



Office of the Superintendent—Jill M. Rossetti
Entry Findings Report | 2019-2020

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Introduction

The transition to a new superintendent provides an important opportunity for the Blue Hills Regional Technical School community to assess where we currently are as a school district and where we want to be in the future. While new to the role of superintendent, I am familiar with the district. For over 25 years, I have been honored to serve BHR and appreciate BHR's commitment to continuous improvement and our community's hope to serve all students well while meeting new challenges.

I know much about Blue Hills Regional Technical School, including its history, traditions, values and current work which has allowed me to hit the ground running and persevere during the COVID-19 pandemic. As I began my work as Superintendent, I planned to spend my first year listening, observing and learning. I spent much of the fall meeting with individuals asking questions and hearing other perspectives about the strengths and needs of the district. This experience has assisted me in identifying the things that BHR must preserve at all costs as well as how we will move forward together as a district. However, in mid-March the district derailed and was forced to enter crisis mode due to the national pandemic. Luckily, with a supportive leadership team, faculty, staff, school committee, New Superintendent Induction Program (NSIP) Coach Dr. Ruth Whitner, the Massachusetts Association of School Superintendents (M.A.S.S.) and other superintendents, we were able to carry on with minimal disruption to the education process.

Process

I shaped my entry process by hearing from stakeholders, observing the work of the district and reviewing district data. I conducted personal interviews with school committee members, administrators, teachers, parents and community members. These interviews were framed around eleven questions.

- What are the greatest successes of Blue Hills Regional Technical School?
- Why is the success of our school important to you? What areas are you most proud of?
- What are the one or two key areas or issues challenging our school?
- What is Blue Hills core strength? What is one thing that should be maximized at all costs?
- Is there enough communication from Blue Hills letting stakeholders know what is happening?
- What would a successful relationship look like between our departments?
- What events over the past few years have impacted our school system? Was the impact positive or negative and is the impact still being felt?
- Are we heading in the right direction and pursuing it the right way?
- Are there specific ways I can support your work and growth?
- What do you feel needs the Superintendent's immediate attention?
- What else do I need to know as the Superintendent?

The principal and I also offered a quarterly "Coffee Hour" for opportunities to meet with staff, parents and community members who have an interest in sharing their thoughts about BHR and how we can move the district forward together. Also, I frequently visit classrooms and vocational programs in order to understand our students' experience as learners and the challenges and successes experienced by our dedicated teachers. Principal Zini has joined me in this very important work. I also examined documents

and data including assessment results, budget data and survey results as part of an ongoing effort to understand the needs and operations of BHR.

Reporting

The plan was that in late winter/spring 2020, I would report my findings to the School Committee in public session. However, due to the pandemic, I will report during the summer of 2020. The feedback gathered during this process will help me to lead most effectively and as always I will continue to welcome the input of teachers, staff, students, parents, School Committee and community members as we work together to continue the success of Blue Hills and meet the needs of all our students.

State of the District

The district has one school and is located in Canton, Massachusetts on a 35-acre campus that borders a beautiful MDC reservation with a wonderful view of “Big Blue” Hill. As of October 2019, the district enrolled 844 students. Overall, enrollment remains steady at about 850 students. Nine towns attend Blue Hills Regional Technical School. The towns are: Avon, Braintree, Canton, Dedham, Holbrook, Milton, Norwood, Randolph and Westwood. Students have a history of academic achievement, excellent technical training and character development. Our curriculum emphasizes the integration of cutting-edge technical programs, challenging academic courses to enable students to become competent, caring and productive citizens in a diverse and changing world. The district continues growing in diversity and changing demographics means new learning for our staff and students.

Enrollment Data

Enrollment by Race/Ethnicity (2019-20)		
Race	% of District	% of State
African American	21.1	9.2
Asian	1.8	7.1
Hispanic	15.0	21.6
Native American	0.5	0.2
White	56.0	57.9
Native Hawaiian, Pacific Islander	0.1	0.1
Multi-Race, Non-Hispanic	5.6	3.9

Enrollment by Gender (2019-20)		
	District	State
Male	473	486,554
Female	383	461,929
Non-Binary	0	345
Total	856	948,828

In 2019-2020 enrollment by grade:

Grade 9	238
Grade 10	229
Grade 11	198
Grade 12	191

For a total of 856 students. As you can see, Blue Hills continues to work on retaining students. When students leave Blue Hills, they usually go back to their sending towns or move to another district. Therefore, our dropout rate is very low and typically less than a single student each year on average.

For the past few years, the focus at Blue Hills Blue Hills focus the past few years has been on social emotional learning with the building's School Improvement Plan goals. We have seen an increase in student's social, emotional and behavioral needs and have started new programs such as Bridge in our school. This important work allows students to succeed when they feel safe, supported and can access the academic and vocational curriculum after long-term absences. We believe this program allows more students to successfully meet the yearly grade level requirements and graduate from Blue Hills.

Building and Grounds

The \$84.8 million renovation project which was expected to conclude in September of 2019, went over budget and over schedule made significant upgrades to infrastructure such as improved Americans with Disabilities Act (ADA) compliance, including two elevators and three lifts, safety systems such as fire annunciation, new HVAC and plumbing, new electrical systems, new windows and entries, improved roof and new locker rooms and lockers. The much needed renovation project was supposed to be completed spring 2020 ending with some landscaping. However, renovations occurred in the occupied building beginning in the summer of 2018 continuing through summer 2019 and will hopefully be finishing up summer 2020. The challenge now will be keeping up with the maintenance on all the new systems and learning about them. Much of the district cabinet's time has been on tracking punch list items and reporting construction issues. The last few months of FY 20, included trying to close out the project. There are some items that were not included in part of the project such as the old mechanical room that fills with ground water and the west side stairs. These will be part of the capital projects that we must take care of after the project is complete. We are also in the process of establishing a comprehensive maintenance plan for the facility.

Budget and Finance

I work closely with the Business Manager and nine town departments. This year our focus was on closing out the renovation project and budgeting. The administration focused on building a budget that is responsible, realistic and responsive to student needs. We understand the implications of the economic factors that generate revenue for the nine member towns and the district. Fiscal year 2020 was already a challenging year because the 2018 renovation project was delayed until Summer of 2020. Although substantial completion was reached in November 2019, commissioning, landscaping and punch list continued through summer 2020. The over budget project put tremendous strain on the district operation in fiscal year 2020. The district had to cobble together \$850,000 from its operating budget and revolving funds to finish the project and if that wasn't enough the COVID-19 pandemic hit mid-March. Due to the delay in the Chapter 70 funds, the district was recommended to cut Chapter 70 by

twenty percent which forced the district to do several layoffs. We patiently await our Chapter 70 numbers to see if we can bring any of the positions back fall 2020. Each town has a different set of socioeconomic circumstances and the business manager and myself continue to maintain good working relationships with each town by attending their town meetings and finance meetings.

Communication

Communication within our school as well as with our families is good and getting better. Parents reported that they hear from the school with transparency and regularity. A goal of the principal and superintendent is to increase our communication with families on school matters including academics and vocational achievements. We have started a quarterly coffee hour and we both write a newsletter to families at least once a month. We also use social media to reach a wide variety of audiences from students to grandparents. We will be working with John Guilfoil for our public relations moving forward.

School Culture and Climate

The climate at BHR is welcoming and helpful. It begins at the front desk in the lobby where people are pleasantly greeted. There is a sense of family. We take in a group of freshmen from nine different towns and bring them into the school and turn them into Blue Hills students. By junior and senior year, they are a part of this culture with a few minor exceptions. During the renovation and the pandemic we discovered how collaborative our faculty and staff were rallying together to support each other, students, and families during the emergency remote learning. Teacher leaders also came forward to create and implement a senior car parade on June 1st and to support the Class of 2020 during non-traditional commencement activities on June 9th.

Employee Engagement

In January, the Gallop Survey on employee engagement was administered and the results were very good. There were 86 responses collected. The survey showed that engaged employees have better experiences and a high engagement culture matters because employees have higher productivity, better student engagement, better retention, fewer accidents and report better health outcomes. 100% of the 86 employees said they know what's expected of them. Ninety-two percent said they have the right materials to do their work right. We could improve on recognizing or giving praise for doing good work at sixty-nine percent said they received recognition or praise in the last seven days. People want to be recognized! Ninety-eight percent of employees said that their supervisor or someone at work cares about them. Ninety-four percent said that someone encourages their development. 90.7% feel that their opinion seems to count and this means they feel valued. Ninety-eight percent know the mission or purpose of their job at school and feel like they make a difference and belong at BHR. Colleagues committing to doing quality work is another area where we can improve as Forty-three percent agree that their colleagues are doing quality work, Thirty-seven percent strongly agree and Eight percent strongly disagree while Nine percent were neutral. Seventy-four percent have a best friend at work and quality relationships are an important part to a healthy workplace. In the last 6 months, someone at work has talked to me about my progress; Seventy percent said yes, thirty percent said no. Lastly, most employees feel that they have opportunities to learn and grow.

Leadership and Governance

The School Committee, chaired by Tom Polito, Jr. leads and governs the district through its policies and procedures. The School Committee is comprised of nine members who are all elected by the voters of the nine attending towns. Subcommittees meet routinely and report out to the entire committee on the first and third Tuesday of each month.

Stakeholder interviews indicated that the community believes the majority of elected officials, administrators, teachers and staff share a goal of providing a high quality academic and technical education to the district's students. While the district continuously works to continue and improve student achievement, technical training and character development, they are ready to develop core values which will be due for the next NEASC visit and review our mission and goals that may need to be refreshed. This year the Blue Hills Education Association (BHEA), SEIU contracts ended June 30, 2020. We are working in partnership with the School Committee and the Unions to negotiate and ratify a new three-year contract for their memberships. Although, this has been put on hold until September due to the current economic situation.

The leadership team is comprised of the high school and district leadership team. Members include District Office Members such as the Business Manager, Facilities Manager both in their first years at Blue Hills and our seasoned Admissions Director. The high school office members include the principal, special education director, vocational director, academic director, co-op coordinator, IT Director. We work collaboratively to focus on teaching and learning, supporting our team and the mission of the Blue Hills District.

Curriculum and Instruction

Blue Hills has voiced a strong commitment to improving student achievement. The mission statement says, ***"Blue Hills Regional Technical School's mission is to continue its history of academic achievement, technical training and character development through a curriculum which emphasizes the integration of cutting-edge technical programs and challenging academic courses, enabling its students to become competent, caring and productive people in a diverse and changing world."*** These investments include:

- 17 Vocational Technical Programs with a pre-school, student-run restaurant, construction technology outside building program, health assisting program with clinical experiences at local nursing homes and hospitals, access to apprenticeship programs and much more
- 1:1 Chromebook which helped us facilitate the emergency remote learning required by the pandemic
- Increased directed preparatory periods for academics
- The RULER training and implementation
- Professional development during in-service by teachers for teachers
- Bridge program
- Several Advanced Placement Classes for Juniors and Seniors
- Curriculum Mapping
- Cooperative Education Program

Blue Hills learning experiences are rich with project-based learning, personalized learning and experiential learning. We also have many internship opportunities for students, and partnerships with Massasoit Community College and articulation agreements with many other colleges/universities. Our guidance departments developed and implemented the MASC curriculum which has provided more outcomes for services in the classroom. MCAS demands we teach the MA Frameworks in 9th and 10th grade in order for our students to pass with a 100% passing rate. The MCAS after school program makes this possible. Our teachers really know our students and what they need to pass the state test. With SEL at the forefront with epidemic levels of stress for high school students, we worry about students suffering with mental illness or engaging in substance abuse. The district has begun training on the RULER to give students coping skills and help them grow and be successful after high school.

The districts 1:1 Chromebook program allowed us to be head and shoulders above what was needed during the emergency remote learning due to the pandemic which shut down schools in March 2020. Our teachers were prepared and quickly transitioned to remote learning using Google Classroom and many other platforms.

Right now it's a very changing market place. Our School-to-Careers, Co-op program and vocational programs must meet the community's business needs and keep our students employable. We are proud of the programs we have built up, made changes in the curriculum and continue to focus on the ever changing workforce. We have the best talent pool in our area. Data indicates that even our freshmen have a high passing rate in their courses.

Grade 9 Course Passing 2018-19

Student Group	# Grade Nine Students	# Passing All Courses	% Passing All Courses
All Students	236	228	96.6
Male	128	123	96.1
Female	108	105	97.2
Economically Disadvantaged	65	63	96.9
High needs	120	117	97.5
English learner (EL)	3		
Students with disabilities	61	59	96.7
African American/Black	46	45	97.8
Asian	4		
Hispanic or Latino	31	29	93.5
Multi-race, non-Hispanic or Latino	15	15	100.0
White	140	135	96.4

Class Size by Race/Ethnicity

Class size by Race and Ethnicity 2010-2011

As you can see from the charts below, our student population is becoming more and more diverse every year. Ten years ago we were 70 % white and now we are 58.1% white. Our Hispanic population has doubled and African American population slightly declined.

Race/Ethnicity	District	State
Total # of Classes	337	306,953
Average Class Size	18.3	19.2
Number of Students	849	913,634
African American %	18.4	8.3
Asian %	1.2	5.4
Hispanic %	6.5	15.8
White %	70.1	67.7
Native American %	0.1	0.3
Native Hawaiian, Pacific Islander %	0.1	0.1
Multi-Race, Non-Hispanic %	3.7	2.4

2018-2019 Class Size by Race and Ethnicity

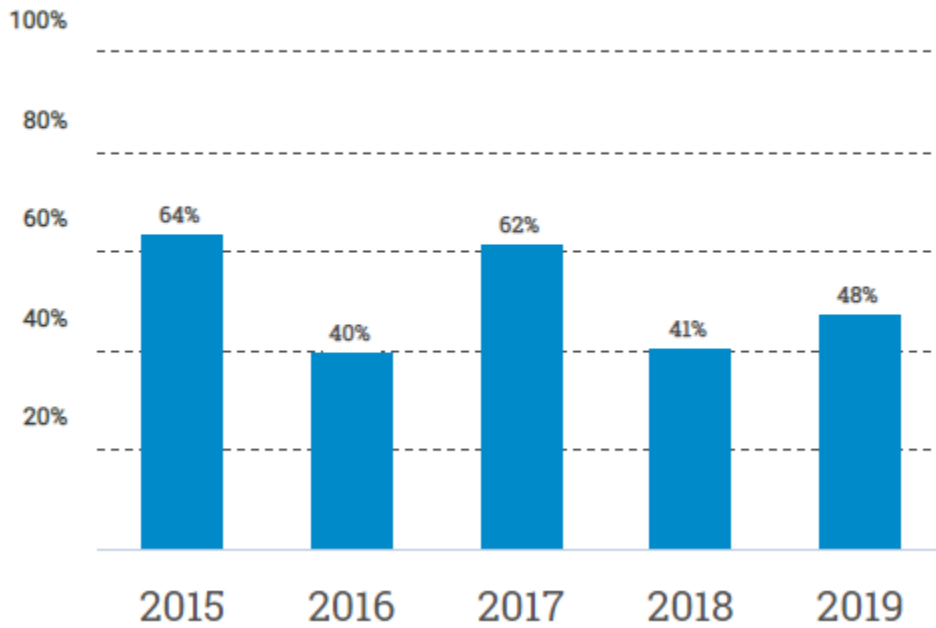
Race/Ethnicity	District	State
Total # of Classes	433	460,268
Average Class Size	14.6	17.9
Number of Students	849	962,714
African American %	22.6	9.3
Asian %	1.4	7.0
Hispanic %	12.7	21.1
White %	58.1	58.6
Native American %	0.6	0.2
Native Hawaiian, Pacific Islander %	0.1	0.1
Multi-Race, Non-Hispanic %	4.5	3.8

Advanced Course Completion 2019

Our upperclassmen are exposed to advanced courses so that they may be prepared to go to college and it is part of our accountability. Our Chapter 74 Cooperative Program is healthy and growing.

	2015	2016	2017	2018	2019
Total AP Students	11	15	26	27	40
Number of Exams	14	20	35	32	52
AP Students with Scores 3+	7	6	16	11	19
% of Total AP Students with Scores 3+	63.6	40.0	61.5	40.7	47.5

nfl % OF TOTAL AP STUDENTS WITH SCORES 3+



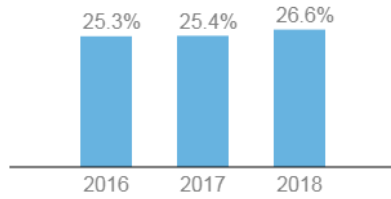
Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	403	254	63.0	4.2	56.1	23.8	2.5	6.2	0.0	0.0	13.9
Male	234	139	59.4	4.7	55.1	27.8	3.8	7.7	0.0	0.0	13.7
Female	169	115	68.0	3.6	57.4	18.3	0.6	4.1	0.0	0.0	14.2
Economically Disadvantaged	107	66	61.7	2.8	54.2	16.8	1.9	5.6	0.0	0.0	8.4
High needs	181	102	56.4	1.7	50.3	13.8	2.2	3.3	0.0	0.0	10.5
English learner (EL)	1										
Students with disabilities	100	49	49.0	0.0	46.0	5.0	3.0	0.0	0.0	0.0	11.0
African American/Black	96	59	61.5	1.0	58.3	11.5	2.1	8.3	0.0	0.0	7.3
American Indian or Alaskan Native	4										
Asian	3										
Hispanic or Latino	54	36	66.7	11.1	57.4	27.8	1.9	9.3	0.0	0.0	14.8
Multi-race, non-Hispanic or Latino	14	9	64.3	0.0	42.9	42.9	0.0	7.1	0.0	0.0	0.0
White	231	146	63.2	3.9	55.8	26.8	3.0	4.8	0.0	0.0	17.3
Native Hawaiian or Pacific Islander	1										

Instructional Time and Attention

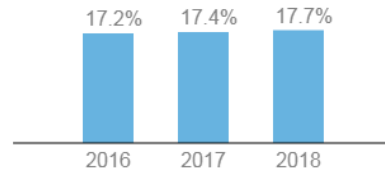
Students at Blue Hills spend half of their time in their vocational program and half of their time in academics. During the freshman year, they spend about half of the year exploring different vocational programs and then they are placed in late January into their program for the next 3.5 years. The average class size is 14.6 due to the restrictions on space requirements for chapter 74 programs.

Special Education

The Special Education Department has had steady leadership and teaching staff over the past five years and they provide high-quality services to students with disabilities while simultaneously containing special education costs by developing in district programs. Our continuum of service options for students with disabilities allows students to be educated in the least restrictive environment. Our current special education program has well-defined entrance and exit criteria. We do not have any students taking the MCAS Alternate Assessment, which improves the likelihood of graduation with a high school diploma by narrowing achievement gaps in learning. This spring a five-year NEASC follow up will be conducted and next spring a Tiered Focus Monitoring visit will be conducted by the Department of Elementary and Secondary Education to review special education, civil rights, English Language Learner Program and Career Vocational Technical Educational programs at Blue Hills. While each of these departments has new leadership since the last reviews, they are working diligently to fix any outstanding concerns. Our students with disabilities population is about 25% and climbing as the trend shows below. This means we service a little under 250 students which is 9% above the State average of 17.7%. We provide a fraction of what most high schools provide but the relationships foster success. The district has very high satisfaction rates amongst our populations. There is solid communication in academics and vocational with our IEP students. However, we could improve communication with our most challenging social emotional cases through our Bridge program by improving the communication with our staff.



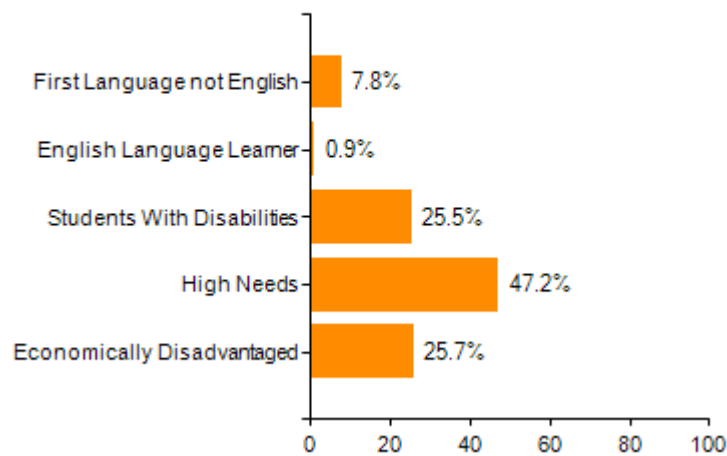
Our School



Massachusetts

Selected Populations

Selected Populations



Educators and Education

Blue Hills benefits from a brand new stable, dedicated and talented leadership team. Excellent academic and vocational technical programs have been put in place with exceptional instructional leadership. Students growth and achievement are monitored carefully. Everyone on the team is skilled and professional. The leadership team, faculty and staff work collaboratively to maximized student growth, safety, achievement and career development.

The teaching staff is highly skilled, bright and student-centered. There are about 80 FTE teachers with a ratio of 10.4 to 1. 99% of our teachers are licensed which is slightly higher than the state average. The average teacher salary is \$81,195 which is line with the state average. The district has three African American staff members, one Asian and two Hispanic staff members. 111 are white and one is multi-race, no Hispanic. The staff comprise fifty-six males and sixty-four females. There are about 121 full-time staff members, ninety-five percent of our staff is retained which equals about 78 teachers. Thirty-

three are general education teachers, seven special education teachers, forty Career Vocational Technical Teachers and one dual certified EL teacher.

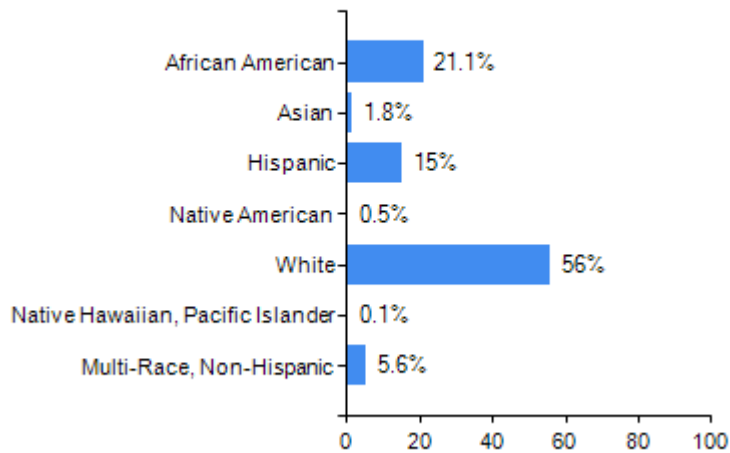
Educators by Age Groups Report by Full-time 2019-2020

	District	State
Under 26	5.0	7,528.8
26-32	17.0	22,069.1
33-40	21.0	27,466.7
41-48	18.4	28,144.6
49-56	33.6	28,113.8
57-64	21.5	19,652.1
Over 64	4.5	4,626.2
Total	121.0	137,601.4

Many faculty and staff members often volunteer their time and take initiative to start student activities without being asked. Many times our faculty and staff go above and beyond for the Blue Hills students. In academics, teachers work during directed preps to ensure that all the students access the same curriculum. Our vocational teachers are constantly honing their craft with individual professional development and working with academic teachers to complete integrated projects. Collectively, our school is good at meeting students' needs. Part of building good relationships is the nature of the vocational programming and the relationships that are formed over 3.5 years. We provide a fraction of what most high schools provide and the relationships foster the success. Meeting the vision with the student and maximizing their time with what they want to do in their program.

Student Race and Ethnicity

Student Race and Ethnicity



Blue Hills is 56 % white, 21.1% African American, 15% Hispanic, 1.8% Asian, 0.1% Native Hawaiian, Pacific Islander, 0.5 % Native American, and 5.6% Multi-Race, Non-Hispanic. The demographics have changed since I began as a teacher here. In 1994, the district was 86.8% white, 4.6% African American, 4.5% Asian, 3.5% Hispanic, 0.5% Native American has stayed consistent. Classifications on student race and ethnicity has evolved making Blue Hills more diverse.

Males are 473 and female students are 383. We try to maintain an enrollment number of 240 by October 1 for freshmen classes.

English Learner Data

Our EL students comprise less than 1% of students per year. Most of our students meet their learning targets according to ACCESS testing. The District uses grant-funded money to fund the EL records keeper, testing proctor and provide services during the vocational week. Our English teacher is dual certified and EL students are manually scheduled to attend her classes. Many of our teachers have earned their SEI Endorsement or are in the process.

Blue Hills Regional Technical School ACCESS Data 2016-2020													
Year	# of EL Students	Gr 9	Gr 10	Gr 11	Gr 12	Average Listening Score	Average Speaking Score	Average Reading Score	Average Writing Score	Average Comprehension Score	Average Oral Score	Average Literacy (reading and writing) Score	Average Overall Score
2020	7	3	2	3	0	406	340	408	363	408	373	386	382
						397	366	412	365	407	381	389	386
						412	353	427	383	422	383	405	398
						413	287	386	340	394	350	363	359
2019	6	3	2	0	1	438	342	406	369	416	390	388	388
						453	355	426	367	434	404	397	399
						423	309	374	373	389	366	374	371
						-	-	-	-	-	-	-	-
2018	4	2	0	1	1	424	368	409	369	414	396	389	391
						378	367	384	403	382	373	394	387
						371	362	361	387	364	367	374	372
						-	-	-	-	-	-	-	-
						386	399	393	416	391	393	405	401
						386	344	420	421	410	365	421	404
2017	2	0	1	1	0	401	377	395	368	397	389	382	384
						-	-	-	-	-	-	-	-
						396	361	369	374	377	379	372	374
						405	393	420	362	416	399	391	393
						-	-	-	-	-	-	-	-
2016	6	3	2	1		403	428	409	414	408	416	412	413
						403	428	402	411	402	416	406	409
						409	428	410	419	410	419	415	416
						394	427	431	415	420	411	423	419

Assessment

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specified the testing must:

- Test all public school students in Massachusetts, including students with disabilities and limited English proficient students
- Measure performance based on the Massachusetts Curriculum Frameworks
- Report on the performance of individual students, schools and districts

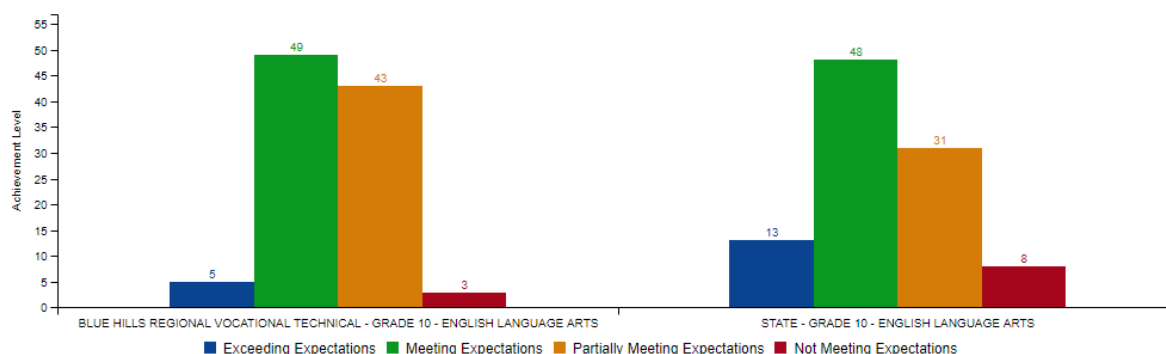
Grade 10 students typically meet their competency determination readily in all subjects, ELA, math and science. The Student Growth Percentile scores are 48.8% in English and 42.9% in math. Our MCAS after school program targets students who need extra help and there is about a 100% passing rate once the students complete the courses with our dedicated instructors. Blue Hills is constantly examining grade nine and ten subject areas in ELA, math and biology to improve curriculum, instruction and assessment.

Next Generation MCAS Tests 2019

Percent of Students at Each Achievement Level for Blue Hills Regional Vocational Technical

Data Last Updated on September 24, 2019.

[More about the data](#)

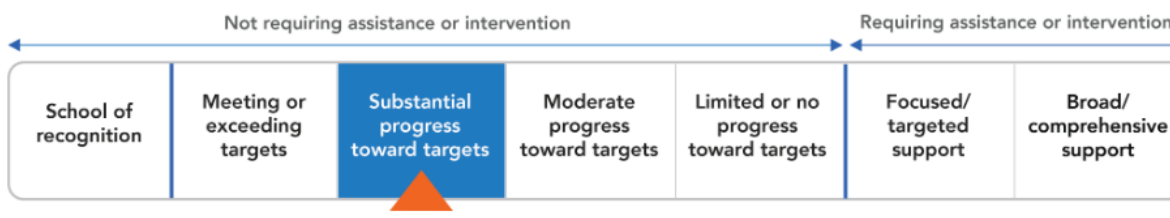


Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 10 - ENGLISH LANGUAGE ARTS	54	61	5	13	49	48	43	31	3	8	212	502.2	48.8	196
GRADE 10 - MATHEMATICS	49	59	4	13	45	45	42	33	9	9	210	497.7	42.9	194

Accountability

2019 Accountability Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and assessment participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having 'insufficient data'. Placing schools and districts into categories helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: <http://www.doe.mass.edu/accountability/>.



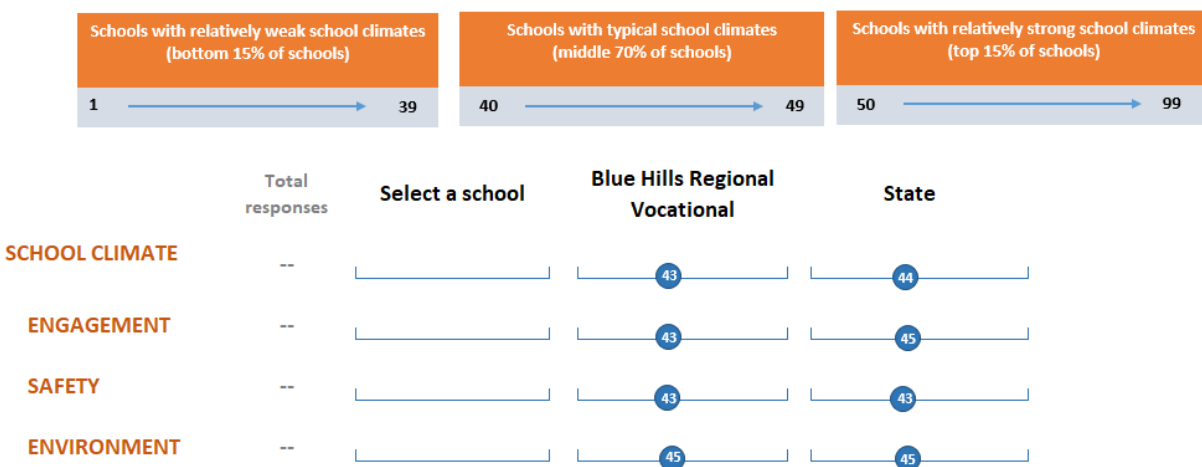
Student Support and Interventions

Social Emotional Learning

The district has seen an increase in social emotional cases and sometimes maintaining and retaining these students requires a lot of labor hours above and beyond the school day. Social emotional learning data comes primarily from the state's VOCAL (Views of Climate and Learning) survey which is given in grades 5, 8 and 10 through the DESE Office of Planning and Research. This data should leave administration with more questions than answers.

Schools with weak school climates range between 24-39, typical school climates range between 40-49 which is where 70% of schools fall and schools with relatively strong climates range between 50-68. In 2019, 100% of the students participated (about 209 students). The overall school climate for all students is 43 which is typical and where most of the schools identify. Subgroups range from 39 being the lowest for African American students and 46 for Students with Disabilities.

Average Index Score by Dimension



The opening questions in this survey ask students about their levels of engagement in classes, derived from teacher moves, teacher-student relationships, curricular choices and more. In this section teachers fare well, earning good marks and students are engaged. Ninety-six percent of students said their teachers care about them. Relative to the state data comparisons offered in the survey results, Blue Hills teachers can be proud of the relationships they develop with their students. One thing that we can look at is reading books that include people who are similar to me (for example, we look the same, speak the same or live in similar neighborhoods). Does this happen because older students in high school are more aware of differences in race, religion, sexual preference, socio-economic status and other visual and non-visual differences?

In the safety category, overall 93% of students feel safe at school. We can still do more work on being kind to others and teaching students because 25% of students scare or pick on younger students. Students believe their teachers are proud of them when they work hard, and ninety-seven percent and ninety-six percent felt their teachers help them with their school work. Ninety percent of students feel the rules are fair for all students, although only 38% feel students help decide school rules.

Equity and Access

The American School Counselors Association recommends one school counselor for every 250 students. This ratio may vary depending upon the level of need in the community and the concentration of disability-related programs within a school. Blue Hills currently employs four (4) guidance counselors and two school adjustment counselors for our 9-12 students as well as one school psychologist for 844 students. The caseloads of these student support professionals are appropriate across Blue Hills in terms of size and need.

Blue Hills strives to provide all students with a rigorous and culturally relevant curriculum, resources and programs that support their individual goals and ensure that all students gain knowledge and skills to be productive community members after high school.

It is important for our staff and students to engage in meaningful discussions and activities on antiracism, provide mental health supports as we try to bring about the positive changes our school and world need.

Attendance

With an average daily attendance rate of 94.7 %, Blue Hills overall attendance rate better than the state averages of 94.6 %. Blue Hills chronic absenteeism rate is 6.1 % meaning that close to 12 students miss more than 10% of the school year. The administrative team continues to encourage families to improve student attendance rates.

Student Attendance (2018-2019)

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	94.8	9.2	42.8	6.1	42.3
Female	94.3	10.1	48.1	9.0	47.6
Male	95.3	8.4	38.5	3.8	38.1
Economically Disadvantaged	94.2	10.2	51.9	8.2	51.5
High Needs	94.4	9.9	48.8	7.8	48.5
LEP English language learner	96.2	6.8	16.7	0.0	16.7
Students with disabilities	94.2	10.4	51.2	7.9	51.2
African American/Black	95.7	7.6	33.0	3.6	32.5
American Indian or Alaskan Native					
Asian	97.2	5.1	25.0	0.0	25.0
Hispanic or Latino	94.5	9.8	48.6	3.7	46.8
Multi-race, non-Hispanic or Latino	95.1	8.7	47.4	10.5	47.4
Native Hawaiian or Pacific Islander					
White	94.5	9.8	45.5	7.4	45.3

Student Discipline

Student discipline is low compared to other districts with an out of school suspension rate for all students at 3.1%. The total number of students disciplined in 2019 was 27 with the high needs group having the most numbers and males in the lead. Most of the students (19) were white. Dean Cavanaugh has maintained a positive attitude and tries to educate the students around being better and promotes good behavior in the school.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	859	27	0.0	3.1	0.0	0.0	0.0	0.0
English Learner	6	0						
Economically disadvantaged	235	10	0.0	4.3	0.0	0.0	0.0	0.0
Students w/disabilities	231	13	0.0	5.6	0.0	0.0	0.0	0.0
High needs	423	19	0.0	4.5	0.0	0.0	0.0	0.0
Female	377	7	0.0	1.9	0.0	0.0	0.0	0.0
Male	482	20	0.0	4.1	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	5							
Asian	12	0						
Afr. Amer./Black	195	3						
Hispanic/Latino	110	4						
Multi-race, Non-Hisp./Lat.	38	1						
Nat. Haw. or Pacif. Isl.	1							
White	498	19	0.0	3.8	0.0	0.0	0.0	0.0

Student Retention rates have typically been less than 1%. Dropout rate is also below 1% and our graduation rate is about 99% for all students. Grade 9 course passing rates is 96.6% for all students. Attrition rates are highest for students classified as Multi-race, non-Hispanic/Latino. We also have the very low out of school suspension rates at about 3%. All students complete Mass Core requirements.

Plans of High School Graduates 2018-2019

Plan	% of District	% of State
4-Year Private College	15.8	28.5
4-Year Public College	23.4	32.2
2-Year Private College	0.0	0.6
2-Year Public College	29.7	18.4
Other Post-Secondary	1.9	1.9
Apprenticeship	0.0	0.4
Work	24.4	9.2
Military	1.9	2.1
Other	0.0	1.6
Unknown	2.9	5.2

Typically, Blue Hills prepares its students for apprenticeships, work 24.4% and post-secondary education 70.8%. The rest go on to the military, apprenticeships or something else. Blue Hills families value the vocational technical education and believe in our school. Overall, Blue Hills is an extension of the nine sending schools and strive to maintain a respectful relationship.

Human Resources and Professional Development

The district employs 82 professional FTEs and while ninety-five percent of the staff is licensed, it appears in some cases that teachers are teaching outside of their license. The district employees comprise 121 staff members, including teachers and related service professionals, educational support professionals, custodial staff, cafeteria workers, administrators, clerical staff, facilities staff, and others. The staff is almost 50% male and female. Most evaluated staff were granted a performance rating of proficient or exemplary by their evaluator in the 2018-2019 school year. The staff retention rate in 2019

for the district was ninety-five percent which is **greater than** the state-wide staff retention rate for all school systems.

Many teachers were frustrated by the last year of professional development in 2018-2019 which emanated from both the structure and content of the PD. A survey allowed us to understand this and recruit teachers to begin developing and implementing professional development based on interest or need by teachers for teachers. Professional development time is regulated by the bargaining agreement with the teacher's union. Time includes the days prior to opening of school, March full-day professional development, and a series of late start release professional development days. We always conduct a survey in the spring to determine interest, need, and feedback from the sessions.

Strengths

1. Blue Hills community supports the school, school culture is work ready and employable.
2. Students achieve at high levels both academically and vocationally, affording a student's wide range of opportunities at graduation because we are good at meeting students where they are academically and due to the nature of the vocational programming and building relationships.
3. The district employees an exceptionally bright, invested and caring administrative team, faculty and staff.
4. 99% graduation rate for all students with a very low dropout rate
5. Working together to provide technology resources, classroom resources and professional development needs
6. 17 vocational technical programs that give students multiple options to choose their pathway

Opportunities for Growth

1. Support students' ever changing social, emotional, civic engagement and behavioral needs
2. Offer mission and vision statements that drive the school district's goals over the next three to five years
3. Determine curricular and instructional changes to meet the needs of all learners including communicating the "portrait of a BHR graduate"
4. Review special education and counseling services to see if we are using people in the most efficient way and if we should have less team classes.
5. Build an alumni program and share past grad success stories
6. Provide a culture of service professional development for clerical workers
7. Expand social media of sports and activities

Next Steps

1. Celebrate the district's success, including strength of programming, exceptional school culture, and high student achievement with a focus on civic engagement
2. Determine priorities for growth
3. Continue the district strategy development using the following timeline:
 - a. March 2019 Focus Groups Established
 - b. April Administrative Team Prepping for Focus Groups
 - c. May Focus Group Meetings
 - d. September 2020 Present draft District Strategy to the Administration

- e. October 2020 Present District Strategy to the School Committee
- f. October 2020 present new three-year District Strategy to the Blue Hills Community

Closing Thoughts

This first year as superintendent was unprecedented due to the COVID-19 pandemic which forced schools across the Commonwealth to shut down in mid-March. Plus, superintendents around the state were advised to cut 20% from their allocated Chapter 70 funds and the six of the nine towns passed our budget before the end of June so we retracted our 1/12 budget to the State. However, we are awaiting the Chapter 70 numbers in order to move forward and finish negotiations. This year allowed me to build the district team with a new business manager and a facilities director which I am grateful for their expertise in their areas. Now, we have a collaborative leadership team at the district and high school level. Therefore, the feedback gathered through this process will help me lead most effectively as we continue to build on the success of Blue Hills and meet the needs of all our students which is especially important on planning the reopening and recovery of school this fall. I feel very blessed to be part of the Blue Hills community and I look forward to continuing this important work during these extraordinary times.

Jill Rossetti

Superintendent