



Student Opportunity Plans
Guidance materials and plan template for superintendents
for the creation of three-year, evidence-based plans
required by the Student Opportunity Act

SHORT FORM

Jeffrey C. Riley
Commissioner

Winter 2020



Student Opportunity Plans

Letter from Commissioner Jeffrey C. Riley

With the passage of the [Student Opportunity Act \(SOA\)](#) (Chapter 132 of the Acts of 2019), we have once again affirmed that public education is cherished in the Commonwealth. The law implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit our public schools. It is now up to all of us in schools and districts to ensure we spend our resources in the way the SOA intends, so that all students have access to an excellent education.

The goals of the SOA closely track those in the report I issued to the Board of Elementary and Secondary Education last summer, "[Our Way Forward](#)." In that report, I recognized the progress our state has made over the past decade in overall student achievement but noted that persistent opportunity and achievement gaps remain for our students of color, low-income students, English learners, and students with disabilities. **Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school.**

It is critical that district resources support student subgroups as the legislation intended. As part of the SOA, districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups. While the law sets forth several requirements for these plans, the Department of Elementary and Secondary Education (DESE) will focus primarily on the extent to which districts are implementing evidence-based programs that will close these gaps in their communities.

The Department is charged with creating a template for these three-year plans and providing guidance to help districts complete them. As a former superintendent/receiver, I recognize that districts produce plans under various state and federal laws, and the SOA adds yet another planning requirement. **Over time, we intend to further consolidate and streamline requirements for these plans, so that the workload is more manageable.**

In recognition that over 80 percent of new Chapter 70 funds are going to approximately 35 districts, we will take a bifurcated approach to the SOA plan templates. There will be a "short form" for most districts and a "longer form" for those districts receiving substantial new funds. At the same time, it is critically important that **all districts use their SOA plans as an opportunity to ensure that strong programs are in place to support the needs of student subgroups**, as virtually all districts have achievement and opportunity gaps that limit our students' potential.

Two final points. First, I understand the timeline is extremely tight. In recognition of that, we are asking for short, succinct plan documents, even for districts using the long form. **Fundamentally, each district's plan should be a commitment to do a few things well; it should not be a comprehensive strategic plan.** Second, we are especially interested in accelerating the adoption of three programs statewide: 1) expanded pre-kindergarten and evidence-based early literacy, 2) Early College programs, and 3) diversifying the educator and administrator workforce. In our guidance, DESE is also providing a larger suite of evidence-based program examples for districts to consider when formulating their plans.

The SOA is truly a historic opportunity for Massachusetts to propel our state to become a national leader, not just in overall achievement, but for all children in the Commonwealth. Thank you for your efforts on behalf of our students, and I look forward to reviewing your plans in April.

Sincerely,

Jeffrey C. Riley

Commissioner of Elementary and Secondary Education

Student Opportunity Plans

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Student Opportunity Plans

Basic Overview of Template and Requirements

District Plan Template Focused on Four Commitments

The SOA requires each district to create a three-year, evidence-based plan for the Commissioner's review. The Department has established a **template for this plan which asks each district to make four "Student Opportunity Commitments"** in order to close opportunity and achievement gaps among student subgroups.

The four commitments are to:

1. **Intentionally focus on student subgroups** who are not achieving at the same high levels as their peers;
2. **Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps** for student subgroups and **allocate resources** to support these programs;
3. **Monitor success in reducing disparities in achievement among student subgroups** over three years with a small number of metrics and targets; and
4. **Engage families, particularly those families representing student subgroups** most in need of support, about how best to meet their students' needs.

Bifurcated Approach to Templates Based on Amount of Incremental Chapter 70 Funds

The Commissioner has determined that districts' requirements will be bifurcated based on the amount of incremental Chapter 70 funding a district is expected to receive (based on the FY21 proposal in the Governor's House 2 budget released on January 22, 2020).

1. Districts expected to receive **less than \$1.5 million** in incremental Chapter 70 funds in FY21 will fill out a "short form" template.
2. Districts expected to receive **over \$1.5 million** in incremental Chapter 70 funds in FY21 will fill out a "long form" template that will require additional information, particularly concerning their budgets.

Plan Submission

Student Opportunity Plans are due by 11:59 p.m. on April 1, 2020. We are providing this guidance document *for planning purposes only*. **In March, we plan to send out an electronic link to a web form that districts will use to submit their plans.**

Further Requirements

Districts will receive information in summer or fall of 2020 about any further requirements and annual reporting associated with these plans.

Questions & Support

Please email SOAplans@doe.mass.edu with your questions, and we will provide answers and connect you with the right sources of support.

Student Opportunity Plans

Suggestions for Successful Planning

- **Focus on evidence-based program selection:** In reviewing plans, our primary focus will be on which **evidence-based programs a district is selecting and the resources being allocated to those programs**. To support districts in identifying specific programs that will best support their student subgroups, DESE has compiled a menu of **evidence-based program examples** for districts on page 6 of this document. The commissioner and his leadership team selected these examples based both on evidence and experience seeing these programs move the needle for students.
 - **Districts that select from this menu, assuming their specific program generally matches the features of the example provided, can expect that their selection will satisfy the statutory requirement to include evidence-based programs in their plans.**
 - Districts may also identify their own evidence-based programs outside of the menu, so long as they align to one or more of first nine categories in the law (see SOA categories A-I on the bottom of page 6). Finally, districts can propose programs outside of these categories but they will be subject to the commissioner’s review.
- **Thoughtfully engage your community:** We will look for districts to confirm they engaged groups outlined in the statute alongside other local community groups, so that plans **reflect student needs as identified by the community** and so communities can in turn support districts in their implementation of evidence-based programs. Please consult the detailed guidance later in this document for stakeholder engagement requirements and recommendations.
- **Do a few things well:** We encourage districts to **commit to a small number of high-impact, evidence-based programs to close opportunity and achievement gaps among student subgroups**. A completed Student Opportunity Plan should **not** look and feel like a comprehensive strategic plan or spell out a laundry list of priorities and initiatives. If your district already has a strategic plan, the Student Opportunity Plan could be a chance to highlight the most critical initiatives underway and deepen them or add a few new programs that will best support student needs.
 - **Remember that districts can “adopt, deepen or continue” evidence-based programs.** Short form districts may focus primarily on describing evidence-based programs already underway that are supporting student subgroups with disparities in achievement. Districts could also propose deepening certain features of these programs or expanding their scope to more students.
 - However, if districts do not currently have programs to support student subgroups, districts should reallocate resources to ensure evidence-based programs are in place beginning in FY21.
- **Focus on implementation:** We are interested in **concise, thoughtful commitments that will be backed up by high-quality implementation**. The Department **strongly recommends that districts keep their plans to a similar length as the sample template in this guidance document**. Rather than filling out additional paperwork, DESE encourages districts to spend that time with their teams ensuring that new programs will be implemented well. The commissioner intends to focus future school visits and DESE monitoring on observing the evidence-based programs that districts described in their plans.

Student Opportunity Plans

Evidence-Based Program Examples Identified by DESE

The Department has identified 17 examples of high-quality programs that the commissioner encourages districts to consider when selecting evidence-based programs to support student subgroups. Robust implementation of these programs may touch on multiple program categories (A through I) outlined in the SOA¹. The program examples below are organized into four domains that reflect the core work of districts. Each example is pre-aligned to the SOA program categories, which are noted in parentheses after each example.

The commissioner is encouraging the adoption of Priority Programs (in bold below) and will likely offer multiplier funds to districts with particularly strong plans in these areas. We hope to make funds available via competitive grants by realigning grants within DESE. Please note that to receive multiplier funds for a pre-K program, districts must also implement a research-based early literacy program.

Enhanced Core Instruction

1. **Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers** (SOA categories D, F, and G)
2. **Research-based early literacy programs in pre-kindergarten and early elementary grades** (E, F, and G)
3. **Early College programs focused primarily on students under-represented in higher education** (I)
4. Supporting educators to implement high-quality, aligned curriculum (E and F)
5. Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Targeted Student Supports

6. Increased personnel and services to support holistic student needs (C and D)
7. Inclusion/co-teaching for students with disabilities and English learners (D and E)
8. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)
9. Dropout prevention and recovery programs (I)

Talent Development

10. **Diversifying the educator/administrator workforce through recruitment and retention** (D and H)
11. Leadership pipeline development programs for schools (D and E)
12. Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)
13. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions (D)

Conditions for Student Success

14. Community partnerships for in-school enrichment and wraparound services (C)
15. Parent-teacher home visiting programs (E)
16. Labor-management partnerships to improve student performance (E)
17. Facilities improvements to create healthy and safe school environments (J)

¹ A) Expanded learning time in the form of a longer school day or year; B) Increased opportunity for common planning time for teachers; C) Social services to support students’ social-emotional and physical health; D) Hiring school personnel that best support improved student performance; E) Increased or improved professional development; F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks; G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations; H) Diversifying the educator and administrator workforce; I) Developing additional pathways to strengthen college and career readiness; J) Any other program determined to be evidence-based by the commissioner.

Student Opportunity Plans

Short Form Checklist

Districts should review this checklist alongside the sample short form on page 8. The sample will provide the best guidance on the length and depth DESE expects in district responses.

Commitment 1: Focusing on Student Subgroups

- Provide a brief analysis of district data that identifies opportunity and achievement gaps for student subgroups, including students of color, low income students, English learners, and students with disabilities.
 - Data sources could include: DESE’s accountability system, local measures of student performance, and the ability of all students to access district programs, wraparound services, and other opportunities.

Commitment 2: Using Evidence-Based Programs to Close Gaps

- Consider selecting from the evidence-based program examples identified by DESE (on page 6 of this document)
- Describe each program, making sure to include:
 - A high-level summary of the program in FY21 and any expected changes for the following two years.
 - Which schools in the district will be impacted by the program (answer can be district-wide).
 - Which student subgroups the program will address.
- Fill in the table with the following budget information for FY21:
 - 1) Input budget line items (staff, PD, purchases, etc.), 2) provide the cost of the items, and 3) identify the foundation budget category for each cost listed (see page 13 of this document).
- Identify how the program is evidence-based:
 - Is this program one of the DESE identified examples? If so, write in the name (see page 6 for the list).
 - If the program is not from the DESE list, write in the SOA category the program aligns to (A-J) (these categories are listed in the footnote on page 6). If your program does not align with SOA categories A-I, describe why none of those programs would support closing achievement gaps among student subgroups in your district. Then choose J and include the evidence supporting the selected program.

Commitment 3: Monitoring Success with Outcome Metrics and Targets

- Select at least three outcome metrics to include in your plan. These can include metrics from the list provided by DESE (see page 14 of this document) or custom district metrics.
- Where possible, align outcome metrics with the evidence-based programs described in Commitment 2.
- Each district must also identify targets for each metric. Targets will be added to plans in fall 2020. If you choose a DESE metric, we will take care of this second step, as we will set the targets for you. Districts choosing their own metrics will be required to update their plans with targets in the fall. At that time, DESE may also request more information about the custom metrics districts selected. For more information, see pages 13-14.

Commitment 4: Engaging All Families

- Describe your district’s ongoing plan for engaging families, including targeted strategies for families of low-income students, English learners, and students with disabilities. See page 15 for suggestions.
- Explain how your district will measure increases in family engagement based on these efforts.

Certifications:

- Certify that you engaged stakeholders as specified by the law: “Each plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils and educators in the district.”
- Describe your district’s stakeholder engagement process and provide a list of stakeholders that were engaged. See pages 15-16 for suggestions.
- School committees should vote on the plan, as it will have budgetary and policy implications. Confirm that school committee voted on the plan and provide the date of the vote and the outcome.

Anyborough Public Schools

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

As noted in our strategic plan, Anyborough Public Schools (APS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our Latino students, black students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. We also note the troubling fact that students within these specific subgroups, particularly Latino students, report lower engagement in school as measured by our annual student survey. Additionally, our educator workforce does not mirror our student population: Just 3 percent of our educators are of color, compared to 25 percent of our students.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Within the last few years, APS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

1. Inclusion for students with disabilities (SWD). An independent review of our special education services two years ago found that our district could make further progress in serving our SWD in a least restrictive environment. We have invested in four additional inclusion teachers and associated PD as part of a pilot program to support the development of educators in delivering instruction in an inclusionary setting in Anyborough Hills Elementary. We will ask our town to support the expansion of this program in the coming years, ideally to Anyborough Plains Elementary. Our inclusion pilot program will be available to all SWD, including students of color, English learners, and low-income students.

FY21 budget item	Amount	Foundation Category
Inclusion teachers (2)	\$350,000	Classroom & Specialist Teachers, Employee Benefits / Fixed Charges
Inclusion PD	\$10,000	Professional Development
Evidence-based program identified by DESE:		Inclusion/co-teaching for students with disabilities
SOA program categories:		D (hiring school personnel) and E (PD)

2. Diversifying our educator workforce. Our workforce does not mirror our student population, a fact which we believe lowers the engagement and academic success of our students of color. We have intentionally focused on recruiting APS students who have graduated from college and have ties to the community to come back to their hometown as educators. This is a district-wide initiative. APS has established a grant program to support prospective teachers with the costs to complete the educator licensure test and provides these educators with mentors in the school as part of our efforts to ensure an inclusive workplace for newly-hired educators. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

FY21 budget item	Amount	Foundation Category
MTEL licensure grants	\$2,000	Professional Development
Mentor stipends for educators	\$25,000	Professional Development
Culturally responsive PD	\$2,000	Professional Development
Evidence-based program identified by DESE?	Diversifying the educator and administrator workforce	
SOA program categories?	D (hiring school personnel) and E (PD)	

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ ELA mean SGP
- ✓ Mathematics mean SGP
- ✓ Four-year cohort graduation rate

2) Custom district metrics:

- ✓ Student engagement (measured by annual district-wide student survey)

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

Anyborough Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and quarterly PTO meetings at each school, we are also committing to pilot a new parent-teacher home visiting project in APS specifically targeted to families of students of color, EL students, students with disabilities, and those from low-income backgrounds. In this model, educators will make visits to families at their homes to engage in a two-way dialogue about shared goals for their students. We will measure the engagement of families who receive a home visit through a follow up survey and track the number of and demographics of families reached through home visiting each year.

Certifications:

By checking here, I certify that our district has engaged stakeholders in accordance with the SOA

Please summarize your stakeholder engagement process, including specific groups that were engaged:

Anyborough Public Schools partnered with a local community organization, CommOrg1, to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: focus group of parents/guardians including PTO presidents from each school, focus group of educators, focus group of local non-profits and businesses, special education parent advisory council, EL parent advisory council, the local teachers union, and two other community organizations: CommOrg2 and CommOrg3. Additional individuals and groups spoke during public comment in our February and March school committee meetings. A primary concern for families was the lack of educator diversity in our district; a second was the lack of support for students who are behind.

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan

- **Date of vote:** 3/24/2020
- **Outcome:** Vote was affirmative

BLANK SHORT FORM TEMPLATE

This template is for planning purposes only. Districts will receive a link to a web form in March to input this information online.



[District Name]

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

[Insert text here]

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

[Insert text here]

FY21 budget item	Amount	Foundation Category
Evidence-based program identified by DESE:		
SOA program categories:		

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ [Insert metrics]
- ✓
- ✓

2) Custom district metrics:

✓

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

[Insert text here]

Certifications:

By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

[Insert text here]

By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

- Date of vote: Outcome of vote:

Student Opportunity Plans

Appendix A: Detailed Requirements & Recommendations for Planning

The goal of this Appendix is to provide additional details about the Student Opportunity Act and planning requirements and recommendations. This information is organized in the order of the “Four Commitments” listed in plan templates and can further support districts in planning. The content in this section can:

- Help districts further understand the statutory requirements of the three-year plans required by the SOA.
- Provide important reference material for completing plan forms, such as the list of DESE metrics districts can choose from and the foundation budget categories districts need to reference in their plans.
- Provide more detailed recommendations for districts to consider while planning in areas such as family engagement practices.

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

A. Statutory Requirements:

- ✓ Reducing persistent disparities in performance among student subgroups is the broad mandate of the Student Opportunity Act.

B. Recommendations:

- ✓ Districts should analyze their data to identify opportunity and achievement gaps for student subgroups, including students of color, English learners, low-income students, and students with disabilities.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

A. Statutory Requirements:

- ✓ Each district must provide a description of specific evidence-based programs it will implement (adopt, deepen, or continue) that will address persistent disparities in achievement among student subgroups.
- ✓ There are three ways districts can select specific evidence-based programs for their plan:
 1. Choose from the 17 evidence-based program examples identified by DESE on page 6 of this document. These have been pre-aligned to the required SOA categories.
 2. Choose a different program aligned to the first nine program categories in the SOA, as listed in the footnote on page 6 of this document.
 3. Propose a different program under category J, which the commissioner will review.
- ✓ If a district elects not to implement any of the evidence-based programs identified in the statute (A-I), it must explain why these programs would not effectively address persistent disparities in achievement among the district’s student subgroups.
- ✓ For each program selected, districts must state:

- How the program and allocation of funds links to the needs of specific subgroups, including English learners and low-income students.
- Which schools the program will impact (district-wide is also an acceptable answer).
- ✓ For each program selected, districts must note the funding budgeted for this program in the upcoming fiscal year and the associated foundation budget category(ies). These funds could be across Chapter 70 or other local, state, federal, or grant-based funding sources.
- ✓ The 11 categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition.
- ✓ Short form districts will provide all funding information directly in the text of the template.

B. Recommendations:

- ✓ Consider selecting from the example programs identified by DESE that are provided on page 6.
- ✓ Ensure a clear link between the needs of your identified subgroups and the programs selected.
- ✓ Focus on a small number of high-impact programs (e.g., 2 or 3) rather than providing a lengthy or comprehensive list of all programs.
- ✓ Keep descriptions of selected programs appropriately brief (see sample template for guidance on length).
- ✓ To increase purchasing power, districts could explore partnerships with other districts or collaboratives. For example, districts could work together to offer joint professional development opportunities for teachers.

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall.)

A. Statutory Requirements:

- ✓ Districts must identify outcome metrics to measure success in addressing persistent disparities in achievement among student subgroups. Districts may include outcome metrics developed by DESE, outcome metrics developed by the district, or both. Districts must also identify targets consistent with state-wide targets set by DESE. The Department will set the state-wide targets in the fall and based on the indicators established by DESE’s accountability system. Districts will also need to ensure that targets are added to their plans this fall (see below for more information).
- ✓ All districts and schools will continue to operate under DESE’s accountability system regardless of the metrics and targets they select in their Student Opportunity Plans.

B. Recommendations:

- ✓ Select at least three outcome metrics, which could be a mix of DESE metrics and custom district metrics. (Districts must select at least three metrics but can have as many as they desire.)
- ✓ It will be simplest for districts to choose from the provided list of DESE outcome metrics.
- ✓ To the extent possible, districts should choose their metrics to align with their selected evidence-based programs.

C. Additional Guidance:

- ✓ While districts will be required to include their selected outcome metrics as part of the plans to be submitted on April 1, 2020, the required targets will be submitted as an addendum in fall 2020. For districts that selected DESE outcome metrics, DESE will automatically update those districts’ plans with the associated state-determined targets. Districts that selected custom metrics will be required to input their own targets in the fall.
- ✓ Please see below for a list of outcome metrics provided by DESE. The first five categories represent outcome metrics included in the state accountability system. The final category – post-secondary success – contains two additional outcome metrics that DESE is interested in highlighting as part of a new state-wide focus.
- ✓ If districts also wish to adopt their own custom metrics, they may include them in their plans and can include a short description. If districts do not provide a description, we may follow up to request more information when targets are set. As districts consider additional outcome metrics to include, remember that DESE makes available additional data that could be used for custom metrics, such as items from the [Views of Climate and Learning](#) (VOCAL) survey.
- ✓ Please note that for the purposes of this plan, targets will be identified for each metric in a 1:1 relationship (i.e., each metric will have an associated target and visa-versa). Also, because the law specifies “outcome” and not “ouput,” metrics such as “increasing the number of students served in full day pre-K” are not acceptable, as they are not outcomes.
- ✓ All metrics and targets will be broken out by subgroup performance for all subgroups when it comes to reporting on progress within the plans. Districts may wish to specify individual schools to monitor within their selected outcome metrics, but this is not required.

List of DESE-provided outcome metrics:

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none"> • English language arts (ELA) achievement • Mathematics achievement • Science achievement
Student Growth	<ul style="list-style-type: none"> • ELA mean student growth percentile (SGP) • Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> • Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled) • Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) • Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, Chapter 74-approved vocational/technical secondary cooperative education programs, and other selected rigorous courses)
Post-secondary Success	<ul style="list-style-type: none"> • First semester college matriculation rate • Third semester college persistence rate

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

A. Statutory Requirements:

- ✓ Districts must provide a description of how the district will effectuate and measure increased parent engagement and include specific plans targeted to parents/guardians of low-income students, English learners, and students with disabilities.

B. Recommendations:

- ✓ Districts should consider family engagement at multiple levels within the district. One level addresses how school personnel will engage in discussions with individual families to address the specific needs of their children. A second level addresses how districts will engage families in overall district planning to ensure family perspectives are incorporated into ongoing district strategy. Potential ideas include:
 - Implementing home visiting programs to increase dialogue between teachers and families to best meet the needs of students, accompanied by culturally responsive training for educators to effectively engage with families.
 - Partnering with community-based organizations working with historically underserved families to develop and implement a district-wide family engagement plan.
 - Committing to a regular engagement schedule (e.g., PTO presidents from each school meet bi-monthly with district leadership).
 - Removing as many barriers to participation as possible: Holding meetings at a variety of times, including outside work hours, and providing translation, food, and child care. Consider offering transportation reimbursement or stipends.
 - Following up and following through: Sharing, through the channels used to advertise engagement opportunities, an overview of feedback received from the community and actions that the district is taking as a result.

Certifications

A. Statutory Requirements:

- ✓ Each district's plan must be developed by the superintendent in consultation with the school committee and shall consider input and recommendations from parents/guardians and other relevant community stakeholders, including special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

B. Recommendations:

- ✓ School committees should vote on the district's Student Opportunity Plan, as the plan will have budgetary and policy implications. Districts will be asked whether their school committee voted, and if so, the date and outcome of the vote.
- ✓ In addition to certifying that the district engaged stakeholders in accordance with the requirements above, describe the engagement process of parents/guardians and other relevant community stakeholders, including a list of the stakeholder groups that were engaged.
- ✓ Ideas to consider include:

- Offering multiple ways for families and other stakeholders to provide feedback – orally or in writing at community listening sessions, via online surveys or by emailing a dedicated email address.
- Holding dedicated listening sessions at a variety of times and, in larger districts, in different locations across the district.
- Holding separate focus groups for specific populations – e.g., families of English learners or students with disabilities – to better understand their needs.
- Partnering with a community-based and youth-focused organization to host feedback sessions for local stakeholders and connect with historically underserved families.
- Encouraging the school committee to solicit feedback via hearings or in the public comment section of regularly scheduled meetings.
- Supporting school leaders in organizing school-based stakeholder engagement sessions and aggregating feedback.