OFFICIAL MINUTES OF THE HYBRID BOSTON SCHOOL COMMITTEE MEETING

October 29, 2025

The Boston School Committee held a hybrid meeting on October 29, 2025, at 6.00 p.m. at the Bruce C. Bolling Municipal Building, 2300 Washington Street, School Committee Chamber, Roxbury, Massachusetts. The meeting was also live-streamed on Boston City TV and Zoom. For more information about any of the items listed below, visit. bostonpublicschools.org/schoolcommittee, email lparvex@bostonpublicschools.org, or call the Boston School Committee Office at (617) 635-9014.

ATTENDANCE

School Committee Members Present: Chairperson Jeri Robinson; Stephen Alkins; Brandon Cardet-Hernandez; Rachel Skerritt; Quoc Tran.

School Committee Members Absent: Vice Chairperson Michael D. O'Neill; and Rafaela Polanco Garcia.

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: October 8, 2025

Grants for Approval

Superintendent Contract PowerPoint

Transformation Accountability Update School Year 2025-26 Memo

Transformation Accountability Update School Year 2025-26 Equity Impact Statement

Transformation Accountability Update School Year 2025-26 PowerPoint

CALL TO ORDER

Chair Jeri Robinson called the meeting to order and led the pledge of allegiance. She said it will be rebroadcast on Boston City TV and the video will be posted at bostonpublicschools.org/schoolcommittee and on YouTube. She announced that simultaneous interpretation services were available virtually in Spanish, Haitian Creole, Cabo Verdean, Vietnamese, Cantonese, Mandarin and American Sign Language (ASL). Translated meeting documents were posted at www.bostonpublicschools.org/schoolcommittee prior to the start of the meeting.

Vice-Chair O'Neill and member Polanco Garcia were absent.

APPROVAL OF MEETING MINUTES

Approved – The Committee approved by unanimous consent the minutes of the October 8, 2025 meeting.

SUPERINTENDENT'S REPORT

As prepared for delivery.

Thank you, Chair Robinson. I'd like to begin my Superintendent's Report by congratulating you on being presented with the 2025 Sister Margaret Leonard HOPE award from Project HOPE earlier this month. For those of you who are not familiar with the organization, Roxbury-based Project HOPE provides individuals and families impacted by homelessness support with job training, child care, and housing services. Chair—Thank you for all you do to support the children and families of our city.

I'd like to give a brief follow-up to the October 8 meeting where we shared the district's state accountability results and Massachusetts Comprehensive Assessment System data - or MCAS for school year 2024 - 2025. We reported that the district is moving in the right direction. Boston's data shows encouraging progress in literacy for grades three through eight with more students meeting or exceeding expectations in both math and in ELA - or English Language Arts across nearly all student groups. For grade 10, ELA and math remain areas for continued focus. Overall, in the state's accountability system, the district was deemed to be Making Moderate Progress Toward Targets and was not identified as requiring assistance or intervention.

Earlier this month, all of our school leaders had the opportunity to meet with our regional teams in Professional Learning Communities to review the state's accountability data. They looked for gaps and started to develop plans for the next 45 days for each of their schools based on where the gaps are. Later tonight the Transformation Schools team will give their first update for school year 2025 -2026 and will share this data for this group of schools.

Last night I had the honor of joining many of you and Mayor Wu at Boston's first State of the Schools address at the Josiah Quincy Upper School. It was an opportunity for the district, the city, and our entire BPS "village" to celebrate our progress and to recommit ourselves to the work ahead. I felt such a sense of renewed hope and possibility for our students, families, educators, and staff, and confidence that our partners in the business, philanthropic, community and non-profit sectors will continue to build our BPS village.

It was a proud night for all of us. From the venue itself - the new Josiah Quincy Upper School - and the performance of the participating students to the numerous accomplishments highlighted in the Mayor's speech, everyone there had a reason to feel invested in our collective determination to do our best for BPS students.

In BPS we have broadened our focus beyond global travel to include global experiences that are deeply connected to the curriculum and aligned with each high school's academic pathways. We are thrilled that nearly 250 students from nine high schools will participate in global learning experiences and explore different parts of the world during the spring semester. This spring, 10 students from Boston Green Academy will travel to Costa Rica for a transformative service-learning experience focused on sustainability, environmental stewardship, and global interconnectedness.

The Boston Arts Academy will bring 12 students and four teachers to the Dominican Republic during February break for a community service trip. The experience will allow students to contribute to local communities through home building, school support, and cultural exchange projects.The program supports BAA's mission to foster cultural awareness, empathy, leadership, and global citizenship, with special significance for students who have familial ties to the Dominican Republic.

In April, The Snowden International School will have ten students traveling to Taiwan for an immersive Mandarin language and cultural experience.
Upcoming trips also include

- Boston Latin School: Paris, Many students going to Italy, Kenya, and Peru
- Dearborn: 13 students going to the Dominican Republic
- Mary Lyon High School: 27 students to Paris and Amsterdam
- New Mission High School: Costa Rica;
- Boston Latin Academy and Brighton High School are also planning trips.

This morning the city celebrated Boston Reads Day, part of Mayor Wu's new literacy initiative that we kicked off on September 8 - the first day of kindergarten. More than 450 volunteers from across the city read to students in every BPS K2 and first and second grade classroom - including Chair Robinson who read to second graders at the Nathan Hale Elementary School in Roxbury - the school she attended as a BPS student. Pictured here is Kristen McSwain, Senior Advisor and Director the Mayor's Office of Early Childhood, at the Shaw-Taylor Elementary School.

Led by the Mayor's Office of Early Childhood, Boston Reads brings together BPS, the Boston Public Library, the Boston Public Health Commission, and community partners, the initiative aims to streamline family access and deliver a more cohesive literacy experience citywide.

From "Story Stops" which pair short stories with Boston landmarks, activities, and neighborhoods throughout the city, to "Story Starters" that ask engaging questions for adults and children to use as story prompts, the campaign is designed to create a culture of reading throughout the city. I look forward to reading to students next week and continuing to collaborate with our partners to make reading engaging and fun for students and their families.

Over the past few weeks, it's been a thrill to attend opening celebrations for three schools: The Carter School in the South End; the Sarah Roberts Elementary School in Roslindale, and the newly renovated PJ Kennedy Elementary School in East Boston. It was great to see school committee members at these events.

On Friday, September 26, we cut the ribbon on the brand new Carter School, which serves students with complex disabilities and learning needs. The upgraded facility will expand the Carter School's enrollment capacity from 25 to 60 student**s** and allow for new early childhood programs.

On Wednesday, October 8, I joined the members of the merged Philbrick and Sumner elementary schools to celebrate the opening of the new Sarah Roberts school in Roslindale serving students in grades K-6 including two strands of a Spanish dual-language program starting in K1 and rolling up each year. The nearly $91 million renovation totals 109,000 square feet and includes: updated classrooms and kindergarten spaces; specialized STEM and music rooms; a rebuilt cafeteria and dining area; new systems; a new vestibule, nurses offices, a media center and refurbished auditorium, and outdoor improvements. The highlight of the event was hearing from the descendents of Sarah Roberts.

On Monday, I attended the ribbon cutting for the newly renovated PJ Kennedy School in East Boston. The more than $16 million renovation means that the PJ Kennedy School building now meets the needs of this special school community. From the improvements that can be seen like the new entranceway, main office, expanded kindergarten space and music room to less obvious improvements like air conditioning in every classroom, new lighting, and security cameras, these upgrades breathe new life into an old building. And ADA accessibility was prioritized across the entire project.

Earlier this month, I joined the Curley K-8 School in Jamaica Plain for a ribbon cutting celebration for the new playground. The renovation was funded with a $1 million grant from the City of Boston Community Preservation Act funding, which was written by current and former members of the Curley Family Association. The project goal was to create an inclusive play area for all grade levels. The playground features an inclusive play area for all grades levels with both an active social zone and a quieter zone for varied opportunities for play.

The Dever Elementary School Community closed out Hispanic Heritage Month 2025 with a celebration of the artistic contributions of Hispanic and Latine culture on Friday, October 17. Students in kindergarten through Grade 6 treated families and staff to performances featuring upbeat dancing and colorful artworks.

On Saturday, October 18 I visited the annual Citywide College, Career & STEM Fair at the Reggie Lewis Center here in Roxbury. Each year, the event showcases the many resources available to students to help them get prepared for, enrolled in, and through college. This year, more than 800 participants visited over 140 exhibitors from local colleges and universities as well as employers offering internship opportunities, STEM agencies, and local organizations that offer free college prep services. It was a fun atmosphere with interactive exhibits, music, and food.

Our 12th-grade students had the chance to get support with their financial aid applications from professionals and learn about scholarship opportunities. There were long lines for the 360-degree booth, where students learned about the BPS Visions of a Graduate and took a roving video in graduation regalia. I even got to participate in a live podcast hosted by Holland Tech students.

Thank you to the students and school leaders Dr. Artis Street for including me. Special thanks to the BPS Office of College Career and Life Readiness and our partners for a successful day.

BPS's Food and Nutrition Services was notified that it has earned Good Food Leader Silver status from the Center for Good Food Purchasing last week, a national organization that manages the framework used by public institutions to shift their food buying to support local economies, environmental sustainability, workers, animal welfare, and nutrition. Considered a national leader in providing students with fresh, nutritious, locally sourced meals, BPS was selected for exceeding national benchmarks in several categories including nutrition, reinvesting in communities by spending 18 %of its food budget on locally sourced products; investing in small- and mid-sized local suppliers; and nurturing relationships with New England growers.
BPS' Silver status is based on the center's independent assessment of BPS food purchasing practices for the 2023-2024 school year, following the baseline assessment of the 2019-2020 school year, published in 2023.

Before we close tonight, we would like to share a video from our Communications Multimedia Content Team about the district's leadership in creating healthy school environments. This work was featured on the global stage last month when our Director of Planning, Engineering, Sustainability, and Environment Katherine Walsh - a BPS alum - presented at the United Nations on the district's groundbreaking air quality management work. Katherine shared BPS' success and lessons-learned with international leaders, policy makers, scientists, and health experts at the Healthy Indoor Air: A Global Call to Action inaugural side event held during the UN general assembly at its headquarters in New York City on September 23.

Walsh managed the installation of 4,400 air quality sensors in schools districtwide and the creation of a public dashboard that provides real time data. The scale and scope of the initiative made BPS a world leader in school air quality management and led to Walsh's recent presentation at the United Nations. You can learn more about the district's progress in this area at bostonpublicschools.org.

That is my Superintendent's Report. Back to you, Chair Robinson.

The superintendent's report concluded with the presentation of the video.

Dr. Alkins asked whether the district tracks how many BPS students enroll in STEM programs specifically. Superintendent Skipper said she would confirm but she believed the district tracks which students attend and return to the STEM Fair. She also said that the participation and quality of the projects is a reflection of the district's efforts to strengthen early science exposure in the curriculum.

Ms. Skerritt asked for an update on parent concerns about environmental work at the Dorchester Field House. Dr. DePina said the district communicated with the school community reassuring them the testing at the Field House was safe, with no impact on the school, and that monitoring and updates will continue.

Mr. Cardet-Hernandez asked for updates on last year's graduation rates and current enrollment numbers. Superintendent Skipper reported declining enrollment, especially among newcomers,

and said updated numbers will be shared in November. She noted that the district is providing additional support to families and is not dismantling programs in case the numbers rise. She also noted smaller cohorts due to COVID and lower birth rates. Superintendent Skipper noted higher June graduation numbers, and therefore a smaller summer cohort. She explained that the challenge is that the state reports a four-year cohort average that includes students that have been there since 9th grade. Chief of Data, Information and Systems Improvement Monica Hogan said the district is reviewing data and finalizing the fall report to Massachusetts Department of Elementary and Secondary Education (DESE). The official cohort graduation rate is published by the state in the spring.

Mr. Cardet-Hernandez asked if there were any trends emerging from early MAP data, including its impact on preventing summer learning loss. Ms. Hogan said fall MAP data serves as a baseline, with growth tracked later, and noted that the team could review growth from June to fall. She added that the primary focus is on planning for current students' progress.

Chair Robinson asked how the district plans on supporting families facing challenges in November when Supplemental Nutrition Assistance Program (SNAP) benefits end. Superintendent Skipper said approximately 20% of the city's population are on SNAP. The district has sent resources to school leaders. The City is coordinating with organizing supports and food banks. The district is emphasizing that students can eat breakfast and lunch for free at school and they are looking to expand the weekend programs in collaboration with partners.

Mr. Tran said he would like the data requested by other members, showing a breakdown of students by categories, particularly for students with disabilities and multilingual students.

Approved - The committee approved the Superintendent's Report by unanimous consent.

PUBLIC COMMENT

The following speakers testified regarding various aspects of the Exam Schools Admission Policy recommendation:

- Krista Magnuson, Jamaica Plain resident, Community Advocate, John D. O'Bryant School parent, Massachusetts Education Justice Alliance organizer
- Rosann Tung, Jamaica Plain resident, Community Advocate, Independent researcher
- Deirdre Manning, Dorchester resident, Boston Collegiate Charter School and BPS parent
- Alexis Rickmers, Jamaica Plain resident, The Center for Law and Education
- Jillie Santos, Quincy resident, Community Advocate, Citizens for Juvenile Justice
- Harneen Chernow, Jamaica Plain resident, Parent, Community Advocate
- Sharon Kunz, Roslindale resident, Sarah Roberts Elementary parent
- Jen Rose-Wood, Roxbury resident, Teacher, BLA parent, former BPS teacher
- Natasha Telesford Williams, Dorchester resident, Parent
- James Noonan, Roxbury resident, Nathan Hale School parent
- Stephanie Shapiro Berkson, South End resident, Community Advocate, BLS parent
- Vernee Wilkinson, Community Advocate, SchoolFacts Boston
- Leslee Parker-Sproul, Charlestown resident, Eliot school parent
- Mike Heichman, Dorchester resident, Community Advocate
- Magda Hernandez, West Roxbury, Boston Latin School alum and former parent

The following speakers testified in favor of a Citywide Catchment for Bilingual Schools:

- Cuong Tran, Quincy resident, Mather teacher
- Minh Nguyen, Dorchester resident, Mather teacher
- Zeyuhao Gong, Chinatown resident, Josiah Quincy Elementary School student
- Jingxiang Xin, East Boston resident, Josiah Quincy Elementary School student
- Peiwen Yu, Dorchester resident, Josiah Quincy Elementary School teacher
- Truc Phuong Tucker, Dorchester resident, Mather School parent
- Tin-Yan Chan, West Roxbury resident, Josiah Quincy Elementary School teacher
- Jessica Tang, Roslindale resident, prospective parent at Josiah Quincy Elementary School
- Wan Hua Chen, Mission Hill resident, Josiah Quincy Elementary School parent
- Lena Ong, Dorchester resident, Mather Elementary student
- Ian Chan, Brighton resident, Josiah Quincy Elementary School student

John Mudd, Cambridge resident, and member of the Multilingual Learners Alliance, testified in favor of home-language instruction for multilingual learners and improved student outcomes.

Cheryl Buckman, South Boston resident, parent and Save the Dever community advocate, testified in favor of preserving the Dever legacy.

ACTION ITEM

Dr. Alkins asked when programs are reviewed and how outcomes are measured. Director of Federal & State Grants, Programs, and Compliance Marcela Macheca said Title IV requires SMART goals and built-in evaluation metrics, which can be shared with the committee. Superintendent Skipper asked Ms. Macheca to share last year's documentation showing benchmarks were met.

Approved - The Committee approved by unanimous consent grants for approval totaling $51,275,187.

Chair Robinson invited Superintendent Skipper to give remarks regarding her employment contract. Superintendent Skipper thanked the Chair and the Committee, saying that serving as Superintendent of BPS has been both a career and lifelong dream. She reflected on her experience rising through the district, from teacher to principal to superintendent, and expressed deep gratitude for the opportunity to continue serving Boston's students, families, and staff. She reaffirmed her commitment to advancing achievement and opportunity gap work and to maintaining a strong focus on improving student outcomes.

Chair Robinson reminded the public that the Committee unanimously approved the Superintendent's SY24–25 performance evaluation and renewed her contract at the July 9th meeting. She gave an overview of the new five-year contract, effective retroactively from July 1, 2025, through June 30, 2030, and said this contract provides stability and continued leadership for the district.

Chair Robinson reviewed highlights of Superintendent Mary Skipper's employment contract:

Under the agreement, the Superintendent will receive an annual salary of $324,643 for SY2025–26, a 3% increase from the prior year, with continued 3% annual increases for "proficient" or "exemplary" performance. The contract also includes a $60,000 annual annuity, $1,500 for dental insurance, 20 sick days, 30 vacation days, and a $650 monthly transportation allowance.

Chair Robinson emphasized that the new contract ensures consistent and effective leadership. She commended Superintendent Skipper for her commitment and accomplishments, including ending state and federal oversight, improving bus on-time performance, and advancing the long-term facilities plan and high-quality instructional materials in classrooms. She said that Superintendent Skipper has demonstrated an unwavering commitment to the education of Boston's youth and, with her background, brings invaluable experience and expertise. She concluded by saying that the district has significant work ahead, and Superintendent Skipper is the person we want leading this effort.

Ms. Skerritt emphasized the importance of consistent leadership for stability and student achievement and expressed support for the strategic planning process and efforts to accelerate outcomes for all BPS students.

Mr. Cardet-Hernandez thanked Superintendent Skipper, expressed support for her leadership, and emphasized the importance of setting and achieving measurable goals to advance the district. He also noted the opportunity for the Committee to better support the Superintendent through a more calibrated evaluation process, setting consistent expectations and goals to track outcomes effectively.

Dr. Alkins stressed the importance of consistent leadership, commended Superintendent Skipper for her dedication, and said he was excited to continue the Opportunity and Achievement Gap work alongside her.

Approved - On roll call, the Committee unanimously approved Superintendent Mary Skipper's Employment Contract.

Chair Robinson said Superintendent Skipper's leadership is an investment in Boston's children. The Committee looks forward to working together to ensure bright futures for all students. She concluded by saying that the 2025 contract will be posted publicly once signed.

The committee took a brief recess.

REPORTS

Transformation Accountability Update School Year 2025-26 - Executive Director of District and School Transformation Mike Sabin presented a start-of-year update on the status of Transformation Schools, emphasizing a continuous improvement approach, using data to identify successes, address challenges, and adjust strategies.

This year, only one new school, the Conley Elementary, entered transformation status, and six schools, Chittick, Curley, Grew, Holmes, Philbrick and Perkins, will exit after maintaining accountability percentiles above 10 for multiple years.

Transformation Schools serve higher proportions of low-income, multilingual, and special education students, making this work central to equity. Schools receive tiered support, with the current focus on strengthening intensive Tier 3 interventions.

For the third consecutive year, more Transformation Schools improved their accountability scores than declined. Chronic absenteeism has decreased, English Learners show progress, and high school math growth is strong. However, literacy growth remains too low, and attendance gaps persist.

Mr. Sabin concluded that while progress is evident, accelerating literacy improvement and providing deeper support for struggling schools remain urgent priorities.

Head of School Pat Cleary at TechBoston Academy shared his school's progress, highlighting TechBoston's culture of "love," combining nurture and challenge for students. He said the school's accountability percentile rose from 5 to 14, supported by a strong academic culture and targeted interventions such as expanded AP and early college opportunities, daily intervention blocks, and coaching. Focused professional development for multilingual learners also led to notable ACCESS test gains, along with improved attendance and student belonging. He concluded that TechBoston will continue to grow through continuous learning and outlined the next steps.

Head of School Darlene Marcano and Literacy Coach Isabel Perez of Dearborn STEM Academy highlighted strong gains driven by a positive school culture and high-quality instruction, with daily attendance increasing from 87.1% to 90.1% and chronic absenteeism dropping from 45.4% to 33.2% between SY 23-24 and SY 24-25. Focused support for multilingual learners, 24% of whom are Cape Verdean, led to significant ACCESS test gains and raised the school's accountability percentile from 2 to 16 over four years. The school plans to deepen use of high-quality instructional materials, expand support for English learners, expand attendance and graduation initiatives, and strengthen writing instruction to sustain progress.

Mr. Sabin thanked the team for their inspiring work, highlighted progress in early hiring for transformation schools to ensure strong educators in every classroom, and shared budget allocations.

Mr. Cardet-Hernandez noted that while some transformation schools show gains, about a third, serving the highest concentrations of historically underserved students, remain in long-term intervention with persistent challenges, including stagnant achievement and high absenteeism, and asked how elementary school exiting transformation status relate to under-enrollment and district right-sizing.

Superintendent Skipper explained that structural factors contribute to why high schools are the last to exit transformation, including higher concentrations of special education and multilingual learners and the MCAS scores, which dropped statewide due to a statutory change. Despite this, high schools performed above the state average. She said that right-sizing the district is complex

because closing schools with high concentrations of high-need students requires creating new high-quality programs, which slows the pace of district adjustments.

Mr. Cardet-Hernandez said they shouldn't blame students for low MCAS results and cautioned using MCAS scores to determine student competency. He requested including MAP data with MCAS results in presentations to track real-time learning. Mr. Sabin said MAP data isn't included because they present previous year's state accountability data, while MAP is intended for internal school improvement and intervention rather than public evaluation, though it is increasingly used to track school progress and starting points. Mr. Sabin noted that MAP data in grades 3–8 reliably tracks student progress and closely correlates with MCAS results, highlighting consistent growth patterns like those seen at Grew School.

Superintendent Skipper said stagnant schools are getting more Tier 3 support, which helped some improve after five years, but some show chronically low performance, requiring urgent attention. Mr. Sabin noted that MAP scores and MCAS show a clear correlation, guiding adjustments where needed. For Tier 3 support to schools, he said it's challenging but showing results: Madison Park, in the first percentile since 2016, moved to 3 this year, and aside from one school, no schools remain in the lowest percentile. Progress is slow but measurable, highlighting both urgency and the potential to move struggling schools forward.

Superintendent Skipper explained that school improvement happens in three stages: stopping the decline, redirecting, and accelerating growth. This year, intense strategies helped previously stuck or struggling schools move forward, like Madison Park. The challenge now is scaling this to more schools, requiring realigned resources and coordinated focus from all leaders. Intentional, wraparound support, combined with strong instructional leadership, is key to accelerating progress, and updates on these efforts will be shared in future presentations.

Mr. Carder-Hernandez asked how the district ensures accountability for school improvement amid declining scores given the budget spent on transformation support and other system investments. Superintendent Skipper explained that regional leaders review school data with principals, adjust supports or budgets as needed, and monitor classrooms to ensure strategies are implemented effectively. Superintendent Skipper explained that under the regional model, regional leaders review school data with principals, adjust supports or budgets as needed, and monitor classrooms to ensure strategies are implemented effectively.

Dr. Alkins asked why 15 schools declined over the year and what factors in Tier 3 support might explain it. Mr. Sabin said each school is unique so it's a hard question, but steady progress comes from strong leadership, teaming, professional learning, and school culture that attracts and supports great teachers over time. He said that alignment over time, continuously building on strengthening and addressing challenges, needs to be established in every school.

Dr. Alkins reflected on the system-wide challenge of creating realistic benchmarks to guide decisions while ensuring consistent school quality while recognizing the quality work. Superintendent Skipper emphasized the importance of understanding why school data fluctuates. In smaller schools, the absence of a few strong teachers or changes in student composition can significantly impact results. Structural factors, like leadership instability, adult-centered culture, weak student belonging, and chronic absenteeism, strongly affect outcomes. Transformation

efforts show progress is possible, but improvements must happen faster and more consistently while addressing challenges beyond a principal's control.

Dr. Alkins asked whether the 15 schools show any correlation between their climate and how it's being rated or surveyed. Mr. Sabin explained that small percentile drops aren't alarming since school rankings shift statewide, but schools with steady, multi-year declines, or very low and not improving, are concerning and need attention.

Ms. Skerritt thanked the team for the data-driven presentation, highlighted measurable multi-year impacts, and said that turnaround strategies could apply district-wide. She emphasized student growth percentiles, which track improvement relative to similar students, as every student can grow regardless of starting point. She praised the strong, consistent leadership and rigorous high school coursework at the Dearborn, and asked for more detail on Dearborn's writing tasks.

Ms. Marcano explained that after reviewing last year's MCAS data, the school decided to focus on writing. They share results with staff and students, track progress with three formative assessments per year, and use an internal system to monitor skills like paragraph structure, evidence analysis, reasoning, to improve student outcomes over time. Ms. Perez added that writing is integrated across all subjects so students practice it daily, improving outcomes.

Ms. Skerritt asked how families are involved and informed about student performance, and whether parents are treated as partners to help accelerate outcomes, both at these schools and others. Mr. Sabin said family engagement varies across schools, with some implementing best practices and others needing guidance, and stressed amplifying family and student voices in school improvement. Superintendent Skipper added that students need to be engaged and understand their assessment results and how they connect to goals while elementary school parents should be supported through curriculum nights and clear communications.

Ms. Skerritt asked whether MAP data is being used to identify high-growth classrooms and teachers, and if their strategies could be shared district-or region-wide through videos or visits.

Mr. Sabin explained that identifying "bright spots" in schools, high-growth schools, grades, or individual teachers on MCAS and MAP, is the best way to learn and change mindsets. They're developing a systematic way to visit these classrooms so more staff can see high-impact teaching in action.

Chair Robinson asked the team to talk about the "intervention block." Mr. Cleary described the "rise block" intervention, grouping students by need in math and literacy using MAP scores, assessments, observations, and social-emotional data, with teacher support and tools for targeted instruction.

Chair Robinson asked how the growth of the Grew can be shared, celebrated, and used to help others understand what's possible and learn from those lessons. Mr. Sabin explained that Grew's growth came from school leadership and faculty relentlessly focusing on high-quality instruction and meeting each student's needs. They ensured the core curriculum remained rigorous and provided extra support for individual students, while every adult worked as part of a team.

Chair Robinson said we need to create that same urgency across the entire district, emphasizing that district-wide improvement depends on changing adult behaviors, and noting Grew as an example of what's possible when adults shift their practices. Mr. Sabin said that schools feel the urgency, and they expect to report bigger gains in the future. He added that smaller schools with strong leadership are progressing faster, while the literacy curriculum and larger K–8 schools need more support, and that concentrating resources will help other schools accelerate like the high-performing ones.

Dr. Alkins was asked how transformation schools use community partnerships to support their work and if this is applied system-wide. Ms. Marcano explained that Dearborn engages community partners in multiple ways: hosting events that showcase students and support families, collaborating with organizations for curriculum-linked experiences, and receiving donations to incentivize attendance and support students. Mr. Cleary said the school has strong, long-term partners like UMass Boston, Crossroads Youth Development, and the City, supporting SEL, tutoring, and career programs. Staff use action teams to coordinate partnerships, connect students with opportunities, and enhance parent and multilingual learner engagement. Superintendent Skipper said strong scheduling and resolving structural disruptions, help stabilize schools.

Chair Robinson noted that district decisions, student distribution, and program choices create trade-offs, especially with tight budgets. Moving forward, honest conversations and careful planning are needed to align resources, support core work, and maintain equity across the district.

PUBLIC COMMENT *(CONTINUED)*

Cynthia Soto, Allston resident, Blackstone and Boston International High School parent, testified regarding the Exam Schools Admission Policy recommendation.

Maria Elena Pereira, Dorchester resident, Trotter parent, testified regarding the Exam Schools Admission Policy recommendation.

NEW BUSINESS

Mr. Cardet-Hernandez asked for regular MAP data updates to track interim outcomes and suggested establishing a regular cadence for Spotlight schools progress updates.

Mr. Tran requested that the Committee consider reviewing and discussing the policy on expanding citywide catchment for bilingual programs. Superintendent Skipper said her team would prepare a memo explaining bilingual program enrollment, available space, and projected transportation costs.

Ms. Skerritt requested follow-up data comparing MCAS performance by program type and instructional setting for multilingual learners to examine outcomes in bilingual versus other programs.

Dr. Alkins asked if the School Committee would have a Boston Student Advisory Council

(BSAC) representative. Chair Robinson said that the new BSAC representative had been elected and would be attending the November 5 meeting.

ADJOURN

Approved - At approximately 9.50 p.m. the Committee unanimously approved a motion to adjourn the meeting.

Attest:

Lena Parvex
Executive Secretary