

Amendment ID: S2350-17-R1

Redraft Amendment 17

Targeted Improvement Plans

Ms. Jehlen, Messrs. Pacheco, O'Connor and Welch, Ms. Comerford, Messrs. Brady, Eldridge and Feeney, Ms. Rausch, Messrs. Timilty, DiDomenico and Hinds move that the proposed new draft be amended by striking out proposed section 1R and inserting in place thereof the following section:-

“Section 1R. (a) The commissioner shall establish statewide targets for addressing persistent disparities in achievement among student subgroups in the aggregate and within subcategories consistent with the state plan under the federal Every Student Succeeds Act of 2015. The targets shall include annual benchmarks on the progress expected to be achieved in the aggregate and by subcategory.

(b) There shall be targets for addressing persistent disparities in achievement among student subgroups for each district. Each district shall develop a 3-year plan that is consistent with district targets. Each district’s plan shall be developed by the superintendent, with the approval of the school committee, and shall consider input and recommendations from parents, including, but not limited to, special education and English learner parent advisory councils, school improvement councils, educators in the school district and other relevant community stakeholders.

(c) The 3-year plan shall be submitted in a form and manner prescribed by the department and shall include, but not be limited to:

(i) a description of how funds received pursuant to chapter 70, as well as other local, state, federal and grant-based funding sources, will be allocated among schools in the district, by foundation category, to be used in support of the plan; provided, however, that the description shall include an explanation of the relationship between the allocation of the funds and the educational needs of English learners and low-income students;

(ii) a description of the evidence-based programs, supports and interventions that the school district will implement to address persistent disparities in achievement among student subgroups, which may include, but shall not be limited to: (A) expanded learning time in the form of a longer school day or school year; (B) increased opportunity for common planning time for teachers; (C) wraparound services to support students’ social-emotional and physical health; (D) hiring school personnel to best support improved student performance; (E) increased or improved professional development; (F) purchase of curriculum materials and equipment that

are aligned with the statewide curriculum frameworks; (G) expanding early education and pre-kindergarten programming within the district, including those provided in partnership with community-based organizations; and (H) increasing college and career readiness;

(iii) identification of input resources, outcome metrics and other goals used by the district to measure success in addressing persistent disparities in achievement among student subgroups; provided, however, that the department shall develop standard metrics that may be incorporated in district plans and may include: (A) results from the statewide student assessment, including student growth; (B) results from the English proficiency assessment administered to English learners; (C) grade level completion and attendance data; (D) participation in advanced coursework; and (E) other indicators of district and school climate, diversity and performance, including those developed by the Massachusetts Consortium for Innovative Education Assessment; and

(iv) a description of opportunities offered in the district for parent engagement regarding learning, development and well-being, including, but not limited to, any engagement opportunities or outreach targeted to parents of low-income students, English learners, students receiving special education services or other student subgroups who may benefit from such additional opportunities or outreach; provided, however, that the plan shall also identify specific measures designed to support opportunities for parent engagement.

(d) Each district shall submit its plan to the department every 3 years. Upon receipt of a district plan, the commissioner may recommend plan amendments that ensure that the plan sets forth clear and achievable goals and measurable standards for student improvement that comply with the requirements of this section. The commissioner shall ensure that: (i) each district plan is consistent with any broad or targeted support plan for under-performing or chronically underperforming schools in the district; and (ii) districts make plan amendments necessary to ensure consistency. Following the submission of a 3-year plan, each district shall annually, not later than April 1, submit to the department: (i) relevant data, pursuant to its plan, to assess success in addressing persistent disparities in achievement and opportunity among student subgroups; and (ii) amendments to the plan that are necessary to improve district performance in meeting plan goals. Each plan shall be made publicly available on both the submitting district's website and the department's website.

(e) Annually, not later than December 31, the commissioner shall submit a report to the clerks of the senate and the house of representatives and the joint committee on education on the progress made in addressing persistent disparities in achievement among student subgroups in the aggregate and within subcategories on a statewide

basis; provided, however, that district and school level data shall be made available on the department's website along with the report.

(f) The department may authorize school districts to combine the reporting required in this section with the reporting required from school districts pursuant to section 11.

(g) Nothing in this section shall affect education funds received by districts pursuant to section 2 of chapter 70 or the distribution of education aid or reimbursement funding distributed under sections 2 or 3 of the general appropriations act.”.