Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong and reimagine what’s possible for our students.
AGENDA

I. INTRODUCTION (10 minutes)

II. DISTRICT OFFICE INVESTMENTS (60 minutes)

III. UPDATES (10 minutes)

IV. WRAP-UP AND PUBLIC COMMENT (6:30pm until)
II. DISTRICT OFFICE (60 minutes)

A. Using research and evidence to drive change
B. Specific investments responding to community-identified needs
C. Discussion
Activating Collective Voice

Continuing to activate collective voice with the **Note Catcher**

- Vision for what every student should have
- Allocations
- Allocation equity between schools
- Priority school investments
- District Focus Areas (Guardrail 4)*
- Guiding Principles
- HOMEWORK (How should we measure success?)

*for active discussion today
DISTRICT OFFICE EVIDENCE BASE

- Leveraging a study of local BPS evaluations related to district focus areas we commissioned from the Rennie Center.
- Leveraging a meta-analysis synopsis we commissioned related to district focus areas Regional Educational Laboratory (REL) Program.
- Leveraging an assessment conducted by the Bellwether Group (authors of An Uneven Path: Student Achievement in Boston Public Schools) in partnership with Lynch Foundation.
- Reviewed/incorporated USDOE’s ESSA Guidance Using Evidence to Strengthen Education Investments (2016).
- Reviewed/incorporated CGCS’s ESSER FUNDS OPTIMIZATION GUIDANCE (2021).

SCHOOL EVIDENCE BASE


SCHOOL AND DISTRICT FUNDING PROPOSALS
The Rennie Center analyzed past BPS reports to identify the research base, strengths, and growth areas in each ESSER priority area

**Methodology**

**BPS Reports**
- Analyzed 50+ reports written about BPS
- Included reports commissioned by BPS and those produced by external organizations

**External Research**
- Verified evidence base in each ESSER priority area
- Identified research-based practices in each priority area
Many strengths of current BPS programming were identified across reports. Highlights include:

- MassCore graduation requirements
- Opportunity & Achievement Gaps policy
- Deep partnerships with community-based organizations
- Dual-language programs in Haitian Creole, Spanish, and Vietnamese
- Strong Pre-K, summer learning, and college access programs
- Chromebook distribution during building closures
Areas in need of improvement identified in BPS reports include:

- High-quality, culturally sustaining curriculum not uniformly implemented across schools
- Lack of adequate pipeline to hire new teachers of color
- Many students lack access to career experiences and internships
- Inequitable access to rigorous coursework
- Many schools lack facilities for enrichment programs including gyms and art studios
- Too few students with disabilities have access to inclusive programs
- Black and Latino boys disproportionately referred to special education
- Lack of districtwide programming that approaches multilingualism as an asset
Continue to reflect on this analysis as we begin unpacking some proposed district office investments within each focus area…

- What should be elevated?
- What would success look like?
District Office Investments: Focus Areas

Recovery

➔ Instructional recovery
➔ Summer learning

➔ Mental health support
➔ Social emotional
➔ Increase social worker and family liaisons

➔ Grade 9 guidance counselors
➔ MassCore grade starting 9

➔ Before and after care
➔ Instructional equity

➔ Early Childhood
➔ Homeless support
District Office Investments: Focus Areas

Core (students, educators, content)

- High quality curricula, materials, equipment
- Focus on equitable literacy
- Middle school and high school science
- Professional Development
- High quality leaders and teachers
- Online learning and technology
- Multi-tiered student supports and interventions

High Quality Pathways

Equitable Access

School Environments

Community
District Office Investments: Focus Areas

Multilingual Learners
- Dual Language materials
- High quality assessment, monitoring, and intervention
- Multilingual learner literacy supports

Students with Disabilities
- Expanding high quality inclusion
- Meeting individual student service needs
- Improving translation and language access for families with students on IEPs
- Specialized materials for ABA, Dyslexia etc
District Office Investments: Focus Areas

High Quality Pathways
- Early childhood
- Increasing early access to guidance counseling
- Mass Core
- College and Career Readiness
- Expanding dual enrollment

Equitable Access
- Arts,
- Athletics,
- Excellence for All and AWC expanded access, rigor, opportunity
- Student enrichment etc.
- Increasing educator diversity, including linguistic
- Technology
- Monitoring, evaluation, and public transparency for equity
- Continuing School / Community Equity Roundtables
District Office Investments: Focus Areas

Community
- Expanded Summer Learning and Enrichment Opportunities
- Hub Community Schools
- Improving central and school based family engagement practices

School Environments
- Libraries: renew and expand
- Science labs
- HVAC: Air quality and safety
- BuildBPS: Accelerating timelines and transparency
- Improving transportation services for high needs students

High Quality Pathways
- Multilingual Learning
- Equitable Access
- Inclusion
- Core

School Environments
Community
Discussion

HOMEWORK

Three Years Down The Line...
What will we have accomplished?
What 5 measures might we use to measure progress on the way?

(Please respond in Note-catcher)
II. UPDATES (10 minutes)
Last Meeting Review

➢ Decided to release initial school allocations with another release after greater analysis

Progress

➢ [School Committee Meeting on ESSER June 29 2021](#) with [ESSER Equity Impact Statement](#)

➢ [ESSER Report Draft](#) Underway

➢ [Student Needs Data - ESSER](#) (summary in appendix)

Progress Updates on next slides

➢ Engagement

➢ Student Commission

➢ School allocation and distribution
COMMUNITY ENGAGEMENT
FEDERAL RELIEF FUND PLANNING

GIVE EVERY STUDENT WHAT THEY NEED
EARNED TRUST AND TRUE PARTNERSHIP OF FAMILIES AND STAKEHOLDERS
EXEMPLARY ENGINES OF EDUCATION AND STAFF
EXCELLENT SERVICE TO STUDENTS AND FAMILIES
HIGH PERFORMING NATION LEADING DISTRICT IMPROVES LIFE OUTCOMES FOR EACH STUDENT

$400 MILLION OVER 3 YEARS

COMMUNITY ENGAGEMENT
FEDERAL RELIEF FUND PLANNING

LISTENING TO YOUR IDEAS
SAFETY
TRANSPORTATION
UNIFORMS
SWIMMING
READING SERVICES
MENTAL HEALTH CARE
CARETAKER SUPPORT
TEACHER TRAINING FOR AP COURSES
BROADER ACCESS TO COMPUTER SCIENCE AND CALCULUS STUDIES
MORE STEM RESOURCES
FRESH FOOD
MUSICAL INSTRUMENTS

EVERYONE AGREES
WE NEED STRONGER CORE INSTRUCTION
FOCUS THE DOLLARS ON CHILDREN, CONTENT, TEACHERS, EDUCATORS...

Children who are most in need will get the most dollars at school

GUARDRAILS
- FEDERAL & STATE SPENDING GUIDELINES
- CONTINUE TYPICAL INVESTMENTS
- ALLOTMENTS...

ESSER
ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

YEAR ONE
FOCUS ON RETURN AND RECOVER
YEAR TWO
FOCUS ON RECOVER AND REIMAGINE
YEAR THREE
FOCUS ON REIMAGINE... EVALUATE A SUSTAINABILITY PLAN, INVESTMENT TOWARD OPERATING BUDGET AND PERMANENT FUNDING

Graphic Facilitation by dpict
BOSTON PUBLIC SCHOOLS

RETURN, RECOVER & REIMAGINE STUDENT COMMISSION

Apply Now

TUESDAYS | JULY 15 - AUG 5
5:00PM - 6:30PM | VIA ZOOM

We encourage all rising Sophomores, Juniors and Seniors to apply to join the ESSER Return, Recover & Reimagine Student Commission.
CALL FOR STUDENT PARTICIPANTS

❖ All rising Sophomores, Juniors, & Seniors in Boston Public Schools are encouraged to apply, regardless of academic standing.
❖ The Student Commission will be a configuration of 10 - 15 high school students
❖ Applications open July 1 will close on Monday, July 12, 2021 at 9:30 am
❖ Selection will be finalized on Tuesday, July 13, 2021 at 5:00 pm

Meeting times:

● Thursday, July 15, 2021 from 5:00 pm - 6:30 pm
● Thursday, July 22, 2021 from 5:00 pm - 6:30 pm
● Thursday, July 29, 2021 from 5:00 pm - 6:30 pm
● Thursday, August 5, 2021 from 5:00 pm - 6:30 pm
MISSION STATEMENT
The Mission for the Boston Public Schools Return, Recover & Reimagine student Commission is to use originality, creativity and imagination to ensure that every child in every classroom in every school receives what they need to be socially, emotionally and academically successful.

OBJECTIVES

1. Amplify the voice of students in Boston Public Schools, supporting their development as leaders and community advocates
2. Provide recommendations on how students envision ESSER funds being used across the district, specifically in Schools buildings and throughout the Community
3. Receive feedback on how commission members envision student engagement in Boston Public Schools moving forward.
• Started with a total allocation estimate ($50M)
• Presented a version to ESSER Commission with a base per pupil amount, but have a revised proposal
• Funding directed to students we believe have been disproportionately harmed by the pandemic:
  ○ Students receiving special education services
  ○ Students receiving English learner supports
  ○ Students experiencing Poverty

<table>
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<tr>
<th>Category</th>
<th>Enrollment</th>
<th>Per Pupil Amt</th>
<th>Category Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>50,544</td>
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</tr>
<tr>
<td>Special Education</td>
<td>10,251</td>
<td>$774</td>
<td>$7,933,283</td>
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<td>English Learners</td>
<td>15,328</td>
<td>$774</td>
<td>$6,655,577</td>
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<tr>
<td>Low Income</td>
<td>39,029</td>
<td>$774</td>
<td>$30,204,327</td>
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</table>

Initial Allocations to Schools: Review
Equity Impact Analysis

ESSER Allocation Per Pupil Average
*By Select Demographics*

- Students with Disabilities: $1,673
- English Learners: $1,638
- EL & SWD: $2,244
- Low Income: $1,198
- Not Low Income: $189
- Asian: $776
- White: $422
- Black: $953
- Latinx: $1,129
- All Students: $923

*This analysis excludes our non-WSF schools and includes our Horace Mann Charter schools for now.
IV. WRAP UP & PUBLIC COMMENT
Return, Recovery, Reimagine Commission Agenda

1. Lay the groundwork
   - May 13 2021

2. Determine ESSER approach
   - May 27 2021

3. Focus on Schools
   - June 10 2021

4. Focus on Equity
   - June 24 2021

5. Discuss District Inverments (2 hour meeting)
   - July 1 2021

6. ESSER Plan
   - July 8 2021
Thank you for your leadership!

Sam Acevedo, GBLN, HERN, OAG Co-Chair
Celina Barrios-Millner, Equity, and Inclusion, City of Boston
Josie Colon, Boston Student Advisory Council (BSAC)
Rahn Dorsey, BFIT Board Chair
Pam Eddinger, Bunker Hill Community College
Ivan Espinoza-Madrigal, Lawyers for Civil Rights
Theresa Garcia de Quevedo, Mildred Ave School
Roxanne Harvey, (SpEdPAC)
John Jackson, Schott Foundation
Karla Jenkins, Principal of Higginson Inclusion School (K0-2)
Suzanne Lee, ELL Task Force
Margaret McKenna, Human Rights Commission
Xyra Mercer, Boston Student Advisory Council (BSAC)
Keith Motley, Urban League
Alex Oliver-Davila, BPS School Committee
Lee Pelton, The Boston Foundation
Paul Reville, Harvard Graduate School of Education
Ruby Reyes, Boston Education Justice Alliance (BEJA)
Nicol Riley, Citywide Parent Council (CPC) of the Boston Public Schools
Valerie Roberson, Roxbury Community College
Jeri Robinson, BPS School Committee
Jim Rooney, Boston Chamber of Commerce
Ayele Shakur, OAG Task Force Co-Chair
Chris Smith, Boston After School & Beyond
Marcelo Suarez-Orozco, UMASS Boston
Tanisha Sullivan, NAACP
Neil Sullivan, PIC
Jessica Tang, Boston Teachers Union
Pastor Matt K Thompson, Jubilee Church
BPS is expecting $400M via the Elementary and Secondary School Emergency Relief (ESSER) Fund.

Grounded in the community-driven strategic plan, BPS will invest these one-time federal relief funds to return well, recover strong, and reimagine what's possible for our students.
Appendix
Family Survey: Identification of Student Need

How concerned are you with your child’s (Academic, Social-Emotional, Behavioral, Physical Health, Peer Relationships, Relationships w Adults) right now?

28% on average indicated they were Somewhat concerned, Quite concerned, or Extremely concerned.

<table>
<thead>
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<th>Overall</th>
<th>Asian</th>
<th>Black</th>
<th>Latinx</th>
<th>White</th>
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<tbody>
<tr>
<td>28%</td>
<td>41%</td>
<td>29%</td>
<td>24%</td>
<td>26%</td>
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</tbody>
</table>
## Family Survey: Student Needs (% Somewhat/Quite/Extremely Concerned) by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Academic Growth</th>
<th>Social Emotional Well-being</th>
<th>Peer Relationships</th>
<th>Behavior</th>
<th>Physical Health</th>
<th>Relationships with Adults</th>
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</thead>
<tbody>
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<td><strong>Overall</strong></td>
<td>41%</td>
<td>38%</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>52%</td>
<td>49%</td>
<td>37%</td>
<td>38%</td>
<td>38%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Black</strong></td>
<td>44%</td>
<td>37%</td>
<td>26%</td>
<td>25%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Latinx</strong></td>
<td>37%</td>
<td>32%</td>
<td>19%</td>
<td>22%</td>
<td>22%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>38%</td>
<td>40%</td>
<td>27%</td>
<td>21%</td>
<td>16%</td>
<td>13%</td>
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