

603 CMR 55.00: STUDENT OPPORTUNITY ACT PLANS

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55.01: Scope and Purpose

603 CMR 55.00 regulates the submission and review of evidence-based plans in accordance with M.G.L. c. 69, § 1S. The purpose of the three-year, evidence-based plans is for school districts to address persistent disparities in achievement among student subgroups.

55.02: Definitions

Board. The Board of Elementary and Secondary Education or a person duly authorized by the Board.

Commissioner. The Commissioner of Elementary and Secondary Education or his or her designee.

Department. The Department of Elementary and Secondary Education.

District or School District. The school department of a city or town, a regional school district, an independent vocational school or a vocational school or agricultural school operated by a county. For purposes of 603 CMR 55.00, it shall not mean a charter school.

District Outcome Metrics. Metrics developed by the district to measure the success of the district's evidence-based programs in addressing persistent disparities in achievement among student subgroups.

Parents. Students' parents or legal guardians.

Plan. The three-year, evidence-based district plan developed in accordance with M.G.L. c. 69, § 1S.

School Committee. The school committee of a city, town, or regional school district, or the equivalent governing body for vocational and agricultural schools.

Standard Outcome Metrics. Metrics developed by the department to measure the success of the district's evidence-based programs in addressing persistent disparities in achievement among student subgroups.

Subgroup. One of the groups of students for which the department issues annual performance determinations including, but not limited to, students with disabilities, English learners, economically disadvantaged students, and students belonging to major racial and ethnic groups.

Superintendent. The person employed by the school committee pursuant to M.G.L. c. 71, § 59 or § 59A.

Target. The annual amount of improvement on standard outcome metrics and district outcome metrics to be achieved by the district.

55.03: Plan Development, Content, and Submission

Each district shall develop and submit to the department a plan that identifies the amount of local, state, federal, and grant funds the district is allocating to support specifically identified evidence-based programs to address persistent disparities in achievement among student subgroups.

55.03: continued

(1) Plan Development.

(a) The superintendent or his or her designee shall develop the plan. Community stakeholders, including parents, educators, special education and English learner parent advisory councils, and school improvement councils shall have the opportunity to provide input and recommendations to the superintendent regarding the plan. Districts shall provide appropriate interpretation and translation services to permit meaningful participation by limited English proficient parents.

(b) The district's school committee shall vote on the plan.

(2) Plan Components. Each district plan shall include:

(a) Funding Information. Each district shall state the amount of funds it will use in support of its plan, including chapter 70 and other local, state, federal, and grant funds. Each district shall explain the relationship between the allocation of funds and the educational needs of specific student subgroups, including English learners and low-income students in the district.

(b) Identification of Evidence-based Programs. Each district shall identify the evidence-based programs, supports or interventions included in M.G.L. c. 69, § 1S(c)(ii) that it will implement to address persistent disparities in achievement among student subgroups. Each district shall describe how it will implement the evidence-based programs, supports or interventions it has chosen. If a district elects not to implement the evidence-based programs identified in M.G.L. c. 69, § 1S(c)(ii)(A) through (I), it shall include an explanation of why these evidence-based programs would not effectively address persistent disparities in achievement in the district, and it shall select other evidence-based programs identified by the commissioner, propose evidence-based programs for the commissioner's review pursuant to 603 CMR 55.5(2), or both.

(c) Identification of Outcome Metrics. Each district shall identify and include in its plan at least three outcome metrics. A district may include District Outcome Metrics, Standard Outcome Metrics, or both.

(d) Parent Engagement. Each district shall include in its plan a description of how the district will effectuate and measure increased parent engagement, and shall include specific plans to encourage meaningful participation by parents of low-income students, English learners, and students with disabilities.

(3) Plan Submission. The commissioner shall determine the form and manner for submission of plans, and may publish templates, guidance and other resources.55.04: Targets

(1) The department shall provide each district with three-year targets for any Standard Outcome Metric selected by the district in its plan. The department will update each district's plan to include the targets after the department has released the targets to the district and the district has acknowledged that the targets will be incorporated into its plan.

(2) Each district shall provide three-year targets for any District Outcome Metric included in its plan. Such targets shall be at least as rigorous as the district targets set by the department for Standard Outcome Metrics.

55.05: Plan Review

(1) The commissioner shall review district plans to determine whether they conform to the requirements and goals of the statute.

(2) If a district has proposed a program pursuant to M.G.L. c. 69, § 1S(c)(ii)(J) and 603 CMR 55.03(2)(b), the commissioner shall in his or her discretion determine whether the program is evidence-based, and shall state his or her reasons if he or she determines the program is not.

(3) If the commissioner determines that a plan does not conform to the requirements and goals of the statute, the commissioner shall direct the superintendent to amend the plan.

55.05: continued

(4) The superintendent shall submit the amended plan to the department within 30 days of receipt of the commissioner's directive. This period of time may be extended upon the district's request and at the commissioner's discretion.

(5) If a district has not submitted a plan that conforms to the requirements and goals of the statute after the amendment process, the commissioner may determine that the district is in need of focused or targeted support.

(6) The department may conduct a district review pursuant to 603 CMR 2.00: *Accountability and Assistance for School Districts and Schools* of any district that has not submitted a plan that conforms to the requirements and goals of the statute.

(7) Each district shall post its plan on its website following the completion of the commissioner's review.

55.06: Plan Amendments

(1) If, at any point, a district's accountability status changes, the commissioner may require the district to amend its plan.

(2) Each district shall submit to the department, for the commissioner's review, any amendment to its plan that reflects a change the district deems necessary to improve its performance in meeting the plan's goals.

55.07: Data

Each district shall submit to the department data to assess the success of its plan in addressing persistent disparities in achievement among student subgroups. The district shall submit the data annually, in a form and manner prescribed by the commissioner.

REGULATORY AUTHORITY

603 CMR 55.00: M.G.L. c. 69, § 1B; M.G.L. c. 70, §§ 2 and 3.