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The Massachusetts Board of Elementary and Secondary Education

Board Documents - June, 2009

Special Meeting Agenda

Massachusetts Board of Elementary and Secondary Education
 75 Pleasant Street, Malden, MA 02148-4906
 Monday, June 22, 2009, 5:00 p.m. - 8:30 p.m.

Item for Discussion:

1. [State System of Accountability and Assistance: System Redesign](#) - **Discussion**

Regular Meeting Agenda

Massachusetts Board of Elementary and Secondary Education
 75 Pleasant Street, Malden, MA 02148-4906
 Tuesday, June 23, 2009, 8:30 a.m. - 1:00 p.m.

[Briefing](#)

Comments from the Chair

Comments from the Commissioner

Comments from the Secretary

Statements from the Public

Routine Business:

Approval of the Minutes of the May 19, 2009 Regular Meeting - **Vote**

Items for Discussion and Action:

1. [Update on State Education Budget and Federal Stimulus Funding for Education](#) - **Discussion**
2. Second Report from Advisory Council on School and District Accountability and Assistance - **Discussion**
3. [Educational Leadership: Proposed Policy Standards for Principals, Superintendents, and Other Leadership Roles](#) - **Discussion and Vote**
4. [Annual Performance Evaluation of the Commissioner](#) - **Discussion and Vote**
5. [Approval of Non-Operating School Districts](#)

- a. Approvals for 2009-2010 - **Discussion and Vote**
- b. Delegation to Commissioner for Future Approvals - **Discussion and Vote**
6. [Schedule for Regular Board Meetings through June 2010](#) - **Vote**
7. [Report from Parent and Community Education and Involvement Advisory Council](#) - **Discussion**
8. [State Student Advisory Council End-of-Year Report](#) - **Discussion**

Other Items for Information:

9. Education-Related News Clippings
10. Testimony of [Board Chair](#) and [Commissioner](#) at Education Committee Hearing in Gloucester, June 8, 2009
11. [Reports to the Legislature on Academic Support Services](#)
12. [Science and Technology/Engineering Curriculum Framework Review Panel](#)
13. MassINC Report, *Incomplete Grade: Massachusetts Education Reform at 15* (Executive Summary)
14. Report on Grants and Charter School Extended Loan Terms Approved by Commissioner
15. Directions to the Meeting

last updated: June 19, 2009

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The Massachusetts Board of Elementary and Secondary Education

School and District Accountability and Assistance System - Next Steps

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 17, 2009

Background

As reported to the Board in previous meetings, the Department has been undertaking a redesign of the framework for school and district accountability and assistance (see Attachment 1 for highlights of the progress made to date on accountability redesign). The purpose of the special session on June 22nd is to present the Board with the proposed framework and facilitate an in-depth discussion of its implications for regulatory change. I hope that the Board will provide the feedback needed for Department staff to be able to draft regulations for a September vote.

While there may be questions about the implications of the framework's "Co-Governance" concept (Level 5), it is important that we focus on Levels 1 - 4 for this special session: this content is clearly developed, does not require statutory change, and has an impact on the vast majority of districts and schools in the Commonwealth. Board approval of Levels 1 - 4 of the framework is a high priority for the Department in this special session to avoid delaying implementation of a redesigned school and district accountability and assistance process beginning next fall after 2009 MCAS results are released.

The attached documents form the basis for discussion at the June 22nd Board meeting. Below is a description of each.

A. Annual District Data Review

Beginning in fall 2009, every district and school will be evaluated annually on more than forty quantitative indicators through a District Data Review. Numerous stakeholders have indicated that the district reports completed by the Office of Educational Quality and Accountability (EQA) included visual displays of data that districts found informative and useful. The Annual District Data Review will build on the set of indicators used in the EQA reports and expand the scope of this analysis to include a "snapshot" of five-year trend data for all districts and schools every year. The Data Reviews will be publicly accessible through the Department website and are being designed to be easily understood by all audiences. The Annual District Data Review will also include a "comparison" tool to allow users to compare schools or districts to any other school or district in the Commonwealth so that they can identify trends as well as promising practices in settings with similar challenges. (See Attachment 2 for list of indicators being developed for fall 2009 District Data Reviews).

B. District Standards and Indicators

The proposed framework for accountability and assistance required integrating the Department's process for reviewing underperforming schools and the EQA's process for conducting district reviews. Neither process diagnosed deficiencies in the district's role in improving its underperforming schools. The proposed framework includes a new set of district standards and indicators to address this shortcoming. These new district standards and indicators were designed with the intent, also, of providing a foundation for an aligned system nimble enough to be not only summative (by serving as a tool to hold districts accountable through the district review process) but also formative (by serving as a tool for district and school improvement). Unlike the EQA review process, the Department's district review process results in the review team offering recommendations based on its findings of district performance against standards.

In re-examining the list of seventy-two indicators that EQA used in district reviews (see Attachment 3), Department staff identified the following concerns:

1. The large number of separate indicators contributed to fragmented findings;
2. Some indicators were redundant and/or overlapping;
3. No indicators explicitly addressed the responsibility of districts to intervene in their struggling schools; and
4. No indicators addressed the need for districts to develop economies of scale and regional collaboration.

In response to these concerns, we propose to maintain the existing standards but revise the indicators for each of the six standards (see Attachment 4) as follows:

1. To allow the indicators to be used as a basis for both accountability and assistance, they have been aligned with the standards and indicators used by the New England Association of Schools and Colleges (NEASC), the Essential Conditions for School Effectiveness (see below, section C), and a well-regarded national district self-assessment tool and planning template being used now in several states;
2. The number of indicators has been reduced to thirty-five by combining related, isolated indicators while preserving the comprehensiveness of the seventy-two EQA indicators (see Attachment 5 for a matrix identifying where the EQA indicators can be found in the new district indicators); and
3. Certain indicators have been emphasized as "priority indicators" by means of an asterisk, to inform district review teams of priority areas for their reviews, as well as inform district staff of priority areas in the improvement planning process.

C. Essential Conditions for School Effectiveness

The proposed framework is designed to provide districts and schools with clear, research-based guidance on how to improve student performance. The Essential Conditions currently in Board regulation (see Attachment 6, 603 CMR 2.03(6)(e)) called for structures to improve underperforming schools, but did not adequately define the content of those structures and omitted several key conditions essential to school success such as "Effective Leadership".

The proposed Essential Conditions for School Effectiveness (see Attachment 7) are necessary conditions for schools to educate their students well. They have been developed in direct consultation with participants from the Accountability and Assistance Advisory Council, the Stakeholder Working Group, and various other stakeholders to represent a research and practice-based consensus of best practices for effective schools. The Essential Conditions are central to the Department's proposed system for accountability and assistance: they are included among the indicators to be used in district reviews by the Center for School and District Accountability; they will be the foundation for assistance provided to districts by the Center for Targeted Assistance; and they will guide the prioritization of resources and technical assistance by every other Department center and office, including Special Education and Curriculum and

Instruction.

Districts at Level 3 of the accountability and assistance system (see below, section D) will be required to conduct a self-assessment developed by the Department and based on the Essential Conditions to inform their improvement planning; this self-assessment will also be made available for use by districts at Levels 1 and 2. Districts at Levels 4 and 5 will be required to implement all of these Essential Conditions in their Level 4 or 5 schools. In particular, a district's plan to improve student performance in a Level 4 school must focus on the achievement of all eleven of these Essential Conditions or provide a compelling rationale acceptable to the Commissioner for alternative approaches designed to achieve comparable or superior results.

D. Framework for District Accountability and Assistance

The proposed framework for district accountability and assistance (see Attachment 8) describes the roles of and expectations for the Department and districts in all levels of performance. The framework strategically aligns the Department's systems of support and intervention with our accountability requirements and priorities. In an effort to focus Department resources used in our accountability and assistance work, the priority for assistance and degree of intervention is built on a continuum that directly links to the severity and duration of identified problems.

The framework is consistent with the Department's theory of action: that the district is the entry point for our accountability and assistance work. In this proposed framework, the underperformance of even one school in a large district can be enough to place it into Level 4. All current NCLB accountability designations are encompassed in Levels 1, 2, and 3. Levels 4 and 5 are reserved for the districts requiring the most substantial state intervention and assistance; therefore Level 4 designation is based on criteria distinct from federal Adequate Yearly Progress (AYP) determinations. This shift is driven by the Department's commitment to provide meaningful and comprehensive assistance to the Commonwealth's lowest-performing districts - the rising number of districts and schools unable to make their AYP targets requires that we develop an alternative set of criteria to identify the districts and schools in greatest need of intervention. These more selective criteria will be based on absolute achievement, annual student growth rate, and improvement trends as measured by MCAS. Level 5 designation will be based on both quantitative and qualitative factors (see Attachment 9 for a more detailed description of the framework).

Department uses of the term "Level 4 School" will be used in place of "Commonwealth Priority School" and "underperforming school". Currently there are 204 Commonwealth Priority Schools - we anticipate identifying a subset of these schools in fall 2009 to match anticipated Department capacity to provide adequate assistance. The remaining schools will be in Level 3 depending on their district. Co-Pilot Schools (Commonwealth Pilot Schools) will be considered "Level 4 Schools" in fall 2009.

At the presentation, we will focus on Levels 3 and 4 of the Framework (see Attachment 10 for a flow-chart outlining the accountability and assistance process at these levels).

Deputy Commissioner Karla Baehr and Associate Commissioner Lynda Foisy will respond to Board members' questions and outline anticipated next steps.

















Enclosures:



Accountability Redesign: Highlights of Progress to Date

Annual District Data Review: Indicator Availability Fall 2009

EQA School District Examination Standards and Indicators 2007-2008

-   [District Standards and Indicators](#)
-   [Matrix of Review Indicators](#)
-   [603 CMR 2.03\(6\)\(e\) \[Original Essential Conditions\]](#)
-   [Essential Conditions for School Effectiveness Framework](#)
-   [Gateways between Levels 3, 4, and 5](#)
-   [MGL Chapter 691J and 1K](#)
-   [Description of the Framework for District Accountability and Assistance District Intervention at Levels 3 through 5](#)
-   [Accountability and Assistance Advisory Council Findings and Recommendations, June 23, 2009](#)

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The Massachusetts Board of Elementary and Secondary Education

Briefing for the June 22, 2009 Special Meeting and the June 23, 2009 Regular Meeting of the Board of Elementary and Secondary Education

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 12, 2009

The next regular meeting of the Board of Elementary and Secondary Education will be on Tuesday, June 23, 2009, at the Department of Elementary and Secondary Education's offices at 75 Pleasant Street in Malden. The meeting will start at **8:30 a.m.** (coffee will be available at 8) and will adjourn by **1 p.m.** The Board also will hold a special meeting at the Department's offices in Malden starting at 5 p.m. on Monday evening, June 22, to discuss the redesign of the state system of accountability and assistance. If you need overnight accommodations or any additional information about the schedule, please call Beverley O'Riordan at (781) 338-3118.

Overview

Our special meeting on Monday evening will focus on the school and district accountability and assistance system. The agenda for our regular meeting on Tuesday includes an update on the state education budget and federal stimulus funding for education, a report from the Advisory Council on School and District Accountability and Assistance, a discussion and vote on proposed policy standards for educational leadership, and the commissioner's annual performance evaluation. Other items on our agenda for a vote are the annual list of non-operating schools (plus a proposed delegation of this matter to the commissioner in future years), and the schedule for regular meetings of the Board through June 2010. The Board will also receive reports from the Parent and Community Engagement Advisory Council and the State Student Advisory Council.

Special Meeting

Under the leadership of Deputy Commissioner Karla Brooks Baehr, the Department has been working with key stakeholders, including the Board's Advisory Council on School and District Accountability and Assistance, to redesign the state system for school and district accountability and assistance. The Board has received updates on this work at several points in the past year. At the special meeting on June 22nd, Deputy Commissioner Baehr will present the latest version of the system redesign and proposed next steps, and Board members will have the opportunity for an extended discussion on this important topic.

Regular Meeting

Comments from the Chair

Chair Banta will report on current issues and activities. She will also recap the discussion from the June 22nd special meeting, introduce the newly elected chair of the State Student Advisory Council who will become a member of the Board as of July 1, 2009, and invite Jeff Howard to give an update on the work of the Proficiency Gap Committee.

Comments from the Commissioner

1. **Education Committee hearing in Gloucester.** Chair Banta and I presented testimony at a legislative oversight hearing that the Joint Committee on Education convened at Gloucester City Hall on June 8, 2009. The purpose of the public hearing was to review the process that the Department and the Board followed, leading to the Board's vote on February 24th to grant a charter to the proposed Gloucester Community Arts Charter School. A copy of our testimony is enclosed for your information under Tab 10.
2. **Bureau of Special Education Appeals.** I will update the Board on our communication with the U.S. Department of Education and the steps we are taking in response to their directive to change the current organizational structure of our Bureau of Special Education Appeals (BSEA) to bring it into full compliance with federal law. My objectives are to bring our dispute resolution process into full compliance with federal law, and to do it in such a way that we can continue to offer high quality, impartial services to parents, students, and schools.
3. **180-day school year issues.** We are continuing to work with school officials and other interested parties to address questions about student learning time - particularly the minimum 180-day school year requirement - in light of health and safety emergencies such as the outbreak of H1N1 flu. I will update the Board on these matters at our June 23rd meeting.
4. **Legislative reports.** The Department has filed the following reports with the Legislature, in response to directives in the FY09 budget and the General Laws. These reports are posted on our website at: <http://www.doe.mass.edu/research/reports/legislative.html>.
 - *MCAS Academic Support Programs* - FY09 reports on the FY09 MCAS academic support for the classes of 2003-2013 which was offered through five grant programs and one contract initiative: District/Approved Private Special Education Schools & Collaboratives; One Stop Career Centers; Work & Learning Programs; Higher Education Institutions; Collaborative Partnerships for Student Success; and the annual competitive contract Connecting Activities (through Workforce Investment Boards). The full report is in your binder under Tab 11 and also at: <http://www.doe.mass.edu/research/reports/0509as.pdf> or <http://www.doe.mass.edu/research/reports/0509as.doc>.
 - *Addendum to the 2007 Report to the Legislature: MCAS Academic Support Programs* - FY07 reports on the funded programs which have submitted their end of year student data to the Department and allows this report to include more complete statistics on students served by these programs who earned their Competency Determinations. The full report is in your binder under Tab 11 and also at: http://www.doe.mass.edu/research/reports/0509as_fy07addendum.pdf or http://www.doe.mass.edu/research/reports/0509as_fy07addendum.doc
 - *English Language Acquisition Professional Development* reports on state support of professional development for educators of English language learners implementing sheltered English immersion and teaching English language acquisition in the classroom. The full report is at: <http://www.doe.mass.edu/research/reports/legislative.html>

Comments from the Secretary

Secretary Reville will brief the Board on current issues and activities.

Items for Discussion and Action

1. Update on State Education Budget and Federal Stimulus Funding for Education - Discussion

I will update the Board on the latest information we have on the state budget for the balance of FY2009 and the budget outlook for FY2010. We expect to receive the conference committee report sometime during the week of the Board meeting. Secretary Reville will brief the Board on the education budget perspective from the Governor's office.

2. Second Report from Advisory Council on School and District Accountability and Assistance - Discussion

Joseph Esposito, CFO (retired) of Solid Works and former member of the Educational Management Audit Council, chairs the Board's 15-member Advisory Council on School and District Accountability and Assistance. Deputy Commissioner Karla Baehr and others in the Department have been working with the advisory council as we redesign our system for accountability and assistance. By statute, the advisory council is to present its findings and recommendations to the Board at least two times a year. Joe Esposito presented the advisory council's first report to the Board in April and will present its second report on June 23rd.

3. Educational Leadership: Proposed Policy Standards for Principals, Superintendents, and Other Leadership Roles - Discussion and Vote

I reported to the Board in October 2008 and May 2009 on our work in educational leadership development, which has been supported by funding from the Wallace Foundation. This month I am presenting, for your approval, a slightly revised version of the overarching policy standards for educational leadership that you have seen previously. These will serve as the foundation for amendments to the regulations for licensure of principals, superintendents, and other leadership roles that we will present to the Board in the fall. They will also be the basis for our development of role- and stage- specific performance indicators that will inform preparation programs, as well as the development of new performance-based assessments at the initial and professional stages of licensure. Associate Commissioner David Haselkorn will present the proposed standards and respond to your questions.

4. Annual Performance Evaluation of the Commissioner - Discussion and Vote

Last month Chair Banta appointed a committee of Board members to conduct the Commissioner's annual performance evaluation. At our meeting on June 23rd the committee will present its report and the Chair will recommend a motion.

5. Approval of Non-Operating School Districts

a. a. Approvals for 2009-2010 - Discussion and Vote

By statute, towns that do not operate their own public schools (generally because the town is small and is not a member of a regional school district) must request and receive approval annually from the Board to tuition their students to public schools in other towns. This item is presented for your approval this month.

b. **b. Delegation to Commissioner for Future Approvals - Discussion and Vote**

I am recommending that the Board vote to delegate these annual approvals of non-operating school districts to the commissioner henceforth. We will continue to bring to the Board broader policy issues concerning school district regionalization and collaboration. I will report to the Board on any such approvals that I grant. The motion is enclosed.

6. Schedule for Regular Board Meetings through June 2010 - Vote

After checking with members, we have prepared a proposed schedule for regular Board meetings through June 2010. With the Board's approval, we will post the schedule on our website.

7. Report from Parent & Community Education and Involvement Advisory Council - Discussion

On behalf of the Parent & Community Education and Involvement Advisory Council, Chair Margaret O'Hare, Director of Mass. Parent Information and Resource Center, along with council members Abby R. Weiss, Executive Director of Full-service Schools Roundtable, and Kim Hunt, Mass. PTA President, will present draft guidelines on parent and community involvement, for your information and discussion. I would be pleased to review the draft guidelines and any recommendations in the context of other Department activities relating to family involvement in schools and report back to the Board at a future meeting.

8. State Student Advisory Council End-of-Year Report - Discussion

Board member AJ Fajnzyblber will present the end-of-year report from the State Student Advisory Council. AJ has served with distinction as chair of the SSAC and as a member of this Board. We thank him and wish him success and happiness in the future.

Other Items for Information

9. Education-Related News Clippings

Enclosed are several recent articles about education.

10. Testimony of Board Chair and Commissioner at Education Committee Hearing in Gloucester, June 8, 2009

Enclosed is the testimony that Chair Banta and I presented at the oversight hearing that the Joint Committee on Education convened in Gloucester on June 8th. The purpose of the public hearing was to review the process that the Department and the Board followed with respect to the granting of a charter to the Gloucester Community Arts Charter School.

11. Reports to the Legislature on Academic Support Services

These two reports are examples of the reports that we file with the Legislature (and post on our website) on the use of state grant funds to support various education programs. The academic support services grants have been a key part of the state's commitment to assist schools and other organizations in working with students who need to strengthen their knowledge and skills in order to earn the competency determination for high school graduation and be prepared for future success.

12. **Science and Technology/Engineering Curriculum Framework Review Panel**

This memo updates the Board on the membership of our Science and Technology/Engineering (STE) Curriculum Framework Review Panel and outlines anticipated next steps in the review process.

13. **MassINC Report, *Incomplete Grade: Massachusetts Education Reform at 15* (Executive Summary)**

This recent report by the Massachusetts Institute for a New Commonwealth (MassINC) on implementation of the Education Reform Act includes findings and recommendations that the Board might wish to discuss at a future meeting.

14. **Report on Grants and Charter School Extended Loan Terms Approved by Commissioner**

Under Tab 14 is a report on grants that I have approved, per the Board's vote in October 2008 to delegate grant approvals to the commissioner. This authorization allows us to make decisions and inform grant applicants on a timely basis. The Board also delegated authority to me to approve extended loan terms for charter schools, a routine administrative matter. I approved one such extended loan term, for Hill View Montessori Charter Public School. Details are set forth in the enclosed memo.

Directions to the Meeting

If you have questions about any agenda items, please call me. I look forward to seeing you at the Department's offices in Malden on June 22nd.

last updated: June 17, 2009

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The Massachusetts Board of Elementary and Secondary Education

Revised House 1 Budget

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Commissioner
Date: June 10, 2009

On June 4, 2009, Governor Patrick released a revised House 1 Budget as a result of further reductions to FY10 revenue projections. The difference between the original House 1 and the revised House 1 is a reduction of \$91 million for the Department of Elementary and Secondary Education.

The *attached spreadsheet*  compares the agency's FY2009 Budget post all 9C cuts, the Governor's original FY2010 House 1 Budget, the Governor's revised House 1 Budget, and the final FY2010 House and Senate Budgets. The format of the attached spreadsheet is sorted by two categories as identified in both House 1 budgets: Consolidated Programs and Non Consolidated Programs.

The largest cuts in the Governor's revised budget compared to his initial House 1 budget occurred in the SPED Circuit Breaker account (a reduction of \$75 million) and the Regional Transportation Line item (a reduction of \$11 million).

While recognizing that the Legislature's own budget proposal is now before the Conference Committee, the Governor released the revised House 1 Budget in the hopes of bridging the gap between the House and Senate versions of the budget. The Governor's revised House 1 Budget does not rely on sales tax revenue, and relies more heavily on federal stimulus monies than the original House 1 Budget. Consequently, under the revised House 1 Budget, the federal stimulus monies would be used up (largely, if not fully) in FY09 and FY10, rather than extending into FY11.

We are hopeful that Conference Committee budget will be finalized by the end of the month.

If you have any questions regarding this budget, please feel free to call me.

last updated: June 17, 2009



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The Massachusetts Board of Elementary and Secondary Education

Proposed Standards for Education Leaders

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D, Commissioner
Date: June 12, 2009

At our meetings in October 2008 and May 2009, I provided the Board with an update on the process of drafting new standards for principals, superintendents, and other leadership roles. (The memos dated May 13, 2009 and October 21, 2008 are attached, or may be viewed at: <http://www.doe.mass.edu/boe/docs/0509/item3b.html> and <http://www.doe.mass.edu/boe/docs/1008/item6.html>.)

The Department has continued to refine the four overarching standards for education leaders that were presented in the October 2008 and May 2009 memos. At our June 23rd meeting I will seek the Board's approval of the proposed Policy Standards for Principals, Superintendents, and Other Leadership Roles. With the Board's endorsement, we will move forward on a new performance-based approach to administrator preparation and licensure that focuses on the key knowledge, skills, and dispositions that educational leaders need to ensure learning-focused schools.

These policy standards are drawn from the key domains of knowledge, skills, and dispositions that research has determined are essential for effective education leaders at all stages of the career continuum. They will serve as the foundation for the development of role- and-stage specific performance indicators that will be used to inform preparation through the program review process and practice via the development of new performance-based assessments at the initial and professional stages of licensure. This new approach is consistent with the approach adopted in the Interstate School Leaders Licensure Consortium Standards (ISLLC: 2008) and currently being pursued in 38 states .

The four broad leadership policy standards (first presented to the Board in October 2008) are:

1. **Learning and Instruction:** The education leader promotes the success of all students and staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
2. **Management and Operations:** The education leader promotes the success of all students and staff by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
3. **Family and Community Partnerships:** The education leader promotes the success of all students and staff through partnerships with families, community members, and other external stakeholders that support the

mission of the school and district.

4. **Ethical and Reflective Leadership:** The education leader promotes the success of all students and staff by providing ethical, culturally proficient, skilled, and reflective leadership.

I recommend that the Board approve these four policy standards this month. The Department would then use the standards as the basis for the development of:

- amendments to the regulations on educator licensure and preparation program approval (603 CMR 7.00)
- role- and stage-specific performance indicators that would be used to approve leadership preparation programs and to license novice and experienced educational leaders
- performance assessments for novice and experienced leaders, based on the performance indicators, and
- guidelines to be used to strengthen the preparation, recruitment, evaluation, and ongoing professional development of education leaders and their selection as mentors, coaches, and turnaround leaders.



Background and Rationale

With the Board's approval, these policy standards will provide the foundation for preparing the Commonwealth's next generation of education leaders. Developing performance indicators and assessments (the next phase of this work) is a complex undertaking that will require broad-based involvement by stakeholders and experts at both the state and national level. In this regard, the performance indicators will be designed as living documents that will be amenable to further elaboration as the knowledge base on effective leadership evolves and experience and feedback from the field indicate which performance indicators represent the most powerful levers for improving educational outcomes.



As the Board knows, we have received considerable support from the Wallace Foundation for this work and the creation of a new Cohesive Leadership System in Massachusetts. Key elements have already been piloted with our partner districts of Springfield and Boston, and via work with the Massachusetts Leadership Alliance, which includes representatives from the Commonwealth's superintendent, principal and school committee organizations. I am pleased to report that the Wallace Foundation has approved the next payment of its \$6 million grant that will focus on scale and sustainability work with our partners, and provide resources for the development of the additional performance indicators discussed above. The Board's endorsement will enable this work to go forward.

Associate Commissioner David Haselkorn will join us at the June 23rd meeting to present the proposed leadership standards and respond to your questions.

To aid the Board in its consideration of these issues, I have attached the following supplementary documents:

  Attachment A: Background-- A New Framework for Leadership

  Attachment B: Draft Policy Standard Descriptions

  Attachment C: Questions and Answers

  Attachment D: Implementation Timeline

Attachment E: [May 2009](#) and [October 2008](#) Board Memos on Education Leadership

Attachment F: Motion



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The Massachusetts Board of Elementary and Secondary Education

Annual Performance Evaluation of the Commissioner

Chair Banta has appointed a committee of Board members to conduct the Commissioner's annual performance evaluation. The committee's report and motion will be presented to the Board at the meeting on June 23, 2009.

last updated: June 17, 2009

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The Massachusetts Board of Elementary and Secondary Education

Approval of Non-Operating School Districts

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 12, 2009

This month's Board package contains two motions relative to the Department's responsibility and authority over districts that do not maintain schools at certain grade levels.

The first is an annual motion approving the requests submitted by the superintendents and school committees of several small towns that do not operate their own schools and seek to tuition their students to public schools in another town. This action is governed by General Laws chapter 71, sections 1, 4 and 6. I have enclosed copies of the relevant sections of the statutes, for easy reference.

A tuition agreement is one of several organizational options for small school districts to join together to provide services on a regional basis. Other options include superintendency unions, regional school districts and educational collaboratives.

The requests are all in order for Board approval, and the superintendents will be notified of the Board's action.

Since this is a routine request that is made each year by the same small towns, I have also included a second motion for your consideration. The Board has authority to delegate matters to the Commissioner, under General Laws chapter 15, section 1F, paragraph 3. The second motion would delegate to the Commissioner the authority to approve these requests in future years. I would report to the Board on any such approvals that I grant.

Enclosures:

[Statutes - General Laws chapter 71, sections 1, 4 and 6](#)

Motion to approve district tuition arrangements for 2009-2010

Motion to delegate future approvals to Commissioner

last updated: June 17, 2009



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The Massachusetts Board of Elementary and Secondary Education

Proposed 2009-2010 Board Meeting Dates

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 12, 2009

Below is a list of proposed Board meeting dates for the upcoming school year. Whenever possible, Board meetings are held on the fourth Tuesday of every month, but conflicts due to holidays and previously scheduled travel commitments occur this year in November, December and March. To accommodate those conflicts, I am proposing that we meet the third Tuesday of the month in November and December, and the fifth Tuesday of the month in March.

Thursday, August 13, 2009: 9-11 a.m. business meeting; 11-5 p.m. Board retreat
Tuesday, September 22, 2009
Tuesday, October 27, 2009
Tuesday, November 17, 2009
Tuesday, December 15, 2009
Tuesday, January 26, 2010
Tuesday, February 23, 2010
Tuesday, March 30, 2010
Tuesday, April 27, 2010
Tuesday, May 25, 2010
Tuesday, June 22, 2010

Please note that the August meeting does not count toward the attendance requirement in the Board statute, which says, "If a member is absent from any four regularly scheduled monthly meetings, exclusive of July and August, in any calendar year, his office as a member of said board shall be deemed vacant." I recommend that the Board adopt the meeting schedule at our June 23rd meeting. After the Board approves the final schedule, we will post it on our website. Meeting locations will be announced as they are set.

last updated: June 17, 2009



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The Massachusetts Board of Elementary and Secondary Education

Parent and Community Education and Involvement Advisory Council

To: Members of the Board of Elementary and Secondary Education
 From: Mitchell D. Chester, Ed.D., Commissioner
 Date: June 12, 2009

Massachusetts General Laws Chapter 15, Section 1G directs the Board to establish advisory councils in 17 different areas in addition to the state Student Advisory Council. The purpose of the advisory councils is to advise the Commissioner and the Board on matters pertinent to the implementation of education reform in the Commonwealth and to provide programmatic recommendations, as councils deem necessary, to accomplish the goals and priorities established by the Board and the Department or to meet federal or state requirements. At the Board meeting on October 21, 2008, the 2008-2009 members were appointed by the Board and on November 3, 2008, the advisory councils were given a charge to focus their work this year.

The 19 member Parent and Community Education and Involvement Advisory Council (PCEI) has worked this year on projects related to the Department's priority to provide "supports for students and families." Specifically, the PCEI has worked on researching and developing draft statewide guidelines regarding effective practices for family and community engagement. Under this agenda item, the PCEI is presenting its work on a proposed set of guidelines and is requesting input from the Board. No vote is required. Following the presentation and discussion, I would be pleased to review the draft guidelines and any recommendations in the context of other Department activities relating to family involvement in schools and report back to the Board at a future meeting.

Enclosures:

-  [Memo to Commissioner Chester from the PCEI Council](#)
-  [Proposed Family and Community Engagement Guidelines](#)

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The Massachusetts Board of Elementary and Secondary Education

State Student Advisory Council Report

To: Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 12, 2009

At the upcoming Board of Elementary and Secondary Education meeting, A.J. Fajnzylber will provide an overview of the final report of the work of the 2008/9 State Student Advisory Council. The report combines the work of AJ's peers on the State Student Advisory Council as well as the work of many other committed students from around the state that serve on the regional student advisory councils.

The students offer ideas on curriculum, fundraising, student rights and responsibilities, peer leadership, school climate/environment, environmental friendliness, and classroom seating arrangements. This work of the council reflects not only the students serving on the councils but the concerns and ideals of the students they represent.

Additionally, a few of the projects from the regional councils were included in this report as well as elaboration on the idea for expansion of the SAC model, or the National Association of Student Advisory Councils.

Full copies of the final report will be distributed to Board members at the June meeting.

last updated: June 17, 2009

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The Massachusetts Board of Elementary and Secondary Education

Science and Technology/Engineering Curriculum Framework Review Panel



To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: June 12, 2009

Summary of the Panel Review and Selection Process

In March 2009, the Department announced the opportunity for educators and community members to apply to serve on the Science and Technology/Engineering (STE) Curriculum Framework Review Panel. Application information was posted on the Department's website and disseminated broadly via the Board's Technology/Engineering and Mathematics and Science Advisory Councils; numerous Science, Technology, Engineering and Mathematics (STEM) professional organizations; the STE MCAS Assessment Development Committees (ADCs); school and district contacts; higher education faculty; the STEM Summit list serve; and the urban science liaison group.

By the due date of March 27, 2009, the Department received almost 150 applications. The applications were reviewed and rated by nine readers including staff from the Department's Offices of Mathematics, Science & Technology/Engineering, Student Assessment, and School Improvement Grant Programs.

Applicants were rated on a number of criteria including: background (degrees) and experience in science and technology/engineering related disciplines; years of teaching and grades taught; areas of certification; and participation on Department Advisory Councils, ADCS, and MTEL committees. Other considerations included: position (e.g., teacher, administrator); specific expertise in teaching students with disabilities and English Language Learners; and organizational affiliation. The applicants' geographic locations and types of districts represented (urban, suburban, rural) were also taken into account.

Forty-two panel members have been selected to serve on the Science and Technology/Engineering Curriculum Framework Review Panel. (A list of the panelists selected with a brief summary of each member's background, education, degrees, experience, and specialized expertise is attached  ) The panelists have been notified of their selection.

We plan to work with the panel as a whole, as well as divide the panel into working sub-committees by strand (discipline) and grade span. The composition of each sub-committee will generally have one scientist or engineer, multiple STE educators, and a combination of STE district coordinators and parent/community representatives.

In order to provide the panel with feedback from the field, an online survey was posted to encourage educators and

community members from across the state to comment on the current STE framework. The due date to submit a survey response was April 17, 2009. We received over 450 responses to the survey.

Next Steps

The Science and Technology/Engineering Curriculum Framework Review Panel's first meeting was held on May 6, 2009. We anticipate that the panel will meet 5 days through the late fall of 2009. The first phase of the panel's work will be the development and presentation of a summary of proposed recommendations for revising the framework to the Commissioner for transmittal to the Board of Elementary and Secondary Education by winter 2009-2010. The second phase will focus on the rewriting of the learning standards based on the recommendations approved by the Board.

last updated: June 17, 2009

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