

64 Section 1S. (a) The commissioner shall establish statewide targets for addressing
65 persistent disparities in achievement among student subgroups in the aggregate and within
66 subcategories, including, but not limited to, subject matter and relevant grade levels. The targets
67 shall include annual benchmarks on the progress expected to be achieved in the aggregate and by
68 subcategory.

69 (b) Each district shall establish targets for addressing persistent disparities in achievement
70 among student subgroups consistent with the targets established by the department. Each district
71 shall develop an evidence-based 3-year plan to meet its targets. Each district's plan shall be
72 developed by the superintendent in consultation with the school committee and shall consider
73 input and recommendations from parents and other relevant community stakeholders, including
74 but not limited to, special education and English learner parent advisory councils, school
75 improvement councils and educators in the school district.

76 (c) The 3-year plan shall be submitted in a form and manner prescribed by the department
77 and shall include, but not be limited to:

78 (i) a description of how funds received pursuant to chapter 70 will be allocated among
79 schools in the district, by foundation category, to be used in support of the plan, including how
80 other local, state, federal and grant-based funding sources will be used in conjunction with
81 chapter 70 funds; provided, however, that the description shall include an explanation of the
82 relationship between the allocation of the funds and the educational needs of English learners
83 and low-income students;

84 (ii) a description of the evidence-based programs, supports and interventions that the
85 school district will implement to address persistent disparities in achievement among student
86 subgroups, including, but not limited to: (A) expanded learning time in the form of a longer
87 school day or school year; (B) increased opportunity for common planning time for teachers; (C)
88 social services to support students' social-emotional and physical health; (D) hiring school
89 personnel that best support improved student performance; (E) increased or improved
90 professional development; (F) purchase of curriculum materials and equipment that are aligned
91 with the statewide curriculum frameworks; (G) expanding early education and pre-kindergarten
92 programming within the district in consultation or in partnership with community-based
93 organizations; (H) diversifying the educator and administrator workforce; (I) developing
94 additional pathways to strengthen college and career readiness; and (J) any other program
95 determined to be evidence-based by the commissioner; provided, however, that if a district elects
96 not to implement the evidence-based programs described in clauses (A) to (I), inclusive, the
97 district plan shall specify the reasons for electing not to implement said programs including a
98 description of why said programs would not effectively address persistent disparities in
99 achievement among student subgroups;

100 (iii) identification of outcome metrics to be used by the district to measure success in
101 addressing persistent disparities in achievement among student subgroups; provided, however,
102 that the department shall develop standard metrics that may be incorporated in district plans and
103 may include: (A) results from the statewide student assessment including student growth; (B)
104 results from the English proficiency assessment administered to English learners; (C) grade-level
105 completion and attendance data; (D) participation in advanced coursework; and (E) other
106 indicators of district and school climate, diversity and performance; and

107 (iv) a description of how the district will effectuate and measure increased parent
108 engagement, including, but not limited to, specific plans targeted to parents of low-income
109 students, English learners and students with disabilities.

110 (d) Each district shall submit its plan to the department every 3 years. Upon receipt of a
111 district plan, the commissioner shall review the plan to ensure that it sets forth clear and
112 achievable goals and measurable standards for student improvement that comply with the
113 requirements of this section; provided, however, that the district shall amend any plan deemed
114 not to conform with the requirements of this section. Following the submission of a 3-year plan,
115 each district shall annually, not later than April 1, submit to the department: (i) relevant data,
116 pursuant to its plan, to assess success in addressing persistent disparities in achievement among
117 student subgroups; and (ii) amendments to the plan that reflect changes deemed necessary to
118 improve district performance in meeting plan goals. Each plan shall be made publicly available
119 on both the submitting district's website and the department's website.

120 (e) Annually, not later than December 31, the commissioner shall submit a report to the
121 clerks of the house of representatives and the senate and the chairs of the joint committee on
122 education on the progress made in addressing persistent disparities in achievement among

123 student subgroups in the aggregate and within subcategories on a statewide basis; provided,
124 however, that district and school-level data shall be made available on the department's website
125 along with the report.

126 (f) The department may authorize school districts to combine the reporting required in
127 this section with the reporting required from school districts pursuant to section 1I.

128 (g) The department shall ensure that annual reports and accountability plans submitted by
129 charter schools pursuant to 603 CMR 1.00 contain data consistent with the requirements set forth
130 in this section.