



2024 Student Opportunity Act Plan

Section 1: Summary

Please write 1-2 paragraphs summarizing your 3-year SOA plan. **open response**

Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan

Boston Public Schools (BPS) has developed its 2024 Student Opportunity Act (SOA) 3-year Plan by building on the work started through its 2020 SOA Plan and other key initiatives, including the Inclusive Education Plan and Long Term Facilities Plan, with the goal of addressing educational disparities and improving educational access and opportunities for all students, particularly students with disabilities, multilingual learners, Black/African American students, and Hispanic/Latinx students.

The district will engage in evidence-based programs in three critical areas:

1. **Comprehensive approach to early literacy**, particularly by expanding its curriculum into pre-kindergarten grade levels and ensuring all materials are translated to support native language instruction, adapted to incorporate elements of specialized instruction, and implemented effectively across preK to 2nd grade classrooms.
2. **Expand access to high quality secondary school pathways**, with a focus on increasing the number of college and career-connected learning opportunities as well as ensuring those programs are adapted and accessible to multilingual learners and students with disabilities.
3. **Expand its pipeline of diverse and well-prepared educators** by launching a program for linguistically and racially diverse educators to become licensed in Moderate Disabilities with a Bilingual Endorsement, and increasing openings for diverse staff to access supports toward licensure in Moderate Disabilities and English as a Second Language.

The district has already begun piloting programs, and monitoring early implementation efforts in each of these areas. The district sees signs of growth in each area, as well as opportunities to continue to invest and monitor progress to improve student outcomes. For the next three years, the BPS will implement these plans, track the success of its efforts, and continue to iterate and adjust its plans as the data demonstrates areas for growth. The district plans to invest approximately \$89 million in these three areas over the next three years, and will provide annual updates as each year's budgets are approved.

Section 2: Data

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups? **open response**



BPS used the Massachusetts Department of Elementary and Secondary Education's (DESE) [Student Outcomes Comparison Tool](#) to analyze its student data, along with other data analysis that the district regularly performs on its assessment and student outcomes data. In conducting this data analysis, the district observed the most significant disparities for students with disabilities (SWDs) and students who are English Learners.¹ The district also observed educational disparities for students who identify as Black/African American and/or who identify as Hispanic/Latinx.

In 2023, students with disabilities had the lowest outcomes of any subgroup in four of the six categories on the [Student Outcomes Comparison Tool](#). Though the district's rates of chronic absenteeism have improved year over year, the rate of students with disabilities who are chronically absent remains much higher than the overall district rate (47.8% compared to 39% in 2023). Students with disabilities are nearly twice as likely to receive an out-of-school suspension than the overall student rate (6.1% vs 3.5%) and that gap has remained steady or increased over time. Though there has been improvement in high school outcomes for students with disabilities, there is still room for the district to improve in this area. Ninth graders with disabilities are passing coursework at a lower rate than their peers (57.1% compared to 68.1% district average), and the five-year graduation rate for students with disabilities is consistently 15 percentage points lower than the district average (64.7% compared to 84%). Students with disabilities also underperformed the district average on all MCAS subject/grade combinations, scoring lower than the district average by as much as 20 to 30 percentage points. The district reviewed other internal data as well, and found that students with disabilities were more likely to underperform on MAP assessments compared to the district average (75% of SWDs scored "low" or "low average" compared to 50% average districtwide in 2023–2024).

English Learners had the lowest or second lowest outcomes of any subgroup in two of the six categories on the [Student Outcomes Comparison Tool](#) in 2023: Dropout rate and Five Year Graduation rate. In particular, the dropout rate for ELs is nearly double the district average (7.1% compared to 3.7%), and grew at a faster rate from 2021 to 2022 than the overall district rate did. ELs also have some of the district's lowest achievement on both the ELA and Math MCAS, across grade levels. The district has also seen a drop in ACCESS scores for ELs over the past several years, demonstrating that multilingual students are struggling to make gains in language acquisition across all grade levels at the district.

Black/African American students and Hispanic or Latinx students also show disparities in educational outcomes according to the district's analysis. The [Student Outcomes Comparison Tool](#) shows that in 2023, African American students experienced the second highest rate of out-of-school suspensions among subgroups at 5.5%, and the second lowest rate of ninth graders passing their coursework at 61.9%. Latinx students experienced chronic absenteeism nearly eight percentage points higher than the district average at 46.8%, and at 4.5% the dropout rate for Latinx students is nearly one percentage point higher than the district average of 3.7% and grew from 2021 to 2022 at a faster rate than average. The racial achievement gap persists, as both Black/African American students and Hispanic/Latinx students continue to underperform their white and Asian peers by 30 or more percentage points across grade and subject areas on the MCAS assessments. This analysis reflects larger trends that have persisted for generations at BPS and in districts across the country: that students who identify as Black/African

¹ This document will also refer to English learners (ELs) as Multilingual Learners, or MLs, as this is a more inclusive term for the students we serve.



American or Latinx are disproportionately impacted by racism in and out of the classroom, leading these groups to have fewer opportunities and more obstacles accessing grade level content and the diverse range of experiences that will support them toward high educational outcomes.

Though the district observed some growth and bright spots in completing this data analysis, it is clear that more work needs to be done to close the educational gaps that continue to impact students disproportionately.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups? *open response*

In the past four years, the district has performed several audits and produced reports and data analyses as it developed other district-wide initiatives such as the Inclusive Education Plan and the Long Term Facilities Plan. In completing the data analysis for the 2024 SOA Plan, the district also considered audits completed by the Council for Great City Schools (CGCS), findings from the district's recent Tiered Focus Monitoring in the areas of Special Education and Multilingual Learners, and other reports and audits completed in recent years to support the district's continued improvement efforts. The SOA Plan should therefore be considered as working to support the district's Inclusive Education Plan, Office of Multilingual and Multicultural Education (OMME) Strategic Plan, and Long Term Facilities Plan as well as the district's ongoing priorities such as increasing access to equitable literacy. This robust analysis suggested several ways to address the educational disparities identified.

The CGCS audit of the district's service of students with disabilities suggested a need for more Tier 1 supports, particularly in reading instruction, to prevent students from being overly identified as requiring specialized instruction due to their poor reading achievement. By focusing on implementing high quality reading instruction in early elementary grades, the district hopes to impact the achievement of students with disabilities and provide them a more inclusive educational experience. The CGCS report also recommended improving reading instruction for students with disabilities specifically, with the goal of impacting both ELA achievement rates of SWDs and improved overall student outcomes.

The district also reviewed areas where it has made progress in recent years, such as achieving lower chronic absenteeism and progress on overall graduation rate, as well as areas where it still needs to make improvement, such as dropout rates and language acquisition of ELs. In performing this analysis, the district has found that enrollment in secondary school pathways leads to greater likelihood that students will graduate from high school. The district's data analysis shows that students enrolled in any pathway program graduated college at a higher rate than the district average by as much as 15-20 percentage points. For example, 93% of students in an early college pathway graduated in 2021-2022, compared to the 78% graduation rate by students who were not enrolled in any pathways program. Similarly, 98% of students in a non-chapter 74 funded CTE program, 82% of students enrolled in a chapter 74 funded CTE program, and 94% of students enrolled in innovation pathways graduated from high school. The district has seen this trend continue over time, holding true even as the size of these programs has grown by about 30%. The district plans to focus in particular on expanding access to college-and career-connected learning for students with disabilities and English Learners in particular, based on the educational disparities it observed.



Finally, the district compared its data analysis to the research identified by its own teams and work along with the DESE “How Do We Know” initiative. The triangulation of these efforts led the district to continue to identify places where it can support the needs of its students better, for example by continuing to focus on recruiting a racially and linguistically diverse workforce. The district recognizes that these efforts take time to build, because they rely on long-term investments and multi-year pipeline programs. The evidence found in the district’s review of the [How Do We Know](#) initiative alongside ([here](#) and [here](#)) continues to suggest that these initiatives are impactful in the long-term, so the district remains committed to them. Additionally, as the district seeks to expand student access to native language instruction aligned with its OMME Strategic Plan and full inclusion programs aligned with its Inclusive Education Plan, it will continually work to increase the number of teachers who are licensed in ESL, Moderate Disabilities, and/or who have achieved a Bilingual Endorsement. As the district continues to work toward closing the racial achievement and opportunity gap, it believes strongly that having educators who identify similarly to their students, share their cultural background, and/or speak the same native language will have impacts on students’ achievement and engagement in their education.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? **Checkbox**

- Students with disabilities
- English Learners
- Black/African American students
- Hispanic/Latinx students

Section 3: Metrics

Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math. **Checkbox**

Yes

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level. **open response**

The district plans to monitor progress on the following additional metrics and student sub-groups

- Increase in the percentage of BPS students meeting or exceeding expectations on grade 3 ELA MCAS assessment for each of the following subgroups:
 - Students with disabilities
 - English Learners
 - Black/African American students
 - Hispanic/Latinx students
- Increase the percentage of overall BPS 11th and 12th graders completing advanced coursework for each of the following subgroups:
 - Students with disabilities
 - English Learners
 - Black/African American students
 - Hispanic/Latinx students



- Increase the graduation rate for students in each of the following subgroups:
 - Students with disabilities
 - English Learners
 - Black/African American students
 - Hispanic/Latinx students

Section 4: Engagement

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. **open response**

- For the majority of school-level communications, the district utilizes School Messenger and relies upon school specific messaging systems, events, and engagement opportunities. Families/caregivers tend to feel most invested in their school community, so the district encourages and supports schools to ensure there is ample engagement happening throughout the year.
- The district employs over 100 family liaisons who work at the school level to support clear and open communication with families/caregivers. These family liaisons are an important point of contact that support families and their students and ensure they have opportunities to thoughtfully engage in their child's education and school community.
- The district also engages with families of student subgroups, particularly students with disabilities and multilingual students, through their designated parent advisory councils (Special Education Parent Advisory Council, or SPEDPAC, and the District English Learner Advisory Committee, or DELAC). The district meets multiple times per month with the leadership boards of each group, and approximately monthly with the full PAC group. For families of multilingual students, the district also supports language-specific advisory councils for each of the district's major languages, to ensure that families/caregivers feel welcomed to engage with the district in a manner and language that is comfortable for them.
- The district also engages with multiple task forces and advocacy organizations, such as the Opportunity and Achievement Gaps Task Force (OAG), Community Engagement Advisory Council (CEAC), and Community Equity Round Table (CERT). Families/caregivers are invited to attend these groups and the meetings are typically open to the public, so community members may attend as well. The majority of the membership are partners, community advocates, or service providers who regularly engage with our families so, by engaging with these groups we also have another source of ensuring information reaches our families and of getting insight into what is important to our families and our community. Though these groups are not the primary way the district communicates with families, it is another avenue where families/caregivers can work together to advocate for the needs of their students.

How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? **open response**

The district administers an annual climate survey to all families each spring. In 2023, the district received 11,413 responses, of which 31% responded that they have students who are ELs and 26% have students with disabilities, which is representative of the district overall. 21% of respondents identified as



Black and 30% identified as Latinx, which is slightly below the district's overall student population rates. On this climate survey, 84% of participants responded favorably to the questions around access to engagement.

To monitor increased family engagement with families of students in the targeted groups, the district will continue to monitor the participation of families in this annual climate survey and the disaggregated responses of these families on the Access to Engagement section.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? **open response**

The district met with focus groups made up of leaders representing its various parent councils and advisory groups, including SPEDPAC, DELAC, and Citywide Parent Council. District representatives also met with representatives from the Boston Teachers Union to seek the input of educators on its three-year SOA Plan. In each of these meetings, the district presented to the stakeholder group about the district's plan and asked for the various groups to give feedback on the initiatives, including whether they had ideas about how the district could improve the plan to better meet the needs of the targeted student groups. The district is continuing to receive feedback from the larger membership of these groups to gain broader input on its initiatives.

As all three of the evidence-based programs that the district selected are part of ongoing efforts, continued from the 2020 SOA Plan and other priority district initiatives, the BPS will continue to engage with the stakeholders impacted by the plan through ongoing engagement efforts as it continues to implement and adapt these key initiatives. These efforts will include continued attendance at SpEdPAC and DELAC meetings and Joint PAC leadership meetings, attending Citywide Parent Council meetings and other task forces, discussing the initiatives with the Boston Teachers Union leadership, and continued surveys from the full family and student community.

Confirm you engaged with the following stakeholder groups in the development of this plan: Parents/Caregivers, Special Education Parent Advisory Council, English Learner Parent Advisory Council, School Improvement Council, and Educators. **Checkbox**

Yes

Confirm that your school committee voted to approve this plan and provide the date of the vote. checkbox and open response for date

Yes: March 20, 2024

Section 5: Evidence-Based Programs

EBP 1: Early Literacy

Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. **Checkbox**



2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area? **Checkbox**

2.1C Comprehensive Approach to Early Literacy: Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). **open response**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 1. This could include how support for these groups may differ from district-wide implementation efforts

In the past four years, BPS has selected the revised [Focus on Early Learning](#) curricula, paired with the foundational literacy curricula *Foundations* and *Heggerty*, to provide children with an [early literacy experience](#) that is strongly aligned to the science of reading. *Focus* is a vertically aligned curriculum that the BPS is implementing in classrooms from pre-Kindergarten through 2nd grade. The BPS has already created a vision for comprehensive access to equitable literacy for students in all grades, and has developed an aligned classroom observation walkthrough tool and analysis protocol for tracking implementation progress. To support educators with moving to this new curriculum, the district has leveraged a Professional Development series ("Language Essentials for Teachers of Reading and Spelling" ("LETRS"), which includes both synchronous and asynchronous sessions for educators to learn effective practices to infuse into their foundational literacy curriculum and instruction. Approximately 700 teachers and central office instructional staff have been trained as of March 2024. The district is also leveraging its regional model to monitor and coach K-2 educators and school leaders around effective implementation of the high quality instructional materials and equitable early literacy frameworks.

Since the 2020 SOA Plan, the BPS has implemented high quality instructional materials in ELA at 90% of schools. The district has seen an increase in students having access to grade-level standards in 82% of classrooms as of December 2023 (compared to 56% of classrooms in SY2022-23). ELA Classrooms where students have access to high-quality instructional materials are more likely to have students engaging with rigorous, standards-aligned coursework and nearly twice as likely for kindergarten through 2nd grade students to be reading and listening to complex text. In addition, the district has expanded its access to phonics instruction by implementing high quality instructional materials that are aligned with this evidence-based approach. Classroom walkthroughs have demonstrated that explicit phonics instruction is twice as likely to be used in classrooms using high quality instructional materials than those using other materials.

In the next three years, BPS plans to continue and expand on the work it has done in the past four years in the priority area of Early Literacy. The district believes firmly that the groundwork has been laid, and



the next steps to take are around implementation, monitoring, and adjusting based on the data it sees on where educational disparities persist. By FY27, the district will take the following steps to increase access to early literacy across its pre-K through 2nd grade classrooms:

- The district plans to continue monitoring effective implementation of the *Foundations* and *Heggerty* High Quality Instructional Materials and the *Focus* curricula in grades kindergarten through 2. Now that the district has developed a classroom observation walkthrough tool and has benchmark data, it plans to use that data to monitor implementation, identify obstacles to implementation, and leverage its regional coaching model and LETRS professional development series to support schools and educators to overcome the implementation obstacles it identifies.
- The district plans to expand its efforts to ensure equitable early literacy for all students by implementing the revised *Focus* curriculum in grades K0-1 (for 3- and 4-year-old students).
- The district plans to adapt its existing *Focus* curriculum to the specific needs of SWDs and MLs. These efforts will include:
 - Translating the *Focus* curriculum into other new languages, including Spanish, to ensure students in ESL classrooms and dual language settings still have access to evidence-based curriculum and instructional strategies.
 - Provide professional development and coaching to support educators in scaffolding the *Focus* curricula for the needs and assets of MLs and SWDs. The district will partner with Unbounded to provide professional development for coaches and educators around literacy practices for multilingual learners.
 - Ensure K0-2 educators in our highest priority schools, such as Transformation Schools, receive frequent, consistent, and actionable feedback to ensure instruction is advancing learning for SWDs and MLs. The district will achieve this through coaching of educators as well as professional development for instructional leadership teams.
 - Adding features to its classroom observation walkthrough tool to monitor high-quality instructional materials implementation specifically in classrooms with multilingual students and students with disabilities. Ensure walkthrough participants have a “Look For” tool that will enable them to effectively monitor what appropriate scaffolded instruction looks like, and to highlight best practices they see.
 - Collaborating at the district level between the departments of Teaching and Learning, the Office of Multicultural and Multilingual Education (OMME) and the Office of Specialized Services (OSS).
- As students do not take MCAS until grade three, the district has used interim data via the MAP assessment to monitor the success of its initiatives. MAP data is highly predictive of MCAS results, so the district monitors this assessment which is administered three times annually and expects to begin monitoring MCAS data once the students impacted by the early literacy initiative begin to age into grade three.

This work will impact all students in grades K0-2. As 73% of the district’s students identify as Black/African American or Hispanic/Latinx, the district believes that continuing the early literacy efforts it has begun under the 2020 SOA plan will impact students in these demographic categories because the district will be focusing on ensuring even and consistent implementation across all classrooms, with a focus on closing the opportunity and achievement gaps that impact students in these racial groups disproportionately. In addition, the efforts to adapt the newly revised *Focus* curriculum will support the district’s 3,000 multilingual learners and 2,500 students with disabilities in grades K0-2.



Which schools will be impacted by these efforts (answer can be district-wide)? **open response**

All elementary schools

What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25, FY26, FY27), across all funding sources? **open response**

The district anticipates spending approximately \$20,919,789 over three years on a comprehensive approach to early literacy. This is an estimated amount based on the FY25 proposed budget, and when calculating this amount the district assumed even spending for FY26 and FY27. The district will provide annual updates when those budgets are approved.

- Instructional Leadership: \$5,912,442 is estimated to be spent over the next three years
- Classroom and Specialist Teachers: \$6,660,540 is estimated to be spent over the next three years
- Instructional Materials, Equipment, and Technology: \$4,620,000 is estimated to be spent over the next three years
- Professional Development: \$750,000 is estimated to be spent over the next three years
- Benefits and Fixed Charges: \$2,976,807 is estimated to be spent over the next three years

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Dropdown

- Instructional Leadership
- Classroom and Specialist Teachers
- Instructional Materials, Equipment, and Technology
- Professional Development
- Benefits and Fixed Charges

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress in this Focus Area? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year. **open response**

- Increase in the percentage of K0-2 classrooms implementing high-quality instructional materials
- Increase in the percentage of classrooms with high numbers of multilingual learners and students with disabilities implementing high-quality instructional materials
- Increase in the percentage of K0-2 classes observed using appropriate scaffolding for multilingual learners and students with disabilities
- Increase in the percentage of K-2 students scoring at or above level on the end of year MAP assessment window
 - Increase in the percentage of Black/African American students and of Hispanic/Latinx students in grades K-2 who score at or above level on the end of year MAP assessment window
 - Increase in the percentage of students with disabilities and English learners in grades K-2 who score at or above level on the end of year MAP assessment window
- Increase in the percentage of BPS students meeting or exceeding expectations on grade three ELA MCAS assessment



- Increase in the percentage of Black/African American students and of Hispanic/Latinx students who meet or exceed expectations on grade three ELA MCAS assessment
- Increase in the percentage of students with disabilities and English learners who meet or exceed expectations on grade three ELA MCAS assessment

EBP 2: Secondary Schools

Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. **Checkbox**

2.3 Reimagine the high school experience so that all students are engaged and prepared

Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area? **Checkbox**

2.3B High-Quality Secondary Pathways and Programs: Pursue designation and implementation of high-quality pathways and programs (e.g., Early College, Chapter 74 Career Technical Education including After-Dark programs, Innovation Career Pathway programs, Career Connections programs, and/or other career-connected activities)

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). **open response**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 1. This could include how support for these groups may differ from district-wide implementation efforts

Over the past four years, BPS has expanded its college- and career-connected learning offerings to nearly every high school in the district. These offerings include early college programs, innovation pathways, career-technical-education (CTE) programs (funded through either Chapter 74 funding or through other funding sources), and advanced placement (AP) or international baccalaureate (IB) coursework.

- In 2023-2024, 3,139 students are enrolled in early college, CTE, or innovation pathways programs compared to 2,347 students in the 2020-2021 school year. This is an increase of 34% more students involved in career or college connected pathways over three years.
- There are 14 early college pathways across eight high schools involving five community college or university partners. Typically, in grade nine students learn about the various pathway options, in grade 10 they take pre-college preparation coursework at their high school taught by a district educator, and in grades 11 and 12 students take college level courses at their partner institution. Students who participate in this pathway may earn between 12 and 30 college credits, effectively preparing them for success post-graduation.
- 30 out of 33 high schools offer either AP or IB courses (the three remaining schools are either specialized schools or alternative education high schools).
 - The district is also expanding the AP course offerings, such as piloting AP Seminar at 5 high schools in SY2023-24 and AP African American Studies as part of a College Board



pilot at 10 high schools in 2023–2024.

- Four BPS high schools offer Innovation Pathways, which are pathways that integrate in-depth learning in a particular industry and college level courses. Six different pathway programs exist, including Biotechnology, Business and Finance, Computer Science, Engineering and Advanced Manufacturing, Graphic Arts Design, and Health Science.
- There are 36 CTE programs introducing career pathways across 11 BPS high schools.
- To support students who attend alternative education high schools, the district has launched shorter career-connected pathways programs in addition to the above programs. This allows students who may be in most need of engaging, career-connected programs but would typically be precluded from participating can access the programming and skills even without participating in a full multi-year pathway program. Examples of career exploration in this setting include hospitality management, culinary arts, and construction management.
- The district has piloted an application and yearlong planning process for schools who would like to add a college or career pathway.
 - The application process helps the district evaluate its full scope of offerings and ensure consistency and resources are available to support all programming effectively.
 - The yearlong planning process allows schools to thoughtfully prepare for implementation, including identifying and leveraging best practices from other existing programs.

In the next three years, BPS plans to continue and expand on its work in the focus area of Secondary Schools Pathways. The district believes firmly that the groundwork has been laid, and there are still remaining steps to take toward implementation, monitoring, and adjusting based on the data it sees on where educational disparities persist. By FY27, the district will take the following steps to increase access to college- and career-connected pathways across its high schools:

- The district will expand access and content interest in its advanced placement portfolio.
 - The district plans to continue to expand access to AP Seminar at an additional 3 schools and AP Research to an additional 2 schools in SY24–25.
 - The district plans to expand AP African American Studies to an additional 2 schools in SY24–25 and additional 3 schools in SY25–26 if the pilot program is successful.
 - The district is also expanding courses that provide on-ramps to the AP courses, including Pre-AP courses, AP Pre-Calculus, and AP Computer Science Principles. These courses will support students toward learning the skills necessary to be successful in AP courses as well as in college classes.
- The district will work to expand access and adapt programming on-ramps to ensure equitable access for multilingual students (MLs):
 - Brighton High School is currently piloting a program pathway with Bunker Hill Community College specifically for ML students. The district plans to expand this program to include Boston International High School and Newcomers Academy (BINCA) and the Margarita Muniz Academy. Both schools serve a predominantly multilingual population. Brighton High School has achieved the official Early College Designation, so BINCA and the Muñoz will seek to learn from Brighton High School and achieve the official Early College Designation within the next three years.
 - Charlestown High School is currently piloting a specific course for ML students to



prepare them for the initial business pathway course that serves as the entrypoint for the early college program partnership with Bunker Hill Community College. This course is currently in its first year and is adapted specifically to the linguistic and cultural needs of multilingual students.

- In SY24-25, the school plans to adapt this course for its other two early college pathway programs.
 - In SY25-26 and SY26-27, the district plans to expand this model to early college and CTE pathways at other high schools with high numbers of MLs.
- Both of these initiatives will impact the multilingual student subgroup, because it will both expand the likelihood that these students can access early college programs and increase student success and achievement within those programs.
- Expand pathways offerings:
 - The district plans to continue expanding its pathway offerings to include a greater diversity of options at more open enrollment high schools. This will impact all students across the district, in particular students with disabilities and multilingual students, who are more likely to attend open enrollment high schools and benefit from the more diverse options at those schools. This will also impact African American and Hispanic students in particular, because students at open enrollment high schools are more likely to identify as Black/African American or Hispanic/Latinx than the district average (73% of students in the district identify as members of either racial demographic, compared to 86% at open enrollment high schools).
 - The district also plans to explore ways to build its pathways programs around transferable skills, so that students can more easily switch between pathways as their interests adapt throughout high school. This work will involve looking closely at the curricula among different career pathways at a school and identifying key skills needed in each industry, and ensuring that the instruction of these key skills is aligned across programs.
 - The district is launching a planned innovation pathway at the Dearborn School in the area of STEM Technology. This pathway has been in the planning phase this year, and is funded by a DESE grant.
 - As an example of the work taking place over the next three years, the district has received a donation from Bloomberg Philanthropies to double the size of CTE pathways programming at Edward M Kennedy Academy for Health Careers (EMK). The grant will double the size of the school from 375 to 800 students, and will support the school with adding additional CTE pathways, increasing the number of offerings from two to five at the school. Expanding the size and scope of offerings at EMK will particularly impact the students with disabilities subgroup, because the school serves a slightly larger percentage of that population than the overall district rate (students with disabilities make up 24.5% of the EMK student body, compared to 23% of BPS overall), and because students with disabilities at EMK are nearly twice as likely to complete advanced coursework (61.5% of students with disabilities at EMK complete advanced coursework, compared to 39% of students with disabilities at BPS overall). By increasing the size of this program, more students with disabilities will gain access to an important career path and advanced curriculum.



Which schools will be impacted by these efforts (answer can be district-wide)? **open response**

All open enrollment high schools

What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25, FY26, FY27), across all funding sources? **open response**

The district anticipates spending approximately \$62,970,191 over three years on secondary schools pathways programs. This is an estimated amount based on the FY25 proposed budget, and when calculating this amount the district assumed even spending for FY26 and FY27. The district will provide annual updates when those budgets are approved.

- Instructional Leadership: \$11,973,297 is estimated to be spent over the next three years
- Classroom and Specialist Teachers: \$31,637,565 is estimated to be spent over the next three years
- Instructional Materials, Equipment, and Technology: \$8,355,309 is estimated to be spent over the next three years
- Operations and Maintenance: \$196,0080 is estimated to be spent over the next three years
- Benefits and Fixed Charges: \$10,807,940 is estimated to be spent over the next three years

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Dropdown

- Instructional Leadership
- Classroom and Specialist Teachers
- Instructional Materials, Equipment, and Technology
- Operations and Maintenance
- Benefits and Fixed Charges

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress in this Focus Area? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year. **open response**

- Increase the percentage of English Learners/Formal English Learners and Students with Disabilities who participate in Early College Pathways, Innovation Pathways, and Career Technical Education Pathways programs
- Increase the percentage of overall BPS 11th and 12th graders completing advanced coursework
 - Increase the percentage of 11th and 12th grade students with disabilities and English Learners completing advanced coursework.
 - Increase the percentage of 11th and 12th grade Black/African American students and Hispanic/Latinx students completing advanced coursework.
- Increase the graduation rate for Black/African American students, Hispanic/Latinx students, students with disabilities, and English Learners/Formal English Learners.

EBP 3: Staff Recruitment

Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. **Checkbox**

3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders



Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area? **Checkbox**

3.1B Enhanced Pathways to Increase Educator Diversity: Develop or enhance pathways designed to intentionally attract a diverse pool of candidates (e.g., education-specific pathways for local high school students, “grow your own” teacher preparation programs, and paraprofessional pipelines)

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). **open response**

- Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.
- Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 1. This could include how support for these groups may differ from district-wide implementation efforts

In the past four years, BPS has taken steps to enhance its pipelines to recruit a more diverse workforce. The district has made efforts including:

- Holding hiring Fairs for Educators of Color, including an Annual Diversity Fair with the Boston Compact
- Hosting Teacher Preparation events such as Demo Day, where diverse educator candidates can demonstrate their lesson plans to internal district staff and school leaders and can receive constructive feedback. These events support building the skill sets of our diverse candidate pool.
- Providing hiring supports for the existing BPS community, including resume and cover letter preparation workshops, to support the pipeline of internal candidates interested in growing their career within the district.
- Creating, expanding, or increasing supports of various affinity groups, to support retention of educators identifying as members of particular groups. These groups also serve as advisory committees and advocates to recruitment efforts:
 - ALANA (African, Latinx, Asian, and Native American) Educators Program, which is a monthly program that runs convenings and networking sessions to provide BPS ALANA educators with a safe space to build community while learning from one another by sharing expertise and experiences.
 - School Leaders of Color (SLOC) Network, which is a quarterly meeting where school leaders can share their personal and professional experiences, ideas, perspectives, and best practices.
 - Similar groups are hosted centrally, including affinity groups for:
 - Black and Brown employees at our central office
 - Applied Behavior Analysts of Color
 - Asian, Pacific Islander, Desi-American (APIDA)
 - School Administrators of Color (SALOC)



- Curley School Educators of Color
- Muriel S. Snowden School Black Educators Association
- Creating, expanding, and improving programs aimed at solidifying the pipeline of diverse candidates, both in terms of racial and ethnic diversity as well as linguistic diversity and qualifications:
 - The **BPS Teacher Cadet Program (TC)** is an initiative that recruits and supports the development of BPS high school students in their educational journey and development as aspiring teachers. Students participate in a grade-based cohort model that follows them through high school graduation, higher education, and job training to support their return to BPS as highly-qualified teachers.
 - In SY 2022-23 the program had 38 student cadet participants, and 12 Alumni of the Cadet Program served as interns at BPS.
 - In the past 4 years, 70 individuals have participated in the BPS Teacher Cadet program and 33 Cadet Alumni have stayed engaged in the district as interns or educators.
 - The **BPS Bilingual Educators & Accelerated Community to Teacher Program (BE/ACTT)** is the district's existing, state-approved, locally-embedded "grow your own" educator preparation program. It is an intensive 12-month program designed to prepare racially, culturally, and linguistically diverse Boston residents or BPS paraprofessionals, and substitutes who hold a Bachelor's degree and experience working with children in a classroom setting to become novice BPS teachers with a provisional license. Our bilingual educators' pathway, BE/ACTT, has been launched in partnership with OMME, MTEL Prep, and DESE to cultivate at least 30 candidates annually.
 - In SY 2022-23, the program had 34 participants, 18% of which are bilingual and 79% of which identify as educators of color.
 - In the past four years, 362 individuals have participated in the BE/ACTT program and 100 program alumni have committed to serving as educators in the district or have continued into the BPS Teaching Fellowship program.
 - The **BPS Teaching Fellowship (BPSTF)** is an accelerated program that prepares first-year teachers who have successfully completed our pre-service program in ACTT/BE ACTT. BPS Teaching Fellows receive personalized training and expert coaching in actual BPS classrooms. Candidates complete the CAP portfolio for Initial License in ESL or Moderate Disabilities and can earn six-credits towards graduate studies at Merrimack College.
 - In SY 2022-23, the program had 24 participants, 92% of which identify as educators of color.
 - In SY 2023-24, the program had 36 participants, 71% of which identify as educators of color.



- In the past four years, 140 individuals have participated in the BPS TF program to earn their initial teaching license.
- The **Pathway Programs** are intensive, accelerated, and affordable professional development courses that prepare participants for educator licenses issued by DESE and for professional teaching practice. The programs are designed to equip participants with the foundational knowledge, instructional skills, and dispositions necessary for effective teaching. The Pathway Programs offer preparation for the two Special Education licenses – Moderate Disabilities and Severe Disabilities – and English as a Second Language. The programs enroll participants from a wide variety of backgrounds, including career changers, recent college graduates, paraprofessionals, and substitute teachers, as well as current teachers.
 - In SY 2022–23, the program had 296 participants. The racial demographics of participants is not collected by the Pathways Program.
 - In the past 4 years, 720 individuals have participated in the Pathways Program.
- **Project PROVIDE**, a partnership between BPS and area universities including UMass Boston and Boston University, recruits school psychology interns, social work interns, and school counseling interns each year. This program is part of a federally funded grant and began in SY 2022–23. The program trains and mentors these individuals and builds a mental health pipeline to fill future vacancies.
 - Each year, the program recruits a total of 40 interns across the three discipline areas.
 - In SY 2023–24, 68% of the cohort identifies as racially diverse and 70% of the cohort is proficient in a language other than English.

In the next three years, the district will continue to grow and adapt these programs, in particular to increase the number of educators in the district who are licensed in Moderate Disabilities, English as a Second Language (ESL), or who have achieved the Bilingual Endorsement and/or Sheltered English Immersion (SEI) endorsement.

- The district plans to continue expanding its BE/ACTT program, with the goal of 50 participants per year and hiring 80% of those participants to be BPS teachers of record each year.
- The district plans to continue expanding its BPS Teaching Fellows program, with the goal of 50 participants per year and hiring 80% of those participants to achieve their initial license each year.
- As a recipient of the Teacher Quality Partnership Grant Award, BPS will be expanding the BE/ACTT program into offering a teacher residency program that will support participants toward earning a Moderate Disabilities License with a Bilingual Endorsement. The district is partnering with Eastern Nazareth College on this initiative. Participants will commit to teaching at a BPS Dual Language School for a minimum of four years.
- Project PROVIDE has launched within the last year and plans to continue for five years, until SY 2027–28. A total of 200 mental health interns will pass through the BPS thanks to this grant.



These programs will impact all 48,500 students across Boston Public Schools. In particular, these initiatives will have impact on the district's 10,600 students with disabilities and 15,400 multilingual learners, as well as the 3,000 students who attend dual language schools, because these initiatives are focused on increasing the number of educators across the district who are appropriately licensed and qualified to educate MLs, SWDs, and MLSWDs with the goal of teaching bilingual special education and student access to culturally affirming pedagogy and practices. Project PROVIDE has a particular impact on students with disabilities because it will create a strong pipeline of racially and linguistically diverse social work, school psychologist, and school counseling staff who serve a high caseload of students with disabilities. Finally, these programs will support the learning outcomes of the district's approximately 33,400 African American/Black and Hispanic/Latinx students, because the programs are focused on recruiting and training educators who identify as the same race as these students.

Which schools will be impacted by these efforts (answer can be district-wide)? **open response**

All schools district-wide

Dual Language schools

What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25, FY26, FY27), across all funding sources? **open response**

The district anticipates spending approximately \$9,092,960 over three years on recruiting a diverse and well qualified workforce. This is an estimated amount based on the FY25 proposed budget, and when calculating this amount the district assumed even spending for FY26 and FY27. The district will provide annual updates when those budgets are approved.

- Administration: \$1,812,480 is estimated to be spent over the next three years
- Other Teaching Services: \$4,022,826 is estimated to be spent over the next three years
- Classroom and Specialist Teachers: \$2,847,000 is estimated to be spent over the next three years
- Benefits and Fixed Charges: \$410,654 is estimated to be spent over the next three years

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Dropdown

- Administration
- Other Teaching Services
- Classroom and Specialist Teachers
- Benefits and Fixed Charges

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress in this Focus Area? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year. **open response**

- Increase the percentage of educators across the district who identify as people of color
- Increase the percentage of new hires in the district who identify as educators of color
- Increase the number and/or percentage of educators across the district who have the following licenses or endorsements: Moderate Disabilities license; ESL license; Bilingual Endorsement; SEI Endorsement.

