



Superintendent's Commission: Federal Relief Funding Planning May 27, 2021



RETURN | RECOVER | REIMAGINE

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





I. INTRODUCTION

II. REFINING OUR
APPROACH

III. NEXT STEPS

IV. PUBLIC
COMMENT

AGENDA

I. WELCOME & REVIEW AND UPDATES

I. REFINING OUR APPROACH

I. NEXT STEPS

I. PUBLIC COMMENT (6:30pm until)



I. INTRODUCTION

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I. INTRODUCTION (20 min)

- A. Welcome, Re-introductions (Name yourself in chat/organization), Translations
- B. Norms and process reminder
- C. Opening video
- D. Quick review of key points from our last meeting
- E. Updates since last meeting

Welcome



[WATCH: BPS STRONG](#)

Follow up on Key Points Raised by Commission Members

1. Elevating Youth and Family Voice

2. Sustainability

- Plan for Sustainability now
- Extend the funding 3+ years to stretch funding
- Coordinate citywide effort
- **Leverage Philanthropy**

★ Clarifying questions?

★ Additional recommendations?

Progress since our last meeting

- Public comment post-Commission: **May 13, May 27, June 10, June 24, July 1**
- Community Equity Roundtable info or discussion: **May 21, June 4, June 18**
- Community meetings scheduled: **June 21, June 29**
- [School Equity Roundtable: ESSER Meeting 1](#) launched
- School Equity Roundtables launched **now through the month of June**
- Currently scheduling meetings with task forces, community groups **May-June**
- Sample engagements to date: **ELLTF, OAGTF, DELAC, BEAM, ABA, Faith-based groups, Supt. Parent Quarterly Meetings, Parents at St. Stephens, SSEC Student Committee, District Wellness Council**
- Sample other upcoming engagements: **BTU, MTSS Task Force, CPC/SPEDPAC/DELAC combined meeting**
- Developing internal capacity and readiness to respond to formal internal proposal development and refinement process
- Keep updated at: <https://www.bostonpublicschools.org/Page/8648>



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II. REFINING OUR APPROACH (75 minutes)

- A. Reflection on District Needs and Barriers
- B. Feedback on Focus Areas (Guardrail 4): Discussion
- C. Feedback on Allotments (Guardrail 3): Discussion

Reflection on District Needs and Barriers

Return Recover & Reimagine Addendum Documents

- [BPS Strategic Plan](#)
- [Return Recover Reimagine Engagement to Date](#)
- [DESE District Review](#)
- [BTU Wiki Wisdom Report](#)

District Review Summary

A team of independent consultants contracted by DESE conducted a comprehensive review of the district in the fall of 2019. As part of the district review, a team of professional classroom observers conducted observations of instruction in 989 classrooms in 100 Boston schools.

The review resulted in numerous Findings and Recommendations for the district to address, highlighting substantial areas in need of addressing with significant consequences for current and future generations of Boston children.

The challenge to the district is to support educators and students in schools with the opportunities and resources that they need to thrive as teachers and learners, and to build the district's and schools' capacity to exercise the high standards of practice that the school committee and the district leadership have embraced in its strategic plans.

[Read the BPS District Review here](#)

While the report identifies many significant issues, these were identified as the most concerning:

- **Special education.** The report notes the district's special education services are in "systemic disarray, [and] do not provide appropriate learning opportunities in the least restrictive environment for all students with disabilities."
- **English learners.** The district has not created equitable conditions to ensure that all English learners progress both academically and in English language development.
- **Curriculum and assessment.** Curriculum guidance is scant, model curricula do not align to the state standards, and assessment is varied and allows the district little ability to track school performance across the district.
- **Support for principals.** Principal turnover is significant and principals in particular express a fundamental disconnect between the activities of central office and the support they need to do their best work for students.
- **High school.** High school graduation requirements vary by school, and inequities exist in access to advanced coursework. Chronic absenteeism is staggering, particularly at the high school level.
- **Facilities.** The condition of some school facilities is poor and, in some cases, facilities do not meet basic student needs, contributing to sub-optimal learning environments.
- **Transportation.** Parent frustration with the longstanding and worsening challenge of poor on-time bus performance is significant, and the amount of lost instructional time is a major concern.
- **School autonomy model.** The autonomy model expanded under former Superintendent Carol Johnson has not been effectively monitored to ensure that only those schools with strong or improved performance receive these flexibilities.
- **Trust and confidence in central office.** Teachers and administrators report little to no confidence in a central office that experiences constant turnover. When central office attempts to provide guidance and structure, it consistently fails to follow through.

WIKI wisdom report

Question staff members responded to:

Based on your experience with BPS, and especially this past year, we are looking for your ideas for re-imagining what school could be. If there were no bounds, what would the ideal learning experience be like for our students?

[Read Re-imagining Boston Public Schools here](#)

Following a year of living through the COVID-19 pandemic and its upending of much of what school has looked like, leaders of Boston Public Schools and Boston Teachers Union reached out to their staff/members to gain insight into how the district might best re-imagine its schools moving forward.

In response, 201 members of the BPS education community joined a unique online conversation, the Boston Public Schools WikiWisdom Forum, between February 25, 2021 and March 25, 2021, and posted 113 ideas and 179 comments. Building on the online conversation, the Thought Leaders honed the posted ideas and developed the 7 recommendations and 40 proposed solutions included in this report, which they presented to BPS and BTU leadership on May 3, 2021.

Prior to COVID, only one-third of students in grades 3-8 were meeting or exceeding expectations on MCAS in ELA and Math. Incremental progress was made between 2017 and 2019, but achievement gaps persist.

Group	Grades 3-8 ELA MCAS				Grades 3-8 Math MCAS			
	2017	2018	2019	Change	2017	2018	2019	Change
All Students	31%	34%	36%	5%	31%	32%	33%	2%
Asian	57%	62%	63%	6%	72%	71%	73%	1%
Black	20%	24%	25%	5%	18%	20%	20%	2%
Latinx	24%	26%	28%	4%	22%	22%	24%	2%
White	58%	63%	62%	4%	58%	60%	62%	4%
Students with Disabilities	6%	27%	10%	4%	7%	8%	10%	3%
English Learners	13%	14%	15%	2%	17%	16%	17%	0%
Former English Learners	50%	54%	57%	7%	51%	51%	53%	2%
Economically Disadvantaged	22%	25%	26%	4%	22%	23%	23%	1%

Source: DESE School and District Profiles.

Families expressed a wide range of needs immediately following school closure in April 2020.

Type of Need	# of Respondents	% of Respondents
Internet Access	1,290	5%
Food Security	3,502	14%
Housing Security*	4,931	20%
Financial Support	5,991	24%
Well Being*	5,596	22%
Academic Support**	8,940	36%
Health Care	977	4%
Childcare	783	3%
At least 1 Need	15,358	62%
Total Respondents:		24,933

# of Needs	# of Respondents
1	6,705
2	3,935
3	2,561
4	1,340
5	578
6	182
7+	57
Total:	15,358

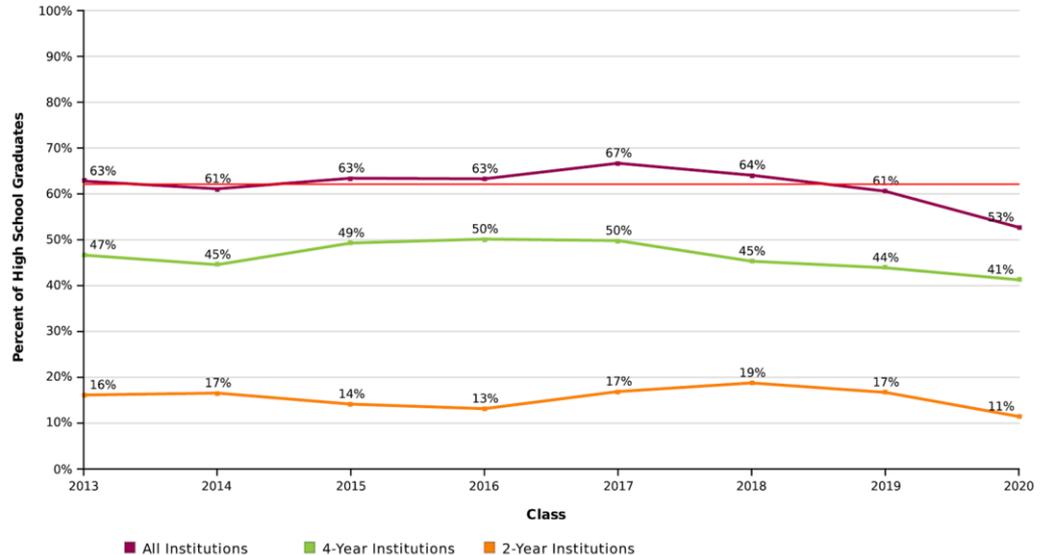
*Response is considered in need if they answered “Very or Extremely” concerned about specified needs

** Academic Support includes (Tutoring, Virtual Learning Resources & Communication from Schools)

Immediate enrollment in college following high school graduation decreased by 8 percentage points from 2019 to 2020.

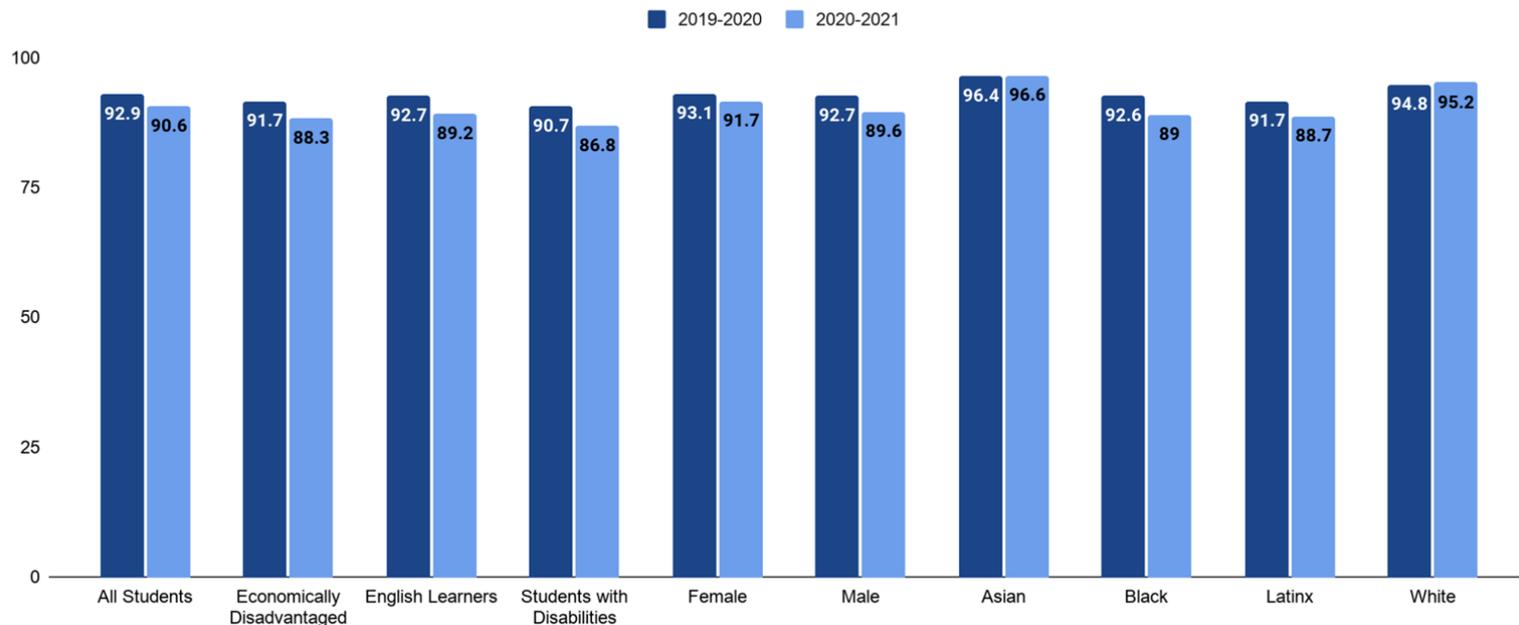
- Among BPS graduates in the class of 2020 (n = 3,434), 53% enrolled in college in the fall immediately after high school -- an 8 percentage point decrease from the class of 2019 (61%).
- While enrollment in both 2-year and 4-year institutions dropped, the decrease for 2-year institutions (6 percentage points from 17% to 11%) was double that of the decrease for 4-year institutions (3 percentage points from 44% to 41%).

Percentage of Students Enrolled in College the Fall After High School by Institutional Level



Source: NSC Student Tracker for High Schools district report, run on 11/24/2020. The horizontal red line shows the average immediate enrollment rate for all institutions for the years shown (62%).

Average daily attendance has decreased during COVID. Groups experiencing a decline of 3 percentage points or more include Black students, Latinx students, students with disabilities, English learners, and economically disadvantaged students.



Source: DESE School and District Profiles. Data reflects September - March of each year.

Consistent with nationwide trends, there is an increase in course failures across all four core subjects and all racial groups.

Course Failure Rate for Core Subjects
Grades 6-12

Subject	Q1 2019	Q1 2020	Change
ELA	13.3%	18.6%	5.3%
Math	13.7%	17.5%	3.8%
Science	12.4%	16.8%	4.4%
Social Studies	11.0%	17.8%	6.8%
Total: 4 Core Subjects	12.7%	17.7%	5.0%

Subject	Q2 2019	Q2 2020	Change
ELA	16.3%	19.2%	2.9%
Math	17.6%	18.2%	0.6%
Science	15.4%	16.3%	0.9%
Social Studies	15.4%	18.5%	3.1%
Total: 4 Core Subjects	16.2%	18.1%	1.9%

Percentage of Students Failing 1+ Course
Grades 6-12

Race	Q1 2019	Q1 2020	Change
Asian	6.2%	10.3%	4.1%
Black	29.8%	35.9%	6.1%
Latinx	30.9%	36.3%	5.4%
Multi-Race/Other	17.8%	26.8%	9.0%
White	9.9%	15.6%	5.7%

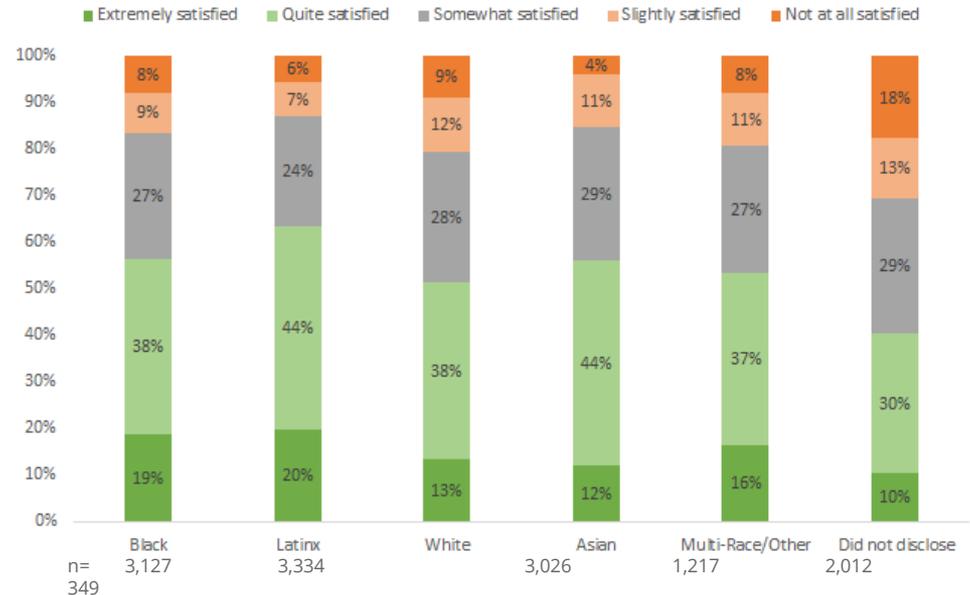
Race	Q2 2019	Q2 2020	Change
Asian	8.5%	11.4%	2.9%
Black	34.1%	36.1%	2.1%
Latinx	35.6%	38.7%	3.1%
Multi-Race/Other	20.8%	31.6%	10.8%
White	13.7%	15.5%	1.8%

Note: Data reflects grades entered in Aspen as of 3/23/21, for BPS secondary schools only. Tables at left shows the numbers of courses failed, not the number of students. Tables at right show numbers of students.

Perceptions of remote learning differed, according to Fall 2020 surveys of students, families and teachers.

- While 85% of teachers responded favorably to questions about classroom engagement, only 37% of students responded favorably to questions about classroom engagement.
- Only 31% of students surveyed responded that they felt 'quite connected' or 'extremely connected' to other students at school right now.
- 64% of Latinx families are satisfied with the way learning is structured. This compares to between 51-57% of other families. Of those who did not disclose their race, only 40% are satisfied.

How satisfied are you with the way learning is structured at your child's school right now?



Families are interested in having the option of a fully virtual school for SY21-22.

A family survey was conducted in April and May 2021 to understand interest in a fully virtual school for SY21-22. 3,208 families responded. Because the survey was anonymous, demographic information is self-reported.

How likely are you to enroll your child in a fully virtual school for SY21-22?

Group		Number of Responses	Very	Somewhat	Not At All
All Students	All Students	3208	37%	19%	44%
Race	Asian	339	44%	26%	30%
	Black	681	53%	21%	26%
	Latinx	945	47%	17%	36%
	Multi-Race/Other	310	32%	21%	47%
	White	806	16%	15%	70%
	Decline to Answer	127	13%	9%	76%
English Learner Status	English Learner	1111	47%	18%	35%
	Not English Learner	2018	32%	19%	48%
	No Response	79	18%	6%	75%
Disability Status	Students with Disabilities	801	44%	18%	38%
	Students without Disabilities	2343	35%	19%	46%
	No Response	64	20%	3%	75%
Grade Level	K0-2	1309	28%	17%	55%
	Gr. 3-5	1056	37%	19%	44%
	Gr. 6-8	1028	42%	20%	38%
	Gr. 9-12	1153	48%	19%	32%

**What does this information tell you about our best use of
Recover and Reimagine investments?**

Next we will share what we have heard so far...

Focus Area Feedback (Guardrail 4 TBD)



Focus Area Feedback (Guardrail 4 TBD)



Focus Area Feedback (Guardrail 4 TBD)



Allotments Feedback (Guardrail 3 TBD)

- **Strategic District-wide Investments**
- **School Investments**
- **Regional School Investments**
- **Community and Partnership Investments**

Our Ongoing Discussion

After seeing the reality of the district and after a year of pandemic, where should the effort go?

- Do we have the right focus areas?*
- Too many, not enough?*
- What's missing, what should go?*
- What's most important year 1 2 3?*

Should we determine allotments in advance or let the investments drive allotments?



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III. NEXT STEPS

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-Madriral, 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

Join the conversation! <https://www.bostonpublicschools.org/Page/8679>

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2021 FEDERAL RELIEF FUNDING

2021 BPS Federal Relief × Funding

Community Engagement

ESSER Commission



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.



RETURN



RECOVER



REIMAGINE

COMMUNITY ENGAGEMENT

MEET THE COMMISSION



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