

; 05/02/17
;
;;;BOSTON CITY COUNCIL 2-5PM
;;;5/2/2017

.
>> CITY COUNCILLOR, TUESDAY MAY
SEBLGHT.
WE'RE HERE WITH THE BOSTON
PUBLIC SCHOOL DEPARTMENT TO
DISCUSS HIGH SCHOOL STRATEGY AND
UNDERPERFORMING SCHOOLS AS IT
RELATES TO DOCKETS, CONSUME,
0536 THROUGH 0538.
ORDERS FOR THE FY OPERATING
BUDGET INCLUDING YAJT EVERE
ANNUAL APPROPRIATIONS FOR
DEPARTMENTAL APPROPRIATION IS
AND APPROPRIATION FOR OTHER POST
EMPLOYMENT BENEFITS.
DOCKET 0539 THROUGH 0543,
CAPITAL APPROPRIATIONS AND LEASE
AND PURCHASE AGREEMENTS.
I'D LIKE TO REMIND FOLKS THAT
THIS HEARING IS BOTH BEING
RECORDED AND BRAICT ON
COMCAST -- BROADCAST ON COMCAST
CHANNEL 8, RSN CHANNEL 82.
I WOULD ASK FOLKS TO SILENCE
THEIR ELECTRONIC DEVICES.
AT THE END OF THE PRESENTATION
AND QUESTIONS AND ANSWERS FROM
MY COLLEAGUES WE WILL HAVE
PUBLIC TESTIMONY.
SIGN IN SHEET TO THE LEFT.
WE ASK THAT YOU STATE YOUR NAME,
AFFILIATION AND RESIDENCE.
WE ALSO WILL TAKE TESTIMONY VIA
WRITTEN TESTIMONY THROUGH E-MAIL
OR LETTER OR ANY OTHER METHOD.
I'D LIKE TO INTRODUCE MY
COLLEAGUES, IN ORDER OF THEIR
ARRIVAL.
WE HAVE COUNCIL AT LARGE AH NEES
AH ESSAIBI-GEORGE AND THE TIGHT TITO
JACKSON.
>> OUR LEVEL 3 AND LEVEL 4
SCHOOLS, I'D LIKE TO TRAY ONE
MINUTE TO INTRODUCE THE TEAM.
SO MY LEVEL IS DAN ANDERSON, THE
DIRECTOR OF THE ACADEMIC
RESPONSE TEAM AND TO MY RIGHT
ARE THE DIRECTOR OF TURN AROUND
AND TRANSFORMATION AND DAVID

BLOOM FROM THE FINANCE OFFICE.
LISA VITO IS GOING TO START US
OFF THIS AFTERNOON.

>> THANK YOU, COUNCILORS, GOOD
AFTERNOON.

SO FIRST WANTED TO ADDRESS THE
STATE SYSTEM AND REALLY EXPLAIN
WHAT ARE LEVEL 3 AND LEVEL 4
SCHOOLS.

IF FOLKS CAN SEE IN THE GRAPHIC,
LEVEL 3, 4 AND 5 SCHOOLS ARE AT
THE BOTTOM OF THE GRAPHIC.

ALL THREE OF THOSE
ACCOUNTABILITY LEVELS ARE
SCHOOLS THAT ARE IN THE BOTTOM
20% ACROSS THE STATE FOR SCHOOLS
OF THE SAME TYPE.

SO THE BOTTOM 20% OF ELEMENTARY
SCHOOLS, HIGH SCHOOLS, K-8,
ET CETERA.

AND THE TOP PORTION OF THE
ACCOUNTABILITY SYSTEM GRAPHIC
ARE LEVELS 1 AND 2.

THOSE ARE HOW SCHOOLS ARE DOING
ON MEETING THEIR PROFICIENCY
LEVEL GAP, HOW MANY STUDENTS ARE
PROFICIENT, LEVEL 1 BOTH THE
REGULAR GROUP AND HIGHS NEED
GROUPS ARE PROFICIENT AND LEVEL
2 IS EITHER OF THOSE GROUPS.

THE RAPID ACADEMIC ACHIEVEMENT
OF STUDENTS, AND REDUCE ESH
PROFICIENCY LEVELS BY HALF.
PERFORMANCE IN ENGLISH LANGUAGE
ARTS MATH AND SCIENCE AND GROWTH
IN ELA AND MATH.

IT CONSIDERS THINGS LIKE DROPOUT
RATE FOR HIGH SCHOOL AND OTHER
MEASURES LIKE ATTENDANCE OR
BEHAVIOR RATE DATA.

.IS AND THEN CLASSIFIED SCHOOLS
BASED ON BOTH HOW THE SCHOOL IS
DOING AGAINST OTHER SCHOOLS IN
THE COMMONWEALTH, THAT'S ITS
SCHOOL PERCENTILE AND HOW THE
SCHOOL IS DOING AGAINST ITS OWN
ACCOUNTABILITY TARGETS VERSUS
ITS PPI MEASURE.

ON THE NEXT SLIDE WE HAVE A LIST
OF BPS'S CURRENT 10 LEVEL 4
SCHOOLS IN SCHOOL YEAR 16-17.

WE HAVE FOUR ELEMENTARY SCHOOLS,
CHANING THROUGH MATTAPAN AND
WINTHROP.

YOU'LL SEE SCHOOL PERCENTILE,
DEARBORN, AND THE HIGH SCHOOLS
BRIGHTON, ENGLISH HIGH SCHOOL
AND EXELZ AND MADISON PARK.
BPS ALSO HAS A NUMBER OF LEVEL 3
SCHOOLS, THOSE ARE SCHOOLS IN
THE BOTTOM 20% COMPARED TO OTHER
SCHOOLS OF A SIMILAR TYPE ACROSS
THE STATE.

THERE ARE 53 LEVEL-3 SCHOOLS IN
BPS AND 26 OF THOSE ARE IN THE
LOWEST 10% STATEWIDE COMPARED TO
SCHOOLS OF THE SAME TYPE.

YOU SEE THOSE COOLS LISTED
THERE, THE 26 SCHOOLS IN THE
BOTTOM 10% STATEWIDE.

AFTER THE SCHOOL'S NAME IN
PARENTHESES IS THE SCHOOL'S
PERCENTILE.

THE DISTRICT IS PROVIDING A
VARIETY OF SUPPORTS TO RAPID LI RAPIDLY
ACCELERATE STUDENT GROWTH IN
SCHOOLS.

A BUNCH ARE LISTED HERE.

IN THE RIGHT-HAND COLUMN, HOW
MANY OF THOSE LOW PERFORMING
LEVEL 3 SCHOOLS THOSE IN THE
BOTTOM 10% ARE RECEIVING THE
SUPPORTS.

THE FIRST ONE WAS TO THIS
TECHNICAL ASSISTANCE TEAMS.
THOSE ARE CONVENED OUT OF MY
OFFICE, THE OFFICE OF TURN
AROUND AND TRANSFORMATION.
THEY ARE COORDINATED CENTRAL
OFFICE DISTRICT SUPPORTS BROUGHT
TO THE SCHOOL ON A QUARTERLY
BASIS TO BOTH LOOK AT HOW THE
SCHOOL IS RUNNING, HOW
INSTRUCTION IS RETURNING AND TO
PROBLEM-SOLVE WITH THE SCHOOL
ANYTHING THAT THEY FEEL ARE
CHALLENGING THEIR ABILITY TO
MOVE THE NEEDLE FOR THE KIDS.
SO ALL LEVEL 4 SCHOOLS RECEIVE
THOSE AND INSTRUCTIONAL SURPTS
HAVE PILOTED THAT SUPPORT IN TWO
LEVEL 3 SCHOOLS TO DATE.

THE ACADEMIC RESPONSE TEAM
YOU'RE GOING TO HEAR MORE FROM
MY COLLEAGUE DAN ANDERSON ABOUT
SHORTLY.

SIX LEVEL 4 SCHOOLS AND THREE
LOW PERFORMING LEVEL 3 SCHOOLS

ARE RECEIVING THESE RESIDENCIES.
IN ADDITION, THE DATA INQUIRY
TEAM WHICH WORKS WITH SCHOOLS TO
IMPROVE THEIR USE OF DATA.
THEY OFTEN HELP THE
INSTRUCTIONAL USE TEAM, BOTH
LEVEL 4 AND LOW PERFORMING LEVEL
3 SCHOOLS.

THE NEXT LINE AS NOTED, THE
STATE GAVE US A LEVEL 3
STRATEGIC SUPPORT GRANT
SPECIFICALLY FOR OUR LOW
PERFORMING LEFT 3 SCHOOLS.
20 SCHOOLS ARE RECEIVING FUNDED
ACTIVITIES THROUGH THAT STATE
GRANT, GRANT FOR \$450,000.
EACH YEAR A SCHOOL IS IN LEVEL 4
STATUS THE STATE CONDUCTS A
TWO-DAY MONITORING SITE VISIT TO
ASSESS THE SCHOOL'S PROGRESS,
BOTH IN OBSERVATIONS AND OTHER
SYSTEMS THROUGHOUT THE SCHOOL
HOW THEY ARE WORKING.
ALL LEVEL 4 SCHOOLS RECEIVE
THIS.

WE ALSO CHOSE TO USE GRANT FUNDS
FROM THE STRATEGIC SUPPORT GRANT
TO PILOT THIS SAME TYPE OF VISIT
IN OUR LOW PERFORMING LEVEL 3
SCHOOLS.

THE TEN SCHOOLS THAT RECEIVED
THIS YEAR AND THE LOWEST 5% ARE
SORT OF MOST AT RISK LEVEL 3
SCHOOLS.

AND FINALLY THE COUNSELORS MAY
BE FAMILIAR WITH ACCELERATION
ACADEMIES WHERE SCHOOLS HAVE
ADDITIONAL LEARNING TIME FOR
STUDENTS DURING FEBRUARY AND
APRIL BREAK AND WE HAVE LEVEL 4
AND LEVEL 3 SCHOOLS RECEIVING
THOSE ACADEMIES.

>> GOOD AFTERNOON.

THE ACADEMIC RESPONSE TEAMS ARE
THREE TEAMS OF EXPERIENCED
COACHES WHO SUPPORT LOWER
PERFORMING SCHOOLS WITH IN-DEPTH
RESIDENCIES.

EACH SCHOOL IS SERVED A LITTLE
OVER TWO MONTHS WITH INDIVIDUAL
COACHING, INDIVIDUAL TEAM
SUPPORT AND PROFESSIONAL
DEVELOPMENT AND COACHING THAT
THEY ARE PROVIDING, CAPACITY ON

INSTRUCTION AM PRACTICES AND ON THE COLLABORATION THAT FUTURE TEAMS AND GENERATOR TEAMS ARE DOING FOR CONTINUOUS LEARNING. THESE THREE TEAMS ARE ALSO PROVIDING ADDITIONAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN PARTNERSHIP WITH OTHER DISTRICT OFFICES DISTRICT WIDE, SO ALL SCHOOLS, PARTICIPANTS FROM ALL SCHOOLS AND THESE STAFF ARE ALSO CREATING TOOLS THAT CAN BE USED PREY WIDELY.

A PEER SUPPORT MECHANISM NOT AN EVALUATION MECHANISM JUST TO HELP STUDENTS MOVE ACHIEVEMENT. YOU CAN SEE THE LIST OF SCHOOLS WHO ARE RECEIVING SUPPORT RESIDENCIES FOR THIS ACADEMIC YEAR.

>> AND THEN FINALLY WE HAVE A TABLE ILLUSTRATING RESOURCES FOR THE LOW PERFORMING SCHOOLS. TO ORIENT YOU TO WHAT'S HERE, THE LEFT COLUMN FISCAL YEAR 17 IN THE MIDDLE AND FISCAL YEAR 18 TO THE RIGHT.

THE TOP HALF OF THE TABLE IS DISTRICT RESOURCES AND WE'VE ALSO INCLUDED AT THE BOTTOM SOME GRANT RESOURCES THAT OUR SCHOOLS EITHER DO RECEIVE OR ARE LIKELY TO RECEIVE FOR FISCAL YEAR 18. THE FIRST LINE IS CENTRAL OFFICE STAFFING.

COMBINED BETWEEN BOTH THE OFFICE OF TURN AROUND AND TRANSFORMATION AND THE ACADEMIC RESPONSE TEAMS.

THE SECOND LINE IS ABOUT THAT EXTRA LEARNING TIME I MENTIONED DURING VACATION AND SOME OTHER ACADEMIC SUPPORTS.

THIS RC ALSO PROVIDES SUPPORT DIRECTLY TO L LEVEL 4 SCHOOLS, ADDITIONAL SERVICES THAT ARE NEEDED AT THE SCHOOL, ADDITIONAL STAFFING, FRINGES, THIS YEAR ONE OF THE THINGS PAID FOR WITH THESE FUNDS IS TO ADD A DEDICATED FAMILY ENGAGEMENT PERSON TO THE MATAHUNT. FZ AND RELATED SUPPORT, FOR

LEVEL 3 AND LEVEL 4 PROFESSIONAL DEVELOPMENT SUPPORT TRAINING TECHNOLOGY RELATED TO PROFESSIONAL DEVELOPMENT, THE LAST LINE I WANTED TO DRAW YOUR ATTENTION TO IS NEW THIS YEAR, THE TURN AROUND TRANSITION FUNDS.

DR. CHANG AND THE LEADERSHIP TEAM AT BPS REALIZED THAT OVER THE YEARS AS BPS HAS HAD MANY SCHOOLS GO INTO LEVEL 4 STATUS, THE SCHOOL RESIGN GRANT FUNDING THAT THE STATE SUPPORTS, THERE IS THIS FUNDING CLIFS THAT THEY DIDN'T HAVE SUPPORTS ANYMORE SO THE DISTRICT IS COMMITTED TO ADDITIONAL FUNDING FOR THOSE SCHOOLS WHILE THEY REMAIN IN LEVEL 4 STATUS.

THAT IS WHAT THAT LINE IS, THE TURN AROUND TRANSITION FUNDS. YOUR HONOR THE TOTAL DISTRICT RESOURCES FUNNELED FOLLOWING THAT WE HAVE STATE GRANTS TO SUPPORT THE LEVEL 4 SCHOOLS. THOSE ARE THE SCHOOL REDESIGN GRANTS.

FROM THE SAIT THOSE ARE FEDERAL SCHOOL IMPROVEMENT GRANT DOLLARS THAT ARE ISSUED TO US THROUGH MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION.

WE HAVE MULTIPLE GRANTS FOR THOSE SCHOOLS THIS YEAR AND FOR LEVEL 18 WE ARE APPLYING FOR BRIGHTEN AND EXCEL. AND THEN FINALLY WE HAVE RECEIVED STATE GRANTS TO SUPPORT LEVEL 3 SCHOOLS THIS YEAR OF \$450,000.

WE DON'T KNOW YET WHAT THAT AMOUNT WOULD BE FOR NEXT YEAR. WE DID RECEIVE FUNDING FOR THAT LAST YEAR AS WELL OF \$425,000. SO WE EXPECT THERE WILL BE A GRANT AGAIN.

WE JUST DON'T KNOW HOW MUCH YET. >> THANK YOU TEAM. I'M GOING TO ASK FOR HIGH SCHOOL STRATEGY TEAM TO JOIN US NOW AROUND WE CAN FINISH OUR PRESENTATION FOR YOU.

THEY'RE HERE.

TO MY LEFT IS DR. NOR YAIG GA,
HEAD MASTER OF THE TRANSITIONING
TO CENTRAL OFFICE FOR JULY 1st
AND THEN NEXT TO HER, IS THE
DIRECTOR OF POSTSECONDARY
INITIATIVES AND TO MY RIGHT IS
MICHELLE SEVARIA, THE EXECUTIVE
DIRECTOR OF CTBB.

AND WE'LL START WITH YOU HERE.

>> THANK YOU FOR HAVING US.

WE ARE GOING TO SPEND A LITTLE
BIT -- THANK YOU -- I SAY WE ARE
GOING TO TALK ABOUT THE BUDGET.
SO THE SPENDING AS YOU CAN SEE,
LET ME USE MY -- WE HAVE COLLEGE
AND CAREER READINESS.

AP COLLEGE ACCESS AND HIGH
SCHOOL GRADUATION SUCCESS OF
BOSTON, SO YOU CAN SEE THAT THIS
HAS INCREASED FROM 1.3 MILLION,
BECAUSE WE WANT TO MAKE SURE
THAT WE ARE GOING TO CUSTOMIZE
THE SERVICES TO THE SCHOOL.
LEVEL 4, LEVEL 3 SCHOOLS, TO
CONTINUE TO MOVE TO LEVEL 1 AND
LEVEL 2.

THE NEXT PAGE I KNOW IT'S VERY
SMALL PRINT BUT IT IS THE
OVERVIEW THAT WE WANT TO PURSUE,
A FOCUS ON LANGUAGE
ACCOMMODATION, TO MAKE SURE ALL
OUR EFFORTS ARE ALIGNED THE
THESE PRINCIPLES.

HIGH SCHOOL REDESIGNED
PRINCIPLES, WE WANT TO MAKE SURE
WE ARE GOING TO FOCUS ON THE
ENTIRE STUDENT, NOT JUST
ACADEMICS BUT EMOTIONAL, SOCIAL
COMPONENTS THAT ARE AFFECTING
THEIR LIVES, ALSO TO THE CULTURE
OF LANGUAGE.

WE WANT TO MAKE SURE EVERYTHING
HAS RIGOR, TRYING TO ENGAGE
STUDENTS EVERY SINGLE DAY IN THE
CLASSROOM.

INSTEAD OF LETTING STUDENTS TAKE
NAPS, WE WANT TO CONTINUE
WORKING IN THE CLASSROOM SO
TEACHERS CAN ENGAGE EVERY SINGLE
STUDENT AND MEET THEM WHERE THEY
ARE.

WE WANT TO EXPAND THEIR THINKING
AND THAT IS BY GOING BEYOND THE

CLASSROOM.

INSTEAD OF APPLYING MEAT IN THE CLASSROOM WE WANT THEM TO SEE THE CONNECTION IN THE AUTHENTIC WORLD.

DYNAMIC, WE WANT TO PROMOTE THE PASSION FOR LEARNING.

STUDENTS WANT TO COME TO SCHOOL BECAUSE SOMETHING EXCITING IS HAPPENING IN THE CLASSROOM.

WE WANT TO PROVIDE DIFFERENT EXPLORATION SITES AND EXPENDING SOME OF THE PATHWAYS.

WE ALSO HAVE THE FOCUS ON COLLEGE AND CAREER READINESS.

WE WANT TO MAKE SURE THAT THE STUDENTS, WHILE THEY ARE IN HIGH SCHOOL, THEY ARE GOING TO BE ABLE TO GET SOME KIND OF CERTIFICATES, CREDENTIAL SO THEY CAN USE THOSE SKILLS BY FINDING JOBS AFTER SCHOOL AND BEING ABLE TO TRANSITION WHATEVER THEY'RE LEARNING IN THE CLASSROOM TO APPLY IN REALTY LIFE.

WE WANT TO MAKE SURE STUDENT SUPPORTS ARE -- AS YOU CAN SEE I'M GOING FROM THE BOTTOM TO THE TOP -- WE WANTS TO MAKE SURE STUDENTS GET COUNSELING IF THEY NEED IT, SUPPORT FOR THINGS THAT ARE HAPPENING LATELY, HERE WE WANT TO MAKE SURE THE STUDENTS GET THE RESOURCES THEY NEED WHEN THEY HAVE GAPS.

HOW WE ARE GOING TO DO THAT, WE'LL TALK MORE ABOUT WHEN WE TALK ABOUT SPECIFIC SCHOOLS. WORKPLACE LEARNING.

WE WANT TO MAKE SURE STUDENTS HAVE INTERNSHIPS AND THEY HAVE SOFT SKILLS.

MAKE SLUR EVERYTHING IS RIGOROUS.

SO THE STUDENTS ARE GOING TO BE ABLE TO COMPETE WITH ANY OTHER STUDENT FROM ANY OTHER AREA IN THE UNITED STATES.

OUR PROFILE IS, YOU CAN SEE THE PROGRAMS THAT WE HAVE IN THE HIGH SCHOOL OFFICE, IS COLLEGE AND CAREER READINESS, ADVANCED PLACEMENT, HIGH SCHOOL GRADUATION, COLLEGE ACCESS AND

SUCCESS BOSTON, CAREER
TECHNICAL, VOCATIONAL EDUCATION.
I'M GOING TO LET MY COLLEAGUE
MARSHA IS ARONS TO CONTINUE.

>> THANK YOU SO MUCH DR. NOR
DR. NORIEGA.

THANK YOU FOR HAVING US HERE
TODAY.

AS YOU ARE PROBABLY AWARE, WE
HAVE A LARGE SCALE CITYWIDE
COLLEGE COMPLETION INITIATIVE
THAT'S BEEN UNDERWAY NOW FOR A
NINE YEAR PERIOD CALLED SUCCESS
BOSTON.

AND THROUGH THE HIGH SCHOOL
SUPPORT OFFICE, WE COORDINATE A
NUMBER OF EFFORTS CONNECTED TO
THAT CROSS-SECTOR STRATEGIC
PLAN, WITH THE FOCUS TO INCREASE
THE RIGOR OF OUR HIGH SCHOOLS,
AS WELL AS REDUCE THE NEED FOR
REMEDICATION UPON COLLEGE ENTRY.
ONE STRATEGY THAT WE HAVE BEEN
USING IS TO CREATE AN OPEN
ACCESS POLICY FOR YOU'RE
STUDENTS TO CEAS ADVANCE -- FOR
OUR STUDENTS TO ACCESS ADVANCE
PLACEMENT.

WE SUPPORT SCHOOLS BY
SUBSIDIZING EXAM FOR LOW INCOME
STUDENTS TO NOT BE LOCKED OUT OF
THAT OPPORTUNITY.

WE DISCOVER LICENSES, FOR -- WE
COVER LICENSES FOR AP ADVANCE
PLACEMENT NOR BLEND INSTRUCTION
WITHIN THE CLASSROOM AND WE ALSO
COORDINATE WITH PARTNERS WHO
OFFER SATURDAY STUDY SESSIONS
FOR OUR STUDENTS PARTICULARLY IN
THE STEM-RELATED ADVANCE
PLACEMENT COURSES.

THE FIRST GRAPH WILL HIGHLIGHT
SOME OF OUR DATA FOR AP COURSE
TAKING.

THERE'S CURRENTLY 32% OF OUR
STUDENTS ANNUALLY, THAT IS ABOUT
2800 STUDENTS IN OUR 11th AND
12th GRADE THAT ARE ACCESSING
AP.

WHICH IS A 10% INCREASE FROM
NINE YEARS AGO.

SO WE HAVE JUMPED FROM 22% NINE
YEARS AGO, WHEN WE BEGAN THIS
INITIATIVE, TO 32% OF OUR

STUDENTS BEING ABLE TO ACCESS AP.

THE FIRST GRAPH SHOWS THAT THE OVERALL NUMBER OF AP EXAMS HAVE ALSO INCREASED BY 1,000.

AS WE INCREASE ACCESS, AND SUNGS SUBSIDIES, MORE STUDENTS ARE ABLE TO TAKE AP EXAMS.

INCREASE THE NUMBER OF DISQUALIFYING SCORES OF 3'S AND 4'S AND 5'S TO ALLOW STUDENTS TO RECEIVE THAT EXEMPTION AND NOT HAVE TO TAKE THOSE COURSES WHEN THEY GET TO COLLEGE.

THE SECOND GRAPH IS FOCUSED ON HIGH SCHOOL GRADUATION.

WHICH HIGHLIGHTS OUR FOR YEAR COHORT VALUATION RATE WHICH HAS ALSO BEEN INCREASING OVER THE PAST FIVE YEAR PERIOD.

WHILE WE HAVE BEEN TRENDING FOR ALL SUBGROUPS I WANT TO POINT OUT THAT WE HAVE EXPERIENCED A SIGNIFICANT INCREASE WITH OUR ASIAN AND HISPANIC STUDENTS.

OUR OFFICE HELPS SCHOOLS REVIEW THEIR DATA AND SET GOALS AROUND NINTH GRADE RETENTION RATES, AS WELL AS LOOKING AT EARLY INTERVENTIONS, SO EARLY AND OFTEN CONNECTING STUDENTS TO SUPPORT THE NEED SO THEY ARE NOT STOPPING OR DROPPING OUT OF HIGH SCHOOL.

WE ARE EXCITED THAT TODAY 72% OF OUR STUDENTS ARE ABLE TO GRADUATE WITHIN A FOUR YEAR PERIOD OF ENROLLING IN THE 9th GRADE.

THE THIRD GRAPH HIGHLIGHTS OUR COLLEGE ENROLLMENT.

THIS IS PARTICULARLY TIED TO MY FUNCTION AS THE DIRECTOR OF POSTSECONDARY INITIATIVES. MY FOCUS IS TO CREATE MORE CONNECTIVITY BETWEEN OUR SCHOOLS AND OUR MANY COLLEGE ACCESS AGENCIES, SO THEY ARE WORKING TOGETHER WITH SCHOOL COUNSELORS AND THE LEADERSHIP TO ALIGN UP TO THE SCHOOL'S ACTUAL GOALS THAT THEY HAVE FOR THEIR STUDENTS AND BUILD A STRUCTURED SYSTEM OF SUPPORT THAT STUDENTS

NEED TO MAKE THE RIGHT DECISION
FOR THEMSELVES.
OUR 60th MONTH ENROLLMENT
RATES ARE AT AN ALL TIME HIGH.
IT IS AT 71% OF OUR STUDENTS WHO
ARE LEAVING US ENTERING INTO
POST-SECONDARY WITHIN 16 MONTHS.
THE IMMEDIATE ENROLLMENT RATES
FOR STUDENTS ENTERING IN THE
FALL AFTER HIGH SCHOOL
GRADUATION IS AROUND 65%.
SO THAT'S PREY AWESOME AS WELL.
-- PRETTY AWESOME AS WELL.
WE WILL CONTINUE TO WORK WITH
OUR CITY AGENCIES TO PROVIDE
TRANSITIONAL COACHING, SUPPORT
AS STUDENTS ENTER INTO THEIR
EARLY COLLEGE YEARS.
THANK YOU.
>> THANK YOU.
SO ONE OF THE STRUCTURES WE ARE
GOING TO USE IS SUBDIVIDE THE
SCHOOLS BY THE WAY AS STUDENTS
ARE FINDING THEM.
YOU CAN SEE WE HAVE EXAM SCHOOL,
ADMISSION SCHOOL, POLICY THAT
OPEN ENROLLMENT SCHOOL,
ALTERNATIVE EDUCATION SCHOOLS
AND SPECIAL POPULATION.
AS YOU CAN SEE IF THE GRAPHIC
THE OPEN ENROLLMENT SCHOOLS WE
HAVE MAINLY THE LEVEL 4 SCHOOLS.
SO ONE OF THE STRATEGIES IS TO
PROVIDE CUSTOMIZED STRATEGY FOR
THEM.
LOOK AT DATA, WORKING CLOSELY
WITH THE OLDER DEPARTMENTS IN
CENTRAL OFFICE TO DEPLOY THE
SERVICES THEY NEED.
LEVEL 3 IN ORDER THAT THEY MOVE
UP TO LEVEL 2 AND OLD LEVEL 4
SCHOOLS CAN MOVE TO LEFT 3 OR
EXIT THE TURN AROUND STATUS.
THAT IS THE MAJOR GOAL IN HERE
BY CUSTOMIZING THE SERVICES FOR
EVERYSINGLE SCHOOL.
ONE SIZE FITS ALL IS NOT
WORKING.
WE ARE GOING TO MAKE SURE WE GO
GO INTO EVERY SINGLE CLASSROOM
AND SEE WHAT IS NEEDED.
SO I WILL TRANSITION TO MICHELLE
SUZARIA.
>> GOOD AFTERNOON.

WE WANTED TO SHARE FOR YOU FOUR GOALS FOR COLLEGE AND CAREER READINESS FOR ALL STUDENTS THAT ARE IN CAREER AND TECHNICAL PATHWAYS.

ONE OF OUR GOALS IS TO IMPROVE THE QUALITY OF OUR CURRENT CAREER AND TECHNICAL EDUCATION PROGRAMS.

CURRENTLY WE HAVE 35 PROGRAMS ACROSS ABOUT 12 HIGH SCHOOLS IN BPS.

THAT TRANSLATES TO ABOUT 1800 STUDENTS IN CAREER PATHWAYS AND ABOUT 60 TEACHERS WHO ARE INVOLVED IN TEACHING AS CAREER PATHWAYS.

OUR SECOND GOAL IS TO CREATE A CONTINUUM OF WORK BASED LEARNING EXPERIENCES INCLUDING INDUSTRY TOURS, JOB SHADOWS, INTERNSHIPS AND OTHER CAREER PREPARATION EXPERIENCES.

THIRD, WE'D LIKE TO INCREASE THE NUMBER OF STUDENTS WHO GRADUATE WITH INDUSTRY-REMITTED CREDENTIALS -- INDUSTRY-RELATED CREDENTIALS AND SKILLS.

AND LASTLY OUR GOAL IS TO INCREASE THE NUMBER OF CAREER AND TECHNICAL EDUCATION OFFERINGS IN THE DISTRICT AND OTHER COLLEGE AND CAREER PATHWAYS.

OUR FY 17th BUDGET WAS MADE UP OF A COUPLE OF COULDN'T.THE FIRST ONE YOU WILL SEE IS THE OUT OF DISTRICT STUDENT TUITION. SOMETIMES THIS IS CALLED NONRESIDENT STUDENT TUITION. THIS IS OUR OBLIGATION DUE TO STATE REGULATIONS TO PROVIDE TUITION TO STUDENTS WHO SEEK PROGRAMS THAT BPS CURRENTLY DOES NOT OFFER.

AND SO THAT WAS \$1 MILLION FOR SCHOOL YEAR 16-17.

OUR ALLOCATION OUR GRANT THAT WE GET FROM THE FEDERAL GOVERNMENT, PERKINS GRANT, WAS \$1,166,000 AND WE HAVE A BUDGET OF ABOUT \$22,000 FOR OTHER INSTRUCTIONAL MATERIALS AND SUPPLIES.

SO THAT BECAME OF MADE UP OUR

BUDGET FOR FY 17.
AND WE WILL BE RECEIVING THE PERKINS ALLOCATION FOR FY 18 IN THE SUMMER AND EXPECT IT WILL BE FAIRLY SIMILAR TO THIS YEAR.
NEXT YOU'LL SEE A LISTING OF ALL OF OUR PROGRAMS THAT WE EXPECT TO BE RUNNING FOR SCHOOL YEAR 17-18, IN THE FIRST COLUMN ARE THE CHAPTER 74 APPROVED PROGRAMS THAT HAVE BEEN THROUGH THE FORMAL CHAPTER 74 APPROVAL PROCESS WITH THE DEPARTMENT OF EDUCATION, THOSE SCHOOLS INCLUDE MADISON PARK, BOSTON ARTS ACADEMY, THE ENGLISH HIGH SCHOOL AND THE EDWARD M. KENNEDY.
AND RIGHT-HAND SIDE ARE WHAT WE CALL OUR PERKINS PROGRAMS OR NOT CHAPTER 74 PROGRAMS.
YOU CAN SEE THAT THERE ARE MANY SPRINKLED THROUGHOUT THE HIGH SCHOOLS IN THE CITY.
AND WE ALSO HAVE ONE CHAPTER 74 APPLICATION PENDING WITH THE DEPARTMENT OF SECONDARY EDUCATION CURRENTLY, MADISON PARK, FOR A PROGRAMMING AND WEB DEVELOPMENT PROGRAM FOR OUR NEXT YEAR.
>> THANK YOU, DAWN.
CAN YOU JUST HELP ME UNDERSTAND -- OH LET ME FIRST ACKNOWLEDGE THAT WE HAVE BEEN JOINED ALSO BY DISTRICT CITY COUNCILLOR FRANK BAKER, AS WELL AS DISTRICT CITY COUNCILL OFFERINGSR TIM McCARTHY.
ON SLIDE 3 WHERE YOU HAVE THE PERCENTILES, THEY RANGE SOMEWHAT DRAMATICALLY I THINK FROM ONE, TO DEARBORN IT'S 25.
WHAT PERCENTILE DOES A SCHOOL HAVE TO REACH TO FOIST IT 52 LEVEL 3 LET'S SAY?
>> THANK YOU FOR -- FOIST I.T. INTO LEVEL 3 LET'S SAY?
>> THANK YOU FOR THE QUESTION. LEVEL 3, 4 OR 5 SCHOOLS, TO GET OUT OF THAT RANGE YOU HAVE TO GET INTO AT LEAST THE 21st PERCENTILE.
SO LEVELS 2 AND ONE ARE SCHOOLS IN THE 21st THROUGH 99th

PERCENTILES.
MUCH LARGER SPREAD FOR LEVELS 1
AND 2 THAN IT IS FOR 3, 4 AND 5
IN TERMS OF PERCENTILE.
>> COULD YOU EXPLAIN WHY
(INAUDIBLE).
>> SORRY SO IF THERE'S A
QUESTION OF WHAT YOU'RE LOOKING
AT IS WHY IS DEARBORN ABOVE 20
BUT SO A LEVEL FOWFER.
>> RIGHT.
>> THE WAY THE WORKS IS ONCE A
SCHOOL IS DESIGNATED LEVEL 4 THE
TURN AROUND PLAN THAT IS CREATED
IS A THREE YEAR TURN AROUND
PLAN.
SO DEARBORN IS STILL IN THE
MIDDLE OF ITS TURN AROUND PLAN.
IT IS IN THE SECOND YEAR OF ITS
SECOND TURN AROUND PLAN.
SO NEXT YEAR AT THE END OF 17-18
WE WILL BE READY FOR AN EXIT
DECISION BY THE COMMISSIONER.
>> THEREFORE, BRIGHTON HIGH
ISN'T TECHNICALLY IN ITS SECOND
YEAR?
>> THAT'S CORRECT.
THE DISTRICT IS WORKING NOW ON
DEVELOPING TURN ORND PLANS OR
THE THOSE SCHOOLS.
THE FIRST YEAR OF THOSE THREE
YEARS WILL BE 17-18.
SO IT WILL NOT BE ELIGIBLE FOR
THREE MORE YEARS AFTER THIS ONE.
>> I'VE BEEN IN TOUCH WITH
JONATHAN LANDMAN AS I MENTIONED
AT AN EARLIER HEARING WHO I
BELIEVE IS LASER FOCUSED ON WHAT
THE NEEDS OF BRIGHTON HIGH
SCHOOL ARE.
AND CONTINUE TO WORK WITH HIM TO
MAKE SURE THAT WE GET THE
RESOURCES NEEDED TO ACCELERATE
THE ADVANCEMENT, BECAUSE
OBVIOUSLY JUST TOO MANY I'M SURE
YOU ALL AGREE, TOO MANY SCHOOLS
IN LEVEL 4 STATUS.
AND TO THAT POINT, ARE THE LEVEL
4 STATUS SCHOOLS LIKE SAY FROM
FIVE YEARS AGO TO PRESENT,
HIGHER TODAY OR LOWER TODAY?
ARE.
>> IN BOSTON ACTUALLY WE'VE HAD
SEVERAL OF OUR LEVEL 4 SCHOOLS

THAT EXITED LEVEL 4 STATUS, SO FORMER LEVEL FOURS HAVE DECLINED SINCE THEY EXITED INTO LOWER LEVEL.

SO ORCHARD GARDENS HAS DECLINED AND IS IN THE 20th PERCENTILE, WHICH IS MUCH LOWER THAN IT EXITED LEVEL 4 STATUS.

WE ARE PAYING ATTENTION, THAT THEY DON'T BACK SLIDE, WE WANT THEM TO KEEP GOING ON THE TRAJECTORY OF IMPROVEMENT.

>> I THINK WE'VE HEARD FROM MANY OF MY COLLEAGUES THAT WE DO TEND TO ALLOCATE MORE RESOURCES WHEN KIND OF REACTIVELY, AND THEN WE GET THEM TO A CERTAIN POINTS AND THEN WE BACK OFF.

AND I DON'T THINK IT'S ALL ABOUT MONEY.

BUT I DON'T KNOW WHAT ELSE WE CAN DO TO KEEP THEM IN THEIR UPPER STATUSES.

I KNOW MARY LYON WAS A LEVEL 1 NOW IT'S A LEVEL 2.

I THINK OF IT AS A JEWEL IN MY NEIGHBORHOOD, THAT SERVES SO MANY DIFFERENT NEEDS, IT WAS A MODEL FOR MANY YEARS THAT I THINK WE'VE EXPANDED THROUGHOUT THE SCHOOL SYSTEM WHERE WE CAN. SO I WOULD JUST SAY TO ALL OF YOU THAT THIS IN PARTICULAR IS SOMETHING THAT WE NEED TO FOCUS RESOURCES, ATTENTION, AND PERSONNEL AND WHATEVER ELSE WE CAN.

THANK YOU.

>> LIZA CAN YOU EXPLAIN WHERE -->> SURE, I WAS GOING BACK TO THE FIRST SLIDE WITH THE GRAPHIC ABOUT THE ACCOUNTABILITY SYSTEM.

I THINK ONE COMMON MISPERCEPTION, I SHOULD BACK UP AND STATE THE STATE HAS PUT TOGETHER ITS PROPOSAL TO THE U.S. DEPARTMENT OF EDUCATION AS PART OF THE EVERY STUDENT SUCCEEDS ACT, AS OPPORTUNITY FOR THE STATES TO DO THAT. ONE PIECES OF FEEDBACK, I KNOW THE DISTRICT PROVIDED TO THE STATE AND OTHER DISTRICTS AS WELL IS THE WAY THE CURRENT

ACCOUNTABILITY SYSTEM IS
STRUCTURED IS CONFUSING TO
PEOPLE THAT THE BOTTOM THREE
LEVELS ARE ABOUT PERCENTILE AND
THE TOP TWO COVER SUCH A WIDE
RANGE FROM 21st TO 99th
PERCENTILE.

YOU CAN HAVE SCHOOLS THAT ARE
LEVEL 1 REASONABLE PERSON
WOULD-LEVEL 1 AS HIGH
PERFORMING.

IT CAN MEAN HIGH PERFORMING BUT
DOESN'T NECESSARILY.
SO ONE OF THE PIECES OF FEEDBACK
THE STATE HEARD FREQUENTLY IS
YOU HAVE GOT TO CLEAN THAT UP SO
IT MAKES MORE SENSE TO FAMILIES
AND TEACHERS AND DISTRICTS AND
EVERYBODY ELSE BECAUSE
IT DOESN'T MAKE SENSE RIGHT NOW.

>> GREAT.

THANK YOU.

>> CAN I ADD ONE COMMENT RELATED
TO WHAT YOU SAID?

>> ABSOLUTELY, ABSOLUTELY.

>> DURING THE INDUSTRIES OF
DR. CHANG TEAM INTO THE DISTRICT
LAST YEAR, ONE OF THE THINGS WE
LOOKED AT VERY CAREFULLY IS WHAT
HAPPENED TO OUR SCHOOLS THAT HAD
BEEN IN LEVEL 4 AND EXITED SO
BUILT INTO THE PLAN AS LIZA
MENTIONED, WHEN WE HAVE A SCHOOL
THAT EXITS, WE ARE WORKING ON A
STEP DOWN PLAN FOR THOSE
SCHOOLS.

SO WE HAVE BEEN WORKING ON A
BUDGET THAT WOULD ALLOW US TO
CONSERVE RESOURCES SO THAT THE
SCHOOL WILL CONTINUE TO RECEIVE
SOMEWHERE BETWEEN 75 AND 90% OF
THE RESOURCES THEY GOT DURING
THE TIME THEY WERE IN LEVEL 3,
LEVEL 4.

AND THEN STEP DOWN OVER THREE OR
FOUR YEARS.

SO THAT WE PROTECT THE SCHOOL
FROM -- THREE OR FOUR YEARS.
SO WE PROTECT THE SCHOOL FROM
WHAT'S HAPPENED WITH LEVEL 1.
NOT THE BE ALL AND END ALL,
CONTINUE TO BE STRONG AND ALL
THE OTHER THINGS NEED TO HAPPEN
AS WELL BUT IT IS CLEAR THAT THE

ADDITIONAL RESOURCE ET CETERA
CAN HELP THE SCHOOL GET ON THE
PATH TO TO EXIT BUT THAT MOST OF
THE RESEARCH -- MOST OF THE
NATIONAL RESEARCH ON TURN AROUND
SAYS THAT IT REALLY TAKES ABOUT
FIVE YEARS FOR TURN AROUND TO
CONSOLIDATE AND BECOME THE WAY
OF THE SCHOOL AND THE WAY THAT
MASSACHUSETTS SYSTEM IS SET UP
IS, LOOKS AT A TWO-YEAR
IMPROVEMENT.

SO EVEN IN BEST CASE, A SCHOOL
IS READY TO EXIT IN THREE YEARS,
IT STILL NEEDS TIME TO
CONSOLIDATE ITS PRACTICES AND BE
SURE THEY ARE HEADED IN THE
STRONG RIGHT DIRECTION.

>> GREAT.

I THINK ASIDE FROM THE
RESOURCES, SCHOOL LEADERSHIP AND
I THINK THAT'S ONE OF THE
REASONS BRIGHTON HIGH MAY HAVE
SLIPPED.

I GO WAY BACK TO JULIET JOHNSON
WHO DID A FABULOUS JOB FOR
DECADES AT BRIGHTON HIGH SCHOOL.
AND LITERALLY I'VE BEEN DISTRICT
CITY COUNCILOR FOR A LITTLE OVER
NINE YEARS.

WE'VE HAD FIVE PRINCIPALS AT
THAT TIME, THE NEWEST IS ROB
SAMETTI WHO I HEAR IS FABULOUS
AND IS VERY FAMILIAR WITH
BRIGHTON HIGH IN PARTICULAR.
I LOOK FORWARD TO WORKING WITH
HIM.

YOU KNOW CONSISTENT LEADERSHIP
TOO IS IMPORTANT.

SO THANK YOU COUNCILOR
ESSAIBI-GEORGE.

>> THANK YOU MR. CHAIR.

I ASKED THIS QUESTION ABOUT THE
STATE LEVELS VS. THE BPS LEVELS,
MAYBE YOU HAVE FURTHER INSIGHT
TO SHARE.

FOR EXAMPLE, THE RUMS SCHOOL
WHICH IS NOT FAR FROM MY HOME IS
A STATE LEVEL 1 BUT A BPS LEVEL
3, AND THEN WE'RE FINDING IN A
LOT OF OUR -- IN OUR ASSIGNMENT
PROCESS THAT IF A NEIGHBORHOOD
OR AREA HAS TOO MANY LEVEL 3'S
ONLY CERTAIN ONES WILL SHOW UP

AND IT'S REALLY AFFECTING A FAMILY'S ABILITY TO CHOOSE A SCHOOL THEY WOULD LIKE TO CHOOSE BUT EFFECTIVELY CHANGING THE ENROLLMENT AT THAT SCHOOL.

IS THERE A WAY TO FIX THAT OR USE OTHER DATA?

IT SEEMS LIKE THE BPS RANKING THEY ARE USING MAYBE 2014 DATA FOR THAT RANKING.

IS THERE -- RANKING.

IS THERE SOMEONE WHO CAN SPEAK TO THAT?

>> I CAN START AND DONNA CAN ADD.

MCAST IS BASED ON 13-14 DATA. WE HAVE DEFINITELY HAD SOME INTERNAL CONVERSATIONS ABOUT THE WAY TO MAKE SURE THAT PARENTS CAN ALSO SEE THE SCHOOL PERCENTILE.

BECAUSE THAT WOULD BE A CONSISTENT DATA POINT IN ADDITION TO OTHER DATA POINTS THAT BPS CURRENTLY PROVIDES THAT IS NOT PROVIDED IN THE ASSIGNMENT OPTIONS.

IT IS NOT SOMETHING EASILY FINDABLE FOR FAMILIES.

AND I THINK THAT WOULD HELP SORT OF GO TO WHAT YOU ARE SAYING WHEN PROVIDING CONSISTENT DATA.

>> OKAY.

I THINK IT'S A SPACE WE'RE GOING TO NEED CERTAINLY MORE WORK.

>> WOULD I AGREE.

>> BECAUSE IT AFFECTS -- I WOULD AGREE.

>> BECAUSE IT AFFECTS THE ASSIGNMENT LEVELS AS WELL.

COULD YOU SHOW US ON LEVEL 1, 2, 3, 4, IT'S NOT HERE ON THE POWERPOINT CHEM THE CHANGE OVER TIME.

THIS IS NOT THIS IS OUR LEFT 4 OR LEVEL 2 OUR LEVEL 1, BUT OVER TIME IT WOULD BE NICE TO KNOW WHERE SCHOOLS HAVE RANKED OVER TIME, AND LEVELS 1, 2, 3 AND 4.

>> WE ARE HAPPY TO DO THAT.

HOWEVER, THE STATE HAS BEEN HOLDING MOST OF OUR ELEMENTARY OR MIDDLE SCHOOLS HARMLESS, OVER THAT PERIOD OF TIME, THEIR

STATUS HAS INCREASED MANY BUT
THEY HAVEN'T BEEN ADJUSTMENT
DOWN BY HELPFULS LEVEL.
THAT IS WHY THE PERCENTILES ARE
SO IMPORTANT.

>> SO WE SEE BOTH?

>> YES.

>> SO THAT WOULD BE FINE.

I THINK ALL OF YOU KNOW THAT
I'VE BEEN WORKING WITH COUNCILOR
O'MALLEY ON LATER HIGH SCHOOL
START TIMES.

AND OF THE FIVE HIGH SCHOOLS
THAT ARE CURRENTLY LEVEL 4, FOUR
OF THEM START AT 7:30 OR
EARLIER.

ONE OF THE THINGS I'VE ADVOCATED
FOR IS AN 8:30 START TIME.

EXCEL IS 725, BRIGHTON AND
MADISON 8:30.

I DON'T THINK THERE IS A WAY
THAT WE CAN EXPECT HIGH
SCHOOLERS TO FORM AT 7:30 IN THE
MORNING.

THEY ARE SUPPOSED TO BE READY TO
GO AND ACADEMICALLY PERFORM IN
THE CLASSROOM AT THAT HOUR.

I JUST DON'T SEE HOW WE CAN SET
THAT EXPECTATION FOR KIDS, WHEN
ALL OF THE RESEARCH HAS SHOWN
FOR DECADES THAT KIDS SHOULD
NOT, TEENAGERS SHOULD NOT START
SCHOOL BEFORE 8:30 IN THE
MORNING.

>> BOTH SCHOOLS EXCEL HIGH
SCHOOL AND ALSO THE ENGLISH HIGH
SCHOOL, WHEN I ARRIVED AT THE
ENGLISH HIGH SCHOOL FIVE YEARS
AGO, THE STARTING TIME WAS 8:30.
ATTENDANCE HAS INCREASED AND ON
TIME.

ONE OF THE THINGS WE DID AS A
SURVEY WITH THE FAMILIES AND THE
COMMUNITY, AND STUDENTS WHO
WANTED TO PLAY SPORTS, BECAUSE
WE DEPEND ON A BIG ORGANIZATION
IN MASSACHUSETTS, THREE CLASSES
INSTEAD OF ONE, SO THEREFORE IT
WAS AFFECTING ALSO THOSE WHO
NEEDED TO GO FOR A GAME AWAY
FROM THIS AREA, SO THEY NEEDED
TO LEAVE AND MISS THREE CLASSES.
SO THAT WAS AFFECTING THE
PERFORMANCE.

>> I JUST -- I'VE COACHED IN A DISTRICT.

NEVER HAVE I HAD EVEN WHEN WE'VE PLAYED A STATE TOURNAMENT GAME UP IN THE NORTHERN BORDERS OF MASSACHUSETTS, HAS A KID HAD TO MISS THREE CLASSES OF SCHOOL.

>> ONLY WHEN ACTUALLY THE ENDING TIME WAS GOING TO BE 3:30 OR 4:30.

WHEN YOU CHANGE THESE TIMES DOWN, THEY WERE MISSING SOME CLASSES THERE.

TWO OR THREE CLASSES WHERE THEY NEEDED TO GO ON THE BUS.

>> SO AT 8:30 WHAT TIME DOES YOUR DAY END?

>> WE START AT 7:20 TO --

>> WHEN YOU WERE ATATION 30?

>> 8:30 WAS 3:30.

ALSO EMPLOYMENT, ONE OF THE THINGS WE ARE DOING, THEY NEED TO DO EARLIER IN ORDER TO DO INTERNSHIPS FM THERE WAS A SURVEY AND THE STUDENTS WERE THE ONES THAT REQUESTED TO BE AT SCHOOL EARLIER.

GETTING UP EARLY IN THE MORNING, ALSO TEACHERS, WE KNOW THAT THE ATTENDANCE HAS INCREASED IN PARTICIPATION AT THESE SCHOOLS. AND STARTED DECREASING, IN THE PAST FIVE YEARS, IT WASN'T LIKE THAT.

>> AND I CAN'T IMAGINE THAT ENGLISH HIGH SCHOOL IS MAYBE THE EXCEPTION TO THE RULE, I CAN'T IMAGINE AFTER DECADES OF INVESTIGATION, THOSE TWO DIFFERENT SCHOOLS AND SCHOOL DISTRICTS ACROSS THE UNITED STATES, MEDICAL PROFESSIONALS, PEED YA TRICKS, PSYCHOLOGISTS, PSYCHIATRISTS ACROSS THE UNITED STATES, RESEARCH HAS SHOWN THAT LATER START TIMES ARE BETTER FOR KIDS IN THEIR ACADEMICS, SO I THINK IT'S SOMETHING THAT WE NEED TO GET TO AS A DISTRICT AND SOMETHING THAT WE NEED TO EXPLORE PRETTY THOROUGHLY, ALTHOUGH I THINK IT'S BEEN RESEARCHED TO ALL ENDS AND WE JUST AS A DISTRICT HAVEN'T MOVED

THERE.

SO MANY MUCH OUR SURROUNDING
COMMUNITIES AND TOWNS HAVE.
I JUST WANT TO SWITCH OVER TO
THE ACADEMIC RESPONSE TEAMS.
HOW MANY PEOPLE ARE ON EACH
TEAM?

I'M SORRY SUDAN, THANK YOU.
>> THANK YOU FOR YOUR QUESTION.
EXCUSE ME.

THERE ARE THREE TEAMS.
ONE TEAM THAT SERVES ELEMENTARY
SCHOOLS, TEAM HAS THREE STAFF
MEMBERS, ONE TEAM THAT'S WORKING
WITH PRIMARILY HIGH SCHOOLS WITH
FOUR STAFF MEMBERS.

EACH OF THOSE TEAMS HAVE ONE
PERSON WHO IS PRIMARY JUDICIARY
OF EXPERTISE IS MATHEMATICS, ONE
PERSON WHOSE PRIMARY EXPERTISE
IS SCIENCES AND ONE WHOSE
PRIMARY JUDICIARY OF EXPERTISE
IS ENGLISH AND ONE WHOSE
PRIMARILY AREA OF STUDY IS
SOCIAL STUDIES.

STAFF MEMBER TO STAFF MEMBER
SOME OF THEM HAVE EXPERIENCE IN
BUILDING COACHES AS ASSISTANT
PRINCIPALS OR HID MASTERS,
DIRECTORS OF INSTRUCTION,
COACHTION, LEADERS, SOME OTHER
EXPERIENCE LEADING OTHER
EDUCATORS.

>> I THINK THAT'S ALL FOR THIS
ROUND.

I CAN COME BACK.
COUNCILOR JACKSON.

>> I ALSO WANT -- I WANT TO
AGREE WITH THE CHAIR, ONE OF THE
THINGS THAT ACTUALLY PRETTY
DISTURBED ABOUT, SO LET ME
UNDERSTAND THAT.

SO THE RESOURCES FOR LOW
PERFORMING SCHOOLS, THESE ARE
ADDITIONAL RESOURCES THAT
THROUGH MAYOR'S BUDGET HAVE BEEN
ALLOCATED TO DISTRICT RESOURCES
IS \$3.134 MILLION, I'M SORRY-Z
135 MILLION, IS THAT TRUE?

>> THAT'S CORRECT.
>> SO MY ONLY ISSUE IS USING BPS
PARENTS INFORMATION FROM THE
KRISTIN JOHNSON, IF YOU GO
THROUGH -- SO WE'RE SLASHING

LEVEL 3, LEVEL 4, AND LEVELS 5
BUDGETS.

AND SO THE ISSUE IS IN WE'RE
TALKING ABOUT ADDING \$3 MILLION,
I JUST WENT DOWN AND I DON'T
EVEN HAVE MY CALCULATOR IN FRONT
OF ME.

BUT FROM THE DENVER BRIGHTON,
DORS CHESTER, McCORMICK
TIMILTY ACADEMY.

A COUPLE OF THINGS HAPPENED,
ORCHARD GUARDS WAS IN MY
DISTRICT -- GARDENS WAS IN MY
DISTRICT.

YOU TOOK AWAY RESOURCES AND
THEY'RE NOT SO GREAT.

WE'RE ABOUT TO DO THE SAME THING
TO THE BERKE.

YOU ARE GOING TO CUT IT \$350,000
AND AGAIN I ATTRIBUTE THIS TO
THE LACK OF -- THIS GOES TO THE
MAYOR'S BUDGET WHICH MEANS THAT
IT DOES NOT ACTUALLY GIVE YOU
ENOUGH MONEY.

BUT I DON'T UNDERSTAND -- SO
WE'RE GOING TO CUT LEVEL 3, 4
AND KNIFE BUDGETS BY ABOUT --
AND 5 BUDGETS BY ABOUT \$11
MILLION AND THEN WE'RE GOING TO
REPLACE THAT 11 MILLION BY 3
MILLION.

HOW DO WE MAKE PROGRESS THERE?
AND WHAT I'M SPEAK EGG ABOUT ARE
THE ACTUAL CUTS TO THE -- YOUR
FY 18 DOLLAR REDUCTIONS AT THE
HE DEVER BRIGHTON, MADISON,
CHANNING, GROUP.

I JUST WANT TO UNDERSTAND, IF
WE'RE GOING TO ADDRESS THESE
ISSUES AROUND LEVEL 3 AND LEVEL
4, HOW DOES THE MONEY THAT
YOU'RE GIVING ACTUALLY ADDRESS
THAT WHEN IT'S EXPONENTIALLY
LESS THAN THE MONEY BEING GIVEN
AT THE SCHOOL SITE LEVEL?

>> SO I THINK WE CAN -- ONE OF
THE THINGS I THINK WE DISCUSSED
IN THE PRIOR HEARING, IS THERE'S
A DIFFERENCE BETWEEN THIS MONEY
HERE, WHICH IS MONEY ALLOCATED
CENTRALLY, AND YOU CAN SEE IN
DETAIL ABOUT HOW THAT \$3 MILLION
IS USED TO SUPPORT OUR HIGH
NEEDS SCHOOLS AND MONEY THAT'S

ALLOCATED TO SCHOOLS DIRECTLY
FOR OTHER PURPOSES.

SO ONE OF THE THINGS WE'VE DONE
IS SET ASIDE \$1.25 MILLION TO
HELP SUPPORT SCHOOLS ESPECIALLY
OUR LOW-PERFORMING SCHOOLS THAT
HAVE RECEIVED REDUCTIONS DUE TO
WEIGHTED STUDENT FUNDING, AND
THE MAJORITY OF THE FUNDING
THAT'S BEEN REDUCED HAS BEEN
REDUCED DUE TO DECREASING
ENROLLMENT.

MEANING FEWER CLASSES NEED TO BE
ORDINARY AT THAT SCHOOL.

WHETHER THEY'RE MIDDLE SCHOOL
LIQUIDATES AT THE McCORMICK OR
FEWER AT THE ELEMENTARY SCHOOL.
WHAT WE'RE DOING WITH THE \$1.3
MILLION, IN SOFT LANDING,
FOCUSING ON IMPACTED BY LOSS OF
ENROLLMENT.

>> SO BRIGHTON IS GETTING CUT \$1
MILLION.

BUT I DON'T KNOW A SCHOOL THAT
COULD SURVIVE THAT LEVEL OF
EXTRACTION OF FUNDS AND
PARTICULAR IN A YEAR THAT THEY
ARE GOING TO ENTER INTO A TURN
AROUND STATUS.

I HAD TROTTER IN MY DISTRICT, I
HAD TROTTER IN MY DISTRICT I
HAVE ORCHARD GARDENS IN MY
DISTRICT.

I JUST SAY WE ARE SETTING PEOPLE
UP TO FAIL HERE.

BY TAKING THAT LEVEL OF FUNDING
AWAY, THE McCORMICK, 936,000,
WE CAN SAY THERE'S GOING TO BE
LESS STUDENTS, BUT \$1 MILLION TO
A SCHOOL THAT'S ALREADY IN THE
HOLE THAT'S HAVING A TOUGH TIME,
I JUST DON'T SEE HOW THESE
ADDITIONAL FUNDS, EXTERNAL TO
THE FUNDING NEEDED TO RUN THE
SCHOOL, ARE GOING TO FILL THAT
HOLE.

SO HOW IS A SCHOOL LEADER TO
FILL THAT HOLE, THAT THEY'VE
BEEN PUT IN, BASED ON THE
MAYOR'S BUDGET WHICH CAME OVER
TO YOU GUYS?

HOW DO YOU DO THAT?

HOW DO THEY OPERATE?

>> I CAN SPEAK ACTUALLY TO THAT

BECAUSE I'VE GONE THROUGH THOSE MEETINGS WITH MANY OF THOSE SCHOOL LEADERS IF NOT ALL. THERE ARE TWO DIFFERENT THINGS WE'RE LOOKING AT IN THOSE MEETINGS.

FIRST OF ALL, HOW IS ENROLLMENT AFFECTING THE SCHOOLS, IF A SCHOOL HAS LOWER ENROLLMENT THEY NEED FEWER CLASSES.

REDUCTION MAY BE PAINFUL TO THE SCHOOL AND IT IS LIKELY THAT SOME STUDENTS FAVOR A TEACHER THAT THAT TEACHER WILL END UP IN A DIFFERENT POSITION IN THE SCHOOL MOST LIKELY AND THE SCHOOL IS STILL SERVING THE STUDENTS THEY HAVE.

THE SECOND QUESTION THEN IS THE DISCRETIONARY OR SUPPLEMENTAL FUNDS THAT THE SCHOOL IS CHOOSING TO SPEND.

THAT IS WHAT WE HAVE SET UP THE \$1.25 MILLION RESERVE TO SUPPORT.

WE'RE WORKING WITH EACH SCHOOL LEADER RIGHT NOW TO DETERMINE WHAT ARE THE MOST -- WHAT IS THE BEST PORTFOLIO FOR SUPPORT TO PROVIDE.

IN ADDITION TO THAT ALL OF THE MONEY THAT LIZA AND HER TEAMWORK ON WHICH SHE WOULD BE I'M SURE HAPPY TO DESCRIBE IS ALL SUPPLEMENTAL IN NATURE.

IT DOESN'T GO TO FUND CORE CLASSROOM TEACHERS OR THINKING LIKE THAT, IT GOES TO FUND ADDITIONAL SUPPORTS FOR THOSE SCHOOLS.

>> I JUST -- YOU KNOW I'M NOT GOING TO BELABOR THE POINT. THIS HURTS MY HEART AND I'M GETTING A LITTLE INDIGESTION RIGHT NOW.

YESTERDAY THERE WAS A QUESTION BY THE BUDGET OFFICE AROUND WHETHER OR NOT, HEY, WE'RE ADDING ALL THIS NEW STUFF.

IF YOU ARE NOT PAYING FOR WHAT WAS THE BASELINE BEFORE, HOW DOES THE NEW STUFF GIVE US ANY PROGRESS IF YOU DON'T PAY FOR BASE LINE?

WHAT WE ALSO DO NEED TO NOTE IS THAT SCHOOL LEADERS ARE GOING TO BE FORCED TO CUT SUPPORT STAFF. AND IN BUILDINGS AT BRIGHTON WHERE THERE ARE PHYSICALLY NOT ARE ENOUGH PEOPLE ALREADY IN THOSE BUILDINGS, I THINK WE'RE IN VIOLATION OF OUR OPPORTUNITY AND ACHIEVEMENT GACH GAP -- GAP. I THINK ALSO WE ARE PUTTING YOUNG PEOPLE IN SITUATIONS THAT ARE UNSAFE.

AND THIS IS DISAPPOINTING THAT THESE DOLLARS ARE -- THEY'RE VERY, VERY VERY, VERY UNIMPRESSIVE, RELATIVE TO WHAT IS GETTING CUT OUT OF LEVEL 3, 4 AND 5s AND I DON'T BELIEVE THAT THIS IS ALSO GOING TO PUT US IN A SITUATION THAT HELPS THESE SCHOOLS.

AND AGAIN, I'M NOT EVEN ATTRIBUTED TO IT TO THE MAYOR ANSWER BUDGET.

THE SYSTEM JUST DOESN'T CUT MUSTER HERE AND A .8% INCREASE IN MAINTENANCE BUDGET MEANS OUR YOUNG PEOPLE ARE GOING TO SUFFER.

THANK YOU VERY MUCH, MR. CHAIR.
>> THANK YOU, COUNCILLOR MCCARTHY.

>> GOOD AFTERNOON EVERYBODY, THANKS TO THE MARATHON CONTINUES.

THE 72% GRADUATION RATE IN HIGH SCHOOL, WAS THAT WHAT I HEARD?

>> COHORT VALUATION RATE.

>> OKAY, AND WHAT IS THAT IN -- RELATIVE TO OTHER CITIES OUR SIZE?

>> SO ACROSS MASSACHUSETTS, CITIES LIKE WORCESTER I DON'T HAVE THE INFORMATION IN FRONT OF ME, BUT THAT'S IN THE BALLPARK AND THAT'S DATA I CAN DEFINITELY GET TO YOU.

>> 72% TEST ISN'T ALLTHAT HOT.

>> 72% ON THE TEST?

>> RIGHT.

LIKE 2%, I DON'T KNOW IF THAT'S SOMETHING WE SHOULD BE APPLAUDING.

>> WELL, WE HAVE SEEN DRASTIC

INCREASES OVER THE PAST TEN YEARS WITH OUR THREE YEAR COHORT EVALUATION RATE.

SO COMPARED TO OTHER URBAN DISTRICTS --

>> IF I CAN GET THE STATUS WHERE WE WERE SAY FIVE YEARS AGO UNTIL NOW.

>> MY UNDERSTANDING, NOT TO CUT YOU OFF, I APOLOGIZE, BUT WE'RE AT A HIGHEST EVER IN THE SCHOOL SYSTEM SINCE I WENT THERE 60 YEARS AGO.

THAT'S MY UNDERSTANDING.

SO THE 72 % IS HIGHER THAN WHEN I WENT THERE.

IT'S CREEPING.

>> LET ME ADD, IF THIS IS NOT HELPFUL JUST LET ME KNOW.

THE CONCEPT OF THE FOUR YEAR COHORT GRADUATION RATE AND THE ACTUAL CAREFUL TRACKING OF EVERY STUDENT AND WHERE THEY ARE AND THE UNIVERSAL STUDENT ID HAVE A BETTER UNDERSTANDING OF WHO IS GRADUATING NOW AND HOW MANY TRANSITIONS THEY'RE MAKING, WHETHER IT'S WITHIN SCHOOLS OR ACROSS SCHOOL DISTRICTS.

AND EVERY URBAN DISTRICT HAS SEEN A SLOW GRADUATE INCREASE AS A RESULT OF THAT, WITH A FEW EXCEPTIONS.

OUR GRADUATION RATE INCREASE HAS BEEN UP THERE WITH THE TOP 10, 20% ACROSS THE NATION.

SO EVEN THEY WE STILL HAVE A LONG WAY TO GO AND NO ONE WOULD EVER SAY WE DON'T, I DON'T THINK THAT THE CITY AND THE SCHOOL DISTRICT SHOULD BE PROUD OF THE PROGRESS.

>> OKAY, UNDERSTOOD.

72% ISN'T TREMENDOUS FROM NOW.

IT DEPENDS ON WHERE WE COME FROM, I AGREE.

I WOULD LIKE TO SEE THOSE NUMBER AT SOME POINT.

THROUGHOUT EVERY BPS HEARING, I BROUGHT UP THE CHANCING SCHOOL. ONCE AGAIN OUT OF THE BPS10 LEVEL FOUR SCHOOLS, THE ELEMENTARY SCHOOLS, 75% OF THEM ARE IN MY DISTRICT.

ONE OF THEM'S CLOSED, RIGHT.
SO CHANCING, GREW, MATTAHUNT.
MATTAHUNT'S NO LONGER THE
MATTAHUNT, IT'S GOING TO BE
SOMETHING ELSE.
WE'LL FIGURE THAT OUT.
I MET WITH CHANCING PARENTS THE
OTHER NIGHT AND THEY ARE VERY
CONCERNED THAT THEIR TRUST WITH
WHAT'S GOING ON AND WHAT THEY
SEE IS VERY CONCERNING.
A LEVEL FOUR TURN AROUND SCHOOL
IS IN THEIR THIRD YEAR.
THERE'S SUPPOSED TO BE AN ART
TURN AROUND SCHOOL.
LAST YEAR THEY LOST MR. MARSHALL
WHO WAS THE MUSIC TEACHER.
THIS YEAR THEY ARE CHOOSING
BETWEEN AWC AND THEIR OPT
PROGRAM.
THEY WOULD LIKE TO ADD A K1
BECAUSE THEY ONLY HAVE ONE K.
IN DISTRICT FIVE WE NEED K1
SEATS AS YOU KNOW BETTER THAN I.
THESE ARE THE CALLS I GET.
THEY LOST THE SECOND THIRD GRADE
AND THEY'D LIKE TO GET THAT
BACK.
WHEN PARENTS CALL ME AND SAY I
DIDN'T GET INTO ANY OF THE FOUR
CHOICES I HAVE AND I KNOW
THERE'S ROOM IN A BUILDING, WHAT
I'M GETTING FROM PARENTS AND
WHAT I'M GETTING A FLAVOR OF
MYSELF, AND YOU CAN CERTAINLY
CORRECT ME IF I'M WRONG, I HAVE
NO PROBLEM WITH THAT, IS THAT
THIS SEEMS LIKE YOU ARE
PREPARING TO CLOSE THIS SCHOOL.
THIS SOUNDS TO ME LIKE YOU'RE
SHRINKING CLASSES, YOU'RE
DROPPING SOME.
AND THEN A YEAR FROM NOW IT'S
GOING TO BE THE ENROLLMENT WAS
DOWN.
OF COURSE THE ENROLLMENT'S DOWN.
WE DON'T HAVE A SECOND K AND YOU
ALREADY ELIMINATED THE THIRD
GRADE CLASS AND NOW THEY'RE
GOING TO PICK BETWEEN ARTS AND
AWC.
SO MY CONCERN WITH THE CHANCING
IS GREAT BECAUSE I HAVE GREAT
FAMILIES WHO GREW UP IN HYDE

PARK, GREW UP IN ROSLINDALE,
GREW UP IN MATTAPAN, PERSONAL
FRIENDS.

WHEN I RAN FOR SELECTION THE
FIRST TIME, I KNOCKED ON
EVERYBODY'S DOOR.

AND I CAN TELL YOU JUST ABOUT
EVERY FAMILY WHO I SAID HELLO TO
SAID CAN YOU PLEASE JUST GET ME
FROM K1 TO 6 AND WE'LL FIGURE IT
OUT.

WE'LL FIGURE IT OUT BUT PLEASE
GET ME TO THE SIXTH GRADE.
THERE'S NO ROOM IN HYDE PARK FOR
KIDS ANYMORE, THE ELEMENTARY
KIDS.

IT JUST SEEMS LIKE THE CHANCING
SCHOOL WHICH I LOVE THE
PRINCIPAL, I LOVE THE TEACHERS,
I'M THERE ALL THE TIME.

IT JUST DOESN'T SEEM LIKE IT'S
GETTING ANY LOVE AT ALL AND
YOU'VE COME DOWN NOW AND THEY'RE
BRINGING IN THE BIG GUNS, ALL
RIGHT.

A COUPLE THOUGHTS ON SOME OF THE
COMMENTS YOU MADE.

THE FIRST THING, AND THIS IS
SOMETHING THAT SCHOOL LEADERS
HAVE RAISED THROUGHOUT THE
PROJECTION PROCESS IS THIS FEAR
THAT WE'RE USING THE PROJECTION
PROCESS TO CAP OVER DECREASE THE
SIZE OF SPECIFIC SCHOOLS, EITHER
BECAUSE IT'S STRATEGIC OR
BECAUSE THERE'S A FEELING THAT
PEOPLE, WE WANT TO MOVE STUDENTS
AWAY FROM PARTICULAR SCHOOLS.

THAT'S NOT SOMETHING WE DO.
ONE OF THE THINGS WE LOOK AT
WHENEVER WE'RE EVALUATING
PROJECTIONS IS THE NUMBER OF
STUDENTS HAVE CHOSEN THE SCHOOL
IN THE PRIOR YEAR.

AND SO WHEN SCHOOLS COME AND
REQUEST THAT THEY ADD AND THEY
GROW THE CLASSROOM, WE LOOK AT
THE WAIT LIST AND IF
HISTORICALLY THERE ARE MORE
STUDENTS WANTING TO GET INTO
THOSE SCHOOLS.

WE SAID YESTERDAY, WE FEEL VERY
STRONGLY WE WANT TO GET FAMILIES
INTO THEIR HIGHEST CHOICE

SCHOOLS EARLIER IN THE PROCESS.
AND SO ANY SHRINKING THAT WE SEE
OF SCHOOLS IS A REFLECTION OF
FAMILY CHOICE, NOT SORT OF A
FORCING OF FAMILY CHOICE.
TO YOUR SECOND POINT ABOUT SPACE
IN HYDE PARK AND THROUGHOUT THE
CITY.

IT'S CERTAINLY TRUE THAT WE HAVE
SPACE CONSTRAINTS IN OUR
ELEMENTARY SCHOOLS.

WHEN WE START TALKING ABOUT
EXPANSIONS OF K TO 5 OR K TO
6'S, WE START TALKING ABOUT HOW
DO WE ACCOMMODATE FAMILIES IN
THIS SORT OF PATHWAY THAT YOU'RE
PROPOSING.

IT'S SOMETHING THAT WE'VE HEARD
FOR MANY SCHOOL COMMUNITIES.
THE CHALLENGES THAT WE JUST
DON'T HAVE THE PHYSICAL SPACE TO
BE ABLE TO ADD THOSE CLASSROOMS
IN K TO 5.

BECAUSE THERE ARE THE NEED FOR
SPACE FOR OTHER PURPOSES.
EITHER FOR SPECIAL EDUCATION
CLASSROOMS OR BECAUSE WE WANT TO
MAKE SURE THAT EVERY SCHOOL HAS
ART ROOMS AND COMPUTER ROOMS AND
SOMETIMES WHEN WE ARE ADDING
ADDITIONAL BUBBLE CLASSROOMS
WHERE WE HAVE TO ACCOMMODATE
SWINGS IN ENROLLMENT, WE DO HAVE
TO TAKE AWAY THINGS LIKE ART
ROOMS AND DO ART ON A CART OR
MOVE TO MORE FLEXIBLE SORT OF
SPECIALTY WHICH IS SOMETHING
THAT INDEED YES IT'S NOT
SOMETHING WE WANT TO DO.

SO I FEEL LIKE I ANSWERED A
COUPLE OF THE POINTS THAT YOU
MADE AND I THINK WE WILL BE
ABOUT THE COMMUNITY ENGAGEMENT
PROCESS ASKING FAMILIES AND
COMMUNITIES WHAT THEY WANT.
AND IT WILL BE A VERY
COMMUNITY-BASED DISCUSSION SO IT
WON'T BE THIS ABSTRACT WHERE WE
WANT TO CROSS THE CITY.

YOU'LL BE ABLE TO ENGAGE IN HYDE
PARK FAMILIES FOR WHAT THEY WANT
IN THE SCHOOL FOR HYDE PARK.
THOSE ARE GREAT ANSWERS, BUT
I'LL END.

>> ARE YOU THE CHAIR NOW?
THIS WILL BE GREAT FOR YOU.
YOU'RE HERE ALL THE TIME ANYWAY,
YOU MIGHT AS WELL.
CHAINY HAS THE SPACE.
SO THEY HAVE THE SPACE.
I THINK THE FEAR I'M HAVING AS A
RESIDENT AND LISTENING TO PEOPLE
STOPPING YOU AND STOP AND SHOP
AT STAR MARKET, THE RUMORS
AND/OR ACCUSATIONS CAN KILL A
PROJECT, RIGHT.
SO IF SOMEBODY WANTS TO BUILD A
HOME AND SOMEBODY SAYS IT'S
GOING TO BE HOME FOR DRUG
ADDICTS.
ONCE THE HORSE IS OUT OF THE
BARN, IT'S VERY DIFFICULT TO GET
ANYBODY TO SUPPORT THE BUILDING
OF THAT HOME BECAUSE THEY ALL
KNOW FACTUALLY IT'S GOING TO BE
X, Y OR Z, RIGHT.
THAT'S WHAT'S HAPPENING WITH THE
CHANCING.
SO WE MAKE A STRIDE, WE GET A
GREAT PRINCIPAL, SHE CHANGES UP
SOME TEACHERS.
THEY'RE GOING IN THE RIGHT
DIRECTION, AND I'M CONVINCING
FAMILIES FROM HYDE PARK TO TAKE
A SHOT.
I'VE GOTTEN SOME E-MAILS, I'VE
GOTTEN SOME PHONE CALLS FROM
FAMILY SAYING THANK GOD YOU TOLD
ME, THANK YOU GOD YOU TOLD ME TO
TAKE A SHOT AND THEN THEY FIRE
THE MUSIC TEACHER.
NOW THE ART TEACHER'S ON THE
ROAMS AND NOW PEOPLE LOOK AT ME
LIKE THIS IS NOW OF COURSE THE
RUMOR STARTS, YOU'RE ON THE PATH
TO CLOSE THIS SCHOOL.
I'M FIGHTING THE RUMOR AND ON
THE PATH TO FIGHT THIS SCHOOL.
AND TO BE HONEST WITH YOU THE
PEGS ARE LINING UP JUST LIKE YOU
WOULD CLOSE A SCHOOL.
THAT'S WHY I BROUGHT UP THE
CHANCING PRETTY MUCH IN EVERY
BPS HEARING SO FAR BECAUSE I'M
SUPER CONCERNED WE HAVE
FAMILIES.
IT'S A HOT MARKET, EVERYBODY
KNOWS, THAT PUTTING THEIR HOUSE

UP FOR SALE AND THEY'RE LEAVING
OUR NEIGHBORHOODS IN DROVES
AGAIN.

I KNOW THIS IS A PROCESS THAT'S
BEEN HAPPENING SINCE 1974.
I NEVER LIVED MORE THAN 50 FEET
AWAY FROM MY DAD'S HOUSE AND
HE'S STILL THERE, THANK GOD.
SO I KNOW THE STORY, I KNOW
WHAT'S HAPPENING AND WE'VE BEEN
DOING THIS FOR A LONG LONG TIME.
WE CAN DO BETTER, I KNOW WE CAN
DO BETTER.

MY CONCERNS ABOUT THE CHANCING
WILL CONTINUE UNTIL I CAN SEE
SOME POSITIVE CHANGES AND I KNOW
THAT THE MAYOR'S COMMITTED TO
THE K, THE KINDERGARTENS.
ONCE THAT COMMITMENT IS SETTLED
AND WE'RE READY TO GO, I WOULD
LOVE TO SEE ANOTHER K COMING OUR
WAY MAKING SURE OUR FAMILIES
AREN'T GETTING BUST OUT.
I WASN'T TRYING TO BE FLIP ABOUT
THE 72%.

YOU GOT YOUR BACK UP WHICH IS
FINE.

THAT MEANS YOU CARE.
IF YOU DIDN'T GET YOUR BACK UP I
WOULD BE A LITTLE BIT LIKE COME
ON.

>> THANK YOU FOR THE QUESTION,
BY THE WAY.

I JUST DIDN'T UNDERSTAND WHEN
YOU SAID THE TEST.
SO THANK YOU FOR THE APOLOGY AS
WELL.

>> HONEST TO GOD, IF YOU DIDN'T
CON BACK TO ME I'M LIKE MAKE SHE
DOESN'T REALLY CARE THAT MUCH.

>> NO, I DO.

WE WANT ALL OUR STUDENTS TO
GRADUATE WITHIN FOUR YEARS BUT
WE ALSO HAVE A COHORT WE TRACK
AS WELL.

BECAUSE IF THEY CAPTURE THEM
WITHIN THE FOUR YEAR PERIOD IT'S
VERY IMPORTANT WE CAPTURE THEM
THAT FIFTH YEAR AND THAT RATE IS
76 %.

>> I'VE BEEN WORKING WITH HIGH
SCHOOLERS FOR ABOUT 28 YEARS NOW
SO I KNOW THEY'RE ALL OVER THE
MAP AND THEY'RE TOUGH TO KIND OF

GET INTO A GROUP.
THANKS FOR THAT EFFORT.
RIGHT ON TIME, DOCTOR.
>> THANK YOU.
COUNCILOR BAKER.
>> GOOD MORNING, EVERYBODY.
ON THE, I DON'T KNOW WHAT DATE
IT IS, RESOURCE AT THE
[INDISCERNIBLE] FOR ALL OF THE
LEVEL THREE [INDISCERNIBLE].
>> THEY HAVE IT ON THE SCREEN
FOR YOU.
THAT ONE.
>> THAT'S JUST THEIR RESOURCES
TO SPLIT.
>> NO.
DIFFERENT LINES IN THAT TOTAL
ARE ALLOCATED FOR CERTAIN
THINGS.
SO FOR INSTANCE, ALL RESOURCES
INCLUDING GRANT FUNDS, THE NEXT
LINE UP FOR THAT, STATE GRANTS
TO SUPPORT LEVEL THREE SCHOOLS
WITH \$450,000.
THERE ARE 20 SPECIFIC SCHOOLS
THAT RECEIVE GRANT FUNDED
ACTIVITIES FROM THAT, THAT
SPECIFIC LINE.
>> SO THAT 450 IS CUT 20 WAYS.
>> BUT NOT EQUALLY.
SO THE MONEY IS DIVIDED IN, IS
ALLOCATED BETWEEN SCHOOLS THAT
ARE IN THE BOTTOM 5%.
THOSE SCHOOLS ARE ALL GETTING
TWO DAYS MONITORING SITE VISIT.
THAT'S THE BULK OF THOSE FUNDS.
ADDITIONALLY, SEVERAL LEVEL
THREE SCHOOLS ARE GETTING
ACCELERATION ACADEMIES OUT OF
THOSE FUNDS AND OTHER LEVEL
THREE SCHOOLS APPLIED TO US FOR
WHAT WE CALL MINI GRANTS OF OF
UP TO \$10 THAT THEY USED IN
SPECIFIC WAYS AT THEIR SCHOOL.
IT'S NOT AN EQUAL JUST DIVIDE
\$450,000 BY 20 AND THEY EACH GET
THE SAME AMOUNT.
>> YEAH, I UNDERSTAND THAT.
SO UNDER SUPPORT TO LEVEL FOUR
SCHOOLS, 358,000.
THAT GOES, THAT'S SPLIT HOWEVER
MANY WAYS NOT ALL THE SAME BUT
IT'S BASICALLY FOR ALL THE
SCHOOL.

>> THAT'S CORRECT.
>> THANK YOU.
WHAT ARE THE ADMISSION SCHOOLS
LIKE.
SO WE HAVE EXAM SCHOOLS OPEN
ENROLLMENT AND ADMISSION.
LIKE HOW DO YOU GET INTO AN
ADMISSIONS SCHOOL.
>> MAINLY PRIVATE SCHOOLS THAT
WERE OPEN FOR SPECIFIC PROGRAMS.
SO STUDENTS HAVE TO APPLY.
SOME OF THEM GOING TO AN
ADDITION.
>> SO THE ACADEMY WOULD BE AN
ADDITION, THE OTHER ONES WOULD
BE AN INTERVIEW.
>> INTERVIEWS, SOME DIFFERENT
PERSPECTIVES.
ALL OF THEM HAVE IT IN THEIR
BYLAWS I WOULD SAY THE
ADMISSIONS POLICY.
SO THEY DON'T HAVE THE SAME
ADMISSIONS POLICY BUT THEY DO
HAVE A POLICY TO GET --
>> SO IF A KID WANTS TO GO TO
THE EDWARD M. KENNEDY, HE
APPLIES OR SHE APPLIES TO IT AND
THEN THERE'S AN INTERVIEW
PROCESS.
>> THAT'S CHARTER SCHOOLS.
SOME OF THE SCHOOLS ON HERE ARE
PRIVATES AND SOME ARE LISTED AS
CHARTERS.
>> THE PATHWAY IS THE SAME, YOU
WOULD APPLY AND THEN YOU'D HAVE
TO GO.
>> THEY'RE A LOTTERY.
>> CHARTERS A LOTTERY.
>> THAT WOULD BE THE BOSTON
ACADEMY AND EDWARDS WOULD APPLY,
THEY GO TO A PROCESS.
THE OTHER ONES ARE BY ADMISSIONS
AND THEY HAVE IN THE BYLAWS THE
PROCESS THAT STUDENTS APPLY.
>> OKAY.
CAN WE TALK ABOUT VOCATION
SCHOOLS A LITTLE BIT?
I THINK WAS IT MICHELLE?
WAS YOUR NAME MICHELLE.
>> YES.
>> HI MICHELLE.
CAN YOU TALK A LITTLE BIT ABOUT
VOCATION AND TECHNICAL EDUCATION
WHEREVER YOU WANT TO START.

WHAT'S OUR THOUGHT HERE IN BPS.
WHERE ARE WE NOW.
WHERE DO WE SEE OURSELVES IN
FOUR YEARS, FIVE YEARS, TEN
YEARS.

IS IT, WE HAVE MADISON PARK.
WE HAVE CARPENTRY, ELECTRICAL
AND THOSE SORT OF THINGS THAT
YOU NORMALLY THINK OF FOR
TECHNICAL.

DO THEY ALL STAY THERE OR HOW
ARE THEY CONNECTED TO THE
OUTSIDE WORLD.

JUST GIVE ME YOUR OVERVIEW, IF
YOU WOULD.

>> SURE, THANK YOU FOR THE
QUESTION.

I THINK THAT I CAME ON BOARD
WITH BPS IN AUGUST.

AND SO PART OF MY ON BOARDING
PROCESS HAS BEEN CERTAINLY
ASSESSING ALL OF THE PROGRAMS
THROUGHOUT THE DISTRICT.

THIS PAST WEEK, WE HAD A
DEPARTMENT OF EDUCATION
COORDINATED PROGRAM REVIEW FOR
CAREER AND TECHNICAL EDUCATION.
SO WE WILL BE GETTING SOME
FEEDBACK FROM THE DEPARTMENT
WITHIN THE NEXT TWO MONTHS OR
SO.

AND WE'LL BE USING THAT FEEDBACK
AS WELL TO KIND OF GIVE AN
EVALUATION OF THE QUALITY AND
PUTTING A STRATEGIC PLAN MOVING
FORWARD.

IN CONVERSATIONS THAT WE HAVE
HAD IN TERMS OF WHAT THAT
STRATEGIC PLAN WILL LOOK LIKE
MOVING IN ORDER.

ONE OF THE THINGS WE WANTED TO
DO IS MAXIMIZE MANY
OPPORTUNITIES FOR STUDENTS.
SO CURRENTLY, WE HAVE 20 UNIQUE
PROGRAMS IN THE DISTRICT.

35 PROGRAMS ALTOGETHER.

>> -- TECHNICAL.

>> YES.

OUR SOCIAL, CAREER AND TECHNICAL
EDUCATION PROGRAMS, WE REPORT
THOSE STUDENTS TO THE STATE OF
CTE.

SO WE HAVE 20 UNIQUE PROGRAMS IN
THE DISTRICT.

>> THAT WAS ON THE LEFT SIDE
HERE.
IS AT THAT TIME WHAT YOU'RE
TALKING ABOUT IN THIS SLIDE
HERE.
>> YES.
THAT IS LIKE ALL OF THE
PROGRAMS.
SO AL TOGETHER, THERE ARE GOING
TO BE ABOUT 40 PROGRAMS NEXT
YEAR.
OF EACH SCHOOL YEAR WE HAVE
ABOUT 35.
20 OF THEM ARE UNIQUE BUT WE
HAVE ABOUT 15 DUPLICATE
PROGRAMS.
SO YOU PROBABLY WILL NOTICE
QUITE A FEW DESIGN AND VISUAL
COMMUNICATION PROGRAM, QUITE A
FEW SCIENCE PROGRAMS.
TO MAKE SURE WE'RE PROVIDING
UNIQUE OPPORTUNITIES TO
STUDENTS.
THERE WAS MENTION BEFORE ABOUT
THE NON-RESIDENT STUDENT TUITION
PROCESS.
STUDENTS DO HAVE THE ABILITY TO
GO TO OTHER LOCATION SCHOOLS FOR
PROGRAMS THAT WE DO NOT
CURRENTLY OFFER.
SO I WANT TO TAKE A LOOK AT SOME
OF THOSE THAT WE DO NOT HAVE
THAT EXISTS IN CAREER AND
TECHNICAL EDUCATION WITH THE
STATE.
AND MAYBE THOSE PROGRAMS HAVE
DEVELOPED --
>> CAN YOU TELL ME A COUPLE OF
THE PROGRAM THAT KIDS ARE GOING
TO OTHER SCHOOLS FOR?
LIKE DO YOU KNOW OFF THE TOP OF
YOUR HEAD.
>> ABSOLUTELY.
THE MAJORITY OF THE STUDENTS WHO
ARE THINKING ABOUT NON-RESIDENTS
ARE GOING TO THE AGRICULTURAL
SCHOOL.
>> THE NORFOLK AGGIE.
>> YES.
THAT'S THE LARGEST PERCENTAGE.
WE ALSO HAVE SOME STUDENTS WHO
ARE GOING TO MINUTE MAN, THE
HIGH SCHOOL.
>> MINUTE MAN REGIONAL.

WHAT ARE THEY GOING OUT THERE FOR.

>> IT'S A VARIETY OF PROGRAMS. THERE MUST BE UPPER CLASS MEN BECAUSE THE DEPARTMENT CHANGED REGULATIONS AROUND THE NON-RESIDENT STUDENT TUITION PROCESS IN 2015.

AND WHEN THEY TRANSFERRED REGULATIONS, THEY STATED THAT WE HAVE THE ABILITY TO KEEP STUDENTS IN HOUSE AT OUR CHAPTER 74.

NOT APPROVE STUDENTS TO GO TO VOCATIONAL HIGH SCHOOLS FOR EXPLORATORY IF WE OFFER IT HERE WHICH WE DO.

>> WHAT DO YOU MEAN EXPLORATORY, TO GO SEE WHAT THEY WANT TO DO.

>> IN GRADE NINE, STUDENTS GO THROUGH WHAT WE CALL AN EXPLORATORY EXPERIENCE WHERE THEY GET EXPERIENCES IN ALL THE VOCATIONAL PROGRAMS THAT THE SCHOOL OFFERS.

SO MADISON PARK, FOR EXAMPLE. THE FIRST HALF OF THE YEAR, STUDENTS ARE EXPLORING ALL OF THE DIFFERENT SHOPS AND THEN THEY GET TO SELECT THOSE THAT THEY WANT TO BE CONSIDERED FOR ADMISSION OR THE SCHOOL MAKE THATTED MISSION AND THE SECOND YEAR THEY GO DIRECTLY INTO THE SHOP.

IT'S BEST PRACTICE TO HAVE THE STUDENTS HAVE ACTUAL ACTIVITIES AND EXPERIENCES IN THOSE SHOPS SO THEY CAN MAKE GOOD DESTATISTICS AS FAR AS THEIR FAMILIES ON WHICH ONES THEY SHOULD SELECT.

SO IN THE REGULATIONS, WE HAVE THE ABILITY TO NOT ALLOW STUDENTS TO LEAVE EXPLORATORY AND TO DIRECT THEM TO -- THE REGULATIONS ARE VERY CLEAR THAT STUDENTS DO HAVE THE ABILITY TO GO TO AGRICULTURAL SCHOOLS BECAUSE IT'S SPECIALIZED PROGRAMMING THAT IS NOT --

>> BUT THEN THEY NEED TO GET INTO THOSE PROGRAMS TOO.

>> ABSOLUTELY.

>> LIKE SO HOW DOES A KID THAT WANTS TO GO TO NORFOLK AGGIE SAY HOW DO THEY GET IN THERE, DON'T THEY HAVE A WAITING LIST --

>> THAT'S ANOTHER PART OF THE PROCESS, THAT THE STUDENT APPLIES TO THE SCHOOL.

SEEKING ADMISSION HAS TO GO THROUGH ALL OF THE ADMISSIONS PROCESS JUST LIKE ANY OTHER STUDENT.

AND SO THERE'S A CHANCE THAT THEY MAY NOT GET IN WITH SOME ADMISSIONS CRITERIA.

>> MINUTE MAN, THE UPPER CLASS MEN, WHAT ARE THE KIDS, WHAT WERE THEY CHOOSING TO GO TO MINUTE MAN FOR, WITH PAYING FOR? ARE THERE ANY SPECIFICS, LIKE I HAD HEARD SHEET METAL BEFORE OR WHATEVER IT WAS.

SOME SORT OF ANGLE 2456S GETTING THEM TO BLUE HILL'S REGIONAL OR TO MINUTE MAN.

WHAT ARE THE SLAWPS THEY ARE CHOOSING THAT ALLOWS THEM TO GO OUT THERE, IF YOU KNOW WHAT THEY ARE.

>> THERE ARE A COUPLE SHOPS AND YOU'RE RIGHT IN TERMS OF IF WE HAD THE PROGRAM IN HOUSE. WE DO NOT ALLOW THE STUDENTS TO GO TO ANOTHER SCHOOL AND MADISON PARK CERTAINLY HAS A LOT OF PROGRAMS [INDISCERNIBLE] WAS ONE OF THE PROGRAMS WE SAW ENVIRONMENTAL SCIENCE, TELECOMMUNICATIONS. OFF THE TOP OF MY HEAD, IT WAS A VARIETY.

THERE WASN'T ANYTHING IN PARTICULAR THAT REALLY 1250D OUT AND WAS KIND OF A WIDE VARIETY OF PROGRAMS.

>> IF ENGINEERING IS HERE, CAN WE DIRECT THE KID TOWARDS THE O'BRIEN OR HE HAS TO TEST INTO THE O'BRIEN TOO, CORRECT.

>> THAT'S CORRECT.

-- SO THE ITEM DISTRICT ADMISSIONS IS ONLY ABOUT CHAPTER 74.

>> OKAY.

>> SO THE STATE DOES NOT

RECOGNIZE THE NEW CHAPTER 74 AS AN OPTION IN THE OUT OF DISTRICT PROCESS.

SO CERTAINLY IF THAT WERE TO BECOME A CHAPTER 74, THEN WE COULD DIRECT STUDENTS TO THAT IN THE FUTURE.

>> AM I OKAY, MADAM CHAIR?

OKAY, THANK YOU.

SO LIKE HOW CONNECTED ARE WE WITH GROUPS THAT ARE GOING TO COME IN SO AGAIN I'M BACK AT PLUMBING, ELECTRICAL, CARPENTRY. THE CARPENTERS UNION, IS THERE A PRESENCE OVER THERE AT MADISON PARK, PLUMBER'S UNION, ELECTRICIANS, DO THEY HAVE A PRESENCE THERE?

>> YES, ABSOLUTELY.

ALL OF THE PROGRAMS THAT YOU SEE LISTED HAVE SOMETHING CALLED A PROGRAM ADVISORY COMMITTEE. AND THEY MEET TWICE YEARLY. AND THAT INCLUDES MEMBERS OF INDUSTRY AS WELL AS APPRENTICESHIP PROGRAMS, LABOR, ORGANIZATIONS.

SO THEY DO HAVE CONNECTIONS AND MANY OF THEM DO PRESENTATIONS AT THE SCHOOL YEARLY, GIVE NOTICE TO THE STUDENTS AND FAMILIES ON WHAT THOSE OPPORTUNITIES AT THE APPRENTICESHIP IS WITH THEIR UNION.

>> MY LAST BIT HERE, IN THE BUDGET OVERVIEW, DR. CHANG OR SOMEBODY WAS MENTIONING ABOUT ONE WEEK HANDS ON, ONE WEEK IN THE SCHOOL.

WHERE IS THAT, IS THAT GOING ON AT MADISON PARK OR IS THAT GOING ON LIKE IN ALL OF OUR SCHOOLS, WHERE IS THAT GOING ON AND HOW LONG HAS IT BEEN GOING ON.

IS THAT SOMETHING THAT WE'RE GOING TO CONTINUE TO DO.

>> MADISON PARK DOES HAVE THAT ROTATING SCHEDULE.

THEY ARE THE ONLY SCHOOL THAT HAS THAT SCHEDULE.

ALL THE OTHER SCHOOLS OPERATE ON A FAIRLY TRADITIONAL HIGH SCHOOL SCHEDULE.

AND ALLOWS FOR EXTRA TIME AND

LEARNING.

THE VOCATION PROGRAM ALLOWS FOR STUDENTS AS THEY BECOME UPPER CLASS MEN TO HAVE THE OPPORTUNITY TO HAVE CO-OP EDUCATION BECAUSE THEIR VOCATION TIME WAS EXTENDED.

SO I THINK IT IS A GOOD SYSTEM AND SEEMS TO BE WORKING AT MADISON.

>> LAST QUESTION IS APPROXIMATELY KIDS ARE DOING THE OUT OF DISTRICT TUITION FOR VOCATION, APPROXIMATELY?

>> FOR SCHOOLS 16 AND 17, WE HAVE ABOUT 45 STUDENTS.

>> THAT'S A MILLION DOLLARS?

>> THAT WAS THE ALLOTTED BUDGET AND IT KIND OF CHANGES THROUGHOUT THE SCHOOL YEAR.

>> DID I HAVE THAT RIGHT, A MILLION FOUR.

>> IT WAS A MILLION.

EACH OF THE SCHOOLS TUITIONS ARE APPROXIMATELY \$20,000.

>> THANK YOU, MICHELLE.

>> THANK YOU.

>> COUNCILOR CAMPBELL.

>> THANK YOU, COUNCILOR ESSAIBI GEORGE.

THANK YOU, GUYS, FOR BEING HERE TODAY.

I APOLOGIZE IF YOU REPEAT SOME QUESTIONS THAT HAVE ALREADY BEEN ASKED.

I HAD SORT OF A CRISES.

I APOLOGIZE IN ADVANCE.

JUST GOING BACK TO THE NUMBER OF LEVEL THREES, LEVEL FOURS, LEVEL FIVES IN THE DISTRICT, DO WE HAVE THOSE NUMBERS?

>> WE DO.

>> THE DISTRICT IS CURRENTLY IN 16 AND 17 HAVE TEN LEVEL FOUR SCHOOLS.

>> 53 LEVEL THREE SCHOOLS.

AND TWO LEVEL FIVE SCHOOLS.

WHAT SCHOOLS ARE THE LEVEL FIVE?

>> ACADEMY --

>> EXACTLY.

AND IS IT SORT OF ANY DOCUMENT OR SOMETHING THAT LOOKS AT SORT OF PULLS THAT APART A LITTLE BIT.

SO FOR EXAMPLE THE 53 LEVEL
THREE SCHOOLS DETERMINING WHICH
ONES MIGHT BE ON THEIR WAY TO
BECOMING A LEVEL TWO, WHICH ONES
HAVE AN EARLY MOVE, WHICH ONES
ARE KIND OF MOVING IN THE
DIRECTION OF BECOMING A LEVEL
FOUR.

>> I'M GOING TO START WITH THE
LAST PART OF WHAT YOU JUST SAID
MUCH THESE 26 SCHOOLS ARE IN THE
BOTTOM 10% OF LIKE SCHOOLS
STATEWIDE.

SO THESE ARE THE ONES WE ARE
MOST CONCERNED ABOUT IN TERMS OF
POTENTIAL MOVE TO LEVEL FOUR.

>> THESE ARE ALL LEVEL THREES
THAT MAY MOVE TO LEVEL FOUR
JUDICIAL THAT'S CORRECT.

>> SORT OF THE ON LOWER THEY ARE
THE MORE IN DANGER THEY ARE.
WE DID NOT TALK ABOUT THIS
EARLIER.

AS THE STATE LOOKS AT A VARIETY
OF DATA POINTS FOR SCHOOLS TO
MAKE THE DETERMINATION ON
ACCOUNTABILITY LEVEL, THERE IS
AN ELEMENT OF THE COMMISSIONER'S
DISCRETION.

SO THERE IS NOT IN THE CURRENT
STATE ACCOUNTABILITY SYSTEM LIKE
A SPECIFIC PERCENTAGE TILE IF
YOU HIT THIS YOU'RE MOTHERALLY
LEVEL FOUR.

NOT THAT YOU'RE IN THE --
THERE'S SOME CRETION BY THE
COMMISSIONER AT THE STATE LEVEL
TO DETERMINE.

SO IT'S NOT TO SAY FOR INSTANCE
THE SHOULD HAVE COULD BE ONE BUT
YOU BLACK STONES COULDN'T
BECAUSE THE BLACK STONES DON'T
AND THE REST MAKES TWO.

DOES THAT MAKE SENSE.

IT'S NOT A SPECIFIC FORMULA BUT
THESE ARE OUR LOWEST PERFORMING
SCHOOLS THAT ARE NOT ALREADY
LEVEL FOUR OR FIVE SCHOOLS.

>> WHEN THE OTHER LEVEL THREES
ARE MORE HOPEFUL THAT EITHER
WE'VE SEEN SOME IMPROVEMENT OR
THEY'RE ON THEIR WAY MOVING TO
LEVEL TWO.

THERE'S BEEN MOVEMENT IN A

POSITIVE DIRECTION I'M ASSUMING.
>> WE DEFINITELY HAVE MANY LEVEL
FOUR SCHOOLS ABOUT HALF OF OUR
LITTLE SCHOOLS ARE IN THE 11
THROUGH 20TH PERCENTILES.
SO ABOUT HALF OUR SCHOOLS THAT
ARE IN THAT BOTTOM 10% AND HALF

...

>> HAVE WE MAND WHERE THESE
LEVEL THREES, FOURS AND FIVES
ARE GEOGRAPHICALLY.

>> WE DO NOT HAVE A MAP OF THAT.
THAT'S A GOOD QUESTION.

WE SHOULD DO THAT.

>> I KNOW WHERE SOME OF THEM ARE
IN MY DISTRICT.

I WILL BE CURIOUS TO SORT OF SEE
WHERE THE LEVEL WNS, TWOS,
THREES, FOURS AND FIVES MAP IN
TERMS ON WHERE THEY ARE LOCATED
IN THE CITY OF BOSTON.

SOME OF THE CONVERSATIONS WE HAD
ABOUT HOME BASE AND THE
ASSIGNMENT PROCESS AND THE
FRUSTRATION OF SOME PARENTS.

>> YES.

>> I WAS VERY EXCITED TO SEE IN
THIS BUDGET THAT RESERVE AMOUNT
DEDICATE TO SUPPORTING LEVEL
THREE, FOURS AND FIVE SCHOOLS.
I'M CURIOUS TO KNOW.

I THINK I ASKED THIS UNLESS YOU
DECIDED TO RESERVE THESE
QUESTIONS FOR THIS PARTICULAR
HEARING, MENTIONED IN THE
OVERVIEW OF THAT \$1.25 MILLION.
WHERE THAT MONEY IS SORT OF
GOING OR HOW IT'S BEING USED.
THAT'S SORT OF THE RESERVE
AMOUNT IN ADDITION TO THE \$15
MILLION.

I THINK FIRST WE START WITH --
IS THERE A BREAK DOWN AS TO
WHERE THAT FUNDING IS OR WHAT
THIS --

>> IT'S A PRETTY QUICK ANSWER.
I CAN GIVE IT AND YOU CAN ASK A
FOLLOW UP QUESTION IF YOU WANT.
>> ALL MY QUESTIONS ARE RUNNING
TOGETHER.

>> WE'RE HAPPY TO TALK ABOUT IT.
WE DON'T HAVE A FINAL
DISTRIBUTION.

>> THAT'S WHAT IT WAS.

>> AND PART OF THE CHALLENGE IS WE'RE STILL FINISHING UP OUR TURN AROUND PLANNING PROCESS FOR OUR LEVEL FOUR SCHOOLS.

WE WANT TO GET THAT FINALIZED BECAUSE AS ELEANOR MENTIONED, WE'RE PRIORITIZING THOSE SCHOOLS IN LEVEL FOUR.

ONCE WE'VE GOT THAT PRIORITIZE AS FINAL, I THINK THOSE APPLICATIONS ARE DUE FAIRLY SOON SO WE SHOULD BE DONE FAIRLY SOON.

WE'LL THEN SEE, MAKE DECISIONS ABOUT HOW WE'RE BALANCING WHAT'S GOING TO SUPPORT LEVEL FOWRTZ WHICH IS OUR HIGH NEED LEVEL THREE SCHOOLS.

ALL OF THOSE HIGH NEED LEVEL THREE SCHOOLS BECAUSE THEY DON'T GO THROUGH THE TURN AROUND PLANNING PROCESS, WE ACTUALLY NEED TO SUBMIT JUST A SHORT FORM TO DESCRIBE IF THEY GOT ADDITIONAL RESOURCES OVER A VARIETY OF DIFFERENT LEVELS. WHAT THEY DO WITH THOSE RESOURCES.

AND THE SUPERINTENDENT REVIEWING THOSE ACTUALLY THIS WEEK SO WE CAN MAKE FINAL DECISIONS ABOUT HOW TO ALLOCATE THAT MONEY. WHO IS DESIGNING HOW THAT \$1.25 MONEY WILL BE USED.

ARE THEY LOOKING AT THE SCHOOLS AND SAYING YOU NEED TO DO A BETTER JOB AT A, B AND C WHEN ATTEMPTING TO TURN AROUND YOUR SCHOOL OR THE SCHOOL COMING TO YOUR DISTRICT SAYING WE NEED TO DO THIS TO TURN AROUND OUR SCHOOLS.

>> I WOULD SAY IT'S STARTING WITH THE SCHOOL COMING TO THE DISTRICT BUT THERE'S A REVIEW BY THE INSTRUCTIONAL SUPERINTENDENT.

THE SCHOOL COMING TO THE DISTRICT, THEY WOULD HAVE THINGS THEY WANT TO DO -- THE OTHER THING WE'RE PROVIDING IS JUST THE FINANCIAL DETAILS THAT YOU SEE HERE ABOUT THE SIZE OF CHANGES GOING ON IN EVERY SCHOOL

AND HOW ENROLLMENT IS CHANGING AS WELL.

ONE OF THE THINGS THE INSTRUCTIONAL SUPERINTENDENT ARE DOING IS WORKING WITH THESE PRINCIPAL AND HEAD MASTER TO TRY AND GET A REAL IDEA OF HOW MUCH WAS THE DISCRETIONARY BUDGET ACTUALLY IMPACTED BECAUSE THERE ARE SCHOOLS ON PAPER CUT EXACTLY THE SAME.

BUT IN PRACTICUM, ONE SCHOOL REALLY AFFECTED THEIR DISCRETIONARY BUDGET AND WEREN'T ABLE TO QUOTE FOR ANOTHER SCHOOL.

THEY HAVE FEWER CLASSROOMS NEXT YEAR, AND ACTUALLY BESIDES THAT, THE SCHOOL'S EXACTLY THE SAME. WE WANT TO FOCUS THOSE RESOURCES IN ON THAT FIRST SCHOOL WHERE THEY'RE LOSING DISCRETIONARY OR SUPPORTED SERVICES GOING ACROSS THEIR STUDENTS THE SECOND SCHOOL WHERE THE ONLY CHANGE MAY BE A CLASSROOM HAS CLOSED DOWN BECAUSE THERE WEREN'T ANY STUDENTS.

>> OKAY.

IS THERE ANY PARENT OR STUDENT INVOLVEMENT IN THIS PROCESS? WHAT I MEAN BY THAT, OBVIOUSLY THE SCHOOL LEADER, IT'S EASY TO GO TO THE SCHOOL LEADER AND SAY WHAT DO YOU NEED FOR YOUR SCHOOL TO TURN AROUND YOUR SCHOOL. IS THERE ANY SORT OF, HAS THERE BEEN ANY CONVENING FOR THESE PARTICULAR LEVEL FOURS OR LEVEL THREES FOR PARENTS AND STUDENTS WHAT THEY THINK THEIR SCHOOL NEEDS.

AND INFORM HOW WE GIVE OUT THAT 1.25 MILLION.

I ONLY ASK BECAUSE WHEN WE LOOK AT THE -- DON'T LOOK AT ME. LOOK AT COUNCILOR CIOMMO T.

>> IT'S THE EVIL EYE.

>> I LOVE HIM.

>> IT'S IT WAS THE HI LOOK AND WE'RE ALL IN THIS TOGETHER.

WHEN YOU LOOK AT THE MATT HUNT FOR EXAMPLE, ONE OF THE THINGS THAT WAS TRUST ADMINISTRATING

WITH JUST THE WHOLE PROCESS WAS
HOW MANY PARENTS HAD NO IDEA
THIS SCHOOL WAS A LEVEL FOUR.
HAD NO IDEA HOW LONG THIS SCHOOL
WAS LABELED A LEVEL FOUR.
DIDN'T KNOW WHAT A LEVEL FOUR
MEANT.

COULDN'T DEFINE IT.

AND THEN OF COURSE HAD TO
RESPOND TO THE DISTRICT'S PLAN
OF WELL WE NEED TO DO IMMEDIATE
CHANGE, OTHERWISE WE MAY LOSE
THIS SCHOOL.

SO I'M CURIOUS WHO WAS DOING
THAT SORT OF PROACTIVE OUTREACH
TO PARENTS NOW FOR THESE SCHOOLS
BEFORE WE GO IN AND SAY, WE'RE
GOING TO DO THIS WITH YOUR
SCHOOL.

WE'RE GOING TO DO THIS WITH YOUR
SCHOOL, AND THEY NEAL AS THOUGH
IT WAS NEVER PART OF THE
PROCESS.

>> I CAN SPEAK TO LEVEL THREES.
WHAT I SAY ACTUALLY APPLIES TO
LEVEL FOUR AS WELL BUT THE LEVEL
FOURS HAVE ADDITIONAL SUPPORT
BEYOND THAT THAT LIZA CAN SPEAK
TO.

THE LEVEL THREES, THE PRIMARY
MECHANISM THROUGH THE BUDGET
PROCESS FOR THEM TO ENGAGE INPUT
IS THROUGH THE SCHOOL SITE
COUNCIL.

FOR ELEMENTARY, PARENTS AND
TEACHERS AT THE HIGH SCHOOLS,
THAT INCLUDES STUDENT
REPRESENTATIVES AS WELL.

AS THEY WERE GOING THROUGH THE
BUDGET PROCESS EVERY SCHOOL SITE
COUNCIL REVIEWS THE BUDGET ALONG
WITH THE PRINCIPAL AND HAS AN
OPPORTUNITY TO PROVIDE FEEDBACK
FOR THE DISTRICT ON THEIR BUDGET
AND THINGS THEY WANT.

I KNOW AS WE'VE ASKED EACH
SCHOOL YEAR TO COME BACK, A
NUMBER OF THEM HAVE JUST TAKEN
ELEMENTS FROM THEIR SCHOOL SITE
COUNCIL LETTER AND USED THAT TO
BRING IT BACK.

I KNOW A COUPLE SCHOOLS HAD
SPECIAL SCHOOL SITE COUNCIL
MEETINGS.

WE TALKED ABOUT THE FORM AND WHAT THEY WANT TO PUT ON THE FORM.

AND THEN THERE'S SOMETHING SEPARATE FOR THE LEVEL FOUR.

>> THANK YOU.

SO IN THE LEVEL FOUR PROCESS, WHEN A SCHOOL IS DESIGNATED LEVEL FOUR, THE DISTRICT HAS DONE A GOOD JOB OF REACHING OUT TO FAMILIES, MAKING SURE THEY KNOW ABOUT THE DESIGNATION.

AND THEN THERE'S A FORMAL GROUP CALLED THE LOCAL STAKEHOLDER GROUP THAT MEETS AT FAMILY REPRESENTATION ON IT.

BUT THEN THE MEETINGS ARE ALSO OPEN SO SOMETIMES THE FAMILY ALSO ATTENDS.

MAKE RECOMMENDATION TO DR. CHANCE ABOUT WHAT THEY FEEL SHOULD BE IN THE PLAN.

THEY HAD STAKEHOLDER GROUPS THAT MET OVER THE COURSE OF 45 DAYS I BELIEVE FIVE OR SIX TIMES AND MADE RECOMMENDATIONS TO

DR. CHANG ABOUT THOSE SCHOOL'S TURN AROUND PLANS.

THE DISTRICT HAS DONE THAT WELL FOR MANY YEARS.

WHAT WE'VE DONE LESS WELL IS ONCE THE SCHOOL IS ALREADY IN LEVEL FOUR, CONTINUING IN THAT DMAIKS WITH FAMILIES.

HOW THE SCHOOL IS DOING IN THE SECOND YEAR, THE THIRD YEAR, ETCETERA.

WE HEARD THAT LOUD AND CLEAR THROUGH THE MATTAHUNT PROCESS IN THE FALL.

SO THIS SPRING, WE'VE BEEN PILOTING THOSE TYPE OF PROGRESS UPDATE FAMILY MEETINGS.

WE'VE HAD THE FIRST TWO, ONE WITH CHANCING FAMILIES THAT OCCURRED IN APRIL AND WINTHROP FAMILIES THAT OCCURRED AT THE END OF LAST WEEK.

TO REALLY START TALKING ABOUT FAMILIES, WHAT ARE WE DOING NOW, NOT JUST SORT OF WE'VE BEEN DESIGNATED AND LETTING THE THREE YEARS PASS AND NOT HAVING THAT TYPE OF COMMUNICATION.

SO PILOTING THOSE MEETINGS THIS
SPRING WITH A GOAL THAT STARTING
NEXT YEAR IN THE FALL AROUND
DESIGNATION TIME WHICH USUALLY
IS IN LATE SEPTEMBER WHEN THE
TEST DATA COMES BACK.
WE GIVE FAMILIES THAT KIND OF
UPDATE, HERE'S WHAT WE'VE
LEARNED.

HERE'S WHAT'S BEEN WORKING,
HERE'S HOW WE'VE DONE ON OUR
PERFORMANCE, ON OUR GROWTH.
HERE'S THE STRATEGY IS SCHOOL IS
DOING AND HOW CAN YOU BE
INVOLVED IN SUPPORTING YOUR
CHILD'S LEARNING AT HOME.
THINGS YOU CAN GET INVOLVED IN
AT THE SCHOOL.

SO THAT'S A AREA WHERE WE'RE
GOING AND WE'RE PILOTING THAT
FOR SPRING.

>> I WILL SAY, THIS IS GREAT.
I MEAN I THINK ONE OF THE
CHALLENGES IS WE HAVE THAT
CHALLENGE EVEN SELECTED IN
REACHING OUR CONSTITUENTS IS HOW
DO YOU ENGAGE WITH PARENTS IN
THE SCHOOL SITE COUNCIL.
THERE ARE A LOT OF PARENTS WHO
DO NOT KNOW WHAT THEY DO AND
FRANKLY DON'T CARE.

BUT WHO ARE NOT ENGAGED IN THE
PROCESS ANYWAY WHO ARE SPEAKING
DIFFERENT LANGUAGE.

MATTAHUNT IS STILL A GOOD
EXAMPLE TO LEARN, PARTICULARLY
WHEN THE DISTRICT SAID WE'RE
GOING TO PROACTIVELY REACH OUT
TO EVERY FAMILY, HOW CHALLENGING
IT WAS TO TRACK THOSE FAMILIES
DOWN, TO FIND THEM AT HOME.
AND SO OBVIOUSLY THIS COULD BE A
WHOLE DEPARTMENT THAT JUST
FOCUSES ON THAT.

SO I WAS THINKING ABOUT HOW WE
CAN DO BETTER BUT THIS IS VERY
HELPFUL.

>> SOME OF CONVERSATIONS WE'VE
BEEN HAVING AND WE HAVE A VERY
STRONG PARTNERSHIP WITH OUR
SCHOOL SUPPORT TEAM AND THE
OPPOSITE ENGAGEMENT ON THIS IS
WHAT ARE THE EVENTS FAMILIES DO
GO TO AT THE SCHOOL, WHETHER

IT'S SUPPORTING EVENTS OR A
SPRING BARBECUE.
ANY OF THOSE KIND OF EVENTS
WHERE FAMILIES WOULD BE, WHICH
MAY GET MORE ATTENDANCE AND HOW
CAN WE LEAVE THIS KIND OF
INFORMATION INTO THOSE WHILE
THEY'RE ALREADY AT THE SCHOOL.
INSTEAD OF JUST HAVING A
SEPARATE PROGRESS NIGHT THAT MAY
BE INTIMIDATING FOR SOME
FAMILIES AND TRYING TO MAKE IT
MORE ACCESSIBLE TO MORE PEOPLE.
YOU'RE RIGHT WE DON'T WANT IT TO
BE THE SAME SIX FAMILIES THAT GO
TO THE STUDENT COUNCIL.
>> MANY STUDENTS I TALK TO SAY
THEY USE THAT DISTINCTION, THERE
ARE FAMILIES THAT ARE ENGAGED
BUT NOT FAMILIES THAT ARE
INVOLVED.
THEY DO KNOW FAMILIES THAT WANT
TO BE INVOLVED.
THEY DON'T KNOW HOW TO BE
INVOLVED.
SOME DON'T FEEL SO WELCOMING TO
THOSE SOME OF THOSE SCHOOLS FOR
WHATEVER REASON.
HOW DO WE INVEST IN THAT IN A
FORMAL WAY AND PROACTIVE WAY TO
REALLY GET OUR PARENTS TO BE
INVOLVED.
AND THEN OF COURSE NOT TO SORT
OF IT TO BE A BLOW-UP WHEN THE
DISTRICT HAS TO MAKE SOME TOUGH
DECISIONS.
I'LL MOVE ON BUT I JUST WANTED
TO HEAR MORE ABOUT THAT.
>> COULD I SAY ONE THING.
THE OFFICE OF ENGAGEMENT HAS A
COMMITMENT IF THE IMPLEMENTATION
PLAN WORKS AND COMMITMENT TO
BUILD DIFFERENT STRATEGIES AND
WHAT THE WORK PLAN WILL LOOK
LIKE FOR NEXT YEAR.
THIS IS AN AREA WHERE THEY PLAN
TO DOUBLE DOWN.
I THINK IF YOU KNOW THROUGH YOUR
OWN WORK OR IF YOU KNOW PEOPLE
WHO HAVE SOME SUGGESTIONS AND
ADVICE FOR THAT OFFICE WOULD BE
VERY VERY VERY OPEN TO TALKING
WITH ANYONE BECAUSE WE RECOGNIZE
AS WE COME AROUND TO THE END OF

THE ENROLLMENT PERIOD, THAT IN FACT THEY ENDED UP GOING DOOR TO DOOR TO MEET PEOPLE WHO HAD NOT YET SELECTED A SCHOOL.

AND WE'VE LEARNED, WE TOO HAVE LEARNED A LOT OF LESSONS FROM THIS AND SO IT IS A HIGH PRIORITY FOR THE OFFICE OF ENGAGEMENT TO FIND BETTER WAYS TO MAKE THESE CONNECTIONS AROUND WHAT WOULD BE THE ENTICEMENT FOR THAT PARENT TO BE ENGAGED.

OR SIMPLY HOW DO WE GET MORE INFORMATION TO MORE PEOPLE WHO CAN'T OR DON'T HAVE THE KIND OF ENGAGEMENT.

>> I HAVE TWO MORE QUESTIONS. ONE IS, AFTER SCHOOLS COME OUT OF TURN AROUND, ALL THE SCHOOLS THAT COME OUT, ONE OF THE BIGGEST COMPLAINTS IS THE TROTTER SCHOOL OR OTHERS, IS ONCE THEY SORT OF COME OUT, HOW THE RESOURCES QUICKLY STOP. IT'S NOT A DOWNWARD SLOPE OR EVEN A SORT OF TRANSITION PLAN TO SUSTAINABILITY.

SO HE'LL BE CURIOUS TO HEAR ABOUT SCHOOLS THAT COME OUT OF TURN AROUND THAT DO THE HARD WORK OF REALLY TRANSFORMING THEIR SCHOOLS TO DELIVER BETTER OUTCOMES.

HOW DO YOU THEN DO A BETTER JOB SUPPORTING THEM.

SOME OF THIS IS MAYBE ON THE SAFE SIDE BUT HOW DO WE DO A BETTER JOB SUPPORTING THESE SCHOOLS SO THEY HAVE, THEY CAN SUSTAIN THOSE RESULTS FOREVER. WHEREAS WE'RE DOING ALL THIS WORK, WE'RE INVESTING ALL THIS AND WE'RE LOOKING AT ORCHARD GARDENS AND OTHER SCHOOLS, WE'RE LITERALLY GOING BACK IN THE OPPOSITE DIRECTION FROM WHERE WE WANT THEM TO.

>> I THINK THERE ARE A COUPLE DIFFERENT THINGS.

BUT ONE THING I KNOW, I DEFINITELY APPRECIATE ABOUT THE SUPERINTENDENT AND HIS TEAM WHEN THEY TRANSITIONED HIM, ONE OF THE THINGS THEY IDENTIFIED EARLY

ON WAS THAT PROBLEM.
AND WE HAVE A PLAN IN PLACE TO
ADDRESS THAT.
SO STEP ONE OF THAT PLAN IS
SOMETHING CALLED TURN AROUND
TRANSITION FUNDING.
THIS IS DESIGNED TO DO TWO
THINGS.
ONE IS MAINTAIN LEVEL OF FUNDING
AS A SCHOOL PHASE AND TURN
AROUND, POTENTIALLY BEYOND THE
END OF THEIR APPOINT TO GRANT
FUNDING.
EVEN IN THE BEST CASE SCENARIO,
A SCHOOL ENTERS TURN AROUND,
THEY HAVE THREE YEARS OF SCHOOL
IN PLACE OF FUNDING.
THEY EXIT TURN AROUND RIGHT AWAY.
THEY DON'T FIND OUT UNTIL THE
FALL OR THE FOURTH YEAR WHETHER
OR NOT THEY'VE ACTUALLY EXITED.
AND THE FUNDING IS ALREADY GONE.
ONE OF THE THINGS THAT THE
DISTRICT IS TRYING TO DO AS A
PART OF THE TURN AROUND
TRANSITION FUNDING IS SAY AS
LONG IN THE BUDGET YEAR WE'RE
IN, IF YOU'RE STILL IN LEFT
FOUR, THE DISTRICT IS COMMITTED
TO PROVIDING THE FUNDS
EQUIVALENT TO THE SCHOOL
REDESIGN GRANT IF THAT GRANT HAS
ENDED.
>> FOR HOW LONG.
>> AS LONG AS THEY STAY IN LEVEL
FOUR IT STAYS IN AT A HUNDRED
PERCENT.
IF THAT SCHOOL THEN WERE TO
EXIT.
SO WE HAVE TWO SCHOOLS THIS YEAR
THE CHANCING AND THE WINTHROP,
THEY'RE IN THEIR LAST YEAR OF
THEIR SCHOOL REDESIGN GRANT WE
DON'T FIND UNTIL THE FALL
WHETHER OR NOT THEY'RE EXITING.
FOR NEXT YEAR, REGARDLESS OF
WHAT HAPPENS, THEY SAY AT 100%
OF THE FUNDING.
AND HOPEFULLY THEY DO EXIT IN
THE FALL.
THEN FOR THE NEXT BUDGET CYCLE,
THEY KEEP 80% OF THAT
DISCRETIONARY FUNDING AS THEY
BEGIN TO EXIT AND CONSOLIDATE

OUTCOMES IN WHAT WOULD BE YEAR FIVE.

>> THEY KEEP AT 80% FUNDING FOR AN ADDITIONAL YEAR WHEN THEY EXIT.

>> A YEAR AFTER THAT IT GOES DOWN TO ABOUT 50% AND A YEAR AFTER THAT IT GOES DOWN TO 30% AND A YEAR AFTER THAT WOULD BE ZERO.

IN ADDITION TO THAT, THE DISTRICT ACTUALLY SUPPORTS THE EXTENDED LEARNING TIME THAT THE SCHOOL GOT THROUGH TURN AROUND. EXACTLY HOW THAT WORKS THERE IS THE MECHANISM BY WHICH THEY EXIT SIMILAR TO THE OTHER PILOT, SIMILAR TO THE CONVERSATION WE HAD THE OTHER DAY.

I STUDIED MY HOURS THROUGH MY TURN AROUND PLAN, THAT WILL --

>> IS THIS HAPPENING NOW?

>> IT IS.

SO THE LAST SLIDE IN YOUR PACKET WHICH IS ON THE SCREEN SHOWS THE LEVEL FOUR SCHOOLS RECEIVING TURN AROUND TRANSITION FUNDS THIS YEAR AND NEXT FISCAL YEAR. SO YOU'LL SEE RIGHT NOW THAT THE ENGLISH AND MATTAHUNT, THEIR SCHOOL DESIGN GRANTS CONCLUDED LAST SCHOOL YEAR.

NEITHER OF THOSE TWO SCHOOLS EXITED LEVEL FOUR STATUS IN SCHOOL YEAR 16 AND 17.

SO THE AMOUNTS YOU SEE FOR THEM IN FISCAL YEAR 17 ARE DISTRICT FUNDS 533,000 AND MATTAHUNT 600,000.

THEY RECEIVED THOSE BUT THEY RECEIVED THOSE DOLLARS THIS YEAR IN DISTRICT FUNDS BECAUSE SRG HAD CONCLUDED, THE GRANT HAD CONCLUDED.

>> WE'RE NOT ABLE TO DO THIS FOR EVERY SCHOOL.

>> WE ARE NOT GOING BACK IN RENT ACTIVELY DOING IT FOR SCHOOLS THAT CAME UP BEFORE.

WHAT WE'RE TRYING TO DO IS ADDRESS PROACTIVELY MOVING FORWARD WHAT'S COME UP A COUPLE TIMES NOW IS IT'S A STEEP DROP OFF WHEN THE FUNDING JUST

DISAPPEARS RIGHT AT THE POINT,
AND I MENTIONED THIS BEFORE.
BUT GENERALLY SPEAKING IT REALLY
TAKES ABOUT FIVE YEARS PLUS FOR
TURN AROUND TO CONSOLIDATE AND
STATE HAS A THREE YEAR TIME
LINE.

SO WHEN DR. CHANG GOT HERE, WE
ALL LOOKED AT EVERYTHING AND ONE
OF THE RECOMMENDATIONS WAS TO
FIGURE OUT THE STEP DOWN.
MENTIONING THE PIECE THAT'S
TREMENDOUSLY IMPORTANT, A LOT ON
OUR SCHOOLS DON'T EXIT AT THE
END OF THIS THIRD YEAR.

SO KEEPING THOSE RESOURCES IN
TACT SO THEY CAN CONTINUE TO
EXIT IS ALSO A NECESSARY
COMPONENT OF IT.

THAT PART IS ALL GOING ON NOW
AND WE WAIT, WE'RE LOOKING
FORWARD TO A FULL EXITING TO THE
BENEFIT OF THE 80.

>> ACTUALLY JUST ONE SECOND,
WE'RE ACTUALLY DOING IT
RETROACTIVELY.

>> OH, WE DID.

>> YES, THIS YEAR.

SO WE WENT BACK AND THAT WAS A
PLAN FORMALLY IN PLACE.

WE WENT BACK AND REVIEWED IT.
TURNS OUT THE ONLY SCHOOL THAT'S
ELIGIBLE THAT WAS EXITED
RECENTLY WAS THE BURKE AND FOR
THE BURKE WE GET ADDITIONAL
SUPPORT.

NEXT YEAR IS THE BURKE'S 30%
YEAR.

SO THEY GOT A LITTLE BIT MORE
MONEY.

IT'S NOT AS MUCH MONEY AS IT
SEEMS BECAUSE A LOT OF THE MONEY
GOES TO PAPER ELT AND WE PAY FOR
THAT REGARDLESS.

ONE OF THE THINGS WE DON'T
NECESSARILY SEE IN THIS
PRESENTATION AND WE CAN COME
BACK AND DO IT IS RETROACTIVELY
THE SCHOOLS THATW|THIS WILL BE MY LAST ROUND, I'VE
HIT MY WALL.

HAVE WE IDENTIFIED THE
DIFFERENCES BETWEEN WHAT ARE ONE
AND TWO SCHOOLS AND THREE, FOUR
AND FIVE SCHOOLS.

WHAT ARE THE KEY FINDINGS?
IS IT PARTNERSHIPS, IS IT
NEIGHBORHOOD RESOURCES, IS IT
DEMOGRAPHICS?
IS IT GRADE CONFIGURATION, MORE
KIDS LIVE IN THE NEIGHBORHOOD.
YOU'RE SHAKING YOUR HEAD SO I'M
HOPING YOU HAVE THAT ANSWER.
>> I'M GETTING BACK TO THE SLIDE
THAT SHOWS LEVEL ONES, TWOS AND
THREES.
SO WE KNOW, THE STATE OF
MASSACHUSETTS HAS DONE RESEARCH
ON THE FIRST COHORT OF LEVEL
FOUR SCHOOLS DESIGNATED IN 2010.
WHAT THE STATE DECIDED TO DO WAS
TRACK THOSE SCHOOLS DURING THE
THREE YEARS OF THEIR TURN AROUND
PLAN, SENSE THEY'RE THE FIRST
SORT OF TIME THE STATE HAD DONE
THAT.
AND FOUND PRETTY QUICKLY WITHIN
THAT FIRST YEAR, AND THAT SORT
OF GREW OVER TIME.
THERE ARE FOUR VERY KEY
PRACTICES THESE SCHOOLS WERE
IMPLEMENTING THAT SEEMED TO LEAD
TO RAMMED ACHIEVEMENT GAINS.
THE SCHOOLS THAT WERE NOT WERE
NOT IMPROVING OR RAPIDLY
DECLINING DURING LEVEL FOUR
STATUS.
THOSE PRACTICES WE ALSO SEE IN
VERY STRONG FORMS ALTHOUGH THEY
LOOK A LITTLE BIT DIFFERENT IN
HIGHER PERFORMING SCHOOLS.
SO THE FIRST IS ABOUT
LEADERSHIP, SHARED
RESPONSIBILITY AND PROFESSIONAL
COLLABORATION.
JUST FOR A SHORTHAND PURPOSES,
HOW THE ADULTS WORK TOGETHER AT
THIS SCHOOL.
IT'S ABOUT THINGS LIKE ARE THERE
OPPORTUNITIES FOR A LOT OF
DIFFERENT TYPES OF LEADERSHIP AT
THE SCHOOL.
HOW ARE THE DIFFERENT TEAMS
WORKING TOGETHER.
HOW ARE THE ADULTS CHOOSING
THEIR TIME.
REALLY DOES EVERY ADULT IN THE
BUILDING TAKE OWNERSHIP FOR
EVERY STUDENT IN THE BUILDING.

NOT JUST LIKE OH THOSE ARE
DAVID'S STUDENTS I DON'T NEED TO
WORRY ABOUT THEM BUT WE ALL CARE
ABOUT ALL OF OUR STUDENTS.
THAT'S THE FIRST PRACTICE THEY
FOUND.
THE OTHER WAS INTENTIONAL
PRACTICES FROM IMPROVING
INSTRUCTION.
YOU KNOW, THE WORK TO PROVIDE
HIGH QUALITY INSTRUCTION IS A
LOT OF WORK.
IT IS NOT MAGIC, IT'S A LOT OF
HOURS.
IT'S PROFESSIONAL DEVELOPMENT.
IT IS LOOKING AT DATA.
SORT OF ALL THOSE PRACTICES THAT
MAKE FOR HIGH QUALITY TEACHING
IN EVERY CLASSROOM.
THE THIRD IS ABOUT
STUDENT-SPECIFIC SUPPORTS AND
ENSURING ALL STUDENTS ARE
GETTING A HIGH QUALITY
EDUCATION.
REGARDLESS OF THEIR NEEDS.
THAT'S ABOUT USING DATA TO
REALLY FIGURE OUT WHAT EACH
STUDENT NEEDS AND WHAT GROUPS OF
STUDENTS NEED TO BE SUCCESSFUL
IN THE CLASSROOM.
THAT INCLUDES OUR ENGLISH
LANGUAGE LEARNERS, OUR STUDENTS
WITH DISABILITIES, OVERAGE UNDER
CREATE STUDENTS.
ANY GROUP OF STUDENTS, WHAT
SUPPORTS THEY NEED TO BE
SUCCESSFUL AT SCHOOL.
THE FOURTH PRACTICE THAT REALLY
UNDER VERTED ALL OF IT IS WHAT
WAS THE SCHOOL'S CULTURING
CLIMATE.
IS IT A CLIMATE OF HIGH
EXPECTATIONS.
IS IT ONE WHERE IT IS A JOY TO
BE IN THE LEARNING ENVIRONMENT.
ARE THERE GOOD RELATIONSHIPS
BETWEEN ADULTS, BETWEEN STUDENTS
AND BETWEEN STUDENTS AND ADULTS.
STOARLT OF HOW ARE FAMILIES
INVOLVED.
HOW IS THE COMMUNITY INVOLVED OR
WHAT'S IT LIKE TO BE IN THAT
SPACE AND IS IT A GREAT SPACE TO
WORK AND LEARN.

SO ALL FOUR OF THOSE PRACTICES
ARE THINGS WE WOULD SEE IN BOTH
SUPPORT OF HIGH PERFORMING
SCHOOLS.

AND ALSO SCHOOLS THAT SPOTTER
LOW PERFORMING MAKING THOSE
RAPID GAINS.

>> THERE HAS TO BE, THOUGH,
WITHIN LIKE WHAT LEADS TO THOSE
FOUR THINGS, OTHER PIECES WE CAN
ACTUALLY MEASURE.

SO I IMAGINE AND WE TALKED IN AN
EARLIER SESSION ABOUT EXCELLENCE
FOR ALL AND ADVANCED WORK,
SCHOOLS THAT HAVE THOSE PROGRAMS
PROBABLY ARE AT A HIGHER LEVEL.
OF SUCCESS, I WOULD IMAGINE.
I'M JUST GUESSING.

SCHOOLS THAT HAVE SENSICAL GRADE
CONFIGURATIONS, BECAUSE KIDS ARE
GOING TO STAY THERE FOR LONGER
HAUL.

PARENTS HAVE A LONGER TIME TO BE
ENGAGED AND MAKES MORE SENSE
BECAUSE THEY'RE SORT OF THERE
TEMPORARILY AND THEN MOVING OFF
TO THE NEXT KID.

SCHOOLS THAT HAVE FEWER KIDS
WITH TRANSITION.

SO WE TALK ABOUT A KID THAT'S IN
ONE BUILDING FOR A LONG PERIOD
OF TIME AS OPPOSED TO THREE OR
FOUR DIFFERENT SCHOOLS.

BUT ALSO SCHOOLS THAT DEFINITELY
AREN'T CAPACITY SCHOOLS, RIGHT.
BECAUSE WE SEE THAT THAT SORT OF
CREATES SO MUCH UNCERTAINTY FOR
FAMILIES.

AND SCHOOLS WITH STRONG
PARTNERSHIPS AND NEIGHBORHOOD
RESOURCES OR LOCAL RESOURCES.

AND CAN WE MEASURE THAT AT ALL?

>> MOST OF THE THINGS YOU
MENTIONED WHEN YOU WERE TALKING,
I WAS THINKING ABOUT SORT OF
WHAT ARE THOSE -- A METRIC OF
THOSE THINGS, YES, AGREE.
YES, WE DO LOOK AT THOSE THINGS
CERTAINLY.

AT THE LEVEL FOUR, IN THE LEVEL
FOUR SCHOOLS, THEY HAVE A
VARIETY OF GOLDEN BENCHMARKS,
BOTH IN THEIR TURN AROUND PLANS
AND IN THEIR SCHOOL REDESIGN

APPLICATIONS TO GET TO THOSE
MORE MICRO LEVEL LIKE YOU'RE
DESCRIBING.

SO FOR INSTANCE, THERE'S
MEASURABLE ANNUAL GOALS IS WHAT
IT'S CALLED IN THE TURN AROUND
PLAN.

ONE OF THE MEASURABLE ANNUAL
GOALS IS ABOUT SORT OF HOW THE
ADULTS FEEL ABOUT HOW IT IS TO
WORK IN THIS SCHOOL.

SO WE USE SURVEY DATA FROM THOSE
ANNUAL MONITORING SITES.

SO THIS IS WHERE ADULTS REPORT.
YOU KNOW, I FEEL THAT TEACHERS
IN THIS BUILDING HOLD OWL
STUDENTS TO HIGH EXPECTATIONS.
FOR INSTANCE SO YES, WE DO LOOK
AT SURVEY DATA, WE LOOK AT
STUDENT PERFORMANCE DATA, WE
LOOK AT CULTURE DATA INCLUDING
ADULT CULTURE LIKE TEACHER
ATTENDANCE, STUDENT ATTENDANCE,
DISCIPLINARY DATA, ALL OF THOSE
THINGS TO SEE HOW SCHOOLS ARE
DOING.

>> NOW ON THE FLIP SIDE, AND I
THINK I FEEL THAT SUPPORTS MY
BELIEF, THAT'S WHAT MEASURES
CREATE A ONE IN TWO SCHOOL.
I THINK ABOUT EAST BOSTON HIGH
WHERE I USED TO WORK, IT HAS ALL
OF THOSE COMPONENTS YET THE
SCHOOL STILL STRUGGLES TO EVER
REACH A LEVEL ONE OR A LEVEL
TWO, OR A TWO, NEVER MIND A ONE.
BECAUSE THERE ARE SOME OTHER
SORT OF CIRCUMSTANCES THAT ARE
OUTSIDE OF OUR CONTROL.
HOW DO WE, HOW DO WE TAKE
CONTROL OF THINGS WE CAN'T
CONTROL?

I MEAN, IS THAT ADVOCATING TO
THE DEPARTMENT OF ED TO SAY
LISTEN IT'S NOT FAIR TO MEASURE
US BY THESE MARKERS OR THESE
INDICATORS BECAUSE WE CAN NEVER
GET CONTROL.

>> WHAT'S ONE EXAMPLE.

>> WE HAVE A LARGE LIKE A SIZE
POPULATION RIGHT NOW AT EAST
BOSTON HIGH.

GROUPS OF KIDS THAT HAVE HAD
SIGNIFICANT GAPS IN EDUCATION.

THEY COME TO THE UNITED STATES,
THEY'RE LEARNING ENGLISH AND
THEY MIGHT CLEARLY MIGHT SAY TO
A TEACHER OR ADMINISTRATOR I
REALLY JUST WANT TO WORK ON MY
ENGLISH SKILLS.

I CAN'T BE 18 AND PUTTING AN EL1
GROUP AND THINK THAT I'M GOING
TO BE HERE FOR FOUR YEARS, IT'S
JUST NOT GOING TO HAPPEN.

IT'S NOT REALLY AN ANSWER IT'S
JUST A CHALLENGE.

>> IT'S A CHALLENGE WE'RE TRYING
TO FACE WHEN YOU LOOK AT SLIDE
13 WHERE WE ACTUALLY DIVIDED
SCHOOLS BY EXEMPT SCHOOLS AND
OPEN ENROLLMENT.

CONDITIONS ON SCHOOLS WE ARE
PUTTING AS A DISTRICT, HOW WE
CAN SUPPORT THEM.

BECAUSE THAT MEANS WE NEED A
PLAINER KIND OF SUPPORT.

THAT'S HOW WE ARE DIVIDING THEM.

WHAT IS MAKING THAT PROFILE
SCHOOL TO MAKE OR BREAK IT IN A
WAY.

SO ABSOLUTELY LOOKING AT THE
SIZE, LOOKING AT THE UNTIL OF
SPECIAL EDUCATION STUDENTS
NON-DIPLOMA BOUND VERSUS DE
PLOANL AWE BOUND.

THAT IS THE WORK WE'RE DOING,
DISSECT IT KNOWING THAT NO
SCHOOL IS THE SAME.

IF WE HAVE SO MANY STUDENTS PER
SCHOOL THAT WE MAKE 50%, THEN
WHAT ARE WE DOING TO SUPPORT
THAT SCHOOL.

WE ARE AT THE BEGINNING OF THOSE
CONVERSATIONS AND YOU ARE RIGHT,
WHAT IS THE THING THAT MAKES
THIS SCHOOL SUCCESSFUL.

THAT IS WHAT WE ARE DOING TO THE
STRATEGICAL POINT NOT TO SAY THE
SCHOOLS ARE GOING TO RECEIVE THE
SAME SUPPORT.

IT DOESN'T WORK THAT WAY.

>> YOU DON'T NEED THE SAME
SUPPORT.

>> LOOK AT EAST BOSTON, WHAT IS
GOING ON IN THE NEIGHBORHOOD.

WHY IS THAT GOING ON, SO
THEREFORE HOW DO WE PUT ALL THE
RESOURCES THAT IS NOT JUST

ACADEMIC BUT ALSO TO KEEP IT SAFE.

>> I DID MAKE A NOTE ON THIS 13, THE SCHOOLS HAVE SPECIAL POPULATIONS.

THESE ARE ALL SCHOOLS AND PROGRAMS THAT ARE ACCLAIMED, AND AS A DISTRICT, WE NEED MORE OF THIS TYPE OF PROGRAMMING TO SUPPORT OUR KIDS.

>> WE AGREE.

AND THE OTHER RESOURCE THAT I THINK HAS BEEN A BIG SUPPORT AT LEAST FOR DR. CHANG AND MYSELF. THERE IS A GROUP OF URBAN SPEUNLTS THAT REGULARLY CON VENE ONCE A -- SUPERINTENDENT THAT REGULARLY CONVENE ONCE A MONTH HAS SUGGESTIONS AND WE'RE LOOKING AT ALL KINDS OF OPTIONS AND OPPORTUNITIES AND WE'VE PRESENTED A UNIN OF THEM DURING THE PRESENTATION OF THE PLAN FOR SUBMISSION TO THE FEDERAL GOVERNMENT ABOUT WHAT IT'S GOING DO LOOK LIKE.

SOME OF THEM MADE IT IN AND SOME OF THEM DIDN'T.

THERE'S A LOT OF STATEWIDE ADVOCATE SEE.

IT'S HARD TO BE A SUPERINTENDENT WORLD AROUND THESE QUESTIONS THAT YOU'RE ASKING.

BECAUSE STRUGGLING URBAN SCHOOLS ARE SUFFERING BUT MANY OF THEM ARE SUFFERING FOR DIFFERENT REASONS.

THAT'S WHAT YOU'RE ASKING, HOW DO WE BRING THE SPECIFIC RESPONSES NEEDED TO THE VALID NEEDS AT EACH SCHOOL.

THIS IS WHAT HAS LED TO HAVE THE SCHOOLS THINK ABOUT THIS SUBGROUP BY WHAT THOSE INDIVIDUALS ARE GOING TO LEAD TO LEVERAGE ITSELF INTO HIGHER PERFORMANCE.

>> I THINK IT ALSO LEADS ITSELF TO HAVING A MORE TRUER UNDERSTANDING OF OUR GRADUATION RATE BECAUSE WE CAN SAY ON PAPER IT'S 72%.

BUT WE KNOW SO MANY OF OUR KIDS, THEY'RE NOT GOING TO GRADUATE

AND THAT'S HELD AGAINST US.
SO WHAT'S THE REAL NUMBER FOR
72%.
BECAUSE I KNOW EAST BOSTON HIGH,
OUR GRADUATION RATE IS LOW BUT
IN REALITY OR I GUESS NOT REAL
THEY BUT IF WE WERE TO LOOK SORT
OF AT THE BETTER NUMBERS OR THE
TRUER NUMBERS TO WHAT OUR
GRADUATION RATE IS, IT'S MUCH
HIGHER BECAUSE THERE'S SO MANY
KIDS THAT WILL NEVER GRADUATE.
WE KNOW THAT FROM DAY ONE BUT
THAT NUMBER'S HELD AGAINST US AS
THEY BECOME PART OF THAT COHORT
FOREVER AND EVER.
SO I THINK IT WOULD BE
INTERESTING TO AT LEAST BE ABLE
TO TALK ABOUT WHAT THAT TRUER
NUMBER IS FOR GRADUATION RATES.
>> I DO ON 512 WITH THE
GRADUATION RATE, DO THEY TRACK
AT ALL THE COLLEGE GRADUATION
RATE OF OUR KIDS?
WE'VE GOT HOW MANY KIDS ARE
SHOWING UP TO SCHOOL, SHOWING UP
TO GRADUATION WITHIN THAT 16
MONTH PERIOD.
WHAT'S THE ACTUAL COLLEGE GRAN
GRADUATION.
>> WE HAVE A PROCESS TO TRACK
THE COMPLETION RATES OF OUR
STUDENTS.
MOST RECENT DATA IS ON THE CLASS
OF 2009 BECAUSE WE TRACK IT
ACROSS THE SIX AND SEVEN YEAR
PERIOD.
AND WE ARE AT 51.3% RIGHT NOW
FOR STUDENTS WHO ENTER INTO
COLLEGE WITHIN THE FIRST 12
MONTHS, COMPLETING AT A 59.2%
RATE OVER SIX YEARS.
>> IS THAT BACHELOR'S PROGRAM,
ARE WE MEASURING ASSOCIATE'S.
>> THAT IS BACHELORS AS WELL AS
ASSOCIATE'S AND SOME
CERTIFICATES.
>> AND THEN WHAT'S THAT COMPARED
TO NATIONALLY.
>> NATIONALLY THE COLLEGE
COMPLETION RATE FOR SIMILAR
URBAN DISTRICTS IS AROUND 48%.
>> WE'RE AT THE NATIONAL LEVEL,
SO GRADUATION OR THE OTHER

NUMBER, THAT'S GREAT.

I THINK MICHELLE'S LAST
QUESTIONS WERE ABOUT THE
VOCATIONAL STUFF.

I'M SORRY, I'M DECLINING AS THE
DAY GOES.

>> SO THE KIDS THAT ARE LEAVING
OUR DISTRICT, THE 45 OR SO KIDS,
ARE WE, I UNDERSTAND THAT THEY
HAVE TO REQUEST TO ENTER A
PROGRAM THAT WE DON'T OFFER.

ARE THEY GRADUATING FROM THE
PROGRAM THAT THEY'RE REQUESTING
ADMITTANCE TO.

ARE WE CHECKING WITH WHAT
THEY'RE ACTUALLY GRADUATING
WITH?

>> I WOULD SAY FOR THE MOST PART
THEY ARE.

WE GET A YEARLY UPDATE ON THEIR
STATUS.

SO WE KNOW WHAT PROGRAMS THAT
THEY PERSIST IN AND WE CAN
SEE THEM ACROSS THE FOUR YEARS
OF THE HIGH SCHOOL.

THE MAJORITY OF THE STUDENTS DO
STAY AND GRADUATE FROM THAT
VOCATIONAL PROGRAM.

>> IN AGRICULTURE.

>> THE AGRICULTURE SCHOOLS HAVE
A LOT OF DIFFERENT
PROGRAMS PROGRAMS.

ANIMAL SCIENCES IS VERY POPULAR
WITH STUDENTS THIS YEAR.

THERE'S A LOT OF OFFER, THERE SO
IT'S NOT JUST KIND OF A
TRADITIONAL AGRICULTURE.

>> OKAY.

AND THEN, ARE WE, WHAT ARE THE
DEMOGRAPHICS OF THOSE KIDS THAT
ARE LEAVING?

>> WE DON'T HAVE A CLEAR
TRACKING OF ALL THE
DEMOGRAPHICS.

THEY COME FROM EVERY PART OF THE
CITY.

THEY ATTEND ALL DIFFERENT TYPES
OF SCHOOLS.

THE APPLICATION IS FAIRLY
WE CHECK THE RESIDENCY IN
BOSTON.

>> HOW DO THEY MOVE?

>> THAT DOES HAPPEN.

WE GET AN UPDATE IT'S A PROCESS

ON REPORTING TO THE STATE THAT THE RECEIVING SCHOOL HAS TO REPORT THEIR CURRENT ADDRESS AS PART OF THEIR STUDENT ENROLLMENT DATA.

WE WILL GET THE UPDATE OF THE STUDENT LEAVES THE SCHOOL.

>> ARE WE NOT OFFERING ENTREPRENEURSHIP IN OUR SCHOOLS?

>> WE'RE NOT OFFERING IT AS A STAND-ALONE PROGRAM.

>> IT WAS AT EAST BOSTON HIGH AND CHARLESTOWN HAS A PROGRAM.

>> THE DIFFERENCE BETWEEN THE PROGRAM STUDY AND THE ONES WE RECEIVE FUNDING FOR.

>> DO THE STAFF OR THE DUPLICATE PROGRAMS DOES THE STAFF AT THE VARIOUS SCHOOLS HAVE AN OPPORTUNITY TO CONNECT AND DISCUSS BEST PRACTICES?

OFTEN IT'S ONE TEACHER WHO TEACHES THE PROGRAMS.

CAN THEY COLLABORATE ACROSS SCHOOLS?

>> WE STARTED A DESIGN CURRICULUM TEAM WIN DESIGN AND VISUAL COMMUNICATIONS TEACHERS TOGETHER TO WORK ON CURRICULUM AND PLANNED LESSONS AND DO PROFESSIONAL DEVELOPMENT TO COLLEAGUES.

THAT'S SOMETHING WE INTEND TO EXPAND.

>> THAT'S IT FOR ME.

COUNCILOR ZAKIM?

ALL RIGHT.

DO YOU HAVE ANYBODY ELSE TO SHARE?

OK.

THAT'S THE MEETING.

[POUNDING GAVEL]