

;;;BCC A 190429

GOOD MORNING.

MY NAME IS MARK CIOMMO THE  
CHAIRMAN OF WAYS AND MEANS AND  
THE ALSO THE BRIGHTON ALLISTON  
CITY COUNCIL, STAYED MONDAY, APE  
A POLITICAL 29, WE ARE HERE WITH  
OUR FRIENDS FROM THE BOSTON  
PUBLIC SCHOOL DEPARTMENT TO  
DISCUSS WHAT IS TODAY'S TOPIC  
AGAIN?

DATA AND ACCOUNT SNBILITY.

>> OH.

BPS ACADEMICS.

I APOLOGIZE.

I WOULD LIKE TO REMIND FOLKS  
THIS IS A PUBLIC HEARING, BOTH  
BEING BROADCAST AND RECORDED FOR  
LATER VIEWING.

ON COMCAST CHANNEL 8, R CN8 TWO,  
VERIZON 1964, AND STREAMED AT  
BOSTON.GOV CITY COUNCIL TV.

I WOULD LIKE TO ASK FOLKS IN THE  
CHAMBER TO SILENCE THEIR  
ELECTRONIC DEVICES.

WE WILL TAKE PUBLIC TESTIMONY AT  
THE END OF THIS HEARING AND THE  
MAYBE AT OTHER VARIOUS POINTS  
THROUGHOUT THE HEARING.

I WOULD APPRECIATE IT IF YOU  
WOULD SIGN IN TO MY LEFT THERE  
ARE SIGN INSHEETS.

WE ASK THAT YOU STATE YOUR NAME  
AND YOUR AFFILIATION, RESIDENCE  
AND PLEASE CHECK THE BOX IF YOU  
WISH TO TESTIFY.

WE WOULD -- I LIKE, I WOULD LIKE  
TO STRONGLY ENCOURAGE RESIDENCE  
WHETHER HERE IN THE CHAMBER OR  
AT HOME TO TO TAKE A MOMENT TO  
ENGAGE IN THIS PROCESS TO GIVE  
TESTIMONY FOR THE RECORD AND YOU  
CAN DO THIS IN SEVERAL WAYS.

YOU COME TO ONE OF THE 34  
HEARINGS AND GIVE PUBLIC  
TESTIMONY, COME TO THE HEARING  
DEDICATED TO PUBLIC TESTIMONY ON  
TUESDAY, JUNE 4TH, ANY TIME FROM  
2:00 P.M. TO 6:00 P.M. WE WILL  
BE HERE AT LEAST FOR THAT TIME

FRAME AND WE WILL STAY AS LONG AS WE NEED TO TO HEAR FROM EVERYONE AND WOULD LIKE -- WHO WOULD LIKE TO SPEAK ON THE BUDGET.

YOU CAN SEND YOUR TESTIMONY TO THE COMMITTEE ON WAYS AND MEANS, CITY COUNCIL, FIFTH FLOOR, BOSTON CITY HALL, BOSTON, MASSACHUSETTS, OR E-MAIL THE COMMITTEE AT CCC DOT WM@BOSTON.GOV, AGAIN THE DOCKETS REFER TO UNDER ACADEMICS ARE DOCKET 0622 THROUGH 0625, ORDERS FOR FY-20 OPERATING BUDGET INCLUDING ANNUAL APPROPRIATIONS FOR DEPARTMENTAL OPERATIONS, ANNUAL APPROPRIATIONS FOR THE SCHOOL DEPARTMENT, APPROPRIATION FOR OTHER POST EMPLOYMENT BENEFITS AND APPROPRIATION FOR CERTAIN TRANSPORTATION AND PUBLIC REALM IMPROVEMENTS. AS WELL AS DOCKETS 0626 THROUGH 0628, CAPITAL BUDGET APPROPRIATIONS, INCLUDING LOAN ORDERS AND LEASE PURCHASE AGREEMENTS.

I AM JOINED TODAY BY MY COLLEAGUES IN ORDER OF THEIR ARRIVAL TO MY IMMEDIATE LEFT, COUNCILOR AT LARGE, ANNISSA ESSAIBI GEORGE, TO MY IMMEDIATE RIGHT, COUNCILOR KIM JANNEY, AND TO MY FAR RIGHT, WHO STEPPED OUT, COUNCILOR AND AND, AND AND, HAND HAND, ANDREA -- AND HAND IT OVER TO DR. GRAND SON.

GOOD MORNING, CIOMMO AND CITY COUNCILORS, THANK YOU FOR ASKING US HERE TO SHARE THE WORK WE ARE DOING TO SUPPORT STUDENTS IN THE BOSTON PUBLIC SCHOOLS.

.. AS CHIEF ACADEMIC OFFICER FOR BOSTON PUBLIC SCHOOLS I OVERSEE THE ACADEMIC SUPPORTS TEAM, I AM SORRY, ACADEMICS AND STUDENT SUPPORTS FOR EQUITY TEAM, WHICH INCLUDES THE OFFICE OF SOCIAL, EMOTIONAL LEARNING AND WELLNESS, OFFICE OF SPECIAL EDUCATION, THE OFFICE OF ENGLISH LEARNERS, THE OFFICE OF OPPORTUNITY GAPS, THE OFFICE OF ACADEMICS AND

PROFESSIONAL LEARNING AND THE  
OFFICE OF EXTENDED LEARNING  
OPPORTUNITIES.

AS A TEAM WE ARE WORK IN  
COLLABORATION WITH OTHER  
DEPARTMENTS TO ADDRESS PROBLEMS  
OR PRACTICE THAT BPS DOES NOT,  
DOES NOT CONSISTENTLY PROVIDE  
AUTHENTIC LEARNING OPPORTUNITIES  
FOR OUR STUDENTS WHO ARE MOST  
MARGINALIZED TO DEVELOP INTO  
SELF DETERMINED, INDEPENDENT  
LEARNERS WHO ARE ABLE TO PURSUE  
THEIR ASPIRATIONS AND WE  
RECOGNIZE THAT OUR FAILURES LEAD  
TO DISENGAGED STUDENTS AND  
SIGNIFICANT ACHIEVEMENT GAPS.  
ONE DEPARTMENT CANNOT SOLVE  
THESE ISSUES IN ISOLATION.

WE MUST HAVE AN ACADEMIC  
STRATEGY THAT UNDERSTANDS THE  
NEEDS OF OUR STUDENTS WITH  
DISABILITY IT IS OUR ENGLISH  
LEARNERS AND ENCOMPASSES SOCIAL  
AND EMOTIONAL, ACADEMIC AND  
SOCIAL, EMOTIONAL AND ACADEMIC  
DEVELOPMENT, AND WELLNESS  
STRATEGIES.

AND STRATEGICALLY TIMES  
ELIMINATE OPPORTUNITY GAPS.  
WHEN WE LET ONE DEPARTMENT  
CREATE THE INSTRUCTION,  
INSTRUCTIONAL STRATEGIES IT IS  
AN APPROACH THAT LEAVES MANY OF  
OUR STUDENTS MARGINALIZED.  
WE ARE WORKING ON BREAKING DOWN  
THOSE SILOS AND PROVIDING AN  
COMPREHENSIVE ACADEMIC STRATEGY  
FOR OUR TEACHERS AND SCHOOLS AND  
STUDENTS, THANK YOU FOR ALLOWING  
US TO SHARE OUR WORK WITH YOU  
TODAY.

WE LOOK FORWARD TO CONTINUE THIS  
WORK WITH YOU IN PARTNERSHIP  
WITH THE CITY COUNCIL AND NOW  
TURN IT OVER TO MARY DILLMAN WHO  
IS EXECUTIVE DIRECTOR OF THE  
OFFICE OF DATA AND  
ACCOUNTABILITY AND FROM THERE WE  
WILL HEAR FROM OUR RECENTLY  
APPOINTED DEPUTY CHIEF ACADEMIC  
OFFICER ANDREA ZIAS, AFTER THAT,  
FOLLOWED BY DR. ROSE,  
SUPERINTENDENT OF THE OFFICE OF

OPPORTUNITY GAPS, AND AFTER THAT, THE ASSISTANT SUPERINTENDENT OF THE OFFICE OF ENGLISH LEARNERS AND WE ARE ALSO JOINED BY NATE COODER, DEPUTY CEO WHO WILL GIVE US SUPPORT TODAY.

>> THANK YOU.

>> GOOD MORNING, SO I AM MARY, THE EXECUTIVE DIRECTOR OF THE OFFICE OF DATA AND ACCOUNTABILITY AND I AM PLEASED THIS MORNING TO SHARE SOME HIGHLIGHTS FROM THE 2018 ACCOUNTABILITY, CAP AND GRADUATION RATE DATA.

AS WELL AS A LITTLE BIT OF BACKGROUND ON OUR OFFICE. SO OUR DEPARTMENTS MISSION, JUST TO PAUSE, IS, IN WORKS WHO IS CONTROLLING THE SLIDE DECK? THANK YOU.

>> SO THE OFFICE OF DATA AND ACCOUNTABILITY, OUR MISSION IS TO SERVE THE BPS COMMUNITY BY FACILITATING ACCESS TO QUALITY INFORMATION AND BUILDING CAPACITY TO MAKE DATA DRIVEN DECISIONS THAT ADVANCE EDUCATIONAL EQUITY, OPPORTUNITY, AND ACHIEVEMENT FOR ALL STUDENT. OUR DEPARTMENT INCLUDES 20 EMPLOYEES WHO ARE GROUPE INTO FIVE TEAMS AROUND OUR FIVE STRATEGIC PRIORITIES WHICH INCLUDE DATA REPORTING AND ANALYTICS RESEARCH, DATA INQUIRY COACHING, ASSESSMENT AND PERFORMANCE MANAGEMENT. AS YOU WILL SEE ON THE NEXT SLIDE OUR BUDGET IS FAIRLY UNCHANGED FROM THE PREVIOUS YEAR MAINTAINING STAFFING LEVELS, IN ALL MAJOR CONTRACTS. BEFORE I DIVE INTO OUR KIND OF ACCOUNTABILITY HIGHLIGHTS FROM THE NEXT SLIDE YOU WILL SEE JUST SOME INFORMATION ON ACCOUNTABILITY INDICATORS SO WE CHANGED OUR ACCOUNTABILITY SYSTEM THIS PAST YEAR FOR DISTRICTS AND SCHOOLS, SO THE NEW SYSTEM INCLUDES MEASURES IN FIVE DIFFERENT INDICATOR

CATEGORIES SO ACHIEVEMENT, STUDENT GROWTH, HIGH SCHOOL COMPLETION, ENGLISH LANGUAGE PROFICIENCY AND OTHER ADDITIONAL INDICATORS.

SUCH AS CHRONIC ABSENTEEISM AND IN THE PERCENTAGE OF 11TH AND 12TH GRADERS WHO ARE COMPLETING ADVANCED COURSEWORK SOME OF THE MOST SIGNIFICANT DIRECTION THE ACCOUNTABILITY SYSTEM THIS YEAR IS TRANSITIONING FROM CLASSIFYING PERFORMANCE ACCORDING TO FIVE ACCOUNTABILITY LEVELS TO UTILIZING FOUR CATEGORIES, DISTRICTS ARE CATEGORIZED ACCORDING TO THEIR OVERALL PERFORMANCE AGAINST TARGETS WHEREAS IN THE PAST THEY WERE CATEGORIZED BASED ON THE LOWEST PERFORMING SCHOOLS IN THE DISTRICT.

THERE ALSO HAS BEEN A SHIFT TO CATEGORIZING SCHOOLS BASED ON THE PERFORMANCE AGAINST TARGETS FOR ALL STUDENTS AND THE LOWEST PERFORMING 25 PERCENT OF STUDENTS.

AND THERE IS A FOCUS ON RAISING THE PERFORMANCE OF EACH DISTRICT OR SCHOOL'S LOWEST PERFORMING SCHOOLS SO RAISING THE ACHIEVEMENT TO FOUR RATHER THAN ON GAPS NARROWING.

THE NEW SYSTEM INCLUDES SOME ADDITIONAL INDICATORS, THOSE NEW MEASURES INCLUDE THE EXTENDED ENGAGEMENT RATE WHICH IS CALCULATED AS A FIVE-YEAR COHORT GRADUATION RATE PLUS A PERCENTAGE OF STUDENT STILL ENROLLED IN SCHOOLS.

THE PROGRESS TOWARDS ENGLISH PROFICIENCY WHICH IS MEASURED ON THE ACCESS FOR ELL ASSESSMENT, CHRONIC ABSENTEEISM RATE WHICH IS CALCULATED IT IS A STUDENT'S MISSING TEN PERCENT OR MORE OF DAYS IN MEMBERSHIP EACH YEAR AND THE PERCENTAGE OF 11TH AND 12TH GRADERS COMPLETING ADVANCED COURSES SUCH AS AP, IP AND DUAL ENROLLMENT COURSES SO THERE ARE SEVERAL HIGHLIGHTS I WANT TO

SHARE ABOUT OUR DISTRICT  
ACCOUNTABILITY DATA.  
SO BPS MET ELA ACHIEVEMENT  
TARGETS FOR ALL STUDENTS IN  
GRADES 3-8 AND FOR THE LOWEST  
PERFORMING SUBGROUP IN  
3-8 INCLUDING HIGH SCHOOL BUT  
MOST NOTABLY THERE ARE SEVERAL  
SCHOOLS WHOSE ACCOMPLISHMENTS I  
WANT TO HIGHLIGHT SO THE JOHN  
WINTHROP SCHOOL EXITED LEVEL  
4 STATUS IN 2018 AND JUST ONE OF  
FOUR SCHOOLS ACROSS THE STATE TO  
DO SO.

AND THE WINSHIP IS NOW  
DESIGNATED AS MEETING TARGETS  
EARNING 79 PERCENT OF ALL  
POSSIBLE TARGET POINTS [  
WINTHROP? ] IN ADDITION TWO BPS  
SCHOOLS THAT RECEIVED THE  
DESIGNATION OF SCHOOLS OF  
RECOGNITION, THERE ARE TWO OF  
JUST 52 IDENTIFIED ACROSS THE  
STATE FOR EXCEPTIONAL  
ACHIEVEMENT, IMPROVEMENT OR  
GROWTH, SO THE WIN SHIP  
ELEMENTARY WAS NAMED A SCHOOL OF  
RECOGNITION FOR EXCEEDING  
TARGETS, CREATING 98 PERCENT OF  
POSSIBLE TARGET POINTS AND  
MANNING SCHOOL WAS NAMED A  
SCHOOL OF RECOGNITION EARNING  
96 PERCENT OF POSSIBLE TARGET  
POINT AND ALSO FOR HIGH GROWTH  
WITH THE MEANS GROWTH PERCENTILE  
OF 67 A IN ELA AND 71 IN MATH.

>> MOVING ON TO 2018 MCAS  
PERFORMANCE, IN PARTICULAR  
PERFORMANCE IN ENGLISH LANGUAGE  
ARTS IN GRADES 3-8 WAS STRONG  
OVERALL WITH A PERCENTAGE OF  
STUDENTS MEETING OR EXCEEDING  
EXPECTATIONS AND THE MEAN  
STUDENT GROWTH PERCENTILE  
INCREASING FOR EVERY DISTRICT  
SUBGROUP FROM 2017 TO 2018, ALSO  
FORMERS.

AND THE DISTRICT EXPERIENCED  
SOME PROGRESS IN THE PERCENTAGE  
OF STUDENTS SCORING PROFICIENT  
OR ADVANCED IN THE HIGH SCHOOL  
SCIENCE ASSESSMENT.

THE OVERALL DISTRIBUTION OF  
PERFORMANCE ON THE NEXT MCAS IN

GRADES 3-8 WAS FAIRLY SIMILAR TO 2017, WHICH IS THE FIRST YEAR OF THE NEW ASSESSMENT. THE PERCENTAGE OF STUDENTS SCORING AND MEETING AND MEETING EXPECTATIONS IN ELA INCREASED FROM 31 TO 34 PERCENT AND THE GAP BETWEEN THE DISTRICT AND THE STATE NARROWED IN BOTH SUBJECTS. TURNING TO GRADE 10 MCAS, THERE WAS NO CHANGE FROM 2017 TO 2018 FOR THE ALL STUDENT GROUP IN ENGLISH LANGUAGE ARTS AND MINIMAL OR NO CHANGE BY RACE OR ETHNICITY, AND GRADE 10 MATH WE SAW THAT THERE WAS A TWO PERCENTAGE POINTS DECLINE OVERALL IN THE PROPORTION OF STUDENTS WHO WERE PROFICIENT OR ADVANCED IN 2018 AS PAIRED TO 2017, AND AS MENTIONED THE DISTRICT EXPERIENCED A FIVE PERCENTAGE POINT INCREASE OF A PERCENTAGE OF STUDENT IN GRADE 10 SCIENCE WITH ALL RACIAL AND ETHNIC SUBGROUPS IMPROVING FROM 2017 AS WELL SO PROFICIENCY RATES REMAIN LOW OVER -- LASTLY, TURNING TO OUR FOUR-YEAR COHORT GRADUATION RATE, IT HAS RISEN 13.7 PERCENTAGE POINTS IN THE PAST TEN YEARS FROM 61.4 PERCENT TO 75.1 PERCENT IN 2018, WHICH IS THE HIGHEST EVER RECORDED FOR BOSTON PUBLIC SCHOOLS, FOUR MAJOR RACE GROUPS IN BPS ALL EXPERIENCED IMPROVEMENT AS WELL. AND THE PERFORMANCE OF THE NINTH GRADE COHORT THAT DROPPED OUT HAS ALSO STEADILY DECREASED OVER THE TEN YEARS FROM 19.5 PERCENT THIS 2009 TO 10.3 PERCENT IN 2018.

SO I HOPE THIS QUICK DATA HIGHLIGHTS WILL BE USEFUL AS WE MOVE ON TO HEARING THE REST OF THE ACADEMICS PRESENTATION.

>> GOOD MORNING.

>> GOOD MORNING.

>> MY NAME IS ANDREA ZIAA I HAVE BEEN APPOINTED AS ACADEMIC CHIEF OFFICER I STARTED IN THE DISTRICT THIS PAST SCHOOL YEAR AS AN ACADEMIC SUPERINTENDENT

WORKING WITH NETWORK 4, AND I MENTION THAT TO DESCRIBE THE DEEP EXPERIENCE THAT I GOT IN GETTING TO KNOW NINE OF OUR HIGHEST NEEDS SCHOOLS. IT IS PART OF THE CONTEXT THAT I BRING TO UNDERSTANDING HOW WE CAN PROVIDE CONTINUE TO PROVIDE THE SUPPORT AT -- THAT OUR SCHOOLS NEEDS, THE OFFICE OF ACADEMICS AND PROFESSIONAL LEARNING OUR VISION IS TO ENSURE ALL OF OUR EDUCATORS HAVE ACCESS TO THE KNOWLEDGE, SKILLS AND RESOURCES THAT THEY NEED TO PROVIDE EVERY SINGLE ONE OF OUR STUDENTS WITH HIGH QUALITY, CULTURAL AND LING WISDOMCALLY LINGUISTICALLY .. WE TRULY BELIEVE THE WAY WE GO ABOUT DOING THAT IS ENSURING WE ARE BUILDING THE CAPACITY IN OUR EDUCATORS, STRENGTHENING THAT CAPACITY EVERY DAY FOR THEM TO BE ABLE TO DELIVER STANDARDS ALIGNED ESSENTIAL AND FORMED INSTRUCTION IN EVERY SINGLE ONE OF OUR CLASSROOMS. AND THAT WOULD LOOK LIKE RECOGNIZING, CELEBRATING AND BUILDING UPON THE DIVERSE EXPERIENCES TALENTS AND SKILLS THAT STUDENTS BRING TO THE LEARNING ENVIRONMENT. SEVING OUR STUDENT'S EXPERIENCES IS CRITICAL. I AM GOING TO GO THROUGH WHAT OUR EXPENDITURES LOOK LIKE. THE FIRST ONE ACTUALLY ON THIS SLIDE PROVIDE AS LITTLE BIT OF CONTEXT AROUND WHAT IT IS THAT WE ARE INTENDING TO SUPPORT 0 THROUGH THESE EXPENDITURES THIS COMING SCHOOL YEAR. SO WE ARE REALLY LISTENING VERY INTENTLY TO WHAT SCHOOL LEADERS AND TEACHERS ARE TELLING US THAT THEY NEED, AND WE ARE DESIGNING AND DELIVERING RIGHT ON TIME STANDARDS AND ESSENTIALS ALIGNED TO PROFESSIONAL LEARNING EXPERIENCES THAT ARE CULTURALLY RELEVANT AND RESPONSIVE AND ARE GOING TO BE DELIVERED AT THE



DISTRICT LEVEL IN A REALLY STRATEGIC WAY .. THROUGH OUR NETWORK STRUCTURE AND -- AND THROUGH OUR CONTENT TEAMS. OUR CONTENT TEAMS ARE ALSO KNOWN AS INDIVIDUAL DEPARTMENTS, SO AS YOU SEE WE HAVE, AND AS YOU KNOW OUR VISUAL AND PERFORMING ARTS DEPARTMENT, WERE LANGUAGES, ELA, MATH, SCIENCE, ET CETERA, EARLY CHILDHOOD.

OUR EARLY CHILDHOOD TEAM WHO IS HERE TODAY HAS RECENTLY RECEIVED A LARGE INVESTMENT FROM CITY HALL FOR WHICH WE ARE GRATEFUL WHICH WILL ALLOW US TO EXPEND, EXPAND OUR U P.K. ENDEAVORS ACROSS THE CITY THROUGH A MIXED DELIVERY SYSTEM.

>> OUR PERSONNEL BUDGET AS YOU CAN SEE IS -- THE WAY THAT WE SPEND THE MAJORITY OF OUR DOLLARS SO THAT WE CAN PROVIDE SUPPORT DIRECTLY THROUGH OUR NETWORK STRUCTURE TO SCHOOL LEADERS TO DIRECTORS OF INSTRUCTION AND DIRECTLY TO TEACHERS, FLOW THROUGH THE NETWORK STRUCTURE AND THROUGH DISTRICT WIDE PROFESSIONAL LEARNING.

IF WE ARE INCREASING OUR INVESTMENTS IN SCIENCE, WE SPECIFICALLY HAVE BEEN WORKING THIS YEAR TO IMPROVE THE STASHEDS, THE STANDARD ALIGNMENT TO 3-8 CURRICULUM AND ENSURING THAT ENHANCED UNITS THAT WE PROVIDE AN EQUITABLE WAY ACROSS THE DISTRICT, THE STANDARDS ARE ALIGNED.

THIS COMING YEAR WE WILL BE EXPANDING THAT EFFORT TO INCLUDE GRADE SIX THROUGH EIGHT VERY SPECIFICALLY EXPANDING ON ONE OF THE PILOTS WE GEANGD IN THIS PAST SCHOOL YEAR.

ADDITIONALLY, WE ARE CONTINUING TO EXPAND ON OUR WORK IN THE VISUAL AND PERFORMING ARTS, INCREASING SOMEWHAT OUR CAPACITY IN OUR VISUAL ARTS DEPARTMENT, ENSURING THAT OUR CONTENT SPECIALISTS HAVE THE TIME AND

RESOURCES THAT THEY NEED TO ADEQUATELY SUPPORT TEACHERS ON THE GROUND AS WELL AS ENSURING THAT WE ARE FULLY PREPARED TO SUPPORT TEACHERS IN THE SHIFT TO THE NEW MASSACHUSETTS CURRICULAR FRAMEWORKS.

AND THEN FINALLY, KIND OF A DOUBLE CLICK TO OUR EARLY CHILDHOOD BUDGET WHERE YOU CAN SEE THE U P.K. INVESTMENT AS WELL AS THE PREK THROUGH SECOND GRADE CURRICULUM ALLIANT AND PD/COACHING SUPPORTS.

AS YOU KNOW, OUR EARLY CHILDHOOD ENDEAVORS HAVE BEEN REALLY SUCCESSFUL, NATIONALLY RECOGNIZED OVER THE LAST HANDFUL OF YEARS AND WE ARE VISUALIZING HERE FOR YOU THE SORT OF DEPTH OF THE INVESTMENT THAT IT TAKES TO GET THOSE INCREDIBLE RESULTS AND IT WILL BE OUR INTENTION IS TO ENSURE THAT WE ARE PROVIDING NOT ONLY THE HIGH QUALITY STANDARD LINE CURRICULUM IN ALL OF OUR CONTENT AREAS BUT IN ADDITION TO THAT THAT WE ARE PROVIDING RIGHT ON TIME COACHING, TRAINING, AND IMPLEMENTATION SUPPORT FOR OUR TEACHERS, BECAUSE WE KNOW THAT HAVING HIGH QUALITY AND ALIGNED MATERIALS DOESN'T GET CLOSE ENOUGH OR FAR ENOUGH IN SUPPORTING TEACHERS WAY THAT THEY NEED IN ORDER FOR YOUNG PEOPLE TO HAVE THE EXPERIENCES WE WANT THEM TO BE HAVING IN CLASSROOMS.

SO THAT MEANS ENSURING THAT PLANNING TIMES ARE GETTING SUPPORTED, THAT TEACH VERSUS THE KIND OF IMPLEMENTATION SUPPORT, THAT THEY HAVE ANNOTATIONS FOR THE CURRICULUM THAT HELP THEM MAKE THE KINDS OF CHOICES THAT ENSURE THAT CURRICULUM IS EXACTLY WHAT STUDENTS NEED IT TO BE, THAT IT IS RELEVANT, CULTURALLY RESPONSIVE, STANDARDS ALIGNED AND -- INFORMED.

>> .. LASTLY, JUST A LITTLE BIT OF A TIMELINE 0 ON OUR U P.K.

AND QUALITY ELEMENTS.

WE ISSUED AN RFP AND PROPOSALS  
ARE DUE THIS WEEK.

OUR INTENTION IS FOR 450 MIXED  
DELIVERY HIGH QUALITY SEATS TO  
BE AVAILABLE THIS COMING YEAR  
AND WE WILL BE SELECTING  
PROVIDERS ALONG THE LINES OF A  
NUMBER OF DIFFERENT QUALITY  
ELEMENTS AND WILL BE PROVIDING  
SUPPORT AND MONITORING  
THROUGHOUT THE SCHOOL YEAR.

>> GOOD MORNING.

MY NAME COLIN ROSE AND I  
FAMILIAR ASSISTANT  
SUPERINTENDENT FOR OPPORTUNITY  
GAP IN BPS.

I JUST WANT TO GO A LITTLE BIT  
OVER THE WHY AROUND MY OFFICE  
AND THEN GET INTO THE BUDGET.  
IT IS OUR BELIEF THAT  
ELIMINATING OPPORTUNITY GAPS IS  
NOT ONLY VITAL FOR THE SUCCESS  
OF BOSTON PUBLIC SCHOOLS BUT  
ALSO THE SURVIVAL OF OUR  
DEMOCRATIC AND PLURALISTIC  
SOCIETY.

OUR GOAL AS AN OFFICE IS TO HELP  
PUSH ALL IN THE SYSTEM TO  
ELIMINATE BARRIERS AND OPEN UP  
NEW AVENUES OF OPPORTUNITY FOR  
OUR POPULATIONS THAT HAVE BEEN  
HISTORICALLY MARGINALIZED.

AND CREATE THE EQUITY, INVASIONS  
THAT, INNOVATION THAT HELP MOVE  
THE DISTRICT TOWARD A MORE  
EQUITABLE STRUCTURE, PRACTICES  
AND ULTIMATELY OUT COMES.

WE NEED TO CONTINUE TO CHAIR  
STUDENT EXPERIENCE, THE  
OPPORTUNITY AFFORDED OUR  
STUDENTSNESS IF WE WANT TO SEE  
CHANGE AND ACHIEVEMENT.

>> OUR OFFICE HAS THREE MAIN  
BUCKETS OF WORK STARTING WITH  
OUR SYSTEMIC OVERSIGHT THROUGH  
THE OPPORTUNITY ACHIEVEMENT GAPS  
POLICY, AND IMPLEMENTATION PLAN.  
WE BUILD WITH EVERY OFFICE IN  
BPS.

THIS STRATEGIC PLAN PUSHES ALL  
OFFICES AND SCHOOLS IN BPS TO  
PUT EQUITY IN THE FOREFRONT OF  
THEIR WORK AND WITH THE GENESIS

FANNED ORIGIN OF THIS OFFICE  
OVER A DECADE AGO.  
SO MAJOR GOALS WE HAVE BEEN ABLE  
TO PARTNER TO ACCOMPLISH INCLUDE  
THE SPREAD OF CULTURAL AND  
LINGUISTICALLY SUSTAINING  
PROCESSES, THE OPPORTUNITY  
INDEX, SCHOOL BASED DIVERSITY  
GOALS AND NUMEROUS OTHER GOALS  
THAT WE CAN TALK ABOUT IN  
OPERATIONS AND ACADEMICS.  
BEYOND THAT OUR OFFICE HAS TAKEN  
THE LEAD IN SOME CAPACITY  
BUILDING IN THE DISTRICT, MAINLY  
AROUND CLSP, TRAINING  
PRINCIPALS, TEACHERS, CABINET  
MEMBERS, PARTNERS AND OTHERS.  
THIS WORK HAS BEEN INFUSED INTO  
THE COLLABORATION WITH OTHER  
ASSET OFFICES AND CONTINUES TO  
BE THE BASE OF OUR INSTRUCTIONAL  
VISION FOR DISTRICT WITH EVERY  
SCHOOL ASKING A CLSP GOAL AS ONE  
OF THEIR TWO PRIORITY GOALS IN  
THEIR QUALITY SCHOOL PLANS .. WE  
ALSO HELP INCUBATE AND  
EVENTUALLY SCALE INNOVATIVE  
PROGRAM AIMED AT CHANGING THE  
EDUCATIONAL ENVIRONMENT FOR OUR  
MOST MARGINALIZED POPULATIONS.  
PROGRAMS SUCH AS BUILDING  
ASSETS, REDUCING RISK OF BAR,  
EARLY WARNING INDICATOR SYSTEMS,  
PEER GROUP CONNECTIONS ALL AIMED  
AT USING THE STRENGTH OF  
STUDENTS KEEP THEM ON TRACK FOR  
GRAWGHTS AND BEYOND.  
OUR GRADUATION AND BEYOND.  
ACCESS TO TEST PREPARATION AND  
THE ACTUAL EXAM AND OTHERS  
PROGRAMS THAT NUMBER DIFFERENT  
DIRECTIONS FOR OUR MOST  
MARGINALIZED POPULATIONS.  
SO THIS IS OUR PROPOSED FY-20 20  
BUDGET FOR THE OFFICE.  
AS YOU CAN SEE, A LITTLE OVER  
HALF OF THAT BUDGET GOES TOWARDS  
A PROGRAM CALLED EXCELLENCE FOR  
ALL WHICH WE WILL HIGHLIGHT MORE  
IN A MOMENT.  
ANOTHER LARGE PART OF THE BUDGET  
IS FOR THE ACADEMIC RESPONSE  
TEAM WHO HELP COACH IN  
STRUGGLING SCHOOLS THROUGH OUR

NETWORK PROCESS.

OTHER AREAS INCLUDE CAPACITY BUILDING FOR CLSP, DOLLARS FOR OUR TARGETED PROGRAMMING, AND SPECIFIC DOLLARS FOR SCHOOL PROGRAM INITIATIVE WHICH IS WRITTEN HERE AS ACCESS TO HIGHER LEVEL COURSEWORK.

OUR SEEM STEWARDING THE WORK.

I AM GOING TO DIVE A LITTLE BIT DEEPER INTO EXCELLENCE FOR ALL SINCE IT IS BIGGEST PART OF OUR BUDGET.

AND THE LARGEST BUDGET ITEM IN MY OFFICE.

E -- EFA IS A MODEL TO GIVE ACCESS TO STUDIES AND ENRICHMENT FOR ALL BPS FOURTH THROUGH SIXTH GRADERS WITH SPECIAL ATTENTION TO THE NEEDS OF HISTORICALLY MARGINALIZED POPULATIONS.

IT INCLUDES RIGOROUS INSTRUCTION, EMOTIONAL LEARNING, EXECUTIVE FUNCTIONING AND PERSONALIZED LEARNING PATHWAYS.

CURRENTLY THERE ARE 16 SCHOOLSABLE AND YOU SEE THAT BY NEIGHBORHOOD ON THIS SLIDE. THAT CURRENTLY HAVE EFA MODEL. AS YOU SEE THE SCHOOLS ARE GEOGRAPHICALLY SPREAD ACROSS THE DISTRICT, AND AS YOU WILL SEE IN THE NEXT SLIDE THESE SCHOOLS ALSO MATCH THE DEMOGRAPHICS OF OUR DISTRICT.

THE HOPE IS TO BE BACK HERE A YEAR FROM NOW WITH AN EDUCATIONAL AND FINANCIAL PLAN TO BEGIN TO SCALE THIS MODEL TO ALL 4-SIX GRADE CLASSROOMS IN THE DISTRICT AS THIS PILOT WRAPS UP THIS YEAR.

>> HERE ON THE DEMOGRAPHICS FOR EFA COMPARED TO OTHERS, TO OUR SYSTEMWIDE DEMOGRAPHICS, AND DEMOGRAPHICS AWC, AN AS YOU SEE, THERE IS PARITY BETWEEN THE EFA IN THE DISTRICT.

WE TRY TO BE REPRESENTATIVE WHEN WE PICKED THE SCHOOLS AND THAT DOES NOT HOLD TRUE FOR AWC. AND ON TOP OF THAT, EFA IS, CURRENT REACH EVEN IN PILOT PHASE IS MUCH GREATER.

>> FINALLY I WANTED TO SHARE THE BUDGET BREAK DOWN FOR THE \$2.5 MILLION PROPOSED FOR THE EFA BUDGET NEXT YEAR MOST OF WHICH GOES TO DIRECT, WORLD LANGUAGE, STEM INSTRUCTION AND CURRICULUM, DIRECT COACHING TO SCHOOLS ARE MUCH OF THE BUDGET AND ALSO MAJOR LINES FOR SOCIAL AND EMOTIONAL AND CLSP WORK AS WELL AS CAST STONE PROJECT EVERY STUDENT YEAR FAI PHASED WITH EVERY YEAR.

WITH THAT, I WOULD LIKE TO HAND THE PRESENTATION OVER TO MY COLLEAGUE WHO LEADS THE OFFICE OF THE ENGLISH LEARNERS PORTION OF THIS PRESENTATION.

>> THANK YOU.

>> GOOD MORNING CITY COUNCILORS.

>> I HAVE THE HONOR OF LEADING THE WORK OF ELL AND PLEASED TO HIGHLIGHT FOR YOU SOME OF THE ACCOMPLISHMENTS FROM THE PAST YEAR AND OUR PROPOSED BUDGET FOR NEXT YEAR.

IF I MAY I WOULD LIKE TO PREFACE WITH OUR DEPARTMENT'S LONGSTANDING -- -- OH. SORRY.

>> OUR DEPARTMENT'S LONGSTANDING VISION WHICH HAS BEEN TO PROMOTE BILINGUALISM AND LITERACY FOR ALL STUDENTS.

THE RECENT PASSAGE OF THE LOOK AT FURTHER VALIDATES OUR MISSION BY VALIDATING ALL OF OUR ENGLISH LEARNERS AND NONENGLISH LEARNERS.

AS EMERGING BILINGUALS THAT NEED ACCESS AND SUPPORT.

WE STRONGLY BELIEVE LANGUAGE AND CULTURE IS THE KEY TO STUDENT'S SUCCESS AND SHOULD BE AT THE FOREFRONT OF OUR MINDS, THUS WORK THIS YEAR IS SEND AROUND BUILDING THE FOUNDATIONAL COMPONENTS REQUIRED FOR STUDENTS TO HAVE ACCESS TO NATIVE LANGUAGE INSTRUCTION AND RESOURCES.

HERE YOU SEE AN OVERVIEW OF THE ENGLISH LEARN IN OTHER WORDS OUR DISTRICT BROKEN DOWN BY

PROFICIENCY LEVEL IN ENGLISH,  
GRADE AND LANGUAGE.  
OUR CURRENT AND FORMER ENGLISH  
LEARNERS COMPRISE ALMOST HALF OF  
THE STUDENT POPULATION IN  
BOSTON.

IT IS EXCITING TO NOTE HOW  
EXTREMELY LUCKY WE ARE TO LIVE  
IN A CITY LIKE BOSTON THAT IS SO  
RICH IN CULTURE AND DIVERSITY,  
MORE SO THAN MOST URBAN CITIES  
IN THE U.S.

AS DEMONSTRATED IN THIS SLIDE,  
COLLECTIVELY OUR ENGLISH  
LEARNERS AND THEIR FAMILIES  
SPEAK OVER 70 LANGUAGES.  
MENTIONED IN THIS SLIDE IS THE  
FACT STUDENTS AND THEIR FAMILIES  
COME FROM 130 DIFFERENT  
COMPANIES.

OUR PRIORITIES IN SERVING OUR  
AMAZINGLY DIVERSE ENGLISH  
LEARNERS ARE IN FIVE AREAS  
INSTRUCTION AT THE FOREFRONT.  
WE AIM TO PROVIDE INSTRUCTIONLY  
SOUND HIGH QUALITY PROGRAMS BOTH  
DURING THE SCHOOL DAY AND IN THE  
FORM OF SUPPLEMENTAL SERVICES  
SUCH AS AFTER SCHOOL AND SUMMER  
SCHOOL.

>> THESE PROGRAMS 0 OFFER  
TARGETED THE LANGUAGE  
INSTRUCTION THAT IS DELIVERED  
THROUGH GREAT, GRADE  
APPROPRIATION APPROPRIATE AND  
STANDARDS ALIGNED CURRICULUM,  
THIS NEWLY INCREASED ACCESS TO  
NATIVE LANGUAGE SUPPORT AND  
RESOURCES.

WE ALSO HOLD AN EQUALLY HIGH  
REGARD OUR RESPONSIBILITY TO  
ENGAGE OUR EL PARENTS AND THEIR  
FAMILIES.

THIS IS AN AREA WHERE WE  
CONSTANTLY STRIVE TO IMPROVE AND  
BEST EXCITED TO INVITE TO OUR  
TEAM A PARENT ENGAGEMENT  
SPECIALIST FOCUSED SPECIFICALLY  
ON ARABIC SPEAKING FAMILIES.  
A NEWCOMERS ASSESSMENT AND  
COUNSELING CENTER PROVIDES  
LANGUAGE PROFICIENCY ASSESSMENT  
TO IDENTIFY ENGLISH LEARNERS AND  
THEIR LEVEL OF SERVICE NEED AND

ALSO TO ENSURE THAT OUR PARENTS UNDERSTAND THE TYPE OF PROGRAM THAT WILL BEST MEET THE SERVICE NEEDS OF THEIR CHILD.

AS WE DO OUR IT MOST ENSURE WE COMMUNICATE WITH FAMILIES IN THEIR NATIVE LANGUAGE WE HAVE INCREASED THE NUMBER OF SPANISH-SPEAKING TESTERS ON STAFF AND HAVE FOR THE FIRST TIME ADD ADD FULL TIME VIETNAMESE TESTER.

WE CONTINUE TO ENSURE COMMUNICATIONS ARE TRANSLATED AND INTERPRETED SO THAT THE PARENTS HAVE MEANINGFUL ACCESS TO THEIR STUDENTS EDUCATION AND TO DISTRICT POLICY ALSO.

POLICIES AS WE STRIVE FOR GREATER ACCESS FOR FAMILIES WE IMPLEMENT ADD TELEPHONIC INTERPRETATION AS AN ADDITIONAL MEASURE FOR SCHOOLS TO USE FOR THEIR ON THE SPOT INTERPRETATION NEEDS.

>> LASTLY WE SUPPORT SCHOOLS TO ENSURE ENGLISH LEARNERS ARE RECEIVING EQUITABLE REQUISITE SERVICES THAT MEET STATE, FEDERAL AND LOCAL GUIDELINES. ALTHOUGH COMPLIANCE IS NOT DETERMINED, DETERMINATIVE AROUND INSTRUCTIONAL PROGRAMMING OUR APPROACH TO THIS WORK IS THAT COMPLIANCE IS BEFORE AND INSTRUCTION IS THE CEILING.

[ IS THE FLOOR ]

>> THIS DEMONSTRATES HOW WE ALIGNED OUR FUNDS TO THESE PRIORITIES.

OUR DEPARTMENT'S BUDGET IS JELLY PROPOSED TO BE LEVEL FUNDED FOR NEXT YEAR.

WHAT I WOULD LIKE TO HIGHLIGHT IN THE BUDGET IS THE NEW APPROACH WE TOOK THIS YEAR TO PARTNER MORE CLOSELY WITH SCHOOLS TO PROVIDE THEM WITH ESL AND NATIVE LANGUAGE CURRICULAR RESOURCES.

THE WE ASK SCHOOLS TO IDENTIFY THE RESOURCES THAT WOULD BEST MEET THE NEEDS OF THEIR STUDENTS AND PROVIDE SCHOOLS WITH THOSE



RESOURCES AS WELL AS  
PROFESSIONAL DEVELOPMENT ON HOW  
TO USE THOSE RESOURCES IN THE  
CLASSROOM.

WE DEDICATED OVER HALF A MILLION  
DOLLARS TO THESE SCHOOL  
SUPPORTS.

IN ADDITION TO INSTRUCTIONAL  
RESOURCES OUR NEXT LARGEST  
INVESTMENT CONTINUES TO BE IN  
PROVIDING MEANINGFUL LANGUAGE  
ACCESS TO OUR FAMILIES.

AS IABLE PREVIOUSLY MENTIONED  
THE WHEN I LOOK AT THE PAST 2017  
IT DEMONSTRATED SUBSTANTIAL  
GOSH, LOOK AT OVERTURNED THE  
ENGLISH ONLY EDICT IN  
MASSACHUSETTS, BUT IT ALSO  
REAFFIRMED EL'S BELIEF THAT  
NATIVE LANGUAGE IS OUR GREATEST  
INSTRUCTIONAL LEVER FOR ENGLISH  
LEARNERS, TO LOOK AT THIS  
DISTRICTS WITH THE FLEXIBILITY  
TO TEACH CORE CONTENT IN THE  
STUDENT'S NATIVE LANGUAGE  
AFFIRMING THE PERFORMANCE OF  
BILINGUAL PROGRAMS SUCH AS DUAL  
LANGUAGE WHICH HISTORICALLY  
PROVEN TO CLOSE THE OPPORTUNITY  
GAP FOR STUDENTS.

WE LOOK, THE LOOK AT CODIFIES  
PARENT ADVOCACY BY REQUIRING EL  
PARENT ADVISORY GROUPS FOR  
DISTRICTS WITH MEMBERS THAT  
REFLECT THE LINK WISDOM STICK  
DEMOGRAPHICS OF THE STUDENTS.

IN OUR EFFORT TO PROMOTION  
NATIVE LANGUAGE WE ARE  
PARTICULARLY EXCITED TO  
HIGHLIGHT OUR INVESTMENT IN A  
PARTNERSHIP WITH ADAM STRONG  
FROM REIMAGINING MIGRATION AND  
MICHELLE THE AWARD WINNING  
FILMMAKER AND CRITICALLY  
ACCLAIMED DIRECTOR OF I LEARN  
AMERICA.

WE KNOW THAT IN THE UNITED  
STATES 26 PERCENT OF OUR YOUTH  
ARE IMMIGRANTS OUR CHILDREN OF  
IMMIGRANTS AND YET IMMIGRATION  
HAS TAKEN ON A NEGATIVE  
CONNOTATION AND EVEN A  
POLARIZING EFFECT IN OUR NATION  
AND IN OUR SCHOOLS.

OUR SHARING MIGRATION PROJECT FOCUSES ON RECOGNIZING THAT MIGRATION IS A SHARED HUMAN EXPERIENCE THAT TRAVELS BACK AS FAR IN TIME AS WE DO. TOO OFTEN THERE IS A DISCONNECT BETWEEN PUBLIC CONVERSATIONS ABOUT IMMIGRATION, WHAT WE TEACH IN SCHOOLS AND OUR STUDENTS' LIVES THIS PROJECT SEEKS TO BRIDGE THAT GAP THROUGH A VERY INTENTIONAL COLLABORATION THAT INTEGRATES STUDENTS IN OUR GENERAL EDUCATION HISTORY AND SOCIAL STUDIES CLASSROOMS WITH STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION WHO ARE NEW TO OUR COUNTRY WITHIN THE PAST FEW YEARS, TOGETHER THESE STUDENTS ARE ENGAGING IN A STERN IRS OF STORY TELLING WORKSHOPS WHERE THEY PRODUCE MODULES BASED ON THEIR PERSONAL OR FAMILY MIGRATION EXPERIENCE AND EXPRESS THEIR STORIES THROUGH PHOTO ESSAYS, SHORT VIDEOS, DIGITAL STORIES AND VISUAL ART.

HERE WE HIGHLIGHT JUST A FEW OF THE OTHER INVESTMENT WES HAVE MADE TO KEEP NATIVE LANGUAGE SUPPORT AT THE FOREFRONT OF OUR WORK.

THE GREATEST OF WHICH IS CERTAINLY AN INCREASE OF FICTION AND NONFICTION RESOURCES IN SPANISH, HAITIAN CREOLE AND CHINESE.

NOT ONLY DO THESE MATERIALS SUPPORT OUR CURRENT CURRICULUM BUT THEY ARE ALSO CULTURALLY RESPONSIVE TESTS THAT ARE ALIGNED BY THEME AND LEVELED FOR PROFICIENCY.

BY PROVIDING TEACHERS WITH THE RIGHT TOOLS, ENGLISH LEARNERS WITH DIFFERENT LEVELS OF ENGLISH PROFICIENCY CAN ACCESS GRADE APPROPRIATE TEXTS AND PARTICIPATE IN COGNITIVELY DEMANDING TEXTS WHILE ALSO DEVELOPING THEIR LANGUAGE AND CONTENT SKILLS IN ENGLISH AND IN THEIR NATIVE LANGUAGE.

FOR THE FIRST TIME WE ARE BUILDING CAPACITY AND TO ASK THE DISTRICT'S ONLINE STUDENT INFORMATION SYSTEM TO ACCOMMODATE CHARACTER BASED LANGUAGES SUCH AS CHINESE AND ARABIC, SO THAT WE CAN PROVIDE AUTOMATED PARENTAL NOTIFICATIONS IN ALL OF OUR DISTRICT'S MAJOR LANGUAGES.

AS I MENTIONED PREVIOUSLY FOR THE FIRST TIME THIS PAST YEAR, WE WERE PLEASED TO OFFER SCHOOLS TO THE OPPORTUNITY TO USE ON DEMAND TELEPHONIC INTERPRETATION SERVICES.

FOR INSTANCES WHEN PARENT COMMUNICATION IS NOT PRESCHEDULED, THERE IS NEEDED, IT IS NEEDED IMMEDIATELY FOR PARENT DROP INS OR FOR EMERGENCIES.

THIS SERVICE IS AVAILABLE 24 HOURS A DAY, SEVEN DAYS A WEEK, YEAR-ROUND EVERY DAY IN 350 LANGUAGES.

WHILE WE CONTINUE TO PROVIDE IN PERSON INTERPRETATION FOR FORMER AND PRESCHEDULED MEETINGS TELEPHONIC ENHANCES OUR PORTFOLIO TO ADD AN EXTRA LEVEL OF LANGUAGE ACCESS TO PARENTS.

AS I STATED BEFORE EL'S PRIMARY GOAL IS ENSURE THAT APPROPRIATE NATIVE LANGUAGE SUPPORT ARE PROVIDED TO OUR STUDENTS AND I WOULD LIKE TO END WITH A SIMILAR NOTE.

NATIVE LANGUAGE MATTERS. NATIVE LANGUAGE MATTERS BECAUSE IT REINFORCES THE IMPORTANCE OF OUR STUDENTS' IDENTITY AND OF THEIR CULTURE.

NATIVE LANGUAGE MATTERS BECAUSE LANGUAGE IS CRITICAL FOR EL FAMILIES TO HAVE MEANINGFUL ACCESS TO THEIR STUDENTS' EDUCATION.

NATIVE LANGUAGE MATTERS BECAUSE IF OUR STUDENTS MAINTAIN THEIR NATIVE LANGUAGE THEY ARE COLLEGE AND CAREER READY.

IT IS A CULTURE THAT INCLUDES EQUITY AND INCLUSIVITY, IT ELIMINATES THE OPPORTUNITY GAP

WHICH IS WHAT OUR STUDENTS SO  
JUSTLY DESERVE.  
THANK YOU.

>> .

>> THANK YOU.

THE DOES THAT INCLUDE ALL OF THE  
PRESENTATIONS?

THANK YOU.

SHORTLY AFTER YOU BEGAN YOUR  
PRESENTATION, WE WERE JOINED BY  
COUNCILOR ED FLYNN AND COUNCILOR  
TIMOTHY MCCARTHY.

THE CHAIR WILL NOW RECOGNIZE  
COUNSELOR ANNISSA ESSAIBI  
GEORGE, THANK YOU, CHAIR, THANK  
YOU, CHAIR AND THANK YOU ALL FOR  
BEING HERE TODAY.

I APPRECIATE THE THOUGHTFULNESS  
OF YOUR PRESENTATIONS.

>> I AM LOOKING AT I GUESS THE  
THIRD PAGE FROM THE BEGINNING  
AND WHERE WE ARE REFERENCING  
SOME OF THE LEVELING OF OUR  
SCHOOLS.

YOU ARE CELEBRATING THE WINTHROP  
SCHOOL, EXITING LEVEL LEVEL  
4 TURN AROUND STATUS, SCHOOLS OF  
RECOGNITION, CAN SOMEONE  
RECOGNIZE HOW MANY SCHOOLS IN  
OUR DISTRICT ARE LEVELS 1, 2,  
3 OR 4?

>> SURE.

>> I WOULD BE HAPPY TO.

SO ONE OF THE CHANGES WITH THE  
NEW ACCOUNTABILITY SYSTEM IS  
THAT WE MOVED AWAY FROM THE  
NUMERIC LEVELING WE HAD IN THE  
PAST, IN THE ACCOUNTABILITY  
CATEGORIES.

SO THOSE -- THERE ARE FOUR  
DECEMBER NATIONS NOW, AND THOSE  
INCLUDE SCHOOLS THAT ARE MEETING  
TARGET, SCHOOLS THAT ARE  
PARTIALLY MEETING TARGETS,  
SCHOOLS THAT ARE EXCEEDING  
TARGETED SUPPORT OR BROADER  
COMPREHENSIVE SUPPORT.

AND IN TERMS OF THE BREAK DOWN,  
ONE THING TO NOTE IS THE  
DISTRICT ALSO RECEIVED A  
CATEGORIZATION WHICH IS THE NEW  
CHANGE AND IN THE PAST IT WAS  
LABELED ACCORDING TO THE LOWEST  
SCHOOL IN THE DISTRICT UNDER THE

NEW SYSTEM THE DESIGNATED IS UPON THE OVERALL DISTRICT PERFORMANCE.

SO --

>> MEETING, PARTIALLY MEETING, NEEDING SUPPORT, JUST THREE.

>> TARGETED SUPPORT AND THEN BROADER COMPREHENSIVE SUPPORT IS THE FOURTH CATEGORY.

>> AND BECAUSE OF ALL THE CHANGES TO THE ACCOUNTABILITY SYSTEM --

>> WHAT ARE THE FOUR CATEGORIES, PLEASE?

>> SURE.

SO MEETING TARGET, PARTIALLY MEETING TARGET, TARGETED SUPPORT, AND THEN BROAD COMPREHENSIVE SUPPORT.

>> AND CAN I ASK THAT YOU PROVIDE THAT DESCRIPTION FOR EVERY SCHOOL IN AN EASILY READ FORMAT?

>> ABSOLUTELY.

>> THANK YOU.

>> SO HOW MANY OF OUR SCHOOLS ARE MEETING TARGET?

>> SURE.

SO IN THE DISTRICT OVERALL, PARTIALLY MEETING TARGETS AND IN TERMS OF THE BREAKDOWN FOR SPECIFIC SCHOOLS, OVERALL IN THE DISTRICT, WE HAD 23 SCHOOLS THAT WERE DESIGNATED AS MEETING TARGETS.

WE HAD 29 -- I AM SORRY --

>> 23 SCHOOLS MEETING TARGET.

>> 29?

>> 23.

>> 23.

>> THANK YOU.

>> SURE.

>> WOULD YOU LIKE THE OTHER CATEGORIES?

>> SURE.

SO FOR PARTIALLY MEETING TARGET, 29 SCHOOLS.

FOR THE FOCUSED TARGETED SUPPORT CATEGORIES, 40 SCHOOLS.

AND THEN FOR THE LAST CATEGORY, BROAD COMPREHENSIVE SUPPORT, NINE SCHOOLS.

>> ADDITIONALLY, THERE ARE 10 SCHOOLS THAT HAD INSUFFICIENT

DATA TO RECEIVE AN ACCOUNTABILITY DESIGNATION.  
>> AND I WILL FOLLOW WITH THE BREAKDOWN OF EVERY SCHOOL SO YOU CAN SEE THE LIST OF WHICH SCHOOLS FELT FELT IN EACH CATEGORY.

>> WE ARE MISSING ABOUT 25 SCHOOLS OR 23 SCHOOLS, MAYBE?

>> WE HAVE 100 SCHOOLS IN THE DISTRICT.

SO THE IN NUMBERS I JUST GAVE YOU DON'T INCLUDE THE HORACE MANN CHARTER SCHOOLS SO 16 SCHOOLS WITH INSUFFICIENT DATA.

>> 16 SCHOOLS.

HOW MANY SCHOOLS ARE IN THE PORTFOLIO?

>> BOSTON PUBLIC SCHOOLS?

>> 117, IF YOU USE THE STATE'S CONSIDERATION OF WHICH SCHOOLS COUNT AS BOSTON PUBLIC SCHOOLS, 117.

AND WHERE ARE THE OTHER -- WHERE ARE THE OTHER TEN SCHOOLS OR EIGHT SCHOOLS?

>> 125 SCHOOLS IN OUR BOSTON PORTFOLIO.

>> IN TERMS OF THE 117 BREAKDOWN, THAT PROVIDES YOU THE ONES THAT ARE ACCOUNTED FOR OFFICIAL DESIGNATION AS PART OF THE BOSTON REPUBLICAN SCHOOLS. OF THE SCHOOLS, 19, YOU KNOW, OBVIOUSLY THE ONES WE ARE MOST CONCERNED ABOUT, RECEIVING TARGETED SUPPORT OR BROAD COMPREHENSIVE SUPPORT, SO THAT IS 49 SCHOOLS, AND THEN I AM NOT QUITE SURE WHAT IS HAPPENING WITH THE 16 SCHOOLS, THERE IS NOT ENOUGH INFORMATION, BUT HAVE WE LOOKED AT SAY THOSE 50 OR SO SO-SO SCHOOLS, MAYBE 65 SCHOOLS AND LOOKED AT THEM IN RELATION TO WHAT THEY ARE RECEIVING FOR FUND SOMETHING AS A PART OF OUR BUDGET AND PROCESS FOR NEXT SCHOOL YEAR?

>> SO ONE BEES, IT MIGHT BE HELPFUL BEFORE I TOUCH ON THAT PIECE, AROUND THE SCHOOLS WITH INSUFFICIENT DATA, THE REASON SCHOOLS ARE GENERALLY GIVEN THAT

DESIGNATED IS BECAUSE THEY ARE AN EARLY CHILDHOOD CENTERS SO THEY DON'T HAVE TESTED GRADE LEVELS WHICH IS WHERE THE ACCOUNTABILITY POINTS COME FROM OR BECAUSE IT IS A NEW SCHOOL OR THE GRADE LEVEL CONFIGURATION MIGHT HAVE CHANGED IN THE SCHOOL SO THE STATE JUST DOESN'T HAVE ADEQUATE DATA 0, TWO YEARS OF DATA TO CALCULATE TARGET. IN TERMS OF WHETHER OR NOT WE HAVE LOOKED AT FUNDING, ONE OF THE THINGS WE DO AND THE CHAIR MAY PASS IT OVER TO NICK COODER IS WE DO CONSIDER SCHOOL PERFORMANCE IN OUR WEIGHTED SCHOOL FUNDING FORMULA AND SO THAT IS SORT OF BUILT IN IN TERMS OF THE NEEDS OF THE STUDENT AND ALSO COLIN I DON'T KNOW IF YOU WANT TO SPEAK TO OUR OI SCORE AND HOW THAT IS USED TO GET FUNDING.

IT IS VERY FRONT ALTHOUGH IT IS TIED TO INDIVIDUAL SCHOOLS MORE THAN THE FRAMEWORK PER SE, THAT IS NOT AS PRECISE AND DOESN'T INCLUDE AS MANY MEASURES AS WE LIKE TO CONSIDER.

>> THERE ARE A COUPLE OF WAYS WE ARE TRYING TO GET THE FUNDS TO THE ONES, THE KIDS THAT HAVE THE NEEDS THE MOST.

ALSO THE NETWORK STRUCTURE IN ITSELF, ANDREA TALK ABOUT HEADING UP THE ACADEMIC SUPERINTENDENT A NETWORK OF NINE SCHOOLS SO THE SCHOOLS THAT NEED THE MOST SUPPORT WE ARE TRYING TO BREAK DOWN INTO SMALLER UNITS AND HAVE MORE SUPPORT LIKE THROUGH LIAISONS THROUGH ALL OF OUR OFFICES THAT CAN BE AVAILABLE FOR THOSE SCHOOLS AT A HIGHER TOUCH LEVEL THAN THE SCHOOLS THAT ARE TARGETED. OTHER THAN THE FOUNDATIONAL BUDGET WHICH THEY CAN SPEAK TO, THERE ARE OTHER THINGS WE ARE TRYING TO DO OUT OF OUR OFFICE TO GIVE THOSE SCHOOLS MORE SUPPORT.

>> I DON'T HAVE TOO MUCH MORE TO

ADD, I THINK WE HAVE NOT DONE A LOT OF THE SORT OF ANALYSIS OF THE IMPACT OF THE BUDGET ON A PER PUPIL BASIS VERSUS SCHOOLS, THINK A LOT OF THE WAY THE STUDENT FUNDING, MARY ALREADY MENTIONED WE ACCOUNT FOR INDIVIDUAL STUDENT TEST SCORES IN TWO WAYS.

THE FIRST IS THROUGH OPPORTUNITY INDEX.

THE SECOND IS THROUGH THE HIGH SCHOOL LEVEL NINTH AND TENTH GRADERS WHO ARE AT HIGH RISK OF DROPPING OUT THEY ALSO RECEIVE AN ADDITIONAL WEIGHT .. KRUDER .. AND WE HAVE DONE MORE TO PUBLISH ONLINE SO THEY CAN DOWNLOAD FROM THE BUDGET WEBSITE NOW 0 ALL OF THE PER PUPIL COSTS.

WILL SAY THE BIGGEST DRIVER OF PER PUPIL COST OUT OF SCHOOL, THE BIGGEST DRIVER OF THE SCHOOL'S OVERALL BUDGET IS THE NUMBER OF STUDENT WITH HIGH NEEDS THAT THEY SERVE, BOTH SPECIAL LEARNERS AND SPECIAL EDUCATION STUDENTS AND OFTEN TIMES WE START THINKING ABOUT PERFORMANCE AS IT RELATES TO FUNDING WE REALLY WANT TO DISAGGREGATE THE PERFORMANCE BY GROUP, AND WE START TO GET A MUCH MORE NUANCED PICTURE OF SCHOOL PERFORMANCE, I THINK THE KEY QUESTION IS FOR WHICH STUDENTS GROUP -- FOR WHICH STUDENT IS A SCHOOL HIGH PERFORMING AND IN WHAT WAYS ARE THEY GETTING HIGH PERFORMANCE?

I THINK KIND OF A SIMPLE TOTAL BUDGET, TOTAL ENROLLMENT, YOU KNOW, STATE ACCOUNTABILITY IS JUST TOO BLUNT OF A MEASURE.

WE ARE REALLY TRYING TO UNDERSTAND SORT OF WHICH SCHOOLS ARE REALLY THE BEST FOR STUDENTS, SERVING STUDENTS IN A SPECIFICALLY ENGLISH LEARNER PROGRAM OR GETTING DOWN TO AN UNDERSTANDING OF WHICH SCHOOLS SERVE THE BEST ADA PROGRAM THAT WE CAN REPLICATE AND UNDERSTAND



AND THAT GOES, YOU KNOW, WE OBVIOUSLY FEEL VERY STRONGLY THAT FUNDING IS AN IMPORTANT ELEMENT OF THAT.

WE REALLY DRIVE FOR EQUITY ON A PER PUPIL BASIS FOR ALL OF OUR PROGRAMS, BUT WE REALLY WANT TO UNDERSTAND ONCE THE SCHOOLS GET THE FUNDING HOW DO THEY USE IT AND HOW CAN WE LEARN FROM THAT?

>> THANK YOU.

COUNCILOR JANEY.

>> THANK YOU SO MUCH.

MR. CHAIRMAN.

THANK YOU FOR THAT BREAKDOWN.

>> SURE.

>> THAT IS REALLY HELPFUL.

AS YOU GET THE INFORMATION OF THE ACTUAL SCHOOLS TO US IN TERMS OF THE BREAKDOWN OF WHETHER OR NOT THEY ARE MEETING THEIR TARGETS I THINK IT WOULD ALSO BE GOOD TO HAVE INFORMATION THAT ALLOWS US TO SEE OF ALL OF THE STUDENTS, OF ALL OF OUR BLACK STUDENT, OF ALL OF OUR LATINO STUDENTS, WHICH SCHOOLS THEY ARE IN, SO IF WE COULD HAVE THIS ALSO BROKEN DOWN BY X PERCENT OF BLACK STUDENT ARE IN -- MEETING TARGET, PARTIALLY MEETING TARGET, FOCUSED TARGETED IN SUPPORT, IF WE COULD HAVE THAT BREAKDOWN BY DEMOGRAPHIC OF STUDENTS AS WELL.

>> I WANT TO GIVE A SHOUTOUT TO THE WINTHROP FOR MOVING UP AND NO LONGER BEING DESIGNATED AS A LEVEL 4, THAT IS DISTRICT 7 SCHOOL, SO DEFINITELY WANT TO SHOUT THEM OUT.

LOTS OF THINGS HAVE HAPPENED HERE AND I KNOW WE ARE SHORT ON TIME.

IF WE JUST LOOK AT -- LET'S LOOK AT THE OPPORTUNITY 0 AND ACHIEVEMENT GAP IN TERMS OF EFA AND ADVANCED WORK.

WHAT SLIDE WAS THAT?

HOW MANY STUDENTS ARE NOW IN A,, IS IT ON THE SLIDE?

WHICH SLIDE IS THAT?

THESE SLIDES ARE NOT NUMBERED.

I AM SORRY.

>> 24.

>> .

YES.

IN THE BACK HERE.

SO THIS IS A NUMBER OF STUDENTS,  
THIS 198?

>> SO THIS IS A SNAPSHOT OF  
FOURTH GRADE THIS CURRENT YEAR.

>> YES.

>> SO THEY HAVE 198, EFA IS  
CURRENTLY SERVING 829 STUDENTS  
IN THAT GRADE.

>> AND IS THE GOAL TO CONTINUE  
TO EXPAND THE EFA SO THAT ALL  
FOURTH GRADE STUDENTS ARE  
GETTING THE --

>> YES.

SO THE ADDITIONAL PLAN BECAUSE  
THREE-YEAR PILOT. THIS IS THE  
THIRD YEAR SO WE HAVE A STUDY  
WITH NYU COMING OUT OVER THE  
SUMMER, AND WE WILL BE WORKING  
THE SPRING AND SUMMER TO COME  
AND PROPOSE A PLAN OF SCALING,  
BECAUSE AS I SAY NEXT CAREER  
WHEN WE ARE BEFORE YOU,  
HOPEFULLY WE WILL HAVE A SCALING  
PLAN FOR BOTH EDUCATIONALLY BUT  
ALSO BUDGET WISE IN HOW MANY  
YEARS WE CAN GET TO FULL-SCALE  
ACROSS THE DISTRICT.

>> WONDERFUL.

THAT WOULD BE GREAT.

>> IN TERMS OF THE ELL, WHICH I  
AM A BIG FAN OF BILINGUALISM AND  
BI LITERACY FOR ALL STUDENT AND  
I BELIEVE THAT SHOULD BE THE  
GOAL. CAN YOU TELL ME HOW THAT  
IS BEING ACTUALIZED BECAUSE  
RIGHT NOW ELL FEELS VERY MUCH  
LIKE A STRATEGY TO EDUCATION  
ENGLISH LANGUAGE LEARNERS WHICH  
IS VERY IMPORTANT BUT I AM NOT  
SURE WHERE WE ARE GETTING AT FOR  
ALL STUDENTS.

>> IN THIS.

>> SO NEXT REAR WE ARE VERY  
EXCITED TO POI LOT DEVELOPMENTAL  
BILINGUAL EDUCATION, WHICH IS  
SIMILAR TO TRANSITIONAL  
BILINGUAL EDUCATION WHICH IS  
WHAT WE HAD BEFORE QUESTION 2.  
HOWEVER, IN DEVELOPMENTAL  
BILINGUAL EDUCATION THERE IS

ALSO A FOCUS ON MAINTAINING AND DEVELOPING THE NATIVE LANGUAGE VERSUS TRANSITIONING OUT OF THE NATIVE LANGUAGE SO WE ARE GOING TO HAVE THREE PILOTS OF DEVELOPMENTAL BILINGUAL EDUCATION, THEY ARE GOING TO BE AT THE QUINCY LOWER, HARVARD KENT AND AT THE -- AND THE PJK.

>> I UNDERSTAND THE DESIRE AND I THINK IT IS VERY -- I THINK IT IS CRUCIAL IN TERMS OF HELPING ENGLISH LANGUAGE LEARNERS MAINTAIN AND PRESERVE THEIR NATIVE LAPPING.

BUT I AM ASKING IS HOW WE GET AT THIS, BEYOND THE STRATEGY FOR EDUCATING ELL BUT ALL STUDENT COMING OUT OF BPS, ANY STUDENT THAT GRADUATES AT THAT BPS I BELIEVE SHOULD BE BILINGUAL AND HAVE A MINIMUM OF TWO, IF NOT THREE LANGUAGES, ALL STUDENTS, HOW DO WE CREATE MORE DUAL LANGUAGE OPPORTUNITIES FOR ALL OF OUR YOUNG PEOPLE?

RIGHT NOW EVEN OUR DUAL LANGUAGE SCHOOLS, IT SEEMS THAT LARGE POPULATION, A LARGE POPULATION IN OUR DUAL LANGUAGE SCHOOLS ARE EITHER ELL'S OR THEY TEND TO BE PARENTS WHO ARE VERY -- AND KNOW IMPORTANCE OF SAVVY AND KNOW IMPORTANT IMPORTANCE OF GETTING THE SECOND LANGUAGE FOR THE CHILD BUT IT IS NOT STUDENTS WE ARE TALKING ABOUT WHEN WE ARE TALKING ABOUT CLOSING GAPS.

SO HOW DO WE GET AT MAKING SURE THAT EVERYONE HAS OPPORTUNITY?

>> SO WE ARE COMING UP WITH A FIVE-YEAR STRATEGIC PLAN ON HOW WE ARE GOING TO ADD DUAL LANGUAGE PROGRAMS EVERY YEAR AND WE HAVE TWO-WAY EMERGING PROGRAMS RIGHT NOW THAT DO EXACTLY WHAT YOU ARE SAYING, TASKED 50 PERCENT ENGLISH SPEAKERS AND 50 PERCENT ENGLISH LEARNERS, HOWEVER THERE IS ALSO THE OPTION OF ONE WAY IMMERSION WHICH GOES ALL NATIVE SPEAKERS AND THE OTHER OPTION WE ARE LOOKING AT IS ALSO HERITAGE

LANGUAGE, WHICH AGAIN IS A MORE OF A FOCUS ON THE NATIVE SPEAKER.

SO THOSE ARE BOTH MODELS THAT WE ARE GOING TO BE EXPANDING IN THE DISTRICT.

>> WONDERFUL.

AND I KNOW MY TIME IS COMING SHORT SO I WANT TO MAKE SURE WE ARE GETTING AT THE ACHIEVEMENT GAP QUESTION.

ON SLIDE -- GRADE 10 MCAS SCORES.

SO WHAT I DON'T SEE ARE ACTUAL NUMBERS FOR WHAT THE GAPS ARE. I SEE GRAPHICS WHICH THE COLORS GOING UP AND GOING DOWN.

>> YES.

IF WE LOOK AT MATH IN PARTICULAR, I WOULD LIKE TO SEE WHAT THE ACTUAL GAPS ARE.

SO WHAT THE ACTUAL NUMBERS ARE, THE GAPS WHEN WE ARE LOOKING AT -- AND NOT JUST BY RACE BUT BY PROGRAM AREA SO I WOULD LIKE TO UNDERSTAND HOW THE STUDENTS WITH DISABILITIES ARE DOING AS WELL AS THE ENGLISH LANGUAGE LEARNERS.

IF WE JUST LOOK AT MATH FOR EXAMPLE WHAT IT LOOKS LIKE TO MY EYES AND IT IS HARD TO TELL WITHOUT NUMBERS, TO THE ACTUAL GAP BUT IT LOOKS LIKE THE GAP IS WIDENING.

>> SO WHAT I SEE ARE FOR ASIAN STUDENTS AND FOR WHITE STUDENT AN UP TICK IN THE MATH. FOR 2018.

AND THEN I SEE FOR PURPLE AND LATINO, HISPANIC AND THE GREEN LINE FOR BLACK STUDENTS GOING DOWN.

SO IF HE SEE THOSE GOING UP AND THE OTHER GROUPS GOING DOWN THAT IS A WIDENING OF THE GAP.

BUT AGAIN I DON'T HAVE THE NUMBERS HERE BECAUSE THE NUMBERS ARE NOT IN FRONT OF ME SO IT WOULD BE IMPORTANT TO HAVE THE NUMBERS -- WHAT ARE WE DOING ABOUT THIS WIDENING OF THE GAP?

>>

>> IN OUR FOLLOW-UP ANALYSIS BUT

FOR 2018, YOU ARE CORRECT, SO  
FOR ALL STUDENTS, PERFORMANCE  
WENT FROM 67 TO 65 PERCENT  
PROFICIENCY.

>> THIS IS MATH?

>> YES.

>> THAT'S WHERE WE GOT THE TWO  
PERCENTAGE POINTS DECLINE  
OVERALL WHEN YOU BREAK IT DOWN  
BY RACE OR ETHNICITY AND AGAIN  
WE WILL PROVIDE THESE NUMBERS TO  
-- FOR FOLLOW-UP.

FOR AFRICAN-AMERICAN AND BLACK  
STUDENTS, THE PROFICIENCY RATE  
DECLINES FROM 61 PERCENT TO  
57 PERCENT.

AND FOR ASIAN STUDENTS INCREASED  
FROM 91 TO 93 PERCENT TO OUR  
LATINO STUDENT THE PROFICIENCY  
RATE DECLINED FROM 59 TO  
58 PERCENT, SO ONE PERCENTAGE  
POINT DECLINE.

>> SO MY TIME IS UP AND I WANT  
TO SAY, I HAVE OTHER COLLEAGUES  
HERE I THINK GETTING THE NUMBERS  
WOULD BE REALLY HELPFUL BUT EVEN  
MORE THAN THAT, WHAT I WANT TO  
UNDERSTAND IS WHAT DO WE MAKE OF  
THAT?

WHY DID THE GAP WIDEN AND WHAT  
ARE WE GOING TO DO ABOUT IT?  
OBVIOUSLY I WITH A DIDN'T DATA,  
BUT REALLY I THINK THIS  
CONVERSATION WHAT IS IMPORTANT  
ABOUT THIS CONVERSATION IS WE  
ARE GETTING AT WHY DID WE SEE  
GAP INCREASE AND WHAT ARE WE  
GOING TO DO DIFFERENT TO MAKE  
SURE WE ARE CLOSING THE GAPS?

>> SURE.

>> THANK YOU, MR. CHAIR.

>> THANK YOU AND WE HAVE BEEN  
JOINED BY COUNCILOR AT LARGE  
MICHAEL FLAHERTY, THE CHAIR  
RECOGNIZES COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR CIOMMO  
AND THANK YOU ALL FOR BEING HERE  
AND FOR YOUR PRESENTATIONS AND  
THE HARD WORK THAT YOU GUYS DO,  
PANNED INTEEBING FOR MYSELF  
HIGHLIGHT ALL OF THE POSITIVES,  
HONING THEM AND WHAT IS NOT  
WORKING BECAUSE TIME IS OF THE  
ESSENCE I WANT TO START YOU BY

THANKING YOU FOR THE HARD WORK YOU DO EVERY DAY.

JUST FOLLOWING UP ON FRANKLY SOME LINES OF QUESTIONING FROM COUNCILOR JANEY WHICH I AGREE WITH HER, IT IS ALWAYS SAD TO EITHER SEE THE NUMBERS STAY THE SAME FOR OUR BLACK AND LATINO STUDENTS ACROSS SOME OF THESE MCAS MEASUREMENTS OR, OF COURSE FOR THEM TO GO DOWN IN CERTAIN SUBJECT AREAS.

SO WE WOULD LOVE TO CONTINUE THE CONVERSATION AROUND WHY THAT IS THE CASE, AND WHERE YOU, FROM WHERE YOU SIT, WHAT DO YOU THINK IS IS THE PROBLEM THERE AND HOW DO WE GO ABOUT CLOSING THOSE GAPS.

>> .

I WAS ABOUT TO START. I REALLY APPRECIATE THE QUESTION.

IT IS WHAT WE -- IT IS WHAT I TIME SPENDING MY TIME THINKING ABOUT ALL DAY EVERY DAY AND WHAT OUR TEAM ACROSS DEPARTMENTS IS TACKLING AND ATTACKING REALLY SPECIFICALLY EVERY DAY.

SO IT IS A COMPLEX INTERCONNECTED REALLY CHALLENGING PROBLEM THAT OUR PEERS ACROSS THE COUNTRY ARE WORKING WITH US AND ALONGSIDE US TO UNDERSTAND ALL THE DIMENSIONS OF.

AND THERE ARE PARTICULARITIES TO BOSTON AND OUR CLASSROOMS AS WELL.

SO I WILL SAY A FEW THINGS AND I WILL PASS IT OVER TO MY COLLEAGUE DR. ROSE TO ADD SOME ADDITIONAL PIECES.

CURRICULUM REALLY, REALLY MATTERS.

THE QUALITY OF OUR TEACHERS REALLY MATTERS, AND SO -- AND THERE ARE OPPORTUNITIES TO GROW ALSO REALLY, REALLY MATTERS.

WE SEND THE LIONS SHARE OF RECOMMENDING, RECOMMENDING THAT OUR SCHOOLS ADAPT HIGH QUALITY CURRICULUM OVER THE LAST HANDFUL OF YEARS.

AND WHAT WE KNOW FROM OUR RECENT SET OF RESEARCH THEY DID REALLY SPECIFIC TO OUR CLASSROOMS IS THAT IN MANY CASES THE CURRICULUM HAS BEEN PURCHASED, ADAPTED AND PARTIALLY IMPLEMENTED.

WE RECOGNIZE THAT IN CLASSROOMS WHERE THAT PARTIAL IMPLEMENTATION IS HAPPENING WE HAVE PARTIAL RESULTS.

SO OUR WORK IS IN SUPPORTING SCHOOL LEADERS AND TEACHERS AND TEACHERS IN UNPACKING THAT CURRICULUM AND MAKING IT REALLY RELEVANT TO OUR STUDENTS, HELPING THEM TO CUSTOMIZE IT ZAYAS .. SO IT IS CULTURALLY RELEVANT AND JUST ON TIME FOR WHAT STUDENTS REALLY NEED.

SOME OF THE WORK THAT WE HAVE AHEAD OF US -- AND IT IS EMBEDDED IN WHAT YOU HAVE HEARD US TALK ABOUT IN PREVIOUS HEARINGS AROUND THE ESSENTIALS AND HOW WE HAVE CODIFIED OUR INSTRUCTIONAL VISION INTO A FRAMEWORK INSTEAD OF PRACTICES THAT WE ARE CONSISTENTLY TRAINING TEACHERS ON.

WE HAVE SOME WORK TO DO TO DEVELOP TOOLKITS TO SUPPORT TEACHERS IN HOW TO DO THAT AT THE CLASSROOM LEVEL.

HOW TO TAKE THE CURRICULUM AND REALLY HAVE IT COME TO LIFE IN THE WAYS THAT OUR YOUNG PEOPLE DESERVE, SO THAT THEIR EXPERIENCES WITH MATHEMATICS OR EXPERIENCES WITH TEXT IS ACTUALLY REMARKABLY DIFFERENT THAN WHAT IT IS.

JUST TO INTERJECT THERE BECAUSE DIME IS OF THE ESSENCE, I HAVE BEEN VISITING SCHOOLS WHERE THE SAD PART IS YOU WOULDN'T KNOW SOME OF THESE SCHOOLS THAT HAVE POPULATIONS THAT TEND TO BE, A ARE MOST NEEDY WHETHER SOME OF THE ENGLISH LANGUAGE LEARNERS, SOME OF OUR POORER STUDENT AND THAT HAVE SEEN SOME REALLY GREAT RESULTS ON THE MCAS SCORES, AND

I GO INTO A BUILDING, WHO KNEW THIS IS INCREDIBLE, THIS SHOULD BE ON THE COVER OF EVERY MAGAZINE, EVERY NEWSPAPER ARTICLE AND ALL ACROSS CITY HALL.

SO IS THERE A LIST OF THE SCHOOLS -- AND I ONLY HAVE BEEN TO SOME OF THOSE BECAUSE MANY ARE OUTSIDE OF MY DISTRICT BUT IS THERE A LIST OF SCHOOLS THAT ARE DOING THIS REALLY WELL, THAT, FOR EXAMPLE, THESE LAST METRICS HAVE SHOWN AN INCREASE GOING IN THE OPPOSITE DIRECTION FROM, FOR MATH OR SCIENCE IN AND, AND WHAT CAN WE LEARN FROM THOSE AS TO HOW THEY MADE THAT HAPPEN?

>> YES.

SO WE CAN GET YOU A LIST OF OUR BRIGHT SPOTS AND WHERE QUALITY PRACTICES ARE HAPPENING AND I WOULD URGE US TO THINK ABOUT THOSE QUALITY PRACTICES BEYOND WHAT RESULTS IN HIGH SCORES. BECAUSE NOT EVERYTHING THAT -- TESTING MATTERS, RIGHT? AND NOT EVERYTHING THAT MATTERS IS TESTED, RIGHT?

>> THAT I UNDERSTAND --

>> WE ARE LOOKING AT THESE --

>> WE ARE LEARNING BOTH FROM THE CLASSROOMS WHERE WE ARE SEEING THOSE FROM, RIGHT, AND ALSO FROM CLASSROOMS WHERE YOUNG PEOPLE AND FAMILIES AND TEACHERS ARE TALKING ABOUT THE HIGHER QUALITY EXPERIENCES THEY ARE HAVING AS WELL.

>> DID YOU WANT TO ADD?

>> YES.

WE NEED TO CHANGE LONG-TERM STUDENT EXPERIENCE IN OUR CLASSROOMS FROM K-8, RIGHT? SO IT STARTS WITH A MINDSET AND TRAINING WITH TEACHERS, RIGHT? THOSE ARE THE VEHICLES, RIGHT.

>> SO IF I DON'T BELIEVE THE STUDENTS IN FRONT OF ME CAN ACHIEVE AT A CERTAIN LEVEL HOW WILL THEY REACH IT, RIGHT.

>> THAT'S SOME OF THE MINDSET WE TRY TO DO CURRICULUM THAT SPEAKS



AND ENGAGES STUDENTS -- USES THE SCHEME OF THEIR COMING IN CULTURALLY TO BRING THEM INTO THE SUBJECT MATTER, THOSE THINGS MATTER, SO THAT IS SOME OF THE WORK THAT WE STARTED AND I WOULD SAY NOT ONLY LOOKING AT SCHOOLS BUT YES, SIR WALKING AROUND THE DISTRICT AND LOOKING TEACH TORE TEACHER THERE ARE BRIGHT SPOTS IN EVERY BUILDING.

HOW DO WE TAKE WHAT THEY ARE DOING AND REALLY SCALE IT ACROSS THE BUILDING AND ACROSS THE DISTRICT?

>> THANK YOU.

AND THIS IS JUST A REQUEST FOR THE CHAIR.

ON THE LIST OF THE SCHOOLS BASED ON ACCOUNTABILITY LEVELS, COUNCILOR JANIE ASKED FOR DEMOGRAPHICS.

WE ALSO HAVE IT BY GEOGRAPHIC LOCATION.

SO WHERE ARE THESE SCHOOLS LOCATED?

THANK YOU.

>> BY DISTRICT --

>> DISTRICT, ZIP CODES.

>> ARE THEY CONSENT FLAYED CERTAIN NEIGHBORHOODS?

>> GREAT.

COUNCILOR O'MALLEY.

>> THANK YOU, MR. CHAIR AND GOOD AFTERNOON, LADIES AND GENTLEMEN, THANK YOU FOR YOUR GOOD WORK. I WANT TO BUMP THROUGH AS MANY AS POSSIBLE SO IF I CUT YOU OFF I APOLOGIZE IN ADVANCE, BUT I APPRECIATE THE CHAIR'S DILIGENT TIMEKEEPING.

>> SO ONE QUESTION, WE NO LONGER USE LEVELS 1 THROUGH 4 DESIGNATION BUT HAVE FOUR CATEGORIES SO FOR UNDERSTANDING, 1 ISN'T NECESSARILY A ONE BUT IT IS A PRETTY CLOSE ASSUMPTION. SO THE FACT THAT WE NOW HAVE 52 SCHOOLS THAT ARE AT LEVEL ONE OR LEVEL 2, THE FIRST TWO CATEGORY STATUS, WHAT WAS THAT NUMBER LAST YEAR?

>> TO LEVEL ONE AND LEVEL 2?

>>

>> DIFFERENT METHODOLOGIES, THE DIFFERENT WEIGHTING AND THE INCLUSION OF DIFFERENT METRICS, THE OTHER POINT TO GET INTO FOR THAT PARTICULAR FOCUSED TARGETED SUPPORT WHICH IS GROUP WE HAVE THE MOST NUMBER OF SCHOOLS IN 2018 IS THAT THERE ARE DIFFERENT REASONS WHY A SCHOOL MIGHT BE IN THERE, SO THEY COULD BE THERE FOR A LOW GRADUATION RATE, FOR A LOW PERFORMANCE OR ACTUALLY FOR LOW TEST PARTICIPATION.

AND ACTUALLY HAD 10 SCHOOLS THAT ARE WERE IN THAT CATEGORY BECAUSE THEY HAD A PARTICULAR SUBGROUP --

>> UNDERSTOOD.

BUT WHAT BY POINT IS I UNDERSTAND YOU CAN'T COMPARE LEVEL ONE WITH THE TOP LEVEL OR LEVEL 4 WITH THE BOTTOM LEVEL OF THESE THINGS, BUT I THINK IT UNDERScores SOME CONCERNING DATA THAT WE ARE SEEING SOME

STAGNATION AS IT RELATES TO THIS AND THIS ISN'T AN INDICTMENT OF ANYONE SITTING HERE OR ANYONE SITTING BEHIND ME BUT I THINK THAT IT IS TROUBLING TO ME TO SEE THAT THOSE NUMBERS HAVE GONE

-- WE CELEBRATED SEVERAL YEARS AGO WE HAD THE MOST NUMBER OF LEVEL ONE SCHOOLS IN BPS HISTORY, CERTAINLY SINCE WE ARE DOING THAT AND NOW CHANGING THE DESIGNATION IN TERMS OF HOW WE RAINING OUR SCHOOLS FOR LACK OF A BETTER WORD, BUT -- AND I KNOW IT IS NOT AN EXACT SCIENCE BUT DOESN'T SEEM TO ME WE ARE SEEING AS FAR AS MOMENTUM WE, AS PERHAPS WE THOUGHT BEFORE.

>> ONE THING IS THAT IS A LITTLE TRICK QUESTION THE CHANGE TO THE NEW ACCOUNTABILITY SYSTEM ACTUALLY IN 2017 MOST SCHOOLS HAD NO ACCOUNTABILITY LEVELS DUE TO THE HOLD HARMLESS PROVISION SO WE WOULD HAVE TO GO BACK MULTIPLE SCHOOL YEARS, WHERE WE HAD SCHOOLS THAT REMAINED IN DESIGNATION BECAUSE WE WERE IN A HOLD HARMLESS --

>> I GET THAT, I GET THAT BUT AGAIN WHEN I JOINED THIS BODY WHICH THE ONLY PERSON SITTING HERE -- MAY HAVE BEEN THERE, I DON'T THINK DR. ROSE WAS THERE, WE MADE GREAT -- WE LAUDED THE FACT A PREVIOUS ADMINISTRATION THE BPS WAS GROWING AND IT HAS BEEN STAGNANT AND WE SORT OF NEED TO REMEMBER THAT AS WE TALK ABOUT ALL OF THE MONEY WE ARE PUTTING INTO IT AND AS WE TALK ABOUT THE BUDGET PROCESS AND NOW SEVERAL YEARS AGO WE LAUDED THE FACT OUR SCHOOLS SEEMED TO BE IMPROVING AND MORE LEVEL ONE SCHOOLS BUT YET BECAUSE WE ARE LOOKING AT IT DIFFERENTLY THOSE NUMBERS AREN'T QUITE AS IMPRESSIVE SO I GUESS AGAIN IT IS IMPORTANT THAT WE HAVE DATA, IT IS IMPORTANT WE HAVE UNIFORM DATA AND CONSISTENT DATA BUT I JUST WANT TO MAKE SURE THAT WE ARE TYPING RIGHT BY OUR STUDENTS WHICH I KNOW IS SOMETHING YOU ALL, WHICH IS WHAT YOU ALL WANT. IT IS INTERESTING TO SEE THE BREAKDOWNS CONTINUE.

GRADUATION RATE,  
CONGRATULATIONS, 75.1

PARTICIPANT IS TERRIFIC, A AND SOMETHING THAT IS GREAT AND WE SHOULD CELEBRATE.

HAVE WE BEGUN SORT OF MEASURING THE NUMBER OF STUDENTS WHO GO ON TO CAREER VERSUS COLLEGE AND THEN WHAT THE PERCENTAGE OF THOSE STUDENTS WHO -- THAT DATA WILL BE EARLY BUT GRADUATE GET A TWO-YEAR DEGREE, FOUR-YEAR DEGREE?

>> ABSOLUTELY.

YES.

AND WE ARE ALSO PREPARING -- THE IN A FEW WEEKS FOR THE PUBLISHING OF THE OPPORTUNITY, BOSTON PUBLIC OPPORTUNITY REPORT CARD WHICH WILL INCLUDE SOME INFORMATION AROUND COLLEGE, CAREER AND LIFE READINESS WHICH WILL INCLUDE BOTH SECONDARY ACHIEVEMENT AND PERSISTENCE AS WELL AS OTHER MEASURES THAT WE

KNOW ARE CRITICAL FOR OUR STUDENTS, WHICH ALSO INCLUDES THE PERCENTAGE OF STUDENTS WHO ARE -- DURING OUR HIGH SCHOOL SCHOOL, INTERNSHIP OR JOB READINESS TRAINING AND LOOK AT OUR STUDENTS AND THEIR POST SECONDARY PLANS AS THEY ARE GETTING READY TO LEAVE HIGH SCHOOL AND THE STUDENT THAT HAVE A SPECIFIC PLAN AFTER GRADUATION, AS YOU KNOW IS A RESEARCH THAT, RESEARCH INDICATOR OF SUCCESS, WHATEVER A STUDENT'S CHOSEN PATHWAY IS CHOSEN PATHWAY IS.

AND REPORTS WILL BE SHARED PUBLICLY LATER THIS MONTH.

>> AND SO I ASSUME FROM SOMEONE BEHIND ME IS WORKING WITH THE SCHOOLS IN TERMS TO KEEP TABS ON THOSE STUDENTS AS THEY GO ON TO COLLEGES JUST SO WE CAN -- IS THAT YOUR DEPARTMENT?

>> PROBABLY SOMEONE FROM THE HIGH SCHOOL OFFICE.

>> OKAY.

>> BUT IN TERMS OF MAKING INVESTMENTS INTO INITIATIVES AND ALSO INVESTING IN TERMS OF UNDERSTANDING OUR HISTORIC PATTERN FOR STUDENT SO WE CAN BE REALLY TARGETED IN THOSE INTERVENTIONS.

OKAY.

IN ARTS, EDUCATION, 96 PERCENT OF PREK THROUGH 8, WHAT ARE THOSE PERCENTAGES AS IT RELATES TO SCIENCE EDUCATION?

I JUST DIDN'T SEE IT ON THE SLIDE?

I ASSUMED IT WOULD BE --

>> I AM SORRY MISSED WHAT PERCENTAGE OF STUDENTS ARE AND A SCIENCE CURRICULUM, BOTH PREK TO EIGHTH GRADE AND HIGH SCHOOL?

>> ? OFFERED A SCIENCE CURRICULUM?

>> YES THERE IS A SLIDE, I DON'T KNOW THE NUMBER, WE LAUD THE FACT 96 PERCENT OF STUDENTS ENROLLED IN PREKINDERGARTEN THROUGH EIGHTH GRADE RECEIVE OR ARE OFFERED, ARE OFFERED ARTS

EDUCATION.

OF AND THAT NUMBER DROPS IN HIGH SCHOOL UNDERSTANDABLY SO TO 68 PERCENT DO WE HAVE THE SAME PERCENTAGES FOR SCIENCE?

>> I DON'T HAVE THOSE NUMBERS WITH ME RIGHT NOW BUT WE CAN GET THOSE TO YOU.

>> OKAY.

I WOULD SAY THAT SCIENCES ARE A REQUIREMENT ACROSS THE BOARD, AND WE EXPECT THAT ALL OF OUR YOUNG PEOPLE ARE ACCESSING SCIENCE CURRICULUM AND EXPERIENCES IN THEIR CLASSROOM EVERY DAY.

THE WE RECOMMEND, DESE RECOMMENDED A NUMBER OF MINUTES PER WEEK.

>> OKAY.

FOR OUR BPS GRADES.

OKAY.

THANK YOU AND THE NEXT ROUND I WANT TO GET INTO U P.K. AND ESI AND -- ACCESS.

THANK YOU, MR. CHAIRMAN.  
COUNCILOR FLYNN.

>> THANK YOU, COUNCILOR CIOMMO. AND THANK YOU TOO THE PANELLIES FOR YOUR WORK AND FOR BEING HERE WITH US TODAY.

I JUST WANT TO FOCUS A LITTLE ON ELL ISSUES, IF WE MAY.

I SPEND A LOT OF TIME IN THE DISTRICT BUT ESPECIALLY THE -- WITH STUDENTS AND WITH PARENTS AS WELL .. OF ELL, AND I AM JUST CURIOUS, WHAT WHAT TYPE OF ENGAGEMENT ARE WE DOING FOR PARENTS, MAYBE AS AN EXAMPLE, IN CHINATOWN, MANY OF THE PARENTS DON'T SPEAK ENGLISH.

SOME OF THE STUDENTS ARE, YOU KNOW, ELL LEARNERS AS WELL. BUT SOMETIMES THERE SEEMS TO BE A DISCONNECT WITH THE PARENTS GETTING THE SERVICES FOR THEIR CHILD.

I KNOW THERE WAS AN INCREASE IN TRANSLATION SERVICES IN THE BUNDLE, BUT WHAT ARE WE DOING ON THAT ISSUE TO IMPROVE, IMPROVE THE COMMUNICATION AND IMPROVE SERVICES?

>>

>> WE ARE CONSTANTLY STRIVING TO IMPROVE, ONE OF THE WAYS THAT WE DO THAT IS THROUGH OUR DISTRICT ENGLISH LEARNERS ADVISORY COUNCIL WHERE WE HAVE FAMILY MEMBERS WHO ARE PART OF THE ENGLISH LEARNER ADVISORY COUNCIL AND GIVE US ADVICE ON PROGRAMMING, WE HAVE AN EXECUTIVE COMMITTEE THAT IS ALSO REPRESENTED IN VARIOUS NEIGHBORHOODS THROUGHOUT THE CITY, THAT MEETS EVERY OTHER WEEK.

AND THEN WE HAVE -- THREE CONFERENCES A YEAR.

WE ARE UNLESS THE PROCESS OF SETTING UP ENGLISH LEARNER ADVISORY COUNCILS BASED ON LINGUISTIC GROUP SO HAVE ONE SPECIFIC FOR THE CHINESE COMMUNITY THAT BRING CHINESE SPEAKERS FROM VARIOUS SCHOOLS SO THEY CAN DISCUSS VARIOUS PROGRAMS .. AND WHAT IS WORKING BEST FOR THE STUDENTS AND ADVISE US ON THOSE, WE ALSO LEAD ENGLISH LANGUAGE CLASSES AND THE CONTENT IS HOW TO BEST SUPPORT YOUR STUDENT. THE SAME WITH OUR TECHNOLOGY GOES HOME CLASSES WHICH ARE LED IN THE NATIVE LANGUAGE.

ALWAYS THE CONTENT OF OUR PARENT LITERACY OR -- THE CONTENT GOES HOME AND THE CONTENT IS ALWAYS HOW TO BEST SUPPORT THE STUDENTS, ON HOW TO NAVIGATE THE SYSTEM WHICH CAN BE COMPLICATED. AND ALSO WHO TO CONTACT IN THE CASE THAT THEY NEED BETTER SUPPORT BECAUSE WE DO HAVE PARENT ENGAGEMENT SPECIALISTS IN ALL OF OUR MAJOR LANGUAGES, WE JUST RECENTLY ADDED ARABIC, WHICH IS THE ONLY ONE WE WERE MISSING.

AND SO THOSE PARENT ENGAGEMENT SPECIALISTS ARE THE ONE THAT WORK MOST CLOSELY WITH THE COMMUNITY TO ENSURE THAT WE ARE COMMUNICATING AND THAT THEY ARE GETTING MEANINGFUL ACCESS TO WHAT WE ARE DOING.

>> THANK YOU.

>> THANK YOU FOR THAT ANSWER.  
THE OTHER ISSUE AS IT RELATES TO  
THAT IS SPECIAL EDUCATION  
PROGRAMS FOR ELL STUDENTS FOR  
THEIR PARENT AGAIN.

IT DOES SEEM TO BE CHALLENGES  
THERE SEEMS TO BE CHALLENGE IN  
TRANSLATION SERVICES, HOW WE ARE  
COMMUNICATING, DO WE HAVE ENOUGH  
INTERPRETERS FROM?

DO WE HAVE ENOUGH MENTAL HEALTH  
COUNSELORS THAT CAN SPEAK A  
SECOND LANGUAGE AND CAN  
COMMUNICATE?

I THINK HAVING A SYSTEM IN PLACE  
-- I KNOW YOU ARE WORKING ON IT  
AND YOU A SYSTEM, BUT MAYBE WE  
NEED TO IMPROVE IT IN TERMS OF  
MAKING SURE WE PROVIDE CRITICAL  
SERVICES TO PARENTS AS WELL AS  
THE STUDENTS.

THERE DOESN'T GO A DAY I DON'T  
HEAR FROM SPECIAL EDUCATION  
STUDENTS, THEIR PARENTS ABOUT  
TRANSLATION SERVICES, SO THAT IS  
AN AREA I HOPE WE CAN FOCUS ON.

>> AND THEN JUST FINALLY, I KNOW  
YOU MENTIONED SOMALIAN COMMUNITY  
AND MYSELF AND FRANK BAKER  
ACTUALLY REPRESENT A DISTRICT  
COUNCILORS THE -- MCCORMACK AND  
OLD COLONY AND WE HAVE A LOT OF  
SOMALIAN STUDENTS THERE.

WHAT ARE WE DOING TO HELP BRIDGE  
THE GAP FOR THOSE FAMILIES, FOR  
THOSE STUDENTS ON THEIR LANGUAGE  
CHALLENGES AND CULTURE AND HOW  
CAN WE IMPROVE THE SYSTEM FOR  
THOSE STUDENTS AND PARENTS AS  
WELL?

>> SO ONE OF THE THINGS THAT WE  
ARE LOOKING INTO MOVING FORWARD  
IS HOW MUCH NATIVE LANGUAGE  
ACCESS WE CAN PROVIDE NOT ONLY  
TO OUR STUDENTS BUT TO OUR  
FAMILIES?

ONE OF THE THINGS WE ARE LOOKING  
AT IN THE FUTURE IS A MOVE BACK  
TO BILINGUAL SPECIAL EDUCATION.

I KNOW WE HAD DONE SEI  
INCLUSION, HOWEVER WE DO BELIEVE  
NATIVE LANGUAGE INSTRUCTION AND  
SUPPORT IS KEY TO MAKE SURE OUR

STUDENTS ARE DOING WELL SO THAT IS ONE OF THE THINGS THAT WE ARE DOING FOR SPECIAL EDUCATION. AS FAR AS FOR THE TRANSLATIONS AND INTERPRETATIONS FOR OUR SPECIAL EDUCATION IEP MEETINGS FOR RUNS ONE OF THE THINGS WE DO IS TRACK VERY CLOSELY ALL OF THE REQUESTS THAT ARE COMING IN TO SEE HOW QUICKLY THEY ARE BEING TURNED AROUND TO MAKE SURE NOTHING IS GOING UNTRANSLATED OR INTERPRETED.

WE ALSO ARE BUILDING INTO THE EASY IEP SYSTEM, IT IS NOT GOOGLE TRANSLATE BUT AUTHENTIC TRANSLATIONS THAT CAN BE AUTOMATICALLY DONE FOR IEPs IN SPANISH AND A WE ARE GOING TO TRY TO EXPAND IT TO OTHER LANGUAGES LATER.

ANOTHER THING THAT WE ARE DOING IS THE TELEPHONIC, WHICH HAS BEEN SUCCESSFUL, BUT FINALLY, WE ARE MAKING SURE WE ARE COMMUNICATING THESE RESOURCES BECAUSE A LOT OF TIMES IT IS A MATTER OF WE HAVE THE RESOURCES BUT NOT EVERYONE IS CLEAR ON HOW TO USE THEM OR WHAT THOSE RESOURCES ARE.

SO THE OTHER THING WE HAVE BEEN DOING IS KEEPING TRACK OF WHO IS ACTUALLY ACCESSING THE RESOURCES, WHICH PRINCIPALS, WHICH EDUCATORS THE IN REACHING OUT TO THE SCHOOLS WHERE WE SEE THEY ARE NOT UTILIZING THE RESOURCES THAT WE CAN BETTER SUPPORT THEM IN DOING SO.

>> OKAY.

I THINK I MISSED ONE OF THE PARTS OF YOUR QUESTION.

>> I THINK YOU COVERED IT ALL. I KNOW YOU MENTIONED TELEPHONE INTERPRETATION.

I THINK THAT SERVICE IS IMPORTANT, BUT I WOULD NEVER WANT TO SEE THAT SERVICE AS A SUBSTITUTE AS A LIVE BODY IN THERE DOING THE TRANSLATION. AND THEN ALSO IN MY FINAL POINT, I CAN WAIT, MORE OF A COMMENT. WHEN WE HAVE A COMMUNITY



BUILDING OR A MEETING AT A SCHOOL WHERE THE SCHOOL, A HIGH PERCENTAGE OF THEM SPEAK A LANGUAGE OTHER THAN ENGLISH, CAN THERE BE A POLICY GOING FORWARD THAT BPS ALWAYS PROVIDES AN INTERPRETER FOR THAT COMMUNITY MEETING?

I HAVE BEEN TO A FEW AND THEY HAVEN'T BEEN -- THERE HAVEN'T BEEN THE RIGHT INTERPRETERS AT THE RIGHT TIME, IF GOING FORWARD IF WE CAN CONSIDER HAVING AN INTERPRETER FOR THAT COMMUNITY, WHETHER IT IS -- WHETHER IT IS FOR THE SCHOOL ITSELF OR SERVICES FOR THOSE STUDENTS, BUT SOMETHING THAT WOULD BE VERY THAT WOULD BE SOMETHING VERY IMPORTANT TO ME.

YES, WE DEFINITELY WANT TO MAKE SURE THAT IS ALREADY OUR POLICY, AND SO IF THERE ARE EVER TIMES WHEN THAT IS NOT HAPPENING, IF YOU COULD PLEASE LET US KNOW BECAUSE WE WILL MAKE SURE TO REACH OUT TO THAT SCHOOL TO LET THEM KNOW HOW THEY CAN ACCESS THE SUPPORT.

WE DON'T ALWAYS KNOW ALL OF THE DIFFERENT MEETINGS THAT ARE OCCURRING BUT IF THEY LET US KNOW WE ABSOLUTELY ALWAYS PROVIDE RESOURCES IN INTERPRETATION IN ALL OF THE LANGUAGES THEY REQUIRE.

>> THANK YOU VERY MUCH.

>> THANK YOU AND WE HAVE BEEN JOINED BY COUNCILOR LYDIA EDWARDS.

I MEAN NOT RECOGNIZE, I WILL NOW RECOGNIZE MICHAEL FLAHERTY.

>> THANK YOU, GOOD MORNING, EVERYONE EVERYONE.

I THINK TO CLOSE THE ACHIEVEMENT GAP WE NEED TO START AS EARLY AS POSSIBLE AND ALSO WRAP AROUND, WRAP THESE STUDENTS AROUND WITH AS MUCH SERVICES AS WE POSSIBLY CAN.

AND ALSO PUT IN SORT OF METRICS IF WE CONTINUE TO PASS THE CHILDREN THAT -- WITH -- THAT DON'T HAVE SORT OF A STRONG

GRASP OF THE SUBJECT MATTER THAT WE ARE DOING EVERYONE PARTICULARLY THAT CHILD A HUGE DISSERVICE BECAUSE THERE IS A PERIOD OF TIME WE ARE JUST SORT OF PASSING KIDS ALONG THROUGH THE SYSTEM AND HOPEFULLY THAT IS -- THAT TRAJECTORY HAS CHANGED AND THAT WILL PUT MORE FOCUS ON THE EARLY EDUCATION PIECE. SO I WANT TO FOCUS ON HOW MANY PREK SEATS WILL BE ADDED TO FISCAL YEAR 20. AND WHAT THE TOTAL OF, WHAT THE TOTAL NUMBER OF PREK SEATS. WE ARE HEARING WE ARE ADDING MORE PREK SEATS BUT IF YOU TALK TO PARENTS INTRODUCES CITY, I AM A AT LARGE COUNCILOR, A LOT OF PEOPLE DON'T KNOW WHAT THAT MEANS AND HAVING ACCESS TO THOSE SEATS WHEFNT ADD 450 U P.K. STUDENTS FOR THIS UPCOMING YEAR BUT I WOULD LIKE TO CALL MY COLLEAGUE, JASON SAX WHO LEADS OUR OFFICE OF -- OUR DEPARTMENT OF EARLY CHILDHOOD TO ANSWER SPECIFIC QUESTIONS ABOUT HOW MANY SEATS TOTAL WHERE WILL THOSE 450 SEATS BE? -- SO -- 450 SEATS PLANNING WILL BE COMMUNITY BASED ORGANIZATIONS, AND WE ARE IN PROCESS OF FIGURING OUT WHERE THEY WILL BE BASED ON THE APPLICATIONS, WITH WE WILL GET THE APPLICATIONS IN MAY 1ST. AND THEN WE WILL DETERMINE THROUGH A SELECTION PROCESS WHICH NEIGHBORHOODS, IT WILL BE ON THE STRENGTH OF THE APPLICATIONS. AND ALSO THE NEIGHBORHOOD AND THE NEED. SO ONCE WE KNOW THAT, WE WILL KNOW THAT IN ABOUT JULY, AND THEN WE CAN GIVE YOU THAT INFORMATION ABOUT WHERE THEY ARE GOING TO BE. >> THESE SEATS WILL BE READY TO GO BY SEPTEMBER? >> YES. THAT'S THE PLAN, 450 SEATS, IN COMMUNITY BASED PROGRAMS BY

SEPTEMBER 1.

>> AND MY SUGGESTION, I SAID  
IEPS WE NEED TO GET STARTED ON  
THOSE AS SOON AS POSSIBLE.  
THOSE ARE PAINSTAKINGLY SLOW IN  
ORDER TO GET TO THE END RESULT.  
WE WOULD LIKE TO HAVE A KID  
HITTING THE GROUND ON ALL  
CYLINDERS THAT FIRST WEEK IN  
SEPTEMBER AS OPPOSED TO GOING  
THROUGH THAT IAP PROCESS  
THROUGHOUT THE ENTIRE SCHOOL  
YEAR AND WE GET AN APPROPRIATE  
PLACEMENT IN THE SPRING.

>> ABSOLUTELY.

AND I THINK WE SEE THIS BEING IN  
COMMUNITY BASED PROGRAMS  
ACTUALLY AS AN OPPORTUNITY TO  
WORK WITH STUDENT BEFORE THEY  
ARE COMING TO BPS THROUGH THE  
PUBLIC HEALTH SYSTEM BECAUSE  
THEY ARE ALREADY IN COMMUNITY  
BASED PROGRAMS SO WE WILL BE  
IDENTIFYING EARLY -- CHILDREN  
EARLIER AND THINKING ABOUT  
SERVICES SO THAT'S A GREAT  
OPPORTUNITY TO WORK ON THAT.

>> AND THE 450 HOW MANY  
COMMUNITY BASED ORGANIZATIONS DO  
WE NEED TO STEP UP --

>> SO WE ARE THINKING IT WILL BE  
ABOUT 25 CLASSROOMS.

AND THE NUMBER OF ORGANIZATIONS  
-- BECAUSE IT MAY BE PROBABLY  
AROUND 15, WE WILL HAVE TO SEE,  
BECAUSE THERE WILL BE MULTIPLE  
CLASSROOMS.

BUT WE WON'T KNOW UNTIL THE  
APPLICATIONS COME IN.

>> BUT WE ARE GOING ON THAT,  
RIGHT?

>> YES.

WE ARE ABSOLUTELY COMMITTED TO  
-- JUST SO YOU KNOW, IN THE  
INTENT TO APPLY THERE WAS  
ROUGHLY 800 CHILDREN SO WE THINK  
THERE IS GOING TO BE ENOUGH  
PROGRAMS OUT THERE THAT ARE  
GOING TO APPLY BUT WE WON'T KNOW  
UNTIL THE APPLICATIONS COME IN.

>> OKAY.

AND THEN CHILDREN THAT ARE IN  
THESE 450, HOW DOES THAT AFFECT  
THE DUAL ENROLLMENT --

>> WE HOPE IT INCREASES THE ENROLLMENT IN BPS, MANY OF THESE KIDS WOULD PROBABLY HAVE GONE DO BPS IN KINDERGARTEN AND MANY WHO ARE IN THE K -- COMMUNITY BASED PROGRAMS ACTUALLY LEAVE TO GO TO BPS DURING THE YEAR. SO WE ARE HOPING, THOUGH THAT IN THE END THIS INCREASES ENROLLMENT IN THE BOSTON PUBLIC SCHOOLS.

>> OKAY.

THEN ON THE BACK END OBVIOUSLY OF THE I GUESS K-12 PART OF IT WE MENTIONED MY COLLEAGUE MENTIONED 75 PERCENT GRADUATION RATE BUT ONE OF THE BAROMETERS AND METRICS I USED IS THAT THE RATE WE ARE GRADUATING MORE KIDS BUT IT IS NOT SO GREATER THE THEY ARE NOT GETTING INTO THE SOME OF THE BEST COLLEGES IN THE WORLD.

YOU CAN BE A LIVING IN THE NORTH LOOK AT NORTHEASTERN AND NO SHOT TO GET IN AND NOTHING MORE DISTURBING THAT THAN THAT, SO I GUESS I WANT TO GET YOUR THOUGHTS, SOMEONE'S THOUGHT ON THE E THE.

13, A VOLUNTARY YEAR 13 WITH A VERY RIGOROUS COLLEGE CURRICULUM PROGRAM THE FOR SERIOUS STUDENT THAT ARE SERIOUS ABOUT GOING TO ONE OF THE BOSTON'S GREAT COLLEGES OR UNIVERSITIES AND NOT NECESSARILY HAVE THAT A PART OF THE BUDGET BUT MAYBE PART OF OUR PILOT PROGRAM, WHERE COLLEGE AN UNIVERSITIES WILL PARTNER WITH US AND IDENTIFY EITHER A LOCATION OR 0 A SCHOOL WE ARE CLOSING OR MOTHBALLING TO HAVE AGAIN A ONE-YEAR INTERN COLLEGE PREP AND IT IS FOR KID WHO REALLY WANT TO GO TO ONE OF THESE SCHOOLS OR MAY HAVE AN OPPORTUNITY FOR A SCHOLARSHIP AT ONE OF THESE SCHOOLS OR MAYBE AN ENGLISH LANGUAGE LEARNER THAT JUST NEEDS AND ADDITIONAL YEAR OF JUST INTENSE PREPARATION TO GET THOSE SAP SCORES, GET THE MATH, SCIENCE SCORES UP, I THINK WE ARE MISSING THE BOAT THERE

AND I KNOW WE ARE BOASTING OF SOME GREATER GRADUATION RATES WHICH IS GREAT AND THAT'S A TOTAL HUGS AND HIGH FIVES MOMENT BUT IF THAT IS KID IS NOT GOING TO BU OR THE OTHER GREAT COLLEGES HERE, WE MUST DO BETTER.

WITH NEVER A GLOBAL ECONOMY AND YOU LOOK AT THE BOSTON SKYLINE, YOU NEED TO LOOK AND THE IMPORTANT OPPORTUNITIES ARE THERE BUT ONLY GOING TO BE THERE IF THEY COME OUT OF THESE SCHOOLS, SO THE I WOULD LOVE TO GET YOUR THOUGHTS ON THE YEAR 13, NOT PINNING ANYONE DOWN BUT YOUR THOUGHTS.

WHEN I WITH FOAPT, WHEN I WENT TO SCHOOL IT WAS FOR ATHLETIC PURPOSES, ONE MORE YEAR OF SPEED AND STRENGTH AND MAYBE A LONGER SPORTS SCHEDULE, AND IT WAS ALSO TO GET INTO DIVISION 1 SCHOOLS, BUT THE TREND HAS BEEN THAT FOLKS EITHER ARE HOLDING THEIR CHILDREN BACK OR PARTICIPATING IN AN ADDITIONAL YEAR AND I THINK THAT SHOULD BE AFFORDED IN THE BOSTON PUBLIC SCHOOLS.

>> SO I WILL START OUT AND OPEN IT UP TO OTHERS TO COMMENT.

AND I WILL JUST SAY, IT IS DEFINITELY AN INTERESTING IDEA, ONE THAT WE SHOULD SPEND MORE TIME LOOKING INTO. YOU KNOW, ONE OF THE THINGS WE OBVIOUSLY ARE SAYING WE WITH A WPSU TO DO IS PREPARE YOUNG PEOPLE AS MUCH AS WE CAN TO GO THROUGH A K-12 EDUCATIONAL SYSTEM AND NOT HAVE THEM, WHEN WE THINK ABOUT THEM BEING COMPETITIVE WITH PEERS, YOU KNOW, MISSING A YEAR, BEING HELD BACK BUT IF THERE ARE OPPORTUNITIES TO ALLOW YOUNG PEOPLE TO ELECT INTO PROGRAMS THAT GIVE THEM AN ADVANTAGE AND THAT PREPARE THEM, I THINK A LOT OF THE -- A LOT OF THE COLLEGES AND UNIVERSITIES ALREADY DO SIMILAR TRANSITION PROGRAMS. OFTENTIMES OVER THE SUMMER, NOT AN ENTIRE YEAR, AND THEN WHEN WE

LOOK AT THE DATA AROUND MANY OF OUR YOUNG PEOPLE, I THINK THE OPPORTUNITY OF YOUTH REPORT WAS REFERENCED, YOU KNOW, WE LOOK AT THE FACT THAT WHEN THEY GET TO, SOMETIMES THE TWO-YEAR AND FOUR-YEAR COLLEGES, HAVING TO TAKE THE REMEDIAL COURSES, THAT'S SOMETHING THAT WE WANT TO GO AS MUCH AS WE CAN UP FRONT BEFORE THEY GO TO POST SECONDARY OPTIONS, TO ADDRESS AND ALSO MAKING SURE WE ARE PREPARING YOUNG PEOPLE TO BE SUCCESSFUL, YOU KNOW, IN A NUMBER OF DIFFERENT, A VARIETY OF DIFFERENT POST SECONDARY OPPORTUNITIES.

AND SO I JUST WANTED TO SAY THAT AND SAY IT IS SOMETHING WE DEFINITELY ARE LOOKING FORWARD TO LEARN MORE ABOUT.

>> IN THINKING ABOUT THE GAP YOU ARE RAISING BETWEEN OUR GRADUATION RATES AND THE REAL LIFE EXPERIENCES OF YOUNG PEOPLE WHEN THEY LEAVE OUR SCHOOLS, AND HOW I THINK, YEAH, IT HAUNTS ALL OF US, IN THE VALEDICTORIAN'S REPORT SHED CLEAR LIGHT ON THAT THIS YEAR.

WHAT WE HAVE SEEN IN THE TEST SCORES OVER THE LAST FEW YEARS IS FAIRLY STAGNANT, RIGHT?

AND TO YOUR POINT, THERE HAVE BEEN POLICIES, NOT POLICIES, PRACTICES, RIGHT, OF MOVING STUDENTS FORWARD AND THEN WE HAVE A TENTH GRADE COMPETENCY EXAMINATION.

WE HAVE NOTICED THAT WE TEND TO BACKSLIDE IN THE ACCOUNTABILITY METRICS THAT ARE NEW BECAUSE WE FOCUS ON THAT WHICH IS TESTED, RIGHT?

>> FRAMEWORKS HAVE BEEN CHANGING, THE STANDARDS HAVE BEEN CHANGING OVER THE PAST FEW YEARS AND WE TEND TO DO BETTER THE SECOND YEAR THAT A NEW SET OF ACCOUNTABILITY STANDARDS IS IN PLACE SO I WANT TO HIGHLIGHT THAT, AND THIS COMING YEAR, THIS SPRING, THE ENT THE, TENTH GRADE

MCAS IS GOING TO BE ALIGNED TO THE NEW NEXT GENERATION STANDARDS, AND AS A RESULT, RIGHT, WE ARE LIKELY TO SEE SIMILAR TRENDS.

WITH THAT SAID, WE ARE THE ADJUSTING CURRICULUM ALONGSIDE WITH OUR TEACHERS AND LEADERS. WE HAVE LEARNED FROM SOME OF OUR SMALLER NETWORKS THAT THE VALUE OF -- WE HEARD THIS FROM OUR LEADERS AND FROM TEACHER LEADERS THAT THERE IS EXTREME VALUE IN MAKING COMMON COMMITMENTS IN THOSE SMALL GROUPS OF SCHOOLS THAT ARE WORKING TOGETHER ON PROFESSIONAL LEARNING EXPERIENCES.

BECAUSE THEY COME IN AND LEARN TOGETHER.

SO MY POINT IN SAYING THAT IS, AS WE LOOK THROUGH OUR HIGH SCHOOLS AND THE WORK THAT THEY ARE DOING, HAVING COMMON COMMITMENTS ACROSS THE BOARD ABOUT WHAT GRADUATION LOOKS LIKE WILL HELP US TO HELP THEM TO CLOSE THAT GAP.

>> THANK YOU.

>> COUNCILOR EDWARDS.

>> THANK YOU VERY MUCH, AND I APOLOGIZE FOR BEING LATE TODAY I JUST WANTED TO, I JUST WANTED TO FOLLOW UP AND I IF MY QUESTIONS ARE COMPETITIVE I WILL ASK YOU BE PATIENT WITH ME AND BE WILLING TO REPEAT WHAT YOU SAID BEFORE.

I WANTED TO FOLLOW UP SPECIFICALLY ON THE ELL QUESTIONS. YOU KNOW, I REPRESENT EAST BOSTON SO I HAVE A VERY LARGE POPULATION OF KIDS WHO ARE AMERICANS WHO ARE LEARNING ENGLISH AND VERY PROUD OF THE DIVERSITY, SO I WANT TO COMMEND YOU ALREADY ON THE AMOUNT OF WORK AND AS YOU ARE ANSWERING COUNCILOR FLYNN'S PREVIOUS QUESTION I THOUGHT I WAS REALLY IMPRESSED AND THANK YOU VERY MUCH.

I WANT TO FOLLOW UP ON THE, HOWEVER, ON THE META LAWSUIT AND

CONSENT DECREE OR AGREEMENT TO WORK WITH META AND MAKE SURE WE HAVE ROBUST COMMUNITY BACK AND FORTH AND CHECKLISTS AND SO ON AND SO FORTH.

AND I WOULD THROVE JUST HEAR FROM YOU.

I KNOW THAT WE HAVE ONE, COULD YOU DESCRIBE HOW BPS -- MILLION DOLLARS TITLE ONE FUNDS AND I THINK YOU MAY ALREADY HAVE AT LENGTH SO COULD YOU ALSO, I KNOW THERE IS PART OF THE CONSENT DECREE IS THAT THERE WILL BE AN ANNUAL DETERMINATION AND THAT THE SCHOOL COMMITTEE WILL COLLECT FROM EACH SCHOOL MONETARY CHECKLISTS, SO COULD YOU SHARE THESE CHECKLISTS WITH WITH THE CITY COUNCIL AND HAVE YOU SHARED THE CHECKLIST RECENTLY AND THEN ALSO, UNDER THE ORDER OF THE BUDGET, EXPENDITURES FOR CHAPTER 1 FUNDS MUST BE DETERMINED IN CONSUL TWAITION THE COUNCIL WITH META, HAVE YOU SHARED THOSE CHECKLISTS WITH META AND WHAT IS THE PRACTICE TO SHARE THEM IN THE FUTURE?

>> SURE.

SO I WOULD LOVE TO SPEAK ABOUT THIS.

THIS IS SOMETHING WE HAVE DONE A LOT OF WORK ON IN THE PAST. SO WE ARE VERY LUCKY TO HAVE \$5 MILLION OF SUPPLEMENTAL MONEYS THAT GO TO OUR SCHOOLS JUST TO SUPPORT OUR ENGLISH LEARNERS AND AS THEY ARE ALLOCATED TO OUR SCHOOLS BASED ON TEN NUMBER OF ENGLISH LEARNERS THEY HAVE SO THAT MONEY IS EQUITABLY DRINKED TO ALL OF OUR SCHOOLS.

IN THE PAST TWO YEARS WE HAVE BEEN DOING A LOT OF WORK TO ENSURE THAT MONEY IS SPENT APPROPRIATELY AND THAT IT IS ALWAYS SPENT ON SUPPLEMENTAL SERVICES AND NOT SERVICES THAT ARE FOR.

THIS HAS BEEN AN AREA WHERE WE HAVE HAD 0 TO -- HAVE CONTINUED



FEEDBACK LOOPS WITH SCHOOLS AND GROW OVER THE YEARS.

THIS PAST YEAR WE ACTUALLY WERE VERY QUITE TO ADD A TITLE 1 BUDGET COORDINATOR THAT IS SHARED WITH THE OFFICE OF ENGLISH LEARNERS AND WITH THE OFFICE OF FINANCE.

NOW THIS PERSON IS ABLE TO PROCESS ALL OF THE REQUISITIONS THAT COME IN FROM SCHOOLS FOR THAT TITLE 1 MONEY AND BE ABLE TO ASSURE THAT IT IS BEING SPENT APPROPRIATELY AND ON SUPPLEMENTAL SERVICES.

SO THIS IS A NEW POSITION WE HAVE NEVER HAD BEFORE AND WITH THAT HAS COME A FEW GLITCHES IN HOW WE HAVE -- IN HOW WE HAVE BEEN ABLE TO -- HOW QUICKLY WE HAVE BEEN ABLE TO GET THAT INFORMATION OUT.

HOWEVER, ONE THING I WILL SAY IS THAT THE INFORMATION THAT WE WILL BE SHARING WITH THEM NEXT WEEK, SOME TIME NEXT WE CAN, WE ARE VERY PROUD TO SAY IS -- SHOWS WE BELIEVE TO BE THE MOST EFFECTIVE IN SPEND SWREG DONE IN THE PAST.

>> WONDERFUL.

>> IN THE PAST, WE PROVIDE TWO DIFFERENT THINGS TO MET AT THAT. WE PROVIDE A CHECKLIST AT THE VERY END OF THE SCHOOL YEAR THAT SHOWS HOW THE MONEY WAS SPENT, AND SO THAT WOULD BE CLOSER TO MAY, BUT EARLIER IN THE YEAR -- THE PRINCIPALS CREATE -- PROBABLY BUDGET PROCESS DURING THE BUDGET IN DECEMBER, AND ALSO THE CONSULTATION WITH META THAT'S ONE OF THE AREAS WHERE WE DO PROVIDE FEEDBACK -- AND ROY FEEDBACK TO US, BUT AGAIN THAT PROCESS WENT THROUGH A LITTLE BIT OF A DIFFERENT ISSUE THIS YEAR AS WE HAVE SOMEBODY DEDICATED SPECIFICALLY TO THAT EFFORT WHO NOW GIVES DIRECT FEEDBACK.

SO WE WILL BE SHARING THAT WITH THEM THIS WEEK AND AGAIN THAT IS WHERE THE SPENDING OF NEXT

YEAR'S FUNDS, WE WILL HAVE PLENTY OF TIME TO LET US KNOW HOW THEY FEEL OUR SCHOOLS ARE PLANNING TO SPEND THEIR MONEY, AND THAT WILL ACTUALLY BE EARLIER THAN I BELIEVE THEY HAVE GOTTEN THAT FEEDBACK, EVEN THOUGH IT SEEMS LATER, IT IS STILL EARLIER, BECAUSE THE BUDGET PLAN PROCESS WAS SOMETHING WE JUST IMPLEMENTED LAST YEAR BEFORE WE USED TO JUST SEND THEM THE CHECKLIST AT THE END OF THE YEAR YEAR.

>> THAT'S EXCELLENT NEWS. THANK YOU VERY MUCH FOR THAT. THEY'LL BE GETTING WHAT THEY'RE CONCERNED ABOUT WITH THEIR CHECKLIST IN COMPLIANCE WITH THE CONSENT DECREE IN THE NEXT WEEK OR SO.

I WON'T HOLD YOU TO NEXT WEEK, BUT THEY'LL BE GETTING IT RELATIVELY SOON, ACTUALLY EARLIER THAN THEY'VE GOTTEN BEFORE.

>> EXACTLY. BECAUSE IN THE PAST, THE \$11,000 LINES OF SPENDING WERE GONE THROUGH MANUALLY BY THE OFFICE OF ENGLISH LEARNERS. WE REALIZED THAT WASN'T EXACTLY SUSTAINABLE OR EFFICIENT. TO CLARIFY, THEY'LL GET THEIR TITLE I BUDGET PLANS THIS COMING WEEK, AND THAT'S FOR NEXT YEAR'S SPENDING.

THEY'LL BE ABLE TO CONSULT WITH US AND THE PRINCIPALS ON NEXT YEAR'S SPENDING.

THEY'LL GET THE CHECKLISTS FOR HOW THEY SPENT THIS MONEY THE PAST YEAR AROUND MAY OR JUNE WHEN THEY NORMALLY GET IT.

>> I HAD ASKED ALSO IS THERE ANY WAY CITY COUNCIL COULD GET THE CHECKLIST.

NOT IN ANY RUSH. CERTAINLY AFTER YOU COMPLY WITH WHATEVER YOU NEED TO, JUST

CURIOUS.

>> ABSOLUTELY.

>> THANK YOU.

>> THANK YOU.

COUNCILOR ESSABI-GEORGE.

>> I WANT TO FOLLOW BACK UP ON THE SCIENCE CURRICULUM QUESTIONS THAT WERE ASKED EARLIER.

CAN YOU TELL US WHAT THOSE DESI RECOMMENDATIONS ARE FOR K-12?

>> I CANNOT TELL YOU OFF THE TOP OF MY HEAD, BUT ONE OF MY COLLEAGUES FROM SCIENCE IS HERE.

CAN YOU COME DOWN AND SHARE SOME DETAIL WITH US?

>> THANK YOU, HOLLY, FOR COMING DOWN.

IN THE MEANTIME -- WHAT THOSE IMPACTS WILL BE WHEN WE'RE BREAKING UP SIX TO SEVEN OR EIGHT OR IN CASES WHERE WE'RE ADDING SIX TO A K-5 SCHOOL THAT DIDN'T HAVE THAT CURRICULUM BEFORE.

HOW THAT IT IS GOING TO IMPACT THE CHANGES AND HOW WE'LL ADAPT THE CURRICULUM.

>> I THINK THE BENEFIT OF HAVING A LONGER TERM CAPITAL AND STRATEGIC PLAN FOR OUR FACILITIES IS THAT IT GIVES US TIME TO REDESIGN WHAT OUR K-6 AND 7-12 CURRICULUMS LOOK LIKE. WE HAVE HAD SCHOOLS THAT HAVE WALKED THAT PATH BEFORE. THEY'RE K-6 THAT HAVE MOVED TO K-12.

YEAH.

IT START THERE.

>> I CAN SAY ONE OTHER PIECE ON THAT IS AT THE END OF THIS YEAR THE SUPERINTENDENT IS LOOKING TO MOVE A FEW OF OUR K-5 TO K-6s.

NOT ALL OF US ARE ON BOARD WITH THAT SCHEDULE, BUT THAT IS GOING TO IMPACT SOME OF THE SCIENCE INSTRUCTION AND CURRICULUM.

I WANT TO MAKE SURE THOSE K-5s THAT WILL BECOME K-6 WILL HAVE PROPER SCIENCE INSTRUCTION.

>> YEAH, TO CLARIFY THE TIMELINE, IN TERMS OF WHAT WE'RE LOOKING TO DO IS WE'LL START THE K-6 EXPANSION IN THE FALL OF 2020, WHICH ENSURES WE HAVE SUPPORTED THOSE K-5 WHO ARE EXPANDING TO SIXTH GRADE IN ALL

CURRICULUM NEEDS.

SIXTH GRADES ARE NOT JUST BIGGER FIFTH GRADERS.

THROUGH BUILD BPS PERSPECTIVE, ONE OF THE EXTRA THINGS ABOUT USING OUR HIGH SCHOOL SPACE IS THEY WILL THEN HAVE ACCESS TO THE BUILDINGS AND THE ASSETS THAT ARE CURRENTLY IN OUR HIGH SCHOOLS, INCLUDING SCIENCE LABS AND THE CONTENT LEADERS IN HIGH SCHOOLERS WHO WERE THINKING ABOUT CONTENT-SPECIFIC PROGRAMMING.

ONE OF THE THINGS ABOUT THE K-8 EXPANSION THAT HAPPENED TEN YEARS AGO IS BY AND LARGE WE WERE ADDING SIXTH, SEVENTH, AND EIGHTH GRADE ONTO ELEMENTARY SCHOOL BUILDINGS.

WE DO THINK THAT PART OF THE 7-12 EXPANSIONS AND USING THOSE HIGH SCHOOL SPACES IS GOING TO GIVE THOSE YOUNGER STUDENTS TO MORE RIGOR AND MORE RESOURCES THAT ARE AVAILABLE IN OUR HIGH SCHOOL BUILDING.

>> THANK YOU.

>> HI.

THESE TIME RECOMMENDATIONS COME DIRECTLY FROM THE SCIENCE, TECHNOLOGY, AND ENGINEERING STANDARDS.

TWO HOURS FOR GRADES K-2.

THREE HOURS A WEEK --

>> THIS IS PER WEEK?

>> PER WEEK, YES.

FOR GRADES 3 TO 5.

5.5 HOURS A WEEK FOR GRADES 9 TO 12.

THIS IS GOING TO BECOME ESSENTIAL THAT WE FOLLOW THESE TIME REQUIREMENTS FOR EVERY SCHOOL WHEN THE BUILDINGS AREN'T BROKEN UP INTO K-6 AND 7-12.

>> HOW MANY SCIENCE TEACHERS DO WE HAVE IN THE DISTRICT, LICENSED SCIENCE TEACHERS?

THAT'S NOT DATA THAT WE HAVE RIGHT NOW.

WE CAN GET TO YOU.

>> GREAT.

ARE WE MAKING SURE THAT WITHIN ALL THESE GRADE LEVELS,

ESPECIALLY THE EARLIER GRADE LEVELS -- I THINK WE DO A MUCH BETTER JOB AT THE HIGH SCHOOLS TO HAVE CERTIFIED SCIENCE TEACHERS TEACHING SCIENCES, BUT IN THE LOWER GRADE LEVELS, ARE WE MAKING SURE SCIENCE TEACHERS TEACHING SCIENCE?

>> THAT IS A PRIORITY THAT WE HAVE SCIENCE SPECIALISTS THAT HAVE THE DESI LICENSURE TO TEACH THAT, BUT WE'RE GOING TO BE WORKING ON BUILDING ALL ELEMENTARY TEACHERS CONTENT KNOWLEDGE TO BE ABLE TO TEACH SCIENCE ACROSS THE BOARD FROM PRE-K TO 5.

>> DO WE KNOW HOW MANY SCIENCE SPECIALISTS, NOT GENERAL ED TEACHERS IN OUR ELEMENTARY SCHOOLS BUT TEACHERS THAT ONLY TEACH SCIENCE -- BECAUSE THEY ARE ONLY REQUIRED TO TEACH A HANDFUL OF HOURS OR KIDS ARE ONLY MANDATED TO RECEIVE A FEW HOURS PER WEEK, ESPECIALLY FOR THOSE EARLY YEARS, WHEN WE GO THROUGH OUR SCHOOL BUDGETS -- THE SCHOOL BUDGETS.

MANY OF OUR SCHOOL LEADERS ARE MAKING DECISIONS, AND WE'RE LOSING SCIENCE TEACHERS BECAUSE THEY'RE NOT IN A PARTICULAR BUILDING BECAUSE OF THE HOURS REQUIREMENTS.

IS THERE ANY WORK TOWARDS ESPECIALLY SCIENCES -- I WANT TO MAKE SURE THAT OUR SCIENCE TEACHERS ARE SECURE IN SCHOOL BUILDINGS, ESPECIALLY THOSE LOWER GRADES WHERE THE HOURS ARE A LITTLE BIT SLOPPY.

THANK YOU.

MY QUESTION WAS ALSO --

>> NO, GREAT QUESTION.

THIS WAS ONE OF THE THINGS WE SPENT A LOT OF TIME THINKING ABOUT, ESPECIALLY RECENTLY, BECAUSE ONE OF THE THINGS THAT WILL HAPPEN IN ABOUT TWO YEARS OR SO YOU'LL SEE A SUBJECT COME UP IN TERMS OF STATE ACCOUNTABILITY IN HISTORY AND

SOCIAL SCIENCE.

BECAUSE WE HAVEN'T INVESTED IN THE SAME WAYS IN THE OTHER THREE SUBJECTS, I VENTURE TO SAY THOSE RESULTS WILL NOT WHERE WE WANT THEM TO BE EITHER, SO LONG-TERM PLANNING AND ACADEMIC STRATEGIC PLANNING IS SOMETHING THAT WE'RE LOOKING AT, ESPECIALLY WITH THE SUPERINTENDENT TRANSITION, TO MAKE SURE THERE'S A PLAN ACROSS SUBJECTS TO MAKE SURE THAT THERE IS -- WHEN WE START TO THINK ABOUT HOW WE FUND SCHOOLS AND HOW SCHOOL LEADERS MAKE DECISIONS, THAT THERE ARE CERTAIN RECOMMENDATIONS AND STANDARDS AND REQUIREMENTS WHEN IT COMES TO CURRICULUM AND STAFFING.

AND THAT'S SOMETHING THAT NEEDS TO BE STUDY BECAUSE THE PIE IS ONLY SO BIG, AND HOW WE DIVIDE IT UP IS IMPORTANT IN TERMS OF HOW IT IMPACTS YOUNG PEOPLE.

AND SO, ONE OF THE THINGS THAT HOLLY MENTIONED WITH SCIENCE, THE STRATEGY HAS BEEN OVER THE LAST FEW YEARS AND MORE SO IN ST

RE -- THE RECENT YEARS OR SO, IS TO PROVIDE CONTENT KNOWLEDGE. THERE ARE NOT A LOT OF SCIENCE PREPARATION PROGRAMS OUT THERE FOR ELEMENTARY EDUCATORS, AND THE ONES THAT ARE OUT THERE WE'RE WORKING WITH.

HOW DO WE INCREASE THE PIPELINE AND MAKE SURE THERE'S A DIVERSE PIPELINE?

WE HAVE TO MAKE SURE WE'RE PROVIDING TEACHERS WITH THOSE RESOURCES AS WE ALSO THINK ABOUT AND PLAN TO MAKE SURE THERE'S A VERY CLEAR PLAN FOR HOW MANY INSTRUCTIONAL MINUTES WE'RE PUTTING IN A DAY.

WE HAVE TO START MAKING SURE WE HAVE SOCIAL STUDIES IN THE EARLIER GRADES AS WELL, AND THERE'S ONLY SO MANY MINUTES IN A DAY, SO THAT'S THE WORK WE'RE LOOKING AT DOING.

>> I JUST WANT TO SAY WE DID SOME WORK WITH HOLLY IN SOME OF THE COMMUNITY PARTNERSHIPS. I WANT TO THANK HER FOR HER WORK.

I KNOW IT PLAYS A SORT OF SECONDARY ROLE, SO THANK YOU, HOLLY, FOR THE WORK YOU DO. VERY SHORT STAFFED.

>> THANK YOU.

>> THANKS.

>> COUNCILOR JANEY?

>> THANK YOU.

I WANT TO COMMEND YOU ON YOUR GRADUATION RATES AND GETTING THAT UP TO 75%.

I THINK THAT'S WONDERFUL.

THAT STILL MEANS 25% ARE NOT THERE, SO STILL MORE WORK TO DO.

IN TERMS OF THE DATA REQUEST, AGAIN, IF WE COULD HAVE THAT INFORMATION BROKEN DOWN BY RACE AND PROGRAM AREA, LOOKING AT THOSE 75% GRADUATION RATES, I WOULD BE INTERESTED IN HAVING THAT BROKEN DOWN BY RACE.

IN TERMS OF THE ART, ALSO MORE GOOD NEWS HERE IN TERMS OF LOOKING AT THE LAST TEN YEARS.

GETTING THE NUMBER OF COMMUNITIES FROM PRE-K TO 8 OVER THE LAST TEN YEARS, FROM HIGH SCHOOL, IT IS 26% TO 68%.

HOW MUCH OF THAT IS BAA VERSUS OTHER HIGH SCHOOLS?

>> MY COLLEAGUE BEATRICE, WHO IS OUR DIRECTOR FOR VISUAL AND PERFORMING ARTS, IS GOING TO JOIN US TO ANSWER SPECIFIC DATA QUESTIONS.

>> THANK YOU SO MUCH.

>> I THINK WHAT WOULD HELP IS MAYBE COMPARING THE AMOUNT OF ARTS EMPLOYEES AT THE HIGH SCHOOL LEVEL.

>> WELL, I WAS INTERESTING IN JUST UNDERSTANDING THE NUMBER OF HIGH SCHOOL STUDENTS WHO ARE RECEIVING THIS ARTS INSTRUCTION. IT'S UP TO 68% NOW.

I WANT TO KNOW HOW MUCH OF THAT SHARE IS FROM BOSTON ARTS ACADEMY FROM OTHER BOSTON HIGH SCHOOLS.

>> WE CAN PROVIDE THAT NUMBER.  
>> I'M GOING TO LET YOU PROVIDE THAT NUMBER ANOTHER TIME. I'M INTERESTED IN UNPACKING IT. IS IT HALF OF IT THAT IS BA OR JUST A SMALL PIECE?  
DUAL LANGUAGE.  
I JUST WANT TO KNOW WHAT ARE THE PLANS FOR EXPANSION.  
FIVE YEARS AGO, BEFORE I WAS ON THE COUNCIL, WHEN I WAS ORGANIZING WORK AROUND EDUCATION, ME AND MY TEAM WORKED TO GET DUAL LANGUAGE AT THE AMANA.  
A LOT HAS HAPPENED SINCE THEN. WE HAVE A SCHOOL NOW IN MATTAPAN.  
WHAT'S THE FIVE-YEAR PLAN TO GET US WHERE WE NEED TO BE IN TERMS OF BILINGUALISM AND BILITERACY IN THE DISTRICT IN TERMS OF DUAL LANGUAGE?  
>> YES.  
AS YOU KNOW, WE ARE GROWING UP THE PROGRAMS AT THE AMANA AND THE GREEN WOODS.  
AMANA GOES UP TO GRADE SEVEN NEXT YEAR.  
>> HOW MANY NEW SCHOOLS IN THE NEXT FIVE YEARS?  
>> I DON'T HAVE THAT EXACT NUMBER, BUT I WILL SAY THAT THIS COMING FALL WE'RE HOPING THAT ONE OF THE NEW UPK PROGRAMS IS A VIETNAMESE PROGRAM, SO WE'VE BEEN WORKING WITH THEM ON THEIR APPLICATION SO THAT THEY CAN BE ONE OF THE HOST SITES.  
THIS HAS BEEN SOMETHING THEY'VE BEEN WORKING ON FOR THE PAST TWO YEARS.  
>> WONDERFUL.  
THAT'S A GREAT SEGUE.  
MY GOOD FRIEND JASON MAY COME DOWN TO ANSWER SOME QUESTIONS ON THE UPK.  
THANK YOU, JASON, AND THANK YOU FOR YOUR WORK.  
WHILE YOU'RE COMING DOWN, LET ME JUST -- I WANT TO UNDERSTAND THE TIMELINE.  
PEOPLE ARE GOING TO RESPOND BY MAY.



MEANWHILE, FAMILIES ARE MAKING CHOICES IN JANUARY.

WHAT CHOICES WERE THEY MAKING FOR SEATS THAT DON'T EXIST?

>> THEY WERE MAKING CHOICES TO GET INTO BPS K-1s MOSTLY.

>> USUALLY, ON THE LIST IT IS A CHOICE OF SCHOOLS.

I'M PICKING THIS SCHOOL, THAT SCHOOL.

>> WHAT WE'RE GOING TO DO BASICALLY IS ANYBODY WHO IS CURRENTLY ON A WAIT LIST, WE'LL CALL AND TELL THEM ABOUT THE EXISTING PROGRAMS.

THE PROGRAMS THEMSELVES ALREADY HAVE FAMILIES OR WILL BE SEEKING FAMILIES, SO IT IS GOING TO BE A MULTIPLE ENTRY POINT AT THE BEGINNING.

>> AS A PARENT, WE MADE A CHOICE, WHICH WE DID, MY FAMILY. ROSY IS 4 YEARS OLD, SO WE HAD TO GO THROUGH THIS PROCESS AGAIN.

IF WE GOT WAIT LISTED, THE DISTRICT WILL REACH OUT --

>> YES.

>> WONDERFUL, WONDERFUL.

WHAT'S THE CURRENT DEFINITION OF A HIGHLY QUALIFIED TEACHER, NUMBER ONE?

ASSUMING THAT WE AGREE THAT'S WHAT MAKES A HIGHLY QUALIFIED TEACHER -- AND I'M NOT CONVINCED JUST HAVING A TEST AND THESE CREDENTIALS MAKES YOU HIGHLY QUALIFIED, BUT ASSUMING THAT'S THE MEASURE, HOW DO WE ENSURE THAT OUR COMMUNITY-BASED ORGANIZATIONS, THAT OUR PARTNERS THERE ARE GETTING THE SUPPORTS THEY NEED TO MEET THAT STANDARD?

>> IT'S A COUPLE THINGS.

ONE, IT STARTS WITH A BACHELOR'S DEGREE AS JUST AN ENTRY.

WE'RE DOING A LOT OF PARTNERSHIPS WITH UMASS BOSTON. THAT'S A PIECE OF IT, BUT I THINK IT IS THE COACHING AND THE PROFESSIONAL DEVELOPMENT YOU GET THAT IS REALLY GOING TO DEFINE THAT, AND WE HAVE FIDELITY TO THE CURRICULUM AND QUALITY

INSTRUCTION MEASURES THAT WE'RE BUILDING INTO IT. MAY THROUGH JULY, WHEN WE ACCEPT PROGRAMS, WE'RE GOING TO GO THERE AND DO NEED ASSESSMENTS AND DO JOINT PLANS FOR QUALITY IMPROVEMENT.

QUALITY ISN'T JUST AROUND INSTRUCTION.

IT IS AROUND QUALITY SERVICES, PROGRAMS FOR FAMILIES, CULTURAL SUSTAINABILITY PRACTICES.

IT IS A VIEW OF WHAT MAKES STRONG EARLY CHILDHOOD PROGRAMMING STAY.

>> I HAVE SEVERAL MORE, BUT I WILL JUST LIMIT IT TO ONE MORE. FROM YOUR EARLIER ANSWER, WE WON'T KNOW THE LOCATIONS UNTIL THE RFP PROPOSALS COME BACK, BUT HOW DOES THIS FIT IN WITH EQUITY AND ENSURING WE HAVE EARLY CHILDHOOD EDUCATION OPPORTUNITIES THE MOST?

I DON'T KNOW IF THAT'S FOR YOU OR ALL OF YOU TO BE THINKING ABOUT IN MAKING SURE WE GET THESE SEATS, WHERE WE NEED THEM MOST, AND MAKING SURE THESE ARE GOING TO BE HIGH QUALITY SEATS.

>> I WOULD JUST SAY FIRST WE HAVE A PLAN AND A PROCESS, AND THE PROCESS REALLY IS ABOUT SIX DIFFERENT GROUPS WITHIN BPS AND COMMUNITY TO REALLY SORT OF THINK THROUGH HOW DO WE DO THIS IN AN EQUITABLE WAY THAT IMPROVES QUALITY AND GIVES EVERYBODY ACCESS.

THERE'S A LOT OF POLICY QUESTIONS THAT IS GOING TO ÑI PUSH US BECAUSE IT WILL BLEND A COMMUNITY-BASED SYSTEM THAT HAS A DIFFERENT INFRASTRUCTURE AND GOVERNMENTAL STRUCTURE BEHIND IT.

THEN YOU HAVE A BOSTON PUBLIC SCHOOLS.

MERGE THOSE SYSTEMS TO REALLY LEVERAGE THE STRENGTH OF ALL SYSTEMS TO PROVIDE THE HIGHEST QUALITY.

AND SO, I CAN SPEND HOURS ON THIS, BUT I WOULD SAY THAT WE

HAVE A PLAN IN PROCESS.  
IT'S SORT OF WORKING ITS WAY UP  
THROUGH TO THE SUPERINTENDENT,  
AND THEN WE'RE BUILDING  
STRUCTURES TO HOPEFULLY ENSURE  
THIS.

>> AS YOU LIKELY KNOW, WE HAVE  
DEVELOPED OUR ASSISTANT  
SUPERINTENDENT FOR EQUITY ALONG  
WITH THE OPPORTUNITY GAPS OFFICE  
AND DR. ROSE'S LEADERSHIP.  
WE'VE DEVELOPED A SET OF EQUITY  
TOOLS TO RUN OUR MAJOR DECISIONS  
THROUGH, AND WE'LL BE USING THAT  
TOOL TO ENSURE THAT OUR STUDENTS  
THAT NEED AND FAMILIES THAT NEED  
THESE SERVICES THE MOST HAVE  
ACCESS.

>> THANK YOU.  
COUNCILOR CAMPBELL?

>> THANK YOU.  
JUST FOLLOWING UP ON SOME OF THE  
UPK STUFF.

WE PUT THIS REQUEST IN -- OR I  
DID FOR THE INITIAL OVERVIEW  
HEARING.

AT SOME POINT, 1500 SEATS WAS  
THE GAP.

NOW THERE'S 750.

I PUT IN A REQUEST ON HOW WE  
ADDRESS THOSE.

NOW WITH RESPECT TO THE OTHER  
750, THE PLAN IS TO PUT OUT THE  
RFP CONTRACTS -- IS 300 GOING TO  
BE WITHIN BPS AND THE 450 IS FOR  
PROVIDERS?

>> THE 450 IS FOR NEXT  
SEPTEMBER.

THEN WE'RE GOING TO SEE HOW MANY  
MORE COMMUNITY-BASED PROGRAMS  
APPLY.

AT THE SAME TIME, WE WANT TO  
GIVE THE "BUILD BPS" ITS  
PROCESS, SO THESE ARE  
SIMULTANEOUS TRACKS.  
THEY'RE GETTING ACCESS TO HIGH  
QUALITY.

AT THE SAME TIME, WE HAVE THIS  
BPS INITIATIVE.

NATE AND HIS TEAM AND OTHERS  
WILL BE LOOKING AT THAT.

I THINK IT IS SORT OF  
SIMULTANEOUS, BUT KNOWING THAT  
NEXT YEAR 450 IS THE MAX WE WANT

TO GO.

>> WITH THE 750 SEATS THAT ARE LEFT, FOR 450 NEXT YEAR AND THEN --

>> 300 COULD POTENTIALLY BE IN COMMUNITY-BASED THE NEXT YEAR.

THAT'S SORT OF THE IDEA.

IT'S FLEXIBLE.

IT CAN SERVE EITHER BPS OR COMMUNITY-BASED.

AGAIN, THAT WILL BE A PROCESS.

>> HENCE THE GOAL FIVE YEARS.

IT COULD BE SHORTENED.

IT COULD BE --

>> WE COULD GET IT DONE IN COMMUNITY-BASED PROGRAMS IF THERE WAS ANOTHER QUALITY APPLICANTS.

>> AND RIGHT NOW, COMMUNITY-BASED PROVIDERS ARE BEING ENCOURAGED TO APPLY THROUGH THE RFP.

THERE ARE ORGANIZATIONS THAT ARE ALREADY SORT OF A PART OF THIS INITIATIVE AND PROCESS ALREADY.

OKAY.

EARLIER, IT WAS MENTIONED THERE ARE PARTICULAR QUALITY ELEMENTS. WHAT ARE THE ELEMENTS LISTED IN THE RFP?

>> THEY'RE ACTUALLY TO YOUR LEFT.

IF YOU JUST LOOK AT THEM, IF YOU HAVE SPECIFIC QUESTIONS, I WOULD BE HAPPY TO GO FURTHER INTO THEM.

THOSE ARE THE SIX AREAS IN THE PROGRAM.

>> YEAH, CAN YOU GIVE US AN ILLUSTRATION OF WHAT THIS MEANS FOR THE LAYPERSON?

>> SURE.

A LOT OF IT IS FOCUSED ON THE IMPLEMENTATION OF THE CURRICULUM AND STRONG INSTRUCTIONAL PRACTICES.

MOST COMMUNITY-BASED PROGRAMS ARE USING CREATIVE CURRICULUM AND HAVE CHOSEN THEIR OWN CURRICULUM.

THIS IS THE FOCUS CURRICULUM FROM BPS, WHICH IS FOCUSED ON LITERACY AND MATH AND STRONG SORT OF SOCIAL-EMOTIONAL

REGULATION OPPORTUNITIES.  
I WOULDN'T SAY IT IS MORE  
ACADEMIC, BUT IT WILL DEFINITELY  
HELP YOU SUCCEED IN SCHOOL  
BETTER, SO IT IS A STRONG  
EMPHASIS ON THE CURRICULUM.  
THEN PROGRAMS ARE REQUIRED TO BE  
NAEYC ACCREDITED.  
PART OF THE DOLLARS CAN BE THERE  
TO SUPPORT THEM.  
PLUS, THE STATE HAS A QRS  
SYSTEM, SO THEY'LL PUSH THEM  
DEEPER INTO IMPROVING QUALITY IN  
ALL ASPECTS, BECAUSE IT IS  
OBVIOUSLY NOT JUST CURRICULUM  
AND INSTRUCTION.  
THEN IT IS AROUND ENGAGING  
FAMILIES.  
SOME PROGRAMS HAVE COMPREHENSIVE  
PROGRAMS, SUCH AS HEAD START,  
BUT OTHERS DON'T.  
ALSO NEIGHBORHOOD SERVICES AND  
SUPPORT ARE NOT EVEN ACROSS  
BOSTON, SO IT IS ALSO WORKING  
WITH BOSTON CHILDREN'S HOSPITAL  
AND FIGURING OUT HOW TO ENHANCE  
AND STRENGTHEN SERVICES FOR  
FAMILY, SO IT IS THINKING ABOUT  
THAT SYSTEM.  
COMPENSATION IS THE BIGGEST SORT  
OF PART.  
IT'S A LARGE BUDGET.  
MOST OF THIS IS REALLY GOING TO  
TEACHERS' SALARIES AND  
DIRECTORS' SALARIES.  
THAT'S WHERE THE PARITY IS  
REALLY GOING TO MAKE CHANGE.  
FROM A SOCIAL EQUITY VIEWPOINT,  
THIS IS A GREAT WIN.  
EVEN IF WE DO GREAT CURRICULUM,  
IF THE STAFF TURNOVER IS HIGH,  
IT'S A CHALLENGE.  
THIS IS A LOT OF MONEY THAT WILL  
MAKE ITS WAY TO TEACHERS'  
SALARIES, WHICH IS A WIN FOR  
EVERYBODY.  
THEN THE LAST IS JUST SOME  
PROGRAMS ARE IN CHURCH  
BASEMENTS.  
THEY WERE NOT REALLY DESIGNED  
FISCALLY, SO WE'RE GOING TO HELP  
THEM STRENGTHEN THEIR FISCAL  
MANAGEMENT BECAUSE OBVIOUSLY  
THIS IS A LARGE INVESTMENT IN

THE PROGRAM, SO THERE'S GOING TO BE SOME WORK AROUND THERE.

>> THIS IS VERY HELPFUL.

AND THE PIECE AROUND REDUCING STAFF TURNOVER, THIS EQUITY PIECE, WHEN YOU SAY THAT, HOW MUCH IS THAT?

>> GENERALLY, MONEY THAT GOES INTO PROGRAMS, 70% OF IT GOES INTO STAFF SALARIES.

IT WAS FUNNY.

I WAS JUST LOOKING AT ONE OF THE BUDGETS OF AN EXISTING PROGRAM, AND ABOUT 27% OF THE MONEY WENT TO IMPROVE THE TEACHERS' SALARY. ABOUT 15% WENT TO THE ASSISTANT TEACHER, AND I CAN LOOK IT UP, BUT IT WAS LIKE 10% WENT TO THE DIRECTOR.

YOU CAN SEE IT IS A HEAVY LIFT FOR PROGRAMS TO INCREASE SALARIES, SO IT IS A LARGE PERCENTAGE OF THE BUDGET.

>> THANK YOU.

I CAN WAIT UNTIL THE NEXT ROUND.

>> COUNCILOR O'MALLEY?

>> THANK YOU, MR. CHAIRMAN.

I WANT TO TALK ABOUT THE ESI, THE EXEMPT SCHOOL INITIATIVE, AND ESI ACCESS.

WE'LL START WITH THE EXEMPT SCHOOL INITIATIVE AND THE SUCCESS WE'VE SEEN.

WE HAVE RECEIVED INVITATIONS TO SCHOOLS WHERE IT'S WORKING.

ARE WE SEEING EXAMPLES?

>> WE DON'T HAVE THE ANALYSIS FOR THIS YEAR, BUT WE HAVE THE ANALYSIS FOR THE PREVIOUS TWO YEARS.

BLACK AND LATINO STUDENTS THE LAST TWO YEARS HAVE DOUBLED THEIR CHANCES OF GETTING IN AS OPPOSED TO THOSE THAT DON'T GO THROUGH ANY PREP PROGRAM.

>> GOOD.

>> AGAIN, WE'RE AT 650.

THIS YEAR, WE'RE TRYING TO GET OVER 700 STUDENTS IN THE ESI.

WE'RE OVER 50% BLACK AND LATINO. WHEN WE PICKED IT UP THREE YEARS AGO, IT WAS 25% TO 30%.

WE HAVE TRIPLED THE NUMBER OF BLACK STUDENTS IN THAT PROGRAM.

>> CAN YOU TALK BRIEFLY ABOUT SORT OF RECRUITMENT?

I KNOW MY OLD CLASSMATE MARTIN WAS VERY ACTIVE IN TERMS OF GOING INTO SCHOOL AND RECRUITING KIDS AND TALKING ABOUT IT. THE COUNCIL PRESIDENT KNOWS THE BLACK ALUMNI COUNCIL HAS RAISED AWARENESS.

CAN YOU TALK A LITTLE BIT ABOUT THAT?

>> WE HAVE HAD MEETINGS WITH ALL FIFTH GRADE TEACHERS ACROSS THE DISTRICT.

WE REALLY TRY TO ENLIST THE CAPITAL WITHIN THE SCHOOL. WE'VE DONE A LOT MORE OUTREACH WITH SCHOOLS AND SPECIFICALLY FIFTH GRADE TEACHERS WHO WOULD BE RECRUITING STUDENTS.

WE STIPEND THEM OUT OF MY HOUSE. WE GIVE THEM \$100 TO GET THE ALLOTTED NUMBER OF STUDENTS IN THE BUILDINGS INTO THE PROGRAM. WE DO A LOT OF OUTREACH CENTRALLY.

WE HAVE A TARGETED LIST OF STUDENTS WHO HAVE PERFORMED WELL IN THEIR SCHOOL ON MCAST THAT WE PERSONALLY CALL AND MAKE SURE THAT THEY COME TO THE PROGRAM. IT'S KIND OF MULTIFACETED.

>> YES.

>> BUT THERE'S A LOT MORE AWARENESS, I THINK, OF THE PROGRAM, ESPECIALLY NOW THAT WE'RE BRINGING THE TESTING TO THE SCHOOL NEXT YEAR.

>> HAS THERE BEEN ANY SORT OF CONNECTION -- AND THIS IS WHAT OFF TOPIC, BUT I THINK IT WOULD BE IN YOUR TEAM'S BALIWICK TO GET RECRUITMENT IN YOUR SCHOOL?

>> THAT'S A TRICKY QUESTION. OUR TEAM DOESN'T GO AND DO OUTREACH AT CHARTER SCHOOLS.

>> BUT THERE ARE STUDENTS THAT LEAVE.

>> YES.

>> WE KNOW THE DATA OF KIDS WHO LEAVE TRADITIONAL BPS AND GO TO CHARTER SCHOOLS.

>> YEAH.

>> I GUESS I WOULD BE CURIOUS TO

GET THAT INFORMATION AS WELL  
BECAUSE WE ARE SEEING -- THE  
POINT OF MY QUESTION -- PERHAPS  
I'M ASKING IT INELOQUENTLY -- IS  
AFTER LAUDABLE EFFORTS TO  
RECRUIT MORE LATIN-AMERICAN  
STUDENTS AND BLACK STUDENTS, OUR  
POOL OF CANDIDATES IS AFFECTED  
BY THE FACT IS YOU HAVE MANY  
KIDS OF

COLOR GOING TO CHARTER SCHOOLS.

>> CONVINCING THEM THAT WE ARE  
COMMITTED TO CREATING  
EDUCATIONAL ENVIRONMENTS FOR  
THEIR STUDENTS, THAT THEY DON'T  
HAVE TO RUN TO METCO OR TO A  
CHARTER SCHOOL, THAT IS THE MOST  
IMPORTANT PIECE OF WHAT WE CAN  
BE DOING AS A DISTRICT.

>> TALK A LITTLE BIT ABOUT ESI  
ACCESS THAT WILL BE OFFERED IN  
ALL SIXTH GRADE AND EIGHTH GRADE  
CLASSES THIS YEAR.

>> SIXTH GRADE.

NOT EIGHTH GRADE.

>> IS THAT SOMETHING WE WOULD  
LOOK AT EXPANDING?

>> WE HAVE TO BALANCE THE SCHOOL  
VERSUS THE NUMBER OF SEATS THAT  
OPENED UP.

WE DIDN'T WANT TO BITE OFF TOO  
MUCH THE FIRST YEAR.

>> UNDERSTOOD.

UNDERSTOOD.

>> IN TERMS OF STUDENTS LEAVING  
FOR CHARTER SCHOOLS --

>> YES.

>> -- AS COLLIN MENTIONED, THE  
EXODUS IS FROM FOURTH GRADE TO  
FIFTH GRADE, WHICH IS ACROSS  
RACIAL AND ETHNIC GROUPS OVER  
THE LAST SIX YEARS.

WE HAVE SEEN AROUND 11% TO 12%  
OF OUR STUDENTS.

IN THE SIXTH TO SEVENTH GRADE  
TRANSITION, THAT IS A MUCH LESS  
COMMON TRANSITION POINT FOR  
CHARTER SCHOOLS.

IT RANGES FROM 1.9, 1.6 TO ABOUT  
2%.

YOU DON'T SEE THAT MANY STUDENTS  
AT NOT THE TRADITIONAL EXIT  
POINT.

BROKEN DOWN BY RACIAL GROUPS,



THE PERCENTAGE OF FOURTH GRADERS WHO ARE LEAVING TO GO TO CHARTER SCHOOLS, WE SEE ABOUT 8%.

ANYWHERE FROM 7% TO 8% OF OUR STUDENTS WHO ARE BLACK THAT ARE LEAVING TO GO TO CHARTER SCHOOLS.

THAT IS THE HIGHEST PERCENT OF ANY RACIAL GROUP THAT IS LEAVING TO GO TO CHARTER SCHOOLS.

>> 7% TO 8% OF THE STUDENT BODY, AFRICAN-AMERICANS GO OFF TO CHARTER SCHOOLS?

>> YES.

>> AND YOU'RE CORRECT, NATE. I SHOULD HAVE MENTIONED THE FOURTH GRADE IS A MAJOR EXIT POINT.

I WOULD ASSUME IF IT IS 8% OF THE GENERAL STUDENT BODY, IT IS A VERY HIGH PERCENT OF THOSE 11% TO 12% OF STUDENTS THAT ARE LEAVING TO GO TO CHARTER SCHOOL.

>> THAT'S LIKELY THE CASE.

I JUST DON'T HAVE THAT NUMBER, BUT I CAN CERTAINLY -- IF YOU PUT IN THE REQUEST, WE CAN BREAK THAT DOWN BY WHICHEVER CATEGORIES YOU'D LIKE OVER THE YEARS OF DATA.

>> I WILL MAKE THAT FORMAL REQUEST, BUT I WOULD ASSUME BASED ON MATHEMATICS THAT STUDENTS WE LOSE TO CHARTER SCHOOLS IN THOSE GRADES ARE KIDS OF COLORS.

>> WE HAVE SEEN THE CHARTER SCHOOLS DISPROPORTIONATELY DON'T SERVE OUR ENGLISH LEARNERS, OUR STUDENTS OF SPECIAL EDUCATION.

>> RIGHT.

>> THEY'RE NOT TRADITIONALLY AN OPTION THAT WHITE FAMILIES ARE CHOOSING.

THAT BASICALLY LEAVES AFRICAN-AMERICAN OR BLACK STUDENTS WHO ARE CHOOSING CHARTER SCHOOLS.

THAT REPRESENTS THEIR DEMOGRAPHIC HERE IN BOSTON AS WELL.

>> OKAY.

THANK YOU.

>> THANK YOU.

COUNCILOR NIFLAHERTY?

>> DO WE KNOW WHAT PERCENTAGE --  
OUTSIDE OF THE CHARTER SCHOOLS,  
HOW MANY GO TO PRIVATE OR  
PAROCHIAL SCHOOLS VIA THE  
STEPPING-STONE PROGRAMS OR FOLKS  
LIKE BC HIGH AND CATHOLIC  
MEMORIAL OR OTHER SCHOOLS THAT  
ARE TARGETING BOSTON PUBLIC  
SCHOOL KIDS AND CITY KIDS TO  
PARTICIPATE IN THEIR PROGRAMS?

>> IN TERMS OF THE SPECIFICS ON  
THE PROGRAMS THAT YOU MENTIONED,  
WE DON'T HAVE THAT KIND OF OF  
INFORMATION.

WE DO HAVE THE DATA IN TERMS OF  
WHEN STUDENTS ARE LEAVING TO GO  
TO PRIVATE/PAROCHIAL AND THEN  
CHARTER SCHOOLS.

THE DATA THAT'S IN FRONT OF ME  
IS BY GRADE LEVEL.

WE HAVE WHERE STUDENTS ARE  
LEAVING AND FOR WHAT PURPOSE.  
YOU SEE THE FOURTH AND FIFTH  
GRADE EXIT POINT.

THAT'S VERY SPECIFIC TO THE  
CHARTER SECTOR.

THAT'S BECAUSE A LOT OF OUR  
CHARTER SCHOOLS ARE 5 THROUGH  
12th GRADE.%&

IN TERMS OF STUDENTS WHO ARE  
SAME SORT OF GRADE LEVEL  
SPECIFIC DATA FOR THE

PRIVATE/PAROCHIAL/METCO.  
THAT TENDS TO BE PRETTY  
CONSISTENT.

THAT FITS WITH SOME OF THE  
QUESTIONS WE'VE GOT BEFORE.

IF WE'RE NOT GETTING THE  
STUDENTS IN K-1, K-2, THOSE  
FAMILIES ARE ENROLLING IN THE  
PAROCHIAL SCHOOLS.

BY AND LARGE, PEOPLE ARE FAIRLY  
CONSISTENT.

ONCE THEY GET INTO A SCHOOL,  
THEY'RE GOING TO STAY IN THAT  
SCHOOL, SO WE DON'T SEE AS MANY  
STUDENTS EXITING.

THE PAROCHIAL SCHOOLS TEND TO  
FOLLOW MORE TRADITIONAL BPS  
GRADE PATTERNS.

ONE OF THE REASONS THAT WE'RE  
LOOKING TO CREATE THIS K-6,

7-12, ISN'T TO MATCH OUR EXISTING  
LARGE TURNOVER THAT HAPPENS WITH  
THESE SCHOOLS, BUT ALSO TO  
RECOGNIZE THAT A LOT OF THOSE  
FAMILIES ARE LEAVING AFTER  
FOURTH GRADE BECAUSE THEY'RE  
LOOKING TO MINIMIZE THEIR  
TRANSITIONS.

IF THEY GET INTO A CHARTER  
SCHOOL, REGARDLESS OF WHETHER OR  
NOT THEY GET INTO THE EXAM  
SCHOOL NEXT, THEY KNOW I DON'T  
HAVE TO CHANGE SCHOOLS UNLESS I  
HAVE TO GET INTO THE EXAM  
SCHOOL.

WHERE WE START TO EVALUATE OUR  
PILOT, WE'RE GOING TO BE LOOKING  
VERY CLOSELY AT DOES THIS  
INCREASE OUR RETENTION RATE OF  
NOT ONLY 6th GRADE BUT 5th GRADE  
AS WELL.

>> ONCE THEY GET A CHILD IN THAT  
PARTICULAR SCHOOL, THAT BECOMES  
THE SCHOOL OF THEIR CHOICE.  
THEY WANT THEIR SIBLINGS TO BE  
AT THAT SCHOOL.

WE TALKED THE OTHER DAY ABOUT  
THE UNDERENROLLED SCHOOLS AND  
WHAT WE CAN DO TO TURN THEM  
AROUND.

YOU SUGGESTED MAYBE WE IDENTIFY  
THOSE UNDER ENROLLED SCHOOLS AND  
REDUCE THE CLASS SIZE.

MAYBE PUT A SECOND TEACHER IN  
THAT CLASSROOM, MAYBE ADD SOME  
ART AND MUSIC.

SOMETIMES BUZZ IS A GOOD ENOUGH  
JOB OF TELLING THE STORIES.

PARENTAL PARTICIPATION SEEMS TO  
BE THE HOT BUTTON.

DO WE DO THINGS LIKE CUT THE  
CLASS SIZE IN HALF OR ADD A  
TEACHER TO THE CLASSROOM TO  
CREATE THAT KIND OF BUZZ?

DO WE ADD ANOTHER EXAM SCHOOL OR  
TWO?

MAYBE THEY TRAIN THE NEXT  
GENERATION OF NURSES OR  
PHYSICIANS AND TECHNOLOGY AND  
ROBOTICS.

THE BUZZ IS THE THREE EXAM  
SCHOOLS IN OUR ARTS ACADEMY,  
WHICH IS GREAT.

IT IS SORT OF THE JEWEL OF THE

FLEET, IF YOU WILL.  
CREATING MORE COMPETITION FOR  
THE EXAM SCHOOLS, I KNOW WE'RE  
GOING TO BE HAVING THE EXAM  
ACTUALLY AT THE SCHOOL SITES,  
WHICH IS GREAT, TO GET MORE  
PARTICIPATION, BUT SHOULD WE  
TAKE IT A STEP FURTHER?  
WE'RE THINKING ABOUT BOSTON  
SKYLINE AND ALL THE COMPANIES  
THAT WANT TO COME HERE AND THE  
JOB OPPORTUNITY DOWN THE ROAD  
AND THE GLOBAL ECONOMY.  
WHAT SECTORS COULD WE SERVE OUR

RESIDENTS?  
WE WANT THAT TO TRICKLE OUT TO  
OUR NEIGHBORHOODS.  
I WOULD LOVE TO SEE US HAVE AN  
EXAM SCHOOL FOR HEALTH CARE AND  
TECHNOLOGY AND ROBOTICS.  
WE'LL HAVE OUR LATIN ACADEMY.  
WE'LL HAVE O'BRYANT FOR MATH AND  
SCIENCE.

WE'LL HAVE OUR ARTS ACADEMY, BUT  
DO WE START THINKING ABOUT THAT?  
I WOULD LIKE TO GET YOUR  
THOUGHTS ABOUT THAT.  
AT THE END OF THE DAY, IT IS  
ABOUT THE BUZZ AND THE  
HULLABALOO THAT ENGAGE PARENTS  
AND GET PEOPLE EXCITED ABOUT IT.  
THERE ARE A LOT OF EXCITING  
THINGS HAPPENING THROUGHOUT ALL  
OF OUR SCHOOLS, BUT THERE ARE  
SCHOOLS THAT DON'T HAVE THAT  
TYPE OF PR, SO IS THERE ANYTHING  
WE CAN DO FOR THEM?

>> I WANT TO PIGGYBACK ON WHAT  
DR. ROSE WAS SHARING ABOUT THE  
ESA EXPANSION FROM PILOT TO A  
FULL DISTRICTWIDE APPROACH TO  
THE IDEA OF EXCELLENCE FOR ALL,  
WHICH UNDERLIES THE PHILOSOPHY  
AROUND THE ESSENTIALS AND UPPING  
THE RIGOR WORK THAT WE'RE DOING.  
WITH THAT IN MIND, ADDING MORE  
OPPORTUNITIES AT THE HIGH SCHOOL  
LEVEL IS ABSOLUTELY IN LINE WITH  
WHAT WE'RE THINKING.  
NOT NECESSARY THROUGH AN EXAM  
SCHOOL APPROACH BUT MAKING SURE  
THAT ALL OF OUR YOUNG PEOPLE  
HAVE ACCESS AND OPPORTUNITY TO

EXPERIENCE AND ENGAGE IN AND BE EXPOSED TO HIGH DEMAND, HIGH WAGE CAREERS IN S.T.E.M.

WE HAVE A NUMBER OF RELATIONSHIPS WITH THE PICK, AS YOU LIKELY KNOW.

WE'RE IN THE FINAL STAGES OF HIRING AN EXECUTIVE DIRECTOR FOR S.T.E.M.

THROUGH THAT WORK AND PARTNERSHIP AND REALLY THROUGH CONNECTING BACK TO WHAT HOLLY WAS SHARING ABOUT SCIENCE EDUCATION AT THE VERY YOUNGEST GRADES, INCLUDING ALL THE WAY DOWN TO K-0, AS WELL AS STRENGTHENING OUR FOCUS CURRICULUM, THE LOOK IS A FULL-SCALE P-3 ENGAGEMENT THAT ALLOWS FOR OUR YOUNG PEOPLE TO HAVE ACCESS AT ALL LEVELS. WITH SOME REALLY SPECIFIC TAILORED, THOUGHTFULLY TAILORED PROGRAMMING AT OUR HIGH SCHOOLS AS WELL.

>> COUNCILOR JANEY WAS SUGGESTING SHE WANTED STUDENTS TO BE ABLE TO LEARN THREE LANGUAGES IN THE BOSTON PUBLIC SCHOOLS.

IT WOULD BE A GREAT IDEA TO HAVE A LANGUAGE ARTS ACADEMY WHERE IT IS LIKE AN EXAM SCHOOL WHERE ANYONE WHO GRADUATES KNOWS THREE LANGUAGES.

THAT'S A HUGE GAME CHANGER FOR THAT STUDENT AND THEIR FAMILY.

>> ABSOLUTELY.

BY THE END OF THIS SCHOOL YEAR, WE'LL HAVE ABOUT 3,000 STUDENTS WHO WILL HAVE THE OPPORTUNITY TO HAVE THE BILITERACIES ON THEIR DIPLOMA, WHICH IS A COMBINATION OF ENGLISH LEARNERS AND STUDENTS WHOSE NATIVE LANGUAGE IS ENGLISH WHO HAVE ACQUIRED A SECOND LANGUAGE THROUGH BOSTON PUBLIC SCHOOL.

>> AND THIS BUDGET INCLUDES A \$500,000 IN OUR WELCOME CENTERS AND OUR OFFICE OF ENGAGEMENT TO SPECIFICALLY DO TWO THINGS.

ONE IS TO ADVERTISE BPS AND THE SUCCESS WE ALREADY HAVE.

WE HAVE A LOT OF GREAT THINGS  
THAT PEOPLE DON'T KNOW ABOUT.  
EVEN AT THE SCHOOLS WHO ARE  
DOING GREAT WORK FOR UNDERSERVED  
POPULATIONS.

WE DON'T NEED TO CREATE AN EXAM  
SCHOOL FOR HEALTH CARES BECAUSE  
WE HAVE THE EMK HEALTH SCHOOL.  
PART OF IT IS ADVERTISING BPS  
AND THE WELCOME CENTERS SO WHEN  
FAMILIES COME IN THEY UNDERSTAND  
THE FULL SUITE.

WITH 32 HIGH SCHOOLS, IT IS  
DIFFICULT TO KNOW ALL THE HIGH  
SCHOOLS THAT ARE GOING ON.  
THIS IS A FAR MORE COMPLICATED  
SYSTEM THAN ANY OF OUR  
NEIGHBORING TOWNS, SO IT CAN BE  
A VERY DAUNTING TASK IF YOU'RE  
AN EIGHTH GRADER THINKING ABOUT  
THE HIGH SCHOOLS THAT YOU CAN  
CHOOSE.

WE HAVE A MIDDLE SCHOOLS THAT DO  
A GREAT JOB.

LISTENING TO HOW THEIR STUDENTS  
MAKE THEIR CHOICE IS A REALLY  
INTERESTING PROCESS AND  
SOMETHING WE CAN LEARN FROM.  
I THINK IT IS ABOUT EDUCATING  
PEOPLE ABOUT THE GREAT THINGS WE  
HAVE GOING ON AS MUCH AS IT IS  
ALSO CREATING GREATER PROGRAMS  
AND STRONGER PROGRAMS.

>> THANK YOU.

>> THANK YOU.

>> THANK YOU, CHAIR, AND THROUGH  
THE CHAIR, I WOULD SAY I REALLY  
APPRECIATE AND APPLAUD COUNCIL'S  
REFERENCE TO ALL THESE GOALS,  
ESPECIALLY WHEN WE THINK OF  
SECONDARY EDUCATION.

FOR AT LEAST SOME OF US, MADISON  
PARK REALLY DOES PROVIDE AN  
OPPORTUNITY FOR SO MANY OF OUR  
KIDS.

WE'VE TALKED A LOT ABOUT THE  
EXCELLENCE J  
WORK, OUR LANGUAGE CAPACITY AND  
DESIRE TO GROW OUR LANGUAGE  
CAPACITY THROUGH SOME OF OUR  
PROGRAMS.

GOING BACK TO "BUILD BPS" AND  
THE IMPACT OF "BUILD BPS" ON  
THESE PROGRAMS, THE STUDIES THAT

ARE GOING TO COME OUT AROUND  
ESA, OUR WORK AROUND ADVANCED  
WORK CLASSROOMS, OUR LANGUAGE,  
ARE WE MAKING SURE THAT WE HAVE  
THE CAPACITY TO ADJUST THOSE  
PROGRAMS AS WE MOVE K-6, 7-12?  
THAT WE HAVE ENOUGH TEACHERS IN  
THE PIPELINE TO CONTINUE THE  
LANGUAGES WE'RE INTRODUCING OUR  
STUDENTS AT THE LOWER GRADES  
THAT ADVANCE TO THE HIGHER  
GRADES IN THE MIDDLE SCHOOL AND  
HIGH SCHOOL YEARS?

ARE WE PLANNING FOR THAT THROUGH  
OUR BUDGET PROCESS SO AS WE  
OFFER KIDS SOMETHING WHEN  
THEY'RE YOUNGER, WE CAN CONTINUE  
TO OFFER IT THROUGH THEIR SCHOOL  
YEARS?

>> WE HAVE A NUMBER OF WORK  
GROUPS CURRENTLY UNDER WAY AT  
BPS.

PRETTY SURE THEY'LL BE  
CONTINUING IN FUTURE YEARS.  
ONE OF THEM IS LOOKING AT THIS  
IDEA OF BILINGUAL-MULTILINGUAL  
PROGRAMMING ACROSS THE DISTRICT.  
AS A SUBSET OF THE ENGLISH  
LEARNERS TASK FORCE, AN AD HOC  
COMMITTEE THAT WAS CREATED, THAT  
GROUP IS RIGHTFULLY PUSHING UAó  
TO THINK ABOUT HOW WE ARE MOVING  
BPS IN THAT DIRECTION WITH  
ALMOST OVER HALF OF OUR STUDENTS  
HAVING ACCESSÑtr OR SPEAKING  
ANOTHER LANGUAGE.

LITERACY WAS MENTIONED.  
WE THINK ABOUT HOW WE BAKE THAT  
INTO OUR OVERALL APPROACH AS  
SOMETHING WE BELIEVE IS  
IMPORTANT FOR GLOBAL çó  
CITIZENSHIP.

FOR "BUILD BPS" THERE ARE A  
NUMBER OF SUBCOMMITTEES, BUT  
THERE'S ONE AT K-6 AND ANOTHER  
ONE AT 7-12 AS WELL.

WE LOOK AT HOW WE CONNECT THAT  
WORK.

A LOT OF THE 7-12 WORKÑi WAS DONE  
WITH A GROUP OF HEADMASTERS WHO  
ARE IN]Zu A PROFESSIONAL LEARNING  
COMMUNITY THIS YEAR AS Açó PART OFçó  
OUR LEARNING STRUCTURE.  
THEY'RE ACTUALLY PROVIDING USçó

WITH THEIR EXPERTISE AROUND WHAT  
7-12 DESIGN LOOKS LIKE.

AND WE'RE MERGING THAT WITH THE  
K-6 DISCUSSION.

A LOT OF WORK GROUPS THAT FEED  
UP TO OUR SENIOR LEADERSHIP  
"BUILD BPS" COMMUNITY THAT MEETS  
WEEKLY.

WE'RE HAVING FOR THE FIRST TIME  
IN A LONG TIME AN  
ORGANIZATION-WIDE CONVERSATION.  
I'M SURE EVERYONE UP HERE,  
INCLUDING THE FOLKS IN THE  
GALLERY, WOULD SAY "BUILD BPS"  
HAS BEEN A LARGE PART OF OUR  
LIVES THIS PAST YEAR, SO THAT  
PLANNING IS GOING ON.

>> CAN WE IDENTIFY -- THANK YOU  
FOR THAT.

AND I APPRECIATE THAT'S  
CONTINUING TO WORK, AND I  
APPRECIATE IT IS A BIG PART OF  
YOUR LIVES AS WE MAKE SOME  
SIGNIFICANT CHANGES IN THE  
DISTRICT.

THIS HEARING TODAY IS CERTAINLY  
BUDGET RELATED.

IT IS HOW WE'RE SPENDING AND  
CHOOSING TO SPEND OUR RESOURCES,  
WHAT THE POLICIES ARE THAT  
IMPACT THOSE DECISIONS.

WHEN WE THINK ABOUT ENGAGING OUR  
STUDENTS AND STUDENT  
ACHIEVEMENT, ONE OF THE BIGGEST  
FACTORS THAT WE SEE A VERY  
DIRECT RELATIONSHIP TO STUDENT  
SUCCESS -- I GUESS IF WE CAN RUN  
DOWN THE LINE.

IF YOU CAN SHARE WITH ME THE TWO  
OR THREE THINGS THAT ARE  
MUST-DOs BECAUSE WE SEE A  
SIGNIFICANT IMPACT ON STUDENT  
ACHIEVEMENT, WHAT WOULD BE THEY  
-- WHAT WOULD THEY BE?

>> I'LL START WITH A PLUG OF  
WHAT WE'VE BEEN NAMING IN BPS AS  
STANDARDS ALIGN.

WE TALK ABOUT HIGH QUALITY  
INSTRUCTION IN CLASSROOMS.  
TO SAY THAT IN A DIFFERENT WAY,  
I THINK IT IS ONE OF THE THINGS  
THAT COUNCILOR O'MALLEY  
MENTIONED AND PREVIOUS  
ADMINISTRATIONS.



THERE WAS A LOT OF SUCCESS IN  
TERMS OF THE STATE  
ACCOUNTABILITY FRAMEWORKS AND  
RANKINGS.

ONE THING THAT'S IMPORTANT FOR  
US TO UNDERSTAND IS CONTINUOUSLY  
MOVING THOSE TARGETS AND  
RATCHETING UP THE LEVEL OF RIGOR  
NOT ONLY WITH THE ASSESSMENTS  
BUT ALSO WITH THE FRAMEWORKS.

A LOT OF THINGS THAT HAVE  
CHANGED -- FOR EXAMPLE, NEW  
SCIENCE FRAMEWORKS WERE JUST  
RECENTLY PUT IN PLACE IN 2016.  
WE'RE NOW IN THE PROCESS OF  
TRYING TO CATCH UP TO MAKE SURE  
WE'RE MEETING THE RIGOR OF THOSE  
FRAMEWORKS.

MAKING SURE -- WHEN WE GO INTO  
CLASSROOMS -- AND I THINK THIS  
IS SOMETHING ANDREA MENTIONED  
EARLIER -- WE ARE LASER-LIKE  
FOCUSED IN MAKING SURE THAT OUR  
STUDENTS ARE RECEIVING QUALITY  
TASKS THAT ARE AT GRADE LEVEL.  
AS WE LOOKED AT A NATIONAL  
RESEARCH<sup>ñ</sup> REPORT, WE TALKED ABOUT  
ALL THE ASPIRATIONS OF YOUNG  
PEOPLE IN THE URBAN SYSTEMS  
ACROSS OUR NATION, AND MANY OF  
THEM HAVE HIGH EXPECTATIONS  
THEMSELVES, AS WERE THE YOUNG  
PEOPLE FEATURED IN THE  
VALEDICTORIANS PROJECT.  
STUDENTS WILL RISE TO THE  
OCCASION.

IT IS MAKING SURE THAT TEACHERS  
HAVE THE TOOLS THEY NEED TO  
CONTINUE TO HOLD STUDENTS TO  
HIGH EXPECTATIONS AND THAT THEY  
HAVE THE SUPPORT THEY NEED TO  
PROVIDE HIGH QUALITY CURRICULAR  
MATERIALS IN THE CLASSROOMS.  
WE HAVE SEEN THE PENDULUM SWING  
ONE WAY, AND NOW IT IS SWINGING  
BACK THE OTHER DIRECTION.  
THE BEGINNING OF THE LAST TEN  
YEARS, THERE WAS A FOCUS ON GET  
A DYNAMIC SCHOOL LEADER, LET  
THEM HIRE THE TEACHERS.  
MORE AUTONOMY.

WE'LL GIVE THEM THESE STANDARDS,  
AND THEY'LL FIGURE IT OUT.  
WHILE THAT MIGHT BE TRUE FOR

SOME CASES, WHERE THERE IS NOT A CONSISTENT HIGH QUALITY CURRICULUM SUPPORTED BY CENTRAL OFFICE, THERE IS LESS LIKELY TO BE STANDARDS OF INSTRUCTIONAL MATERIALS WITH HIGH QUALITY. THIS IS WHAT LED TO STUDENTS NOT BEING TAUGHT TO ON GRADE LEVEL. THERE WAS A REPORT IN 2017 THAT WAS ABOUT OUR PEER DISTRICTS ACROSS THE COUNTRY. THEY EDUCATE 17 MILLION OF OUR CHILDREN IN URBAN CITIES. THERE WAS A REPORT THAT REALLY FOCUSED ON CURRICULUM AS AN IMPORTANT LEVER IN TERMS OF STUDENT ACHIEVEMENT, ESPECIALLY EDUCATING STUDENTS WITH DISABILITIES. WE HAVE TO GO BACK TO CENTRAL OFFICES. IT DOESN'T MEAN WE TAKE AWAY

SCHOOLS' AUTONOMIES.

WE CLEARLY DEFINE THE SUPPORT AND THE AREAS WHERE THEY HAVE THE AUTONOMY TO BE INNOVATIVE AND DO THE GOOD WORK THEY DO.

>> THE ONE THING I WANT TO FOLLOW UP -- AND THEN I'M WELL OUT OF TIME -- IS LOOKING AT THAT CURRICULUM IS IMPORTANT TO ENGAGE OUR KIDS IN LEARNING, BUT WHAT I HAVE SEEN OVER MY EXPERIENCE IN THE BOSTON PUBLIC SCHOOLS IS WE INVEST IN THIS NEW CURRICULUM.

AND THE BOOKS NEVER GET UNPACKED.

THE CURRICULUM NEVER GETS UNPACKED.

IT SITS IN BOXES IN BOOK ROOMS ACROSS OUR DISTRICTS.

AND WE SPENT A LOT OF MONEY, AND LITERALLY AND METAPHORICALLY WE HAVEN'T UNPACKED THOSE BOXES AND SUPPORTED OUR TEACHING STAFF ON WHATEVER THE CURRICULUM IS OF THE DAY.

WE FALL BACK INTO OLD ROUTINES BECAUSE WE DON'T HAVE THE SUPPORT OF FOLKS.

THAT'S THE ISSUE OF THE CENTRAL OFFICE, TO DO THAT WORK.

BEFORE WE INVEST IN OTHER RESOURCES AND A NEW CURRICULUM AND A NEW WAY OF BUSINESS, WE HAVE TO BE LITERALLY COMMITTED TO UNPACKING THOSE BOXES FOR THE TEACHERS IN THE CLASSROOM.

>> THANK YOU.

COUNCILOR JANEY?

>> JUST TO BUILD ONÑ; WHAT MY COLLEAGUE JUST SAID, I THINK IT IS IMPORTANT THAT WE TAKE THE TIME TO LEARN FROM THE DIFFERENT INITIATIVES.

YOU USED THE UNPACKING OF THE CURRICULUM AS AN EXAMPLE, BUT I HAVE SEEN IN MY TIME TRYING TO WORK WITH BPS PARTNERS AND ADVOCATES FOR IMPROVEMENTS WHATEVER THE NEW SEXY IS OF THE DAY.

WE ALL RUN TO THAT.

WE DO IT FOR A COUPLE OF YEARS, AND THEN WE GO ON TO THE NEXT THING.

WHAT WE DON'T DO IS WE DON'T LEARN WHAT ARE THE OPPORTUNITIES THAT WORKED WELL, WHAT WERE THE CHALLENGES.

WE DO THAT WITH THE HIGH SCHOOL RENEWAL.

WE DO IT ANYTIME WE GET A NEW SUPERINTENDENT, SO THIS IS A VERY TIMELY CONVERSATION.

WE NEED TO TAKE THE TIME TO REFLECT AND FIGURE OUT WHAT ACTUALLY WORKS AND WHAT DO WE NEED TO DO BETTER AND MORE OF.

JUST IN TERMS OF DUAL LANGUAGE, I HEARD WHEN I WAS BACK IN MY OFFICE SOMEONE MENTIONED THE AEROPASS -- PASSWORD.

IT BECAME THE MODEL FOR NOW THE OPPORTUNITY AND ACHIEVEMENT GAP TASK FORCE AND ALL THAT GOOD WORK.

I WANT TO COME BACK TO ELL AND OPPORTUNITY ACHIEVEMENT GAP BECAUSE IT IS ALL VERY MUCH RELATED.

VERY IMPORTANT THAT THERE BE A PLAN MOVING FORWARD TO GET US TO

BILINGUALISM.

WE'RE NOT GOING TO GET THERE

JUST TREATING BILINGUALISM OR THE OPPORTUNITIES WITHIN THE DISTRICT SOLELY FOR ENGLISH LANGUAGE LEARNERS.

OBVIOUSLY, WE NEED TO DO ALL WE CAN.

ALMOST HALF OF OUR YOUNG PEOPLE IN BOSTON PUBLIC SCHOOLS ARE COMING FROM HOUSEHOLDS THAT SPEAK A LANGUAGE OTHER THAN ENGLISH.

WE WANT TO CELEBRATE THAT DIVERSITY.

WE WANT TO MAKE SURE THOSE STUDENTS ARE WELL PREPARED NOT ONLY IN LEARNING ENGLISH BUT THE ACADEMIC WORK AND PRESERVE THEIR OWN LANGUAGE AND OWN CULTURE. THAT IS VERY IMPORTANT.

BUT IF WE ARE TALKING ABOUT TRUE BILINGUALISM FOR ALL STUDENTS, THEN WE HAVE TO DO MORE AND THERE HAS TO BE A FORWARD-THINKING PLAN THAT SAYS TO GET THERE, EACH YEAR WE NEED TO DO X AMOUNT TO EXPAND THOSE OPPORTUNITIES.

AND SO, I THINK MOVING FORWARD IT WOULD BE VERY IMPORTANT TO KIND OF HAVE THAT FIVE-YEAR -- OBVIOUSLY, YOU HAVE A NEW SUPERINTENDENT COMING, SO WE WANT TO DO THIS IN PARTNERSHIP UNDER THAT LEADERSHIP, BUT IT IS IMPORTANT TO HAVE A PLAN. OTHERWISE, WE'RE JUST KIND OF CHASING OUR TAILS.

I WANT TO COME BACK TO THE EXPECTATIONS PIECE, AND I KNOW IT IS CRITICALLY IMPORTANT.

IT'S WHY WHEN I OFFERED HEARING ORDERS ON TEACHER DIVERSITY AND WHEN I HAD THE HEARING LAST YEAR ON TEACHER DIVERSITY, ONE OF THE THINGS I FOUND WHEN WE TALK ABOUT THE IMPORTANCE OF TEACHER DIVERSITY IS THIS NOTION OF EXPECTATIONS, BUT HOW DO WE MEASURE THAT?

HOW ARE WE LOOKING AT THAT NOW AS A DISTRICT?

I MEAN, IT'S NOT SOMETHING THAT YOU CAN REALLY QUANTIFY OR IF AT LEAST THERE IS A WAY TO DO IT,

I'M NOT SURE WHAT THAT WAY IS,  
SO I'M CERTAINLY HAPPY TO HEAR  
FROM THEçóñr EXPERTS ON THIS PANEL  
TALK ABOUT HOW WE MEASURE HIGH  
EXPECTATIONS WHEN WE'RE LOOKING  
AT TEACHERS AND WHAT THEY EXPECT  
FROM THEIR YOUNG PEOPLE IN FRONT  
OF THEM.

>> AND THERE'S A COUPLE OF WAYS  
WE'RE THINKING ABOUT IT.

ONE, WE ARE PILOTING A SURVEY  
THAT IS TRYING TO GET AT THINGS  
LIKE IMPLICIT BIAS OF STAFF AND  
WHAT ARE SOME OF THE BROAD  
ISSUES WE HAVE AS PROFESSIONALS  
WITHIN BPS THAT WE NEED TO START  
ADDRESSING AND TALKING ABOUT.  
THEN I WOULD ALSO SAY WHAT'S  
ACTUALLY HAPPENING IN THE  
CLASSROOM.

WHEN YOU WALK INTO A CLASSROOM  
AND YOU KNOW WHAT GRADE YOU'RE  
LOOKING AT AND YOU KNOW THE  
STANDARDS AND STUDENTS AREN'T  
BEING THE SCAFFOLDS TO GET TO  
THOSE PLACES OR THEY'RE BEING  
OVER-SCAFFOLDED TO THE  
STANDARDS, WE NEED TO THINK  
ABOUT -- WE NEED TO THINK OF NOT  
ONLY WHAT'S HAPPENING IN THE  
CLASSROOM, BUT ALSO HOW DO WE ñr  
DISAGGREGATE WHO IS GETTING  
ACCESS TO RIGOR.

I THINK THERE ARE SOME TALES AND  
SIGNALS THAT WE CAN USE TO SEE  
WHERE THE EXPECTATIONS LIE IN  
OUR SCHOOLS AND OUR CLASSROOMS.

>> THEN I GUESS THE QUESTIONçó IS  
THEN, HOW DO WE REALLY SUPPORT  
OUR TEACHERS AND HELP MOVE THEM  
TO A DIFFERENT PLACE IF WE FIND  
THAT.

IF WE FIND THAT, WE'VE GOT TO  
TAKE STEPS TO ENSURE THAT THE  
EXPECTATIONS ARE GOING TO BE  
HIGH, RIGHT?

>> THANK YOU FOR THAT QUESTION.  
IT ALLOWS ME TO COME BACK TO THE  
CURRICULUM PIECE THAT I  
MENTIONED EARLIER.

I WOULD BE REMISS IF I DIDN'T  
MAKE CLEAR THAT THERE IS AN  
INFRASTRUCTURE AND SUPPORT TO  
PROVIDE TEACHERS WITH WHATEVER

PROFESSIONAL LEARNING THEY NEED  
TO WORK TO FACILITATE  
CONVERSATIONS.

THEY'RE EXPERTS.

THEY'RE DOING THE WORK ON THE  
GROUND WITH THE KIDS.

THEY'RE PROVIDING THE TIME AND  
OPPORTUNITY TO THINK THROUGH  
WHAT'S WORKING, WHAT'S NOT.

I THINK THAT'S THE WORK THAT  
TAKES US TO THE NEXT LEVEL.

IT IS NOT JUST THE CURRICULAR  
PIECE, BUT ALSO HELPING  
FACILITATE THE CONVERSATIONS  
WITH TEACHERS ON HOW TO HAVE  
HIGH STANDARDS.

>> ONE THING WE'VE TALKED ABOUT  
WITH CURRICULUM THAT I'VE  
ADVOCATED FOR IS A DECOLONIZED  
CURRICULUM, ONE THAT IS GOING TO  
ENSURE THAT ALL VOICES ARE BEING  
HEARD AND REPRESENTED.

THANK YOU SO MUCH.

I'M OVER TIME.

THANK YOU ALL FOR THE WORK THAT  
YOU DO.

THANK YOU.

>> COUNCILOR CAMPBELL?

>> THANK YOU.

JUST A COUPLE OF QUESTIONS.

JUST CONTINUING THE DUAL  
LANGUAGE PROGRAM AND COUNCILOR  
JANEY'S LINE OF QUESTIONING

I'LL c7/&wfl

SAY AGAIN.)mI[RxFj

>> I WAS HAPPY TO HEAR ABOUT THE  
LARGE POPULATION IN MY DISTRICT,  
BUT ALSO I'VE BEEN GETTING A LOT  
OF QUESTIONS FROM THOSE WHO  
SPEAK PORTUGUESE.

THEY HAVE QUESTIONS AROUND WHEN  
THEY'LL GET A SPECTACULAR  
PROGRAM FOR THAT LANGUAGE.

ANYTHING ELSE ON THE HORIZON?

THANK YOU, SIR.

>> YEAH, NO PROBLEM.

ONE OF THE THINGS I THINK I  
MENTIONED EARLIER IS IN ORDER TO  
MAKE SURE WE DO IT IN A  
THOUGHTFUL AND EQUITABLE WAY,  
ONE OF THE WORK GROUPS WE  
LAUNCHED THIS PAST MONTH WAS  
LOOKING AT HOW WE THOUGHTFULLY  
GO ABOUT EXPANDING DUAL LANGUAGE

OPPORTUNITIES TO SCHOOLS AND SCHOOL COMMUNITIES.

THIS WORK IS BEING DONE OBVIOUSLY THROUGH THE OFFICE OF ENGLISH LEARNERS BUT ALSO OUR ENGLISH LEARNERS TASK FORCE WHO TOLD US THIS IS REALLY IMPORTANT.

WE'VE BEEN WANTING THIS FOR A LONG TIME, BUT BE VERY THOUGHTFUL ABOUT HOW YOU DO THIS BECAUSE DROPPING THOSE PROGRAMS IS NOT QUALITY IN TERMS OF ABILITY AND PROGRAMMING.

WE'LL HAVE AN INTERNAL WORKING GROUP, CENTRAL OFFICE MEMBERS, MANY OF WHOM WHO ARE ON THIS PANEL, WHO WILL THINK THROUGH HOW DO WE DO THE SUPPORT FOR DUAL LANGUAGE PROGRAMMING THROUGH THE FUNCTIONS OF CENTRAL OFFICE SO WHEN IT IS BAKED INTO EVERYTHING WE DO AND OUR PROCESSES, SO WHEN IT IS TIME FOR A SCHOOL TO PUT IT TOGETHER, IT IS NOT A HEAVY UNSUSTAINABLE LIFT.

THAT'S WHERE WE ARE WITH THE WORK NOW.

WE JUST LAUNCHED THAT THIS PAST MONTH IN LOOKING AT HOW WE TRY TO GET THOSE PROGRAMS TO GET OFF THE GROUND.

THERE ARE SOME COMMUNITIES WHO HAVE HAD A LONGER WAIT AND CONVERSATION AND PUSH, SO I THINK WE'RE ACTIVELY INVOLVED. I DON'T KNOW IF YOU HEARD THE QUESTION THAT WE'RE TALKING ABOUT.

>> SOME OF THE NEW WORKING GROUPS THAT YOU GUYS ARE REFERENCING I'VE ALSO HEARD ABOUT, WHICH SOUND REALLY GREAT. ANY POSSIBILITY FOR FOLKS ON THE COUNCIL SIDE TO JOIN SOME OF THESE CONVERSATIONS, EVEN IF IT IS NOT A COUNCILOR DIRECTLY? I'M LOOKING AT MY CHIEF OF STAFF WHO CARES DEEPLY ON THIS ISSUE AND HAS BEEN WORKING ON THIS ISSUE FOR A LONG TIME AND WOULD LOVE TO BE AT THE TABLE INFORMING CONVERSATION AND

WORKING PARTNERSHIP.

IS THERE ANY APPETITE TO EXPAND  
THE GROUP OUTSIDE OF BPS TO  
INCLUDE OTHER DEPARTMENTS TO  
PARTICIPATE?

>> I THINK THAT'S THE PLAN.

ONCE WE GET THE INTERNAL STUFF  
TOGETHER, WE'LL DEFINITELY MOVE  
IN THAT DIRECTION.

>> SORRY.

>> IT'S IMPORTANT IF YOU WENT TO  
THE LADIES ROOM, YOU DO THAT.  
IT'S IMPORTANT.

>> THANK YOU.

WE ACTUALLY JUST POSTED  
POSITIONS FOR TEACHERS TO  
SUPPORT US WITH THE WRITING OF  
THE CAPE VERDIAN AND CREOLE  
CURRICULUM.

ONE OF THE THINGS WE DID LEARN  
IS IT CAN BE A CHALLENGE WHEN  
YOU'RE THINKING ABOUT MATERIALS.  
ACTUALLY, WE LAST SUMMER SENT A  
GROUP TO HAITI TO ACTUALLY GET  
AUTHENTIC MATERIALS.

AS WE'VE BEEN WRITING THE FIRST  
TWO YEARS AND CURATING THE FIRST  
TWO YEARS OF CURRICULUM FOR  
HAITIAN CREOLE, WE'VE REALIZED  
THE THINGS WE NEED TO DO MORE  
STRATEGICALLY WITH THE CAPE  
VERDIAN-CREOLE CURRICULUM.

WHEN WE'RE WRITING THIS  
CURRICULUM, WE WANT IT TO BE  
REALLY HIGH QUALITY.

THERE ARE ASSESSMENTS THAT ARE  
ALREADY ALIGNED.

WE'VE ALREADY STARTED WORKING  
WITH THE CAPE VERDIAN TEACHERS  
TO START THAT PROCESS.

>> WHAT'S THE NUMBER?

I'M JUST CURIOUS.

>> OF TEACHERS?

>> YES.

>> I BELIEVE WE HAVE TEN  
TEACHERS IN THAT PROCESS.

>> JUST MOVING ON FOR SAKE OF  
TIME -- BUT THANK YOU FOR THAT  
UPDATE.

IT IS VERY HELPFUL.

DO WE CURRENTLY BREAK DOWN BY  
HIGH SCHOOL THEIR GRADUATION  
RATES AND HOW THEIR STUDENTS DO  
WHEN THEY LEAVE SPECIFIC HIGH



SCHOOLS?

>> WE HAVE PUBLISHED IN OUR ANNUAL REPORTS THE BREAKDOWN OF THE GRADUATION DATA AND ANNUAL DROPOUT DATA, THE FIVE-YEAR GRADUATION RATE, THINGS OF THAT NATURE FOR EACH SCHOOL PUBLISHED.

WE'RE HAPPY TO SHARE THEM WITH YOU.

>> THANK YOU.

GOING BACK TO A QUESTION THAT EVERY COUNCILOR HAS ASKED IF NOT THIS BUDGET CYCLE BUT PREVIOUS BUDGET CYCLES, WHAT DO WE DO AROUND THE ACHIEVEMENT GAP? WHAT WILL IT TAKE?

ONE OF THE THINGS I WANT TO PULL OUT -- COLLIN, YOU HIT ON THIS ALL THE TIME -- IS THE IMPORTANCE OF ADDRESSING ENVIRONMENT, CULTURE, PAST HISTORY, AND HOW CERTAIN STUDENTS AND FAMILY WERE SERVED OR DISSERVED IN THE PAST AND HOW CRITICAL YOUR WORK IS TO EVERY SINGLE DEPARTMENT, EVERY ISSUE THAT WE TOUCH, THE IMPORTANCE OF TALKING ABOUT RACE SYSTEMS, NOT INDIVIDUALS, THAT HAVE SHOWN UP, OUR CONSTITUENTS.

I'M JUST CURIOUS TO PULL APART A LITTLE MORE OF YOUR DEPARTMENT'S -- NOW THAT YOU HAVE A BUDGET.

WHAT DOES YOUR TOUCH LOOK LIKE WITHIN BPS, THE TRAINING OF OUR STAFF, OUR TEACHERS?

I ENVISION ON THE COUNCIL SIDE ANYONE WHO IS HERE HAS THE OPPORTUNITY TO GO THROUGH RACIAL EQUITY TRAINING SOON.

WE'VE TALKED TO YOUR OFFICE ABOUT THAT AND LEARNED SOME BEST PRACTICES, BUT I ENVISION AT SOME POINT IF WE WANT EVERY DEPARTMENT IN THE CITY OF BOSTON TO BE SUCCESSFUL IN ADDRESSING INEQUITIES, THEY HAVE TO BE TRAINED.

WE HAVE TO BE GIVEN THE LANGUAGE AND THE TOOLS.

WHERE ARE YOU CURRENTLY AND THEN HOW DO YOU REACH EVERY SINGLE

PERSON THAT TOUCHES OUR STUDENTS  
AND TOUCHES OUR BPS STUDENTS,  
WHETHER IT IS A PARTNERING OR  
SOMETHING ELSE, TO ENSURE THEY  
HAVE THAT UNDERSTANDING?

>> EVERY -- IT AMOUNTS TO ALMOST  
40 HOURS OF COPS TRAINING.

WE DID EVERY LEAD TEACHER ACROSS  
THE DISTRICT.

EVERY DISTRICT HAD A LEAD  
TEACHER AT THE TIME.

THE PROGRAM LOOKS A LITTLE BIT  
DIFFERENT NOW.

WE WORKED WITH OVER 100 PARTNERS  
IN A SERIES OF PROFESSIONAL  
DEVELOPMENTS, AND THEN WE  
STARTED WORKING WITH THE ACTUAL  
STRUCTURES IN THE SYSTEM.

>> WHICH IS --

>> COSP.

EVERY SCHOOL HAS A SMART GOAL ON  
WHICH THEY'RE TALKING ABOUT  
RACE, CULTURE, BIAS, AND HOW IT  
AFFECTS THEIR PRACTICES AND  
STRUCTURE WITHIN THEIR SCHOOLS.  
THAT'S AN ONGOING PRACTICE THAT  
HAPPENS EVERY YEAR.

BPS A HIGH PRIORITY PARTNER.

JOHN SPRAWL, WHEN HE WAS HERE,  
HE EMBEDDED THAT INTO THAT.

WE ARE CREATING AN ONLINE  
SELF-PACED COURSE THAT WE HOPE  
WILL BE REQUIRED FOR ANY  
INDIVIDUAL COMING INTO BOSTON  
PUBLIC SCHOOLS.

THE MAIN THING WE NEED TO SEE  
WHEN WE TALK ABOUT RUBBER  
MEETING THE ROAD IS THE CULTURE.

WE HAVE SET UP THE STRUCTURES.

WE'VE HAD THE TRAINING.

BUT WHEN WE SEE THINGS THAT ARE  
NOT RIGHT AT SCHOOLS AND WE TALK  
ABOUT RIGOR IN A CLASSROOM, ARE  
WE WILLING TO STEP UP AND TALK  
ABOUT IT?

I THINK THOSE ARE THE PLACES  
WE'RE STILL TRYING TO PUSH THE  
CULTURE, THE CURRICULUM TO MATCH  
WHAT WE WANT TO SEE, THE  
AWARENESS THAT WE WANT OUR  
STUDENTS TO HAVE, BUT THAT'S A  
LONG-TERM PROCESS.

I THINK WE'VE DONE A GOOD JOB OF  
EMBEDDING OURSELVES IN THE

SYSTEMS AND TRAINING, BUT WHAT DOES IT LOOK LIKE ON THE GROUND AND ARE WE, AS PROFESSIONALS, IN BPS WILLING TO STAND UP WHEN WE SEE THINGS?

I ALWAYS SAY JAYWALKING IS AGAINST THE LAW, RIGHT, BUT WE HAVE TO BE WILLING TO ENFORCE THAT LAW.

I THINK WE'VE DONE A GOOD JOB OVER THE LAST TWO YEAR OF EMBEDDING IT.

WE'RE WORKING ON A CULTURE OF ACCOUNTABILITY AND SUPPORT.

>> IS EVERY TEACHER, STAFF, AND PERSON IN CENTRAL OFFICE REQUIRED TO UNDERGO YOUR SORT OF LEVEL OF TRAINING?

AND IF NOT, HOW DO YOU INCENTIVIZE THAT TO HAPPEN?

I IMAGINE THAT IS A GOAL OF YOUR OFFICE TOO AT SOME POINT.

>> WE START WITH EVERY DEPARTMENT AND EVERY SCHOOL LEADER.

WHAT WE'RE HOPING IS THEY'RE HAVING CONVERSATIONS THAT ARE ALIGNED AND CUSTOMIZED TO THEIR ENVIRONMENT.

OUR TRKi

FAIRLY ONE SIZE FITS ALL BECAUSE WE WANT TO TALK ABOUT THE HISTORICAL PARADIGMS WE LIVE UNDER, BUT THERE ARE SCHOOLS THAT HAVE BEEN HAVING THESE CONVERSATIONS.

THERE ARE SCHOOLS THAT ARE JUST STARTING.

WE WANT TO BE CONSULTANTS AROUND HOW DO YOU DO THIS WORK, GIVE THEM TOOL KITS, GIVE THEM READINGS, GIVE THEM IDEAS, BUT WE DON'T WANT TO MANDATE A ONE SIZE FITS ALL AT THE SCHOOL.

>> DO THE SCHOOLS HAVE ANY BUDGETS FOR THIS TYPE OF WORK?

>> I WOULD SAY -- AND I SAY THIS FOR MY OWN OFFICE -- THIS IS THE SMALLEST BUCKET OF MONEY THAT WE'VE HAD TO SPEND.

REALLY WHAT WE WANT IS TIME.

IN SCHOOLS AND SCHOOL SYSTEMS, TIME IS YOUR INVESTMENT.

ARE YOU WILLING TO TAKE THE TIME

TO TALK ABOUT THESE ISSUES?  
AGAIN, ARE YOU GOING TO HOLD  
EACH OTHER ACCOUNTABLE FOR THE  
PRACTICES THAT NEED TO FOLLOW?  
WE SUPPORT GRANTS AND THINGS  
LIKE THAT WHEN SCHOOLS NEED  
SUPPLIES OR WANT TO BRING IN AN  
EXPERT, BUT IT IS REALLY TIGHT.

>> THANK YOU.

>> COUNCILOR EDWARDS?

>> JUST A QUICK FOLLOW-UP.

ON THE EARLY EDUCATION  
COMPONENT, AGAIN, I WASN'T HERE  
FOR IT, SO I APOLOGIZE IF THIS  
IS REPETITIVE.

I'M CURIOUS THAT THE EAST BOSTON  
EARLY EDUCATION CENTER -- THEY  
HAD A CONVERSATION WITH  
COMBINING IT OR LOOKING AT ITS  
FUTURE WITH THE ALLEN GARY  
SCHOOL THAT IS WITHIN THE SAME  
KIND OF PHYSICAL SPACE.

IF THIS IS TOO PARTICULAR FOR MY  
DISTRICT FOR THIS HEARING, I'M  
HAPPY TO HAVE FOLLOW-UP OFFLINE.  
MAYBE YOU CAN SPEAK TO THE EARLY  
EDUCATION CENTERS AND HOW WITH  
"BUILD BPS" THEY'RE GOING TO  
GROW OR SHRINK.

>> THERE'S NO PLAN TO ELIMINATE  
THE EARLY EDUCATION CENTERS,  
EARLY LEARNING CENTERS.

THE STUDENT ASSIGNMENT PLAN  
GUARANTEES EVERYONE ACCESS TO  
THE CLOSEST EEC OR ELC ON THE  
LIST.

IT IS A COMPONENT OF OUR STUDENT  
ASSIGNMENT PLAN POLICY, SO  
THEY'RE CRITICAL FOR THAT AS  
WELL.

IN CASES WHERE WE'RE TALKING  
ABOUT RECONFIGURATIONS IN A  
NEIGHBORHOOD, WE HAVE BEEN  
INCLUDING THOSE IN THE  
CONVERSATIONS SO THEY CAN THINK  
ABOUT HOW THEY INTERACT.

IN THE GROW PAUL ALLIANCE, THOSE  
LEADERS HAVE PUT FORTH A  
PROPOSAL THAT WILL CHANGE GRADE  
SPAN OF THE EEC AND ELC.

I'M THINKING OF ELLISON PARKS IN  
MATTAPAN THAT GOES TO THIRD  
GRADE.

IN ALL CASES, WE'RE COMMITTED TO

CONTINUING THE SURROUND CARE  
OPTION FOR FAMILIES THAT GIVES  
THE 7:30 TO 4:30 TIME AND  
PROVIDES THE ACCESS TO THOSE  
PROGRAMS, BUT WE ARE GOING TO  
CONTINUE TO HAVE THOSE  
CONVERSATIONS TO MAKE SURE THE  
ECCs AND ELCs WORK IN OUR  
NEIGHBORHOODS BECAUSEñi THEY'RE A  
REALLY CRITICAL COMPONENT TO OUR  
EARLY CHILDHOOD PORTFOLIO.

>> GREAT.

THANK YOU.

AND WE CAN FOLLOW UP WITH EAST  
BOSTON OFFLINE?

>> I KNOW THERE ARE HAVE BEEN  
SPECIFIC CONVERSATIONS AROUND  
THE ALLEN GARY AND THE BOSTON  
EC.

IT IS PART OF THE CONVERSATION,  
BUT THERE IS NO SPECIFIC PLAN  
YET FOR ANY MERGER.

>> OKAY.

>> DO YOU HAVE ANYTHING ELSE?  
ALL RIGHT.

GREAT.

THANK YOU-ALL.

THANK YOU TEAM FOR PROVIDING  
GREAT TESTIMONY TODAY.

THIS HEARING STANDS ADJOURNED.