

11/1/2018 School Council Meeting

Attendees:

Shannon Donnelly-Principal, Lisa Berube-Co-Op Coordinator, Rebecca Smith-Faculty, Maura Stone-Faculty, Chris Coleman-Parent, Lou Schirripa-Parent, Lisa LaPorte Pais-Parent, Nancy Santana-Parent, Brian Curley-Student, Cam Lampert-Student, Sunny Marcus-Student, Virginia Vienneau-Student, Erin Nestor-Recorder

Presenter:

Tom O'Toole-Director of Academic Programs-MCAS Presentation

Absent:

Richard Chouinard

Welcome, Introductions & Previous Meeting Minutes

Meeting started at 7:50 am with welcome & introductions of those who were present. Handouts of the current agenda and previous meeting minutes were provided.

A typo correction was requested by Mr. Coleman to change the section of the minutes on page three that referred to the marketing of our programs. "Our students *were the best marketing tools and we should try and share our state-of-the-art programs with professionals more often." Would like the correction to read as "Our students *are the best marketing tools and we should try and share our state-of-the-art programs with professionals more often." It was agreed that it would be updated and the typo corrected.

There was a motion to accept the May 10, 2018 meeting minutes by Principal Donnelly, seconded by Mr. Coleman and the minutes were accepted.

Review Administrative Changes

Principal Donnelly reviewed the Administrative changes as follows:

- ★ Dr. Riccio appointed as Superintendent
- ★ Ms. Donnelly appointed as Principal
- ★ Mr. Spruance as the Assistant Principal of Freshman Academy and Admissions Coordinator
- ★ Mr. Ducharme appointed as East CTE Director
- ★ Ms. Carr appointed as Community Relations and Partnerships Coordinator
- ★ Ms. Holman appointed as HR Director (to start December 1, 2018)

★ Ms. Rodolico retiring as Technology Director (interviews being conducted within the coming weeks)

Principal Donnelly commented that the removal of "Interim" from both her and Mr. Spruance's titles provides a sense of stability and that she looks forward to many years here in the future.

Cooperative Education Update

A handout was provided and Ms. Berube commented that the numbers change daily as students move in and out of programs.

There are 82 placements right now

There is a plan for Ms. Berube and Ms. Garron to speak with Juniors next week and work with them on the preparation of their resumes and cover letters.

Mr. D'Aloisio will also work with Juniors on Strands 4&5 Employability

MASS HIRE will provide workshops for grade 10

Juniors are technically eligible on January 18th, but 8 juniors have already been placed with a Co-Op employer.

Ms. Santana asked a question regarding the programs listed on the handout at zero- "Is it because there are no jobs in that field?" referring to Environmental/Bio-Technology. Ms. Berube said that they are working on securing internships. There are currently 2 Senior Environmental Technology students on internships with Mass Audubon. Ms. Berube went on to explain that some students have issues traveling to jobs. They try to work with students that really want to go out.

Ms. Stone asked a question regarding the difference between co-op and internship- "Is it that co-op gets paid?" Ms. Berube replied, "yes & no". She offered that DESE has guidelines regarding paid internships and whether the work is clearly defined or if the work involves learning at the same time.

Mr. Lampert would like to see more on the job learning.

Ms. Berube mentioned that students that go out on co-op 1&½ years in or ½ way through Junior year gain more experience and are more likely to get hired

Mr. Coleman asked what the target percentage goal for seniors on co-op would be? Ms. Berube replied that she would ideally like to see every senior have some type of co-op exposure, but would love to see 40-50% of seniors experience co-op.

Ms. LaPorte Pais asked if it would be possible to reach out to potential employers to come to see the school? Or to form more community partnerships? Ms. Berube offered that Mass Bio was scheduled to tour the school soon.

Ms. Santana asked if it was the expectation that all CTE participate with co-op? Ms. Smith offered that it is easier for some programs than others

Mr. Schrippa asked if there was any Alumni involvement? Ms. Berube answered yes that there was alumni participation.

Mr. Lampert offered that he works at the transfer station and he often asks potential employers if they are looking for workers in the trade. He starts conversations with people that have company logos on their clothing to try to exploit possible employment opportunities for his peers.

Ms. Berube mentioned that some teachers will find placements for their students on their own. She often has little involvement with placement in those fields. In the summertime, often teachers are out working in the field so they continually re-establish those connections.

Mr. Lampert proposed having an advertisement of some sort go out to potential employers.

Ms. Berube asked the student representatives what could be done to encourage/motivate students to go out on Co-Op?

Mr. Lampert mentioned enticing them by showing that by earning money on Co-Op you can buy material items ie. cars etc.

Mr. Schirripa asked why students are not joining co-op?

Ms. Stone said that the #1 reason for students to come to this school is for the Co-Op opportunity.

Mr. Curley said that the curriculum senior year may be a deterrent for some students. That they would rather take part of the curriculum than go out on co-op. He gave an example of Haz-Mat training and that they would rather participate in that than work in the field and miss out on that opportunity.

Mr. Lampert offered that the reasoning would vary depending on what shop the student was in.

Ms. Berube offered that some students feel as though Senior Year is their "Last Hurrah" as a high school student. That they would miss out on some of the social aspects of senior year.

Ms. Smith added that sports/extra-curricular activities sometimes interfere with the ability to adhere to the Co-Op schedule.

Mr. Coleman asked what the hours were for Co-Op jobs

Ms. Berube answered that it would depend on the nature of the job. Also that if the schedule was set, that they still could be pulled on to another "emergency" job unexpectedly. It proposes sort of a balance/juggling act scenario that can be difficult.

Principal Donnelly added that the goal is Co-Op as they move through the Senior year. Currently, 82 students are placed, which is much higher than in previous years.

Mr. Coleman mentioned that transportation can also pose a challenge and asked if that was something that could be addressed? Possibly provided by the school?

Ms. Berube answered that it can be looked into. Depends on the feasibility and cost-effectiveness. That offering transportation would make sense if multiple students were going to the same place (or vicinity) in order to be transported all together.

Principal Donnelly added that transportation review is part of the initial evaluation for Co-Op.



Mr. Coleman added that especially for students that need to get out to Co-Op then back to school for extracurricular activities and then home, would be particularly challenging.

Mr. Lampert offered the suggestion of making driving school more accessible and less expensive. Advertise driving school in conjunction with Co-Op as a reason to get your license, to be able to get back and forth.

Principal Donnelly offered that there is currently a limitation due to the fact that students would also need bussing home, after driving school. But that they could look into possibly adding an additional instructor for more classes.

Ms.LaPorte Pais offered that driving schools would be thrilled to secure a contract with a school. Guaranteed business opportunity.

Ms. LaPorte Pais then asked how the Co-Op program encouraged self-confidence/esteem in a new job environment?

Ms. Berube answered that they learn job interview skills and that she assist with the interview process, in general

Ms. Stone asked the student representatives if they felt as though they consider themselves career professionals? That Co-Op should be a priority.

Mr. Lampert answered saying that Freshman/Sophomore year, they are super ambitious. Later they lose the ambition due to the idea that they're going to college and that they don't need a trade if they do that. They feel as though they don't have to. He said that he felt as though those students were wasting a spot for a potential student that would utilize the trade.

Ms. Marcus added that Vet Tech has limited opportunity for work in the field that they may be interested in, ie: radiology or K9 officer. There aren't many opportunities for that type of work.

Mr. Coleman took the opportunity to respectfully disagree with the approach of Ms. Stone that she tells students that they shouldn't bother coming here if they are not

interested in Co-Op. He mentioned that as Freshmen, they are only just beginning with exploratory and that might deter them from sticking it out.

Ms. Stone added that she also tells them to keep an open mind.

2018 MCAS Results & Presentation

Mr. O'Toole provided a handout of what was presented to the school committee and went over the MCAS results. It was then opened up for questions/comments from members.

Mr. Lampert started by saying that students feel as though they are taught to focus on how to take the tests (memorization & comprehension) which takes away from actually learning the subject.

Ms. Marcus added that she took the Biology test last year and would prefer a review prior to the test AND periodically throughout the year. She felt that would be more helpful for anyone taking the test.

Mr. O'Toole added that they still needed to figure out how to add a testing structure to the curriculum without making it boring.

Mr. Curley referred to the MCAS handout and asked what percentage of students were considered lowest performing?

Mr. O'Toole answered that DESE has a specific list of what "lowest performing" consisted of, ie: economically challenged, students with disabilities, high risk etc... He said that he would share the link to the DESE information after the meeting which I have attached here...

https://view.officeapps.live.com/op/view.aspx?src=http://www.doe.mass.edu/accountability/accountability-summary.docx

Ms. Stone asked what they referred to as "Criterion-Based Targets"?

Mr. O'Toole also referred to the link mentioned/posted above for a specific explanation for "Criterion-Based Targets".



Principal Donnelly asked if there was any new business?

Mr. Curley added that the FFA is selling paper turkeys. These are to provide Thanksgiving meals for underprivileged families. They are available for sale in the lunchrooms and also in the main office.

The meeting was adjourned at 9:22 am



Cooperative Education

Monthly Placement Report

Class of 2019

October 2018

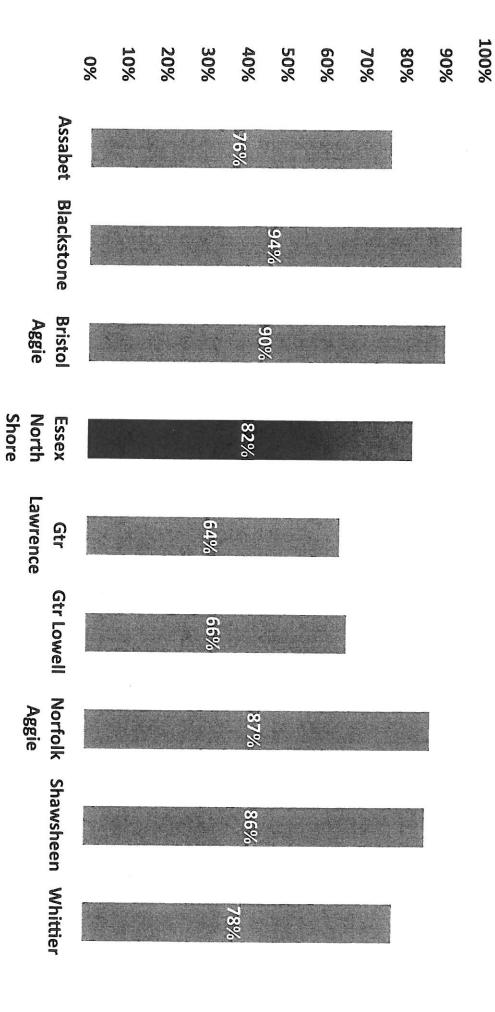
CTE Program	Total # of Seniors	# of Seniors placed on Co- op	Total # Internships	% of Seniors placed on Co- op	% of Seniors placed on Internship	Total % of Seniors placed
Advanced Manufacturing	6	6		100.0%		100.0%
Arboriculture	10	3		30.0%		30.0%
Auto Collision Repair & Refinishing	4	3		75.0%		75.0%
Automotive Technology	10	2		20.0%		20.0%
Biotechnology	13	0		0.0%		0.0%
Carpentry	12	5		41.7%		41.7%
Companion Animals	20	6	2	30.0%		40.0%
Cosmetology	14	0		0.0%		0.0%
Culinary Arts	17	0		0.0%		0.0%
Dental Assisting	15	2	1	13.3%		20.0%
Design & Visual Communications	12	1		8.3%	0.0%	8.3%
Electricity	19	9		47.4%		47.4%
Environmental Technology	15	1		6.7%	0.0%	6.7%
Equine Science	17	2		11.8%		11.8%
Graphic Communications	11	0		0.0%		0.0%
Health Assisting	20	4		20.0%		20.0%
HVAC-R	16	9		56.3%		56.3%
Information Technology Services	19	3		15.8%		15.8%
Landscape & Turf Management	12	8		66.7%		66.7%
Masonry & Tile Setting	13	2		15.4%		15.4%
Natural Resource Management	18	2	4	11.1%	22.2%	33.3%
Plumbing	15	11		73.3%		73.3%
Sustainable Horticulture	0	0				
Veterinary Technology	22	3	2	13.6%		22.7%
TOTALS	330	82	9	24.8%	2.7%	27.6%

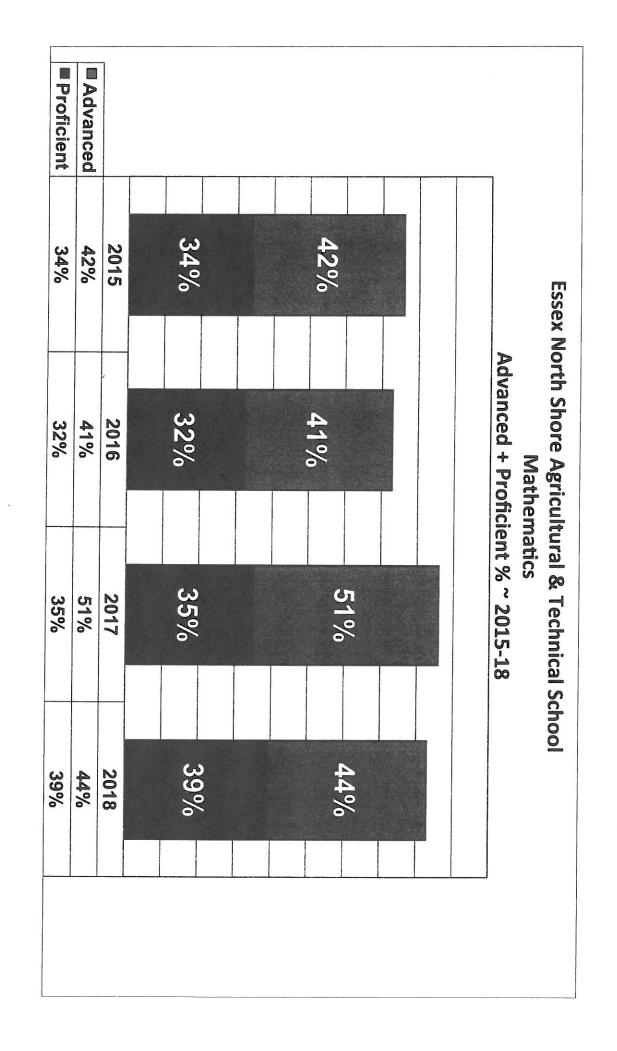
MCAS 2018 Results

DESE Accountability Overview

Proficient Advanced 52% 29% 2015 52% 29% Essex North Shore Agricultural & Technical School Biology
Advanced + Proficient % ~ 2015-18 58% 24% 58% 24% 2016 54% 34% 34% 2017 54% 58% 23% 23% 2018 58%

MCAS 2018 Science A+P% ~ Comparative Schools



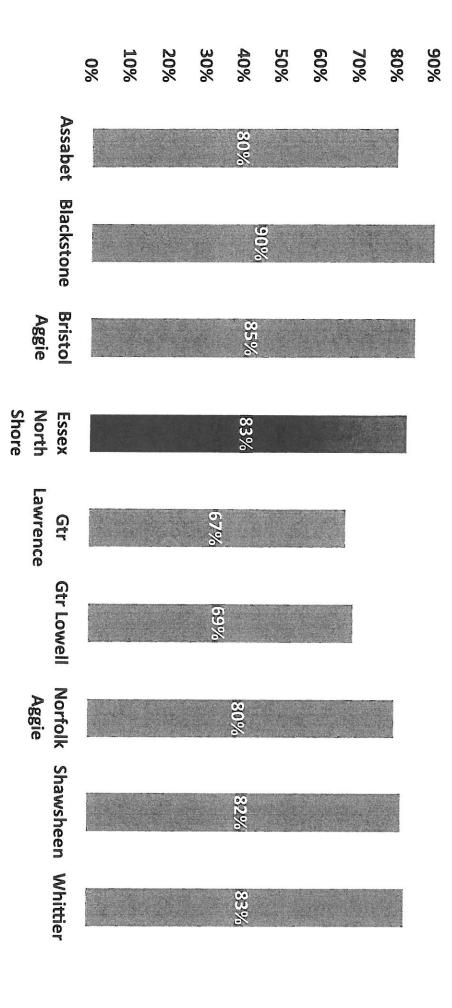


Essex North Shore Agricultural & Tech School MCAS Math SGP ~ 2015-18

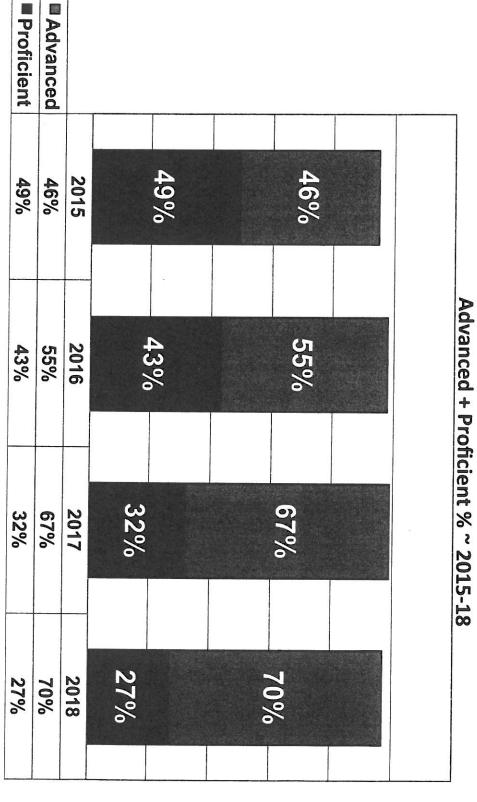
→ENSA&T Math Growth	High Growth	Moderate Growth	—Low Growth	Gr	ade :	10 M	ICAS	Stu	dent	Gro	wth	Perd	centi	le
wth				0	10	20	30	40	50	60	70	80	90	100
47.5	60	50	40	2015					CONTRACTOR	100				
43	60	50	40	2016				X	TEST PERSONAL PROPERTY AND INTERESTINATION OF THE PROPERTY OF					
48	60	50	40	2017										
45.3	60	50	40	2018										

MCAS 2018 Mathematics A+P% ~ Comparative Schools

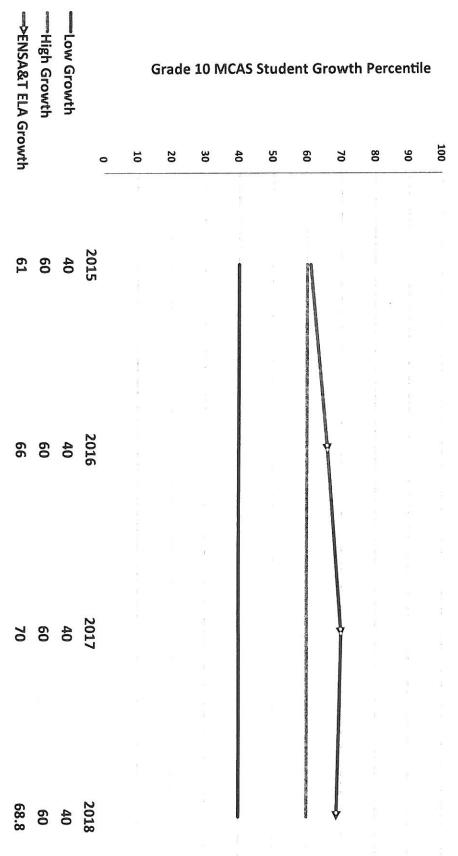
100%



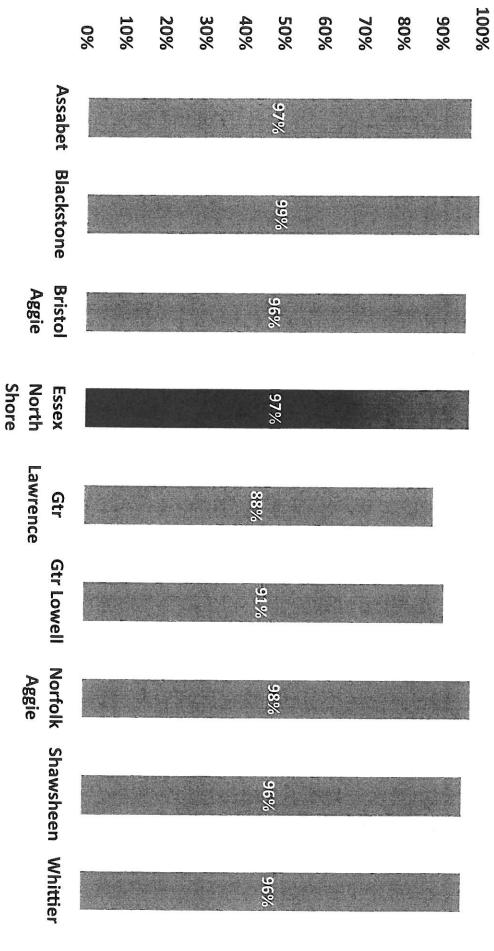
Essex North Shore Agricultural & Technical School English Language Arts



Essex North Shore Agricultural & Tech School MCAS ELA SGP ~ 2015-18



MCAS 2018 English Language Arts A+P% ~ Comparative Schools



MCAS 2018 Takeaways

- All students passed ELA! (4 years in a row.)
- Highest MCAS ELA Advanced % ever. 245 students. This is "a tell."
- Nearly all comparative schools dropped in their MCAS ELA, Mathematics, and Science A+P%.
- The conversion to a more challenging text ahead has begun with the computer-based Next-Generation MCAS (2.0) in 2018-19

Next-Generation MCAS: What we know...

- Administered for the first time in Grade 10 in 2018.
- Four New Performance Levels:
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations
- based essays: literary synthesis, argument, and narrative In English Language Arts there will be three different text-
- In Mathematics and Biology the open-response questions applications. are more challenging and often based on a "real world"

2018 Preliminary District & School Accountability Reporting

September 2018



System highlights

- Additional accountability indicators
- Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
- Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
- In addition to the performance of the school as a whole
- Discontinuation of accountability & assistance levels 1-5
- Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from the Department
- Districts classified based on district-level data
- No longer based on the performance of a district's lowest performing school



Weighting of indicators in high schools & middle/high/K-12 schools

Indicator		Measures	2018 Weighting With ELL No E	eighting No ELL
Achievement	•	ELA, math, & science achievement	40%	47.5%
Student Growth	•	ELA/Math Student Growth Percentile (SGP)	20%	22.5%
High School Completion		Four-year cohort graduation rate Extended engagement rate Annual dropout rate	20%	20%
English Language Proficiency	•	Progress made by students towards attaining English language proficiency	10%	
Additional Indicators		Chronic absenteeism Percentage of students completing advanced coursework	10%	10%





Categorization of schools

	Two categories for targets	Assistance level
2018: Performance against targets reported in 2 categories (meeting & partially meeting 2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)	Meeting targets Criterion-referenced target percentage 75-100	Schools without required assistance or intervention (approx. 85%)
orted in 2 categories (meeting & orted in 3 categories (meeting,	Partially meeting targets Criterion-referenced target percentage 0-74	e or intervention
graduation rate • Schools with low performing subgroups • Schools with low participation	Focused/targeted support Non-comprehensive support schools with percentiles 1-10 Schools with low	Schools requiring assistance or intervention (approx. 15%)
underperforming schools	Broad/ comprehensive support •Underperforming schools •Chronically	stance or intervention



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

Overall results

Indicator		a	All students ligh school grades)		ijH) SaMo J	est performing students High school grades)	is
		Points Samed		₩eight %	Points	Total possible	Weig
	English language arts achievement	4	4	•		4	
Achievement	Mathematics achievement	_	4	ı		4	,
	Science achievement	_	4		0	4	,
	Achievement total	6	12	47.5	2	12	67.5
	English language arts growth	4	4		ω	4	
Growth	Mathematics growth	2	4	r	▲	4	
	Growth total	6	co	22.5	4	88	22.5
	Four-year cohort graduation rate	ω	4		•		
High school completion	Extended engagement rate	4	4	1	•	1	
	Annual dropout rate	4	4		Ŀ	r	,
	High school completion total	<u></u>	12	20.0	•	•	,
Progress toward attaining English language proficiency	English language proficiency total	1	•	•			
	Chronic absenteeism	0	4	1	0	4	,
Additional indicators	Advanced coursework completion	ω	4	a e		1	1
	Additional indicators total	ယ	æ	10.0	0	4	10.0
Weighted total		6.7	10.7	ï	2.3	10.3	,
Percentage of possible points			63%	Ē		22%	
Criterion-referenced target percentage				43%	*		

Accountability data dos & don'ts

Do not

- Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)
- Additional indicators, fewer years of data, different comparison groups
- Equate 2018 accountability categories with historical accountability & assistance levels
- No crosswalk between categories & levels
- Discuss preliminary or embargoed results publicly

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- Use preliminary results for internal planning purposes
- Review accountability resources
- Ask questions!

