

Student Opportunity Act

Belmont Public Schools

March 2020

Student Opportunity Act

- * An Act Relative to Educational Opportunity for Students
 - * Chapter 132 of the Acts of 2019
- * Implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit Massachusetts public schools
- * <http://www.doe.mass.edu/commissioner/spec-advisories/soa.html>

Student Opportunity Act

- * Designed to address opportunity and achievement gaps in student performance among all students and these student subgroups:
 - * Students of color
 - * Low income students
 - * English learners
 - * Students with disabilities
- * Designed to give more money to districts with more needy students
- * 85% of the money will be allocated to 37 districts
 - * There are 318 district in Massachusetts

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Student Opportunity Act

- * Some districts will not receive enough funding to cover their rollover costs
- * Every district must create and submit a 3-year evidenced-based plan that describes how new and/or existing funds will be allocated to close achievement gaps
- * “If a district is expected to receive minimal or no increases in Chapter 70 aid, we recommend the district document existing programs targeted to closing achievement gaps for subgroups or reallocate existing funds, whether General Fund or grant funds, to ensure such programs are in place.” (DESE FAQ document on SOA)

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Chapter 70/SOA Funding for BPS

Fiscal Year	Ch. 70 Amount	Annual change \$	Annual change %
FY15	\$6,420,104	\$555,196	9.47%
FY16	\$6,766,099	\$345,995	5.39%
FY17	\$7,111,769	\$345,670	5.11%
FY18	\$7,800,233	\$688,464	9.68%
FY19	\$9,036,713	\$1,236,480	15.85%
FY20	\$9,519,647	\$482,934	5.34%
*FY21	\$9,657,467	\$137,820	1.45%

*Based on Governor's budget; not finalized amount

Note: Chapter 70 is based on enrollment x a per pupil allocation; as enrollment increases, chapter 70 typically also increases assuming the per pupil amount increases.

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SOA Plan Commitments

The four commitments are to:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

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MCAS Data

- * MCAS is one measure of student learning in English Language Arts, math, and science
- * There are gaps among the achievement of all students and several of the student subgroups, especially
 - * Some students of color (African American, Black, Latino)
 - * Students with disabilities
 - * Low income students
 - * English learners and former English learners
- * The next set of slides illustrate the gaps between these subgroups and all students

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2019 MCAS Performance for BPS

All Students & Subgroups

English Language Arts, grades 3-8

Student Group	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
All Students	27%	53%	17%	3%
Students with disabilities	1%	28%	52%	19%
ELs and Former ELs	15%	51%	30%	3%
Low income	9%	48%	35%	8%
African American/Black	3%	32%	50%	16%
Hispanic/Latino	9%	46%	37%	7%

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2019 MCAS Performance for BPS All Students & Subgroups

Mathematics, grades 3-8

Student Group	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
All Students	34%	47%	17%	2%
Students with disabilities	5%	23%	54%	17%
ELs and Former ELs	28%	46%	23%	3%
Low income	15%	37%	40%	9%
African American/Black	3%	22%	67%	8%
Hispanic/Latino	13%	47%	31%	9%

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2019 MCAS Performance for BPS All Students & Subgroups

Science and Tech Engineering, grades 5 and 8

Student Group	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
All Students	38%	46%	13%	3%
Students with disabilities	4%	32%	48%	17%
ELs and Former ELs	26%	43%	26%	5%
Low income	19%	42%	31%	8%
African American/Black	0%	36%	54%	11%
Hispanic/Latino	14%	33%	42%	11%

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3-year Plan for SOA

- * Given that we are not receiving additional (new) funding with the Student Opportunity Act, we will continue and deepen the work we began in 2017 to address the achievement gap between all students and our black and brown students.
- * There are also achievement gaps for our English learners and students with disabilities. We have formal/mandated programs for these students and ongoing professional development is provided to educators.

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2019-20 Strategic Plan Initiatives To Improve the School Experience and Learning Outcomes for Our Students of Color

- * Implement short term plans and develop long term vision to support culturally responsive teaching (CRT) practices.
- * Continue to expand recruitment and retention efforts to increase the diversity of BPS faculty and staff.

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District CRT Work

September 2017 to present

- * Required professional development for all educators on equity, race, bias and how they negatively impact African American and Black students' school experience and learning outcomes.
- * Required professional development for all educators on culturally responsive teaching practices.
- * Additional elective professional development offered to all staff on these topics.

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District CRT Work

September 2018 to present

- * Student clubs at Belmont High School and Chenery Middle School that are affinity groups for students of color and allies (with paid faculty advisors).
- * Opportunities for student clubs to participate in student leadership events organized by Initiatives for Developing Equity and Achievement for Students (IDEAS)

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District CRT Work

September 2019 to present

- * Affinity group for Belmont educators of color with paid faculty advisor

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District CRT Work

2015 to present

- * Increased focus on recruiting, hiring, and retaining educators who represent diversity
- * District leaders attend annual diversity hiring fairs
- * District Building Bridges event with representatives from college and university educator preparation programs to increase partnerships and ideas for attracting and retaining a more diverse work force (April 2019)

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FY20 Funding Dedicated to CRT Work

Project/Title	Category	Amount	Funding Source
CRT Speaker for opening day	Required professional development	\$3,500	District budget
CRT practices for math and ELA teachers (CMS)	Required professional development	\$1,140	METCO grant
METCO Conference for Educators	Elective professional development	\$4,975	METCO grant and district budget
Educating Boys of Color Conference	Elective professional development	\$1,605	METCO grant
IDEAS Conference for Educators	Elective professional development	\$4,025	Federal Title IVA grant

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FY20 Funding Dedicated to CRT Work

Project/Title	Category	Amount	Funding Source
CRT Practices in World Geography	Elective professional development	\$2,160	Foundation for Belmont Education (FBE) grant
Restorative Practices Training	Elective professional development	\$5,705	FBE and Belmont Against Racism (BAR) grants
IDEAS Anti-racist school practices course	Elective professional development	\$15,625	District budget
BPS/BASEC Speaker Series	Family engagement	\$2,000	Title IVA and donations (FBE, BAR, PTO/PTAs)
METCO Workshops for new families	Family engagement	\$1,392	METCO grant

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FY20 Funding Dedicated to CRT Work

Project/Title	Category	Amount	Funding Source
Math and literacy workshops for CMS students	Student learning	\$4,080	METCO grant
Faculty advisor stipends	Student learning and educator support	\$4,000	Title IVA grant and district budget
IDEAS middle school conference for students	Student learning	\$500	Title IVA grant
Summer learning opportunities	Student learning	\$2,250	METCO grant
	TOTAL	\$52,957	

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Three-year Plan for SOA

- * Continue district focus on required CRT professional learning for all educators
- * Continue offering additional (elective) professional learning to all educators
- * Continue district goal of hiring more educators who represent the diversity of our student population
- * Continue and increase family engagement in district CRT work
- * Publicize more broadly the district CRT work

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We welcome your ideas

- *Do you have questions about our work?
- *What suggestions do you have for us?