FY24 SOA Plans

Overview of New 3-Year Cycle

District Presentation

March 2024

MASSACHUSETTS
Department of Elementary
and Secondary Education

Overarching Goal of Student Opportunity Act

To ensure that that every student in the Commonwealth has access to a high-quality public education regardless of zip code

The SOA has two key components

Fiscal: Changes to Chapter 70 funding

- New investment in education
- Revised funding formula reflects equitable distribution of state education funds

Policy Updates: Plans every 3 years

- Focus on addressing disparities in learning experiences and outcomes for student groups that are least-well served
- Implementation of evidence-based practices

Changes in Chapter 70 funding

Fiscal Year	Increase in Funding	Total Chapter 70 Funding
2021	$0	$8,029,692
2022	$48,900	$8,078,592
2023	$236,060	$8,314,652
2024	$349,820	$8,664,472
2025 - Preliminary	$47,400	$8,711,872
Total Increase FY21-FY25	$682,180	

SOA Plan Submission Cycle

- **January 2021:** Districts submitted an initial three-year SOA plan
- **April 2022:** Districts submitted a comprehensive amendment to their original plan
- **April 2023:** Districts submitted a progress update

The first submission cycle was modified due to COVID

- **April 2024:** Districts will submit a new three-year SOA plan
- **Spring 2025:** Districts will submit a progress update
- **Spring 2026:** Districts will submit a progress update
- **April 2027:** Districts will submit a new three-year SOA plan

This is a return to the regular submission cycle as required by law

SOA Plans versus District Improvement Plans

- **The District Improvement Plan (DIP**) serves as a comprehensive plan that describes the full set of strategies that a district will implement to support all students in their district.

- By contrast, the **SOA Plan** addresses a subset of a district's overall initiatives, focusing on evidence-based programs and strategies that will improve the educational experiences and outcomes of students, **including English learners, students with disabilities, and low-income students.**

FY24 SOA Plan Elements

1. Summarize Your District Plan
2. Analyze Your Data and Select Student Groups for Focused Support
3. Set Ambitious Three-Year Targets for Improving Student Achievement
4. Engage Families/Caregivers and other Stakeholders
5. Select Evidence-Based Programs and Strategies to Address Disparities

Key Resources

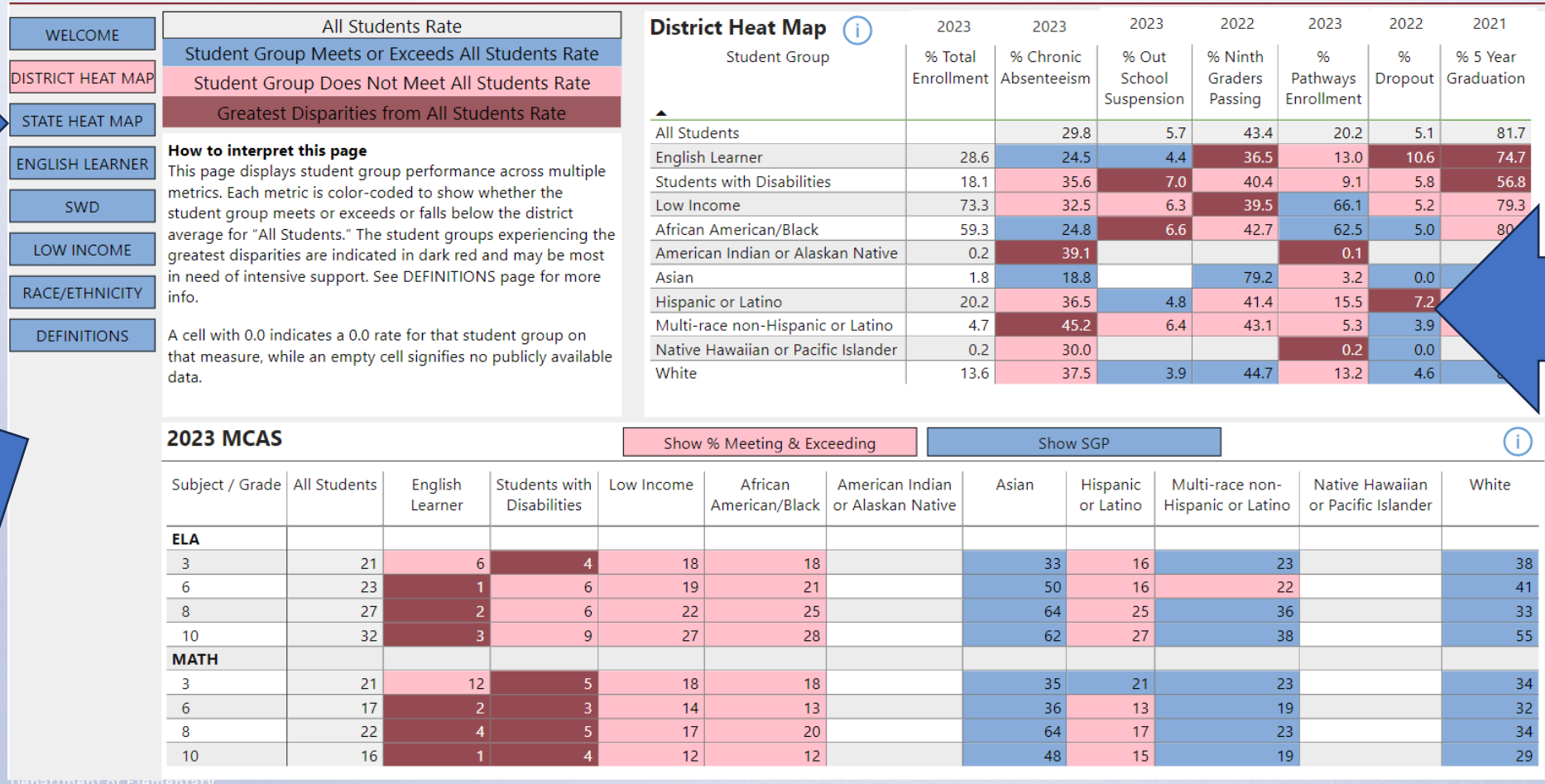
- SOA Website: https://www.doe.mass.edu/soa/
- New Resource: Student Outcomes Comparison Tool
- Improvement targets for all districts focusing on the lowest-performing student group
- Evidence-Based Programs (EBPs) are now aligned with DESE's new Educational Vision and Strategic Objectives
- Plans will be submitted in GEM$ system
- SOA Plan examples
- A small number of districts (17) will complete an SOA Plan Addendum

Student Outcomes Comparison Tool

Purpose: Districts can review data across student groups for critical indicators to pinpoint where disparities in learning experiences and outcomes are most prominent.

Includes district and statewide "heat maps" that offer an at-a-glance view of student group outcomes across all indicators.

Provides more detailed outcome data by student group



WELCOME
DISTRICT HEAT MAP
STATE HEAT MAP
ENGLISH LEARNER
SWD
LOW INCOME
RACE/ETHNICITY
DEFINITIONS

All Students Rate
Student Group Meets or Exceeds All Students Rate
Student Group Does Not Meet All Students Rate
Greatest Disparities from All Students Rate

How to interpret this page
This page displays student group performance across multiple metrics. Each metric is color-coded to show whether the student group meets or exceeds or falls below the district average for "All Students." The student groups experiencing the greatest disparities are indicated in dark red and may be most in need of intensive support. See DEFINITIONS page for more info.

A cell with 0.0 indicates a 0.0 rate for that student group on that measure, while an empty cell signifies no publicly available data.

District Heat Map

Student Group	2023 % Total Enrollment	2023 % Chronic Absenteeism	2023 % Out School Suspension	2022 % Ninth Graders Passing	2023 % Pathways Enrollment	2022 % Dropout	2021 % 5 Year Graduation
All Students		29.8	5.7	43.4	20.2	5.1	81.7
English Learner	28.6	24.5	4.4	36.5	13.0	10.6	74.7
Students with Disabilities	18.1	35.6	7.0	40.4	9.1	5.8	56.8
Low Income	73.3	32.5	6.3	39.5	66.1	5.2	79.3
African American/Black	59.3	24.8	6.6	42.7	62.5	5.0	80
American Indian or Alaskan Native	0.2	39.1			0.1		
Asian	1.8	18.8		79.2	3.2	0.0	
Hispanic or Latino	20.2	36.5	4.8	41.4	15.5	7.2	
Multi-race non-Hispanic or Latino	4.7	45.2	6.4	43.1	5.3	3.9	
Native Hawaiian or Pacific Islander	0.2	30.0			0.2	0.0	
White	13.6	37.5	3.9	44.7	13.2	4.6	

2023 MCAS

Show % Meeting & Exceeding | Show SGP

Subject / Grade	All Students	English Learner	Students with Disabilities	Low Income	African American/Black	American Indian or Alaskan Native	Asian	Hispanic or Latino	Multi-race non-Hispanic or Latino	Native Hawaiian or Pacific Islander	White
ELA											
3	21	6	4	18	18		33	16	23		38
6	23	1	6	19	21		50	16	22		41
8	27	2	6	22	25		64	25	36		33
10	32	3	9	27	28		62	27	38		55
MATH											
3	21	12	5	18	18		35	21	23		34
6	17	2	3	14	13		36	13	19		32
8	22	4	5	17	20		64	17	23		34
10	16	1	4	12	12		48	15	19		29

Indicators include:

- student achievement and growth (MCAS),
- chronic absenteeism,
- out of school suspension rates,
- graduation and dropout rates,
- ninth grade course passing rate, and
- secondary pathways and programs enrollment.

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Exploring underlying causes of disparities

- Coherence Guidebook
- Equity Pause Protocol
- Analyzing Data for Root Cause - Planning for Success

Context: Evidence-Based Programs are now aligned to DESE's Educational Vision and Strategic Objectives

Strategic Objective 1: Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn

Strategic Objective 2: Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive

Strategic Objective 3: Develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement, so that all students have equitable access to effective educators

Strategic Objective

Strategic Objective 1: Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn		
Focus Area	**Evidence-Based Programs**	**Suggested Metrics**
1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces	1.1A **Integrated Services for Student Wellbeing**: Utilize a system for integrating services and aligning initiatives that promote students' behavioral and mental health and wellness (e.g., bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, foster care and homeless youth education, and inclusion of students with disabilities) 1.1B **Enhanced Support for SEL and Mental Health**: Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.) 1.1C **Positive School Environments:** Create school environments that include high-quality facilities, healthy meals, physical activity, and positive youth development activities for all students	**Local Metrics** • Change in select indicators from local student surveys that measure school culture/climate and student mental health and wellbeing • Increase in implementation of Tier 1 SEL curriculum • Change in social and emotional competency rates as measured by SELIS or local data • Change in select indicators on local family surveys • Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups **DESE Provided Metrics** • Increase in student perception of school culture and climate as measured by VOCAL data • Decrease in discipline rates • Decrease in out of school suspension and expulsion rates • Decrease in chronic absenteeism rates • Decrease in dropout rates
1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development	1.2A **Effective Student Support System:** Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress) 1.2B **Comprehensive Tiered Supports**: Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed	
1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect t[illegible] to their communi	1.3A **Diverse Approaches to Meaningful Family Engagement:** Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication 1.3B **Students and Families as Valued Partners:** Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed	

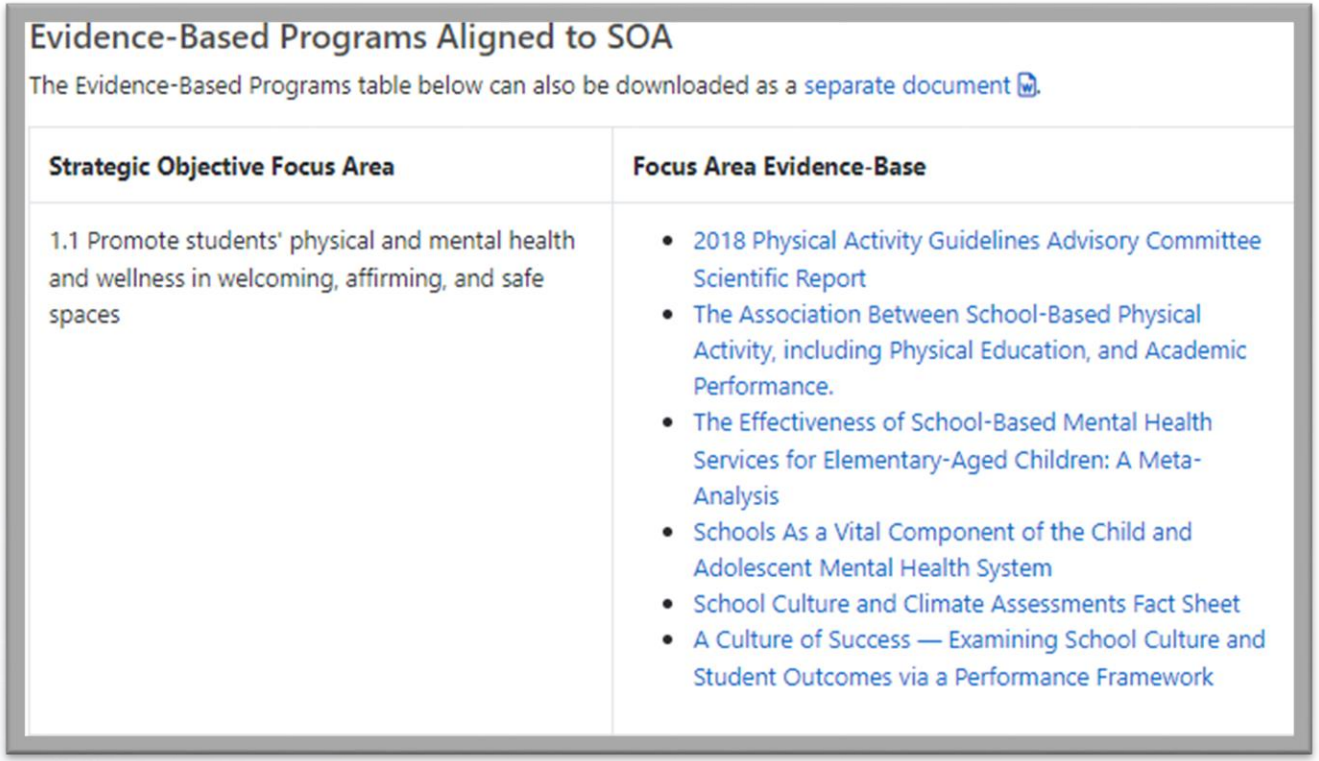
Strategic Objective Focus Areas

2024 Evidence-Based Programs (EBPs)

Suggested Metrics

Context: Evidence Base

- DESE's How Do We Know? website reflects the analysis we have done to highlight programming and strategies that are most likely to have the greatest impact on students



Evidence-Based Programs Aligned to SOA

The Evidence-Based Programs table below can also be downloaded as a separate document.

Strategic Objective Focus Area	Focus Area Evidence-Base
1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces	• 2018 Physical Activity Guidelines Advisory Committee Scientific Report • The Association Between School-Based Physical Activity, including Physical Education, and Academic Performance. • The Effectiveness of School-Based Mental Health Services for Elementary-Aged Children: A Meta-Analysis • Schools As a Vital Component of the Child and Adolescent Mental Health System • School Culture and Climate Assessments Fact Sheet • A Culture of Success — Examining School Culture and Student Outcomes via a Performance Framework

Context: EBP Crosswalk

- The list of EBPs for this year includes all previous EBPs and also align to the program categories outlined in the SOA.
- A crosswalk of SOA program categories and 2024 EBPs can be found on page 9 of the guidance

SOA Program Category	2024 EBPs as referenced in the Strategic Objectives table below
A) Expanded Learning Time in the form of a longer school day or year	**2.2D Targeted Academic Support and Acceleration;** 2.4B Extended Learning Time; 2.4D Diverse Enrichment Opportunities
B) Increased opportunity for common planning time for teachers	2.2C Collaborative Teaching Models; 3.3B Support for Effective Team Practices; 3.3C Collaborative Labor Management Partnerships
C) Social services to support students' social-emotional and physical health	1.1A Integrated Services for Student Wellbeing; 1.1B Enhanced Support for SEL and Mental Health; 1.1C Positive School Environments; 1.2A Effective Student Support System; 1.2B Comprehensive Tiered Supports
D) Hiring school personnel that best support improved student performance	3.1A Intentional Hiring Systems; 3.1C Educator Preparation Partnerships
E) Increased or improved professional development	1.3A Diverse Approaches to Meaningful Family Engagement; 2.2A Effective Use of WIDA Framework; 2.2B High Leverage Practices for Students with Disabilities; 3.2C Pathways for Professional Growth and Leadership
F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks	2.1A Inclusive Curriculum Adoption Process; 2.1B Supporting Curriculum Implementation; **2.1C Comprehensive Approach to Early Literacy**; **2.1D Early Literacy Screening and Support**
G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community-based organizations	**2.4A Expanded Access to Pre-K**
H) Diversifying the educator and administrator workforce	**3.1B Enhanced Pathways to Increase Educator Diversity**; 3.2A Inclusive School Communities; 3.2B Retention Support Programs
I) Developing additional pathways to strengthen college and career readiness	2.3A Authentic Postsecondary Planning; **2.3B High-Quality Secondary Pathways and Programs**
J) Any other program determined to be evidence-based by the commissioner	1.3B Students and Families as Valued Partners; 2.4C Effective Programming for Multilingual Learners; 3.3A Resources Allocation Aligned to Student Success

Review of SOA Plan Components

- Analysis of disproportional subgroup data
- Discussion of underlying causes for disproportionality
- Identification of evidence-based practices
  - Evidence review
  - Suggested metrics
- Alignment to SOA program categories

MCAS Achievement ELA 3rd-5th

English language arts achievement – Percent of students receiving an Achievement level of Meeting or Exceeding on ELA MCAS			
Group	**2023 Percent of Students in Meeting or Exceeding on ELA MCAS in grades 3-5**	**N**	**SOA 3-Year Target**
All Students	43.3%	335	
Low income	23%	130	35%

Evidence-Based Practices for Strategic Improvement (Practice #1)

Low-income Students – MCAS Achievement ELA grades 3-5

Strategic Objective 2.2 **Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

SOA Categories

B) Increased opportunity for common planning time for teachers

E) Increased or improved professional development

MCAS Growth Math 6th-8th

Mathematics Growth – Average Student Growth Percentile on Math MCAS			
Group	**2023 Average Student Growth Percentile on Math MCAS in grades 6-8**	**N**	**SOA 3-Year Target**
All Students	52.6	324	
Students with Disabilities	44	98	51

Evidence-Based Practices for Strategic Improvement (Practice #2)

Students With Disabilities – MCAS Growth Math grades 6-8

Strategic Objective 1.2 **Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development**

SOA Categories

A) Expanded Learning Time in the form of a longer school day or year

C) Social services to support students' social-emotional and physical health

High School Graduation & Advanced Coursework Completion

4-Year Graduation Rate & Advanced Coursework Completion						
Group	**2023 4-Year Graduation Rate**	**SOA 3-Year Target**	**N**	**2023 Advanced Coursework Completion Rate**	**SOA 3-Year Target**	**N**
All Students	88.4%		112	51.1%		182
Students with Disabilities	66.7%	80%	24	7.7%	20%	26

Evidence-Based Practices for Strategic Improvement (Practice #3)

Students With Disabilities – 4-year Graduation Rate & Successful Completion of Advanced Coursework

Strategic Objective 2.3 **Reimagine the high school experience so that all students are engaged and prepared for post-secondary success**

SOA Category

I) Developing additional pathways to strengthen college and career readiness

Questions?

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