



MASSACHUSETTS
Department of Elementary
and Secondary Education

Report to the Legislature: Student Opportunity Act Three-Year Evidence- Based Plans (2021-2022)

Chapter 132 of the Acts of 2019, The Student Opportunity Act
January 2023

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Jeffrey C. Riley
Commissioner

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Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
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Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Dear Members of the General Court:

I am pleased to submit this progress report for FY22, describing the ongoing work of the Department of Elementary and Secondary Education (Department) in supporting districts as they develop and implement 3-year plans, as detailed in Section 1S(c) of the Student Opportunity Act (Chapter 132 of the Acts of 2019). Districts' plans, commonly referred to as SOA Plans, are intended to address—and ultimately close—longstanding gaps in learning experiences, academic outcomes, and lifetime outcomes for students from historically underserved groups. These include English learners, students with disabilities, students from high-poverty backgrounds and other student groups.

As highlighted in the Department's FY21 progress report, the COVID-19 pandemic has substantially impacted the timeline for both the development of districts' SOA plans and their implementation. The FY22 state budget, signed by Governor Baker on July 16, 2021, was the first to appropriate additional Chapter 70 aid and implement the new funding formula enacted in the Student Opportunity Act (SOA). As such, academic year 21-22 represents the first full year of SOA plan implementation that includes investments from additional Chapter 70 aid. In light of the impact of the pandemic, as well as the large infusion of federal ESSER funds, the Department asked districts to develop robust amendments to their original SOA plans, which were due on April 1, 2022.

This report expands upon testimony I provided at the Joint Committee on Education's November 22, 2022, informational hearing. In addition to describing the Department's implementation of the FY22 SOA plan amendment data collection and review process, this report summarizes key findings drawn from districts' amended plans and outlines the Department's next steps for implementation.

Massachusetts has been recognized for the progress our students have made over the last decade in overall student achievement, but persistent opportunity and achievement gaps remain, especially for our students of color, low-income students, English learners, and students with disabilities. Closing these gaps is our urgent and collective work; the Student Opportunity Act supports our efforts to ensure that all students are prepared for success after high school.

I look forward to providing future updates to you regarding the implementation of the Student Opportunity Act. Please contact Chief Schools Office Komal Bhasin at komal.bhasin@mass.gov with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey C. Riley". The signature is fluid and cursive, with the first name "Jeffrey" written in a stylized, connected manner, followed by "C." and "Riley".

Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

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Introduction and Overview

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature pursuant to Chapter 132 of the Acts of 2019, The Student Opportunity Act:

Annually, not later than December 31, the commissioner shall submit a report to the clerks of the house of representatives and the senate and the chairs of the joint committee on education on the progress made in addressing persistent disparities in achievement among student subgroups in the aggregate and within subcategories on a statewide basis; provided, however, that district and school-level data shall be made available on the department's website along with the report. (M.G.L. Ch. 69 § 1S (d))

The [Student Opportunity Act](#) revised the Chapter 70 funding formula to ensure a more equitable distribution of state education funds with a goal of ensuring every student has access to a high-quality public education regardless of zip code. The legislation calls on districts to apply the increased funding to implement evidence-based practices that will close gaps in learning experiences, achievement, and post-secondary outcomes for student groups that have historically been least well served, and in many cases were most harmed by pandemic-caused disruptions in teaching and learning.

The 2021-22 school year was the first full year districts received funding under the Student Opportunity Act (SOA) and the first full year districts' SOA plans had been implemented. Districts submitted their initial three-year SOA plans in January 2021 and submitted amendments to revise their plans in April 2022. Districts were asked to focus their amendments on needs that emerged during the pandemic, as well as address how they were using SOA funds and federal Elementary and Secondary School Emergency Relief funds (ESSER), as well as other funding sources, to close opportunity and outcome gaps for underserved student groups. Each district's amended plan is publicly posted on the [Department's website](#) in accordance with the SOA legislation.

The Department carefully reviewed drafts of each district's SOA plan amendment and provided feedback to support effective plan development. While the Department supports and monitors all districts with their SOA plans and initiatives, a specific focus has been on the 25 districts receiving \$1.5 million or more in additional Chapter 70 in SY 2021-22, or "high funding districts."

Plan amendment submissions in April 2022 confirm that districts focus on supporting underserved student groups and implementing evidence-based programs outlined in the SOA legislation, many of which are specifically targeted to pandemic recovery efforts.

This report focuses on early findings about districts' plans for funding evidence-based practices to close gaps and shares the progress of implementation through SOA amendments. It also provides context for how the pandemic has impacted the development and implementation of district plans.

Equitable Distribution of State Education Funds

The Foundation Budget Review Commission's October 2015 recommendations, which were adopted in the Student Opportunity Act Legislation that followed in November 2019, addressed the state's overall underinvestment in education and revised the formula used to allocate funds to districts to include:

- Raising per pupil funding for English learners; more for those in high schools.
- Special education allocation is based on the actual number of students with disabilities (SWD), not assumptions/estimates
- More funding for districts with high concentrations of poverty.
- Increasing funding for health care costs of active employees and retirees by basing costs on up-to-date health insurance trend data collected by the state's Group Insurance Commission (GIC)

By 2027, the state expects to phase in well over \$1 billion in additional funding for education, with the majority directed toward chronically underfunded districts. Of note, the 25 districts receiving \$1.5 million or more in additional Chapter 70 funds in FY22 received 84 percent of the additional education funding being phased in during that fiscal year (almost \$183.5 million of the total \$219.6 million FY22 increase in Chapter 70 aid.)

Table 1: Distribution of Additional FY22 Chapter 70 Aid for High-Funding and Lower-Funding Districts*

	Number and % of districts	Amount and % of additional FY22 Chapter 70 aid	Amount and % of ESSER III funds
High funding districts	25 (8%)	\$183,475,755 (84%)	\$974,035,521 (65%)
Lower funding districts	293 (92%)	\$36,040,401 (16%)	\$513,707,430 (35%)
All districts*	318	\$219,616,593	\$1,487,742,951

*High-funding districts are those receiving \$1.5million or more in additional Chapter 70 aid in FY22; lower-funding districts receive less than \$1.5 million. **Figures do not include charter school districts and virtual schools

As illustrated in Table 2, while the 25 high-funding districts serve only 29 percent of the Commonwealth's students, they serve 65 percent of its English learners and half of its low-income students,

Table 2: FY22 Enrollment in High-Funding and Low-Funding Districts*

	Number and % of districts	Number and % of students enrolled in FY22	Number and % of English Learners	Number and % of low-income students	Number and % of students with disabilities
High-funding districts	25 (8%)	252,682 (29%)	60,930 (65%)	185,262 (50%)	51,909 (31%)
Lower-funding districts	293 (92%)	608,743 (71%)	32,741 (35%)	181,692 (50%)	114,015 (69%)
All districts*	318 (100%)	861,425 (100%)	93,671 (100%)	367,224 (100%)	165,924 (100%)

*High-funding districts are those receiving \$1.5million or more in additional Chapter 70 aid in FY22; low-funding districts receive less than \$1.5 million. **Figures do not include charter school districts and virtual schools

Impact of the Pandemic

As a result of school closures during the pandemic, the first full year of 3-year gap closing implementation using additional Chapter 70 funding by districts was delayed, taking place during the academic year 2021-2022. Districts' original 3-year gap-closing plans were submitted to the Department in January 2021, rather than April 2020 as defined in the statute. While the pandemic delayed the implementation of the Student Opportunity Act, substantial funding from federal Elementary and Secondary School Emergency Relief (ESSER) began flowing to districts in July 2020; by fall of 2022, districts in Massachusetts had received almost \$2.6 billion in ESSER funding alone. The table below provides an overall timeline of funding decisions, funding availability, and plan submissions.

Table 3: SOA Planning Timeline

SOA Planning Timeline	
FY 2020	
November 26, 2019	Student Opportunity Act legislation is signed into law
March 2020	Schools close due to pandemic
April 1, 2020	Original due date for SOA plans (postponed to January 2021)
FY 2021	
July 2020	Federal ESSER I funds totaling over \$194 million allocated to districts
December 14, 2020	FY21 state budget is signed; includes no additional Chapter 70 funds
January 15, 2021	Revised due date for original SOA plans
FY 2022	
July 16, 2021	Over \$219.6 million in additional Chapter 70 funds allocated to districts
August 2021	Federal ESSER II funds totaling almost \$740 million allocated to districts
April 1, 2022	Robust SOA Plan Amendments due to the Department
September 2022	All schools return to in-person learning
FY 2023	
July 28, 2022	Almost \$495 million in additional Chapter 70 funds is allocated to districts
Fall 2022	Federal ESSER III funds totaling almost \$1.66 billion allocated to districts, \$331 million of which represents a 20 percent set-aside required to address loss of instructional time

The SOA legislation requires districts to provide annual updates to report the progress made in closing gaps for identified student groups. In response to the impact of the pandemic, the April 2022 amendment process provided districts the opportunity to revise and refine their plans.

SOA 3-Year Gap Closing Plans

The SOA legislation calls for districts' 3-year gap-closing plans to include the following key components:

- Based on an analysis of disaggregated analysis of state and local data, identify which student groups are experiencing gaps in student learning experiences and outcomes.
- The key evidence-based program areas the district is focusing on to narrow gaps for identified student groups.
- Multi-funding stream investments districts are making in each identified evidence-based program area.
- Metrics districts expect to use to measure progress.
- Family/caregiver engagement structures.
- Stakeholder involvement in the plan development and implementation process.

In FY22 the Department recommended 21 evidence-based program areas (EBPs) that fall into four broad categories: enhanced core curriculum, targeted student supports, talent development, and conditions for student success. Similarly, districts' ESSER III plans also provided information about the evidence-based program areas that their funds would implement to address the loss of instructional time, selected from a list strongly aligned with the one provided by the Department for SOA amendments.

April 2022 SOA Amendment Process

Intended to reinforce the value of stakeholder engagement, meaningful progress monitoring, and focused work in implementing a select and appropriate set of evidence-based practices, the amendment process provided districts with the opportunity to revisit and revise their original plans. To support this process, the Department rolled out revised guidance and supports to districts beginning in late fall 2021. Written guidance and overview webinars highlighted the expectations for amendments, asking districts to adjust plans to better respond to pandemic-related needs and funding from the federal Elementary and Secondary School Emergency Relief (ESSER) fund. The April 2022 amendments were not intended to reflect a district's comprehensive improvement plan. Emphasis was placed on the importance of working with stakeholder groups, developing meaningful indicators for progress monitoring, and assessing their plans relative to key features of evidence-based practices.

April 2022 SOA Amendment Feedback

The SOA Team at the Department reviewed submitted plan amendments to ensure adherence to statutory requirements and alignment with expectations contained in the submission guidelines. Feedback from the SOA team aimed to ensure that districts' 3-year gap-closing plans would effectively communicate to all of the Commonwealth's stakeholders (*i.e., districts' and schools' local stakeholders, the state legislature, the broader education community, and the general public*) that strong collective efforts are being made across the state to close opportunity gaps for student groups—particularly students with disabilities, English learners, students of color, and students from economically disadvantaged communities. Details about the [feedback process](#) and the [criteria](#) used to review plans are available on the Department's [Student Opportunity Act web pages](#).

In reviewing districts' April 2022 amendments, the SOA team provided detailed feedback to districts. The components evaluated included student gap analysis and student group selection; selection of evidence-based practices and metrics; budget and resource allocation; engagement of families; and engagement of stakeholders in plan development. For each area, districts received feedback on where their plans met statutory requirements, where the plans required additional information to meet statutory requirements, and where the plans would benefit from additional information or detail. For this last category of feedback, districts had the opportunity to submit revisions to strengthen their plans by providing greater clarity and transparency for stakeholders. For elements of plans that did not yet meet statutory requirements, districts were provided clear guidance on what information was missing and instructed to update their submission with the needed information.

As required by the statute, all district FY22 Amendments were posted in a [dashboard](#) on the Department's website.

Based on the strengths and areas for growth evidenced in prior district plans and amendments, the SOA team has identified three key areas where they will provide additional guidance and support to districts, in advance of the April 2024 deadline for new 3-year gap-closing plans:

- Quality and sophistication of disaggregated data analysis
- Engaging in meaningful stakeholder engagement
- Engaging in effective progress monitoring, including the selection of meaningful metrics and setting targets to measure impact

Continuing to support districts in strengthening their ability to analyze, engage, and monitor—and to communicate their plans and findings in a way that allows stakeholders to understand and engage—provides additional benefits to districts and their communities.

Key Findings from April 2022 SOA Amendments

Student Groups Targeted for Gap Closing

A review of plans shows that districts are focusing supports on underserved student groups prioritized in the SOA legislation, including:

- Students with disabilities: 70% of districts statewide and 96% of high funding districts
- High needs students: 65% statewide; 84% of high funding districts
- Economically disadvantaged students: 47% statewide; 64% of high funding districts
- English learners and former English learners: 44% statewide; 88% of high-funding districts

Evidence-based Program Areas

Guidance from the Department's SOA team encouraged districts to commit to a small number of high-impact, evidence-based program areas to close opportunity and achievement gaps among groups of students they serve.

Statewide, districts identified an average of 2.6 evidence-based program areas to focus on. All but one of the districts receiving \$1.5 million or more in additional FY22 Chapter 70 funds selected between three and five evidence-based program areas to focus on. Among those districts receiving less than \$1.5 million, three-quarters (74 percent) identified between one and three evidence-based program areas.

The evidence-based practices selected most often by districts reflected the challenges many districts faced while emerging from the pandemic. This includes a focus on accessible instruction for all learners and meeting the social-emotional and mental health needs of students.

Specifically, more than a third of all districts chose:

- the implementation of high-quality instructional materials;
- inclusion and/or co-teaching for students with disabilities and English learners;
- expanding the capacity to address social-emotional learning and mental health needs of students and families; and
- Research-based early literacy programs.

Of these practices, 64 percent of high-funding districts identified inclusion and/or co-teaching as a focus, followed closely by meeting students' and families' social-emotional and mental health needs. Thirty-six percent of high-funding districts are also focusing on expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, and 28% are focused on facilities improvements to create healthy and safe school environments. In addition, between 20% and 25% of these districts also prioritize diversifying the educator/administration workforce, implementing Acceleration Academies, and improving Early College programming. Table 3 below displays the evidence-based program areas most often selected by all districts, districts receiving \$1.5 million or more, and districts receiving less than \$1.5 million.

Table 4: Evidence-based program areas in districts' 3-year gap-closing plan amendments
(EBPs in order of the frequency with which they appear in All Districts' plans)

Evidence-based Program Area	All Districts (N=317)		High-Funding districts (N=25)		Lower-Funding districts (N=292)	
	n	%	n	%	n	%
Supporting educators to implement high-quality, aligned curriculum (E and F)	126	40%	13	52%	113	39%
Inclusion/co-teaching for students with disabilities and English learners (D and E)	121	38%	16	64%	105	36%
Expanding capacity to address social-emotional learning (SEL) and mental health needs of students and families (C, D, and E)	118	37%	14	56%	104	36%
Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)	111	35%	3	12%	108	37%
Culturally responsive teaching and other strategies that create equitable and culturally responsive learning environments for students. (D, E, and F)	72	23%	3	12%	69	24%
Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)	47	15%	5	20%	42	14%
Early College programs focused primarily on students under-represented in higher education (I)	32	10%	5	20%	27	9%
Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds , including potential collaboration with other local providers (SOA categories D, F, and G)	29	9%	9	36%	20	7%
Diversifying the educator/administrator workforce through recruitment and retention (D and H)	29	9%	6	24%	23	8%
Expanded access to career-technical education , including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)	19	6%	2	8%	17	6%
Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement , utilizing district and school teaming structures (B and E)	19	6%	2	8%	17	6%
Developing effective family/school partnerships (E)	16	5%	3	12%	13	4%
Facilities improvements to create healthy and safe school environments (J)	6	5%	7	28%	9	3%
Increasing opportunities for all students to engage in arts, enrichment, world languages, athletics, and elective courses. (D and B)	13	4%	5	20%	8	3%
English Learner Education programs , including dual language (DL) and transitional bilingual education (TBE) (D, E, and F)	11	3%	1	4%	10	3%
Dropout prevention and recovery programs (I)	11	3%	0	0%	11	4%
Community partnerships for in-school enrichment and wraparound services (C)	8	3%	2	8%	6	2%
Expanded learning time for all students in the form of a longer school day or school year (A, B, D, and E)	6	2%	2	8%	4	1%
Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions (D and E)	3	1%	0	0%	3	1%
Leadership pipeline development programs for schools (D and E)	2	1%	0	0%	2	1%
Labor-management partnerships to improve student performance (E)	1	0%	0	0%	1	0%

Implementation Indicators

To better understand where districts are in implementing evidence-based practices and to track that progress over time, the template for SOA amendments that were due April 2022 included a set of closed-ended implementation indicators for each evidence-based program area. The Department's SOA team worked with the program offices most closely aligned with each evidence-based program area to develop between 3-10 program components that are hallmarks of high-quality approaches to implementation.

These implementation indicators provide districts with a list of key elements for each evidence-based practice and the Department with a uniform data set that can be aggregated across districts. The indicators for each evidence-based practice are available in the [FY22 SOA Implementation Indicators Resource](#) developed for districts. Districts indicated which components were part of their approach and characterized the current implementation stage for each.

In the aggregate, these data provide a snapshot of what districts are implementing, and the stage of implementation. The vast majority of districts report that are incorporating all of the high-quality program components associated with the EBPs in their plans. There is considerably more variation in the data describing the implementation stage for each. This information is useful to the Department as it considers where to invest its limited resources to provide supports for evidence-based program areas, including guidance, professional development offerings, and grant funding.

At the individual district level, interested stakeholders can see the detailed aspects of districts' implementation. Data in individual district plans also serve as a starting point for Department staff to engage in follow-up conversations with districts about the quality of implementation and allocation of resources.

Financial Investments in EBPs

With their 3-year plans in January 2021, and amendments in April 2022, districts submitted budget projections showing the financial expenditures allocated to each evidence-based practice they selected. It is important to note that since the state does not currently provide multi-year Chapter 70 budget projections to districts, districts were not asked to provide multi-year budget projections in their plans. Districts submitted braided expenditures for existing and increased Chapter 70, ESSER, and other state and federal grant funds for each year in which plans were collected, in recognition of the fact that districts pull from multiple sources to fund their priorities. This approach to reporting allows us to see significantly greater scope of investments in the EBPs than if we focused solely on increased Chapter 70 funding.

Table 4 represents the evidence-based practices most invested in according to district reporting in the SOA amendments submitted in April 2022. The total investments reported for these 7 evidence-based practices is more than the entire increase in Chapter 70 in FY22.

Table 5: Investments by evidence-based program

Evidence-based program area	Total \$	Total % of reported funds
HQIM	\$74,195,293	22%
Co-teaching & Inclusion	\$68,281,163	20%
SEL/Mental Health	\$49,991,834	15%
Early Literacy	\$28,915,991	9%
Cycle of Continuous Improvement	\$17,844,929	5%
Pre-K/Full K	\$16,136,492	5%
Acceleration Academies	\$13,203,185	4%

Funding sources: ESSER I, ESSER II, ESSER III, Local funding (including Chapter 70), Other Federal grants (e.g., Title grants), other state grants (e.g., GLEAM grants), Mass Business Authority Funds, Other

Districts' three-year plans represent just one of many data sources DESE will draw upon to assess the implementation and impact of the SOA. The Department plans to use data across multiple sources (e.g., end-of-year spending reports, student outcome data, and evidence-based program grant data) to gain a more complete understanding of the fiscal impact of the revised Chapter 70 funding formula, as well as assess the impact of evidence-based investments on closing learning and outcome gaps for our students that are least well-served.

Support from the Department

In response to districts' areas of focus and statewide data following the pandemic, the Department is directly supporting districts with the implementation of multiple evidence-based program areas. This support includes grant programs, professional development networks, and other resources. Most districts receiving \$1.5 million or more in additional Chapter 70 funding in SY2021-22 also have one or more schools designated as in need of assistance in the accountability system. As such, these districts are prioritized to receive direct supports from the Department including additional funding and targeted support in allocating resources, planning, implementation, and progress monitoring from the Department's Statewide System of Support teams.

Looking Ahead

Districts are now in the process of developing SOA Progress Reports in which they will provide an update on the implementation of the evidence-based program areas in their plans, share highlights about early indicators of improvement and gap-closing for targeted student groups, and describe how FY23 funds from multiple sources are being leveraged to support the implementation of their plans. Progress reports are due April 1, 2023. Following a review of plans, districts' progress reports will be posted on the Department website, in accordance with the SOA legislation.

Districts will develop new 3-year gap-closing plans during the 2023-24 academic year. New plans will be closely aligned with the Department's new academic vision and strategic objectives, which will be shared with districts in June 2023. Guidelines for developing new plans will also be informed by lessons learned through the development and implementation of districts' first set of 3-year plans. The Department expects to issue guidelines, resources, and supports to districts in October 2023. New plans will be due on April 1, 2024.

Appendix A: “High Funding Districts” receiving 1.5 million or more in additional Chapter 70 aid in FY22 (N=25)

District*	Increase in FY22 Chapter 70 aid (compared to FY21)
Boston	1,821,120
Brockton	23,148,786
Chelsea	9,322,330
Chicopee	3,417,947
Everett	9,334,212
Fall River	8,166,479
Fitchburg	3,540,254
Haverhill	1,632,480
Holyoke	3,900,517
Lawrence	15,287,211
Lowell	11,599,005
Lynn	14,079,365
New Bedford	7,654,680
Quincy	3,224,569
Randolph	1,680,580
Revere	10,652,533
Springfield	26,179,139
Taunton	2,258,563
Westborough	2,879,155
Worcester	13,719,650
Greater Fall River RVT	1,544,809
Greater Lawrence RVT	2,031,222
Greater New Bedford RVT	1,571,894
Greater Lowell RVT	2,325,228
Southeastern RVT	2,504,027

* Additional information on FY22 Chapter 70 Aid and Net School Spending Requirements is available on the Department’s [Administration and Finance](#) web pages.

Appendix B: FY22 SOA Evidence-based Program Areas

The FY22 recommended list includes several new additions (in **purple** text in the table) to the original set of 18 and reframes several others (highlighted in **green** text).

Enhanced Core Instruction

1. Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers (SOA categories D, F, and G)
2. Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)
3. Early College programs focused primarily on students under-represented in higher education (I)
4. Supporting educators to implement high-quality, aligned curriculum (E and F)
5. Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)
6. **Culturally responsive teaching and other strategies that create equitable and culturally responsive learning environments for students. (D, E, and F)**
7. **Expanded learning time for all students in the form of a longer school day or school year (A, B, D, and E)**

Targeted Student Supports

8. Inclusion/co-teaching for students with disabilities and English learners (D and E)
9. **English Learner Education programs, including dual language (DL) and transitional bilingual education (TBE) (D, E, and F)**
10. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)
11. Dropout prevention and recovery programs (I)

Talent Development

12. Diversifying the educator/administrator workforce through recruitment and retention (D and H)
13. Leadership pipeline development programs for schools (D and E)
14. Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions (D and E)
15. **Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement, utilizing district and school teaming structures (B and E)**

Conditions for Student Success

16. **Expanding capacity to address social-emotional learning (SEL) and mental health needs of students and families (C, D and E)**
17. **Increasing opportunities for all students to engage in arts, enrichment, world languages, athletics, and elective courses. (D and B)**
18. Developing effective family/school partnerships (E)
19. Community partnerships for in-school enrichment and wraparound services (C)
20. Labor-management partnerships to improve student performance (E)
21. Facilities improvements to create healthy and safe school environments (J)

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