September 1 – June 30 (10-month calculation)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Rate	32.0	32.4	33.7	33.5	23.9	36.0	28.6	37.5	23.6	32.0	28.5	25.0	24.8	17.0	20.0	17.6	20.6
Year	2014	2015	2016	2017	2018												
Rate	17.0	18.7	17.0	20.8													

Chelsea Public Schools Indicators of Success 2016 - 2021



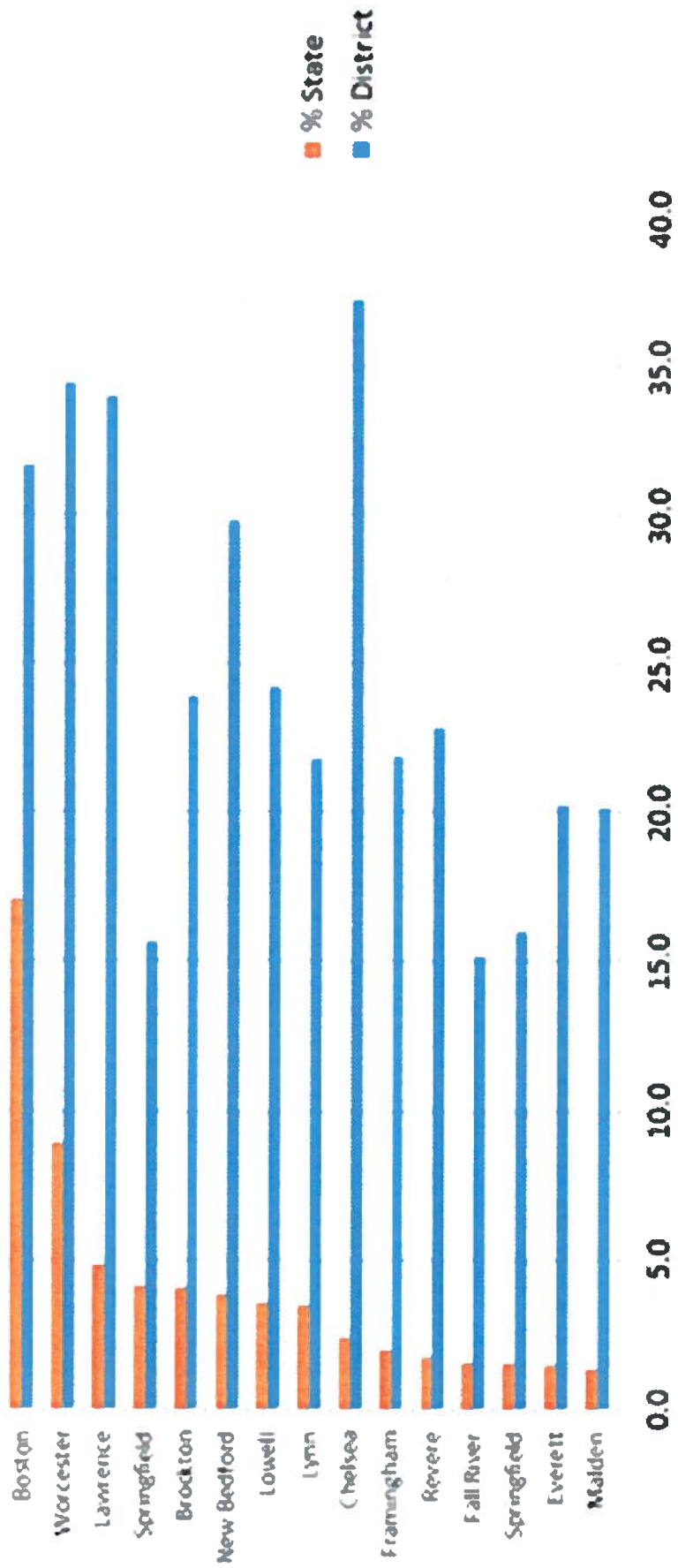
CHS Failing Grades

	2016-2017 Final	2017-2018 Quarter 1	2017-2018 Quarter 2	2017-2018 Quarter 3	2017-2018 Final Grade
Grade 9 Total # Students	457	405			
G9: One failing grade	90	80			
G9: Two failing grades	60	67			
G9: Three failing grades	35	44			
G9: Four or more failing grades	35	14			
G9: Total percent	48.1%	50.6%			
Grade 10 Total # Students	420	409			
G10: One failing grade	72	89			
G10: Two failing grades	39	46			
G10: Three failing grades	40	40			
G10: Four or more failing grades	47	10			
G10: Total percent	47.1%	45.2%			

CHS Retention

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Grade 9 retained	23%	13.6%	18.7%	34.9%	30.1%	15.6%	21.2%	
Grade 10 retained	20%	11.8%	16.9%	12.9%	18.1%	11.3%	12.6%	

SY2018: 62% of MA ELs are enrolled in 15 districts



Action Item

February 1, 2018

Consideration and action to accept the Home Schooling Petition of the Alместica family for their child Ivan Franco.

Explanation: Petition was reviewed by the Curriculum & Instruction Subcommittee and found to have met all approval factors.

Action Item

February 1, 2018

Consideration and action to support a two-year pilot initiative to collaborate with Excel Academy on universal enrollment.

Explanation: In collaboration with the Director of Excel Academy, Owen Stearns and Associate Commissioner of Education, Cliff Chuang, Chelsea Public Schools proposes a two-year pilot initiative for universal enrollment. Chelsea Public Schools will send sign-up forms home with children asking parents if they want to be included in a general lottery. The goal of this process is to help bring Excel's demographic and academic profile of entering students more in alignment with the Chelsea Public Schools. The charter schools, under law, must have the lottery process started the first week of March.