

ARLINGTON PUBLIC SCHOOLS

Vision Statement

The Vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Regular Meeting
Thursday, October 10, 2024
6:30 PM***

In person:

*Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room, 2nd Floor
Arlington, MA 02476*

Via Zoom:

<https://us02web.zoom.us/j/86956181807>

6:30 p.m. Open Meeting (P. Schlichtman)

6:30 p.m. Land Acknowledgement (P. Schlichtman)

File BEDL Land Acknowledgement On April 26, 2021, under Article 85, Arlington Town Meeting voted (222-1-2) to encourage all town entities to celebrate and recognize the heritage of the peoples indigenous to Massachusetts and Arlington by including a land acknowledgement at the beginning of the Town's public meetings. The Arlington School Committee shall include at the beginning of its organizational meeting, at the beginning of its first regular meeting in October (or such other meeting date as is approximate to "Indigenous Peoples Day" per Title I, Article 6 of the Town Bylaws), and as part of graduation ceremonies, a land acknowledgement shall be read in a substantially similar form to the following: "We acknowledge that the Town of Arlington is located on the ancestral lands of the Massachusett Tribe, the tribe of Indigenous peoples from whom the Colony, Province, and Commonwealth have taken their names. We pay our respects to the ancestral bloodline of the Massachusett Tribe and their descendants who still inhabit historic Massachusett territories today." In addition, the Arlington School Committee encourages the reading of this land acknowledgement at other significant meetings and events. Cross References: BDA – School Committee Organizational Meeting BEA – Regular School Committee Meetings BEDB – Agenda Format/Preparation Arlington Town Bylaws: Title I, Article 6

6:35 p.m. *Public Comment (P. Schlichtman)*

For members of the public who wish to address the Committee, there will be 30 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 30 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

- *Bypassing Math 6 Hearing*
- *Gifted Ed in MA*
- *Bypass 6th Grade Math*

6:45 p.m. *AHS Student Representative(s) to School Committee*

- *AHS Student Reps will begin attending on October 24, 2024.*

6:50 p.m. *Diversity and Hiring Report (R. Spiegel)*

- *October 10, 2024 HR Staffing Update*

7:05 p.m. *Fall 2023 Outcomes Report (M. Ford Walker & M. Coleman)*

- *2024-2025 Outcomes Report (Big Deck)*
- *2024-2025 Outcomes Report (Presentation Deck)*

7:20 p.m. *Preview of FY26 Budget Process Proposal (F. Gorski)*

- *Budget Kickoff Memo FY26*

7:30 p.m. *Vote and Approve School Cafeteria MOA - July, 2024 (P. Schlichtman)*

- *School Cafeteria MOA - July, 2024*

7:40 p.m. *Superintendent's Update (E. Homan)*

- *Update on Administrative Hiring Searches*
- *Update on Competitive Grants Awarded*
- *Monthly Update on Enrollments/Class Sizes*
- *Strategic Plan Update*

7:55 p.m. *Consent Agenda (P. Schlichtman)*

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**Warrant #: 25078, 10-08-2024, \$1,004,205.02*

**School Committee Draft Meeting Minutes - September 26, 2024*

8:00 p.m. *Subcommittee/Liaison Reports/Announcements (P. Schlichtman)*

- *Budget – K. Allison-Ampe, Chair*
- *Community Relations – L. Exton, Chair*

- *Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair*
- *Facilities – J. Thielman, Chair*
- *Policy & Procedures – L. Kardon, Chair*
- *Arlington High School Building Committee – J. Thielman, Chair*

- *Liaison Reports*
- *Announcements*
- *Future Agenda Items*

8:10 p.m. Executive Session (P. Schlichtman)

- *To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;*
- *To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;*
- *AAA Negotiations Discussion.*

Adjournment

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Paul Schlichtman

Correspondence Received (P. Schlichtman)

- *Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message, 10-2-2024.*
- *Email to E. Diggins from G. Perlin, RE: Bypassing Math 6 Process review, 10-2-2024.*
- *Email to School Committee from PV Missiuro et al, RE: math placement process and the declining quality of the math and science curriculum in Arlington Public Schools (APS), 10-8-2024.*
- *Email to School Committee from M. Kaepplein, RE: A Worse Broadway - An opposing response to the Broadway Neighbors Coalition, 10-09-2024.*
- *Email to School Committee from PV Missiuro, RE: Bypassing Math 6 Hearing, Gifted Ed in MA presentation, 10-09-2024.*
- *Email to E. Diggins from PV Missiuro, RE: Updated Slide Presentation on Bypassing Math 6 Hearing, 10-10-2024.*
- *Email to F. Fraschetti, RE: Slide Presentation for Bypassing Grade 6 Math, and interest in speaking and presenting, 10-10-2024.*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of

the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location - Hybrid

Summary:

In person:

Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room, 2nd Floor
Arlington, MA 02476

Via Zoom:

<https://us02web.zoom.us/j/86956181807>



Town of Arlington, Massachusetts

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- Bypassing Math 6 Hearing
- Gifted Ed in MA
- Bypass 6th Grade Math

ATTACHMENTS:

Type	File Name	Description
▢ Backup Material	Gifted_Ed_in_MA.pdf	Gifted Ed in MA
▢ Presentation	Bypassing_math_6_hearing_v2.pdf	Bypassing math 6 hearing_v2
▢ Presentation	Bypass_6th_grade_Math_(1).pdf	Bypass 6th Grade Math

Gifted Education in Massachusetts: A Policy and Practice Review

Prepared by Dana Ansel, Ph.D.

Commissioned by
The Department of Elementary and Secondary Education
Presented to the Massachusetts Legislature

June 2019

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Acknowledgements

I am grateful to Carrie Conaway, Cliff Chuang, Rachelle Bennett-Engler, Bob Lee, Kate Sandel, Shelagh Peoples, Adrienne Murphy at the Department of Elementary and Secondary Education for their guidance and analyses of the DESE data. Without their input and generous assistance, much of this report would not have been possible. I also want to thank Tyrone Mowatt of Ed Inquiry for his contribution to our analysis of the trajectory of academically advanced students. In addition, I also appreciate all of the feedback that parents and other stakeholders shared with me. Their perspectives are critical to understanding the impact of policy decisions on individual children.

About the Author

Dana Ansel, Ph.D., is an independent education policy research and evaluation consultant. She works with public, private, and non-profit organizations. From 2000 to 2009, she was the Research Director at the Massachusetts Institute for a New Commonwealth (MassINC), a nonpartisan think tank whose mission is to promote the growth of a vibrant middle class. As Research Director, Dr. Ansel directed research on a wide variety of topics, including K-12 education, higher education, workforce development, immigration, the aging of the population, public safety, and the Massachusetts economy. During her tenure, The Boston Globe called MassINC research “the gold standard” in the public policy arena. She has also served as the Director of Research and Policy at ConnectEDU, a national education technology company.

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Last year, the Massachusetts Legislature decided that the time had come to understand the state of education that gifted students receive in Massachusetts. They issued a mandate for the Department of Elementary and Secondary Education to review the policy and practices of education in public schools for gifted students as well as for students capable of performing above grade level.

The challenge that this mandate presents is that Massachusetts neither defines giftedness nor collects data on gifted students. We can nevertheless review what districts report about their practices and what parents of gifted children report about their experiences. We can also report on the state's policies toward gifted education. In addition, we can analyze the academic trajectory and social-emotional well-being of academically advanced students based on their math MCAS scores. All of this information is valuable in painting a picture of gifted education in Massachusetts, but it is nonetheless limited.

To begin, Massachusetts is an outlier in the country in its approach to gifted education. Nearly every other state in the country defines giftedness. Nor is there an explicit mandate to either identify or serve gifted students in Massachusetts. In contrast, 32 states reported a mandate to identify and/or serve gifted students, according to the *State of the States in Gifted Education*. In terms of preparing teachers to teach gifted students, Massachusetts used to have an Academically Advanced Specialist Teacher License, but it was eliminated in 2017 because of the lack of licenses being issued and programs preparing teachers for the license.

We do not know how many gifted students live in Massachusetts, but a reasonable estimate would be 6–8 percent of state's students, which translates into 57,000 – 76,000 students.¹ Without a common definition and identification process, it is impossible to pinpoint the precise number. According to the Office of Civil Rights (OCR) 2015-16 survey, 6.6 percent of students were enrolled in gifted programs nationally. This number includes states such as Massachusetts that have very few gifted programs, and other states that enroll many more than the average. Another source of data, a nationally representative survey of school districts, found that the fraction of elementary school students nationwide who have been identified as gifted and enrolled in a gifted program was 7.8 percent (Callahan, Moon, & Oh, 2017).

Districts in Massachusetts have full discretion in how they aim to meet the needs of advanced and gifted students. District leaders describe a variety of strategies to meet those needs. The district leaders with whom I spoke agreed that they face the greatest challenges in meeting the needs of advanced and gifted students in elementary schools. There are only a limited number of gifted programs in the

¹ This number would be higher if students capable of performing above grade level were included.

Commonwealth. Only 3.7 percent of schools (69 schools) in Massachusetts reported having a gifted and talented program, according to the OCR data. In sharp contrast, 57.6 percent of all schools nationwide reported having a gifted and talented program.

Some districts, such as Falmouth, report meeting the needs of their accelerated learners in the classroom. Falmouth has invested in a multi-year professional development initiative to enable elementary school teachers to meet the needs of accelerated learners. Falmouth, however, deliberately avoids the term “gifted,” which it finds to be exclusionary and limiting. Other district leaders also discussed how they find the term “gifted” to be controversial. While Falmouth had previously had professional development in differentiation, they found that its focus gravitated to meeting the needs of students who were struggling to master grade-level work. According to a Falmouth district leader, “There needed to be an intentionality around the conversation about accelerated learners.” The district found that students who had mastered the skills and content were also struggling, just in a different way. The administrator explains that advanced learners “need challenge. They need extension. They need deeper learning.”

At its core, gifted education is about meeting the learning needs of all students, including advanced and gifted students. Several recent national studies find that gifted students learn less in that school than do other students. A recent study found that high-achieving students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). One of the study’s authors posits, “There was a real question as to whether or not those students were benefiting at all from their time in school” (Sparks, 2019).

The lack of academic challenge coupled with a lack of understanding about gifted children harms them, according to parents who submitted written commentary or attended public meetings. Parents want policymakers to understand that gifted children will not just do fine on their own and that they believe that gifted children suffer harms from the state’s hands-off approach. The harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of love of learning, loss of curiosity, and disengagement from school. This father captures the views of many parents who submitted commentaries when he writes, “It is breaking my heart to see my 7-year-old daughter becoming increasingly detached from school due to the lack of any real challenges.” A mother of six children writes that she worries the most about her gifted son who cries daily, because “he is incredibly lonely and isolated, and the school does nothing to help him shine.”

Issues of equity are of particular salience in any discussion of gifted education. Numerous studies have documented the inequitable access to gifted programs and other learning opportunities for low-income students and other traditionally

underserved students. Nationally, some researchers have begun to focus on the excellence gap, defined as “differences between subgroups of students performing at the highest levels of achievement.” Two researchers find that very few low-income students score at the advanced level on any national tests. Similarly, they document large excellence gaps between students of different races and ethnicities. Massachusetts has some of the largest excellence gaps in the country, despite the fact that the percentage of students in Massachusetts scoring advanced on state and national assessments has increased (Plucker & Peters, 2016). To be clear, the excellence gap is not the same as the achievement gap, which is focused on making certain that all students achieve basic proficiency. The excellence gap is focused on ensuring that all advanced learners have the opportunity to develop their talents.

A former teacher explains that gifted education is misunderstood and “has been looked upon as elitist. On the contrary, until our public schools acknowledge, understand, and serve our most advanced students, our educational system will be elitist. Only those who can afford it will be privileged to see their children’s potential blossom.”

Our analysis of academically advanced 3rd-grade students finds large differences in the trajectories of students of different races and ethnicities and socioeconomic status. After identifying the top 12 percent of 3rd grade students in 2014, as measured by their scores on the math MCAS, we follow these same students for three years.² Less than half (45.2%) of the academically advanced third graders remained in the top decile by 6th grade. What is even more striking though is the large differences depending on the race and ethnicity of the students. By 6th grade, only 21.0 percent (50 students) of the Black and 23.3 percent (130 students) of the Hispanic academically advanced 3rd grade students remained in the top decile, whereas for white and Asian students those percentages were 43.6 and 71.8 percent, respectively. There is a steep and

About our Analysis of Academically Advanced Students

Academically advanced is not the equivalent of giftedness. Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we cannot track the academic progress or social-emotional well-being of students identified as gifted.

We use MCAS math as a measure to define academically advanced students, but MCAS is not an assessment of giftedness. Rather, it is a curriculum-based assessment. We do not know how many of these academically advanced students are gifted, and we also do not know how many gifted students are not included in this analysis, either because they have left the public-school system or because their giftedness is not reflected in their MCAS scores.

We analyze the academic trajectory of a cohort of 3rd grade academically advanced students through 6th grade. We also analyze the social-emotional well-being of a different cohort of 3rd graders using the VOCAL data.

² We aimed to look at the top 10% but cutting the data at 272 allowed us a clear line, meaning we did not have to make distinctions between students who earned the same score. We also did this same analysis for students who earned a perfect score on the 3rd grade math, which was the top 6.67% of students. Because the trends were the same for the students who scored a perfect score, we decided to focus on the top 12%, giving us a larger number of students for our analysis and a greater ability to break out findings by student subgroups.

disproportionate drop off of academically advanced Black and Hispanic students between 3rd and 6th grade.

Similar gaps exist for low-income students. Among the academically advanced low-income students in 3rd grade, only one quarter (24.8%) of those same students remain in the top decile in 6th grade. A higher share of the academically advanced English learners and students with disabilities remain in the top decile, although the fraction remaining in the top decile is still below the overall average of 45.2 percent. Specifically, 39.0 percent of the top English learners and 36.0 percent of the top students with disabilities remain in the top decile in 6th grade.³

To better understand the schools that academically advanced students attend, we analyze the achievement levels of the schools both in 3rd grade and also in 6th grade. We examine the overall student growth percentile (SGP) for the schools that academically advanced students attend. The SGP, which is calculated for all students in the school, compares the performance of students with other students like them over time, asking are they growing more than, less than, or the same as their academic peers? A student-level SGP score of 40 to 60 is considered typical growth, meaning that the student is growing roughly the same amount as other students who scored similarly on previous years of the MCAS test, his or her academic peers. A score above 60 is considered high growth, meaning the student is making greater gains than his or her academic peers, and a score below 40 is considered low growth, meaning that the student is making smaller gains than his or her academic peers. SGPs can be aggregated across all students in a school to give a measure of the growth of students overall in a particular school.

In 3rd grade, we find differences in the school SGP that academically advanced students attend, broken out by their race and ethnicity. We find that almost 45 percent of the academically advanced Asian 3rd graders attended a school that had a high level of student growth. In contrast, only 25 percent of the academically advanced Black 3rd graders attended a school that had a high level of growth. The differences are even more pronounced in 6th grade, by which point most students have transitioned to a different school. In 6th grade, looking at the same students, fewer than 5 percent of the academically advanced Black students attend high-growth schools and more than 30 percent of the academically advanced Black students attend schools that have low levels of growth. Similarly, nearly 30 percent of the academically advanced Hispanic students attend low-growth schools. While our analysis ends in 6th grade, these data about the schools that academically advanced Black and Hispanic students attend do not bode well for the future academic trajectories of these students beyond 6th grade.

³ Some students with disabilities are academically advanced and also gifted. These students may receive special education services. In the gifted community, students who have disabilities and are gifted are commonly referred to as twice exceptional (2e) students.

Our analysis of the social-emotional well-being of academically advanced students using the state VOCAL survey has mixed findings. In short, we do not find any meaningful differences in the aggregate between the views of academically advanced students when they are in 5th grade, as compared with other 5th grade students regarding overall school climate, engagement, and environment. It is possible that our inability to specifically analyze the responses of gifted students is skewing the results; the social emotional well-being of gifted students may differ from the well-being of academically advanced students. More research is needed to better understand the social-emotional well-being of gifted students.

Within the VOCAL data, we find that academically advanced students with disabilities report less positive views of school climate; lower engagement, less safe schools, and less supportive environments, compared with other academically advanced students. We also find racial and ethnic differences within the experiences of the academically advanced students as 5th graders; these differences, however, might reflect the different schools that the students attend. Academically advanced black students and Hispanic students report less positive school climates compared with other academically advanced students. Compared with other academically advanced students, Black academically advanced students reported that they were less likely to believe: Teachers at this school accept me for who I am; I get the chance to take part in school events; My teachers use my interests to help me learn when I need help; and I feel safe at school.

Can gifted education help meet the needs of advanced and gifted students? Students across the country receive a great variety of types of gifted programming, and some of them have been shown to be effective in meeting their learning and social-emotional needs. Programs differ in terms of goals, definitions of students served, how gifted services are delivered, amount of services received, and content of the curricular materials. It is helpful to think of gifted programming in two broad categories: acceleration, which enables students to advance either by grade or content more quickly than their peers, and enrichment, which include programs that allow students to go deeper or differently into content materials.

The vast variation in enrichment programs makes it difficult to measure and assess their effectiveness as a whole. Accordingly, the research findings on the efficacy of gifted programs are mixed, with some studies finding positive impacts and others finding no effects (Adelson, McCoach, & Gavin, 2012; Kim, 2016). There are also open questions about which students might benefit the most from gifted programs. For instance, one study found that the biggest impact of the program was for disadvantaged students who were just below the IQ cutoff score (Card & Giuliano, 2014). Building off of successful enrichment programs and using research studies to better understand the characteristics of effective enrichment programs is critical to meeting the needs of gifted students.

The research on acceleration consistently finds acceleration to be effective for gifted students in terms of learning gains and long-term outcomes and also usually

effective in terms of social-emotional adjustments (Colangelo, Assouline, & Gross, 2004). Research has found long-term positive outcomes to students who have accelerated, including better outcomes in both high school and college (McClarty 2015). Despite its positive outcomes, research also finds educator resistance to acceleration. Educators are often concerned about the social-emotional impact of acceleration on students (Rambo & McCoach, 2012). A strong body of research finds that acceleration is effective in meeting the needs of gifted students and has the additional advantages of minimal costs and being relatively easy to implement.

While there is still much to learn about gifted education, the central message of this report is that the current hands-off approach of Massachusetts, with few gifted programs and not much attention to gifted education, is not serving advanced and gifted students well. In particular, when we tracked one statewide cohort of academically advanced students, we found stark differences in the academic outcomes of Black, Hispanic, and/or low-income students, as compared with white and Asian students. Our analysis documented the widening of the excellence gap between 3rd and 6th grade. Achieving the promise of a public-school system that provides all children meaningful opportunities to learn means meeting the needs of academically advanced and gifted students.

The research findings from this report lead to the following recommendations:

- ✓ Create a statewide taskforce, which will;
 - ✓ Define giftedness and measures to assess giftedness;
 - ✓ Determine most effective way to collect data on gifted students;
 - ✓ Consider best practices of other states and districts;
- ✓ Establish state policy and guidelines on acceleration;
- ✓ Track and report on the excellence gap; identify and implement strategies to close it.
- ✓ Include instruction on the learning needs of gifted students as part of teacher training for all teachers; and
- ✓ Hire staff at the Department of Elementary and Secondary Education with expertise in gifted students and gifted education.

I. Introduction and Purpose of the Report

In 2018, the Massachusetts Legislature mandated that the Department of Elementary and Secondary Education “study and report on a policy and practice review, along with a needs assessment, regarding education in the public schools, of those children who are capable of achieving beyond the age-based grades and those who are gifted as defined by federal law.”

This report brings together the existing data and academic research to respond to the Legislature’s mandate. It relies on national surveys, academic research, focus groups, interviews, submitted statements, comments at public meetings, and quantitative analyses of academic and social-emotional data. These sources of data are all pieces of a puzzle put together to understand the state of gifted education in Massachusetts. I developed research questions based on feedback from Department of Elementary and Secondary Education (DESE) staff and from a small meeting of stakeholders. The research questions guiding this report include:

1. What are current Massachusetts policies toward gifted students, and how do they compare with those of other states?
2. What is known about current practices and programming in schools and districts in Massachusetts?
3. What are the views of district leaders about gifted education?
4. What are the views of parents of gifted students?
5. What is known about the academic trajectory of advanced 3rd grade students?
6. What is known about the social-emotional needs of advanced 3rd grade students?

The mandate refers to the federal definition of gifted students. The federal Elementary and Secondary Education Act defines gifted and talented students as: “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)].

To be clear, the mandate from the Massachusetts Legislature is broader, as it does not refer only to gifted students. For the purpose of this report, we define “children who are capable of achieving beyond age-based grades” as students who are in the top decile of their grade, as measured by the MCAS math exam. We refer to them as academically advanced students throughout this report. Some of these students are likely gifted, and not all gifted students may be included in our analyses, either because they have left the public-school system or because their giftedness is not reflected in their MCAS scores.

This report is a policy and practice review of gifted education in Massachusetts. There are limitations to all research projects, and this project is no exception. As will become clear in the pages that follow, Massachusetts does not have a common definition of giftedness, nor does it collect data on gifted students. Without such data, it is not possible to systematically analyze the experiences and outcomes of gifted students in Massachusetts. At the same time, this report adds new information and data to our understanding of the state of gifted education in Massachusetts, including some recommended next steps to enable the public schools to better meet the needs of advanced and gifted students.

II. The Policies of Massachusetts Toward Gifted Students

The State of the States in Gifted Education: Policy and Practice Data is a national longitudinal survey of the 50 states and the District of Columbia. The survey, which is a collaboration between The Council of State Directors of Programs for the Gifted (CSDPG) and the National Association for Gifted Children (NAGC), provides data on policies and practices for gifted students across the country. In 2014-15, the most recent survey, 41 states and the District of Columbia responded. Massachusetts was one of the nine states that did not respond the survey.

In order to understand Massachusetts's state policies and how they compare with those of other states, I interviewed DESE staff to ask a subset of the survey questions to put our state's policies and practices into a national context. Although not a perfect comparison since the information about Massachusetts is current, while the survey data are five years old and may have changed, the information is nonetheless important to help put Massachusetts's approach toward identifying and serving gifted students into context.

The Policies of Massachusetts Compared with Other States' Policies

Put simply, the approach to identifying and serving gifted and talented students in Massachusetts looks different from most other states (Table 1). To begin, in Massachusetts, there is not a definition of giftedness; in contrast, 37 states defined giftedness in statute or regulations. In addition, although the Massachusetts General Law requires the appropriate education of all students, there is not an explicit mandate to identify or serve gifted students in Massachusetts. Across the country, 32 states reported a mandate to either identify or serve gifted students or both. According to the survey, the local education authorities have a lot of flexibility in the processes used and the services offered. In most other states, however, giftedness is defined, and there

Key Findings About Mass. Policies

Massachusetts is an outlier in its hands-off approach to identifying and serving gifted students.

Massachusetts has: no definition; no data collection; no educator preparation; no accountability; no mandates.

The New England region is also an outlier.

About half of Massachusetts's economic competitor states do more to serve gifted students; with the exception of California, all define giftedness.

are mandates to identify and serve gifted students.

In terms of funding, districts in Massachusetts can use Title IV-A funding to support gifted education, but there is no explicit state funding stream to support gifted education. Again, in contrast, 27 states provide funding for gifted education. Of the states that provide explicit funding for gifted education, a wide range exists in terms of the amount of funding. In 2014-15, Idaho provided \$150,000, while Texas provided more than \$150 million. The other states are in between, with 10 states providing \$10 million or less and 10 states providing between \$10 and \$49.9 million.

Massachusetts does not collect any data about gifted students, and there is no explicit system of accountability to help ensure the needs of gifted students are met. According to the survey, 21 of 40 states reported that they monitored and/or audited LEA programs for gifted and talented students through a system of reporting, submission, and approval of gifted education plans. In addition, 11 states include gifted education indicators as part of district report cards or other state accountability reporting forms, and 31 states used the National Association for Gifted Children’s (NAGC) preK-12 gifted programming standards to aid in the accountability process.⁴

At the state level, the Department of Elementary and Secondary Education does not have any staff members dedicated to gifted education, and there is no educator preparation program in the state that prepares teachers to identify and serve gifted students. Massachusetts used to have an Academically Advanced Specialist Teacher license, but it was eliminated in 2017 because of the lack of licenses being issued and programs preparing teachers for the license. On a wide range of measures, Massachusetts is an outlier in the country in its hands-off approach toward gifted students.

Table 1: Massachusetts’s Policies Toward Gifted Students, Compared with Other States’ Policies

Policy	Massachusetts	Nationally
Definition of Giftedness	None	37 of the 39 states (who responded to this question on the 2014-2015 survey) define giftedness in statute or regulations.
Mandate to Identify and Serve Gifted Students	Not explicit (All students)	32 of 42 states reported a mandate to either identify or serve gifted students, or both
Funding	Not explicit	27 of 39 states provide funding
Data Collection	None	26 states had some data

⁴ The NAGC’s standards can be found at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>

Accountability	None	21 of 40 states monitored and/or audited LEA G&T programs; 24 states required LEAs to report on gifted education
Staff at SEA Dedicated to Gifted Education	None	17 states had at least 1 FTE
Educator Preparation	None	29 states offered G&T credentialing for educators; 18 had no PD policy, 5 required PD; 1 required separate coursework

Source: 2014-2015 *State of the States in Gifted Education: Policy and Practice Data*

Policies of New England Region Toward Gifted Students

The New England region appears to be an outlier from the rest of the country in terms of its approach to serving gifted students (Table 2). As a note, Massachusetts, New Hampshire, and Vermont were 3 of the 9 states that did not complete the survey. I relied on the Davidson Institute’s database on state policies toward gifted students to supplement the data from the *State of the States*. The Institute gathers information for its database directly from states that did not submit responses to the *State of the States*. While the information is roughly for the same time period, it may not be for the exact same year.

In New England, Maine is the only state that has a mandate to identify and serve gifted students, and the only state that provides funding. Connecticut has a definition of gifted students and a mandate to identify gifted and talented students but no mandate to serve the students, and the state does not provide funding. Rhode Island has a definition of gifted students, but there are no mandates and no funding. Overall, with the exception of Maine, the New England region’s approach to identifying and serving gifted students is different from most other states in the country.

Table 2: New England Policies Toward Gifted Students

	Definitio n	Mandate for Identificatio n	Mandate for Services	Funding	Amount
Connecticut	✓	✓	No	No	None
Maine	✓	✓	✓	Partial	\$4.9 million (2014-15)
Massachusetts	None	No	No	No	None
New Hampshire*	✓	n/a	No	No	None
Rhode Island	✓	No	No	No	None
Vermont*	✓	n/a	No	No	No

*Based on the Davidson Institute database

Source: 2014-2015 *State of the States in Gifted Education: Policy and Practice Data* and Davidson Institute, accessed at: <http://www.davidsongifted.org/Search-Database/entryType/3>

Policies of Massachusetts's Economic Competitor States Toward Gifted Students

In addition to the policies of region, the policies of Massachusetts's economic competitor states might also be important to consider. The availability of a strong gifted education program might be considered an attractive asset for families. In this case, it might make to sense compare Massachusetts's approach toward gifted students with those states who compete with Massachusetts for jobs and workers.

Each year, in its *Annual Innovation Index* report, the Massachusetts Technology Collaborative benchmarks Massachusetts performance on a number of indicators with other leading technology states. In 2018, the Index identified the following 15 states as the leading technology states: California, Connecticut, Florida, Illinois, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Texas, and Wisconsin. According to the Index, these 15 states have economies with a significant level of economic concentration and size in the 11 key sectors that compose the innovation economy in Massachusetts.⁵ While no list is perfect, it is reasonable to consider these 14 states as economic competitors.

There appears to be a range of approaches toward gifted education among Massachusetts and its competitor states (Table 3). With the exception of Massachusetts and California, all of the economic competitor states have a definition of gifted students. In addition, the majority have a mandate to identify gifted students. Not all states that have a mandate to identify students have a mandate to serve those students. Specifically, Connecticut and Minnesota require identification of gifted students but do not require services for them. Seven economic competitor states have a mandate for services. In terms of funding, five states provide funding to support gifted students. In some states, such as California, districts can use some of their general funding to support gifted education, but there is not explicit gifted funding.⁶ With the exception of California, all of Massachusetts's economic competitor states define giftedness, and six of them require that services be offered.

Table 3: Economic Competitor States' Policies Toward Gifted Students

	Definitio n	Mandate for Identificatio n	Mandate for Services	Funding
Massachusetts	No	No	No	No

⁵ For more information on the Index and the Leading Technology States, see the *Annual Index of the Massachusetts Innovation Economy*, accessed at <https://masstech.org/index>

⁶ In 2013, California made significant changes to its gifted education program. State funding for GATE (Gifted and Talented Education) was mandated to revert to local school districts, and the state stopped funding and defining giftedness centrally. The programs still exist, but they differ widely from district to district.

California	No	No	No	No
Connecticut	✓	✓	No	No
Florida	✓	✓	✓	✓
Illinois	✓	No	No	No
Minnesota	✓	✓	No	✓
New Hampshire*	✓	n/a	No	No
New Jersey	✓	✓	✓	No
New York*	✓	n/a	No	No
North Carolina	✓	✓	✓	✓
Ohio*	✓	n/a	✓	✓
Pennsylvania	✓	✓	✓	No
Rhode Island	✓	No	No	No
Texas	✓	✓	✓	✓
Wisconsin	✓	✓	✓	No

*Based on the Davidson Institute database,

Source: 2014-2015 State of the States in Gifted Education: Policy and Practice Data and the Davidson Institute database, accessed at:

<http://www.davidsongifted.org/Search-Database/entryType/3>

Massachusetts is an outlier in its approach to gifted students and gifted education. It is one of the few states in the country that does not have a definition for giftedness. It neither collects data on gifted students, nor is there a mandate to identify or serve gifted students. Other New England states are also outliers in their approach to gifted education, although every other New England state defines giftedness. Compared with its economic competitor states, Massachusetts and California are similar in their lack of definition or mandates for identification and services. The approaches of the other 13 states differ, with Florida, North Carolina, Ohio, and Texas providing funding in addition to mandates for identification and services.

III. Current Practices and Programming in Massachusetts

The approach to gifted education should follow from the goals and purposes of the programs. According to the National Survey of Gifted Programs, the goals for gifted programs are typically to provide “adequate learning opportunities commensurate with student needs through differentiation, enrichment, and/or acceleration” (Callahan, Moon, & Oh, 2014). A range of practices and programming are used to serve gifted students, often with different approaches for different levels of school. Students can be served within a classroom or pulled out for services. Some schools have separate classrooms for gifted students. Technology might be used to allow for self-paced study. Alternatively, a student might enter kindergarten early or accelerate in a specific subject or grade. For older students, dual enrollment in high school

Key Findings About Current Practices

Only 3.7% of all schools in Mass. offer gifted programs; in contrast, 57.6% of schools nationally offer gifted programs.

In a recent survey, district leaders in Mass. report their strategies to meeting the needs of gifted students include enrichment during the school day and acceleration and separate classes for older students.

Teacher recommendations and course grades were the most commonly cited factors for selecting students for services.

(for middle-school students) or in college (for high-school students) is a common approach.

Massachusetts state policy specifically allows dual enrollment for high school students seeking to enroll in college courses. Massachusetts has no policy regarding early entrance to kindergarten or acceleration.⁷ In Massachusetts, it is up to the Local Education Authorities (LEAs) to decide their policies.

Gifted Programs in Massachusetts

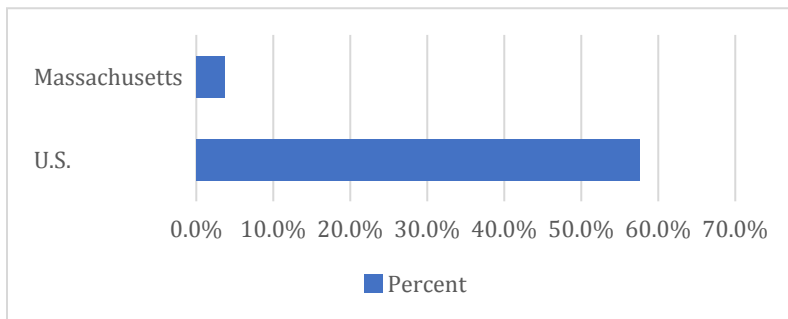
The Office of Civil Rights (OCR), which is part of the U.S. Department of Education, collects data from every public school in the country on some education and key civil right issues every other year. As part of that survey, each school is asked whether the school has any students enrolled in one or more gifted/talented programs. If a school reports having a gifted/talented program, the school then reports how many students participate and the race and ethnicity of the participants. The OCR survey defines gifted/talented programs as:

programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

The survey explicitly states Advanced Placement and International Baccalaureate programs are not included in the definition.

According to the 2015-16 OCR survey, 69 schools out of 1,872 schools (3.7%) in 27 districts in Massachusetts reported having a gifted and talented program.⁸ In sharp contrast, nationally, 57.6 percent of all schools reported having a gifted and talented program (Figure 1). According to the OCR data, the only states with fewer gifted and talented programs than Massachusetts are Vermont (2.0% of schools) and Rhode Island (1.6% of schools) and the District of Columbia (0%).

Figure 1: Share of Schools with Gifted Program



Source: Office of Civil Rights Data, U.S.

school, whole grade, subject
ance to college.

⁸ The 27 districts include: Barnstable, Berkshire Hills, Beverly, Boston, Boxford, Brockton, Burlington, Canton, Dover-Sherborn, East Longmeadow, Falmouth, Fitchburg, Halifax, Hatfield, Hingham, Lowell, Lowell Community Charter Public School, Malden, Melrose, Middleton, Quincy, Springfield, Sturbridge, TEC Connections Academy, Topsfield, Waltham, and Wrentham. A listing of the 69 schools is available at: <https://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>

We do not know how many gifted students live in Massachusetts, but a reasonable estimate would be 6–8 percent of state’s students, which translates into 57,000 – 76,000 students.⁹ Without a common definition and identification process, it is impossible to pinpoint the precise number. According to the OCR 2015-16 survey, 6.6 percent of students were enrolled in gifted programs nationally. This number includes states such as Massachusetts that have very few gifted programs, and other states that enroll many more than the average. Another source of data, a nationally representative survey of school districts, found that the fraction of elementary school students nationwide who have been identified as gifted and enrolled in a gifted program was 7.8 percent (Callahan, Moon, & Oh, 2017).

The Department of Elementary and Secondary Education Survey

In an effort to understand more about district practices and policies, the Department of Elementary and Secondary Education (DESE) surveyed all Massachusetts superintendents and charter school leaders in June 2017. Out of a possible 404 respondents, 117 people responded, for a response rate of 29 percent, and there is a likely a selection bias of the districts that responded being more likely to offer services. In addition, the districts that responded were not representative of the state as a whole; large districts were overrepresented. Thus, the findings from this survey should be viewed with some caution. At the same time, they do offer information about what some districts are doing to identify and serve academically advanced and gifted students in Massachusetts.

At the elementary level, district leaders most frequently cited enrichment during the school day as their strategy for serving gifted students. Of respondents whose districts include elementary schools, 45 percent of respondents reported using this approach with many or all eligible students and 31 percent with a few or some eligible students. Leaders also reported using personalized learning and technology as a common strategy.

In middle school, districts’ strategies appear to shift toward acceleration in particular subjects as well as enrichment activities. Of respondents whose districts include middle schools, 38 percent reported acceleration in particular subjects for many or all eligible students and 41 percent for a few or some eligible students. Nearly one-third (31%) reported that they provide enrichment activities for many or all eligible students, and 26 percent provided these activities for a few or some eligible students.

In high school, acceleration and separate classes for students above grade level are the predominant strategies. Nearly two-thirds of respondents (67%) whose district

⁹ This number would be higher if academically advanced students were included.

included a high school reported acceleration for many or all eligible students and 52 percent reported that they offered separate classes for students above grade level.

The survey also queried district leaders about their processes for identifying students for services. Without a mandate to identify gifted students, districts have full discretion to determine their policies. About half (45%) of respondents formally screen students for potential eligibility for programs and supports for academically advanced students, with 26 percent screening many or all students and 19 percent screening some or a few students. The remaining 55 percent of districts do not conduct any screenings.

According to the district respondents, teacher recommendations and course grades were the most commonly cited factors in selecting students for services. Specifically, 75 percent of respondents cited teacher recommendations as a major factor and nearly 70 percent cited course grades. Less commonly used were assessments of academic knowledge, previous identification for similar programs, parent recommendations, and local benchmark assessments, all of which were used by about one-quarter to one-third of responding districts. Almost no districts reported using assessment of cognitive skills or IQ or non-verbal assessments to determine eligibility.

This approach differs from the rest of the country. According to the *State of the States*, 33 states were required to use specific criteria and/or methods to identify gifted and talented students. In 12 of those states, the criteria/method were determined at the state level. The majority of states (34) provide LEAs with some guidance on the identification process, even if the specific process to be used was not mandated.

At the end of the ESE survey, respondents were given the opportunity to provide any additional comments. While these comments are not necessarily representative of district leader views about gifted education, they offer some insights into some leaders' views about gifted education. Some of the respondents expressed a clear desire for more support from the Department of Elementary and Secondary Education to help them meet the needs of their gifted students.

An urban leader stated, "Gifted and talented students and academically advanced students are often invisible/under-served in our state. Parents and students are frustrated and move to private schools. We lose great thinkers!"

Similarly, another leader stated, "I am very excited to see that DESE is looking at this sub-group. As a school district, we spend a lot of time and resources with our lower achieving students but far less with the higher achieving students." Another leader echoes, "We would love more support or ideas from DESE around this idea. We need to do more to support our highest achievers."

One leader at a rural district reported, “While the district was once able to more effectively provide opportunities for students performing above grade level, the lack of any significant increase in state educational aid after 2003 & 2004 has forced the district to significantly reduce the budget and eliminate many programs. Like many other rural and small schools in the Commonwealth we feel the state has little understanding of the realities facing rural towns and their schools.”

Finally, one leader cautioned, “I would be concerned about an emphasis on advanced programs for students based on the flawed implementation of programs in the past. The state should continue its efforts to encourage districts to move towards personalized learning, allowing flexibility for teachers to help students move towards individual CCR goals.”

There are very few gifted programs in Massachusetts. At the same time, district respondents reported a variety of strategies to meet the needs of advanced and gifted students. Their strategies differ depending on the school level of the students.

District Profiles

As part of the research for this report, I visited four districts — East Longmeadow, Falmouth, Waltham, and Worcester — to learn more about their approaches to meeting the needs of advanced and gifted students. These districts, geographically dispersed across the Commonwealth, include urban and suburban communities of different sizes and socioeconomic statuses. Two districts (East Longmeadow and Waltham) have pull-out programs in their elementary schools, although the East Longmeadow enrichment teachers also do a substantial amount of push into classes. Both of these programs use CoGAT, an assessment commonly used to identify students for gifted services, as part of their identification process. Worcester has two separate programs for middle-school students. Finally, Falmouth has invested in a multi-year professional development initiative to enable all elementary classroom teachers to be able to meet the needs of accelerated learners. These profiles — East Longmeadow (p. 23), Falmouth (p. 28), Waltham (p. 49), and Worcester (p. 35) — highlight a range of approaches that some districts are using to meet the needs of advanced and gifted students in Massachusetts.

The Gifted and Talented and Enrichment Program in East Longmeadow

The hum of excitement overtook the room as the fifth-grade students eagerly began to work on their inventions. During this two-month project, all fifth graders at the Mapleshade Elementary School in East Longmeadow will create an invention either in small groups or on their own to solve a problem that will make life better in some way. During this year’s theme of “Solving Everyday Problems through Innovation,” the inventions ranged from helping students open their lockers more easily with finger print recognition to enabling people to donate clothes at supermarkets and receive a refund, similar to bottle refunds, to a way to solve boredom. The project will culminate with an Invention Convention at the end of May.

East Longmeadow is a small district of 2,650 students in Western Massachusetts. The share of economically disadvantaged students is much lower than the state average (17.9% vs. 32.0%), and the student population includes a higher share of white students than the state average (81.9% vs. 60.1%). In recent years, however, the share of white students has declined, while the share of students of color has increased. The share of Hispanic students in East Longmeadow increased from 5.1 percent to 7.1 percent between 2016 and 2018. Student achievement in grades 3-8 is higher than the state average. In 2018, 53 percent of students in grades 3-8 met or exceeded expectations in mathematics MCAS, compared with a statewide average of 47 percent. The district is making typical progress, with student growth measures between 40

At Mapleshade School, the teacher of gifted and talented students also works with third, fourth, and fifth grade students who are at or above grade level in ELA and/or math during the intervention time, while the classroom teachers and other specialists focus on helping students who are struggling. The groupings are flexible, and students can be added or removed from the enrichment group based on their needs. This time allows the teacher the opportunity to work with more students, offering them a range of enrichment challenges, such as designing the perfect toothbrush.

The pull-out program is for 4th and 5th students who have been identified as having a particular strength in mathematics and/or Reading/Language Arts. These students meet with the teacher of gifted and talented students once a week for a small group class where they conduct research, work on independent projects, and work on challenging problems, such as the math Olympiad. For instance, a pair of students are currently working on designing a model house, learning about architecture in the process. Another student is creating a children's book about math. While there is not an explicit social-emotional curriculum to the pull-out sessions, the sessions include a lot of collaboration and working in teams. These sessions aim to challenge the students beyond the work of their regular classroom setting and are largely driven by student interest.

The district uses several avenues to identify the students for pull-out services and has made a conscious decision to include more students than might qualify under a narrow definition of giftedness. The district uses the STAR assessment, and students who score in the 94th percentile or higher in ELA and/or math will then, with parental permission, take the CoGAT assessment, a multi-choice test designed to measure a student's academic aptitude. Students who score 90% or higher on the CoGAT are placed in the pull-out program. If students score at or above the 94th percentile on the STAR assessment and below the 90% threshold on the CoGAT, the teacher completes a gifted indicators checklist. The classroom teacher and the gifted and talented teacher make a determination based on these three data points. In addition, a parent or teacher can request gifted and talented screening. In this case, the CoGAT assessment will be administered, the teacher will complete the gifted indicators checklist, and the team will look at the data points and collaboratively determine appropriate placement of the student.

The district is proud that it has stopped the notion of just giving advanced and gifted students more work and also that all students have access to instruction by the teachers of gifted and talented students. Both the push-in and pull-out programs seek to enhance student learning by reaching across disciplines to engage all students in a range of projects. Students can go as far as they want with their projects with "nothing holding them back."

IV. Views of District Leaders About Gifted Education

District leaders play a large role in shaping the education of gifted students. To learn about their perspectives, I held three focus groups with superintendents and other district leaders from across the state. In addition, I received feedback from a group of urban superintendents and district leaders following a brief presentation at an Urban Superintendent Network meeting.

These leaders represented small and large districts across the state. There was also a range of socioeconomic characteristics of these districts, including urban centers and more prosperous suburbs. Some of the districts did not. Because the leaders were a self-selected group, their views may not be representative. Nonetheless, these findings and the leaders' suggestions provide useful information. In particular, I found that the district leaders held mostly consistent views about gifted education.

District leaders agreed that the term "gifted" can be controversial, and they try to avoid it. A leader explained, "I think every parent thinks their kid is gifted." Similarly, another leader elaborated, "There was a very big concern of labeling anyone gifted or not gifted." In Falmouth, according to my interview with district leaders, the district explicitly avoids the word "gifted" because they find it to be exclusionary and limiting.

Key Findings from District Leaders
The term "gifted" is controversial and often avoided.
Face more challenges at the elementary school level;
Concerns about the social-emotional needs;
Challenges around screening (universal vs. time on assessment);
Concerns about inequitable access to services;
Questions around what does gifted education look like; and
Challenges around teacher training and capacity.

Parents were often the drivers of conversations about gifted education and, according to one leader, they aspire to have their children labelled "gifted." Another leader described conversations about gifted education arising in her district because of parents who have become vocal about "my child is bored." A different leader reported that the topic comes up in conversations with her school committee. A third leader reported that staff brought up the topic.

District leaders agreed that they face more challenges in meeting the needs of gifted students at the elementary-school level. In elementary school, teacher differentiation was a common strategy to meet the needs of gifted students. One leader suggested that Universal Design Learning (UDL) enables teachers to meet the needs of all students in the classroom, but there was not agreement among the leaders with whom I spoke on this topic. As students progress to middle and high school, more opportunities and choices are available to meet their needs. District leaders referred to honors classes, AP courses, dual enrollment at the high school for middle-school students, and dual enrollment at local community colleges for high-school students.

One area where district leaders were not in agreement was about whether the lack of programming in elementary schools was an issue for concern. Specifically, one leader was not too concerned about kids being bored because she believed that "most kids make their own fun when they are bored." In contrast, another leader believed, "It's unfair to those students who are exceptional kids to have to endure five or eight years before they actually get something that is exciting and challenging." Another leader echoed that sentiment, explaining that gifted students

“go to school to learn. So, we have to have something for them.” Overall, district leaders agreed that meeting the needs of gifted students was the most difficult in the elementary school years; however, leaders were mixed in their levels of concern.

Some district leaders discussed the tradeoffs in their thinking about gifted programs. One district leader explained how her district had eliminated leveling (also known as tracking) “because of the research about how heterogeneous groupings is more beneficial for all learners.” Similarly, another leader reported that they struggle with the notion of gifted education philosophically asking whether they would be preventing other students from showing their giftedness and whether they would be “segregating students?”

District leaders, with and without gifted programs, described the goals of gifted education as student engagement and critical thinking. One leader whose district has a program reported that “Our goal is to meet the needs of every child.” She continued that the goal is to have gifted students “work to their potential.” Leaders seem more interested in enrichment, such as project-based learning, than in subject or grade acceleration. Leaders also agreed that meeting the social-emotional needs associated with gifted students was a central goal and allowing them to be with peers was an important consideration.

As an example, one district leader referred to a student who took pre-calculus in 9th grade and then in junior year “had a nervous breakdown and never came back to school. He definitely had social-emotional issues. He didn’t have a cohort. He was the only one.”

The consequences of not meeting the needs of gifted students include behavior problems and also the lack of development of important work habits and other skills, according to district leaders. Leaders referred to negative behaviors that can develop. One leader explains, “If their academic needs are not met, they get bored and they ask for negative attention.” Another leader agreed that if students are not challenged, then that can lead to “social-emotional challenges.” In addition, two district leaders raised concerns about underachieving gifted students who do not develop good work habits and resiliency because of the lack of challenges in elementary school. When they encounter challenging work in high school, there can be problems. District leaders were aware and mostly in agreement that negative consequences can result from not meeting the needs of gifted students, both for the individual students and for the classroom.

Leaders identified challenges around screening for gifted students. First, they would like guidance in defining and assessing giftedness. One leader suggested, “I am not exactly sure that the school system right now is in a place where we know how to even measure [gifted and talented].” In addition, they already face concerns about too much time spent on assessments. At the same time, because of concerns about equitable access to the services, they believe that universal screening is important. Two different leaders whose districts have gifted programs had concerns about the

demographic balance of their programs, compared with the district's demographics. Raising concerns that their current screening process might be missing students, both districts were considering moving toward universal screening and also making certain that the screening tool is reliable.

One urban leader suggested that all districts should have a balanced conversation that includes discussions of gifted and talented students as well as strategies to meet the needs of struggling students. A different leader reported, "We often target the middle students and the low students and often times leave out the upper students." The same urban leader believes that some people mistakenly fear that if there is a focus on gifted and talented students then the needs of students who are struggling will not be addressed because of limited resources.

Leaders also raised questions about how gifted programming would work. One leader asks: "How do you identify students and identify them with some sort of metric that's fair and accurate? How do you then train all of your teachers to understand what this is going to look like? And, how do you come up with the dollars to make something like this work?" Leaders want more specific information and guidance about what gifted education looks like. For instance, in the past, gifted education has often been seen as interdisciplinary and project-based. Today, a lot of classrooms incorporate those principles in the classroom, raising questions about whether pull-out or a coaching model in the classroom is the best strategy.

As a result of all these issues, leaders agreed that their energies are often focused on their test scores and trying to meet the needs of students with disabilities. One leader suggested that the state's accountability system has led districts to focus on students who were not yet proficient on MCAS, explaining, "We were trying to get everybody to be proficient. Being proficient became the goal rather than being exemplary."

A different leader explains that Massachusetts "just has not had the infrastructure or even the teacher training. It just has not been part of the culture of schools." In addition, the leader referred to concerns about equity and that historically more privileged families and their children have benefitted more from gifted education. He wonders, "Have we over-corrected? Probably, and how do we think about a system where there's an equitable approach to giving gifted and talented education?"

District leaders had suggestions for what support policymakers could offer in order to help them meet the needs of advanced and gifted students in their districts. District leaders suggested:

- A state definition of gifted;
- A metric to know when a student is gifted;

- Models of gifted education programs and lessons, including beyond Massachusetts;
- Examples of what advanced or gifted and learning tasks look like;
- Teacher training and professional development for administrators and teachers;
- Sustainable funding to support gifted education; and
- A common understanding about the purpose and goals of gifted education.

The district leaders with whom I spoke recognized the challenges of meeting the needs of gifted students, particularly in elementary schools. They recognized the negative consequences when their needs are not met. They spoke about balancing a range of needs, including time spent on assessments vs. universal screening, and the value of heterogeneous groups vs. grouping students by ability. They would like more information about how gifted programming would work and what gifted education looks like. They agreed that a state conversation about giftedness would help in order to create a common understanding about the purpose and goals of gifted education.

Meeting the Needs of Accelerated Learners in Falmouth Public Schools

In 2015, Falmouth Public Schools made a decision to become more intentional about meeting the needs of accelerated students in the district's four elementary schools. The district invested in professional development focused on helping teachers meet the needs of all students, specifically those who are capable of work beyond their grade level. This is not a gifted program, and, in fact, the district deliberately eschews the term "gifted," which it finds to be exclusionary and limiting. Rather, the district prefers to talk about accelerated learners, which implies movement, and the idea that there is something else to learn.

Falmouth Public Schools, a district on Cape Cod, educates about 3,300 students in its K12 public schools. The share of economically disadvantaged students in the district is slightly less than the state average (30.4% vs. 32.0%), and the percentage of white students is greater than the state average (79.9% vs. 60.1%) and, correspondingly, there are lower percentages of students of color in the district. In 2018, the percentage of students in grades 3-8 that met or exceeded expectations on MCAS math was 54 percent, compared with a statewide average of 47 percent. The district is showing progress across most accountability measures, and the students in grades 3-8 are making typical progress with an average student growth score between 40 and 60.

The motivation to meet the needs of accelerated learners through a multi-year commitment to professional development came from a variety of sources. Teachers were seeking resources to help them meet the needs of students who were strong academically. Parents who had identified their children as gifted or academically accelerated wanted the schools to do a better job of challenging their children. At the same time, administrators realized that students could not access advanced opportunities in later years if they did not have foundational skills. District administrators describe the importance of students learning how to work through challenges in their early years, so they are prepared to do so in later years. These different views came together and led to seeking out professional development for teachers in the elementary schools.

Falmouth worked with Janis Baron, a consultant with Teachers 21, to develop a professional development program to enable elementary school teachers to meet the needs of accelerated learners. In the first cohort, there was one teacher from each grade from each of the four elementary schools. The teachers attended half-day professional development sessions five times throughout the year, and Janis would also spend time at each school to coach teachers, work with administrators, and teach model lessons to students. The focus was on pedagogy, examining the instruction to make certain it was meeting the needs of all students. Janis shared strategies and materials to help the teachers go deeper. Teachers had opportunities to discuss challenges with their peers and to observe other teachers across classrooms.

The teachers who were participating in the professional development brought back what they were learning to their colleagues at their schools. Based on the positive feedback from staff in the first cohort, a second cohort was added in year 2, and those teachers received the same training. This school year (2018-19), a third cohort was added. By the end of this year, almost all of the elementary school teachers and some of the elementary school specialists, such as art and music teachers, will have participated in the professional development. As Falmouth looks to the future, it is considering designating teacher leaders in each grade at each school who can be the point person for their colleagues as a way to sustain the professional learning and instructional model.

Part of the strategy is focused on grouping students in ways that they have opportunities to be challenged by peers at their level. The schools cluster small groups of peers together in classrooms or facilitate groupings across classrooms for lessons or projects. As one teacher explains, "In the classroom you want at least another peer at their level so they are not isolated. It's beneficial for the students who are accelerated because they have someone [with whom] they can rack their brains with and have discussions with." The teacher also notes that grouping the students with academic peers also helps the classroom because the students are less likely to be disruptive.

Teachers and administrators appreciate the flexibility of this approach and point to the ability to be fluid in their strategies. It is not a one-size fits all approach. Students might be accelerated in one content area and not in another. Students might develop and change over the summer. Teachers can adjust groupings across classrooms to meet the needs of accelerated learners. In contrast, they describe a gifted program as taking away that flexibility by "locking" students into a group. Their approach enables teachers to recognize a specific strength or talent and then create an opportunity for the student to "journey further." According to district administrators, the students can "deepen their learning and challenge themselves in a way that doesn't allow them to become complacent with their learning."

It is an approach based on the strengths of students – pushing all students to go farther, extending their learning based on their strengths. If a student is accelerated, the teacher is pushing that student a little farther. If a student is working on grade level, the teacher is also pushing that student a bit farther. It is just differentiated to the students' readiness level. For example, if the class is working on phonics and a student in that class is already writing and spelling, that student might be challenged to write sentences and to rhyme words, while her classmates are working on decoding and spelling out words. A teacher explains that everyone might be going to California, but each student's route might be different.

The district had previously done work in differentiation. Yet, they found that the focus gravitated to meeting the needs of students who were struggling to master grade-level work. According to a district administrator, "There needed to be an intentionality around the conversation about accelerated learners." They found that students who had mastered the skills and content were also struggling, just in a different way. The administrator explains, "They need challenge. They need extension. They need deeper learning." A teacher further elaborates that giving more of the same work is not going to help, nor is giving the student next year's work. The accelerated students need a challenge that deepens their learning. They found that the consequences of not meeting the needs of accelerated learners were often behavioral issues. Despite teachers' best efforts, prior to the professional development, the district was not confident that they were addressing all of the needs that accelerated students presented in their classroom.

With the professional development and coaching, teachers describe being more mindful about supporting all different levels of learning. They have added more project-based learning that is more open-ended. On a recent Friday, using things from the environment, students built their own nests that won't fall apart. Students have built bridges, boats, and parachutes with limited materials. There will be a wide range in how students approach these projects and the depth of their solutions. These projects offer flexibility to meet student needs, and with common planning time, teachers have greater opportunities to collaborate.

Describing a boy in first grade this year who is accelerated in math, a teacher explains while his classmates were speed solving basic addition problems, he started out with subtraction and then moved onto multiplication problems. As the

the class worked on nonstandard units of measurement, he worked on multi-step problem-solving. When he is challenged, his teacher explains that “it’s like his eyes are gleaming, [with] the biggest smile on his face because he knows he’s accomplished something.”

The district administrators and teachers describe a mindset that expects that teachers put in as much work in meeting the needs of accelerated learners as they do to meet the needs of struggling learners. The district views this effort as part of their work toward equity within their larger strategic plan, titled The Framework for Student Success. Their approach is also consistent with their emphasis on nurturing a growth mindset in their students. The growth mindset emphasizes that the brain is like a muscle; it needs to be used to get stronger. All students should have opportunities to learn, whether they are at grade level, below grade level, or above grade level.

V. Views of Parents and Other Stakeholders About Gifted Education

Parents are key stakeholders in discussions about policies and practice about the education of gifted children. In order to understand their experiences and perspectives, DESE created an email address where anyone could send feedback about their experiences. I relied on the advocacy community to let stakeholders know about the opportunity to submit commentary; neither I nor the Department did any outreach to solicit feedback. Like the findings from the district leaders, it is important to note that these are a self-selected group of parents and other stakeholders. Their views may not be representative of the views of parents statewide or even of the views of parents of academically advanced or gifted students. Nonetheless, their experiences add critical information to the discussion of gifted education, and many parents offer a snapshot into the consequences of not meeting the needs of gifted students.

I received 79 emails from stakeholders. Of those 79 emails, the majority (70) were from parents. The remaining emails came from teachers (3), former students who had participated in a gifted education program (2), school committee members (2), a psychologist who specializes in gifted education, and a nurse practitioner.

The parents who responded to the opportunity to provide commentary live in all regions of the Commonwealth and are from cities and towns of different sizes and socioeconomic characteristics. Parents from urban centers submitted comments, as did parents from wealthy suburbs. Several parents specifically identified themselves as low-income, and several also identified themselves as people of color. Some parents

Key Findings from Parents

The needs of gifted students are different, both academic and social-emotional needs;

Schools are unable to meet their children’s needs, and they also lack an understanding of their children’s needs.

Teachers lack training or support to meet the needs of gifted students.

The lack of understanding, teacher training, resources, and policy guidance harms children.

The harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, and disengagement from school.

Some parents report pulling their children from the public schools, either to homeschool them or to switch to a private school.

wrote about their experiences in school districts that are considered by many to be high-quality districts. Several parents who submitted comments live in towns that have gifted programs. Despite some differences, the experiences of the parents who submitted comments were very similar overall, and a common set of themes emerged.

The parents were very clear that they view the needs of gifted students as different from those of other students, both their academic and social-emotional needs, with many likening their needs to those of special education students.¹⁰ Put simply, one parent writes, “It is well documented that children of gifted ability have unique learning needs and challenges.” Another parent explains, “Gifted kids don’t just learn more than other kids, they learn differently from other kids and require different teaching methods. This is a special need. These kids should be seen as special needs students, just like kids who have learning challenges. This is not a minor issue that can be dismissed easily for these kids. For gifted kids, it is an existential crisis if they cannot learn.” Similarly, another parent writes that “Gifted students are simply born with brains wired to learn differently, and their needs are not being met in our state’s education system as it is now. They display cognitive, artistic, leadership or academic ability outside the norm for their age. These traits require accommodations that are typically not provided in regular classroom settings, unless we plan for it.”

Nearly every parent wrote that the public schools were not able to meet their children’s needs. Twenty-two parents explicitly described the inability of schools to meet their children’s needs, while this inability was implicit in most other comments. One parent explains, “In Massachusetts, teachers and schools are not equipped and/or not willing to address the need for advanced learners that require increased and different challenges for their academic development and social-emotional well-being.” Parents attributed the inability of schools to meet the needs of gifted students to different factors, including lack of resources, lack of training, lack of policies, and lack of understanding of these students’ needs.

A lack of understanding was a common theme. A father explains, “There was no recognition of what [my son] needed or why he was struggling with his social-emotional development...This is a real issue. Gifted kids have special needs, and there’s a lot of kids and families suffering because their needs are not being met.” Negative consequences result from not meeting the needs of gifted students. This parent speaks for many when she states, “I can tell you honestly that the lack of understanding of gifted children – not just the academic needs but even more an understanding of the emotional and social intensity and challenges – has deeply injured my son and my family.” The lack of understanding and inability to meet the needs of gifted students has led to harms for students and their families, according to the parents who submitted commentary.

¹⁰ According to the *State of the States* survey, 23 states required gifted education strategies align with special education, especially regarding a free appropriate public education.

In describing the lack of understanding, some parents referred to myths about gifted students, including the idea that gifted children will be fine on their own. A mother explains that “Many [educators] believe the common myths about gifted students, including that gifted children do not need any special assistance and can get by on their own, and that social considerations are more important than academic when determining a child’s placement.” Parents believe that educators’ and administrators’ lack of understanding contributes to certain misbeliefs, such as gifted students will be fine on their own or that they do not need any specific accommodations, which has not been true for their children.

Acceleration, an intervention where a student progresses through an educational program faster or at ages younger than typical, is a common strategy nationwide to meet the needs of gifted students.¹¹ Fourteen parents who wrote about the inability of their children to accelerate, either at the subject level or grade level, believed that some of the harms to their children could have been alleviated if their child was able to accelerate. In contrast to most families’ experiences, three parents wrote that their children had been able to accelerate, and it had been a positive experience. One parent describes the positive impact of her son skipping first grade, as “he has made many friends, and he is doing well in all subjects.” At the same time, she acknowledges that “as long as accommodations for gifted students are treated as a favor and an exception rather than a necessity and a right, only a select few children will ever access them.” Acceleration is a policy that some parents of gifted students believe could help meet their children’s needs.

Other parents who submitted commentaries also raised concerns about the lack of policies toward gifted students. One parent explains that the education that a gifted child receives is “incredibly subjective and subject to budgets, teacher personalities, classroom constraints, and a myriad of other factors.” Another parent echoes that it “is extremely variable, based on training, personality, and beliefs of teachers and administrators that a child has.” These parents and others suggest that districts and schools need guidance and also training to meet the needs of gifted students.

The lack of training for teachers was a major concern, raised by twenty-four parents. One parent describes, “It was not the fault of her teachers. They were lovely. This was a problem of lack of appropriate assessment, lack of appropriate policy regarding the needs of gifted students, lack of education regarding what they need to take part in real learning in a classroom, and a lack of leadership in our state’s schools regarding the needs of these children.” Similarly, a parent writes that “Teachers need training, districts need guidance and mandates to provide the appropriate education for our gifted youth.” Despite teachers’ best intentions, their lack of training has had negative consequences for students and their families. In

¹¹ Because there is no state policy and because Massachusetts does not collect data on acceleration, we don’t know its prevalence in the Commonwealth, although it should be included as part of the OCR data collection, which suggests it is rarely used in Massachusetts.

addition to the adverse effects on the children, the lack of teacher training impacted families in a variety of ways, including having to address the children's social-emotional needs and/or respond to behavioral issues at home and/or the financial burdens of homeschooling or private school tuitions.

While most parents did not blame the teachers, several parents referred to hostility or indifference from their children's teachers. One parent wrote that her daughters "were told they could not take out Harry Potter books in 2nd grade, because it wasn't a 2nd grade book." She went on to say that "They were told not to be 'know-it-alls.' So my girls grew up hating school." Another parent writes that "In third grade, my child was told to stop memorizing more of the multiplication table because she was getting too far ahead of everyone else, but the teachers did not provide any additional material for my child to learn." These experiences were the exception; in general, parents believed that the teachers were well-intentioned but lacked the training or support necessary to meet the needs of gifted students.

A father asks, "What is it going to take to get the state to realize that we have a large population of incredibly bright, gifted students – with their own specific set of learning needs – being left to flounder in our schools without access to an appropriate education, and with a total lack of understanding from their well-intentioned teachers who want to help them – but just don't understand their learning needs?"

Parents want policymakers to understand that they believe that gifted children will not just do fine on their own and that children suffer real harms resulting from a lack of understanding of gifted children's needs and the inability to meet those needs. Describing a misconception, a parent explains that nothing is done to meet the needs of her son "because people mistakenly believe that gifted kids have it made. They don't! He suffers greatly from depression and anxiety. He feels like an outsider."

Forty-two parents describe the harms their children have experienced. Examples of these harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of love of learning, loss of curiosity, and disengagement from school. This father reflects the sentiment of many when he writes, "It is breaking my heart to see my 7-year-old daughter becoming increasingly detached from school due to the lack of any real challenges." Parents (and district leaders who participated in the focus groups) report that the lack of learning opportunities can often lead to misbehavior. One parent describes the consequences for her son as "he is bored in school and often finds himself getting in trouble behaviorally as he jokes around a lot to fill the time." Tellingly, a teacher submitted a note that a student had written, which says "I wish my teacher knew how smart some of the bad kids are."

One mother of six children writes that she worries the most about her gifted son who cries daily because "he is incredibly lonely and isolated, and the school does

nothing to help him shine.” Another parent describes the long-term effects as: “Our public school has taken a child who started out in this world desperate to know everything about everything and to be the best at everything he does and turned him into a child who by 1st grade had given up on his dream of school being the place where the world and all its mysteries would open up to him and by 3rd grade stopped even asking me to teach him new things after school.” Other parents describe similar trajectories, with students checking out from school or refusing to attend school or hating school.

Ten parents wrote about their twice-exceptional (2e) children, and the schools’ inability to understand or meet their needs. Twice-exceptional students are gifted students who also have a learning disability. Some of these students have Individual Education Programs (IEPs). Despite these plans, their parents describe the same set of challenges that other parents of gifted students describe in terms of a lack of understanding of their needs and an inability to meet their needs.

In contrast, when gifted students are challenged and given opportunities to learn, parents describe motivated and energized children. A parent explains the contrast: “When appropriately challenged, he rises to expectations and looks forward to school each day, but he becomes disengaged and unhappy when forced to repeat work he mastered years ago.” Another parent elaborates, “When my child finally received learning material at his level of instruction, of which he has not yet mastered, he came to life with such vigor.” Parents report seeing their children thrive when they receive appropriate materials and curriculum, typically after they have left the public-school system, either to be homeschooled or attend a private school.

These harms have led parents to pull their children from the public school, either to attend a private school or to homeschool them. Seventeen parents reported moving their children to a private school, although not all could remain in a private school because of the financial burden. Eleven parents reported homeschooling their children. Several parents described the financial burden of having to leave the labor market to homeschool their children. Three parents wrote about moving school districts in an effort to find a better option for their children’s education.

Some parents were aware that not all parents of gifted students had the resources that they had or even the experiences to understand their children’s needs. Seven parents who were able to find a solution outside the public system voiced their concern for other families who might not have the same choices. One parent of color explains, “I am very mindful of the fact that, although we had the resources to get my son tested and placed in a private school, there are many minorities who do not. I am concerned that many bright minds are not getting the support they need.”

The message from the parents who submitted commentary is remarkably consistent: Gifted students have different needs from other students. The lack of understanding, resources, teacher training, and policy guidance harms their

children. The harms take a variety of forms, including isolation, misbehavior, and detachment from school. The parents believe that if the Commonwealth is committed to serving all students, the public schools must focus on the needs of gifted students, in ways that currently do not exist.

Common recommendations from parents include:

- Legislation to establish the rights of students to an education that meets their potential;
- Legislation to mandate the identification of and services for gifted students;
- Legislation to meet the needs of twice-exceptional students;
- Testing for giftedness among all students at an early age;
- Use of adaptive assessments;
- Training for administrators and teachers about giftedness;
- Ability for children to accelerate based on ability; and
- Resources for in- or afterschool academic interests, also at the elementary school level.

Gifted and Talented Middle-School Academies in Worcester

The parents and the community in Worcester want more advanced programming for their students, and the district is responding with programs in two middle schools. For over 25 years, there has been a gifted and talented program called the Goddard Scholars Academy for middle-school students, and the Academy has always had a waiting list. More recently, the district created the Hanover Insurance Academy of the Arts.

Worcester, the Commonwealth's third largest school district in 2018, is a diverse school district that educates over 25,000 students. The share of students of color is higher than the state average. In 2018, African American students accounted for 15.9 percent of the district, compared with 9.0 percent of all students statewide. The district has more than twice as many Hispanic students, compared with the state average (42.6% vs. 20%), and the share of English learners in the Worcester was more than three times as high as the state average (34.4% vs. 10.2%). Nearly 60 percent of the students are economically disadvantaged, compared with a statewide average of 32 percent. In 2018, 29 percent of the students in grade 3-8 met or exceeded proficiency in math MCAS, compared with the state average of 47 percent. The growth of MCAS scores across all grades show typical levels of growth, and the district is partially meeting its target goals.

As academically advanced and gifted students approach middle school, they have the option of applying to become a Goddard Scholar. The Goddard Scholars Academy is a citywide magnet program for highly motivated, gifted and talented middle school students in grades 6-8. Admission is based on MCAS scores plus a parent and student commitment to the program. While not necessarily ideal to use only one data point, the District found that using an objective criterion has led to more equitable access for all students. All eligible students are invited to an open house to learn about the program. There is a lottery to select the scholars from applicants who meet the criteria. There are 48 Goddard Scholars per grade. The demographics of the Scholars roughly reflect the total school district population, with the exception of EL students who are underrepresented.

The mission of the Academy is to provide a rigorous and accelerated program that can delve deeper into subjects. All students complete Algebra 1 by the end of 8th grade. The Academy is designed to help students become lifelong learners, good citizens, and leaders of the 21st century. It also aims to provide students with a safe, challenging, and fun place to learn. The Goddard Scholars Academy continues at South High Community School for grades 9-12, where the Scholars are part of a larger high-school community. Clark University offers two full college scholarships for the top two Academy students.

The Goddard program is a cohort model where students take all of their classes together and operate separately from other students in the building. They take a weekly gifted and talented class that includes a range of activities, such as an academy challenge problem, an engineering activity, peer mediation, a field trip or other activities. According to one teacher, the Academy students “tend to be kids who like school, who don’t mind doing homework, and have some curiosity. They are interested in being in school.” The teacher continues, “They challenge each other to be better students.” For some students, it is the first time that they have been challenged in school.

Almost all of the Academy teachers have received training and professional development at the University of Connecticut, and they use the schoolwide enrichment model advocated by Dr. Joseph Renzulli, a leader in gifted education. They aim to have students solving problems or issues in their community to make an impact, called a type III experience. For instance, a group of students collected socks and toiletries for homeless people, and they collected the goods from their churches, girl scout troops, and housing complexes. Many teachers offer after-school clubs, such as the Science Olympiad, the Math Team, and Model UN with students attending competitions outside the district.

The success of the Goddard program coupled with a need for more opportunities for advanced learners led to the creation of the Hanover Insurance Academy of the Arts, another citywide magnet program, which is currently in its second year. The Hanover Academy, housed within a different middle school, is an art-infused program for gifted and talented students. The program builds off of an existing arts program in that middle school, where students specialize in an art field, such as media arts, dance, music, or theater. Similar to the Goddard Academy, students qualify for the Academy based on their MCAS scores, and eligible students can apply to attend this 7th and 8th grade program. Again, all eligible students are invited to an open house the previous year to learn about the program. There are also 50 students in each grade. The students who attend the Academy have the opportunity to focus on two arts coupled with an advanced academics curriculum. The students will then continue as students in the arts magnet high school, which is adjacent to the middle school.

Their work to meet the needs of advanced learners is not done. The current two programs are not sufficient to meet all the needs. So, the district is in the process of planning for a third program at a different middle school. The focus of this program will be health sciences, and the partnerships and details are still being planned. According to district leaders, the topic of advanced learners and gifted students comes up often in the district. As families consider choosing Worcester as their place to live, they want to know what the schools can offer, and, the district is doing its best to respond and to meet the needs of all students.

VI. Academic Research on the Efficacy of Gifted Programs

Students receive a great variety of types of gifted services across the country. Programs differ in terms of goals, definitions of students served, how the gifted services are delivered, the amount of services received, and the content of the curricular materials. It is helpful to think of gifted programming in two broad categories: acceleration and enrichment. Acceleration programs enable students to advance either by grade or by subject matter more quickly than their peers.¹² In contrast, enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels.

Enrichment programs can benefit gifted students in terms of their learning outcomes and social-emotional well-being. Because of the large variation in enrichment programs, however, it is challenging to identify which characteristics of enrichment programs result in positive impacts for different groups of students. Some research finds positive effects of enrichments, while other research finds no effects. For instance, one study that analyzed the effects of gifted programming in mathematics and reading found no effect on gifted students' achievement or on their academic attitudes. Yet, the researchers also note that the programming did not distinguish between the type, length, or degree of programming (Adelson, McCoach, & Gavin, 2012). In contrast, a meta-analysis of 26 studies found that the enrichment programs had a positive impact on both gifted students' academic achievement and social-emotional development (Kim, 2016). Some enrichment programs lead to positive outcomes, but more research is needed to better understand the attributes of effective gifted enrichment programming.

There are also open questions about which students might benefit the most from gifted programs. In one study "*Does Gifted Education Work? For Which Students?*" researchers examined the impact of separate gifted classrooms on three different groups of 4th grade students: 1) non-disadvantaged students with IQ scores ≥ 130 ; 2) low-income students and English learners with IQ scores ≥ 116 ; and 3) students who missed the IQ thresholds but scored highest among their school/grade cohort in statewide achievement tests in the previous year. The researchers found no effects on the reading or math achievement for the first two groups of students. In contrast, they found that students in the third group, the students who missed the IQ

Key Findings About the Efficacy of Gifted Programs

Gifted programming can be thought of in two broad categories: acceleration and enrichment.

Enrichment programs can benefit gifted students. The research findings are mixed, with some programs showing positive outcomes and other programs finding no effect. More research is needed to identify the attributes of effective enrichment programs and for which students.

The research on acceleration consistently finds acceleration be an effective intervention for gifted students and is also usually effective in terms of social emotional adjustments.

Several recent studies have found that higher achieving students learn less in school than other students. In one study, higher achieving students learned at the same rate during the summer as they did during the school year.

¹² Acceleration can include: early entrance to school, whole grade, subject matter, curriculum compacting, self-paced instruction, and early entrance to college.

threshold, showed significant gains in reading and math. These findings lead the researchers to conclude “that a separate classroom environment is more effective for students selected on past achievement – particularly disadvantaged students who are often excluded from gifted and talented programs” (Card & Giuliano, 2014). The study raises larger questions about the importance of clarifying the goals of gifted programs and also the need to understand in a much more nuanced way than currently exists about which students might benefit from what type of programming.

In contrast to the research findings on enrichment, the research on acceleration consistently finds acceleration be an effective intervention for gifted students and finds that it is usually effective in terms of social-emotional adjustments (Colangelo, Assouline, & Gross, 2004). Studies about acceleration date back to the 1920s. In his analysis of acceleration interventions since the 1960s, James Kulik finds that bright students almost always benefit from accelerated programs of instruction (Kulik, 2004). The accelerated students usually perform like bright, older non-accelerated students. In addition, the accelerated students usually score almost one-grade level higher on achievement tests than bright, same-age non-accelerated students do (Kulik, 2004). His research finds that other types of programming for gifted students are less effective than acceleration. His conclusions that acceleration is the most effective intervention for bright students and that the benefits of acceleration have been strongly documented are shared by a wide range of scholars who have looked at the efficacy of acceleration.

Other research focuses on the long-term positive outcomes to students who have accelerated. One study compares accelerated students with older grade-level peers who had similar academic and demographic backgrounds who were not accelerated. The findings suggest that, on average, accelerated students consistently and significantly outperformed their nonaccelerated peers, both in high school and in college. When compared with their comparable nonaccelerated peers, accelerated students perform better on both the PSAT, SAT, and most ACT measures. They earn higher grades in high school and in college, compared with their comparable nonaccelerated peers (McClarty, 2015). In addition, in another study, the research finds that being in an accelerated program can affect a student’s educational goals. Specifically, Kulik finds that “accelerated students are clearly more likely than bright non-accelerated students to aspire to advanced educational degrees.” (Kulik, 2004). The benefits of acceleration persist beyond K-12 schooling.

Concerns about the effects of acceleration on students’ social-emotional well-being are common. It is important to note that there are a wide variety of acceleration options and policies. In some situations, students may stay with their age-based peers for some or most of the school day. In other situations, they may be solely with older peers. In addition, depending on what type of acceleration, the age of the students can vary significantly. Acceleration policies range from early entrance to kindergarten to early entrance to college. While the specific context and design of the acceleration matters, a growing body of work finds that students who

experience acceleration opportunities seem to benefit psychologically (Cross, Andersen, & Mammadov, 2015). At the same time, research also identifies educator resistance to acceleration. Educators are often concerned about the social-emotional impact of acceleration on students (Rambo & McCoach, 2012). Many studies have found either positive or no negative effects, although a few studies have found negative impacts. A full exploration of the social-emotional needs of gifted students should also include an examination of the social-emotional effects of a lack of policies, such as not allowing acceleration or offering other gifted programming.

In thinking about the efficacy of gifted education, it is useful to step back and reflect about its purpose and goals. At its core, gifted education is about meeting the needs of all students, allowing them the opportunity to learn and be challenged. Several recent studies find that gifted students learn less in school than do other students. A recent survey found, “Gifted students, on average, began third grade with academic achievement two grade levels above the academic level of non-gifted students but posted slower academic growth than general education students between third grade and fifth grade” (Long, Hamilton, McCoach *et al.*, 2019). Similarly, a different study found that high-achieving students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). Similarly, in another study, researchers found that the highest achieving students had the slowest growth during the school year. One of the study’s authors wonders, “There was a real question as to whether or not those students were benefiting at all from their time in school” (Sparks, 2019).

A national study *Do High Flyers Maintain Their Altitudes: Performance Trends of Top Students* has similar findings. The researchers found that high-achieving boys were more likely than high-achieving girls to lose ground in math and reading, raising questions about the differential impact of the lack of academic growth and progress. These research findings raise questions about schools’ ability to meet the academic needs of high-achieving students.

While more research is needed to better identify the attributes of successful gifted programs and what type of programs work best for which students, that need should not be interpreted as a case for inaction. Enrichment programs can be an effective way to meet the learning needs of advanced and gifted students. In addition, the research findings on acceleration are clear and consistent about the benefits for gifted students, including longer-term outcomes.

VII. The Academic Trajectory of Advanced and Gifted 3rd Grade Students

Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we cannot track the academic progress of students identified as gifted. As a result of these limitations, this analysis focuses on

academically advanced 3rd graders – defined as those students who scored 272 or higher on the math MCAS in 2014.¹³ These students represent the top 12 percent of all 3rd grade students in the state.¹⁴ In the analysis that follows, we will follow this same group of students through 6th grade.¹⁵ We refer to these students who are in the top 12 percent as the academically advanced 3rd graders.

From the outset, it is important to note that the MCAS is not an assessment of giftedness. Rather, it is a curriculum-based assessment. We can say that these students are academically advanced. We do not know how many are gifted, and we also do not know how many gifted students are not included in these numbers, either because they have left the public-school system or because their giftedness may not be reflected in their MCAS scores.

In 2014, there were 8,316 students (12.4%) who scored 272 or higher on the math MCAS in 3rd grade. Table 4 shows both the racial and ethnic breakdown of those students and racial and ethnic distribution of all 3rd grade students. Both white and Asian students were overrepresented in the top 12 percent. In contrast, Black and Hispanic students were underrepresented. Black students accounted for 3.2 percent of the top students, although 8.2 percent of all 3rd graders were Black. Similarly, Hispanic students accounted for only 7.7 percent of the top students, although they were 17.9 percent of all 3rd graders in 2014.

Table 4: Academically Advanced 3rd Grade Students by MCAS Math Scores, 2014

Key Findings About the Academic Trajectory

By 6th grade, 45% of the academically advanced 3rd grade students remain in the top decile of MCAS math achievers.

There are large racial and ethnic differences. More than three-quarters of the academically advanced 3rd grade Black and Hispanic students are no longer in the top decile in 6th grade.

Similarly, three-quarters of the academically advanced 3rd grade low-income students are no longer in the top decile in 6th grade.

The schools that academically advanced 3rd grade Black and Hispanic students attend in 6th grade are much more likely to have low student growth.

¹³ During 2015 and 2016, some students took MCAS, while others took the PARCC assessment. The Department of Elementary and Secondary Education created equivalency tables allowing comparisons of student achievement across both assessments. This analysis includes all 3rd grade students. In addition, from 2014-2016, the assessment was the legacy MCAS. In 2017, the state switched to the next generation MCAS assessment. Our analysis is based on the math MCAS, because the relationship between math achievement levels on the legacy and next generation MCAS is more consistent. In addition, the relationship between math instruction and growth and achievement is also stronger.

¹⁴ We aimed to look at the top 10% but cutting the data at 272 allowed us a clear line, meaning we did not have to make distinctions between students who earned the same score. We also did this same analysis for students who earned a perfect score on the 3rd grade math, which was the top 6.67% of students. Because the trends were the same for the students who scored a perfect score, we decided to focus on the top 12%, giving us a larger number of students for our analysis and a greater ability to break out findings by student subgroups.

¹⁵ I want to acknowledge and thank Tyrone Mowatt of Ed Inquiry who recommended that we pursue this analysis. I also want to thank Bob Lee and Kate Sandel of DESE who did the analyses of the MCAS data for this section.

	Number of Top 12% Students	Percent of Top 12% Students	Percent of All 3 rd Grade Students
Asian	1,147	13.8	6.3
Black	268	3.2	8.2
Hispanic	642	7.7	17.9
Multi-race	362	4.4	3.4
Other*	16	0.2	0.3
White	5,881	70.7	63.9
Total	8,316		

*Includes Native American and Pacific Islander students

In addition to race and ethnicity, we analyzed some additional characteristics of the students in the top 12.4 percent, including students who were English learners (EL), low-income students, and students with disabilities (SWD) (Table 5). To be clear, these characteristics are not mutually exclusive. For instance, a student can be both an English learner and also be low-income. All of these students have also been counted in Table 4, by their respective race and ethnicity. All of these students (EL, low-income, and SWD) were underrepresented in the group of academically advanced students. English learners were 3.8 percent of the top students, while they were 10.8 percent of all 3rd graders. Low-income students were 17.7 percent of the top students, although they were 40.9 percent of all 3rd graders. And, students with disabilities were 4.2 percent of the top students, while they were 16.8 percent of all 3rd graders. In the gifted community, students who have disabilities and are gifted are commonly referred to as twice exceptional (2e) students. Three hundred forty-eight of the academically advanced 3rd grade students were students with disabilities. Again, we don't know how many of these students with disabilities are twice exceptional, but they certainly are academically advanced.

Table 5: Academically Advanced 3rd Grade Students by MCAS Math Scores by Other Characteristics, 2014

	Number of Top 12% Students	Percent of Top 12% Students	Percent of All 3 rd Graders
English learners	315	3.8	10.8
Low-income*	1,476	17.7	40.9
Students with disabilities	348	4.2	16.8

*Low-income is defined as students who received free or reduced-price lunch.

We follow those academically advanced students for three years asking: What happens to academically advanced students between 3rd and 6th grade? Of the students still attending Massachusetts public schools, we examined how many stayed in the top decile or top quintile of math MCAS scores in 4th, 5th, and 6th grades. (In 4th grade, we use the top 11% to allow for an even break between scores).¹⁶ We

¹⁶ Over 90 percent of the academically advanced students as measured in 3rd grade remained in the Massachusetts public schools (7,637/8,318 students).

find that half or slightly less than half of the academically advanced students remain in the top decile in 4th, 5th, and 6th grades (Table 6), and by far, the largest drop off is between 3rd and 4th grade. In 6th grade, 45.2 percent of the academically advanced students were still in the top decile of MCAS math achievers.

Table 6: Academic Trajectory of Academically Advanced 3rd Grade Students

	Number	Percent
Grade 4, Top 11% (2015)	3,780	49.9%
Grade 5 Top 10% (2016)	3,403	45.0%
Grade 6 Top 10% (2017)	3,438	45.2%

Racial and Ethnic Differences

Large differences exist in the academic trajectories of students of different races and ethnicities. In Table 7, we present the academic trajectories of students of different races and ethnicities who were all in the top 12 percent in 3rd grade. The vast majority of the Black and Hispanic 3rd grade academically advanced students do not remain in the top decile. By 6th grade, only 21.0 percent of the Black academically advanced 3rd grade students remained in the top decile and only 23.3 percent of the academically advanced Hispanic students remained in the top decile. In 3rd grade, there were 268 academically advanced Black students; in 6th grade, only 50 of those same Black students remained in the top decile. We find a similar drop off for academically advanced Hispanic students. In 3rd grade, there were 642 academically advanced Hispanic students, and by 6th grade, only 130 of those same students were in the top decile. In sharp contrast, we find that 71.8 percent of the top Asian students and 43.6 percent of the top white students in 3rd grade were still in the top decile in 6th grade. There is a steep and disproportionate drop off of academically advanced Black and Hispanic students.¹⁷

Table 7: Racial Differences of the Academic Trajectory of Academically Advanced 3rd Grade Students

	Asian (Top 12% 3 rd Grade)	Black (Top 12% 3 rd Grade)	Hispanic (Top 12% 3 rd Grade)	Multi-race (Top 12% 3 rd Grade)	White (Top 12% 3 rd Grade)
Grade 4 Top 11% (2015)	69.9%	27.1%	37.9%	51.1%	48.4%
Grade 5	69.5%	26.5%	29.5%	49.1%	42.8%

¹⁷ Note that this analysis examines the same students over time. The top decile of 6th graders might include other Black or Hispanic students who are not part of the top 12 percent in 3rd grade.

Top 10% (2016)					
Grade 6 Top 10% (2017)	71.8%	21.0%	23.3%	46.0%	43.6%

If we broaden our lens a bit to examine which students remain in the top quintile, we find that more academically advanced 3rd grade students remain in the top fifth of distribution. Overall 69.7 percent of the academically advanced students remain the top quintile. Yet, the same discrepancies between students of different races and ethnicities exist (Table 8). While 43.3 percent of the academically advanced Black 3rd grade students and 47.3 percent of the academically advanced Hispanic 3rd grade students remain in the top quintile in 6th grade, more than half are no longer in the top fifth of the distribution. In sharp contrast, 89.1 percent of the academically advanced 3rd grade Asian students and over two-thirds (69.7%) of the advanced 3rd grade white students remain in the top quintile. More than half of the top Black and Hispanic students in 3rd grade were not in the top quintile of students in math by 6th grade.

Table 8: Racial Differences, Top 20%

	Asian (Top 12% 3 rd Grade)	Black (Top 12% 3 rd Grade)	Hispanic (Top 12% 3 rd Grade)	Multi-race (Top 12% 3 rd Grade)	White (Top 12% 3 rd Grade)
Grade 6 Top 20% (2017)	89.1%	43.3%	47.3%	68.9%	69.7%

Other Student Characteristics (EL, low income, students with disabilities)

Similar gaps exist for English learners, low-income students, and students with disabilities (Table 9). Among the academically advanced low-income students in 3rd grade, only one quarter (24.8%) of those same students remain in the top decile in 6th grade. A higher share of the academically advanced English learners and students with disabilities remain in the top decile. Specifically, 39.0 percent of the top English learners and 36.0 percent of the top students with disabilities remain in the top decile in 6th grade. Broadening our lens to look at the top fifth of the distribution, we find more students remain in the top 20 percent (Table 10). Nonetheless, less than half of the low-income students who were academically advanced in 3rd grade remain in the top fifth of the math distribution in 6th grade.

Table 9: Academic Trajectory of Advanced Students by Other Characteristics

	English Learners (Top 12% 3 rd Grade)	Low-Income (Top 12% 3 rd Grade)	Students with Disabilities (Top 12%

			3 rd Grade)
Grade 4 Top 11% (2015)	43.5%	34.0%	36.4%
Grade 5 Top 10% (2016)	39.0%	29.5%	34.1%
Grade 6 Top 10% (2017)	39.0%	24.8%	36.0%

Table 10: Other Characteristics, Top 20%

	English Learners (Top 12% 3 rd Grade)	Low-Income (Top 12% 3 rd Grade)	Students with Disabilities (Top 12% 3 rd Grade)E
Grade 6 Top 20% (2017)	63.2%	49.1%	54.9%

Because this is a descriptive analysis, we can describe what is happening but the analysis does not explain why this is happening. What conclusions can we draw? It is noteworthy that most of the drop off is occurring between 3rd and 4th grade for all students. From this analysis alone, we cannot say what exactly is happening, but there are several possible explanations. First, it might be the case that MCAS, as an assessment, does not do a good job of measuring the achievement of the top students and, as a consequence, there is some measurement error of the achievement of the top students. Another explanation is that the school systems are not doing a good job of supporting the needs of advanced students, perhaps in making certain they have access to challenging materials or increased levels of rigor, which leads to the drop off throughout the elementary school years. A third explanation is a concept called regression to the mean, which refers to the statistical fact that very low or higher performers tend to move toward the group average over time. While these explanations are plausible and can possibly explain part of the drop off, none of them explain why the biggest drop is between 3rd and 4th grade. A fourth explanation could focus on an analysis of the standards assessed in 3rd and 4th grades to determine if the 4th grade standards are markedly different in their difficulty, thus helping to explain the large drop off between those two grades.¹⁸

What is clear from this analysis is that there is a steep and disproportionate drop off of academically advanced Black and Hispanic students and low-income students (some of whom are the same individual students), as compared with other

¹⁸ One way to assess this question would be to do a similar analysis for 4th grade students. The analysis would identify the top decile of 4th grade students and then look at their academic trajectory over time to see if there is a comparable level of drop off as they progress.

academically advanced students. **These data indicate that the needs of academically advanced Black and Hispanic and low-income students are not being met.** The vast majority of the students who are in the top decile in 3rd grade are no longer in the top decile by 6th grade. Even when we broaden our lens of achievement, more than half of these top students in 3rd grade are no longer in the top quintile of math achievers by 6th grade. These findings should prompt urgency to find ways to better meet the needs of academically advanced Black, Hispanic, and low-income elementary school students.

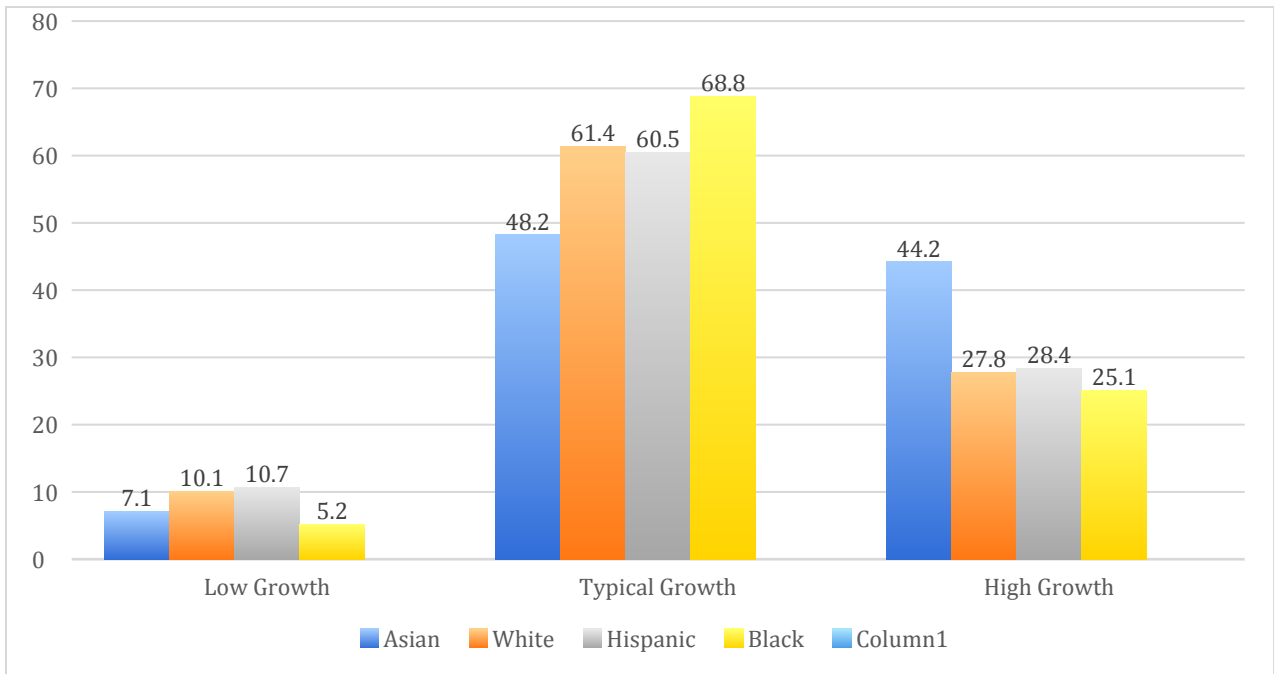
School Level Analysis

We also examine the achievement levels of the schools that the academically advanced 3rd grade students attend in 3rd grade and 6th grade. This analysis gives us information about the schools that students attend and the achievement levels of their schoolmates. To do this, we examine the overall student growth percentile (SGP) for the schools that academically advanced students attend. The SGP is calculated for all students in the school – not just the academically advanced students.¹⁹ The SGP data compares the performance of students with other students like them over time, asking is their MCAS performance growing more than, less than, or at the same rate of their academic peers? A student-level SGP score of 40 to 60 is considered typical growth, meaning that the student is growing roughly the same amount as other students who scored similarly on previous years of the MCAS test (academic peers). A score above 60 is considered high growth, meaning the student is making greater gains than his or her academic peers, and a score below 40 is considered low growth, meaning that the student is making smaller gains than his or her academic peers. SGPs can be aggregated across all students in a school to give a measure of the growth of students overall in a particular school. Typically, school-level SGPs are reported as the mean (average) SGP of all students in the school.

Figure 2 shows the school level growth (SGP) for schools that the advanced students attend in 3rd grade, broken down by their race. We find that almost 45 percent of the advanced 3rd grade Asian students attended a school that had a high level of student growth. In contrast, only 25 percent of the academically advanced Black 3rd graders attended a school that had a high level of growth. Academically advanced 3rd grade Hispanic students were the most likely to attend schools with low levels of growth. Academically advanced white students were also more likely than other advanced students to attend schools with low growth in 3rd grade.

Figure 2: School Growth in 3rd Grade of Academically Advanced Students, 2014

¹⁹ Academically advanced students who attended K-3 schools are not included since those schools do not have a SGP, because 3rd grade is the first year that students take the MCAS.

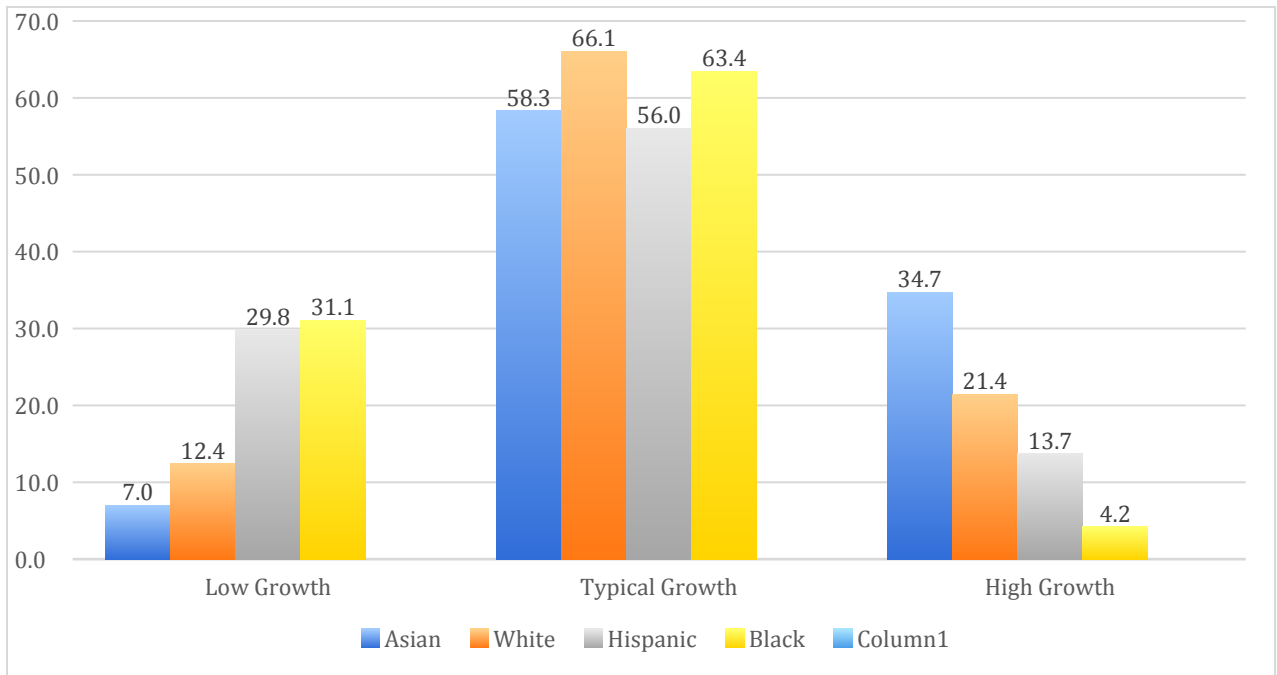


We next examine the growth levels of the schools that these same students (the academically advanced students in 3rd grade) attend in 6th grade. Between 3rd and 6th grade, most students (87%) have transitioned to a new school. In 3rd grade, many are in K-5 schools, and in 6th grade, most attend a middle school that is not the same school as their elementary school.

We find big differences in the student growth of the schools the academically advanced 3rd graders are now attending as 6th graders (Figure 3). Fewer than 5 percent of the academically advanced 3rd grade Black students attend schools with high growth in 6th grade and more than 30 percent of the academically advanced 3rd grade Black students attend schools that have low levels of growth in 6th grade. Nearly 30 percent of the academically advanced Hispanic students were also attending schools with low growth. In sharp contrast, almost 35 percent of the academically advanced Asian 3rd grade students are attending schools with high growth in 6th grade and fewer than 10 percent are attending schools with low growth.

In the previous analysis, we saw a large drop off in math achievement between 3rd and 4th grade for the academically advanced students. These data about the achievement levels of schools that academically advanced Black and Hispanic students attend in 6th grade do not bode well for their future academic trajectory beyond 6th grade. The schools that academically advanced Black and Hispanic students attend in 6th grade are more likely to have low student growth, meaning that the students in those schools are making smaller academic gains, compared with their academic peers.

Figure 3: School Growth in 6th Grade of Academically Advanced 3rd Graders, 2017



Academic Research on Equity of Access and Opportunity for Advanced Learners

Numerous studies have documented the fact that low-income students and other traditionally underrepresented students have less access to gifted programs and other opportunities for learning. Jonathan Plucker and Scott Peters focus on what they call “excellence gaps.” They define excellence gaps as “differences between subgroups of students performing at the highest levels of achievement.” They find that very few low-income students score at the advanced level on any national tests. Similarly, they document large excellence gaps between students of different races and ethnicities (Plucker & Peters, 2016).

Massachusetts has some of the largest excellence gaps in the country, despite the fact that the percentage of students in Massachusetts scoring advanced on state and national assessments has increased (Plucker & Peters, 2016). At the national level, researchers have found that the mathematics excellence gap has increased over time (Rambo-Hernandez, Peters, & Plucker, 2016; Rambo-Hernandez, Peters, & Pluck 2017). To be clear, the excellence gap is not the same as the achievement gap which is focused on making certain that all students achieve basic proficiency. The excellence gap is focused on ensuring that all advanced learners can develop their talents. A recent report *No. 1 For Some: Opportunity and Achievement in Massachusetts* raises questions about inequities, in and out of the school system in the Commonwealth. While they identify inequitable access to rigorous coursework in high schools as a concern, they do not refer to inequitable opportunities for advanced or gifted students (*No. 1 For Some*, 2018). The overall high ranking of Massachusetts conceals important racial, ethnic, and socioeconomic gaps.

Plucker and Peters suggest that it is critical that public schools offer advanced learner opportunities for all students. Otherwise, if not offered, families who are aware of supplementary options and can afford them will seek out opportunities at their own cost that are outside of the public schools, which then exacerbates gaps in educational achievement (Plucker & Peters, 2016). The lack of opportunity in schools for traditionally underserved students to develop their skills will inevitably lead to increases in the excellence gap, as families with financial resources and other forms of social capital will seek opportunities outside of school to enhance their children's learning.

Researchers have identified different strategies that can reduce the excellence gaps. A key opportunity exists with the process of identifying advanced students. Parent and teacher referrals, common methods of identification, have been shown to systematically miss potentially qualified students. In one research project, after a universal screening program for 2nd grade students was implemented, the number of economically disadvantaged students and minorities placed in gifted programs increased substantially. These increases were the result only of implementing universal screening; the eligibility standards did not change (Card & Giuliano, 2015). Universal identification strategies, which have been shown to be effective at increasing the number of traditionally underrepresented students, however, presume that a service or program exists to offer the students who are identified.

Using local norms is another strategy to increase the number of traditionally underserved students who participate in gifted education programs (Yaluma & Tyner, 2018). In this approach, the highest achieving students at each school are identified. The reference group for the gifted identification process is the student's same-grade peers at their school. For example, the cut score might be the top decile of students in each building. The underlying idea is that because these highest performing students are most likely to go underchallenged, they need additional services to be appropriately challenged. Although students within schools will meet different standards for inclusion than those across the district, using a local norm process is likely to yield greater socioeconomic and ethnic diversity in a district's gifted program. Researchers confirm that when districts use a local norm to identify students for gifted programming, the share of underrepresented students increases (Peters, Rambo-Hernandez, Makel, *et al.*, 2019).

Increasing teacher diversity is a third strategy to increase the participation of traditionally underrepresented students in gifted education. Researchers find that schools with larger numbers of Black teachers or a Black principal have greater representation of Black students in gifted programs. They find similar results for Hispanic teachers and representation of Hispanic students in gifted programs. Diversification of the educator workforce appears to be an effective strategy to ensure greater access to gifted services for students of color (Grissom, Rodriguez, & Kern, 2017).

Researchers have identified strategies to increase the number of traditionally underserved students in gifted programs. Using universal screening and local norms have been shown to have a positive impact. In addition, a diverse educator workforce is also correlated with greater participation in gifted programs by Black and Hispanic students. These strategies, however, presume that a service or program exists to offer the students who are identified. The current hands-off approach of Massachusetts, with few gifted programs and not much attention to gifted education, has likely exacerbated the excellence gap. Our analysis of the academic trajectory of academically advanced 3rd-grade students documented the widening of the excellence gap between 3rd and 6th grade. Academically advanced students who are black, Hispanic or low-income are not being well served.

The Challenge Program at Waltham Public Schools

Third graders are learning about the geometry of a hexagon. They are making two- and three-dimensional hexagons from different shapes. In another class on the science of precipitation, which builds on what all students learned in second grade about the water cycle, they learn about the phases of matter. They learn what it means to go from solid to liquid to gas, and what determines a solid, liquid, or gas. Building on that lesson, the teacher will make a cloud and bring in different types of snowflakes. Looking at the snowflakes under a microscope, the students will identify the hexagons and also learn about Wilson Bentley, a man who photographs and classifies snowflakes. Finally, in this unit, the students write a creative writing piece following the prompt, "Once upon a hexagon..."

Waltham Public Schools educate a diverse group of 5,600 students. The share of Hispanic students is nearly double the state average (39.6% vs. 20.0%), and the share of English learners is more than double the state average (22.2% vs. 10.2%). The share of economically disadvantaged students is also higher than the state average (34.5% vs. 32.0%). In 2018, 44 percent of the students in grades 3-8 met or exceeded expectation on the math MCAS, compared with 47 percent statewide. The district is making typical progress toward meeting its improvement goals, with an average student growth between 40 and 60.

More than a decade ago, the Waltham Schools began the Challenge Program, a pull-out program that serves over 200 academically advanced and gifted students in third through fifth grade. Waltham currently has three Challenge teachers who divide their time between six elementary schools. (A new dual language program in the district will be adding a third-grade classroom next year.) The students are pulled out three times per week for 30 minutes during the intervention period to give students opportunities to understand content at deeper levels and to apply their knowledge to grade-level curriculum and beyond. The Challenge teachers also provide additional support and resources to classroom teachers.

Students are identified for the Challenge Program during the spring of second grade using the CogAT assessments in three areas: verbal, quantitative, and non-verbal. Students are nominated by teachers or referred by parents to take the assessment. For students who did not meet the criteria, they may take the assessment again the following year, and there is also a guest program if classroom teachers believe that they could benefit from the program. The guest program allows the district to include students who might have been missed by the identification process but whom could still benefit from the services provided by the program.

The district has been analyzing the demographics of the students who participate in the Challenge Program to determine whether they match the demographics of the district as a whole. They have made progress in this respect, but there are still differences. There is not yet equal representation across schools or students. Because of concerns about equity, the district is considering administering the CogAT test to all second graders.

The goal of the Challenge Program is similar to the goal for all students. It seeks to meet the needs of every child. As one teacher explains, "All kids have the right to learn." Henry Taraz, M.Ed., the lead teacher for the elementary science and challenge program at Waltham Public Schools, developed the Project Based Learning curriculum[©]. The focus is on enrichment, which builds upon fundamental skills gained primarily in the grade level classrooms. The three anchors of Project Based Learning are: interdisciplinary, inquiry-based, and hands-on. It is also about engaging in evidence-based discussions. The unit about the geometry of the hexagon comes from this curriculum.

The Challenge teachers also seek to meet the social-emotional needs of the students. They do this through collaborative projects and embracing all students' differences. The asynchronous development of gifted students often means that the development of their cognitive and social-emotional skills are uneven. If unattended, gifted students can feel lonely and as if something is wrong with them, potentially leading to depression and anxiety. The Challenge Program allows students to find others like them and also supports them in their pull-out sessions by developing relationships with an understanding of their needs.

One of the Project Based Learning units that students love is the space science when they learn about black holes in fourth grade. The solar system is part of the standards in third grade for all students. The Challenge Program looks at the life cycle of the stars in fourth grade. Questions are encouraged. When a fourth-grade student asked why there is a void, and how did the Big Bang theory come up, the answer to that question will be discussed.

VIII. The Social Emotional Well-Being of Advanced and Gifted 3rd Grade Students

The social-emotional well-being of gifted students is a concern for many people, including district leaders, parents, researchers, and other stakeholders. Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we do not have the ability to assess the social-emotional well-being of gifted students. This is a significant limitation, and more research is needed to understand the social-emotional well-being of gifted students in Massachusetts.

In this section, we assess the social-emotional well-being of academically advanced students as measured by the Views on Climate and Learning (VOCAL) survey and also by looking at their suspension and attendance rates.²⁰

About the VOCAL Survey

The Department of Elementary and Secondary Education has recently started administering the VOCAL survey to students in grades 5, 8, and 10 to understand their views of their school climate. The questions are organized around nine topics within 3 dimensions of school climate –engagement, safety, and environment (Table 11). Because the VOCAL survey is optional for districts, schools, and students, not all students participated in it. Like the previous analysis of the academic trajectory of academically advanced third grade students, we follow academically advanced students from 3rd grade to 5th grade and analyze their views on school climate. Note: this is not the same cohort of students as in the previous section. The previous analysis examined students who were in 3rd grade in 2014. This analysis examines students who are 3rd graders in 2016.²¹ Also, because VOCAL survey is voluntary, not all students took it. We were able to match results for 5,276 students out of the 6,815 students who comprised the top 10 percent of 3rd grade students (77%).²² Statewide participation was 84 percent in 5th grade. Finally, because 2018 was the first year of implementation of the VOCAL survey, we do not have any longitudinal trends with which to compare this data. We also cannot examine the social-emotional well-being of these same students in middle or high school.

Key Findings About Social-Emotional Well-Being

We do not find any meaningful differences in the views of academically advanced students and other 5th grade students regarding overall school climate, engagement, and environment. Because of the limitations of this analysis, more research is needed to understand this issue.

Racial and ethnic differences exist between the experiences of the academically advanced students as 5th graders, although these differences might reflect the different schools that the students attend.

Academically advanced black and Hispanic students report substantially less positive school climates compared with other academically advanced students.

Academically advanced economically disadvantaged students report less safe schools than other academically advanced students.

Academically advanced students with disabilities report less positive school climates than other academically advanced students.

Academically advanced female students report more positive school climates, compared with academically advanced male students.

Academically advanced students had higher rates of attendance and lower rates of suspension in 3rd, 4th, and 5th grades, compared with their peers.

²⁰ I want to thank Shelagh Peoples and Kate Sandel at the Department of Elementary and Secondary Education for their analysis of the VOCAL data (Peoples) the suspension and attendance data (Sandel).

²¹ Our years of analysis are different because 2018 was the first year that the VOCAL survey was administered.

²² We did the same analysis for the top 5 percent of students, and the findings are similar for the top 5 percent and the top 10 percent. We focus on the top 10 percent, because it gives us a larger number of students.

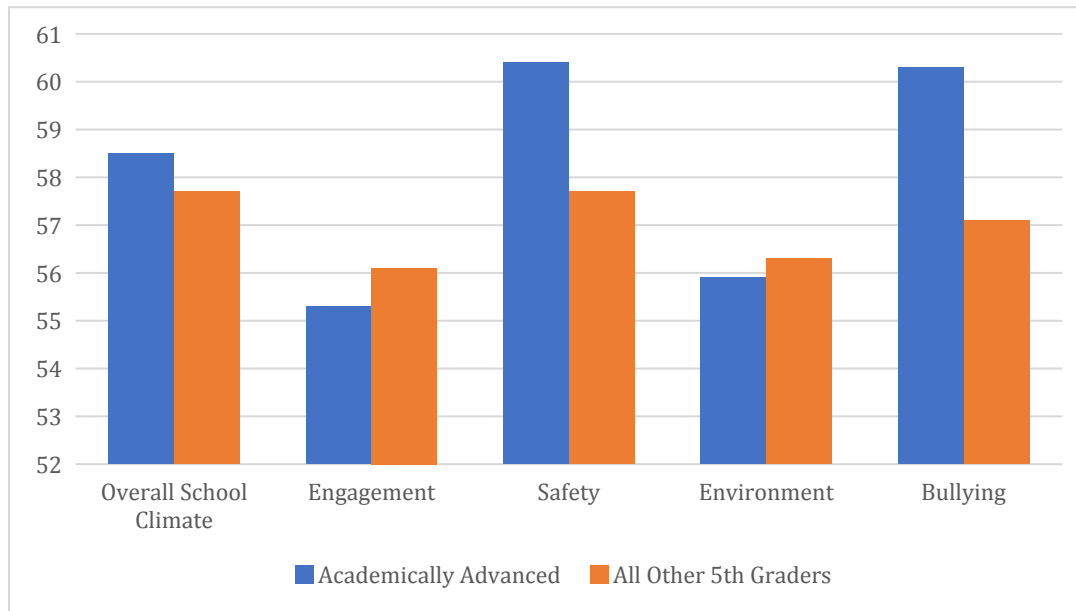
To help interpret the VOCAL survey, the Department has developed several indices. There is an overall school climate index score, an engagement index, a safety index, and an environment index. There is also a bullying index, which is a subset of seven questions within the safety index. These indices are a composite score based on the results of all the questions within the topic area. The indices are set to a mean of 50 and have a standard deviation of 20. A higher index number reflects more favorable school climate. Differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate. (3 points at the student level is roughly an effect size of 0.15, which is equivalent to a typical student at the 50th percentile moving up to the 56/57th percentile). This degree of difference also starts to pick up some noticeable difference in the raw item response frequencies (which make up the index scores).

Table 11: The VOCAL Survey

Engagement	Safety	Environment
The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	The extent that students feel physically safe within the school environment.	The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

We begin by comparing the VOCAL results of the top decile in the math MCAS (a scaled score of 274) of 3rd grade students in 2016 and who took the VOCAL survey as 5th graders in 2018 with the VOCAL results of all other 5th grade students. We did not find any meaningful differences in their views about overall school climate, engagement, and environment. As a group, academically advanced students reported relatively safer schools in 5th grade, when compared with other 5th grade students. They also report less bullying.

Figure 4: Academically Advanced 3rd Grade Students in 5th Grade, Compared with Other 5th Grade Students



In addition to looking at the index measures, we also examined the results of 7 individual questions that we thought might be the most relevant to gifted students' social emotional well-being. (All of the VOCAL questions are available on DESE's website.) All questions on the VOCAL survey are based on a 4-point scale: always true, mostly true, mostly untrue, and never true.

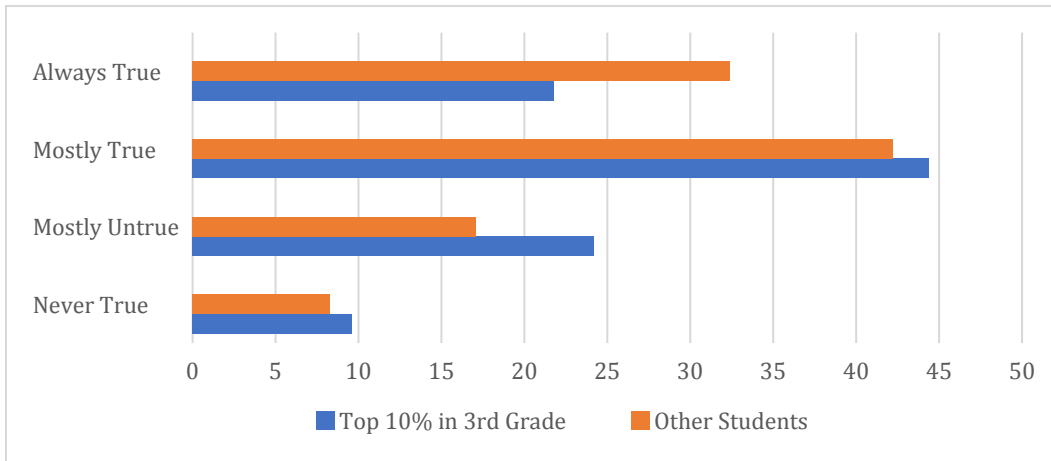
The 7 questions include:

- Teachers at this school accept me for who I am;
- I get the chance to take part in school events (e.g. science fairs, music shows);
- My teachers use my ideas to help my classmates learn;
- When I need help, my teachers use my interests to help me learn;
- I feel safe at school;
- My schoolwork is challenging (hard) but not too difficult;
- When I am home, I like to learn more about the things we are learning in school.

Of these seven individual questions, we found meaningful differences (differences of 7 percentage points or greater) in 3 of the questions. We find differences in the question: I get the chance to take part in school events (e.g. science fairs, music shows.). Academically advanced students were more likely than their peers to report that this is always true when they were in 5th grade (65.4% vs. 54.6%).

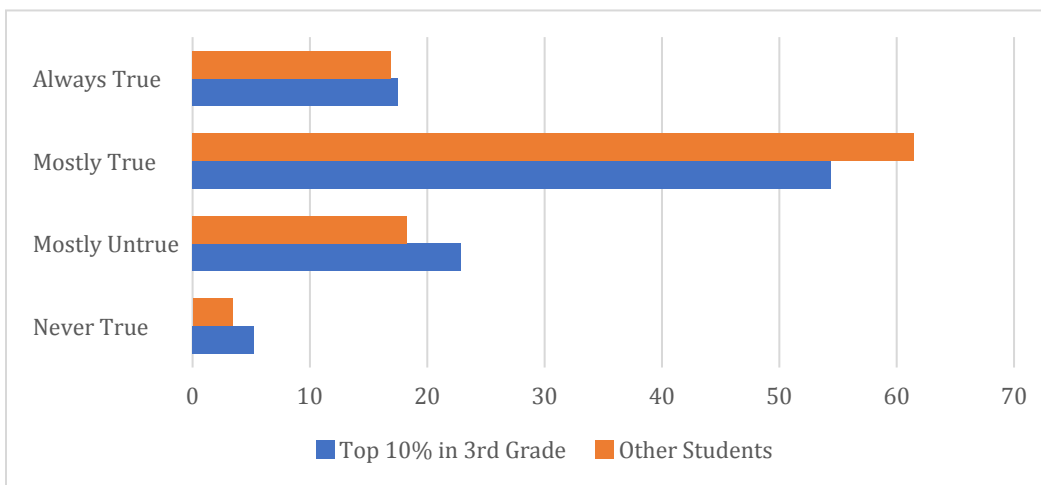
We also find differences in the responses to the question: When I need help, my teachers use my interests to help me learn. When in 5th grade, academically advanced students were less likely than their peers to report that this is always true (21.8% vs. 32.4%) and more likely to report that this was mostly untrue (24.2% vs. 17.1%) (Figure 5).

Figure 5: When I Need Help, My Teachers Use My Interests to Help Me Learn



We also found meaningful differences in the responses to the question: My schoolwork is challenging (hard) but not too difficult. Academically advanced 3rd grade students were less likely than their peers to report that this was mostly true (54.4% vs. 61.5%) (Figure 6).

Figure 6: My Schoolwork is Challenging (hard) But Not Too Difficult



Racial and Ethnic Differences

We found differences in the experiences of the academically advanced Black and Hispanic students as 5th graders, as compared with their other academically

advanced peers, although it appears that some of the differences reflect the different schools that the students attend, which will also be discussed. Specifically, academically advanced black students report substantially less positive school climates compared with other academically advanced students. Academically advanced Hispanic students also report less positive school climates. In addition, academically advanced Black students report substantially less safe schools and less supportive environments compared with their Asian and white peers.

We also analyzed the same seven individual questions, broken out by race and ethnicity. We found differences between students of different races and ethnicities in the following questions:

- Teachers at this School Accept Me for Who I am: In 5th grade, academically advanced Black students less likely to believe this, compared with other academically advanced students;
- I Get the Chance to Take Part in School Events: In 5th grade, academically Black and Hispanic students less likely to have a chance, compared with white academically advanced peers;
- My Teachers Use My Interests to Help Me Learn When I Need Help: In 5th grade, academically advanced Black students less likely to believe this, compared with other academically advanced peers;
- My Schoolwork is Challenging (hard) but Not Too Difficult: In 5th grade, academically advanced Asian students less likely to believe this, compared with other academically advanced peers; and
- I Feel Safe at School: In 5th grade, academically advanced Black students less likely to feel safe at school, compared with other academically advanced peers.

According to the VOCAL survey, academically advanced Black students, as measured in 3rd grade, report less favorable school climates on a range of topic areas in 5th grade, including safety and supportive environments, compared with other academically advanced students. It is noteworthy that we do not find meaningful differences between the reports about school climates of academically advanced Black students and other 5th grade Black students.

Other Student Characteristics (EL, Economically Disadvantaged, Students with Disabilities)

We also found differences between academically advanced (as measured in 3rd grade) economically disadvantaged students and their academically advanced peers in 5th grade and academically advanced students with disabilities (as measured in 3rd grade) and their academically advanced peers in 5th grade. Specifically:

- In 5th grade, academically advanced economically disadvantaged students report less safe schools and less favorable bullying climate, compared with other academically advanced students;
- In 5th grade, academically advanced students with disabilities report less positive views of school climate; lower engagement, less safe schools, and less supportive environments, compared with other academically advanced students; and
- In 5th grade, academically advanced English learners do not differ from other academically advanced students in their views on school climate, engagement, safety, environment, or bullying.

Both academically advanced students who are economically disadvantaged and who have disabilities report less favorable school climates compared with their academically advanced peers. We did not find meaningful differences between academically advanced economically disadvantaged students and other economically disadvantaged students. In contrast, academically advanced students with disabilities report less positive school climates, lower engagement, and less supportive environments than other students with disabilities (those who were not academically advanced in 3rd grade).

Gender Differences

We found gender differences between the experiences of academically advanced female and male students, as measured in 3rd grade. In particular:

- In 5th grade, academically advanced female students report more positive views about their school climate, compared with their academically advanced male peers;
- In 5th grade, academically advanced female students report feeling more safe in school, compared with their academically advanced male peers; and
- In 5th grade, academically advanced female students report more supportive environments than their academically advanced male peers.

Academically advanced female students report more favorable school climates in 5th grade, as compared with academically advanced male students.

School Effects

Finally, we examined the school climates of the academically advanced students in 5th grade, as measured by their 3rd grade scores on math MCAS, with the other 5th grade students at their schools. We were not able to do this comparison for every student. We were only able to do this analysis for schools that had 10 or more

students in the top decile and whose student climate index reliability was 0.7 or higher. There were 156 schools that met these requirements. As a result, we could examine the 5th grade school climate of 2,729 students who were academically advanced in 3rd grade, which was 52 percent of the full VOCAL sample. Because the results are based on a smaller number of students, the reliability of the information is limited, and the findings may not be representative of the other 48 percent of academically advanced students.

In our analysis, we did not find meaningful differences in their reports of overall school climate, engagement, safety, and environment scores between academically advanced students in 5th grade and the other 5th grade students within their same schools. This finding, while not conclusive because of the smaller numbers, raises questions about how much of the other differences we found in our analyses of the VOCAL data are a result of the different schools that students attend (e.g. academically advanced Black students attend different schools compared with academically advanced Asian students). Further analysis is needed to confirm this finding, although it is noteworthy that this finding is consistent with our school-level SGP analysis that finds great variation in the overall academic achievement of the schools academically students attend.

Attendance and Suspension Data

We also examine attendance and suspension data of the academically advanced 3rd grade students as another measure of their social and emotional well-being. This analysis compares attendance and suspension rates of the academically advanced 3rd graders in 2016 (the same students as in the VOCAL analysis) with all other students in each year of 3rd, 4th, and 5th grade to determine whether there are any noticeable differences. Like the other analyses, this analysis is also limited by our inability to separately analyze attendance and suspension data of gifted students. In addition, the results of this analysis might differ if we examined the attendance and suspension data of older students who are academically advanced.

The attendance rate of the academically advanced students is higher than the other students in each year. The difference is about 1–1.2 percent in all three years. This difference is small but statistically significant. We also look at attendance rates broken out by race and ethnicity. Again, the academically advanced students have higher rates of attendance, compared with their racial peers, and the differences are statistically significant, except for Asian students. This remains true when we look at attendance rates for economically disadvantaged students, English learners, and students with disabilities. The differences are small but tend to be statistically significant. The academically advanced students have higher rates of attendance, compared with their peers in 3rd, 4th, and 5th grades.

Overall, suspension rates in elementary schools are low. The academically advanced students have lower suspension rates in all years, and the differences are statistically significant. Because of the low rates, we had to group the students of color together. We find that suspension rates for academically advanced 3rd grade

white students were lower than other white students, and again, the differences are statistically significant. Similarly, the suspension rates for academically advanced 3rd grade students of color (Black, Asian, Hispanic, and other) are lower than for other students of color, and these differences are statistically significant. Finally, the suspension rates for academically advanced 3rd grade economically disadvantaged, English learners, and students with disabilities are lower than other students. Overall, the suspension rates of academically advanced students is lower than their peers.

Academic Research on the Social Emotional Needs of Gifted Students

The findings from research about social-emotional needs of gifted students is mixed. Some research finds that gifted students have unique social-emotional needs, while other research concludes that the social-emotional development of gifted students is equal or even more mature than that of their peers (Plucker & Callahan, 2014). When people claim that a lack of gifted education leads to social-emotional harms for gifted students, there is also ambiguity about the cause of the harm. The harm could result from their different social-emotional needs. Alternatively, the harm could result from the fact that all people have a need to learn, and if that need is not met, a harm ensues. A lack of systematic research about the social and emotional needs of gifted students limits our knowledge base on this topic.

As an example, perfectionism is a trait often associated with gifted students. Yet, research studies are inconclusive about whether this trait is, in fact, more common in gifted students. Some of the inconsistencies may result from different definitions of giftedness, inconsistencies in the measurement of perfectionism, and different ages of the study participants. Recent efforts have started to standardize the approaches to studying perfectionism, which will hopefully yield findings about how different educational contexts may influence the development of perfectionistic tendencies of gifted students (Neumister, 2016).

Research that assesses depression in gifted children is also mixed. After reviewing the data on depression in gifted students, two researchers conclude:

Taking all of these findings into consideration, it seems that we do not have sufficient empirical evidence to support the statement that gifted students are less depressed than nongifted students. Nor do we have sufficient evidence to say that gifted students are more depressed than nongifted students (Cross & Anderson, 2016).

The researchers conclude that factors other than a person's giftedness, such as home life, educational environment, and characteristics of the student have not adequately been taken into account. In addition, there is limited research examining multicultural differences.

Limited research findings do not mean that social emotional issues associated with giftedness do not exist. More systematic research into these issues is needed to understand the social-emotional needs of gifted students.

IX. Concluding Thoughts and Recommendations

The current approach of Massachusetts, with few gifted programs and not much attention to gifted education, is not serving students well. The Commonwealth can and should take actions to make certain that all students, including advanced and gifted students of all races, ethnicities, and socioeconomic characteristics, have opportunities to engage in meaningful learning and rise to their potential. Massachusetts will benefit from unleashing the untapped potential of high-achieving students.

As should be clear, Massachusetts is an outlier in the country in its hands-off approach to identifying and serving gifted students. Because the Commonwealth does not define giftedness or collect data on gifted students, it is not possible to quantify with precision the consequences of the state's hands-off approach.

Our analysis of the academic trajectory of academically advanced students quantifies at least part of the harm and should bring an urgency to the issue. **The needs of academically advanced Black, Hispanic, and/or low-income students are not being met.** The steep and disproportionate drop off of academically advanced Black, Hispanic, and/or low-income students between 3rd and 6th grade underscores the imperative to redouble efforts to better meet the needs of advanced learners, especially those who are traditionally underserved. If gifted programming is not offered, families with resources and access to other types of social capital will seek out opportunities outside of the public-school system (e.g. private schools, out-of-school math programs, and other types of enrichment) for their children at their own cost. Families with resources have more opportunities to make certain that their children are able to advance their learning.

Nationally, Massachusetts has some of the largest excellence gaps, defined as the gap in achievement between subgroups of the highest achieving students. The state's excellence gaps are large despite the state's overall top ranking on national tests. Our analysis documents how the excellence gap widened between 3rd and 6th grade. Three-quarters of the Black, Hispanic, and/or low-income students who started in the top 12 percent in 3rd grade were no longer in the top decile by 6th grade.

The lack of programs and policy may lead to other types of harms, as well. Contrary to the beliefs of some, we cannot presume that gifted students will just be fine on their own. According to parents who submitted written commentary and attended the public meetings, the lack of gifted services and lack of understanding about the needs of gifted students has led to harms that include isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of curiosity, and disengagement from school. Parents want policymakers to understand that they believe these harms are real, and their

children are suffering. The promise of a public-school system that serves all children, includes meeting the needs of advanced and gifted children. Because of the lack of definition and data, we don't know how many gifted students there are in Massachusetts, but a reasonable estimate is 6–8 percent of the school population, or 57,000–76,000 students, and that number would certainly be higher if students who are capable of achieving beyond grade level are also included.

Beyond parental concerns, researchers have examined opportunities for gifted students to learn while in school. A recent study found that over three years high-achieving 3rd-grade students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). Similarly, in another study, researchers found that the highest achieving students had the slowest growth during the school year. Karen Rambo-Hernandez, one of the study's authors, posits, "There was a real question as to whether or not those students were benefiting at all from their time in school" (Sparks, 2019). At its core, gifted education is about meeting the needs of all students, allowing them the opportunity to learn and be challenged.

Gifted programming can be thought of in two broad categories: acceleration and enrichment. Acceleration programs enable students to advance either by grade or by subject matter more quickly than their peers. In contrast, enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels.

Gifted programming can lead to positive student outcomes. Within enrichment programs, significant variation exists in terms of goals, characteristics of students served, amount of hours, duration of program, content of the program, and other factors, as well. For instance, some programs are separate classes. Other programs pull children out of the classroom each week, while others push into the regular classroom. With the extant research, it is challenging to identify which characteristics of enrichment programs result in positive impacts for which groups of students. Research finds positive impacts for gifted students of some enrichment programs, while in other interventions there is no observed impact. While enrichment programs can build off of successful models, more research is needed to identify the attributes of effective enrichment programs and which programs might be most effective for which students.

Acceleration is an intervention that has consistently been shown to be effective for gifted students in terms of learning gains and longer-term outcomes and is also usually found to be effective in terms of social emotional adjustments for the students. Acceleration has the added benefit of being relatively low-cost and easy to implement.

One district leader with whom I spoke about gifted education reported that Massachusetts “just has not had the infrastructure or even the teacher training. It just has not been part of the culture of schools.” The leader also referred to concerns about equity and that historically more privileged families and their children have benefitted more from gifted education. He wonders about the hands-off approach, “Have we over-corrected? Probably, and how do we think about a system where there’s an equitable approach to giving gifted and talented education?”

The research findings from this report lead to the following recommendations:

✓ **Create a statewide taskforce**

This report should be viewed as a launching pad to the next steps. Many open questions remain to be determined, and a larger group of people should be a part of the conversation. The taskforce, funded by the Legislature, should include a range of stakeholders and experts, who would consider the purpose and goals of gifted education, and the goals should then guide the priorities. The taskforce will help establish a common understanding of both gifted students and gifted education. The taskforce’s charge should include (but not be limited to):

(i) **Define giftedness and measures to assess giftedness**

The lack of definition of giftedness limits all discussions of gifted students. The state needs more than a conceptual definition; the definition must be operational. Discussions about the means of identifying students through multiple measures must be held in tandem with decisions about the definition. These decisions should be guided by the following questions: What do we mean by giftedness? How will we know if a student is gifted? Will our approaches to identifying gifted students lead to equitable access to services?

(ii) **Determine the most effective way to collect data on gifted students**

Without data on gifted students, our ability to know about their academic and social-emotional well-being will always be limited. Gifted students should be identified and reported as such in school information systems to enable analysis of this subgroup of students. Part of the data should include exit surveys for all students who leave public schools. Although many districts collect exit data on students, they may fail to ask the reasons *why* the student is leaving, and currently, there is no state aggregation of data on students who leave. Policymakers should systematically examine which students are leaving the public-school system and why. This information will contribute to a broader understanding about the ability of public schools to meet the needs of students. Data on gifted students in Massachusetts will enable research on attributes of effective gifted services in our state.

(iii) **Consider best practices of other states and districts**

Because other states and districts have much more experience in meeting the needs of gifted students, Massachusetts should draw upon their expertise as it considers next steps for the Commonwealth. It would be worthwhile to examine evaluations and other outcome data from states that have robust

gifted programs. In addition, it would be instructive to examine the policies and practices of states that have successfully narrowed the excellence gaps.

✓ **Establish state policy and guidelines on acceleration.**

Massachusetts currently has no policy on acceleration, despite the fact that the academic research consistently finds positive outcomes for students and does not find social-emotional harms. Acceleration can take many forms, including early entrance to kindergarten, subject-level, full-grade, and other forms as well. Acceleration offers an immediate low-cost opportunity to meet the needs of gifted students that is relatively easy to implement.

✓ **Track and report on the excellence gap; identify and implement strategies to close it.**

Massachusetts's #1 ranking on many national measures conceals the state's excellence gaps, which are differences between subgroups of students performing at the highest levels of achievement. The excellence gaps in our state are among highest in the country, and our analysis documents how they are widening. The Department of Elementary and Secondary Education has initiatives to increase educator diversity that have the potential to help shrink some of the excellence gaps. In addition, researchers have identified a range of strategies to develop talent equitably. The analysis showing the steep and disproportionate drop-off of academically advanced Black, Hispanic, and/or low-income students should add urgency to this work. DESE should track and publicly report on the state's excellence gaps to make certain current initiatives are having their intended effect, to ensure that all advanced students have the opportunity to develop their talents, and also identify and implement additional strategies to close the excellence gaps in this state.

✓ **Include instruction on the learning needs of gifted students as part of teacher training for all teachers**

Teachers are responsible for the education of gifted students; yet, most teachers in Massachusetts receive little or no training about the learning and social-emotional needs of gifted students. Instruction about gifted students could be incorporated into educator preparation programs in a variety of ways. Education preparation programs should develop elective courses on teaching gifted students, but elective courses are not sufficient to ensure that all teachers have some knowledge about the needs of gifted children. One possibility would be to embed a unit on gifted children within existing required courses, such as those focused on teaching students with disabilities. Units on gifted children could also readily fit into courses on Universal Design for Learning or other courses on differentiation. The Department of Elementary and Secondary Education should audit all educator preparation courses to determine where units on gifted children would be best fit and then work with educator preparation programs to incorporate these units into courses. As part of their preparation, all teachers should learn about giftedness, how to recognize the indicators, and strategies to meet the needs of gifted students. Even in districts with pull-out programs, students spend the majority of their time in regular classrooms.

For existing teachers, a broader range of professional development opportunities should either focus on or at least include gifted students as part of the focus.

✓ **Hire staff at the Department of Elementary and Secondary Education with expertise in gifted students and gifted education**

A staff member is needed at the Department whose principal, if not sole responsibility, is gifted education. Districts, schools, and families need support. Districts are seeking models of gifted education programs and lessons, including from beyond Massachusetts. They would like exemplars of advanced or gifted and learning tasks, and they would like guidance on assessments and other policy issues relevant to meeting to the needs of advanced and gifted students. A staff person at the Department can help fill this current void.

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Bypassing math 6 scoring

Dmitry Vasilyev (3 mins)
Patrycja Missiuro (3 mins)

Jacob and Jack's stories

- Attended elementary school in Somerville before
- At grades 5 and 3 (YR23-24), transitioned into Hardy school
- Both started to complain how they are not challenged and bored
“**We learned all of this last year!!**” referring to all subjects,
- Especially bad was the **math**, ‘*kindergarten level*’

Jacob (now in 6th grade) was coming home in tears, every day complaining how silly and demoralizing was his math, how basic and unmotivating it was.

We were hoping that math department would allow him to skip 6th grade math to get to more relevant math for Jacob.

Example...

In Arlington kids don't know the multiplication table in 4th grade

In Somerville they study the multiplication table in 3rd grade

FYI: in European and developed countries in Asia the multiplication table is fully learned by the 2nd grade.

Jacob's bypass 6 test

He was not allowed to pass!

He answered ALL the questions correctly!

(2 points subtracted)

7. Jan is using a map to plan a two-day hiking trip. The scale for the map she is using is shown below.

Scale
1 inch : $\frac{1}{2}$ mile

- b. The actual distance that Jan will hike on the second day is $5\frac{1}{2}$ miles. What distance on the map, in inches, represents $5\frac{1}{2}$ miles? Show or explain how you got your answer.

No proportional reasoning

1 inch = $\frac{1}{2}$ miles how, why?
11 inch = $5\frac{1}{2}$ miles 11 inches

- c. Based on the scale Jan used, how many feet are represented by 1 inch on the map? Show or explain how you got your answer. (1 mile = 5280 feet)

how, why?
1 inch = $\frac{1}{2}$ mile
1 inch = 2640 ft
2640 ft

$\frac{1}{2}$ of a mile is
 $\frac{1}{2}$ of 5280 feet
 $\frac{1}{2}$ of 5280 feet
is 2640 feet

More points subtracted for no reason

- b. What is the new total number of animals that will be in the exhibit? Show or explain how you got your answer.

Why? how
- 2

10	elephants
15	giraffes
5	rhinos
Total #	30

30 animals ✓

3 points were deducted for missing an answer that was not asked!

12. Cai, Mark, and Jen were raising money for a school trip.

Cai collected $2\frac{1}{2}$ times as much as Mark.

Mark collected $\frac{2}{3}$ as much as Jen.

Who collected the most? Who collected the least? Explain.

Cai collected the most
✓ Mark collected the least

Why?

Cai vs. Jen?

-3

Points subtracted for presenting work not in the expected white space:

Alberto said,

"The ratio of the number of dollars to the number of pounds is 4:5. That's \$0.80 per pound."

Beth said,

"The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar."

a. Are Alberto and Beth both correct? Explain.

Yes

$$\begin{array}{l} \div 5 \quad 5p = 4\$ \\ \hline 1p = \frac{4}{5}\$ \end{array}$$

$$1p = \frac{\$4}{5} = \$0.80$$

$$\begin{array}{l} \$4 = 5p \\ \div 4 \quad \$1 = 1.25p \end{array}$$

$$\begin{array}{r} 1.25 \\ \times 4 \\ \hline 5 \end{array}$$

b. Claude needs two pounds of beans to make soup. Show Claude how much money he will need.

$$\$1.60$$

how/why?

-1 work?

c. Dora has \$10 and wants to stock up on beans. Show Dora how many pounds of beans she can buy.

$$12.5 \text{ pounds}$$

how/why?

-1 work?

And how else a child should explain it?

15. If $\frac{1}{2}$ cup of water fills $\frac{2}{3}$ of a plastic container, how many containers will 1 cup fill?

b. Which of the following multiplication or division problems represents this situation?

Circle the correct solution and explain your reasoning.

a. $\frac{1}{2} \times \frac{2}{3} = ?$

b. $\frac{1}{2} \div \frac{2}{3} = ?$

c. $\frac{2}{3} \div \frac{1}{2} = ?$

$$\frac{2}{3} \div \frac{1}{2} = \frac{2}{3} \cdot \frac{2}{1}$$

$\frac{1}{2} = \frac{1}{2}$ of a cup

$\frac{2}{3} = \frac{2}{3}$ of a plastic container

Jacob was unfairly graded, and he is one of many qualified kids!

Not only that. He, and all other kids, will blame themselves.

The Arlington's math department took to such measures to put many kids down.

We need to support our kids, by not pushing them down, but listening to their voices begging to be learning and challenged!

Many families have united with very similar experience

There are many children who have been denied, some families are listed below:

- Federico Frascchetti & Evgenia Diakonenko, parents of Clara (6th grade) and Albert (4th)
 - Ouliana Bashinova & Dennis Grudkowski, parents of Dimitri (6th grade), Andrei (10th) and Viktor (2nd)
 - Richard & Kendra Pelletier, parents of Ryan (10th grade) and Connor (8th grade)
 - Raisa Karasik & Mikhail Afanasyev, parents of Ilana (6th grade) and Tali (preschool)
 - Nicole & Nicholas Jedinak, parents of Jackson (6th grade) and Griffin (4th grade)
 - Gayatri & Victor Perlin, parents of Benjamin (6th grade) and Jay (8th grade)
 - Lynette Martyn & John Crawford, parents of Myles Martyn-Crawford (6th grade) and Kyle Martyn-Crawford (8th grade)
- + Other families who are worried if they come forward, their children might be targeted

Not bypassing math-6 bars Jacob from AP Physics C, due to pre-requisites

- For Students Who Bypass 6th-Grade Math:

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus	<u>AP Physics C (E&M),</u> <u>AP Physics C (Mech)</u>

- For Students Who Did Not Bypass 6th Grade Math:

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus

His learning trajectory is derailed due to this capriciously-graded test

Our kids are barred from advanced classes using this bogus test, and this early!!

- We should let kids try to advance and challenge themselves! If they fail, this is an early low-risk life experience.
- We should let kids be able to skip grades if they show they outgrew them
- We should accept out-of-school course credits
- We should make pre-requisites optional, again, let kids experience academic challenge now so they are.
- Our kids are pleading and they are not being heard and are demotivated.

Some students get math easily, some are better at other things.

Well served students

Underserved students

"Math is hard!"

"This math is easy, I want challenge"



Math level
Easy

Arlington math
curriculum level

Students who require advanced math to thrive, are underserved when not allowed to skip grades and progress at their pace

Arlington elementary and middle schools are not listening to kids who beg for challenge

This makes STEM (science and engineering minded) kids frustrated and demoralized.



These could be future engineers who can help solve our climate crisis, speed up curing diseases, build technology to help people in underdeveloped countries and more!

State of gifted education in MA is ranked at the bottom in the US

Please review the attached report titled “Gifted Education in Massachusetts: A Policy and Practice Review”, from

<https://www.doe.mass.edu/bese/councils/gifted.html>

Bypass 6th grade Math

Federico Frascetti (3 minutes)

https://www.arlington.k12.ma.us/apps/news/article/1743356

Arlington Public Schools
Education That Empowers

Calendar Work For Us

Select Language Search this site

Schools Administration School Committee Students Families Staff Log-In

A variety of games at levels suitable for grades Kindergarten through five were placed throughout the Dallin Cafetorium. Parent volunteers manned the stations which held gross-motor games, paper and worksheet activities like connect-the-dots, mazes, and puzzles, and board games. The Afterschool Connection contributed most of the board games, with several additional items such as Giant Connect-Four coming from the event organizers.

The younger students were particularly interested in the gross-motor games, but Ms. Pennarun reports that the paper-based puzzles and worksheets were also very popular and that chess was a hit. Some young people chose familiar games such as Uno, but in general, families were motivated to move around and discover different activities. Well over 100 people took part, enjoyment was evident from the many smiles, and many families stayed until the end of the Night.

Math Family Nights have been held at Brackett throughout the year, beginning with the kindergarten and first grade in November, and followed by the second and third grades in January, and the fourth and fifth grades in March. These one-hour events, patterned after Nights that had taken place some years ago and with new games added, came about through discussions between parent Federico Fraschetti and other STEM Committee members, Principal Stephanie Zerchykov, Math Coach Michelle Crawley, and enthusiastic school staff. Ms. Zerchykov attended all three events and engaged in the games with the students.

Each event was preceded by a flyer describing the upcoming evening that included "appetizers", three math age-appropriate games designed to whet the appetite for more and encourage attendance at Math Night where the solutions were revealed. There were typically 12-13 tables with one or two games per station where each parent was able to work with their child independently.





Intro 1

I have been leading a number of volunteer activities to stimulate interest in Math and teach kids to have fun with it at Brackett Elementary school for 4 years (due to the level of APS teaching).

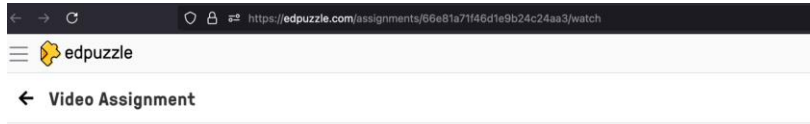
APS is aware of that and contacted me to communicate it:

Intro 2

My daughter Clara attended a Charter school in Tucson, AZ, for Kindergarten and 1st grade. When we moved to Arlington, during Covid, in second grade she found out most of the material, in all subjects, not only Math, had been already mostly covered.

As a consequence she lost interest. We were forced to homeschool her while she was attending APS (Brackett school) between 2nd and 4th grade. In 5th grade, we (both working parents) decided to enroll her in Russian School of Mathematics, that teaches at about at the level of skills/knowledge I used to at their age, 30 years after, when the level should be ahead for same age kids.

These are screenshots of a video-assignment due on 09/23, during the **3rd-4th week of school** (not the first days) at Gibbs (Scholastic Year 2024-25): students are taught regrouping subtractions of 2-digits numbers in 6th grade.



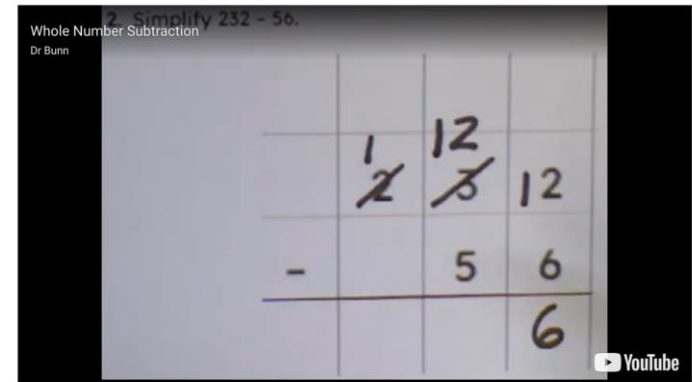
Whole Number Subtraction www.learner.me

By Beth Hazzard. Due on Sept. 25th, 3:00pm



Whole Number Subtraction www.learner.me

By Beth Hazzard. Due on Sept. 25th, 3:00pm



7. Jan is using a map to plan a two-day hiking trip. The scale for the map she is using is shown below.

Scale
1 inch : $\frac{1}{2}$ mile

- a. The distance that Jan will hike on the first day is equal to 12 inches on the map. What is the actual distance, in miles, that Jan will hike on the first day? Show or explain how you got your answer.

$$12 \cdot \frac{1}{2} = 6 \text{ miles}$$

2

According to the rubric
7b and 7c maximal score is 2.

Both answers are correct and
“show” the reasoning with
a simple multiplication or
division but are graded 1.

What is asked of the student?

- b. The actual distance that Jan will hike on the second day is $5\frac{1}{2}$ miles. What distance on the map, in inches, represents $5\frac{1}{2}$ miles? Show or explain how you got your answer.

why?

$$5\frac{1}{2} \div \frac{1}{2} = 11$$

$$\frac{11}{2} \cdot \frac{2}{1} = \frac{22}{2}$$

1

- c. Based on the scale Jan used, how many feet are represented by 1 inch on the map? Show or explain how you got your answer. (1 mile = 5280 feet)

$$5280 \div 2 = 2640 \text{ ft}$$

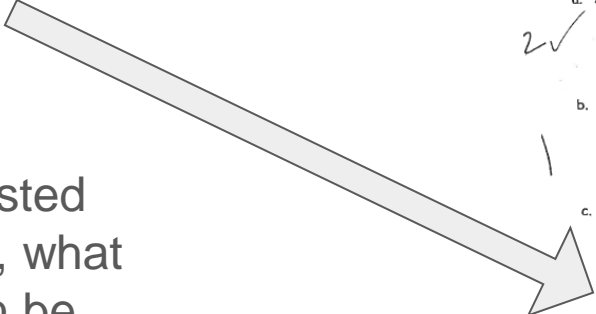
2640 ft = 1 inch on the map

1
4

According to the rubric
13d maximal score is 2.

“Preference” is not a
mathematical concept.
This answer is
graded 1.

What exactly is requested
and, most importantly, what
operative criterion can be
used to grade an answer?



13. The grocery store sells beans in bulk. The grocer's sign above the beans says, 5 pounds for \$4.

At this store, you can buy any number of pounds of beans at this same rate, and all prices include tax.

Alberto said,

"The ratio of the number of dollars to the number of pounds is 4:5. That's \$0.80 per pound."

Beth said,

"The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar."

a. Are Alberto and Beth both correct? Explain.

2 ✓
$$\begin{array}{r} 4 \overline{)5} \\ \underline{4} \\ 10 \\ \underline{8} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

$$\begin{array}{r} \times 3 \\ 5 \overline{)140} \\ \underline{15} \\ 100 \\ \underline{100} \\ 0 \end{array}$$
 They are both correct

b. Claude needs two pounds of beans to make soup. Show Claude how much money he will need.

1
$$\begin{array}{r} 2.5 \\ 2 \overline{)5} \\ \underline{4} \\ 10 \\ \underline{10} \\ 0 \end{array}$$

$$\begin{array}{r} 1.6 \\ 25 \overline{)40} \\ \underline{25} \\ 150 \\ \underline{150} \\ 0 \end{array}$$
 Claude needs 1.6 dollars, so \$1.60 ✓

c. Dora has \$10 and wants to stock up on beans. Show Dora how many pounds of beans she can buy.

Dora can buy 12.5 pounds how?

d. Do you prefer to answer parts (b) and (c) using Alberto's rate of \$0.80 per pound, using Beth's rate of 1.25 pounds per dollar, or using another strategy? Explain.

1 using Beth's rate why?

According to the rubric
14 a,b,c maximal score is 2,3,2, respectively.

About 14b, according to the conversation I had with Dr. Brauner, the notions of mean, median, skewness are taught in 6th grade. What mathematical understanding is a notion revealing?

A notion does imply mathematical understanding nor critical thinking.

So 5th graders were tested on statistical notions that are thought in 6th grade and graded zero for ignorance of terminology.

However, 6th graders in Gibbs have been (for 1 month of school) revising concepts of 4th and 5th grade.

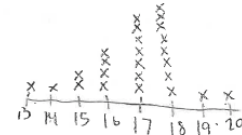
If revision is a systemic need according to APS, aren't the concept of mean, median, skewness taught in APS at the beginning of the 7th grade classes?

About 14c, I humbly believe the word "typical" is hardly defined for a 5th grader as much as for a statistician. It is demonstrated by the fact that the grader asks the definition of typical from the student.

14. Below are the 25 birth weights, in ounces, of all the Labrador Retriever puppies born at Kingston Kennels in the last six months.

13, 14, 15, 15, 16, 16, 16, 17, 17, 17, 17, 17, 18, 18, 18, 18, 18, 18, 18, 19, 20

a. Create an appropriate graph to summarize these birth weights.



b. Describe the distribution of birth weights for puppies born at Kingston Kennels in the last six months. Be sure to describe shape, center and variability.

Center has the most puppies

shape is

the variables change the # of pups constantly

0.

c. What is a typical birth weight for puppies born at Kingston Kennels in the last six months? Explain why you chose this value.

18pounds is a typical birth weight

What makes it "typical"?

General comment

In Arlington and nearby towns, the parents of the students proficient and who studied when they were assigned homework in previous years and, **as a consequence of that**, master, or exceed in, the Math of their level, has to pay significant amount of money for extra-curricular Math schools; whereas those student who are not proficient at their level (because of several reasons and circumstances) not only are not stimulated by APS to reach the appropriate level but are de facto repeating material of previous years.

Clara's teacher in 5th grade volunteer to hold extra Math lessons once a week for 30 minutes, because her classmates did not know the 6,7,8,9 multiplication facts. Kids were not attending, except for 3 or 4, and it was rapidly discontinued. With almost no homework assignment and no exams, all these students unimpeded transitioned to 6th grade, enjoying their ignorance with full parental support.

In several European countries, I have only seen the opposite: those students who did not apply their due diligence were forcing parents to pay for extra tutorial to reach the required proficiency level.



Town of Arlington, Massachusetts

6:45 p.m. AHS Student Representative(s) to School Committee

Summary:

- AHS Student Reps will begin attending on October 24, 2024.



Town of Arlington, Massachusetts

6:50 p.m. Diversity and Hiring Report (R. Spiegel)

Summary:

- October 10, 2024 HR Staffing Update

ATTACHMENTS:

Type	File Name	Description
▢ Presentation	October_10__2024_HR_Staffing_Update_(2).pdf	Staffing Update

2024 Staffing Update





APS Vision

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

Agenda



Arlington Public Schools
Education That Empowers

- Strategic Plan
- Staff Demographic Data
- Overview of New Hires
- Overview of Exits and Reasons for Staff Departures
- Vacancies
- Current and Future Initiatives
- Q&A

Strategic Priority 2: Valuing All Staff



Arlington Public Schools
Education That Empowers

The Arlington Public Schools will recruit and retain an excellent and diverse workforce by creating a collaborative and supportive culture for all staff; providing high-quality and relevant professional development; expanding leadership opportunities and shared decision-making; and prioritizing representation, diverse perspectives, and expertise.



Arlington Public Schools
Education That Empowers

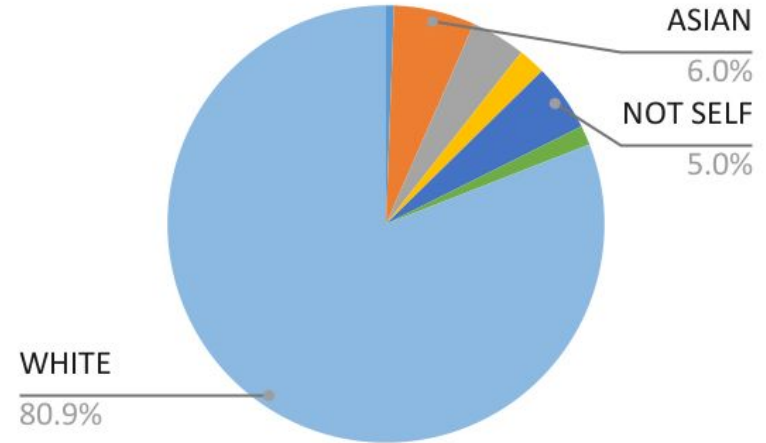
Overall Staff Demographics

All Employees



Arlington Public Schools
Education That Empowers

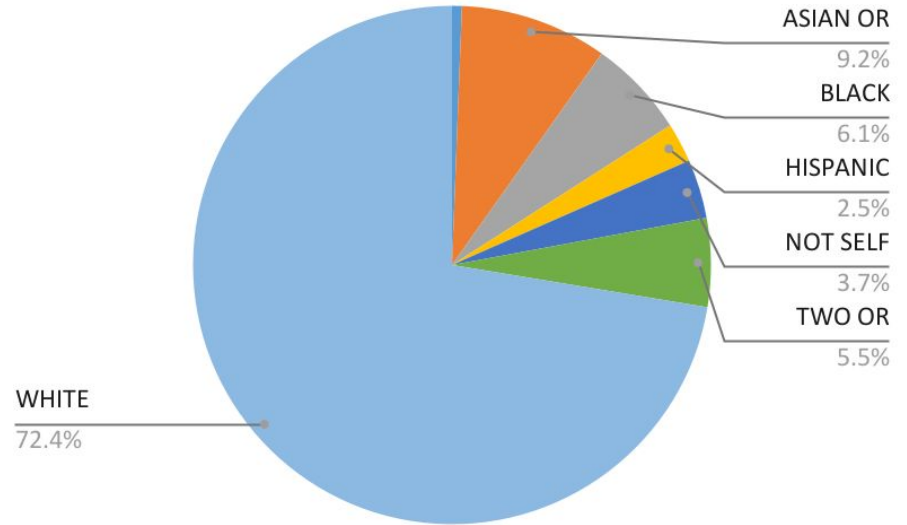
<i>EEO Race/Ethnicity Code Desc</i>	COUNTA of EEO Race/Ethnicity Code Desc
AMERICAN INDIAN OR ALASKAN NAT	0.59%
ASIAN OR PACIFIC ISLANDER	5.99%
BLACK	4.05%
HISPANIC	2.03%
NOT SELF IDENTIFIED	4.98%
TWO OR MORE	1.43%
WHITE	80.93%



Note: This data does not include substitutes, athletic coaches, and community education.

New Hires

<i>EEO Race/Ethnicity Code Desc</i>	COUNTA of Hire Date
AMERICAN INDIAN OR ALASKAN NAT	0.61%
ASIAN OR PACIFIC ISLANDER	9.20%
BLACK	6.13%
HISPANIC	2.45%
NOT SELF IDENTIFIED	3.68%
TWO OR MORE	5.52%
WHITE	72.39%



Note: This data includes all new hires since October 1, 2023.

AEA Unit A Educator Demographics



Arlington Public Schools
Education That Empowers

	2021	2022	2023	2024
Asian	2.50%	3.06%	3.41%	4.58%
Black	0.83%	1.23%	1.39%	1.22%
Hispanic	1.66%	1.38%	1.24%	1.07%
Indian or Native American	0.33%	0.31%	0.31%	0.46%
Not-Identified	6.16%	5.51%	5.26%	2.90%
Two or more		0.61%	0.46%	0.76%
White	88.52%	87.90%	87.93%	89.01%



Student v. Staff Demographics

Ethnicity Overview: Arlington Students and AEA Unit A, Unit D and AAA Staff

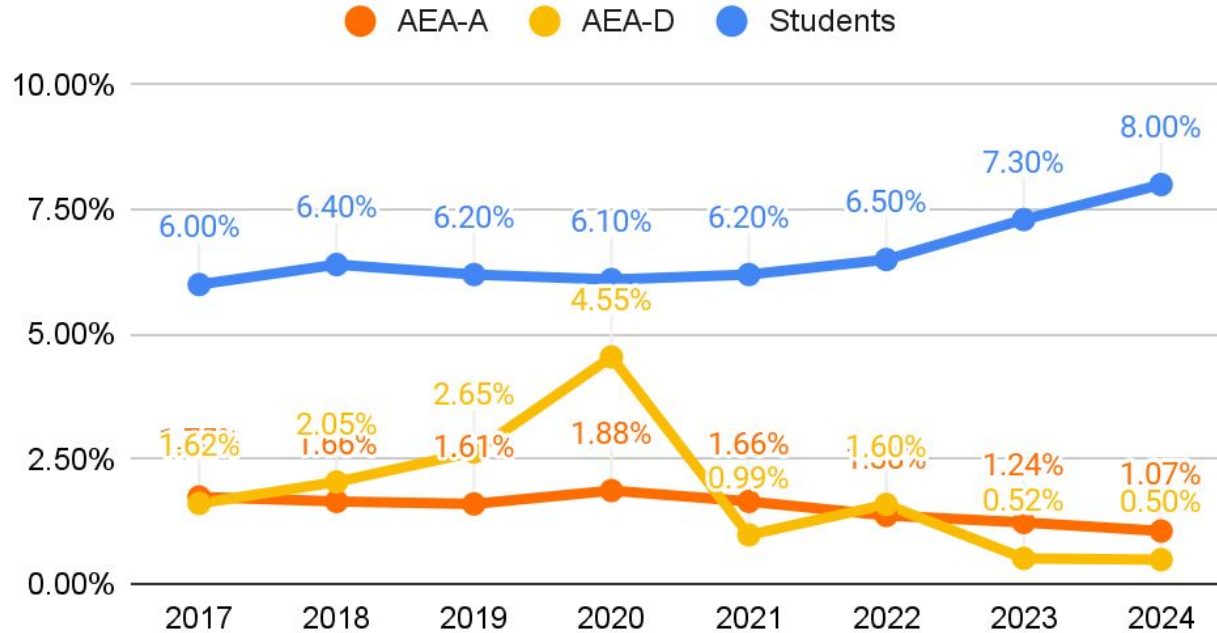


Arlington Public Schools
Education That Empowers

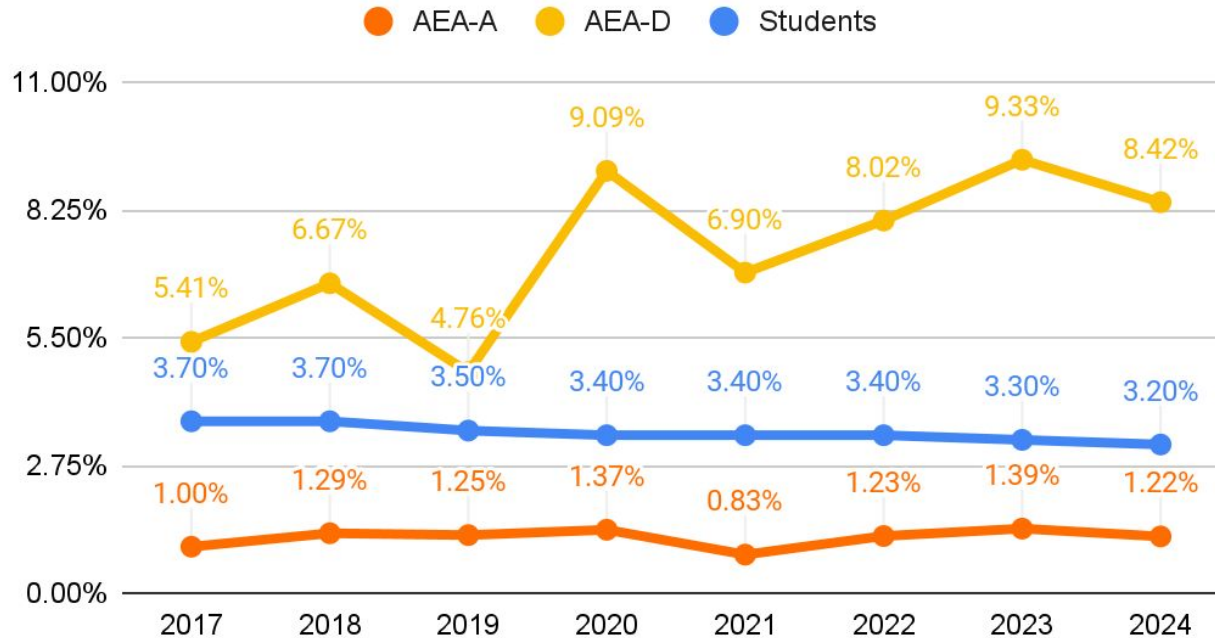
2024	STUDENTS	AEA UNIT A	AEA Unit D	AAA
BLACK OR AFRICAN AMERICAN	3.20%	1.22%	8.42%	2.86%
AMERICAN INDIAN OR ALASKAN NATIVE	0.01	0.46%	0.99%	0.0%
ASIAN	12.90%	4.58%	7.43%	5.71%
HISPANIC / LATINO	8.00%	1.07%	0.50%	2.86%
NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	0.01	0.0%	0.0%	0.0%
TWO OR MORE RACES	9.10%	0.76%	0.99%	0.0%
WHITE	66.60%	89.01%	74.75%	88.57%



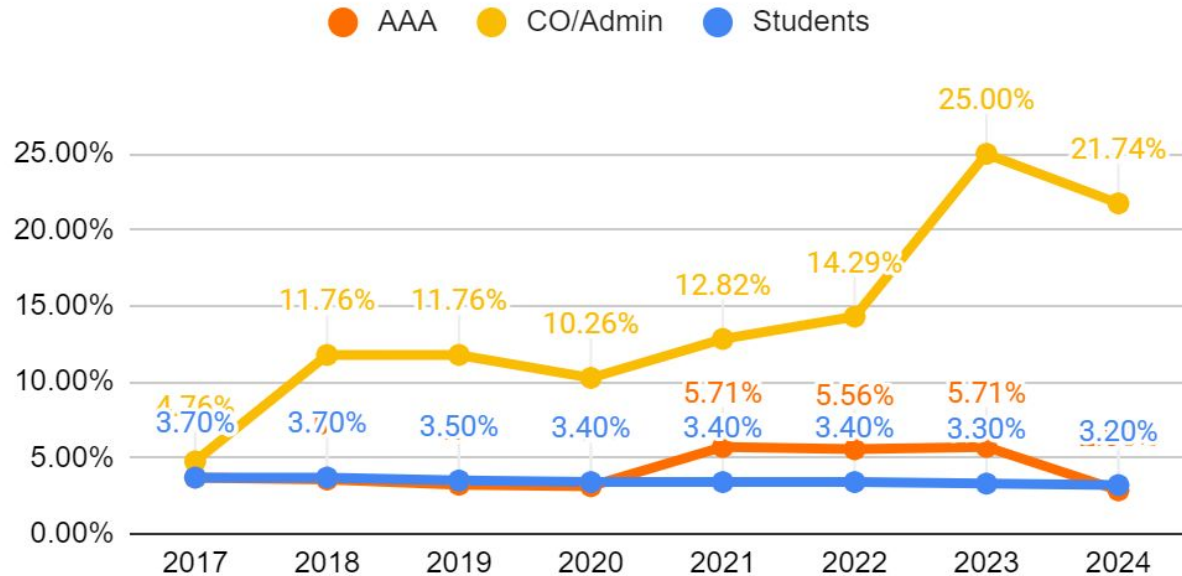
Hispanic/Latino: AEA-A, AEA-D, and Students



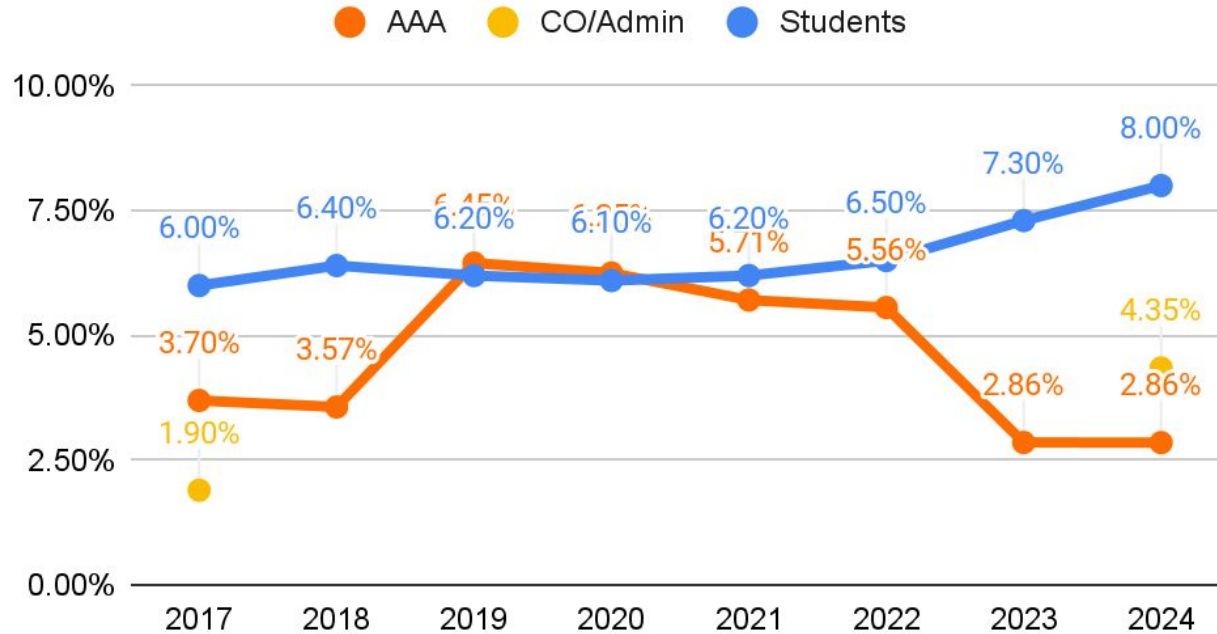
Black/African American: AEA-A, AEA-D, and Students



Black/African American: AAA, CO/Admin, and Students



Hispanic/Latino: AAA, CO/Admin, and Students





Arlington Public Schools
Education That Empowers

Staff Onboarding and Retention

AEA Unit A Hires



- 61 New Educators started in their positions on or since August 28, 2024
 - 1 replaced an educator who retired
 - 35 replaced educators who resigned
 - 12 replaced educators who moved to another position
 - 7 replaced educators who are on a leave of absence
 - 6 are new positions in the budget or added because of the needs this year
 - 12 had been teaching assistants, student teachers or substitutes
 - 42 have at least a Master's Degree
- 10 educators started between October 2023 and May 2024

Administrators, AEA Unit D, AEA Unit C and Other Hires



- New Administrators were introduced during a September School Committee Meeting
- 50 new Teaching Assistants, SSPs, Building Substitutes, Tutors, and hiring is continuing.
- New Administrative Assistants at Menotomy Preschool, Hardy Elementary School and Central Office
- New staff in Business Office, Communications and Family Engagement, Food Services, Arlington After School, Day Care, and Traffic

Most Common Primary Reasons for Resignations



- Professional move within education (17 responses, 40.5%)
- Moving away from the area (5 responses; 11.9%)
- Leaving the education field for other career options (7 responses; 16.7%)
- Personal/family reasons (3 responses; 7.1%)
- Retirement (3 responses; 7.1%)
- Increased compensation (2 responses; 4.8%)
- Other reasons provided: dissatisfaction with position, commute time, lack of diversity.



Arlington Public Schools
Education That Empowers

Student / Staff Outcomes and Next Steps

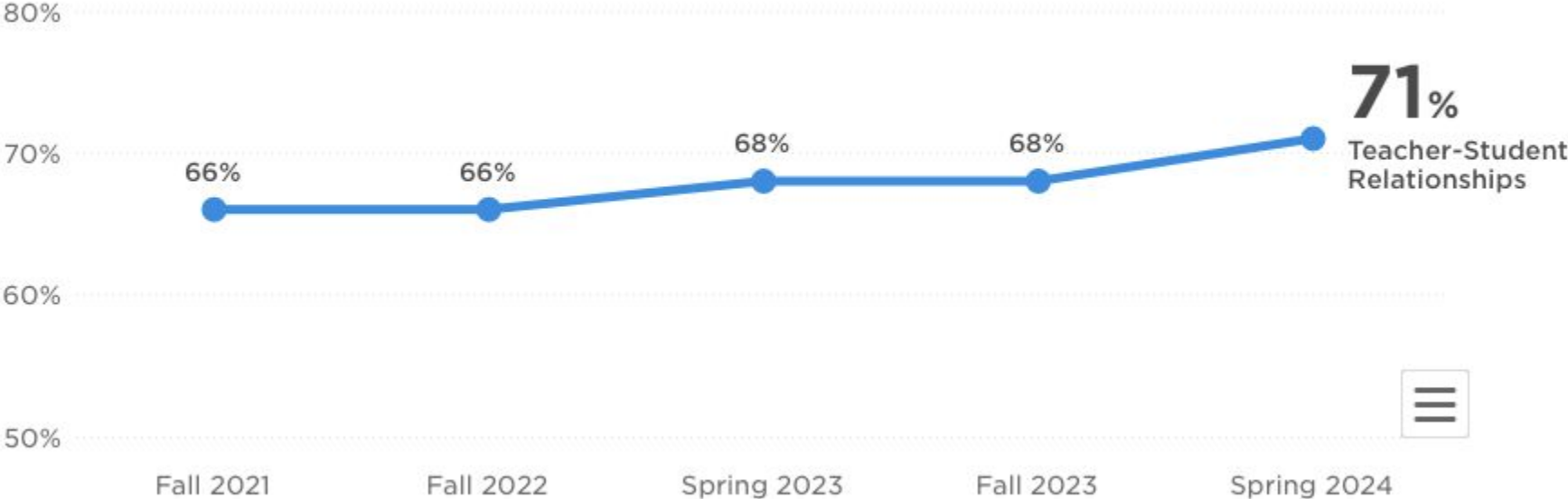
Strategic Priority 2: Valuing All Staff



Arlington Public Schools
Education That Empowers

How strong the social connection is between teachers and students within and beyond the classroom.

Percent Favorable



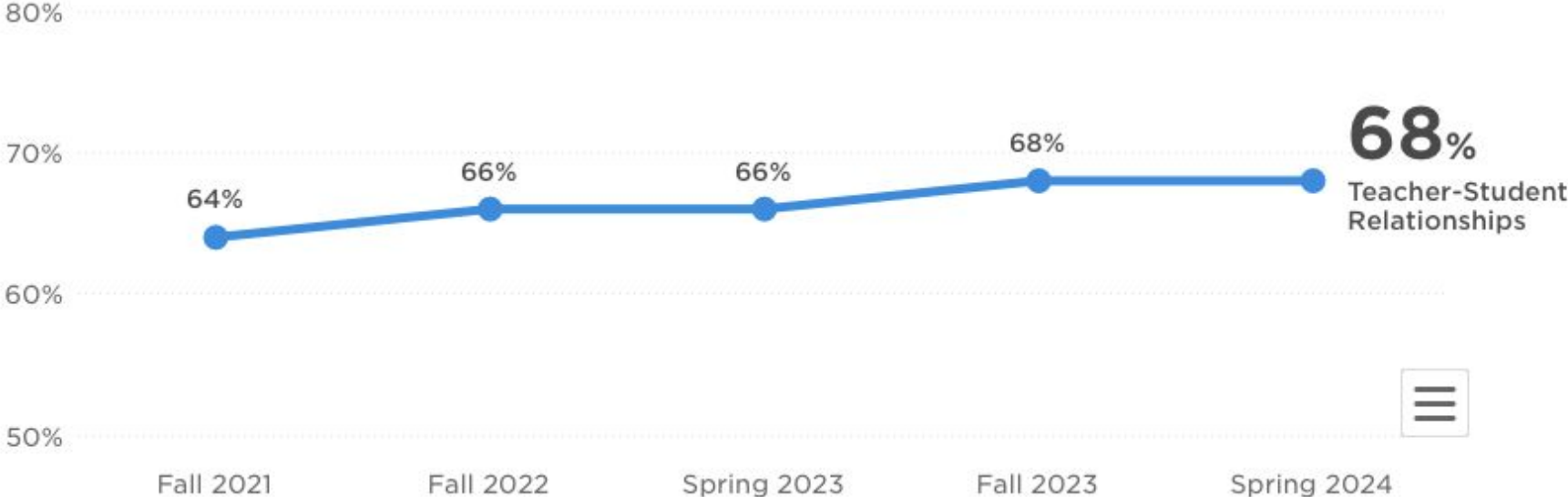
Strategic Priority 2: Valuing All Staff



Arlington Public Schools
Education That Empowers

How strong the social connection is between teachers and students within and beyond the classroom.

Percent Favorable



Current Vacancies



- Spanish Teacher, Ottoson
- Special Education Teacher, AHS
- Paraprofessionals (18 across different schools, and there may be some additions based on IEPs)
- Long Term Substitute Math Teacher, Ottoson
- Long Term Substitute Math Teacher, AHS
- Long Term Substitute Science Teachers, AHS
- Long Term Substitute English Teacher, AHS
- Long Term Substitute Grade 2 Teacher, Hardy
- Interim Assistant Principal, AHS
- Interim Assistant Principal, Ottoson
- Food Service Employees
- Cafeteria/Recess Monitors

Recent and Current Initiatives



- Working Groups in 2023-2024 focused on staffing and retention and professional development. We found that staff prefer to work close to where they live, value the connections they have with their colleagues and want opportunities for growth.
- Next Steps suggested include:
 - Promoting pathways that already exist for students and paraprofessionals to become teachers.
 - Better advertise and promote the benefits educators have in Arlington, beyond salary
 - Finding more ways to create connections and a sense of belonging among staff
 - Create better onboarding experiences for new staff in the schools.
- Working with DEIBJ Task Force to promote diversity, equity, inclusion, access, and belonging across APS
- Participation in DESE Teacher Diversification PLC, MPDE, and Superintendent's Leadership Conference through DESE and William James College

Questions?



Arlington Public Schools
Education That Empowers



Town of Arlington, Massachusetts

7:05 p.m. Fall 2023 Outcomes Report (M. Ford Walker & M. Coleman)

Summary:

- 2024-2025 Outcomes Report (Big Deck)
- 2024-2025 Outcomes Report (Presentation Deck)

ATTACHMENTS:

	Type	File Name	Description
▢	Presentation	2024-2025_Outcomes_Report_(Big_Deck).pdf	2024-2025 Outcomes Report (Big Deck)
▢	Presentation	2024-2025_Outcomes_Report_(Presentation_Deck).pdf	2024-2025 Outcomes Report (Presentation Deck)

2024-2025 Outcomes Report

Prepared by Mona Ford Walker, Ed.L.D.
Deputy Superintendent for Teaching and Learning



Arlington Public Schools
Education That Empowers



APS Vision Statement

*The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of **belonging**, experience **growth** and **joy**, and are **empowered** to shape their own futures and contribute to a better world.*

What does our data show us?



Arlington Public Schools
Education That Empowers

Three Core District Level Takeaways

- Our students are enrolling in advanced courses during their junior and senior year and experiencing academic rigor, but we have work to do on equitable access for all students, including access to honors level courses
- Belonging for all students should still be an area of focus, with possible connections to attendance
- Elementary ELA should continue to be a focus
- We need to focus on the impact of household income on the student experience and student outcomes

Quick Reminder - Focal Groups



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The strategic plan identifies several “Focal Groups” for whom the district will track and monitor gaps in experiences and outcomes related to academic achievement; attendance; student, family, and staff experience; and other metrics outlined in the strategic plan. These groups are:

- Students who have IEPs
- Students who identify as Black and/or Hispanic/ Latinx
- Students who identify as LGBTQIA+
- Students who are multilingual learners
- Students from low-income families

Data Sources



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1. **District Accountability Data** - Understanding if we are meeting the state defined benchmarks
2. **MCAS Trend Data** - Achievement and growth
3. **AP Data** - Access to rigorous coursework
4. **Dibels** - Elementary reading trends
5. **Panorama** - Student perception surveys
6. **Arlington Public Schools Youth Health Survey** - Mental Health Focus



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Quick Refresher - State Data

2024 Accountability Data Recap



Arlington Public Schools
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Accountability Data for Districts and Schools are assembled from:

1. MCAS data from 2023 and 2024
2. Access data from 2023 and 2024
3. Chronic Absenteeism data from 2023 and 2024
4. Advanced Coursework completion data from 2023 and 2024
5. Four-year cohort graduation rate data from 2022 and 2023
6. Annual dropout rate from 2022 and 2023
7. Extended engagement rate data from 2021 and 2022

2024 Accountability Data Recap



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Accountability reports include:

1. Detailed data for each accountability indicator
2. Indicator targets, as well as points for progress towards targets
3. Detailed assessment participation rates
4. School and student group accountability percentiles
5. Federal designations
6. Where applicable, other information related to low student group performance, low graduation rates, or **low assessment participation**

Scale of Point Assignment



Points assigned based on progress toward target for each indicator with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%

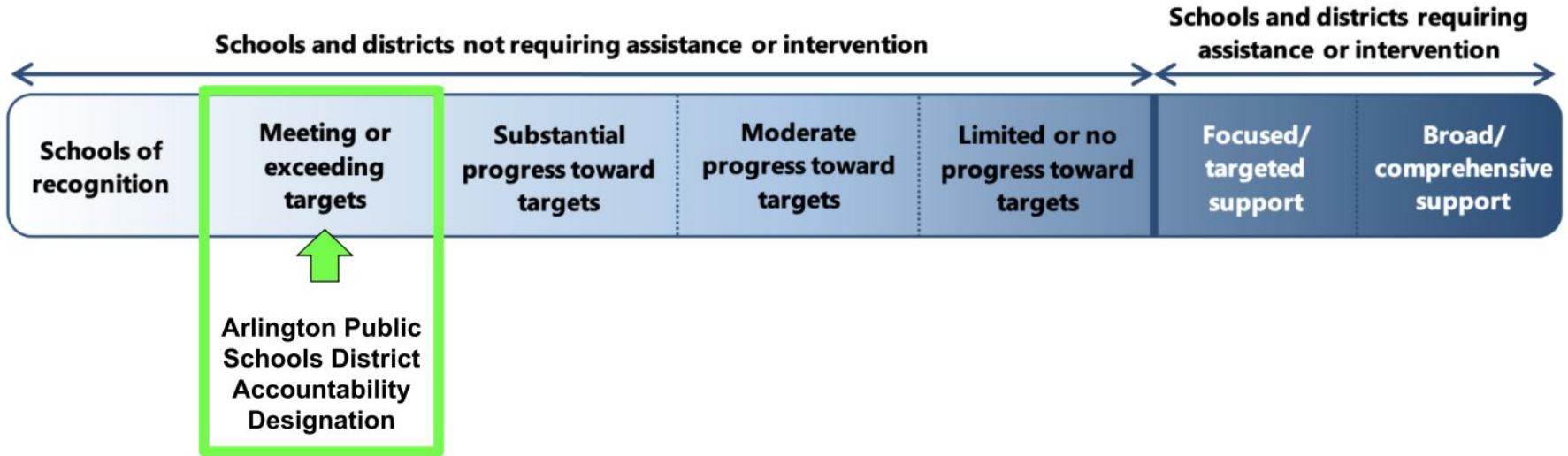
District Target Percentage



Arlington Public Schools
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	2024
Criterion-referenced target percentage	80%
Progress towards targets	Meeting or exceeding targets

District Target Percentage



School	Accountability information	Progress towards improvement targets	School accountability percentile
Arlington High	Not requiring assistance or intervention, substantial progress toward targets.	71%	84
Brackett	Not requiring assistance or intervention, substantial progress toward targets.	67%	88
Cyrus E. Dallin	Not requiring assistance or intervention, substantial progress toward targets.	71%	87
Gibbs School	Not requiring assistance or intervention, substantial progress toward targets.	73%	84
Hardy	Not requiring assistance or intervention, meeting or exceeding targets.	88%	92
John A. Bishop	Not requiring assistance or intervention, meeting or exceeding targets.	89%	96
M Norcross Stratton	Not requiring assistance or intervention, substantial progress toward targets.	63%	90
Ottoson Middle	Not requiring assistance or intervention, meeting or exceeding targets.	90%	95
Peirce	Requiring assistance or intervention, Low participation rate.	89%	92
Thompson	Requiring assistance or intervention, Low participation rate.	91%	90

Student Growth



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- Mean SGP of 1-19 = Very Low Growth
- Mean SGP of 20-39 = Low Growth
- Mean SGP of 40-59 = Typical Growth
- Mean SGP of 60-79 = High Growth
- Mean SGP of 80-99 = Very High Growth

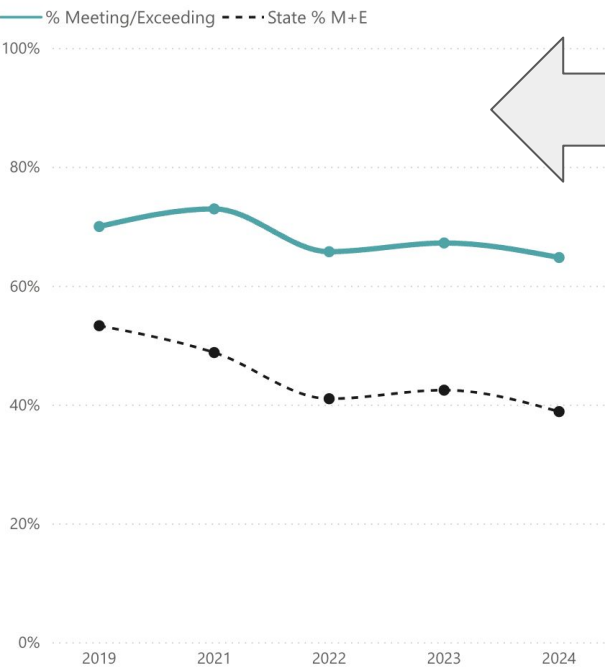
Student Growth Percentiles (SGPs) provide a measure of the degree to which a student's achievement has changed from the prior year(s) to the current year, in comparison to other students in the same grade who performed similarly in the past. SGPs use students' current and prior scores to assign an SGP that ranges from 1 to 99.



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ELEMENTARY OVERALL

Results By Year % Meeting/Exceeding



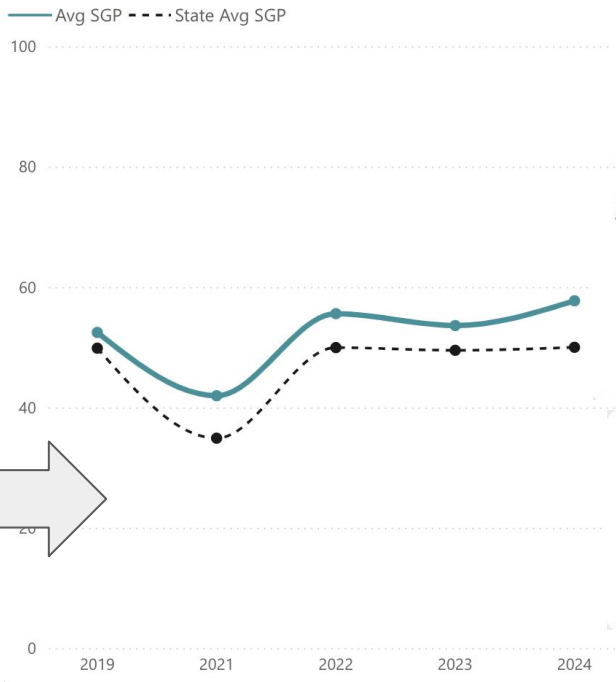
Achievement v. State



Arlington Public Schools
Education That Empowers

Grades 3-5 ELA: Overall

Results By Year Avg SGP



% Students Meeting/Exceeding

65% ↓ -2% vs. previous year
↑ +26% vs. state average

Average Scaled Score

507 0 vs. previous year
↑ +13 vs. state average

Average SGP

57.7 ↑ +4.1 vs. previous year
↑ +7.7 vs. state average

Growth v. State

Student Performance by Year - ELA

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



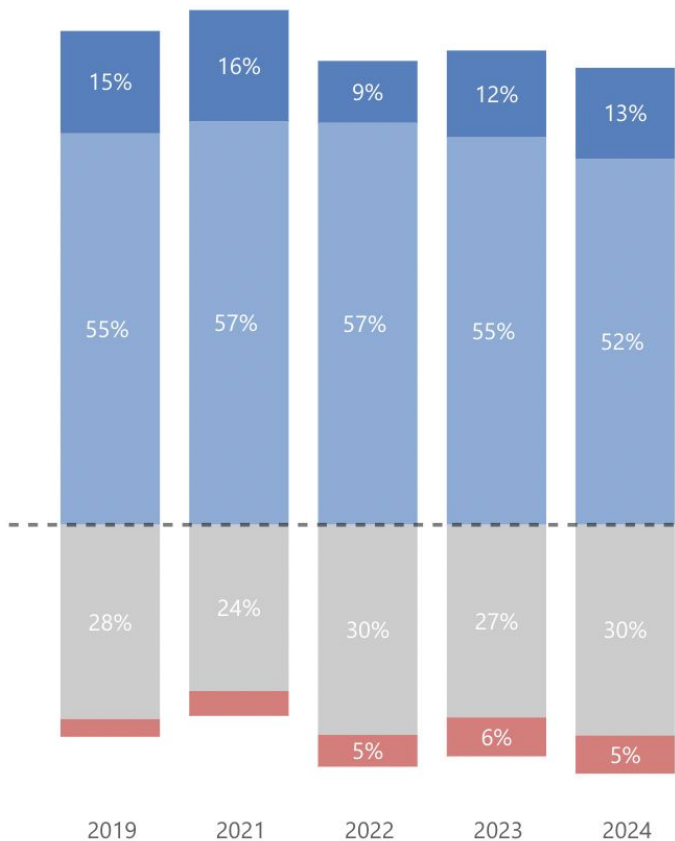
Arlington Public Schools
Education That Empowers

Grades 3-5 ELA: Overall

TM12/State Comparison grade 5: Achievement

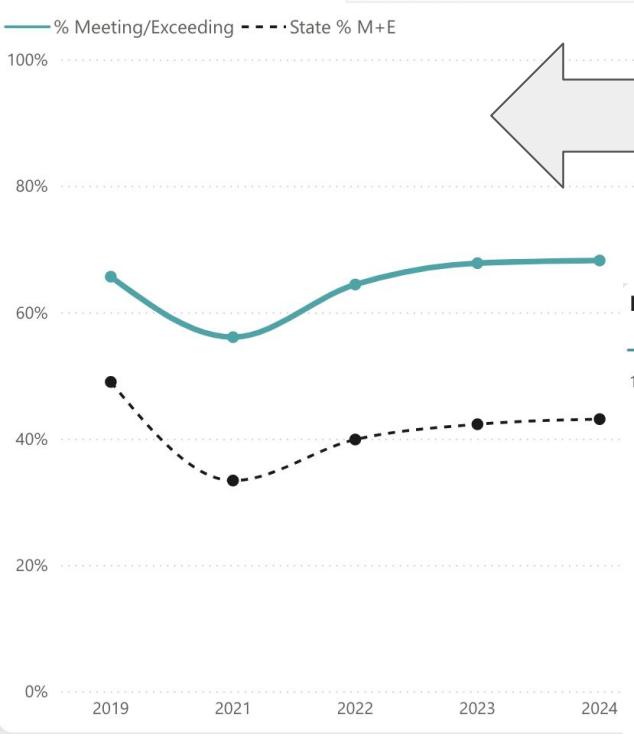
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	66%	3 of 12	20 of 313
2023	73%	1 of 12	18 of 316
2022	60%	7 of 12	46 of 319
2021	69%	4 of 12	32 of 316
2019	69%	7 of 12	63 of 317

% Students

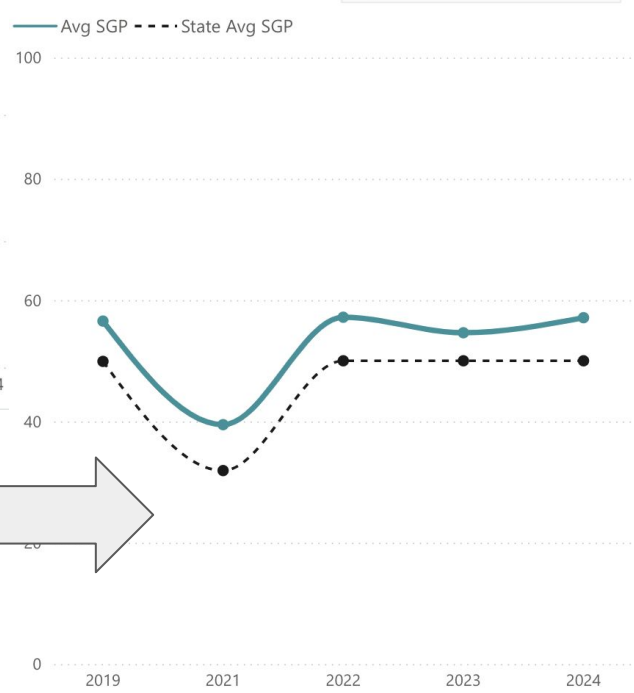


TM12/State Comparison grade 5: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	58.0	5 of 12	36 of 313
2023	56.0	7 of 12	38 of 316
2022	53.5	9 of 12	81 of 319
2021	42.3	5 of 12	51 of 316
2019	54.2	8 of 12	78 of 317



Grades 3-5 Math: Overall



% Students Meeting/Exceeding

68% 0% vs. previous year
↑ +25% vs. state average

Average Scaled Score

510 ↑ +1 vs. previous year
↑ +14 vs. state average

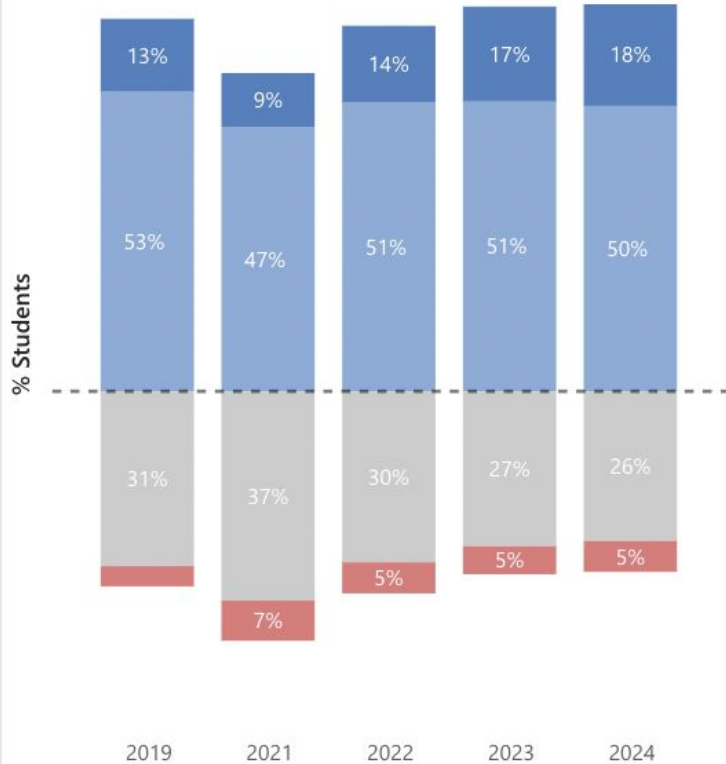
Average SGP

57.1 ↑ +2.5 vs. previous year
↑ +7.1 vs. state average

Growth v. State

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grades 3-5 Math: Overall

District Comparison grade 5: Achievement

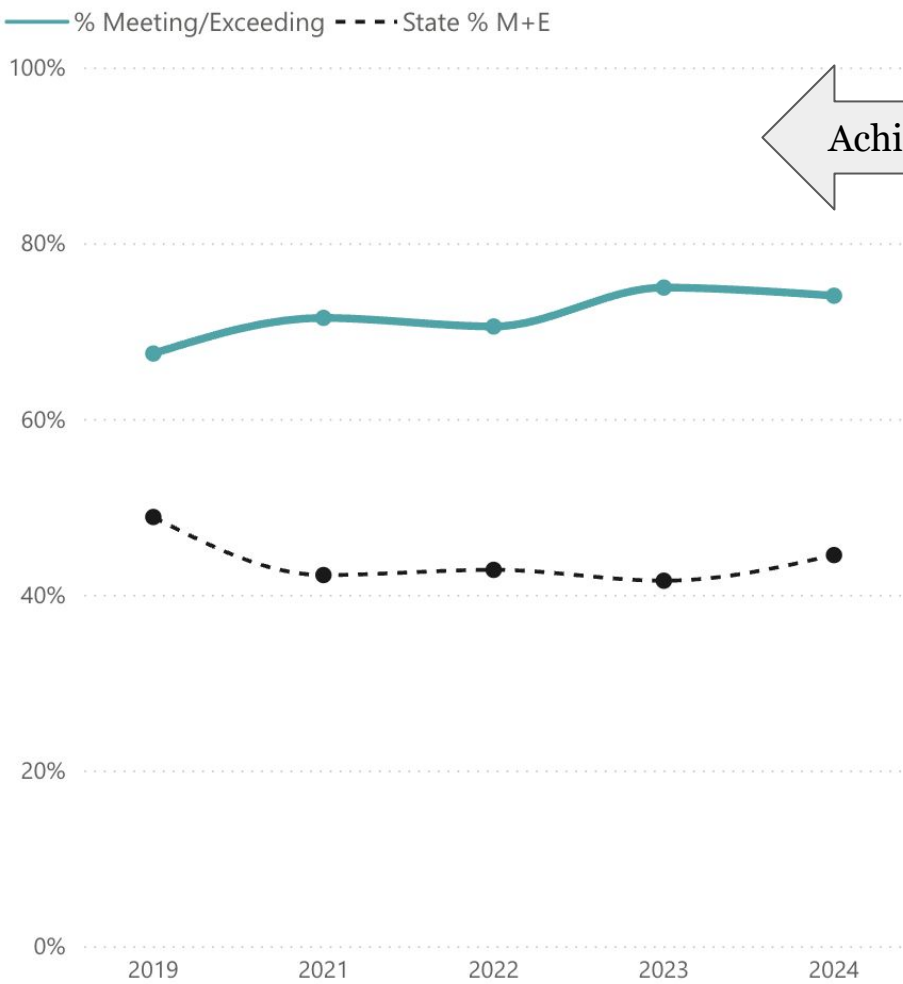
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	69%	4 of 12	24 of 313
2023	72%	2 of 12	21 of 316
2022	59%	7 of 12	53 of 318
2021	55%	5 of 12	44 of 316
2019	67%	6 of 12	55 of 317

District Comparison grade 5: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	60.0	6 of 12	51 of 313
2023	58.0	4 of 12	63 of 316
2022	59.6	4 of 12	54 of 318
2021	39.5	5 of 12	83 of 316
2019	60.8	3 of 12	39 of 317

Results By Year

% Meeting/Exceeding



Arlington Public Schools
Education That Empowers

Grade 5 Science: Overall

% Students Meeting/Exceeding

74%

↓ -1% vs. previous year

↑ +30% vs. state average

Average Scaled Score

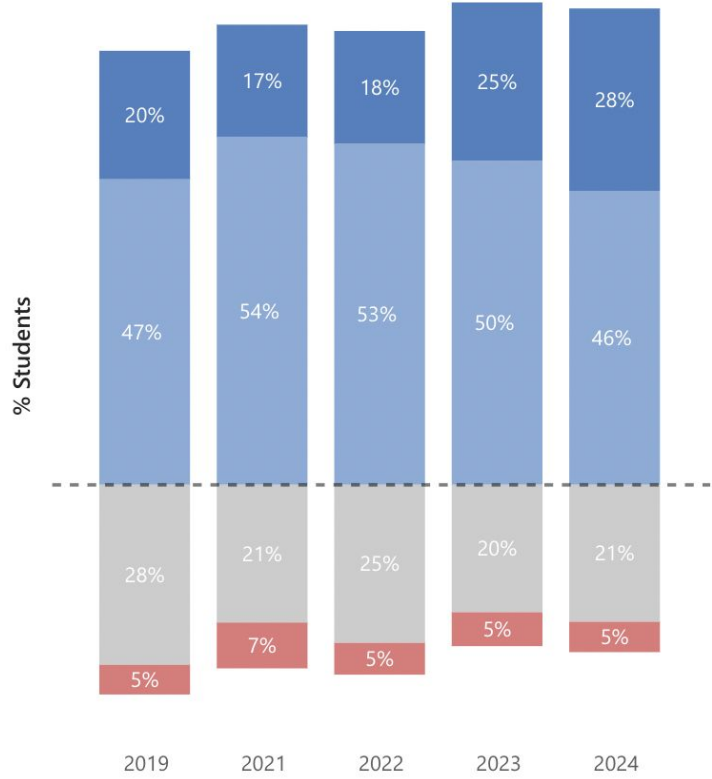
515

↑ +2 vs. previous year

↑ +20 vs. state average

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grade 5 Science: Overall

District Comparison Grade 5: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	3 of 12	18 of 313
2023	75%	2 of 12	12 of 316
2022	69%	3 of 12	28 of 319
2021	71%	4 of 12	19 of 316
2019	67%	4 of 12	58 of 317

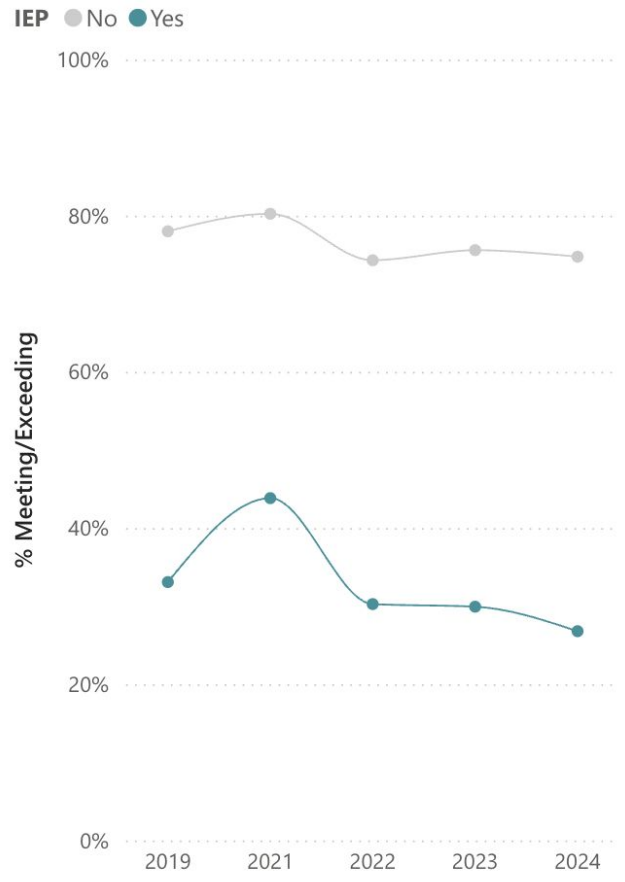


Arlington Public Schools
Education That Empowers

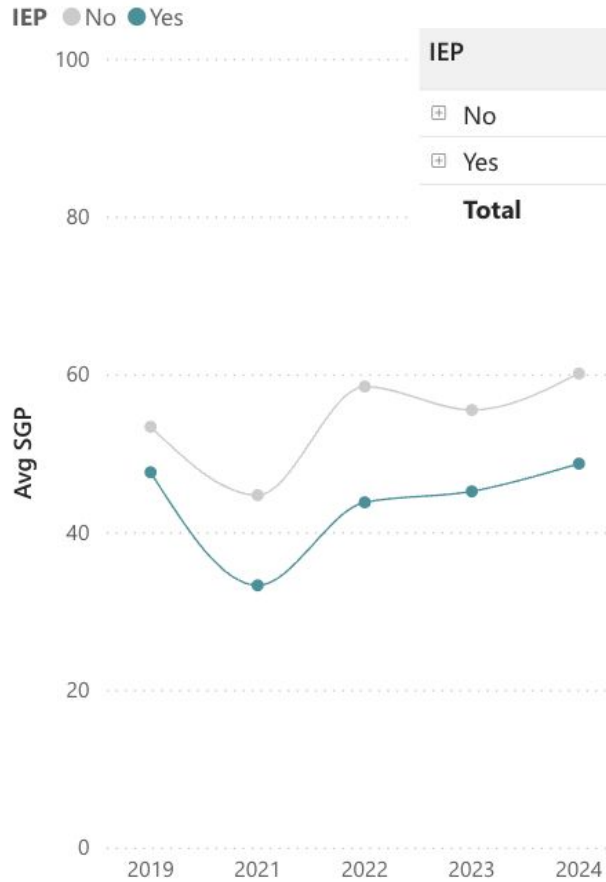
ELEMENTARY FOCAL GROUPS

Focal Groups: Students w/IEPs 3-5 ELA

Performance over Time - ELA

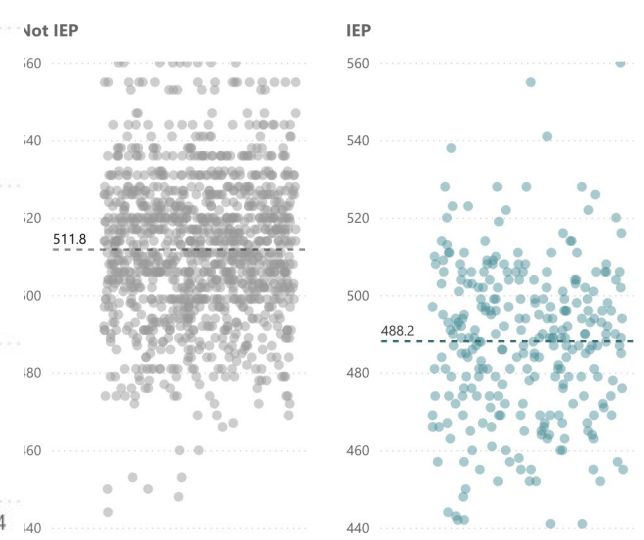


Performance over Time - ELA



IEP	# Students	% M + E	Avg SGP
⊕ No	1,160	75%	60.1
⊕ Yes	280	27%	48.7
Total	1,440	65%	57.9

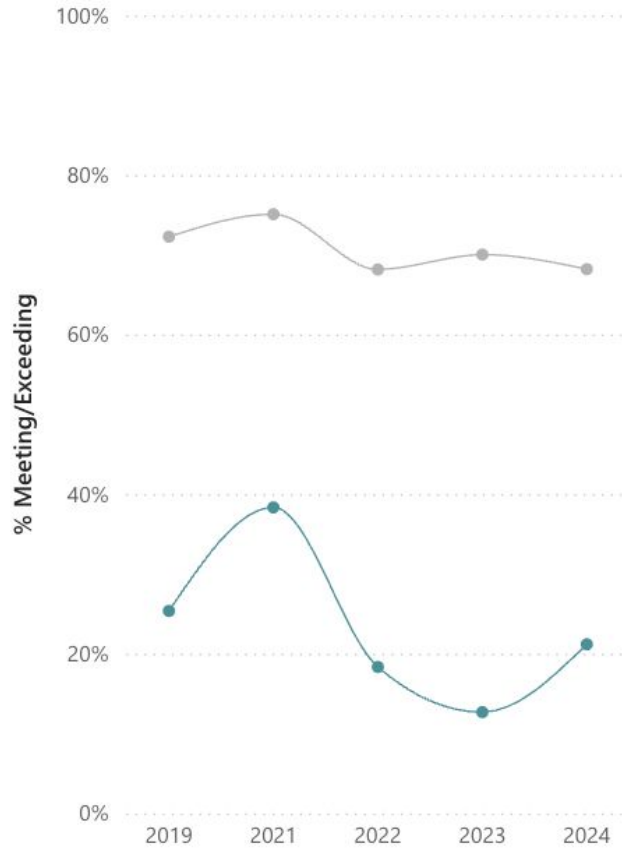
Student Distribution - ELA by:



Focal Groups: ML 3-5 ELA

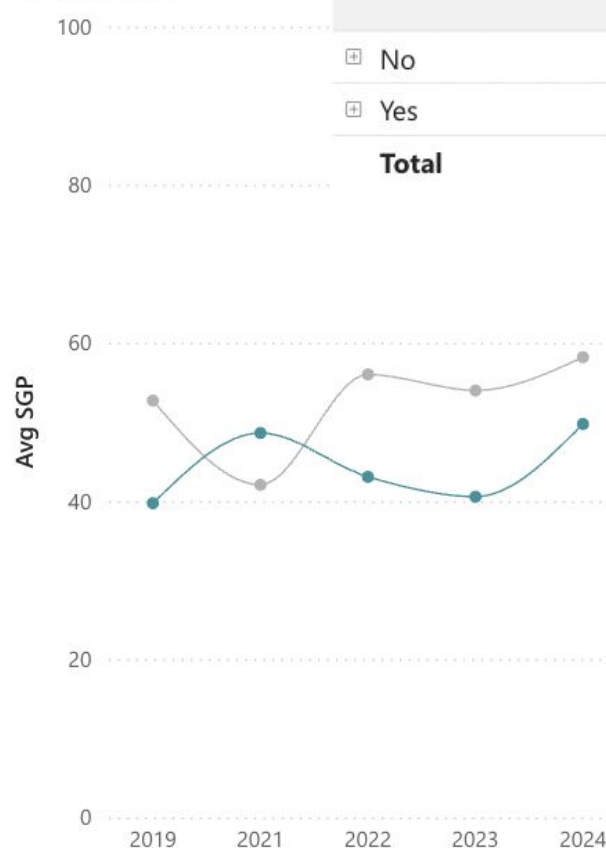
Performance over Time - ELA

EL ● No ● Yes



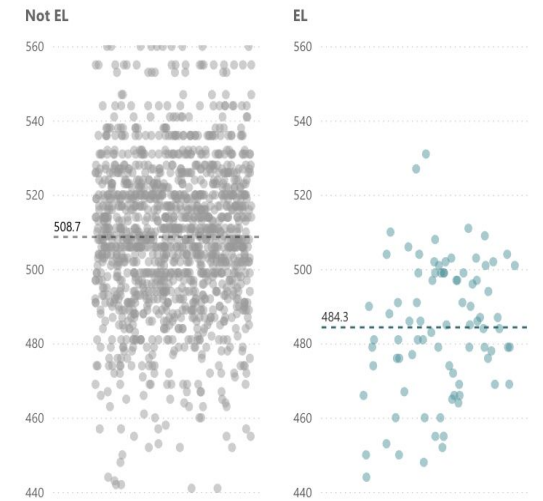
Performance over Time - ELA

EL ● No ● Yes



EL	# Students	% M + E	Avg SGP
⊕ No	1,355	68%	58.2
⊕ Yes	85	21%	49.8
Total	1,440	65%	57.9

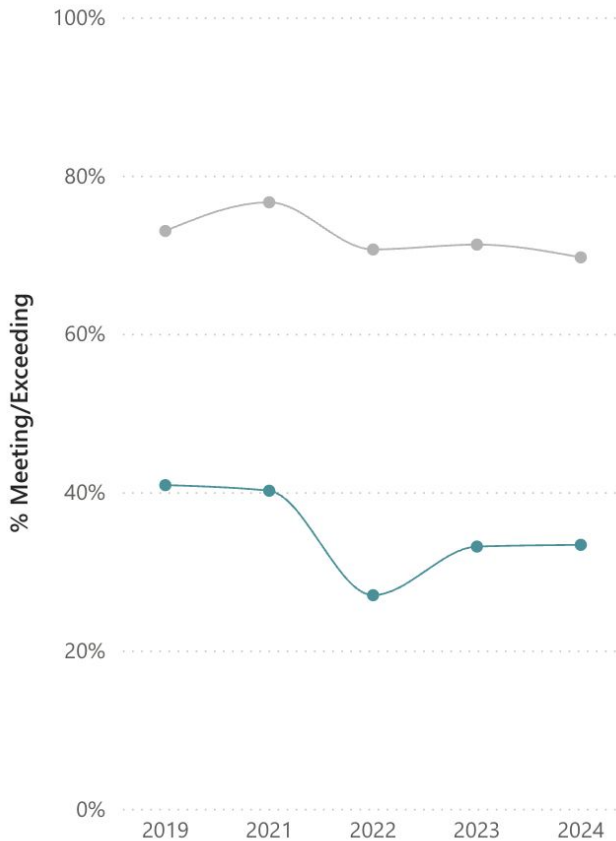
Student Distribution - ELA by: Avg Scaled Score Avg SGP



Focal Groups: Low-Income 3-5 ELA

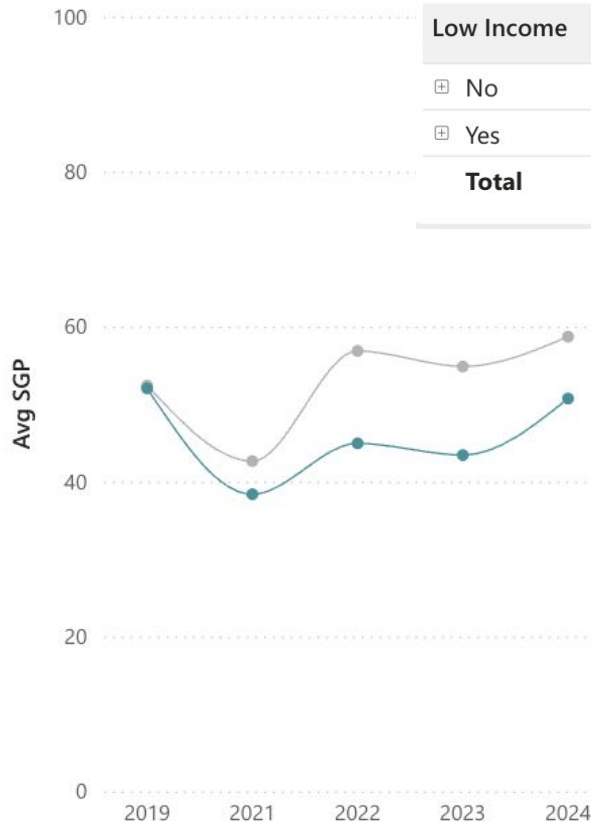
Performance over Time - ELA

Low Income ● No ● Yes



Performance over Time - ELA

Low Income ● No ● Yes



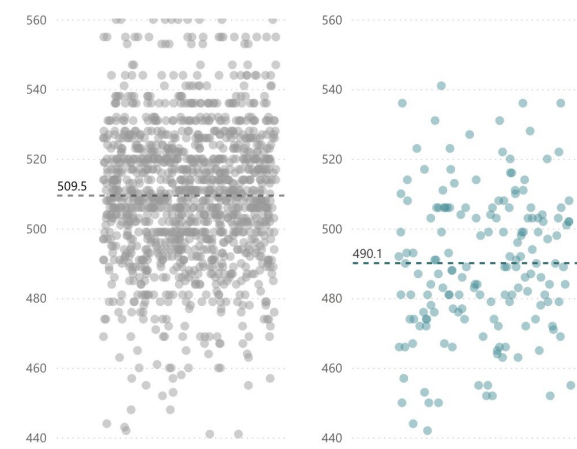
Low Income	# Students	% M + E	Avg SGP
⊕ No	1,272	70%	58.7
⊕ Yes	168	33%	50.7
Total	1,440	65%	57.9

Student Distribution - ELA by:

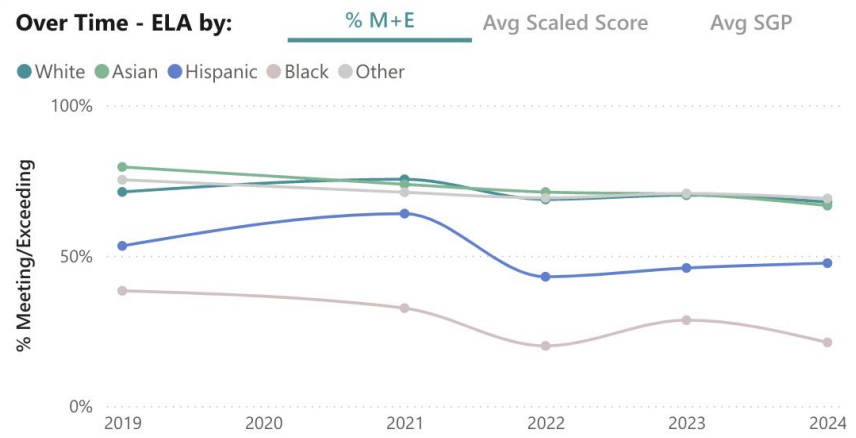
Avg Scaled Score Avg SGP

Not Low Income

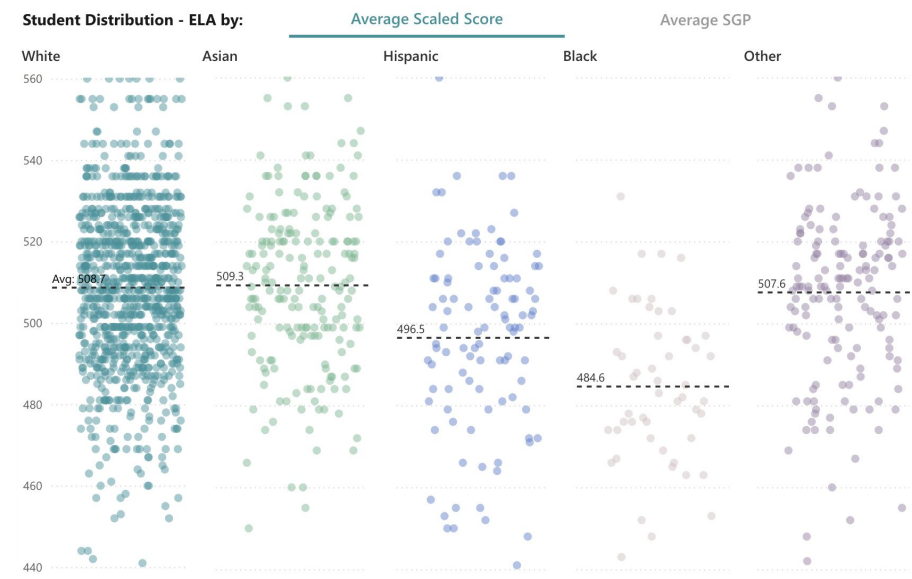
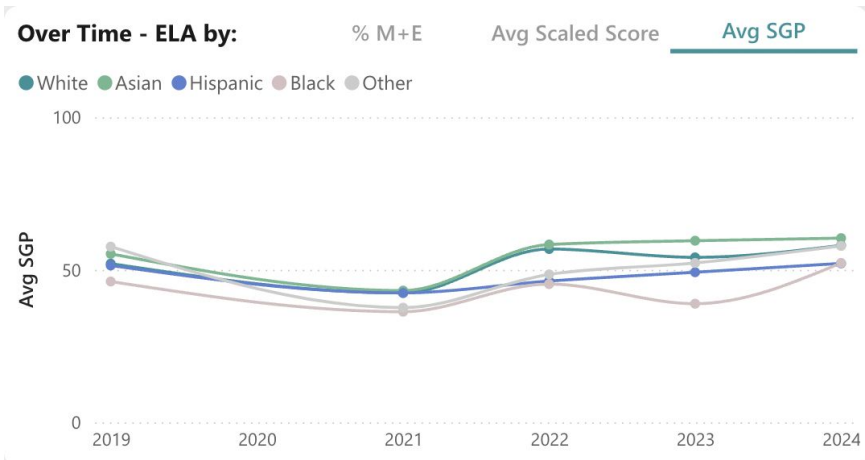
Low Income



Focal Groups: Race/Ethnicity 3-5 ELA

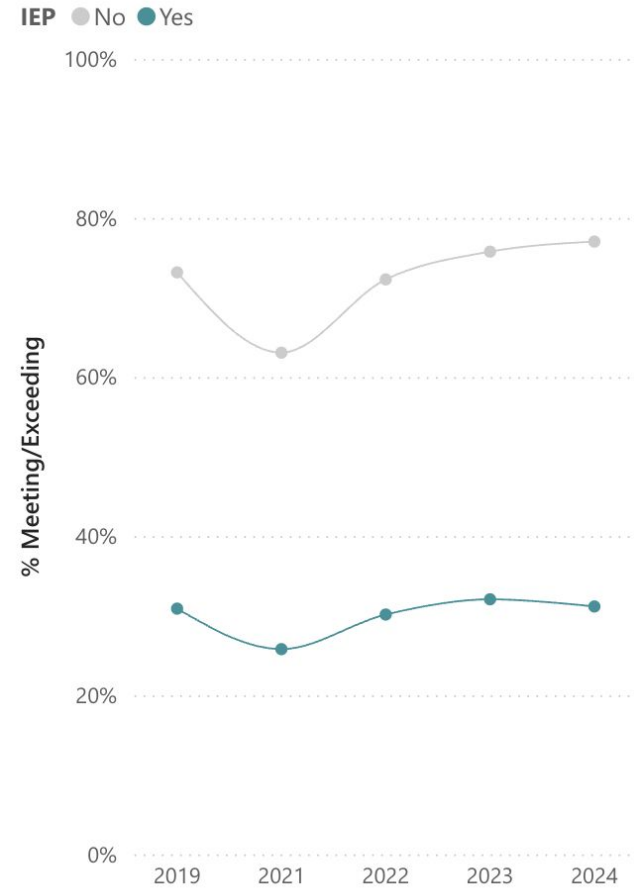


Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	952	68%	58.0	509
Asian	198	67%	60.4	509
Hispanic	101	48%	52.1	496
Multi	155	69%	57.8	508
Black	52	21%	52.2	485
Total	1,458	65%	57.7	507

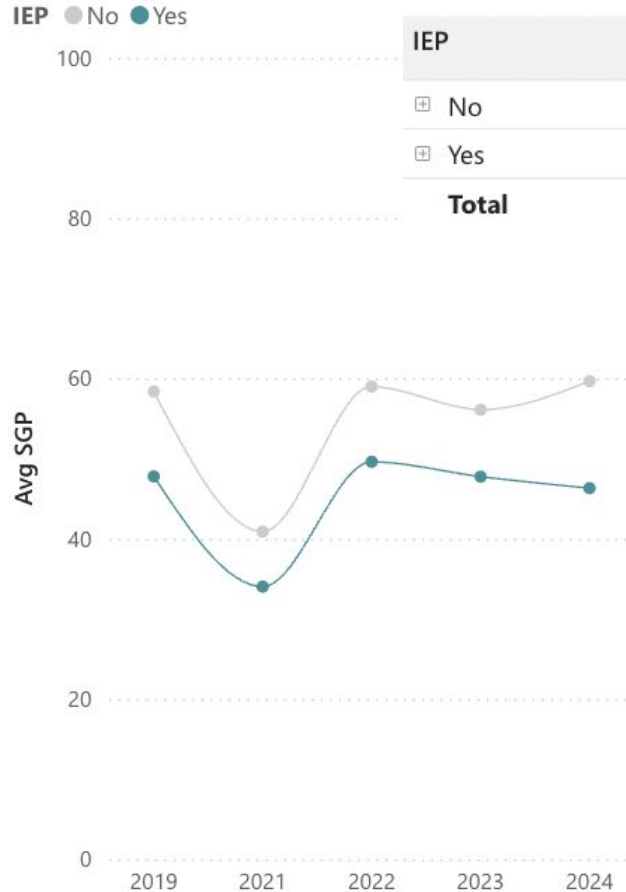


Focal Groups: Students w/IEPs 3-5 Math

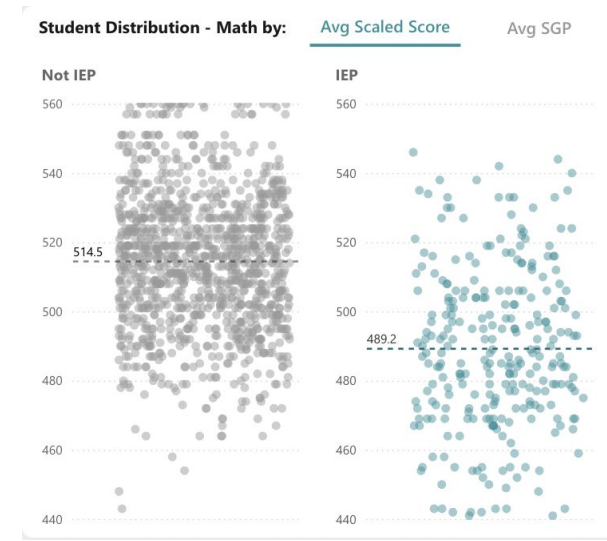
Performance over Time - Math



Performance over Time - Math

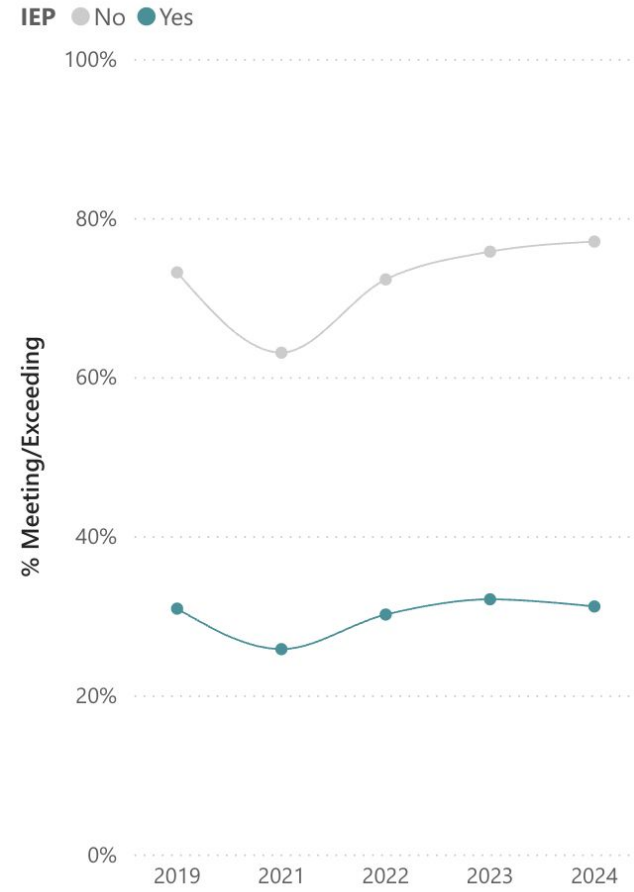


IEP	# Students	% M + E	Avg SGP
⊕ No	1,158	77%	59.7
⊕ Yes	276	31%	46.3
Total	1,434	68%	57.1

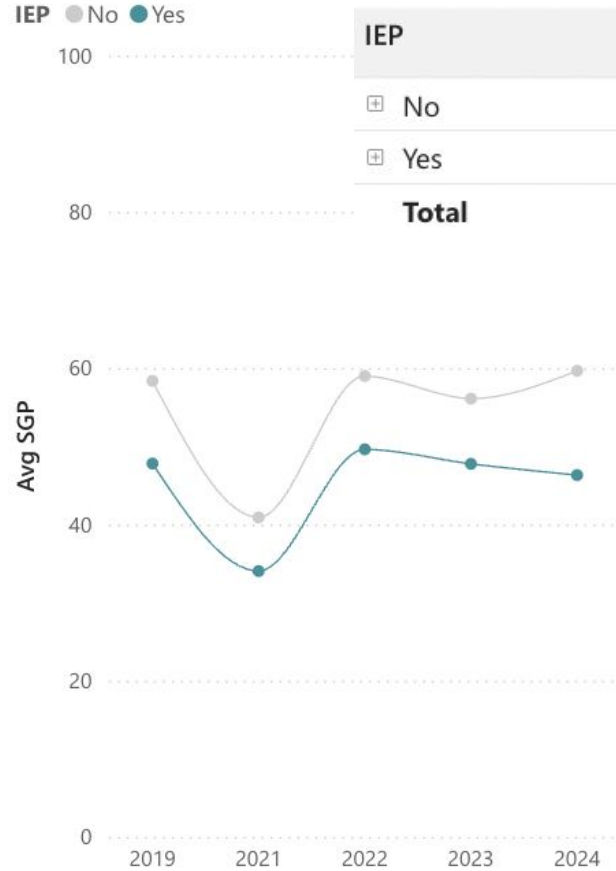


Focal Groups: Students w/IEPs 3-5 Math

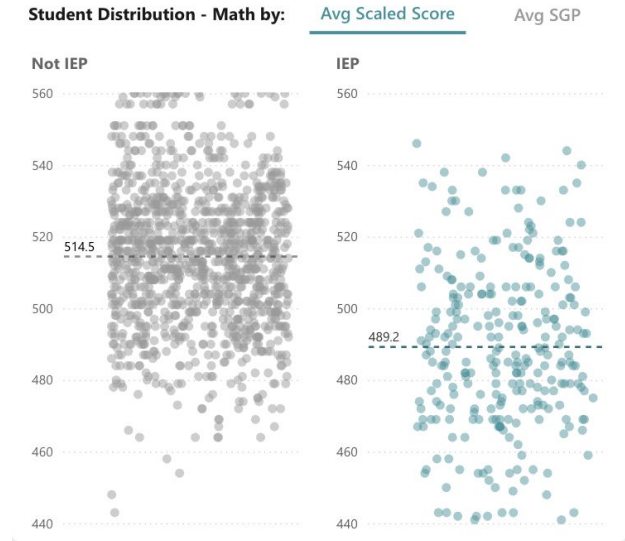
Performance over Time - Math



Performance over Time - Math

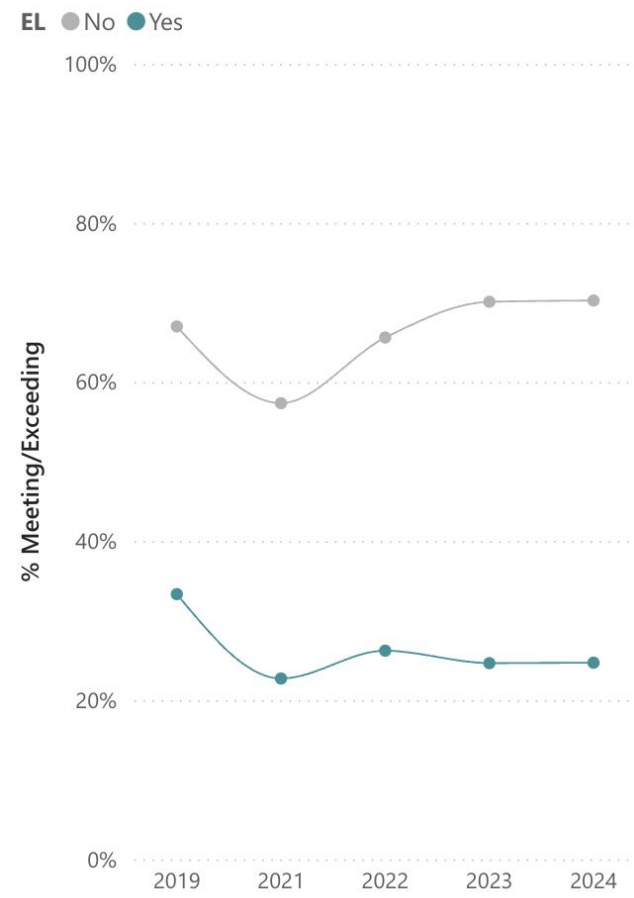


IEP	# Students	% M + E	Avg SGP
⊕ No	1,158	77%	59.7
⊕ Yes	276	31%	46.3
Total	1,434	68%	57.1

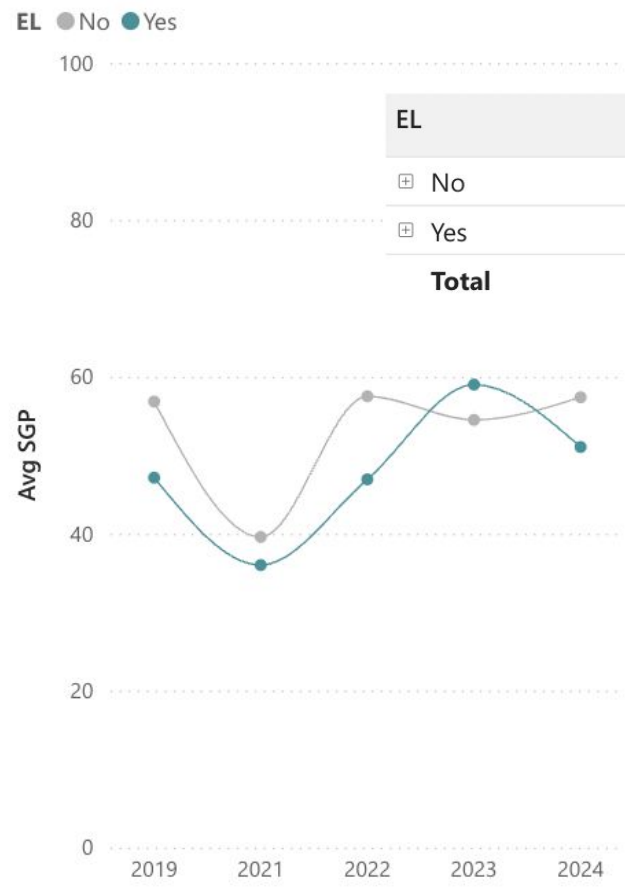


Focal Groups: ML 3-5 Math

Performance over Time - Math

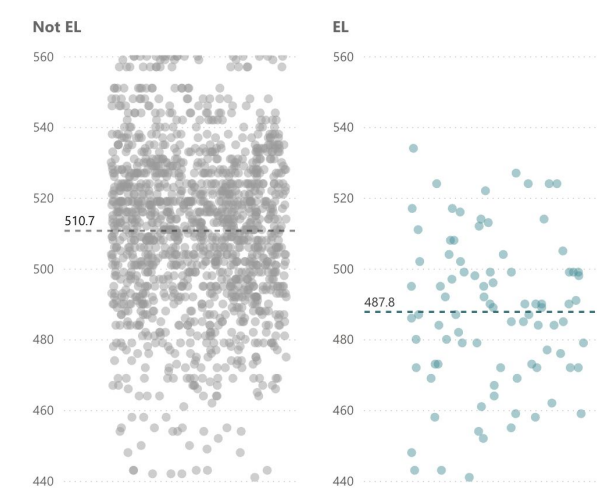


Performance over Time - Math



EL	# Students	% M + E	Avg SGP
⊕ No	1,364	70%	57.2
⊕ Yes	89	25%	49.8
Total	1,453	67%	56.9

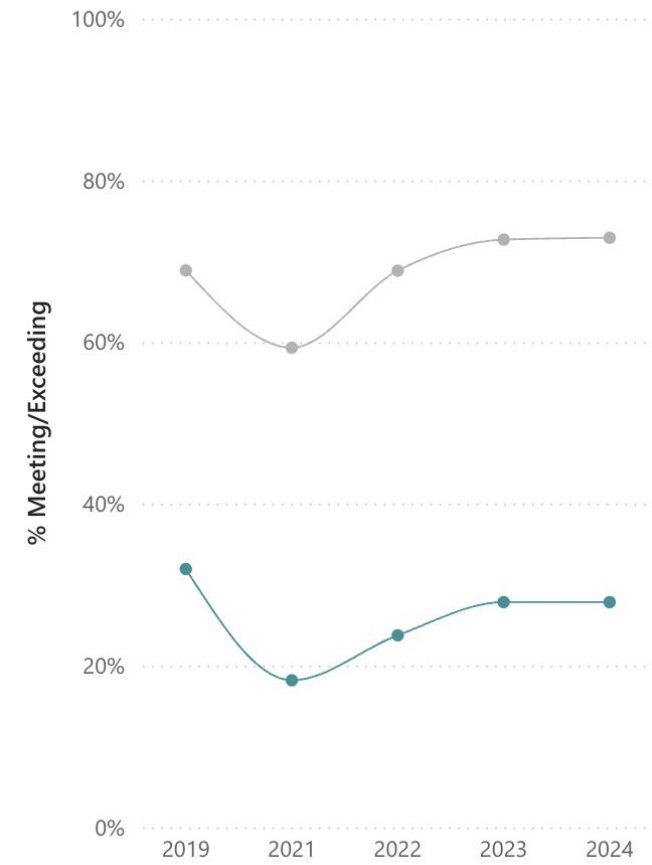
Student Distribution - Math by: Avg Scaled Score Avg SGP



Focal Groups: Low Income 3-5 Math

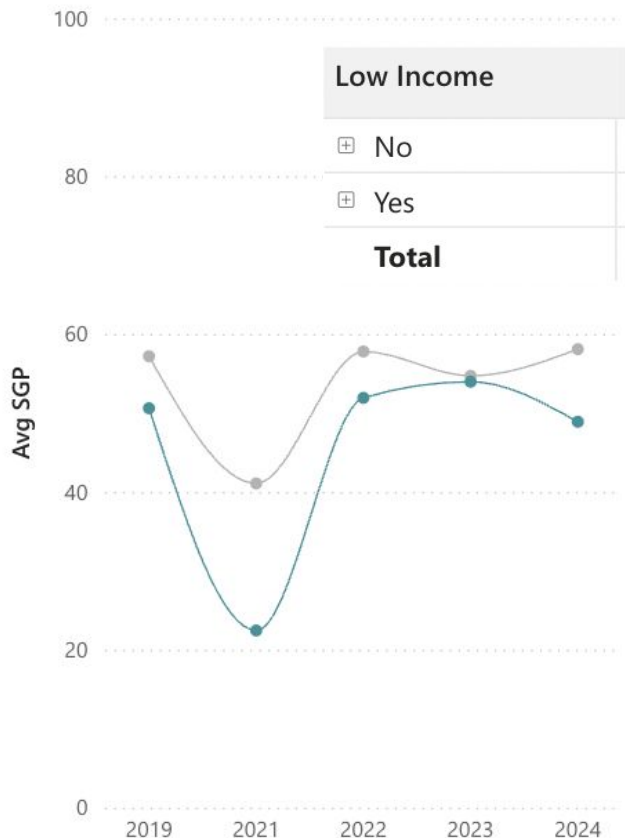
Performance over Time - Math

Low Income ● No ● Yes



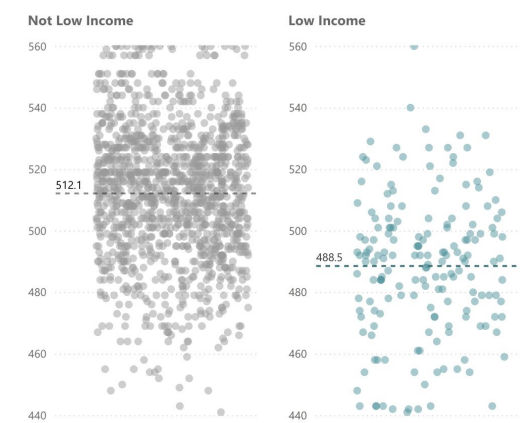
Performance over Time - Math

Low Income ● No ● Yes

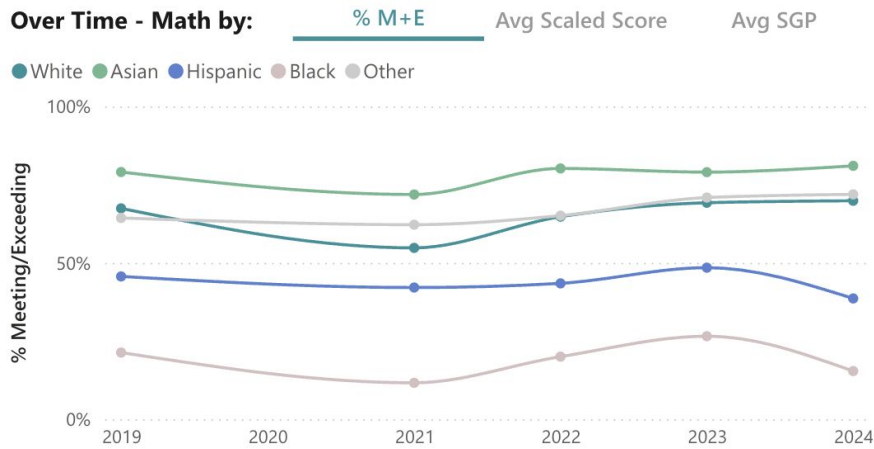


Low Income	# Students	% M + E	Avg SGP
⊕ No	1,277	73%	58.0
⊕ Yes	176	28%	47.9
Total	1,453	67%	56.9

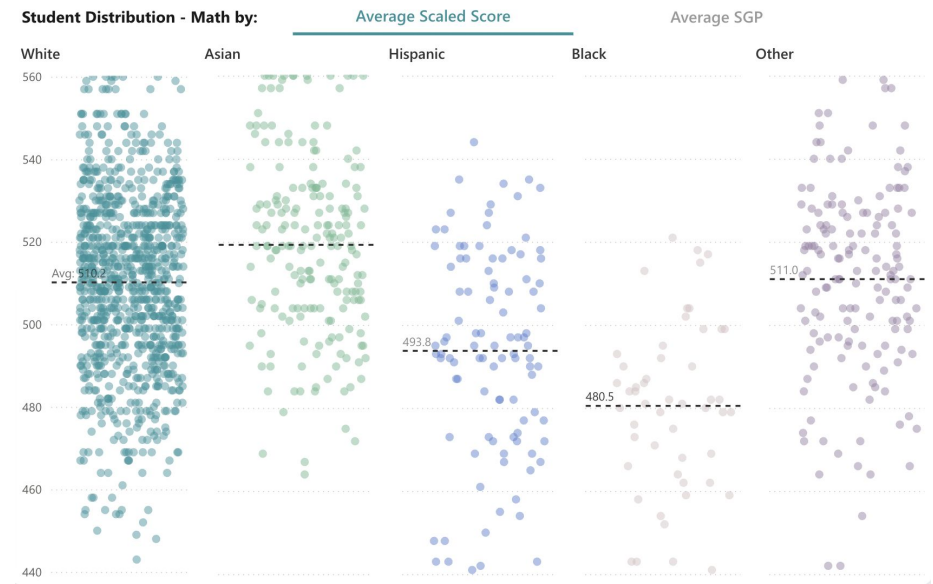
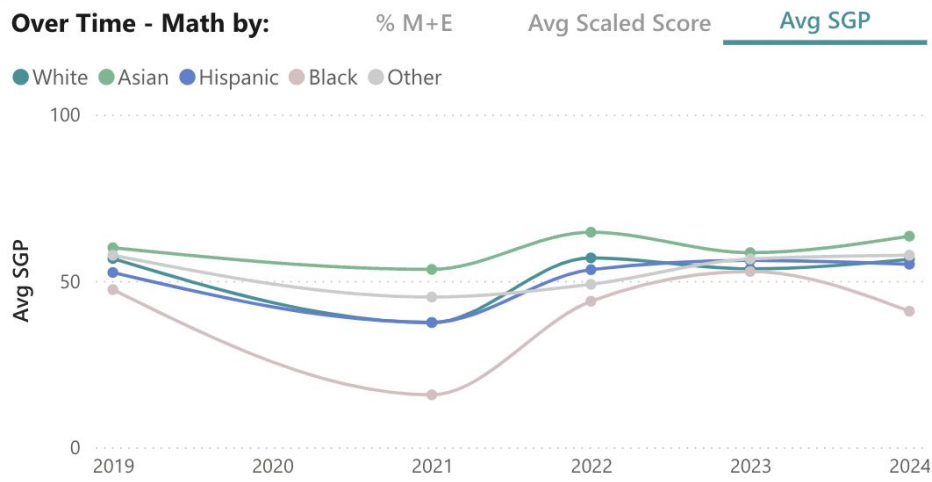
Student Distribution - Math by: Avg Scaled Score Avg SGP



Focal Groups: Race/Ethnicity 3-5 Math

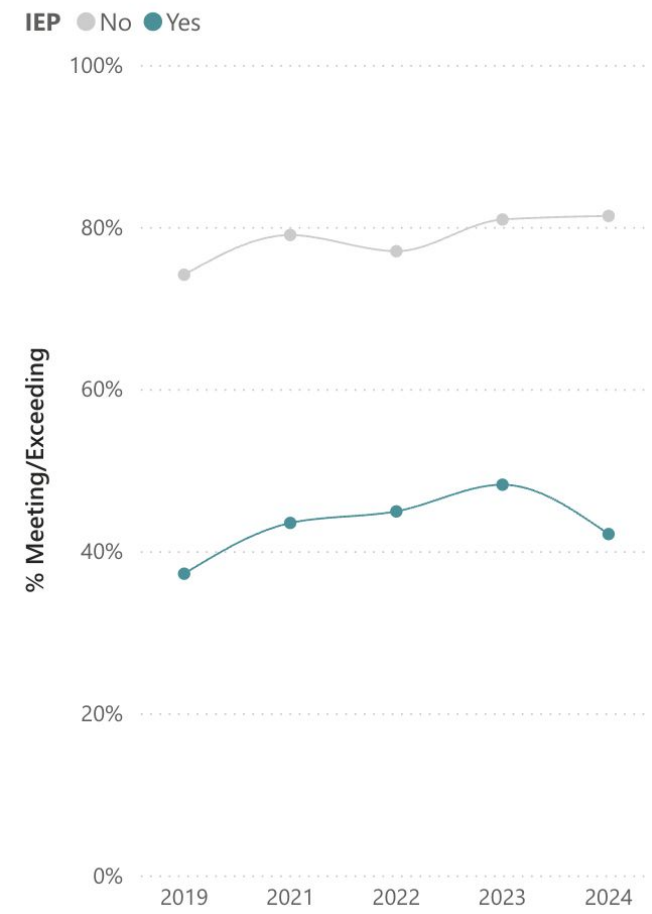


Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	952	70%	56.5	510
Asian	195	81%	63.4	519
Hispanic	101	39%	55.0	494
Multi	153	72%	57.7	511
Black	52	15%	40.9	481
Total	1,453	67%	56.9	509



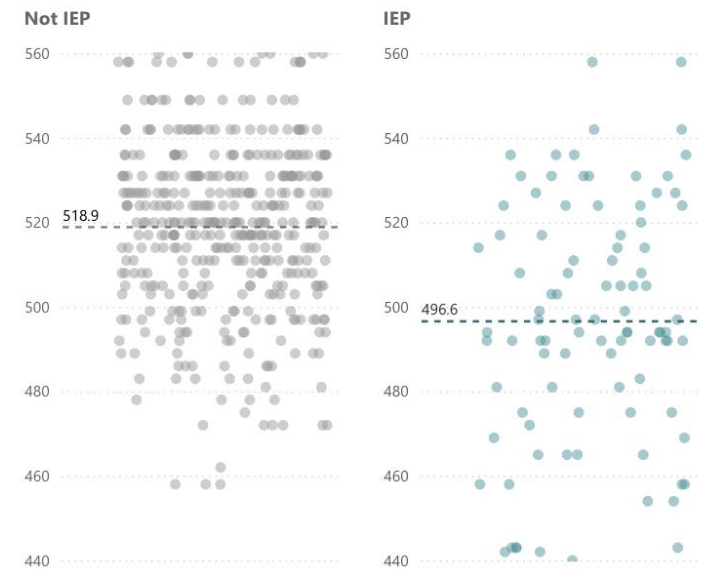
Focal Groups: Students w/IEPs G5 Science

Performance over Time - Science



IEP	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	413	81%		519
⊕ Yes	95	42%		497
Total	508	74%		515

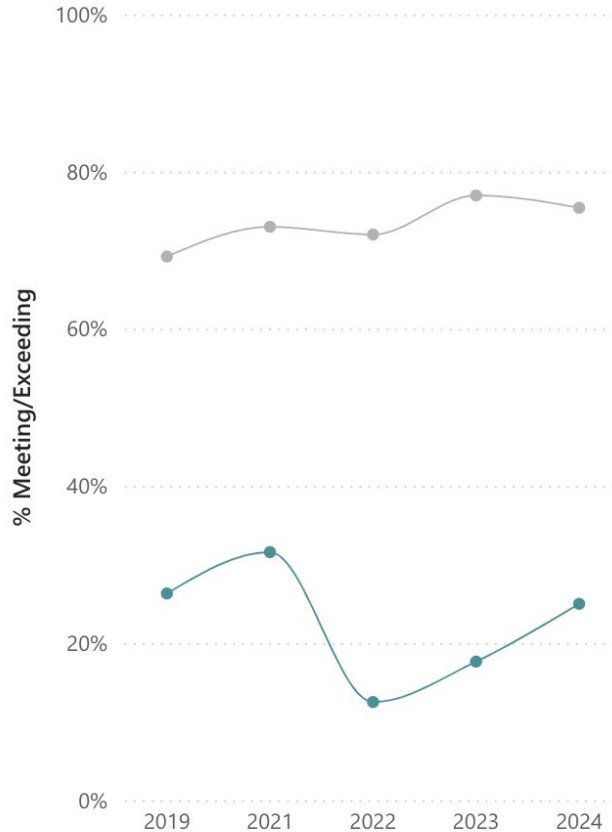
Student Distribution - Science by: Avg Scaled Score Avg SGP



Focal Groups: ML G5 Science

Performance over Time - Science

EL ● No ● Yes



EL	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	496	75%		516
⊕ Yes	16	25%		481
Total	512	74%		515

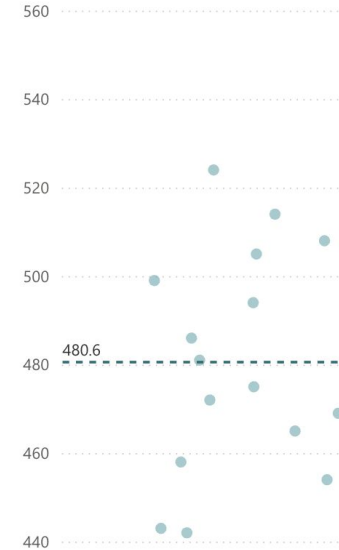
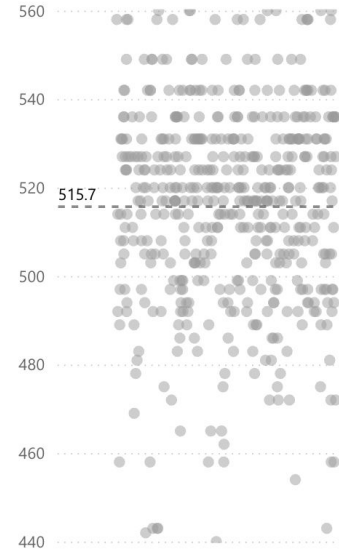
Student Distribution - Science by:

Avg Scaled Score

Avg SGP

Not EL

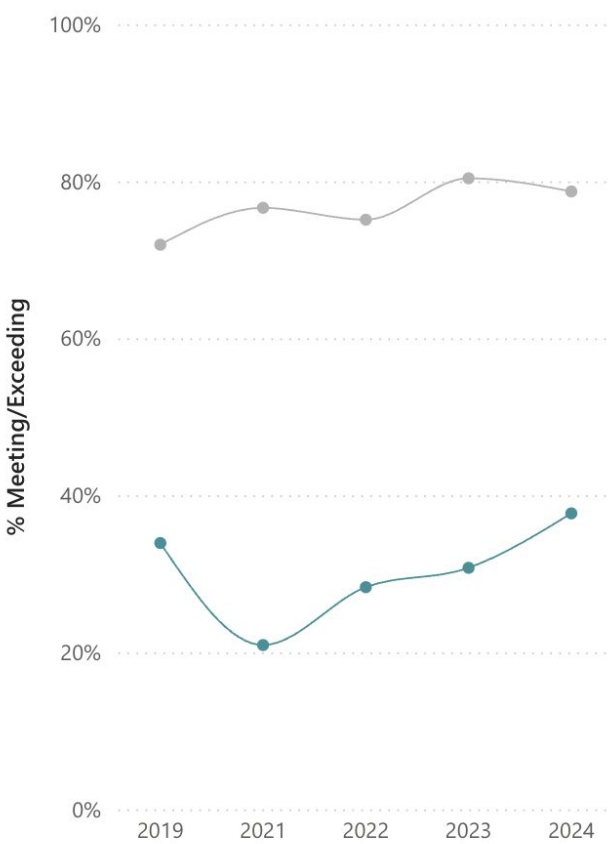
EL



Focal Groups: Low Income G5 Science

Performance over Time - Science

Low Income ● No ● Yes

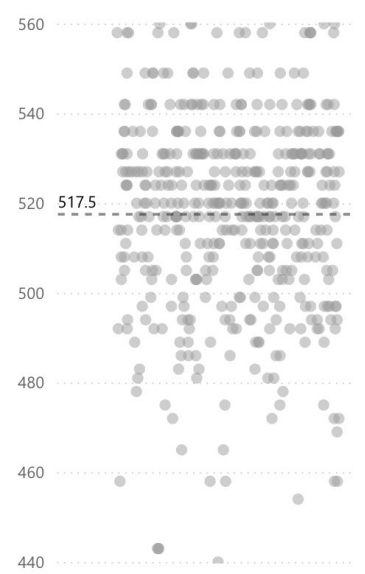


Low Income	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	451	79%		518
⊕ Yes	61	38%		493
Total	512	74%		515

Student Distribution - Science by:

Avg Scaled Score Avg SGP

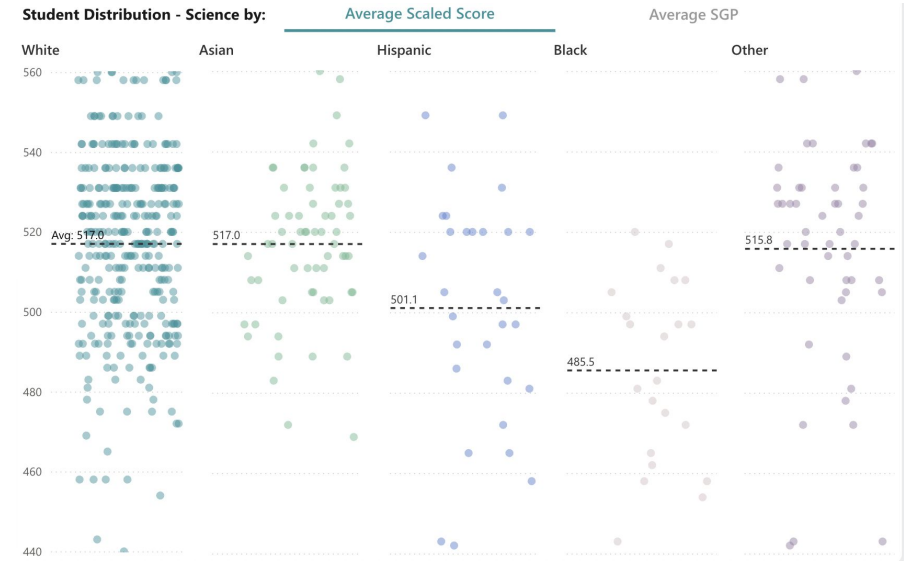
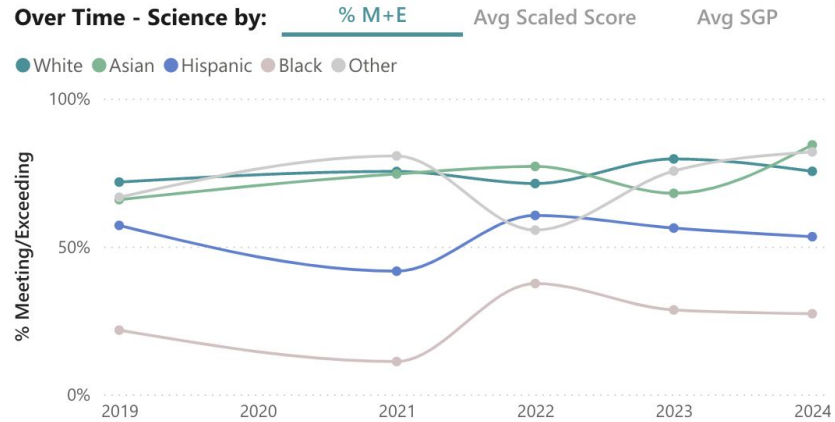
Not Low Income



Low Income



Focal Groups: Race/Ethnicity G5 Science



Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	346	75%		517
Asian	64	84%		517
Hispanic	30	53%		501
Multi	50	82%		516
Black	22	27%		486
Total	512	74%		515

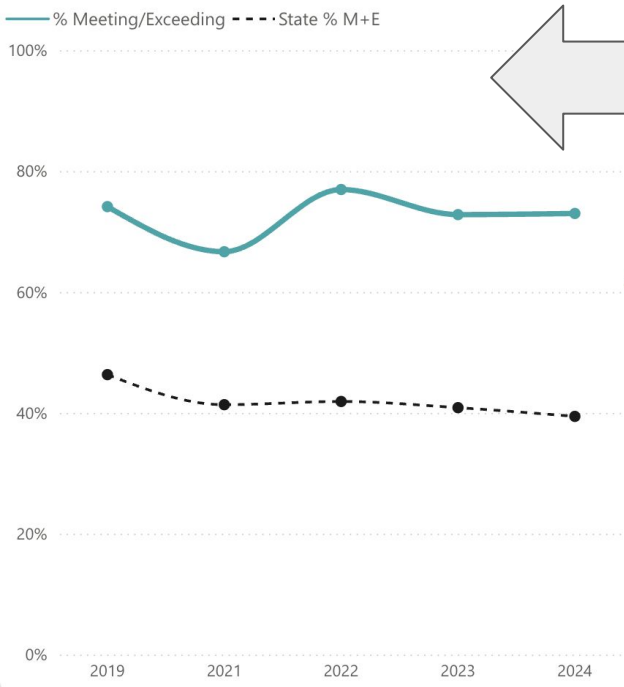


Arlington Public Schools
Education That Empowers

MIDDLE SCHOOL OVERALL

Results By Year

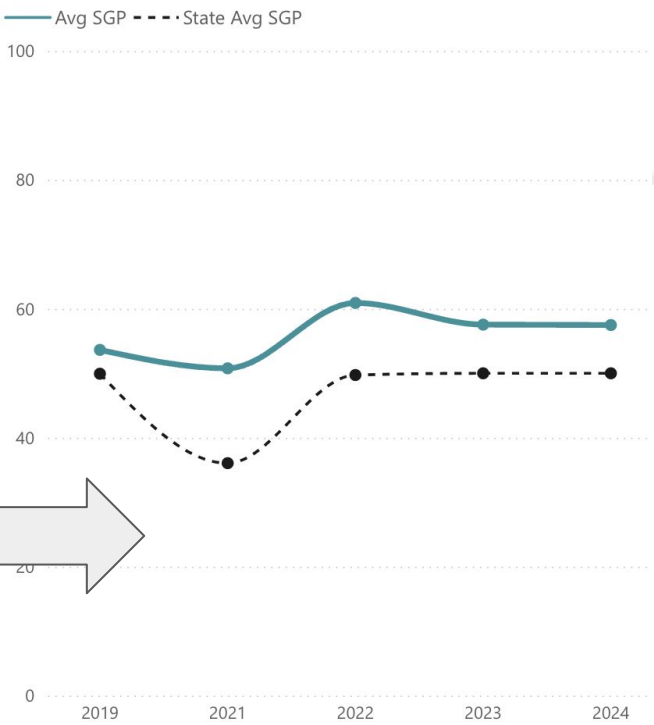
% Meeting/Exceeding



Grades 6-8 ELA: Overall

Results By Year

Avg SGP



% Students Meeting/Exceeding

70% 0% vs. previous year
↑ +31% vs. state average

Average Scaled Score

512 ↑ +1 vs. previous year
↑ +19 vs. state average

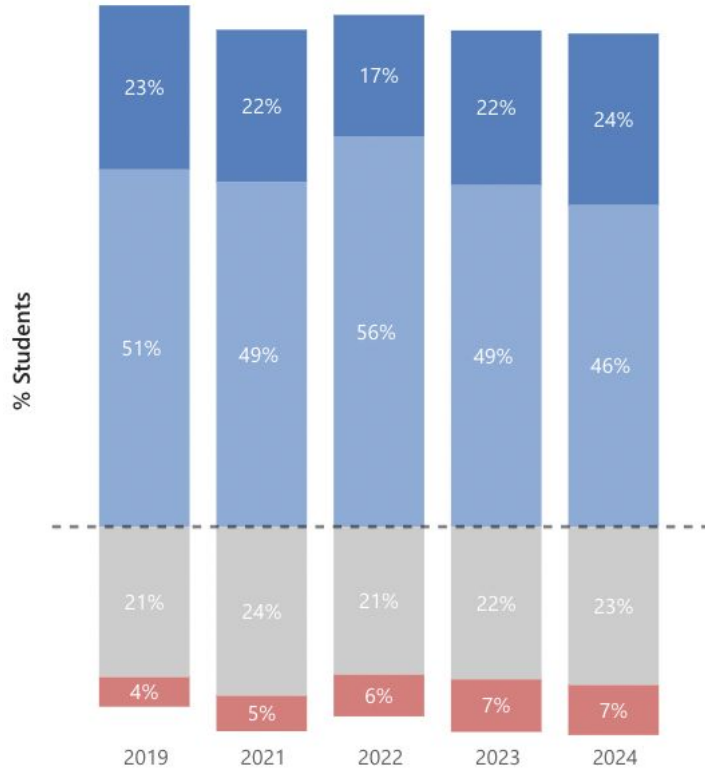
Average SGP

57.5 -0.1 vs. previous year
↑ +7.5 vs. state average

Growth v. State

Student Performance by Year - ELA

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

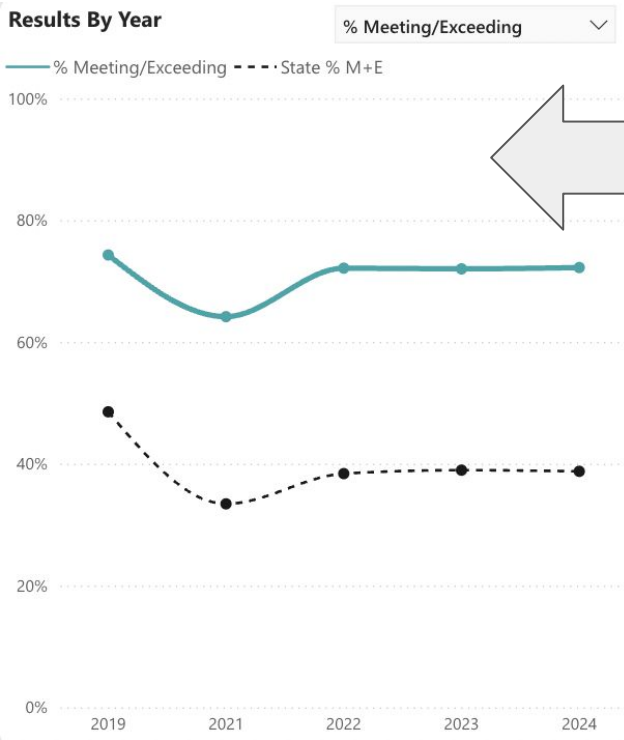
Grades 6-8 ELA: Overall

District Comparison grade 8: Achievement

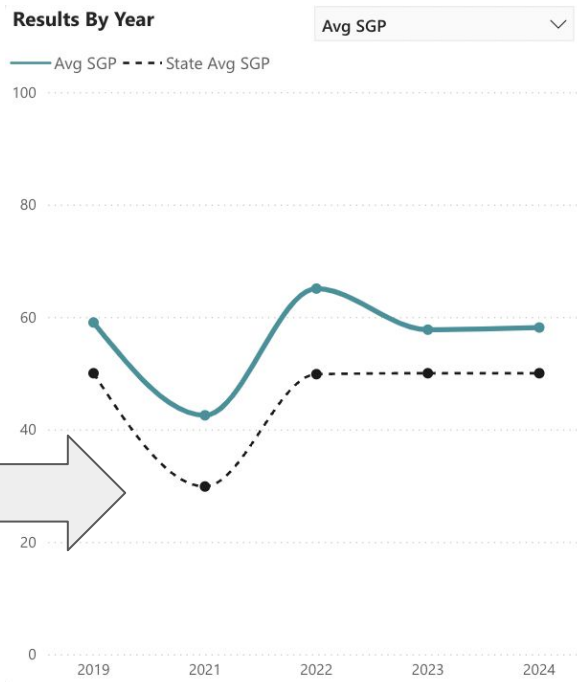
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	76%	3 of 12	11 of 300
2023	77%	3 of 12	8 of 300
2022	75%	2 of 12	11 of 301
2021	62%	6 of 12	35 of 300
2019	75%	5 of 12	28 of 295

District Comparison grade 8: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	61.0	5 of 12	32 of 300
2023	61.0	2 of 12	18 of 300
2022	58.9	4 of 12	41 of 301
2021	43.6	3 of 12	37 of 300
2019	61.9	2 of 12	16 of 295



Achievement v. State



Growth v. State



Arlington Public Schools
Education That Empowers

Grades 6-8 Math: Overall

% Students Meeting/Exceeding

72% 0% vs. previous year
↑ +33% vs. state average

Average Scaled Score

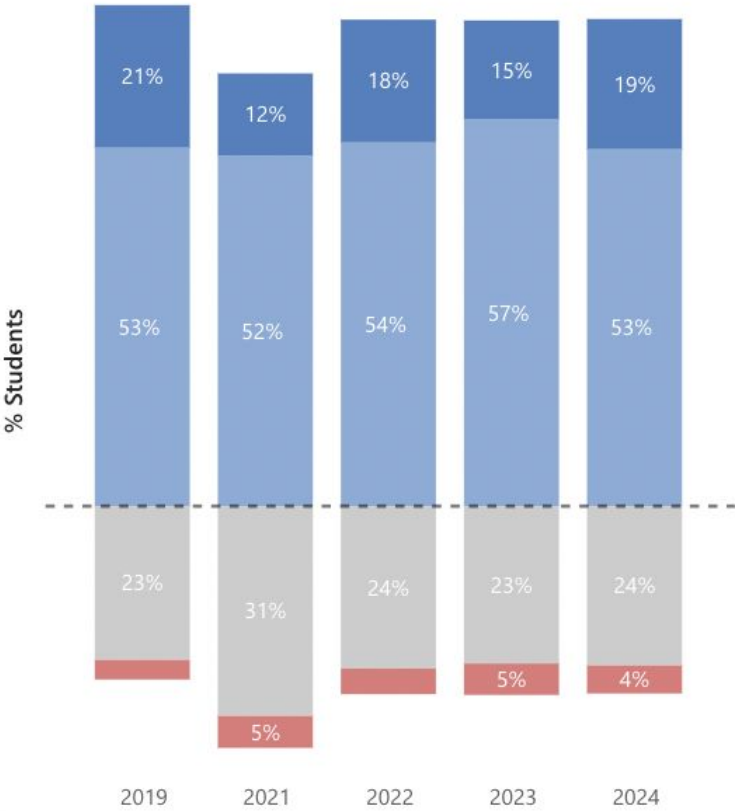
512 ↑ +2 vs. previous year
↑ +18 vs. state average

Average SGP

58.1 +0.4 vs. previous year
↑ +8.1 vs. state average

Student Performance by Year - Math

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



Arlington Public Schools
Education That Empowers

Grades 6-8 Math: Overall

District Comparison grade 8: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	5 of 12	15 of 300
2023	76%	3 of 12	9 of 300
2022	73%	3 of 12	12 of 301
2021	64%	3 of 12	15 of 300
2019	73%	5 of 12	21 of 295

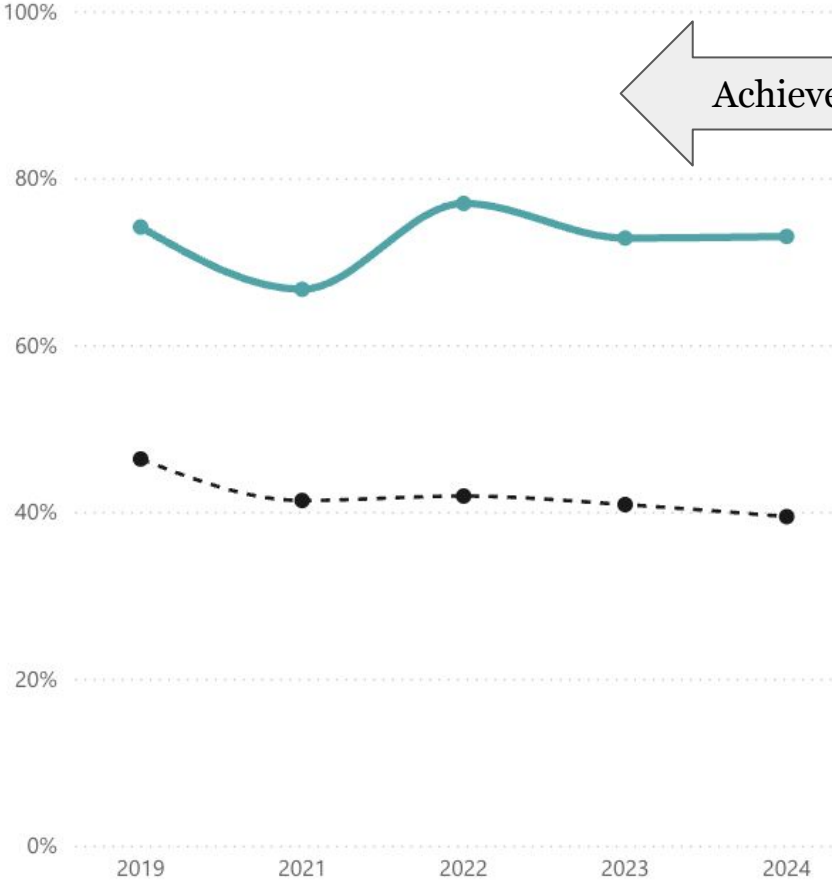
District Comparison grade 8: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	58.0	7 of 12	68 of 300
2023	55.0	7 of 12	82 of 300
2022	70.6	1 of 12	7 of 301
2021	44.8	2 of 12	7 of 300
2019	62.0	4 of 12	34 of 295

Results By Year

% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Arlington Public Schools
Education That Empowers

Grade 8 Science: Overall

% Students Meeting/Exceeding

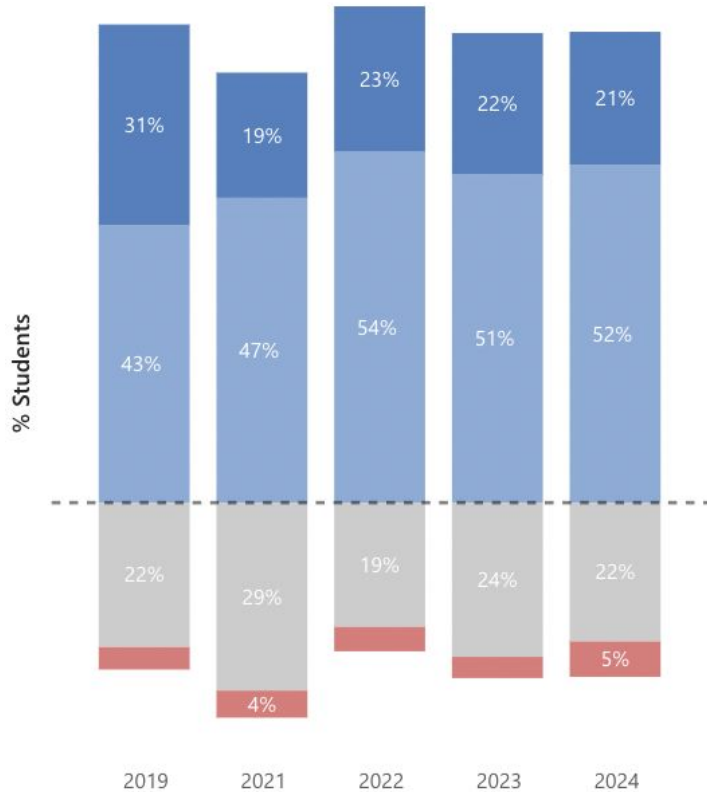
73% 0% vs. previous year
↑+34% vs. state average

Average Scaled Score

513 0 vs. previous year
↑+20 vs. state average

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grades 8 Science: Overall

District Comparison grade 8: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	5 of 12	15 of 300
2023	76%	3 of 12	9 of 300
2022	73%	3 of 12	12 of 301
2021	64%	3 of 12	15 of 300
2019	73%	5 of 12	21 of 295



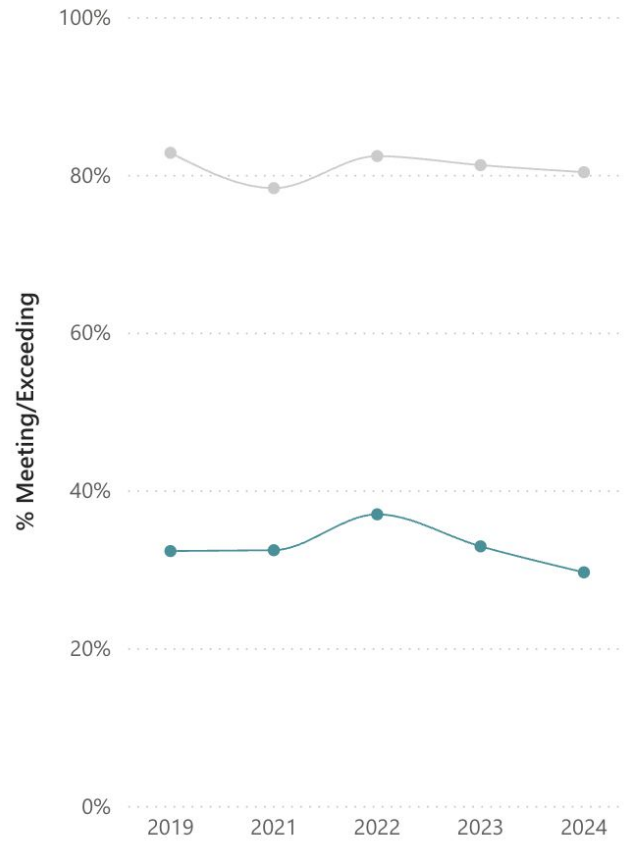
Arlington Public Schools
Education That Empowers

MIDDLE SCHOOL FOCAL GROUPS

Focal Groups: Students w/IEPs 6-8 ELA

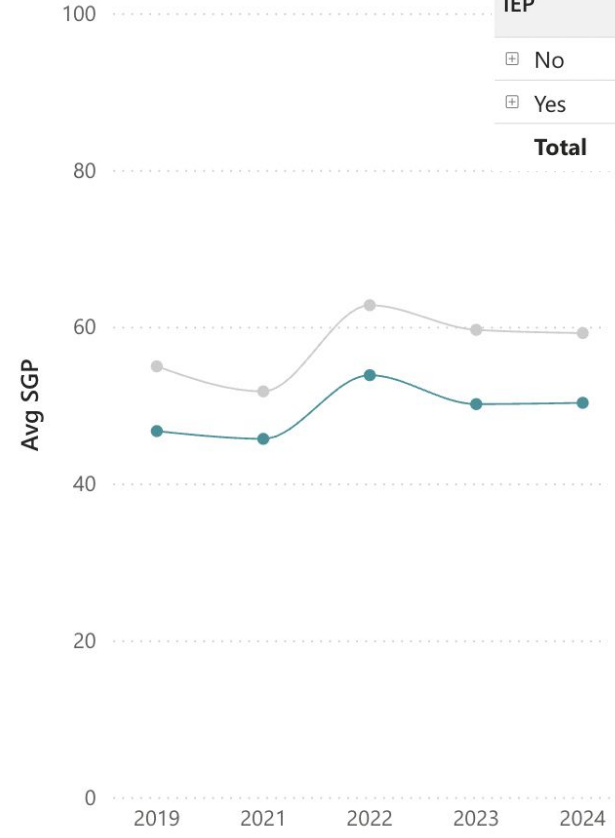
Performance over Time - ELA

IEP ● No ● Yes



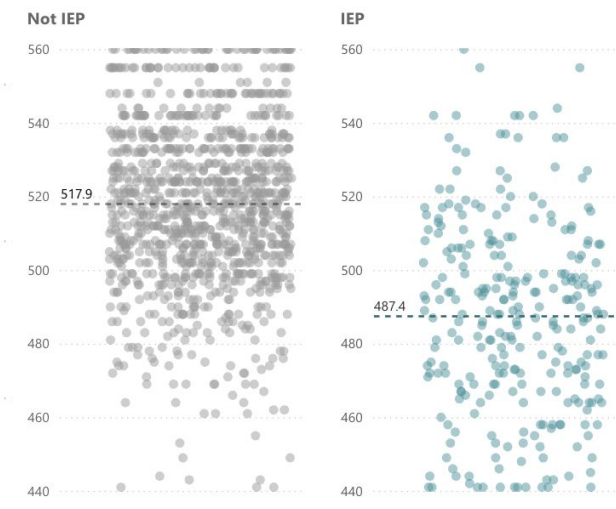
Performance over Time - ELA

IEP ● No ● Yes



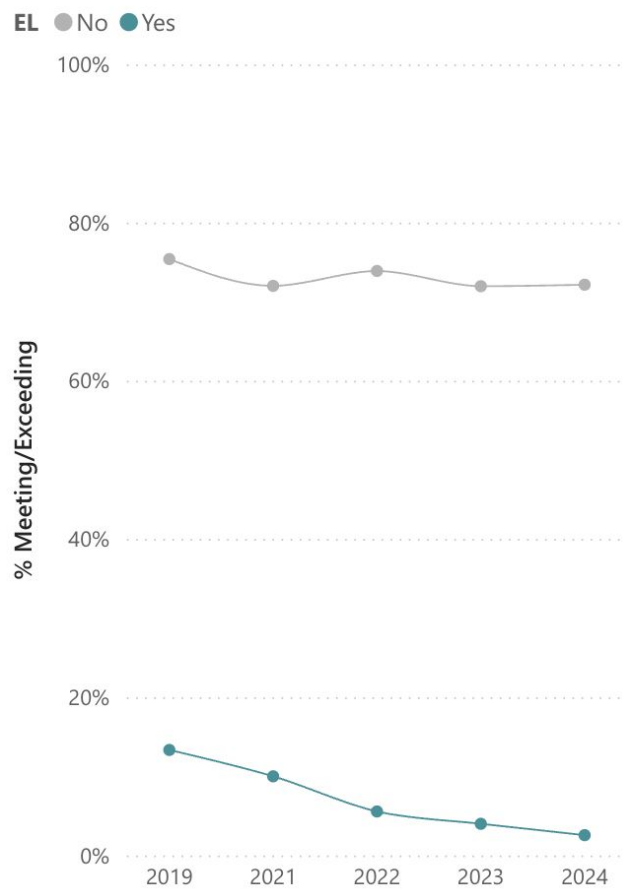
IEP	# Students	% M + E	Avg SGP
No	1,108	80%	59.2
Yes	277	30%	50.3
Total	1,385	70%	57.4

Student Distribution - ELA by: Avg Scaled Score Avg SGP

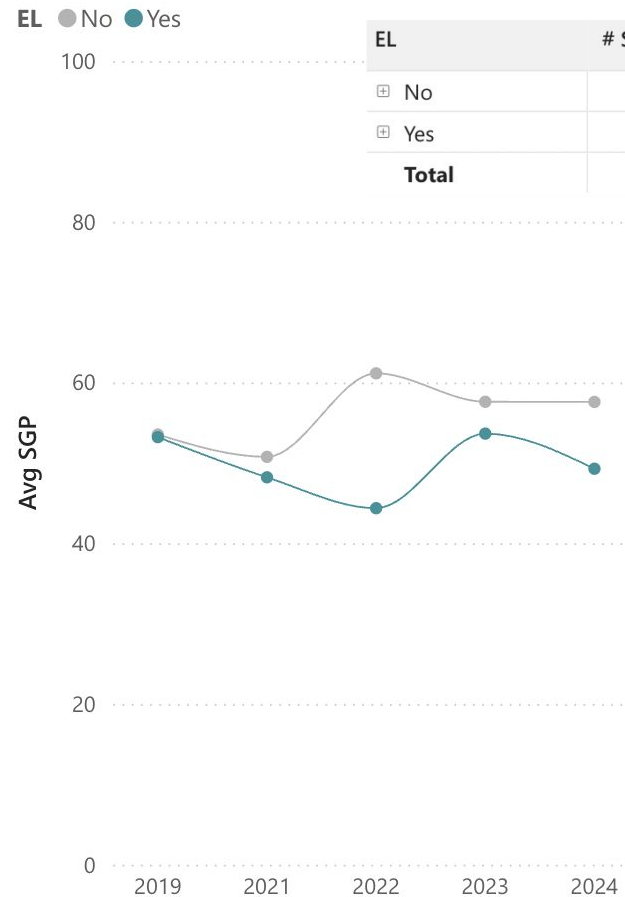


Focal Groups: ML 6-8 ELA

Performance over Time - ELA

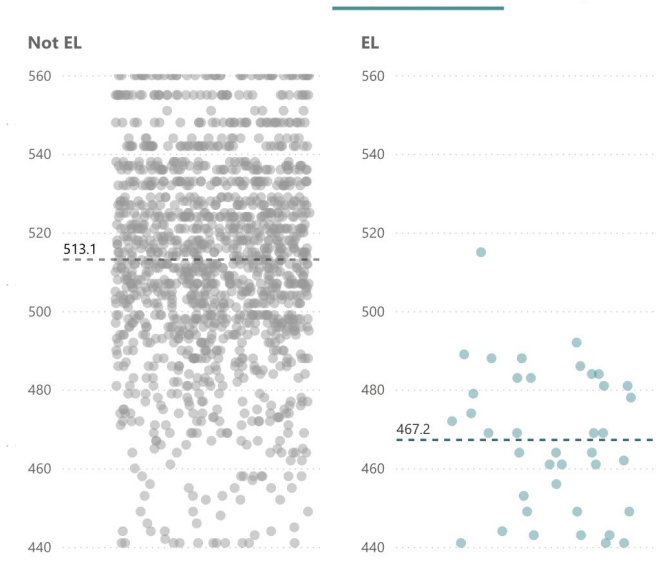


Performance over Time - ELA



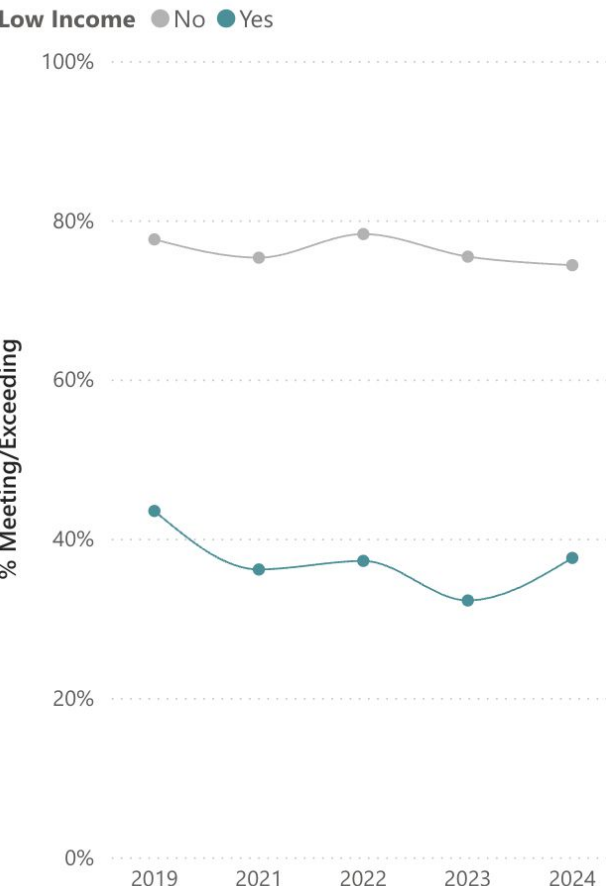
EL	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,346	72%	57.6	513
Yes	39	3%	49.3	467
Total	1,385	70%	57.4	512

Student Distribution - ELA by:

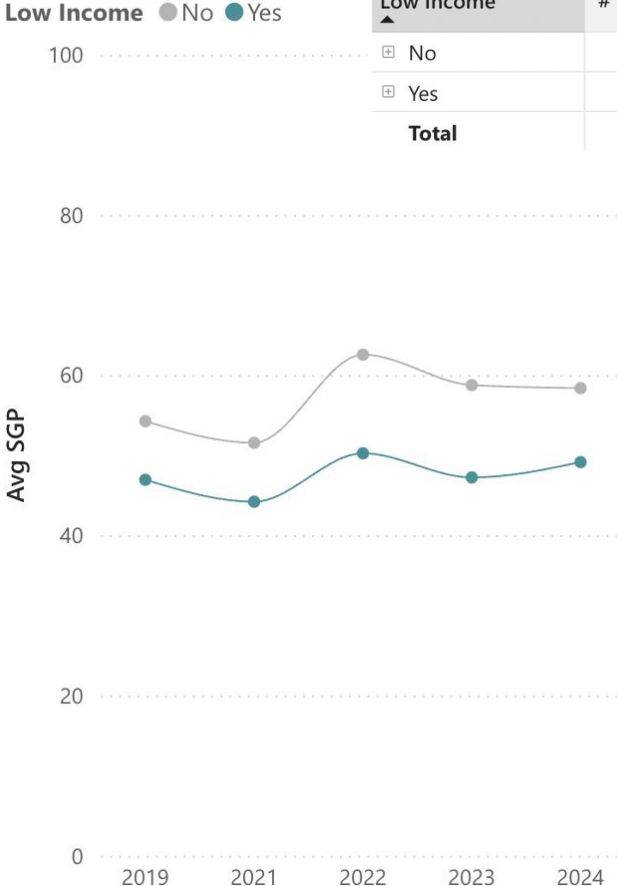


Focal Groups: Low-Income 6-8 ELA

Performance over Time - ELA



Performance over Time - ELA

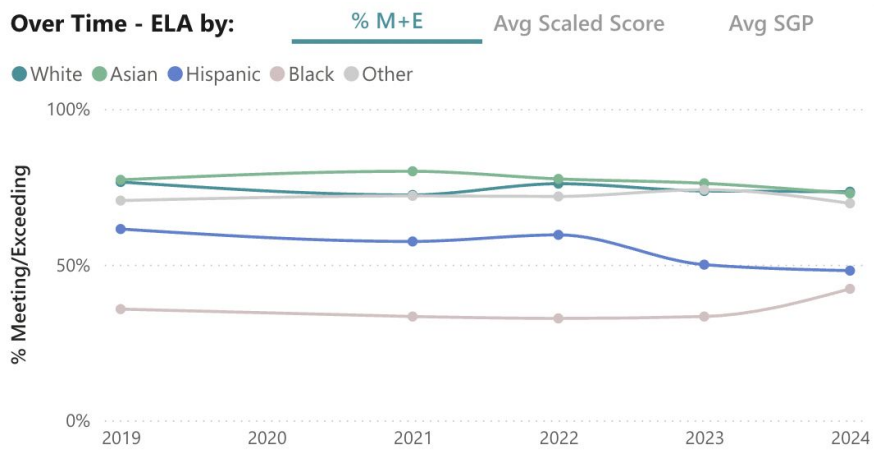


Low Income	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,228	74%	58.4	515
Yes	157	38%	49.1	488
Total	1,385	70%	57.4	512

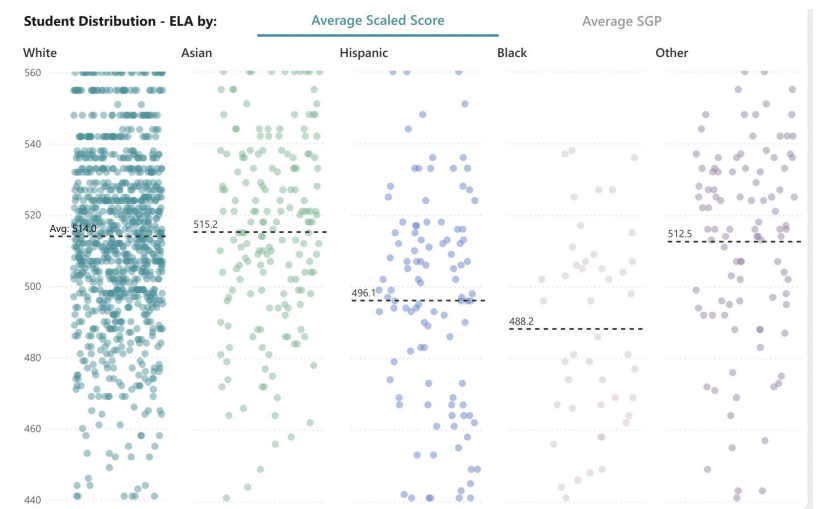
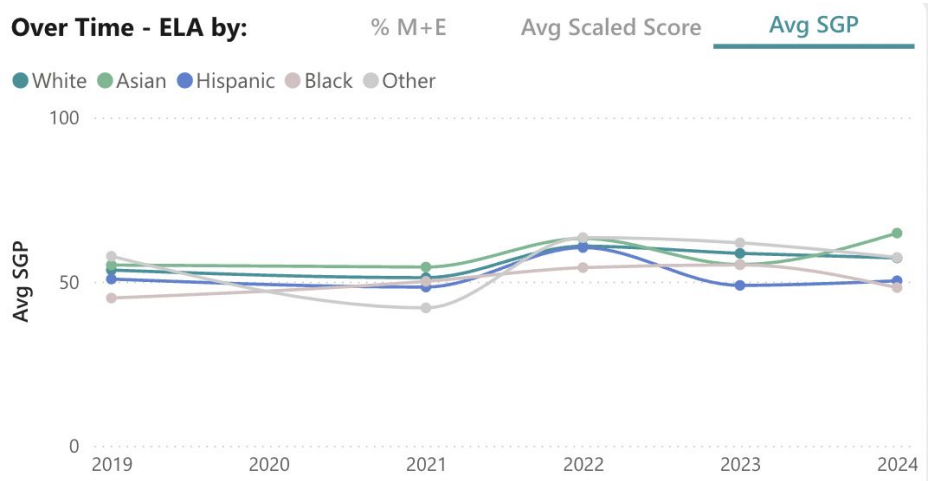
Student Distribution - ELA by: Avg Scaled Score Avg SGP



Focal Groups: Race/Ethnicity 6-8 ELA

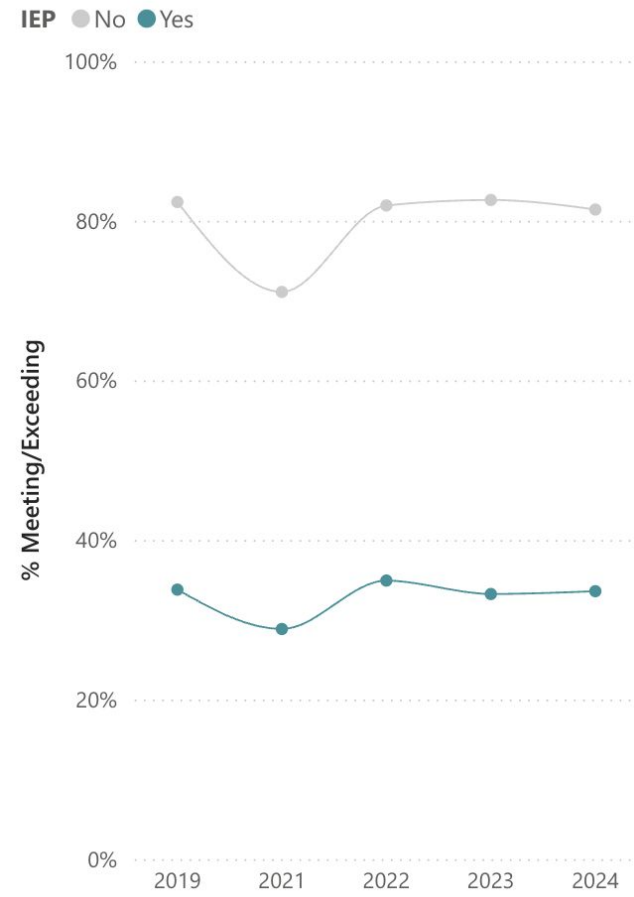


Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	960	73%	57.2	514
Asian	177	73%	64.8	515
Hispanic	104	48%	50.3	496
Multi	97	69%	57.5	513
Black	45	42%	48.2	488
Pacific Islander	2	100%	53.0	513
Total	1,385	70%	57.4	512

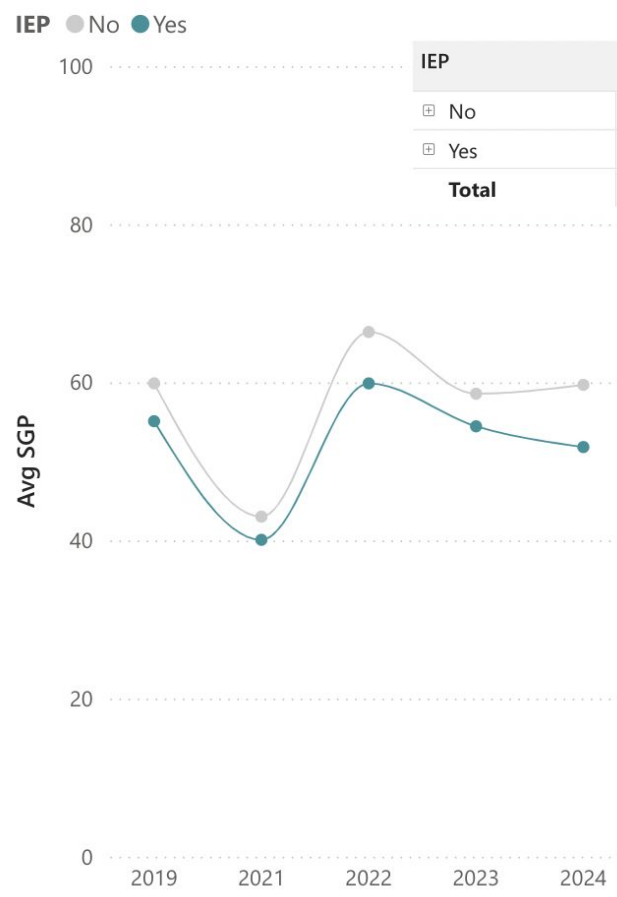


Focal Groups: Students w/IEPs 6-8 Math

Performance over Time - Math

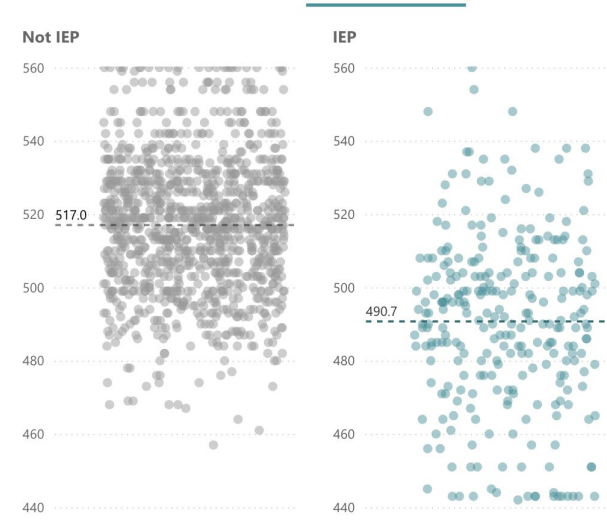


Performance over Time - Math



IEP	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,108	81%	59.7	517
Yes	274	34%	51.8	491
Total	1,382	72%	58.1	512

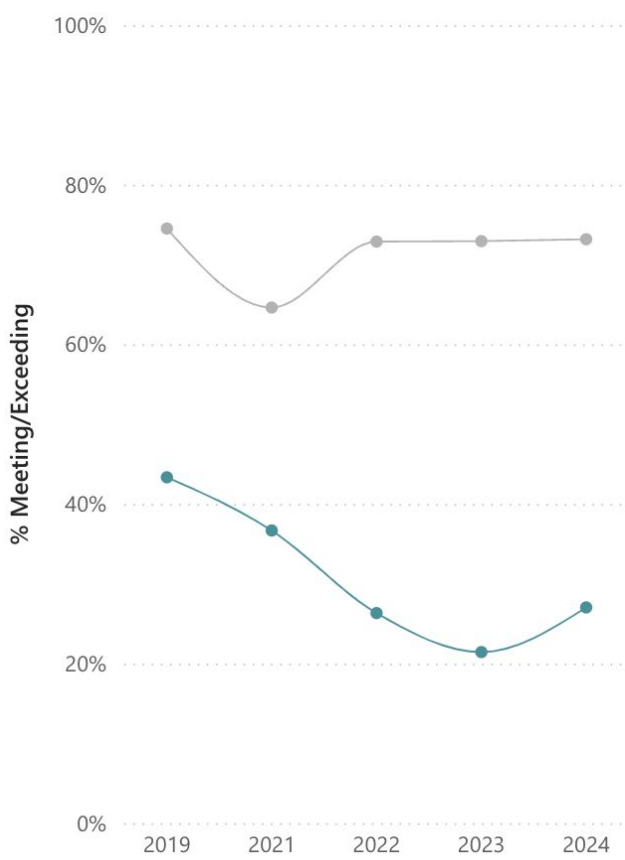
Student Distribution - Math by:



Focal Groups: ML 6-8 Math

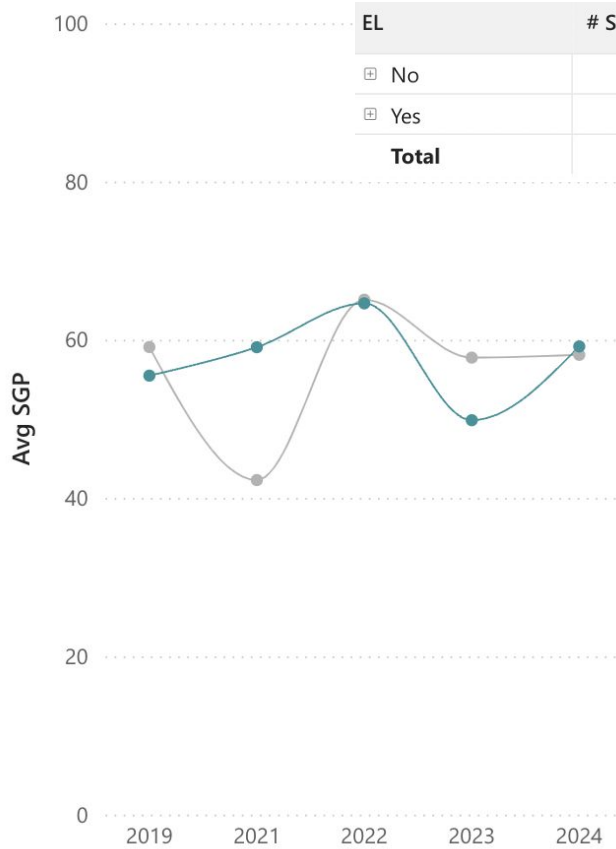
Performance over Time - Math

EL ● No ● Yes



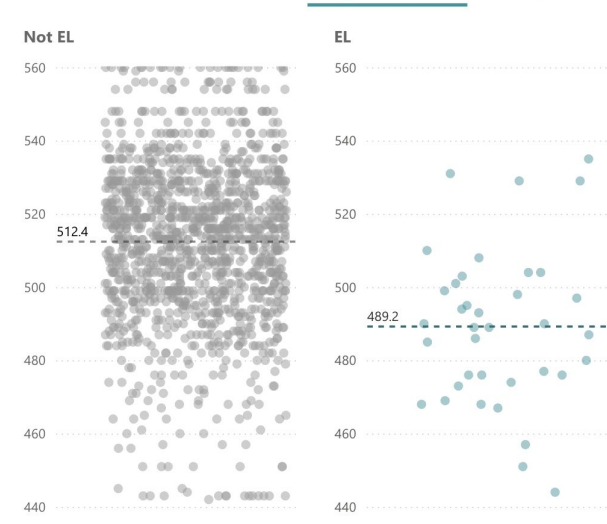
Performance over Time - Math

EL ● No ● Yes



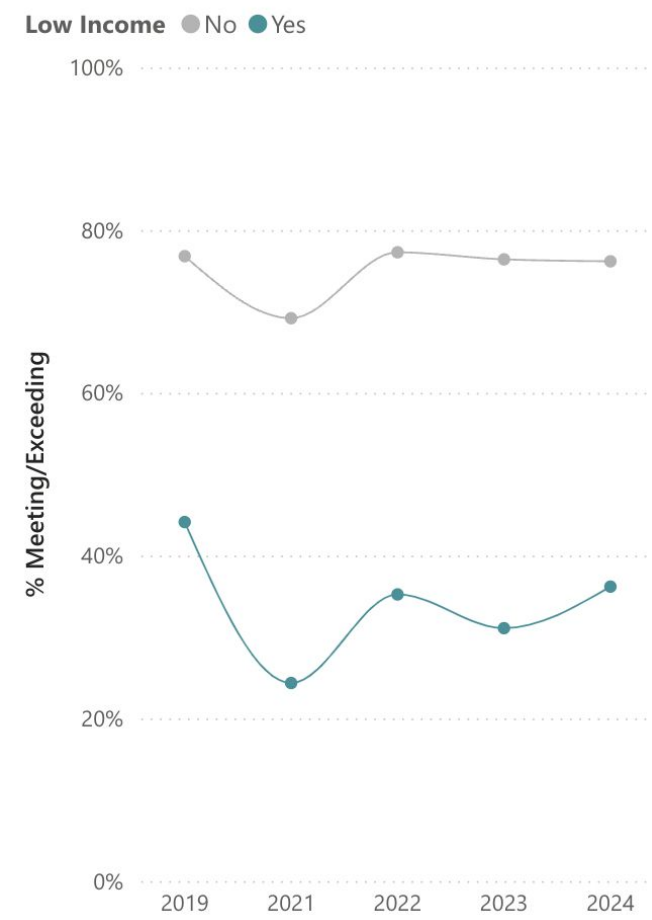
EL	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,345	73%	58.1	512
Yes	37	27%	59.2	489
Total	1,382	72%	58.1	512

Student Distribution - Math by:

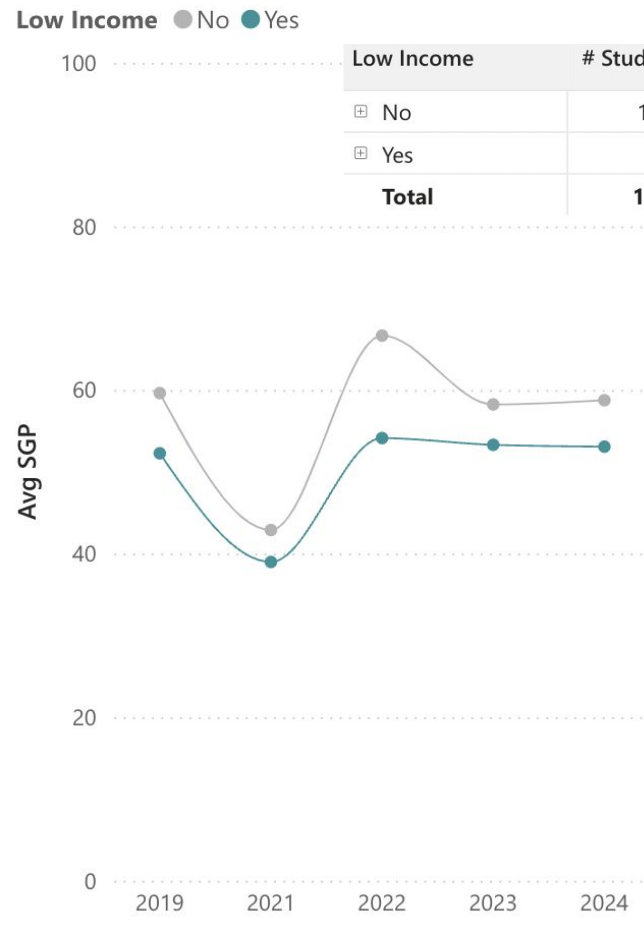


Focal Groups: Low Income 6-8 Math

Performance over Time - Math



Performance over Time - Math

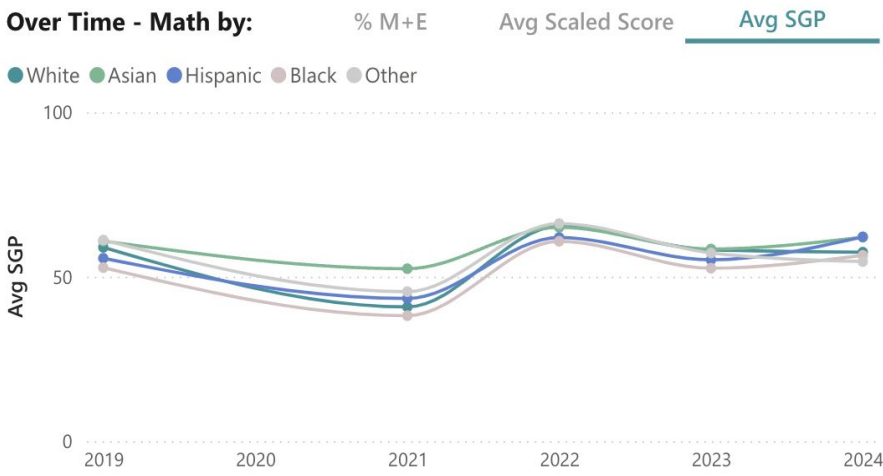
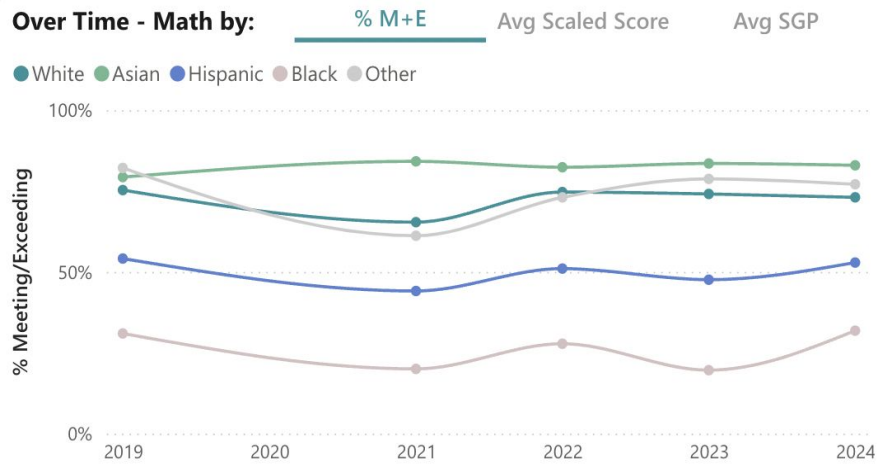


Low Income	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	1,229	76%	58.7	514
⊕ Yes	152	36%	53.1	492
Total	1,381	72%	58.2	512

Student Distribution - Math by: Avg Scaled Score Avg SGP



Focal Groups: Race/Ethnicity 6-8 Math



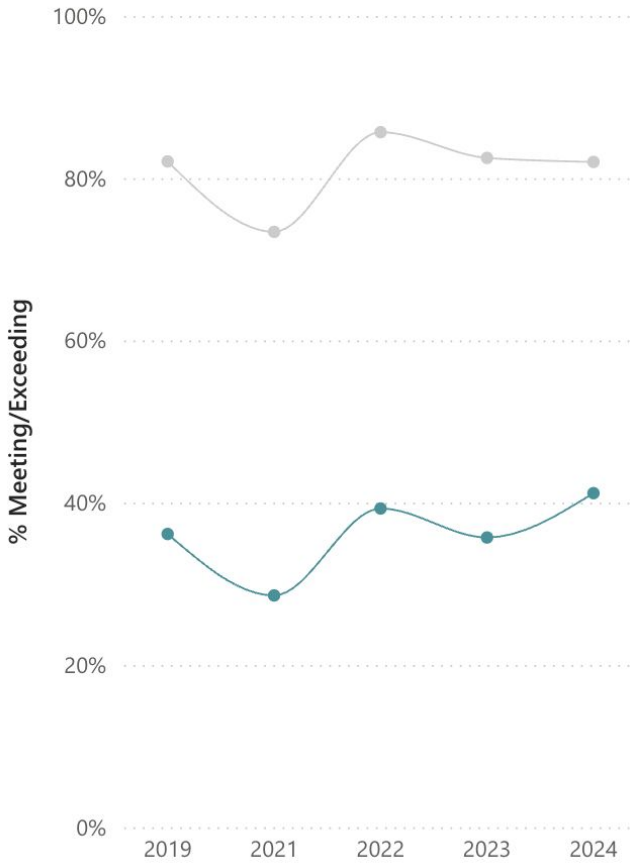
Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	961	73%	57.5	512
Asian	176	83%	62.0	523
Hispanic	104	53%	62.1	501
Multi	94	78%	54.9	514
Black	44	32%	56.5	489
Pacific Islander	2	50%	41.5	509
Total	1,381	72%	58.2	512



Focal Groups: Students w/IEPs G8 Science

Performance over Time - Science

IEP ● No ● Yes



IEP	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	339	82%		518
⊕ Yes	102	41%		495
Total	441	73%		513

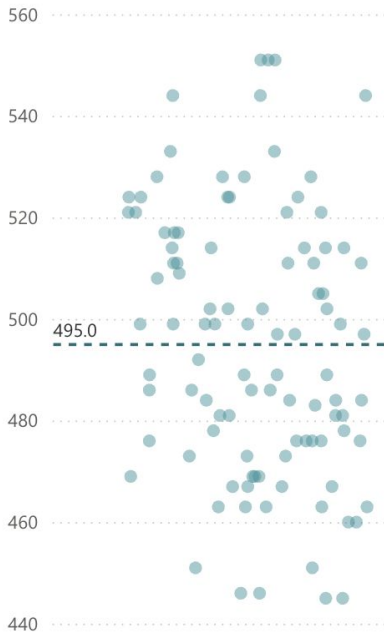
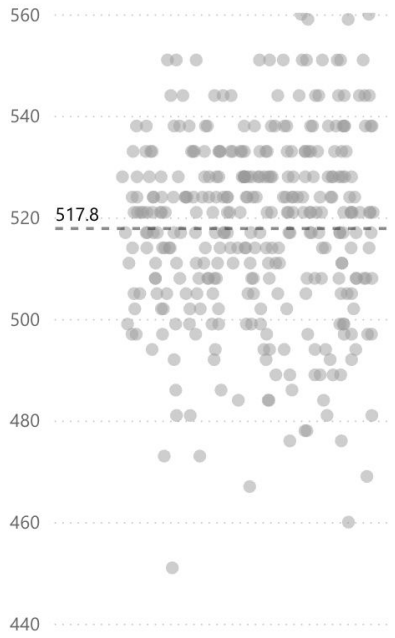
Student Distribution - Science by:

Avg Scaled Score

Avg SGP

Not IEP

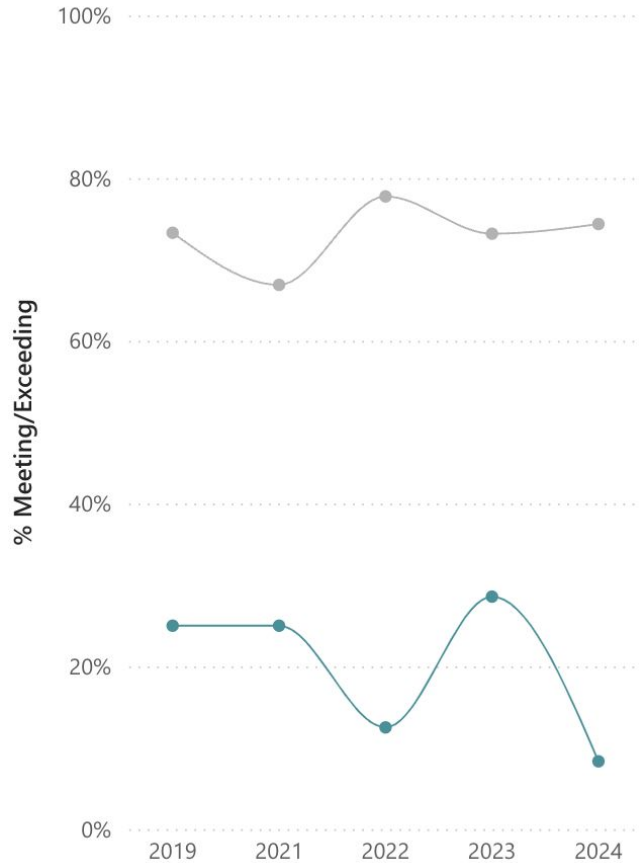
IEP



Focal Groups: ML G8 Science

Performance over Time - Science

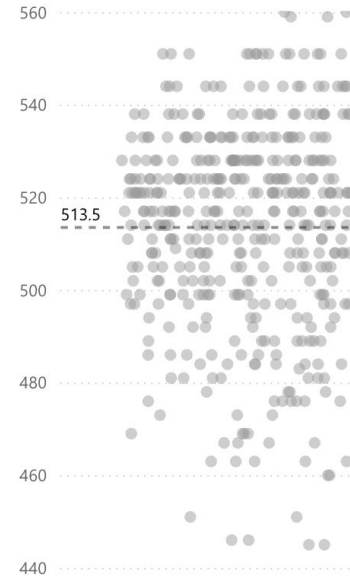
EL ● No ● Yes



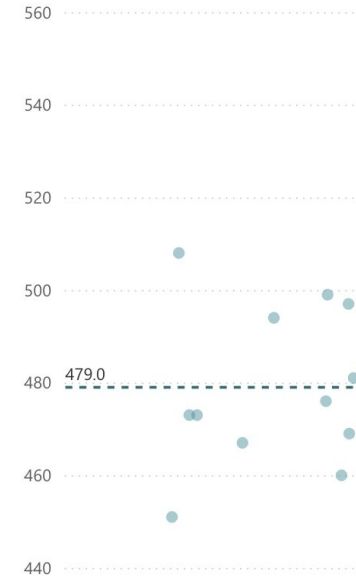
EL	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	429	74%		514
⊕ Yes	12	8%		479
Total	441	73%		513

Student Distribution - Science by: Avg Scaled Score Avg SGP

Not EL



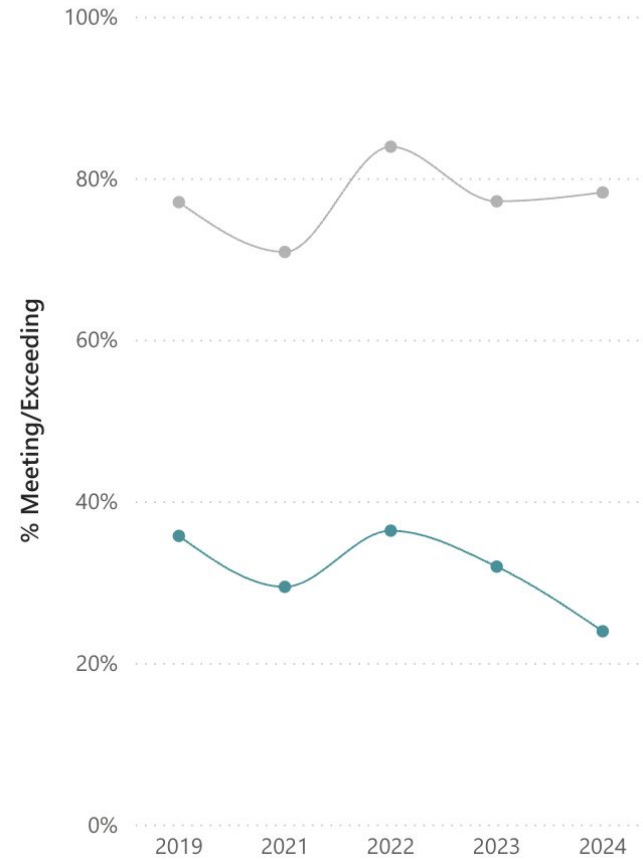
EL



Focal Groups: Low Income G8 Science

Performance over Time - Science

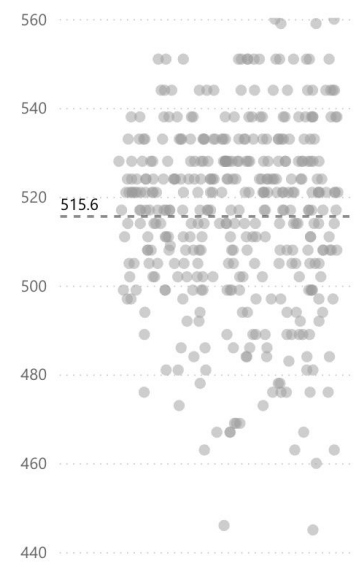
Low Income ● No ● Yes



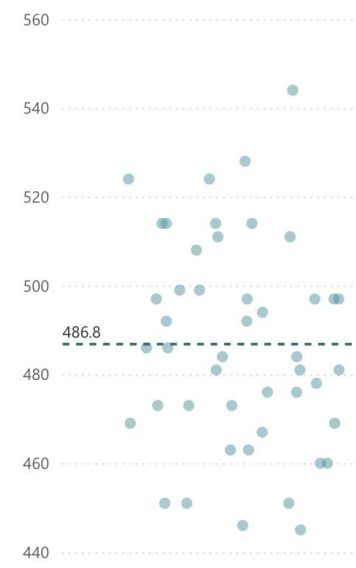
Low Income	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	395	78%		516
⊕ Yes	46	24%		487
Total	441	73%		513

Student Distribution - Science by: Avg Scaled Score Avg SGP

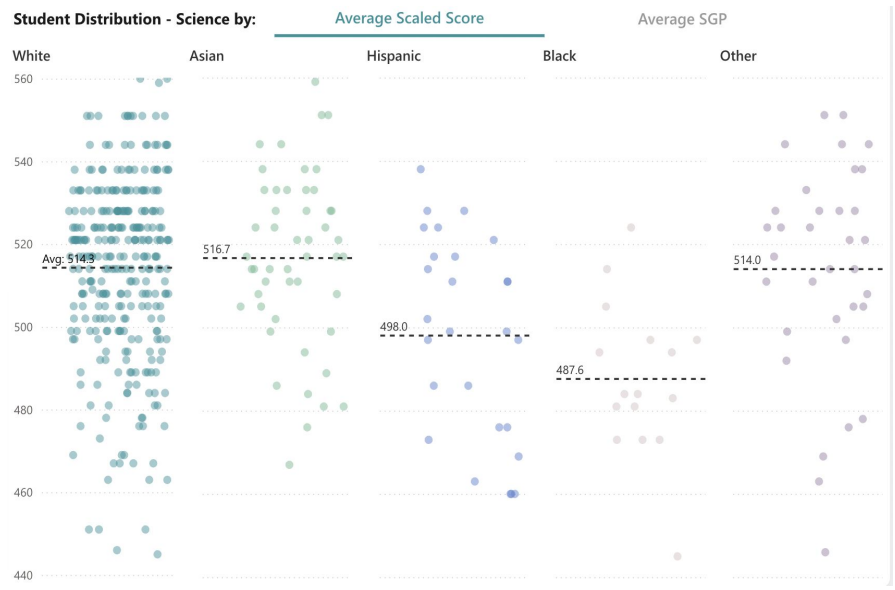
Not Low Income



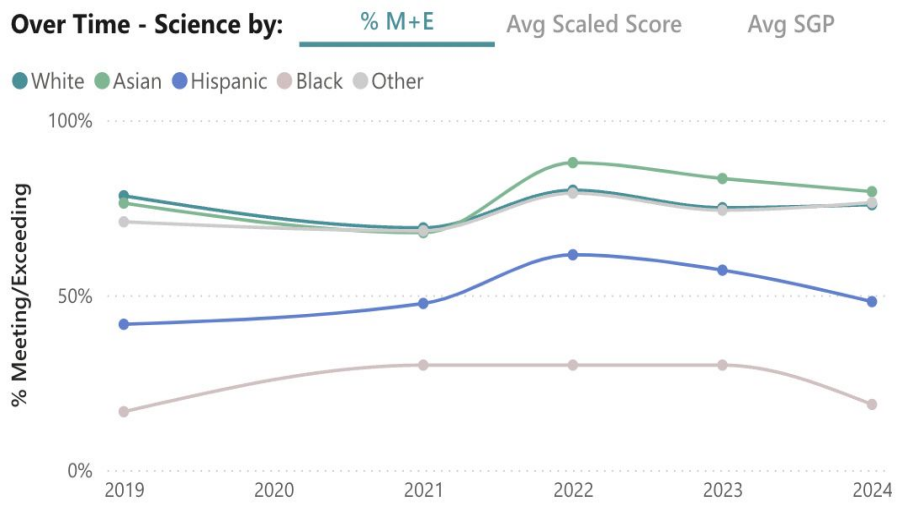
Low Income



Focal Groups: Race/Ethnicity G8 Science



Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	315	76%		514
Asian	49	80%		517
Hispanic	27	48%		498
Multi	32	75%		514
Black	16	19%		488
Pacific Islander	2	100%		512
Total	441	73%		513



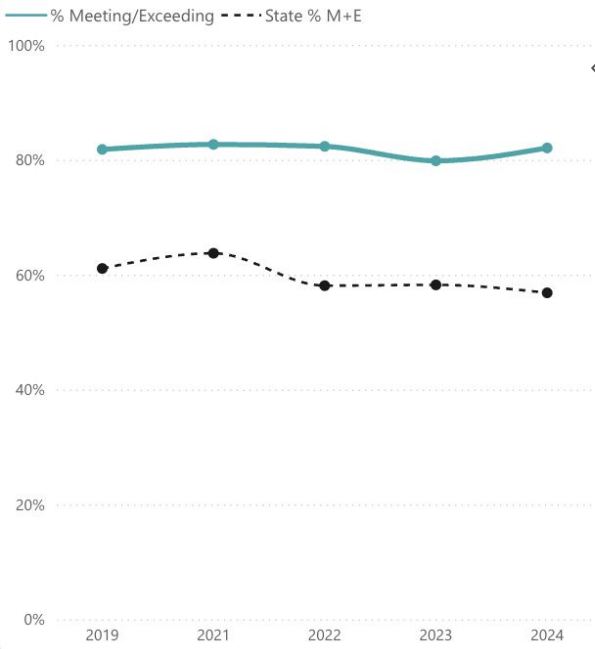


Arlington Public Schools
Education That Empowers

HIGH SCHOOL OVERALL

Results By Year

% Meeting/Exceeding



Achievement v. State

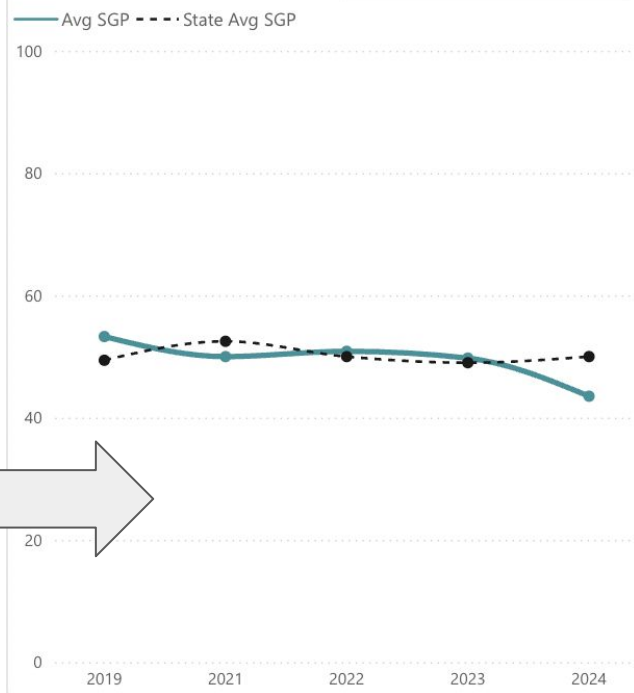


Arlington Public Schools
Education That Empowers

Grade 10 ELA: Overall

Results By Year

Avg SGP



Growth v. State

% Students Meeting/Exceeding

82% ↑ +2% vs. previous year
↑ +25% vs. state average

Average Scaled Score

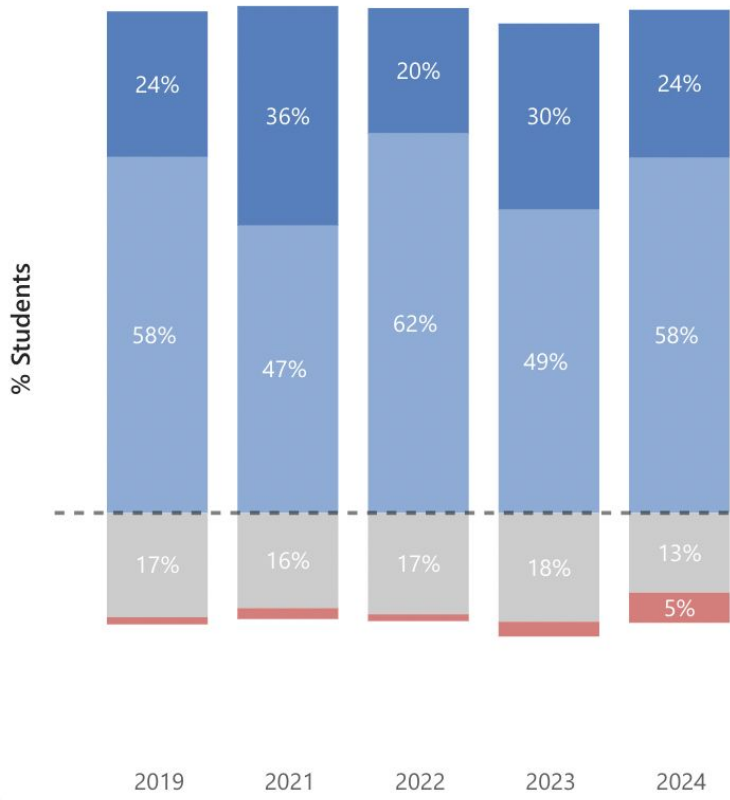
517 0 vs. previous year
↑ +13 vs. state average

Average SGP

43.5 ↓ -6.2 vs. previous year
↓ -6.5 vs. state average

Student Performance by Year - ELA

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



Arlington Public Schools
Education That Empowers

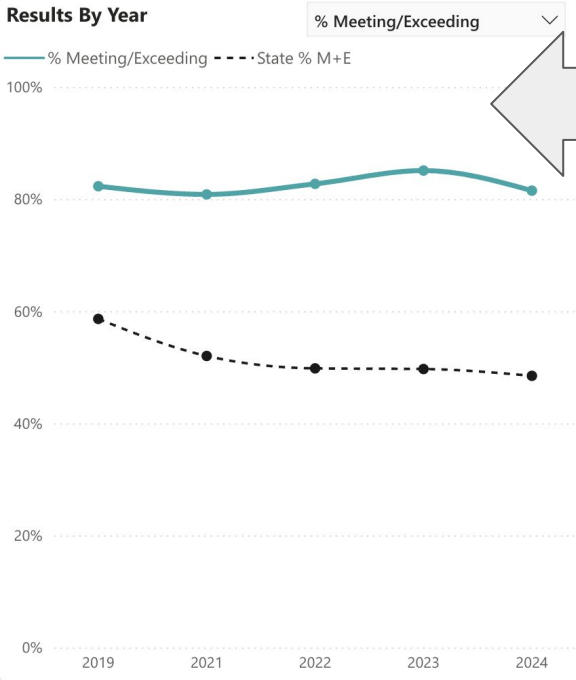
Grade 10 ELA: Overall

District Comparison grade 10: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	81%	4 of 12	32 of 303
2023	80%	5 of 12	40 of 302
2022	81%	5 of 12	23 of 301
2021	81%	6 of 12	65 of 301
2019	80%	5 of 12	59 of 303

District Comparison grade 10: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	43.0	11 of 12	244 of 303
2023	50.0	10 of 12	135 of 302
2022	50.9	10 of 12	147 of 301
2021	50.5	9 of 12	196 of 301
2019	53.4	3 of 12	116 of 303



Achievement v. State



Arlington Public Schools
Education That Empowers

Grade 10 Math: Overall

% Students Meeting/Exceeding

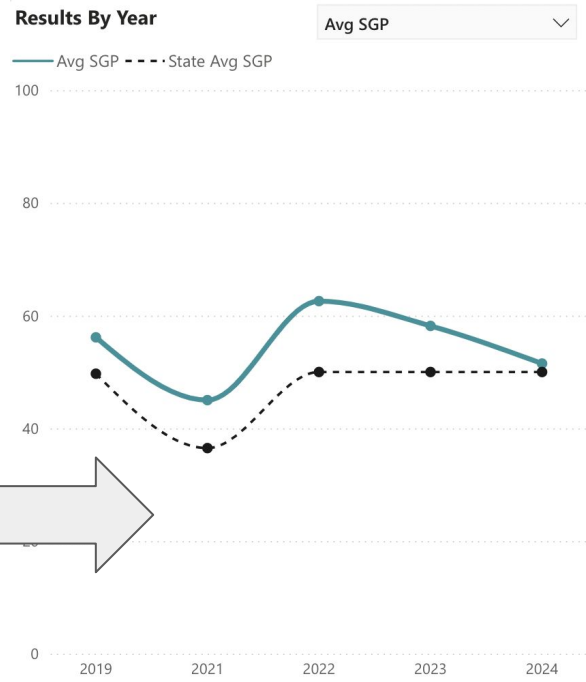
82% ↓ -4% vs. previous year
↑ +33% vs. state average

Average Scaled Score

522 ↑ +1 vs. previous year
↑ +22 vs. state average

Average SGP

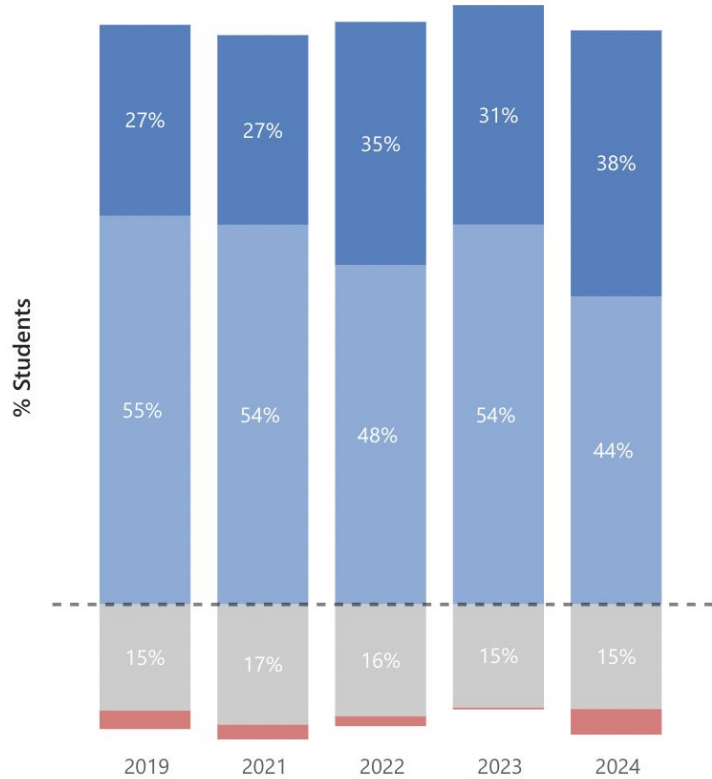
51.5 ↓ -6.7 vs. previous year
↑ +1.5 vs. state average



Growth v. State

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grade 10 Math: Overall

District Comparison grade 10: Achievement

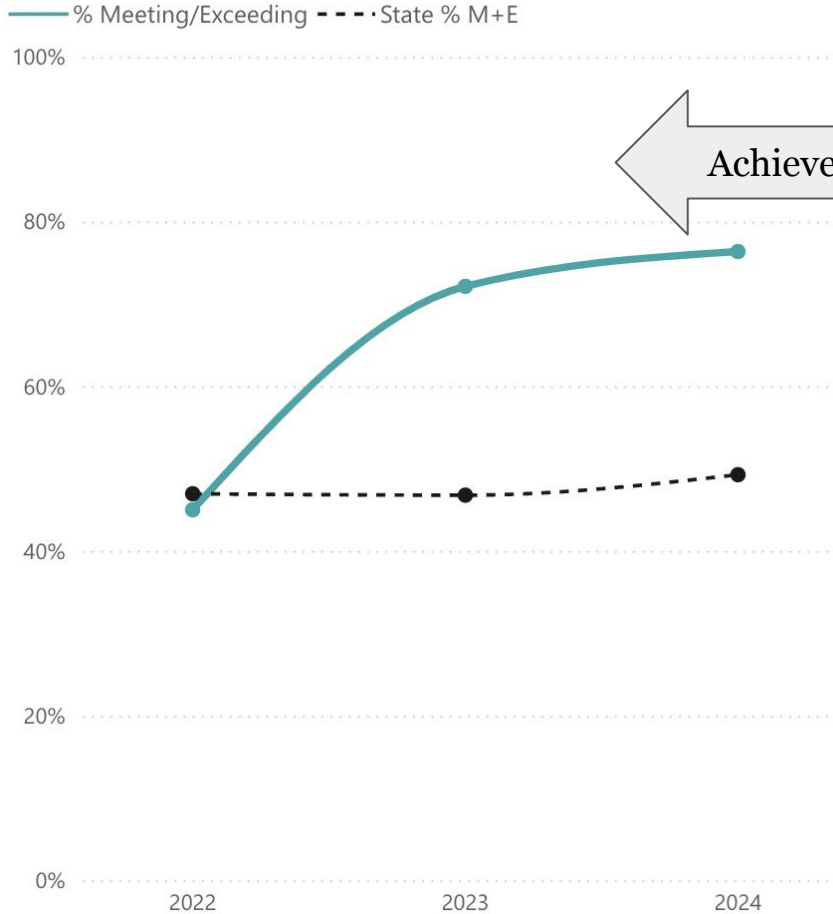
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	81%	4 of 12	20 of 303
2023	84%	3 of 12	16 of 302
2022	81%	3 of 12	15 of 300
2021	79%	4 of 12	37 of 301
2019	80%	5 of 12	50 of 303

District Comparison grade 10: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	51.0	6 of 12	147 of 303
2023	58.0	5 of 12	58 of 302
2022	62.5	2 of 12	25 of 300
2021	45.2	3 of 12	53 of 301
2019	55.9	4 of 12	92 of 303

Results By Year

% Meeting/Exceeding



Arlington Public Schools
Education That Empowers

Grade 9 Science: Overall

% Students Meeting/Exceeding

76%

↑ +4% vs. previous year

↑ +27% vs. state average

Average Scaled Score

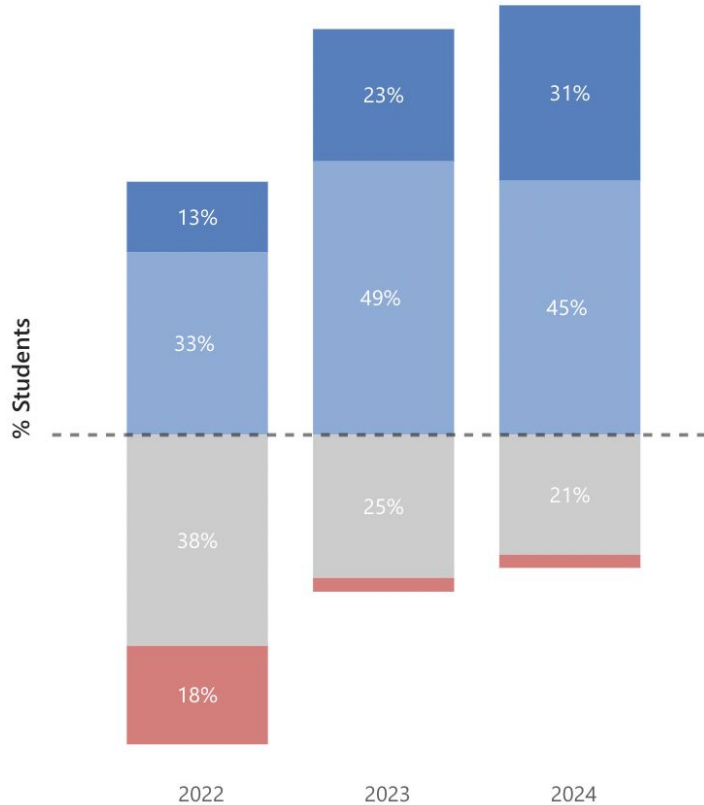
518

↑ +4 vs. previous year

↑ +18 vs. state average

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grades 9 Science: Overall

District Comparison grade 9: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	77%	4 of 12	26 of 301
2023	73%	5 of 12	39 of 300
2022	64%	7 of 12	73 of 298

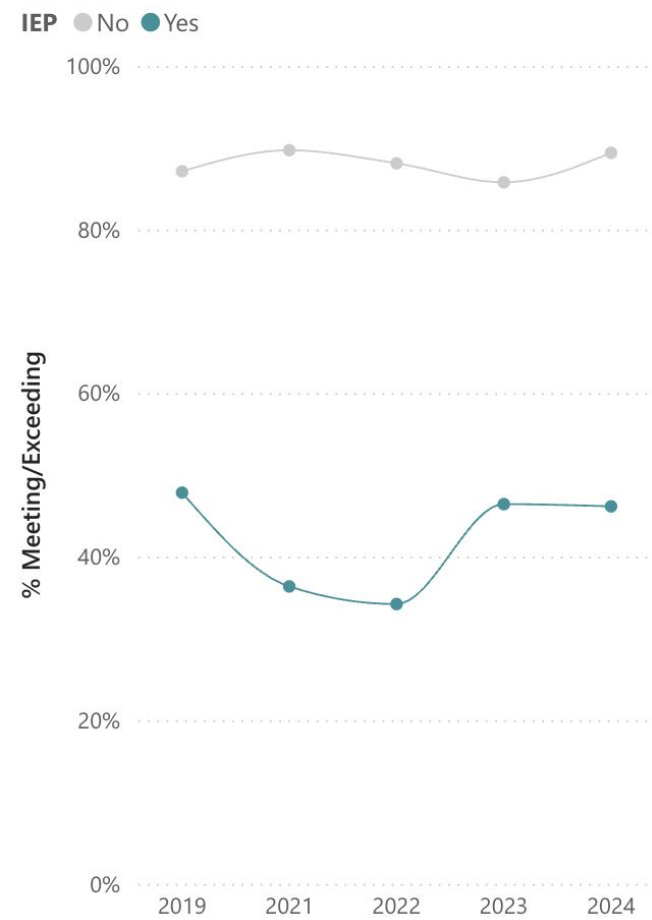


Arlington Public Schools
Education That Empowers

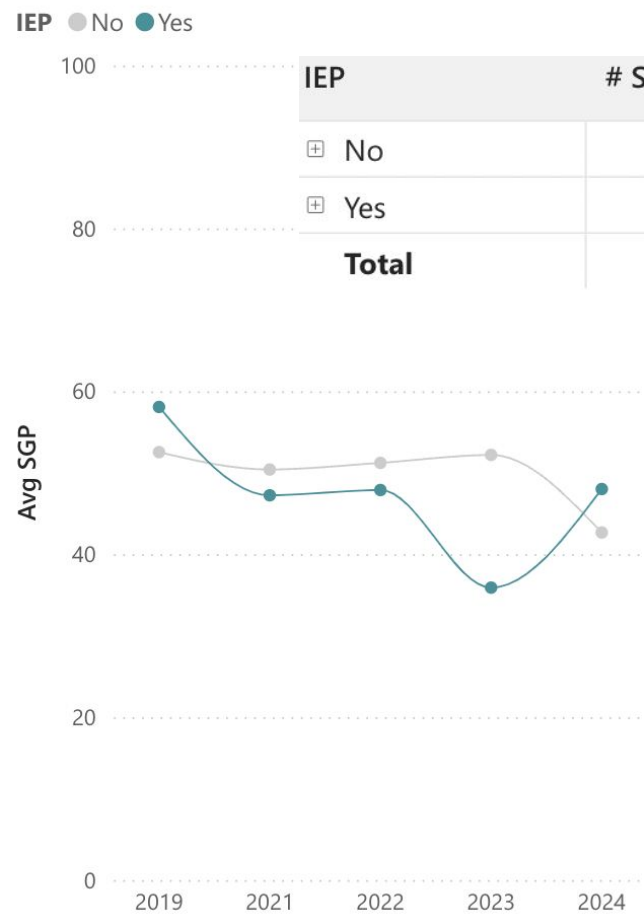
HIGH SCHOOL FOCAL GROUPS

Focal Groups: Students w/IEPs G10 ELA

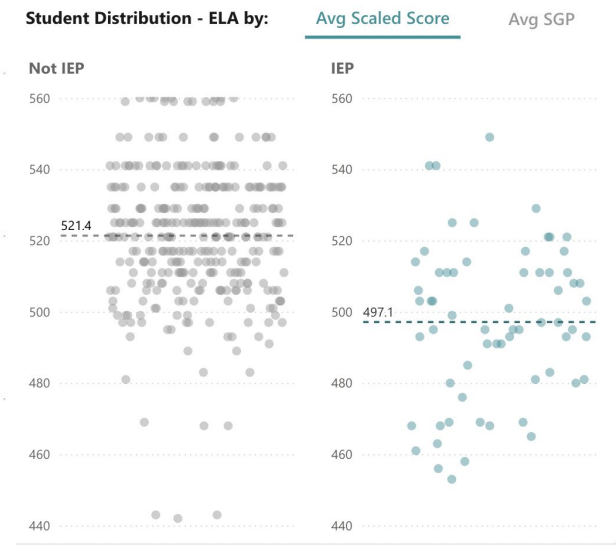
Performance over Time - ELA



Performance over Time - ELA

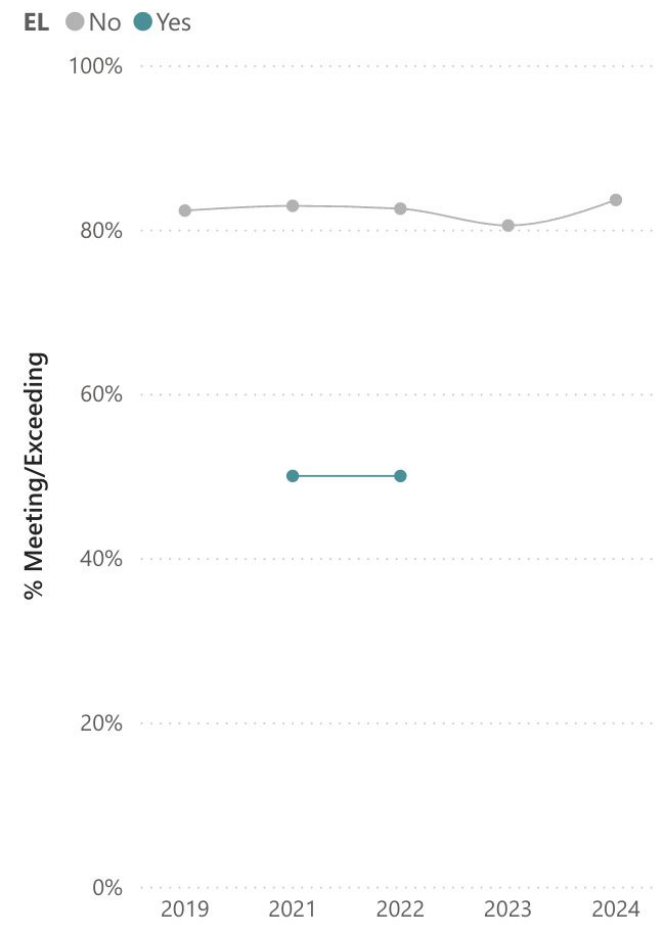


IEP	# Students	% M + E	Avg SGP
⊕ No	320	89%	42.7
⊕ Yes	65	46%	48.0
Total	385	82%	43.5

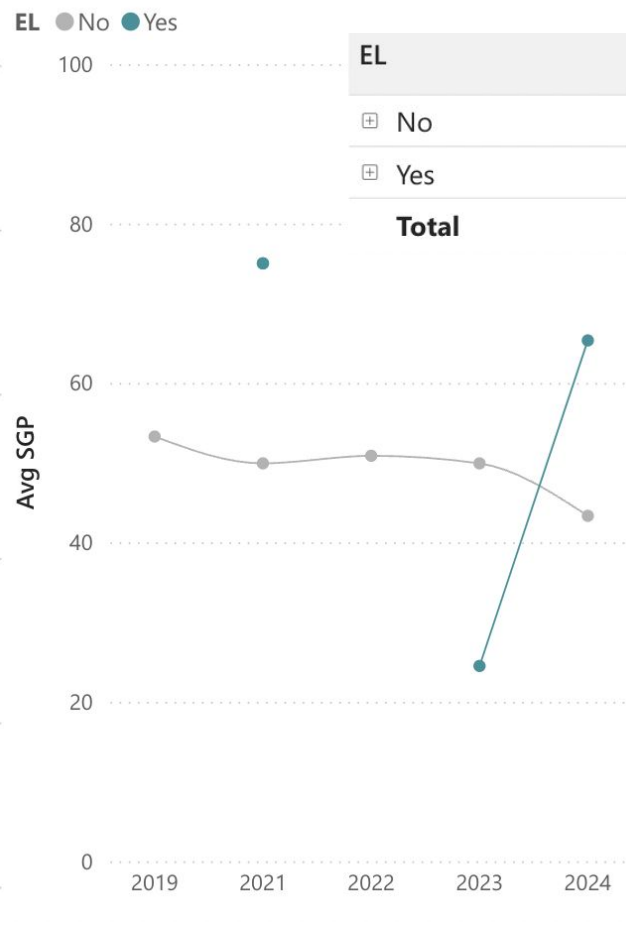


Focal Groups: ML G10 ELA

Performance over Time - ELA



Performance over Time - ELA



EL	# Students	% M + E	Avg SGP
⊕ No	378	84%	43.3
⊕ Yes	7		65.3
Total	385	82%	43.5

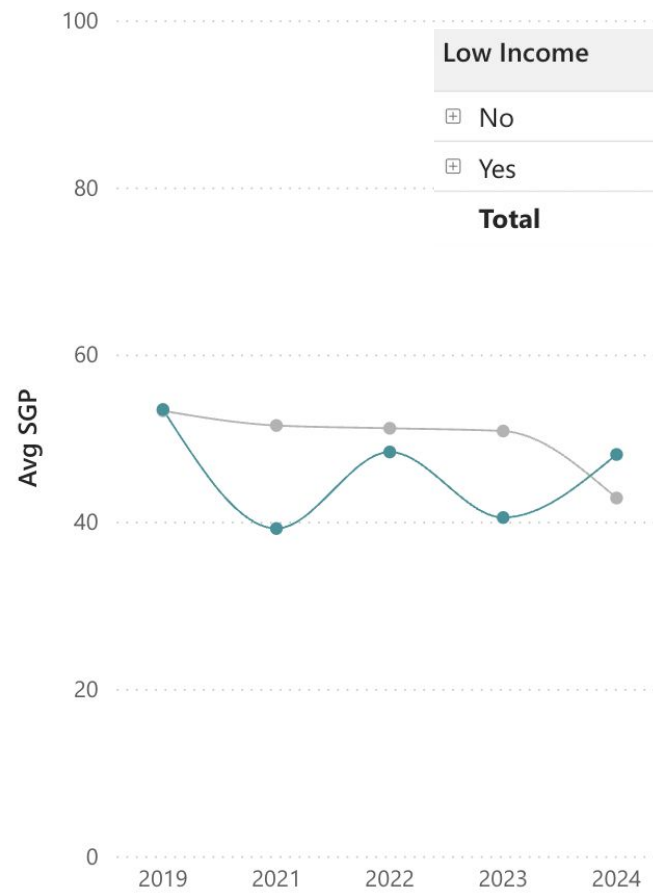
Student Distribution - ELA by:



Focal Groups: Low-Income G10 ELA

Performance over Time - ELA

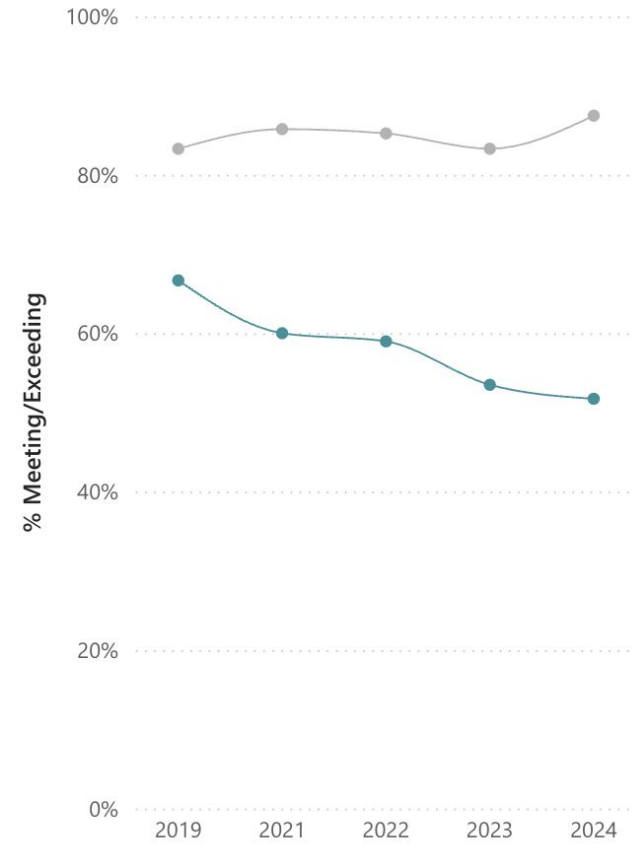
Low Income ● No ● Yes



Low Income	# Students	% M + E	Avg SGP
⊕ No	327	87%	42.8
⊕ Yes	58	52%	48.0
Total	385	82%	43.5

Performance over Time - ELA

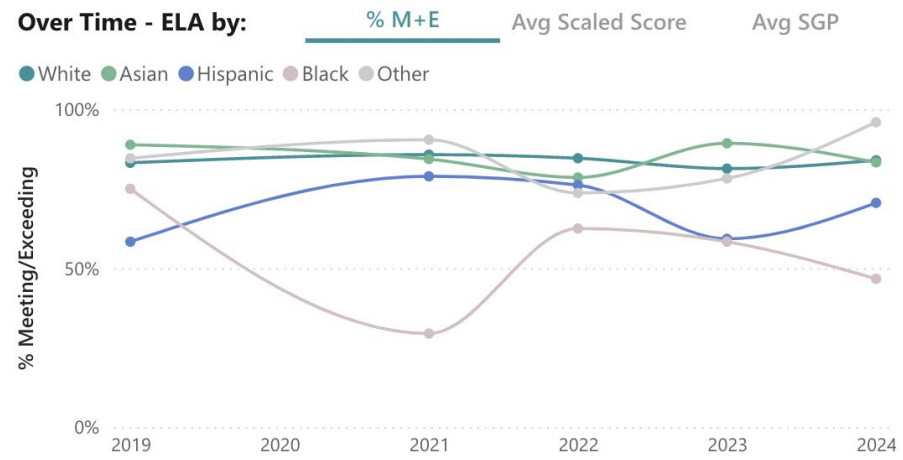
Low Income ● No ● Yes



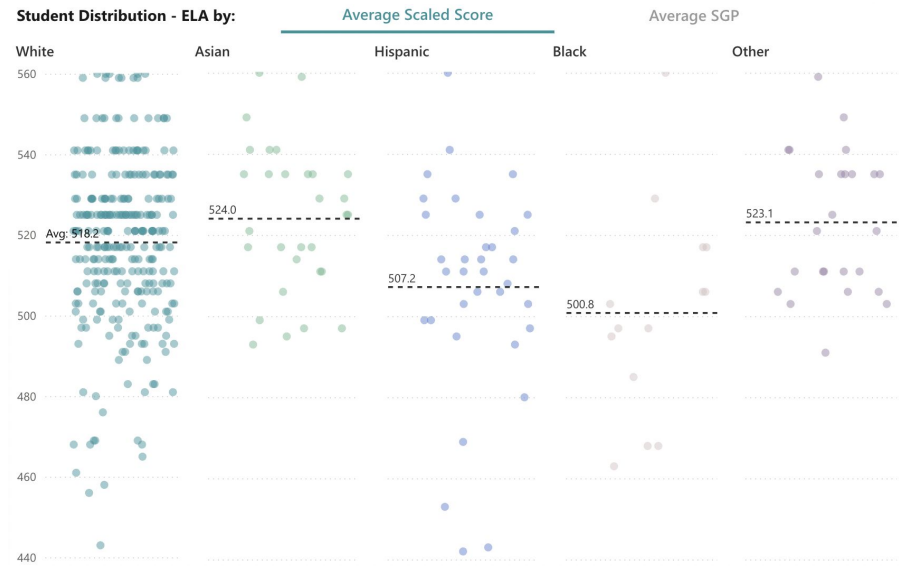
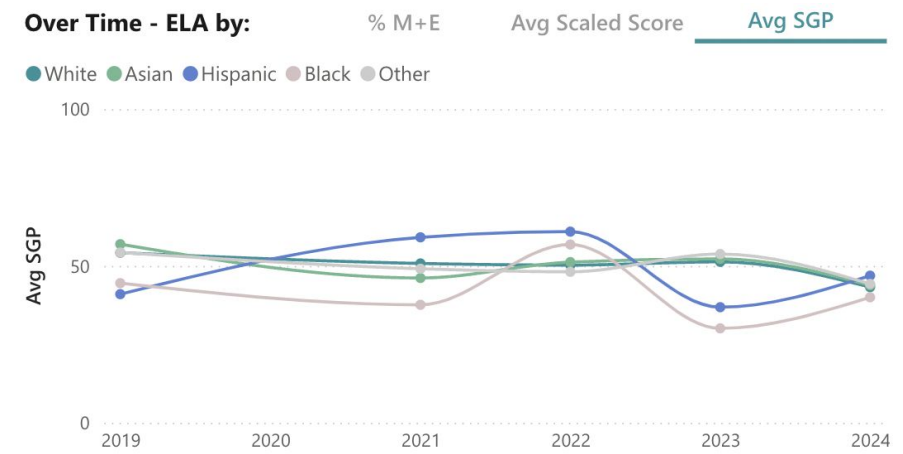
Student Distribution - ELA by:



Focal Groups: Race/Ethnicity G10 ELA

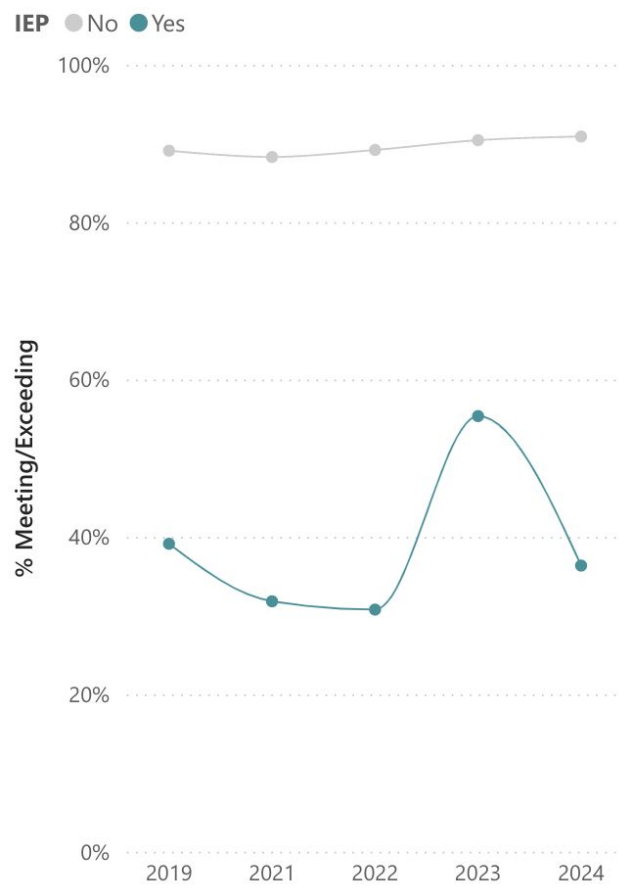


Race	# Students	% M + E	Avg SGP
White	281	84%	43.2
Asian	30	83%	43.8
Hispanic	34	71%	46.9
Multi	25	96%	44.3
Black	15	47%	40.0
Total	385	82%	43.5

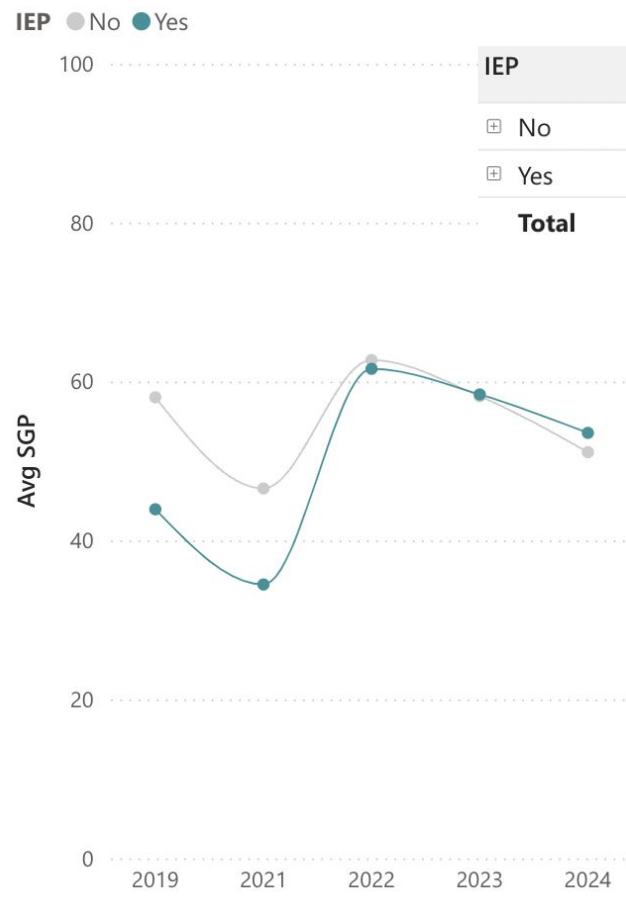


Focal Groups: Students w/IEPs G10 Math

Performance over Time - Math

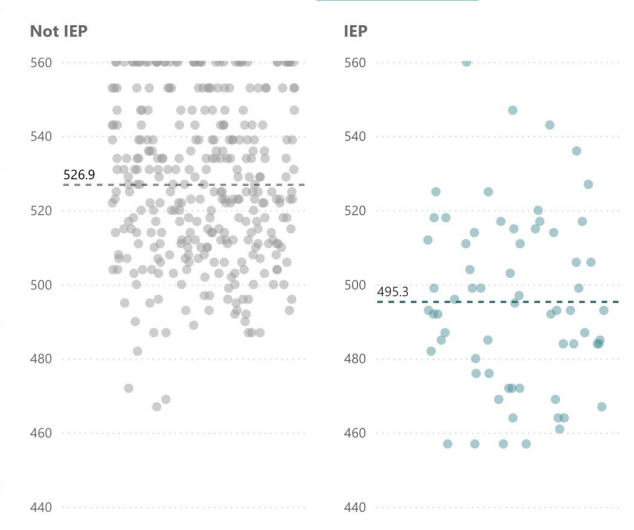


Performance over Time - Math



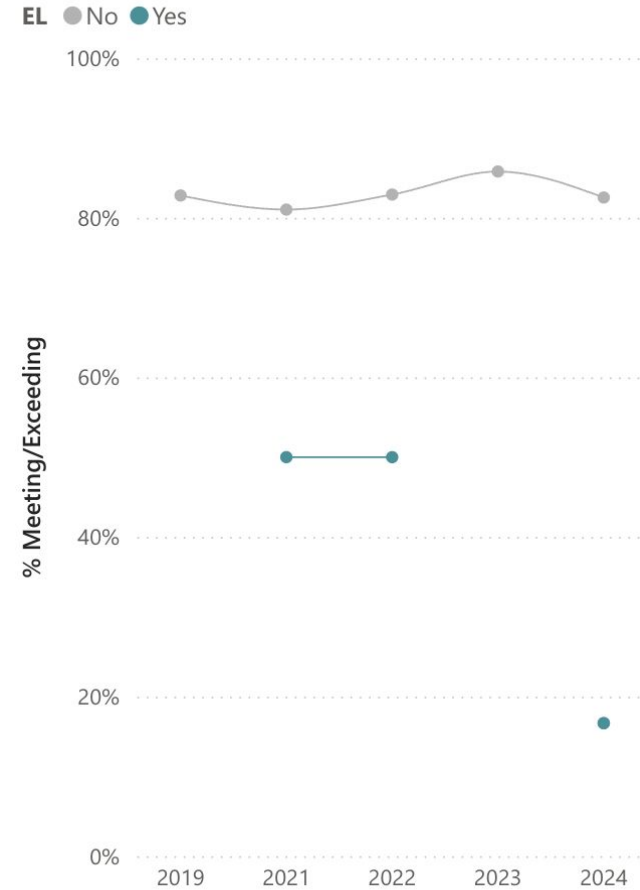
IEP	# Students	% M + E	Avg SGP
☐ No	318	91%	51.1
☐ Yes	66	36%	53.5
Total	384	82%	51.5

Student Distribution - Math by: Avg Scaled Score Avg SGP

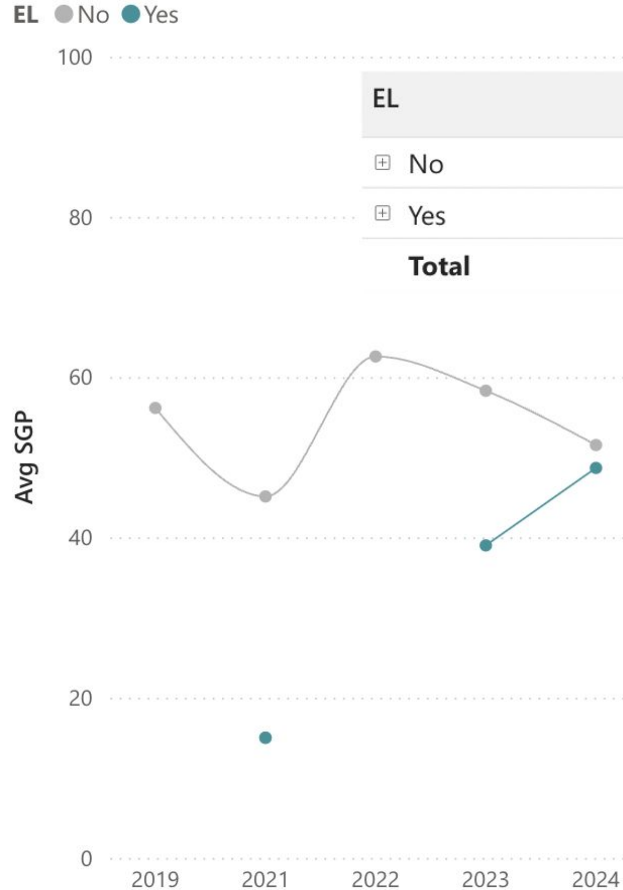


Focal Groups: ML G10 Math

Performance over Time - Math



Performance over Time - Math

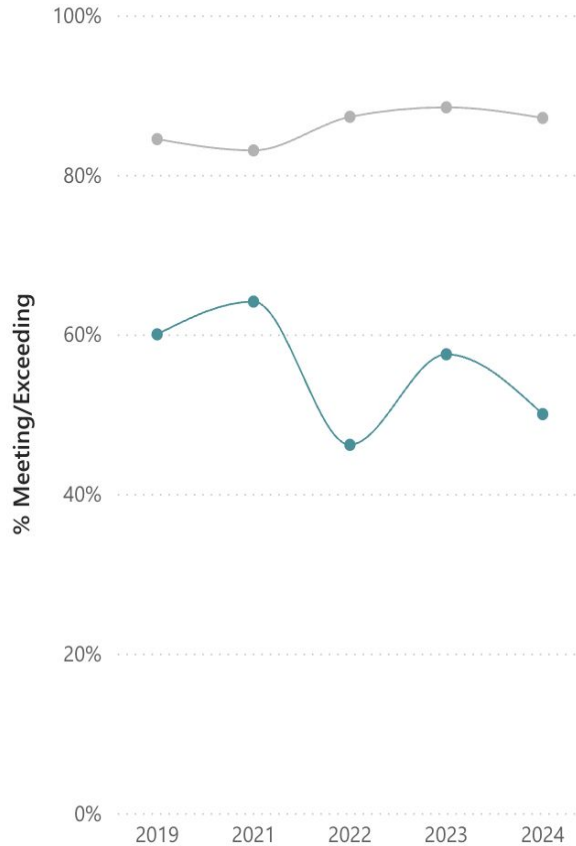


EL	# Students	% M + E	Avg SGP
⊕ No	378	83%	51.5
⊕ Yes	6	17%	48.7
Total	384	82%	51.5

Focal Groups: Low Income G10 Math

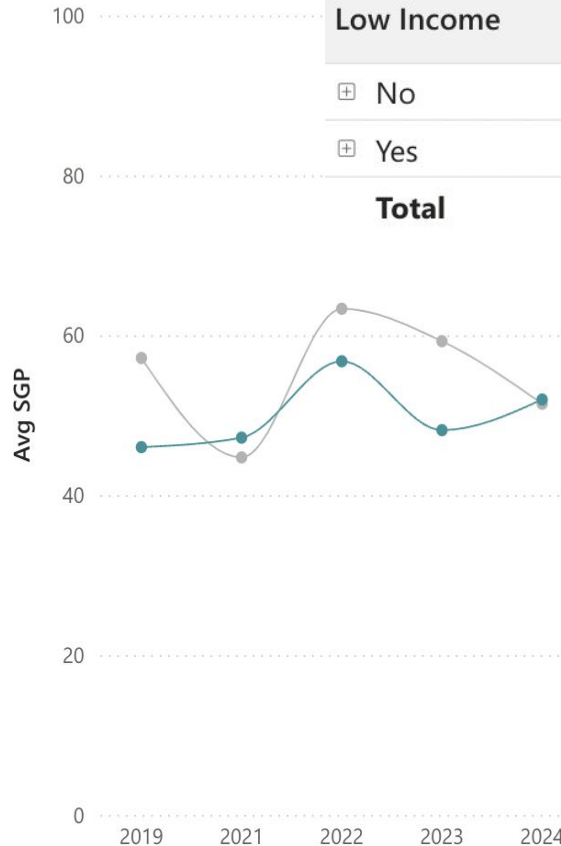
Performance over Time - Math

Low Income ● No ● Yes



Performance over Time - Math

Low Income ● No ● Yes

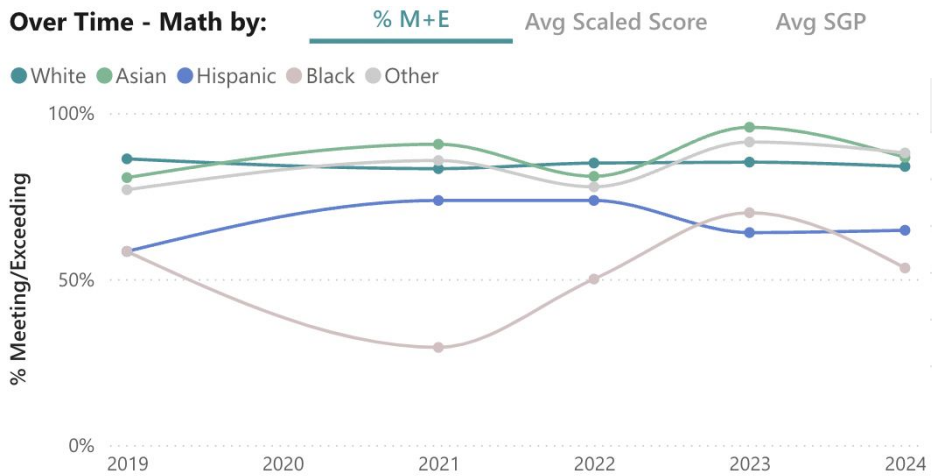


Low Income	# Students	% M + E	Avg SGP
⊕ No	326	87%	51.4
⊕ Yes	58	50%	52.0
Total	384	82%	51.5

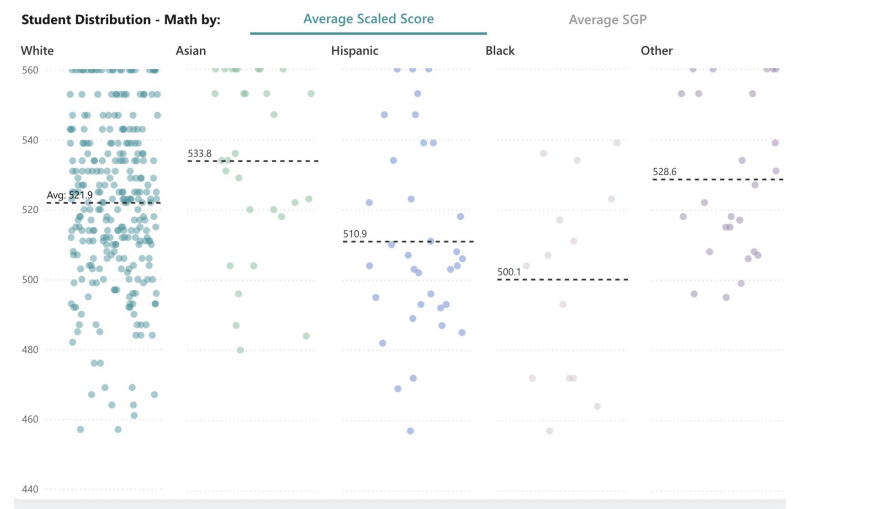
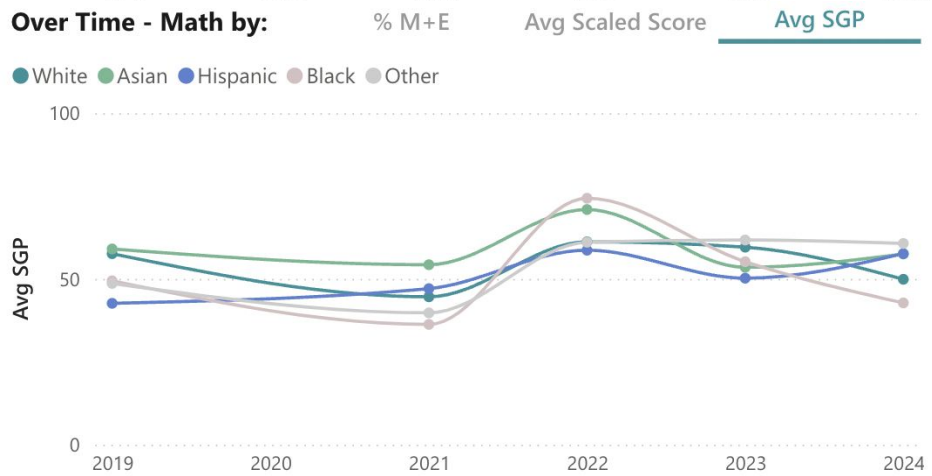
Student Distribution - Math by: Avg Scaled Score Avg SGP



Focal Groups: Race/Ethnicity G10 Math

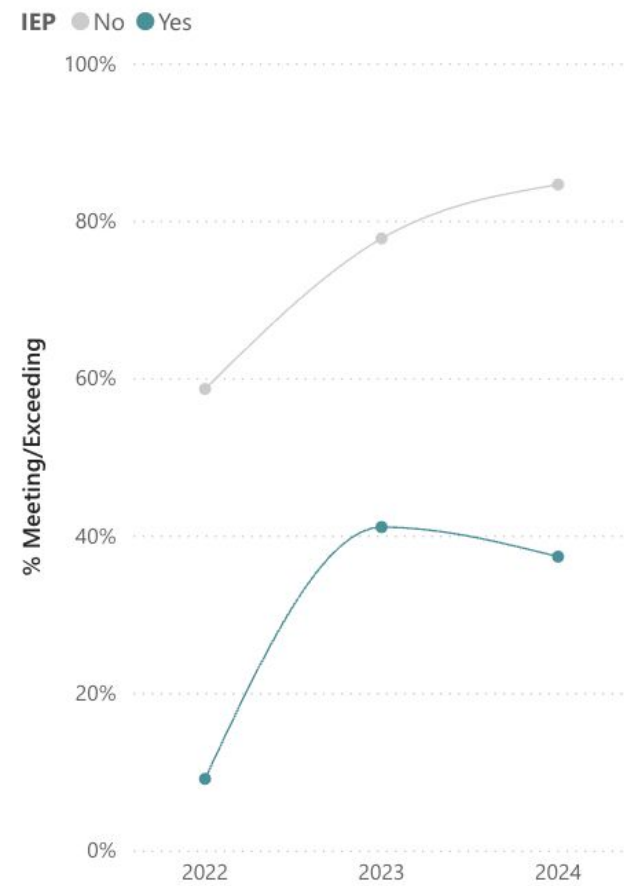


Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	280	84%	49.9	522
Asian	30	87%	57.5	534
Hispanic	34	65%	57.6	511
Multi	25	88%	60.7	529
Black	15	53%	42.8	500
Total	384	82%	51.5	522



Focal Groups: Students w/IEPs HS Science

Performance over Time - Science



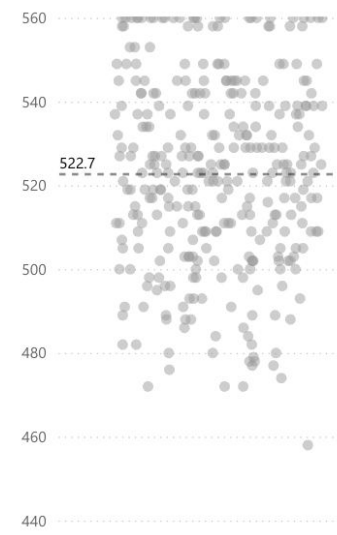
IEP	# Students	% M + E
⊕ No	318	85%
⊕ Yes	67	37%
Total	385	76%

Student Distribution - Science by:

Avg Scaled Score

Avg SGP

Not IEP

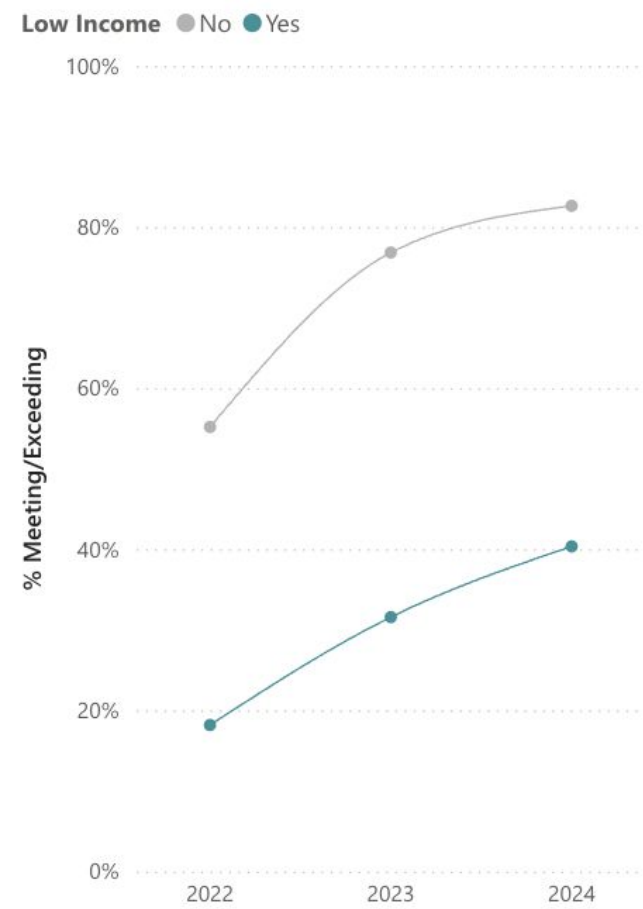


IEP



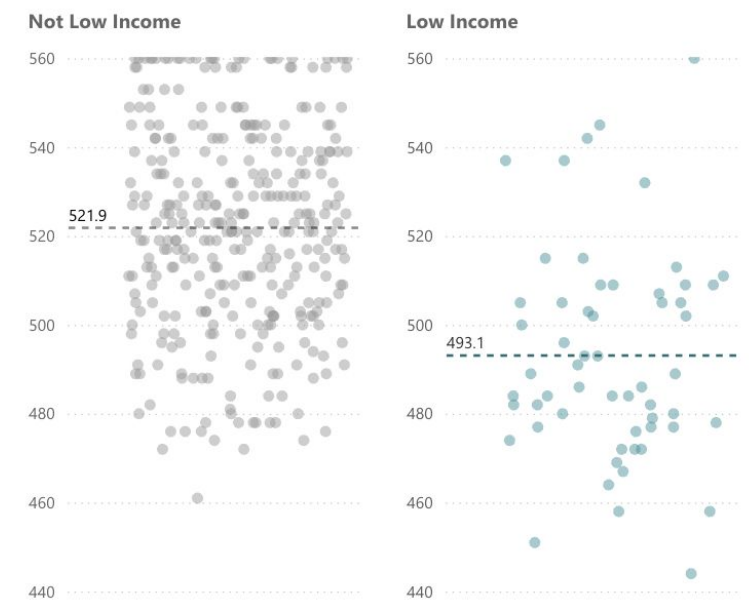
Focal Groups: Low Income HS Science

Performance over Time - Science

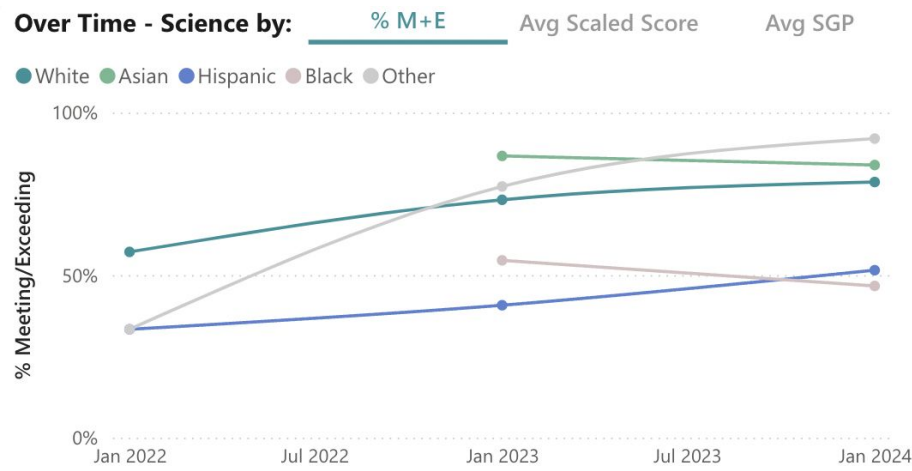


Low Income	# Students	% M + E
⊕ No	328	83%
⊕ Yes	57	40%
Total	385	76%

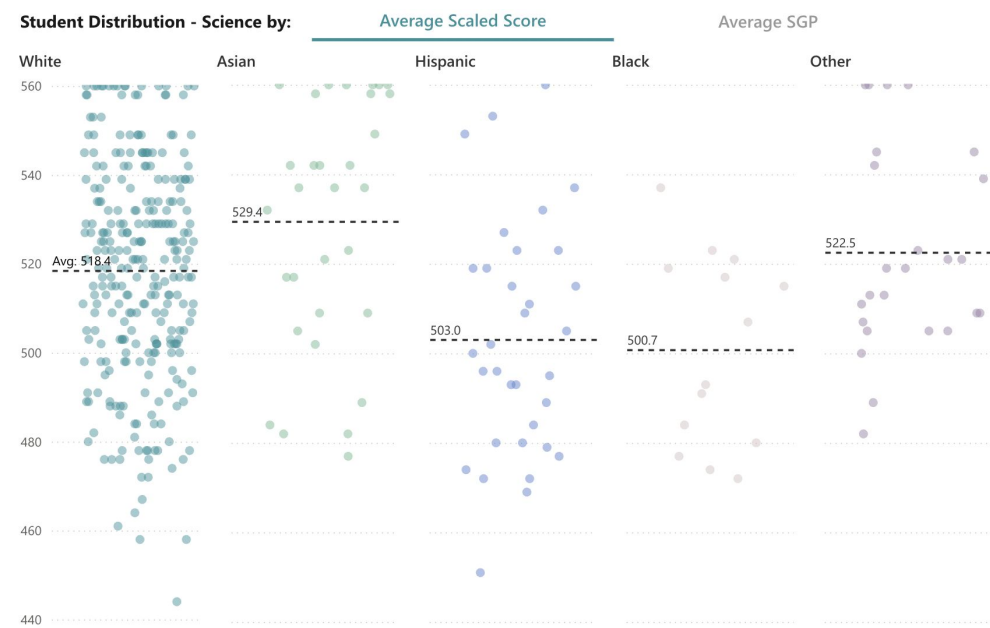
Student Distribution - Science by: Avg Scaled Score Avg SGP



Focal Groups: Race/Ethnicity HS Science



Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	281	79%		518
Asian	31	84%		529
Hispanic	33	52%		503
Multi	25	92%		522
Black	15	47%		501
Total	385	76%		518





Arlington Public Schools
Education That Empowers

HIGH SCHOOL ADVANCED COURSEWORK

Advanced Coursework



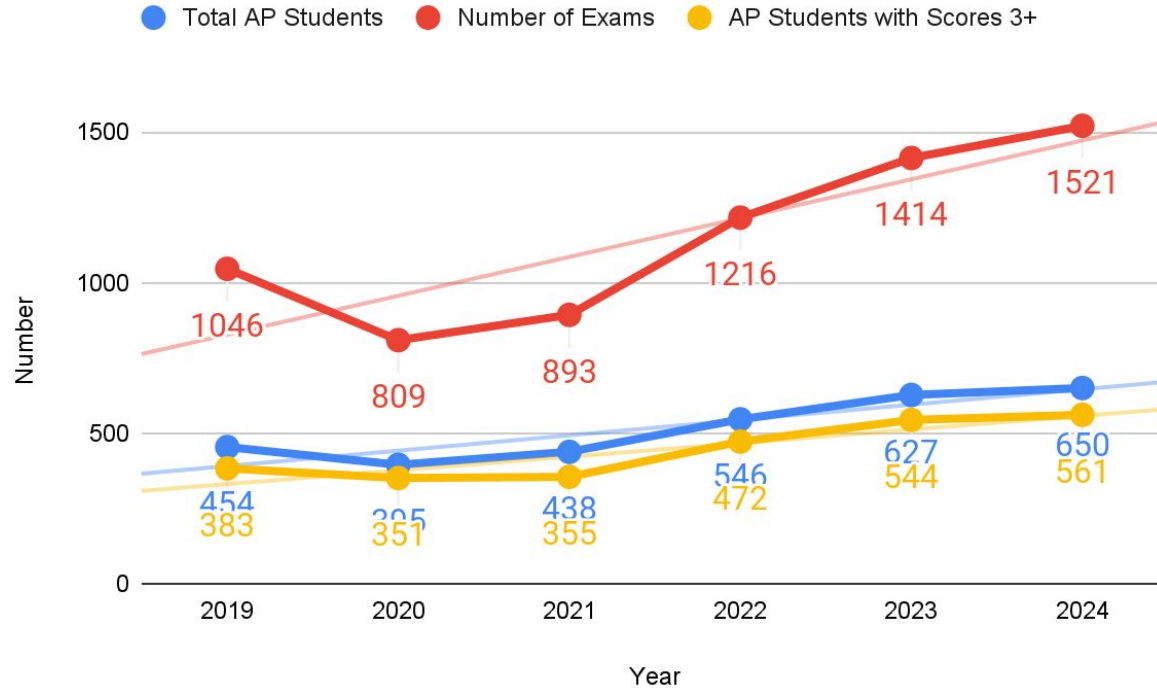
Arlington Public Schools
Education That Empowers

Indicator	All students (Non-high school grades)	Lowest performing students (Non-high school grades)	All students (High school grades)	Lowest performing students (High school grades)
	Points earned			
Advanced coursework completion	-	-	3	-

This indicator measures the percentage of all students **enrolled in 11th and 12th grade** that complete at least one advanced course, including but not limited to Advanced Placement (AP)... **Eligible courses extend beyond traditional AP courses and do not necessitate student participation in AP tests.**

Student Group	# Grade 11 and 12 Students	% Students Completing Advanced	Advanced Course Completion Rate by Subject						
			% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	
All Students	789	83.9	47.3	75.3	30.8	8.1	50.6	1.6	
Male	374	82.4	39	72.5	27	11.5	47.9	0.5	
Female	392	84.9	54.3	78.3	34.9	4.1	54.3	2	
High needs	191	54.5	13.1	47.6	13.1	3.7	22	1.6	
English learner (EL)	16	25	0	25	6.3	0	0	0	
Students with disabilities	112	46.4	10.7	42	4.5	1.8	17.9	1.8	
African American/Black	23	52.2	26.1	34.8	8.7	8.7	34.8	0	
Asian	94	89.4	48.9	85.1	43.6	13.8	43.6	1.1	
Hispanic or Latino	63	71.4	38.1	57.1	17.5	1.6	38.1	4.8	
Multi-race, non-Hispanic or Latino	48	81.3	47.9	77.1	35.4	4.2	50	2.1	
White	560	85.9	48.8	77.1	30.7	8.2	53.8	1.4	
Low income	93	58.1	15.1	49.5	22.6	5.4	25.8	1.1	

AP Trend Data



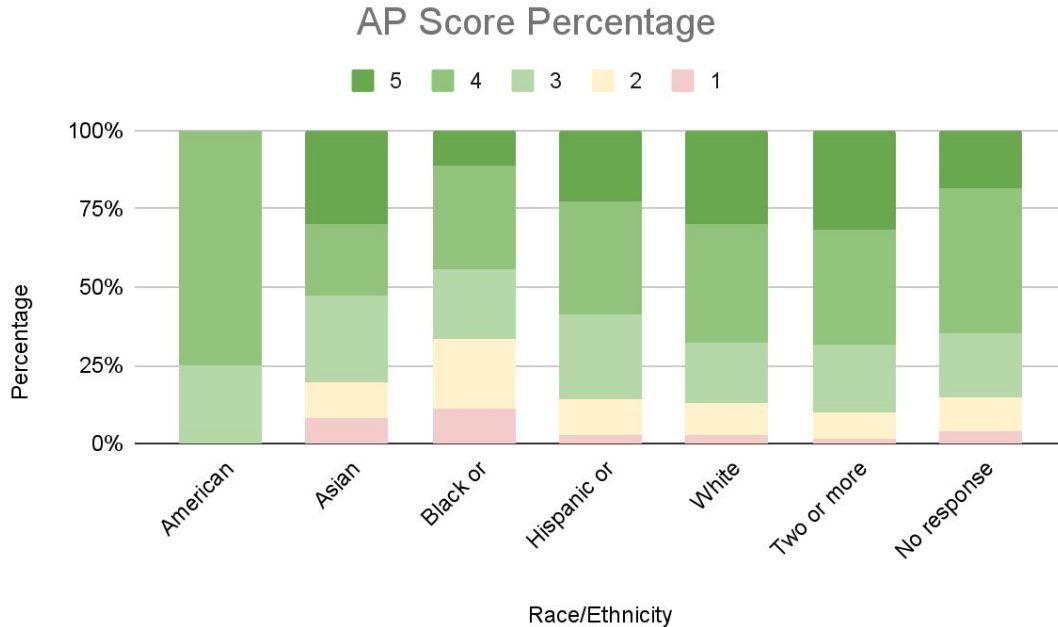
AP Trend Data



	2019	2020	2021	2022	2023	2024
Total AP Students	454	395	438	546	627	650
Number of Exams	1046	809	893	1216	1414	1521
AP Students with Scores 3+	383	351	355	472	544	561
% of Total AP Students with Scores 3+	84.36	88.86	81.05	86.45	86.76	86.31
Total AHS Students	1380	1411	1409	1483	1530	1603
Percent of Total Population	33%	28%	31%	37%	41%	41%

Category	9th Grade	10th Grade	11th Grade	12th Grade	Total Students	Avg. Score
9th Grade	20				20	
10th Grade		53			53	
11th Grade			267		267	
12th Grade				310	310	
American Indian or Alaska Native					1	3.75
Asian (including Indian subcontinent and Philippines origin)	3	14	29	37	83	3.55
Black or African American			4	4	8	3.11
Hispanic or Latino (including Spanish origin)		3	30	27	60	3.64
White (including Middle Eastern origin)	13	33	168	216	430	3.83
Two or more races, non- Hispanic	4	3	19	19	45	3.88
No response			17	6	23	3.65

AP Engagement and Outcomes



Race/Ethnicity	Total Exams	Mean Score
American Indian or Alaska Native	4	3.75
Asian (including Indian subcontinent and Philippines origin)	202	3.55
Black or African American	18	3.11
Hispanic or Latino (including Spanish origin)	138	3.64
White (including Middle Eastern origin)	1003	3.83
Two or more races, non- Hispanic	108	3.88
No response	48	3.65



Arlington Public Schools
Education That Empowers

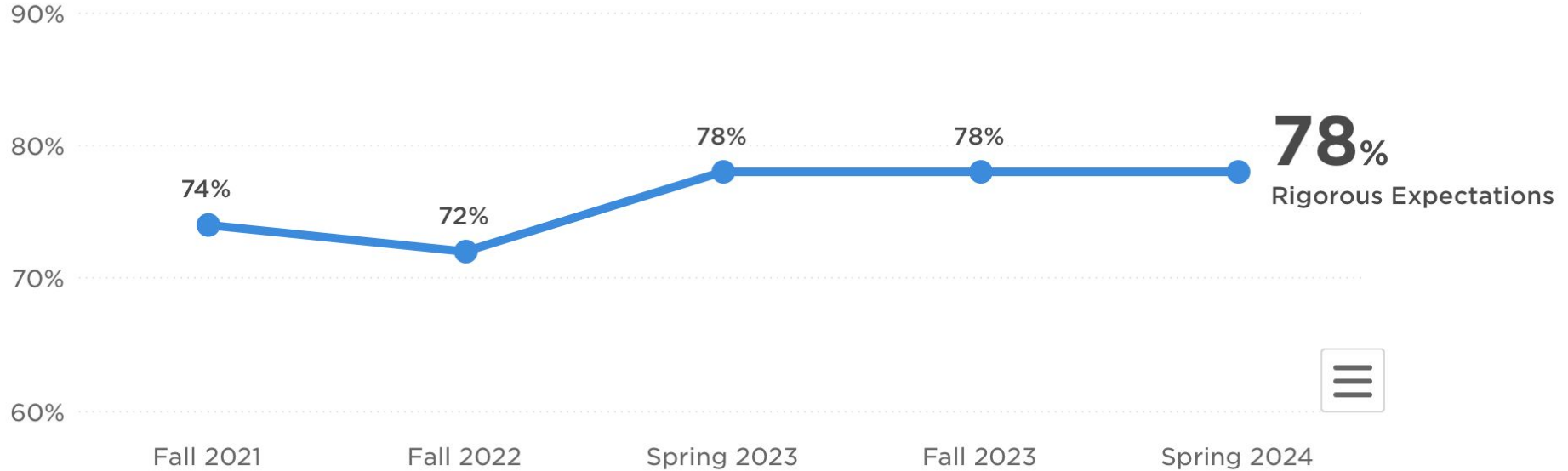
Sense of Belonging, Rigorous Expectations, and School Climate

Rigorous Expectations: Gr. 3-5



Arlington Public Schools
Education That Empowers

Percent Favorable

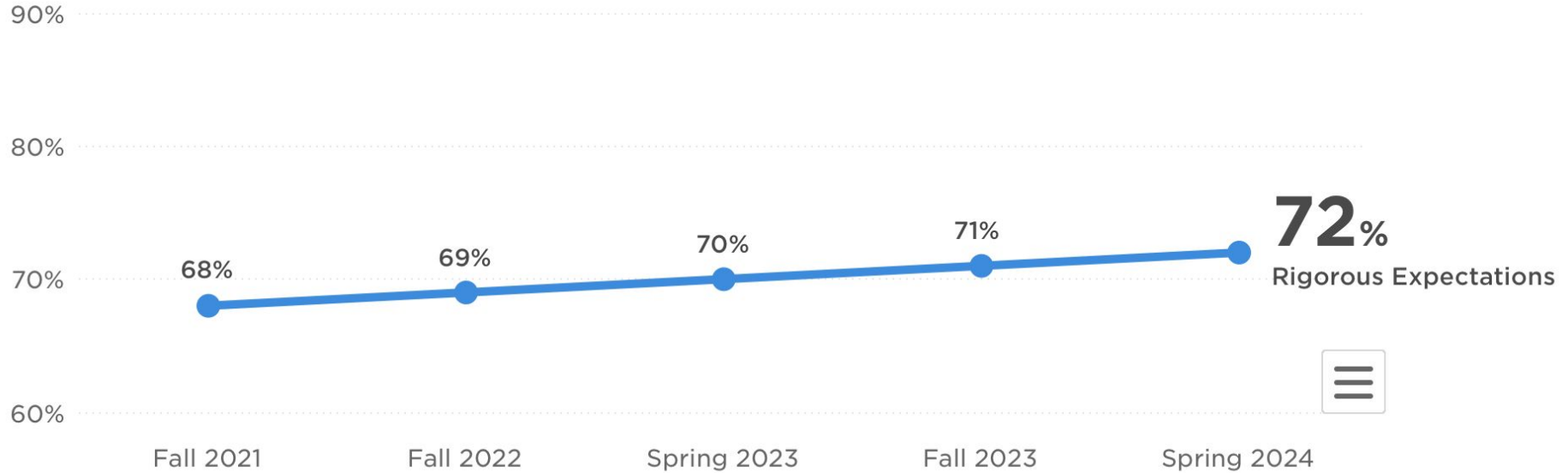


Rigorous Expectations: Gr. 6-12



Arlington Public Schools
Education That Empowers

Percent Favorable

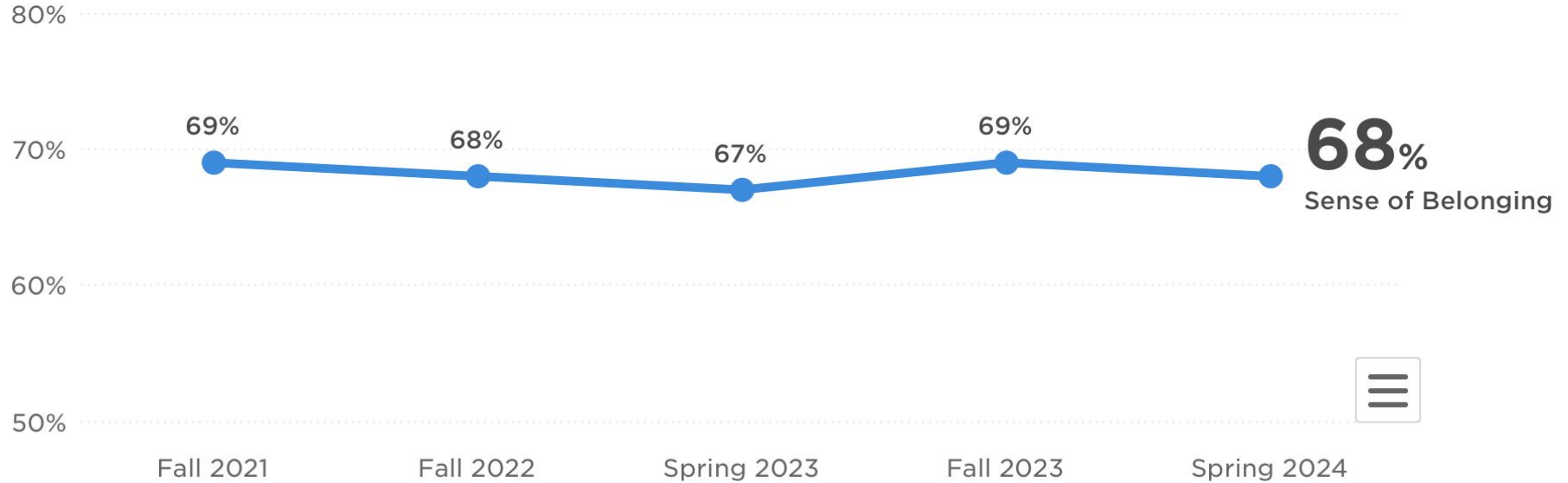


Sense of Belonging Overall: Gr. 3-5



Arlington Public Schools
Education That Empowers

Percent Favorable



Teacher/Student Relationships: Gr. 3-5



Arlington Public Schools
Education That Empowers

QUESTION


➤ If you walked into class upset, how concerned would your teacher be?

52% 
responded favorably

 **6**
from Fall 2023

QUESTION


➤ When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?

68% 
responded favorably

 **5**
from Fall 2023

QUESTION


➤ How excited would you be to have your teacher again?

75% 
responded favorably

 **2**
from Fall 2023

QUESTION

➤ How respectful is your teacher towards you?

87% 
responded favorably

 **1**
from Fall 2023

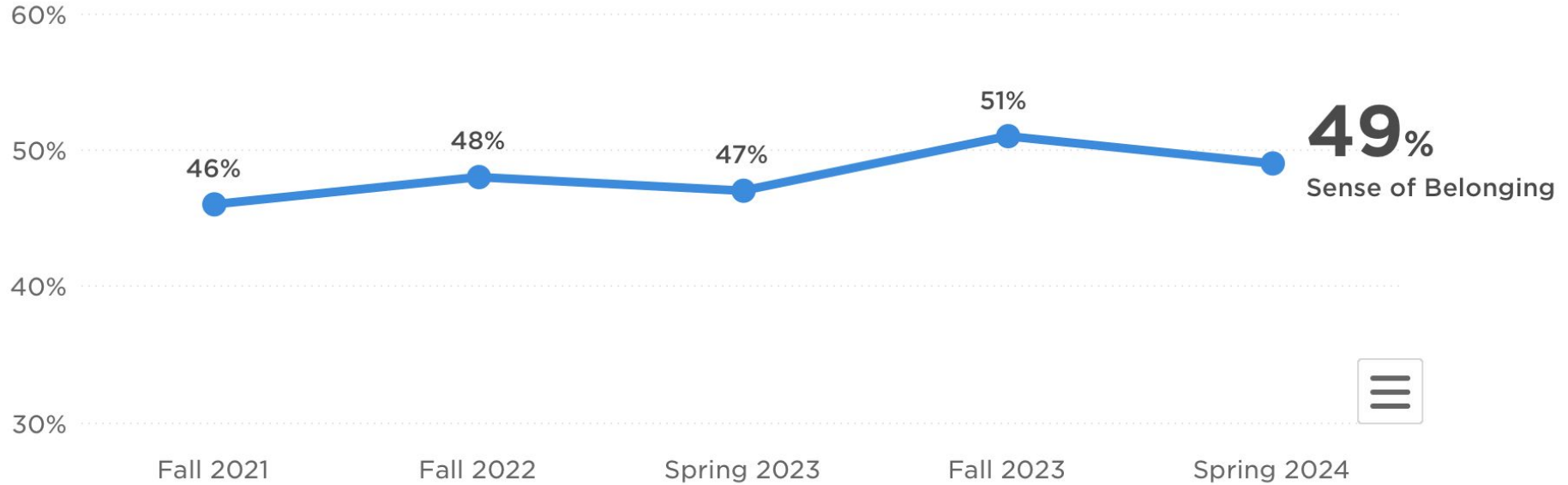
3% Improvement in
Teacher/Student
Relationships
Category for
Grades 3-5 on
Spring Survey

Sense of Belonging Overall: Gr. 6-12



Arlington Public Schools
Education That Empowers

Percent Favorable



Rigorous Expectations: Gr. 6-12



Arlington Public Schools
Education That Empowers

QUESTION

How often do your teachers make you explain your answers?

81% i
responded
favorably

▲ 1
from Fall 2023

QUESTION

When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?

77% i
responded
favorably

▲ 1
from Fall 2023

QUESTION

How much do your teachers encourage you to do your best?

76% i
responded
favorably

▼ 1
from Fall 2023

QUESTION

How often do your teachers take time to make sure you understand the material?

65% i
responded
favorably

▲ 3
from Fall 2023

QUESTION

Overall, how high are your teachers' expectations of you?

60% i
responded
favorably

▼ 1
from Fall 2023

Stable responses to Rigorous Expectations items in grades 6-12

Sense of Belonging: AHS ELA



Arlington Public Schools
Education That Empowers

QUESTION

How well do people in your class understand you as a person?

44% ⁱ
responded favorably

▲ 4
from Spring 2023

QUESTION

How connected do you feel to the teacher in this class?

54% ⁱ
responded favorably

▲ 2
from Spring 2023

QUESTION

How much respect do students in this class show you?

71% ⁱ
responded favorably

▼ 4
from Spring 2023

QUESTION

How much do you matter to others in this class?

41% ⁱ
responded favorably

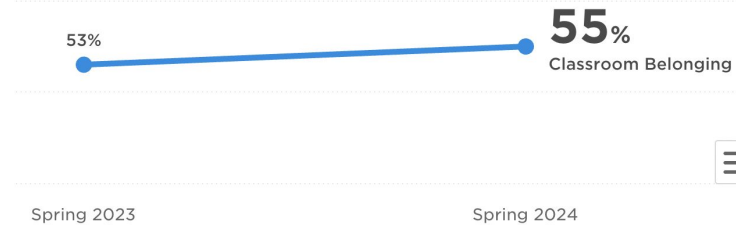
▲ 5
from Spring 2023

QUESTION

Overall, how much do you feel like you belong in this class?

65% ⁱ
responded favorably

▲ 1
from Spring 2023



Improvements in reported sense of belonging in ELA class, specifically, for students who took Heterogeneous 9th grade ELA

Rigorous Expectations: Gr. 6-12



QUESTION

How often does this teacher take time to make sure you understand the material?

89% i
responded favorably

▲ 3
from Spring 2023

QUESTION

How often does this teacher make you explain your answers?

84% i
responded favorably

▲ 2
from Spring 2023

QUESTION

How much does this teacher encourage you to do your best?

88% i
responded favorably

▲ 4
from Spring 2023

QUESTION

Overall, how high are this teacher's expectations of you?

65% i
responded favorably

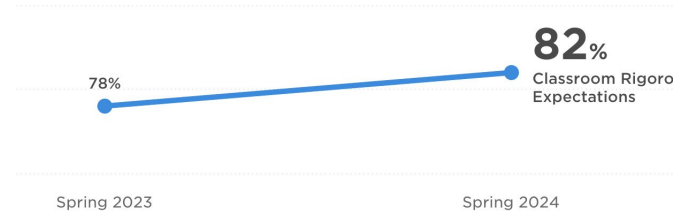
▲ 9
from Spring 2023

QUESTION

When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?

83% i
responded favorably

▲ 2
from Spring 2023



4% Improvement in rigorous expectations in HS ELA classes, specifically, for students who took Heterogeneous 9th grade ELA



Arlington Public Schools
Education That Empowers

Belonging, Attendance, and Chronic Absenteeism

Chronic Absenteeism



Indicator		All students (Non-high school grades)	Lowest performing students (Non-high school grades)	All students (High school grades)	Lowest performing
		Points earned			
Additional indicators	Chronic absenteeism	3	0	4	3
		Meeting	Declined	Exceeding	Meeting

Massachusetts defines Chronically Absent as **missing at least 10% of days enrolled** regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

Student Attendance (2023-24) - End of Year

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	95.1	8.7	32.4	9.4	1.7	3.6
Female	95.1	8.6	32.1	9.0	1.6	3.7
Male	95.1	8.7	32.5	9.6	1.7	3.5
Low Income	92.9	12.2	43.7	23.9	5.4	9.1
High Needs	93.7	10.9	40.2	16.9	4.2	6.1
LEP English language learner	94.0	10.1	39.4	15.5	3.3	2.7
Students with disabilities	93.3	11.7	41.8	17.4	5.3	6.6
African American/Black	94.5	9.5	31.1	16.3	4.3	4.3
American Indian or Alaskan Native						
Asian	95.3	8.3	30.3	11.1	1.5	2.3
Hispanic or Latino	93.5	11.3	39.8	17.3	4.8	7.4
Multi-race, non-Hispanic or Latino	94.9	9.0	35.3	9.5	1.6	3.0
Native Hawaiian or Pacific Islander						
White	95.3	8.4	31.6	7.7	1.2	3.5



Arlington Public Schools
Education That Empowers

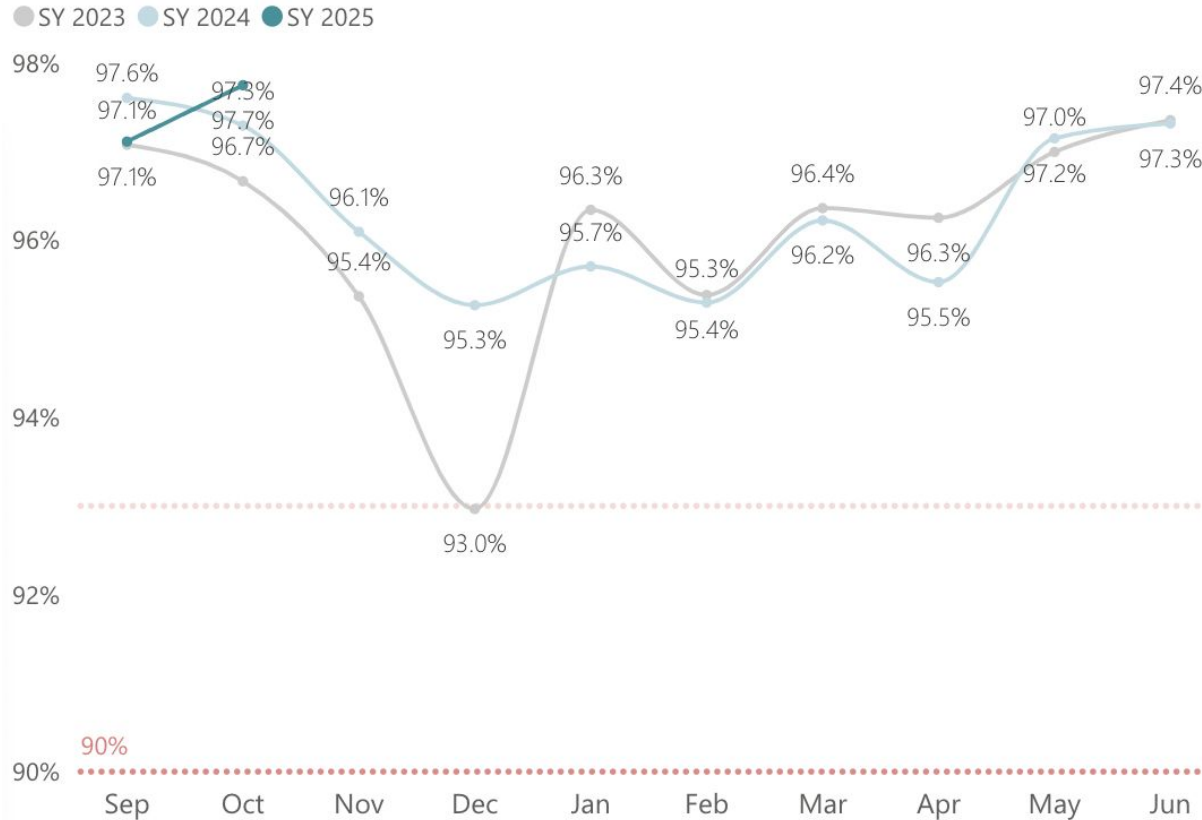
Attendance

Chronic absenteeism - Non-high school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	10.1	9.2	-0.9	9.1	3,940	3	Met Target
Lowest Performing	14.1	14.9	0.8	12.0	551	0	Declined
High needs	16.0	15.7	-0.3	14.2	1,277	2	Improved Below Target
Low income	22.1	24.5	2.4	19.7	482	0	Declined
EL and Former EL	12.2	14.2	2.0	9.7	402	0	Declined
Students w/ disabilities	16.6	15.4	-1.2	14.2	746	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	9.1	10.8	1.7	7.0	537	0	Declined
Afr. Amer./Black	16.7	13.6	-3.1	14.2	132	4	Exceeded Target
Hispanic/Latino	19.9	17.3	-2.6	17.0	306	3	Met Target
Multi-race, Non-Hisp./Lat.	11.6	9.2	-2.4	10.6	381	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	8.7	7.7	-1.0	7.5	2,582	3	Met Target

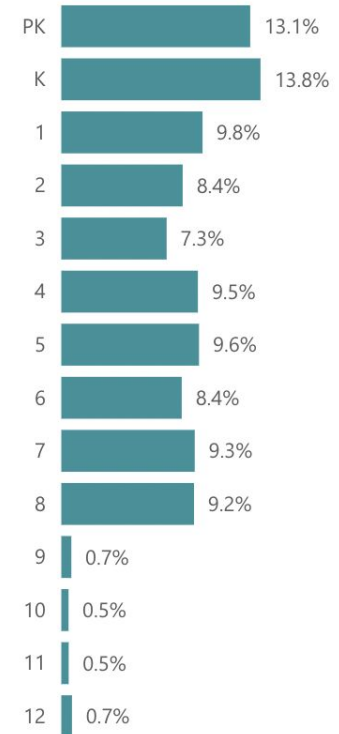
Chronic absenteeism - High school							About the Data
Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	10.2	7.7	-2.5	8.6	1,656	4	Exceeded Target
Lowest Performing	9.4	12.2	2.8	4.1	82	3	Met Target
High needs	21.8	18.2	-3.6	18.9	433	4	Exceeded Target
Low income	23.6	19.6	-4.0	19.1	214	3	Met Target
EL and Former EL	-	-	-	-	68	-	-
Students w/ disabilities	28.1	22.1	-6.0	24.6	262	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	6.4	5.3	-1.1	3.6	171	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	55	-	-
Hispanic/Latino	18.7	13.6	-5.1	14.3	147	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	13.0	9.6	-3.4	11.4	104	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	9.3	7.0	-2.3	7.5	1,175	4	Exceeded Target

Attendance Rates Live Monitoring Dashboard

Attendance Rate by Month

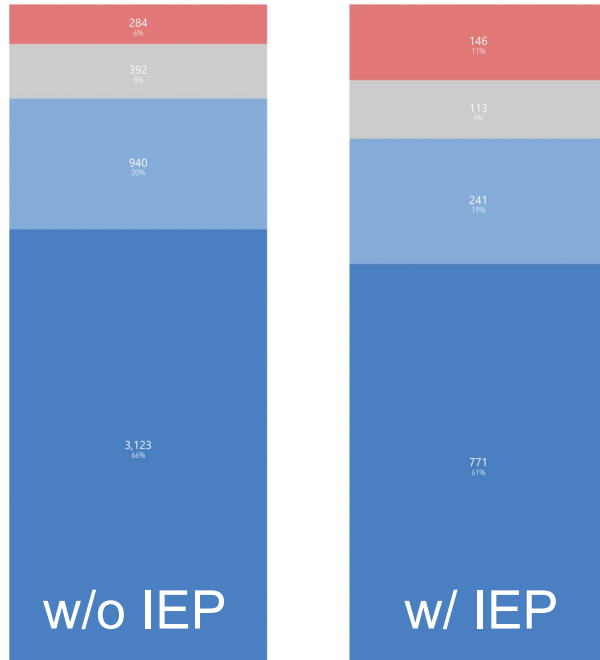


Chronic Absence Rate (full year)



Focal Groups: Students w/IEPs

● 96%+ ● 93-96% ● 90-93% ● <90%

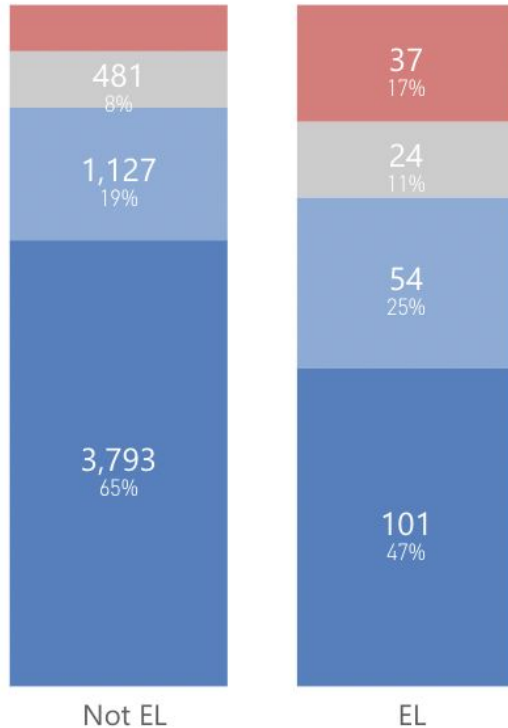


Attendance Rates:
Students w/Disabilities
2023-24

IEP Status	# Students	Chronic Absence Rate (all)	vs. Previous Year
+ Not IEP	4,739	6.0%	- 0.8%
+ IEP	1,271	11.5%	- 2.5%

Focal Groups: ML

● 96%+ ● 93-96% ● 90-93% ● <90%

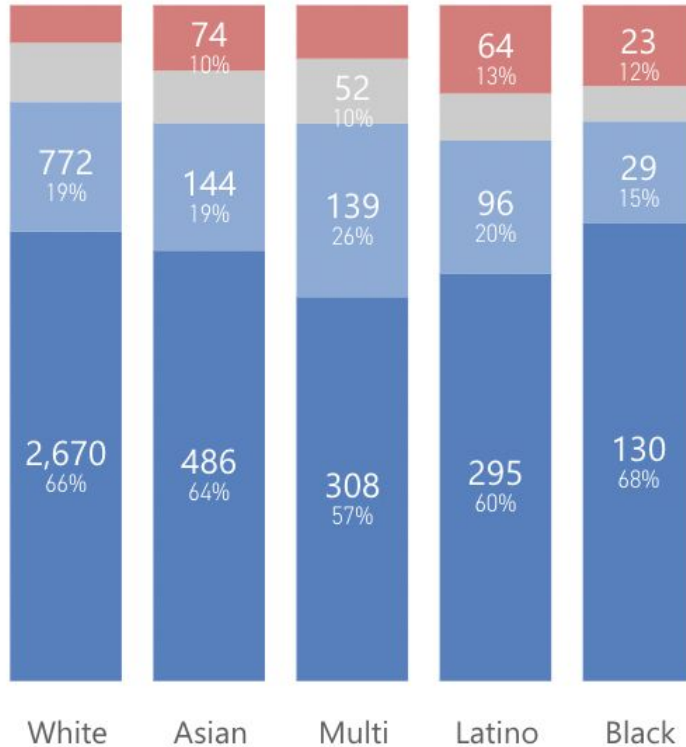


Attendance Rates: Multilingual Learners 2023-24

EL Status	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ Not EL	5,794	6.8%	- 1.1%
⊕ EL	216	17.1%	- 6.0%

Focal Groups: Race/Ethnicity

● 96%+ ● 93-96% ● 90-93% ● <90%



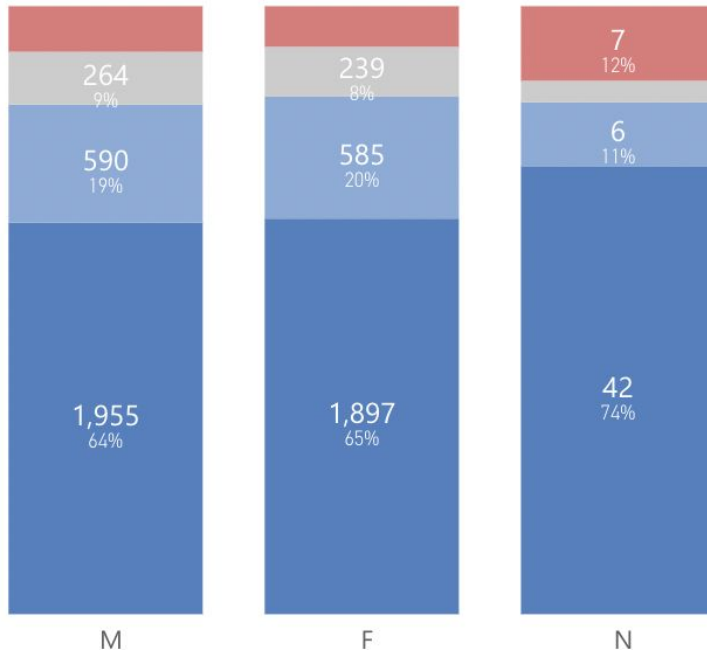
Attendance Rates by race/ethnicity 2023-24

Race/Ethnicity	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ White	4,016	5.6%	- 1.3%
⊕ Asian	763	9.7%	+ 0.1%
⊕ Multi	542	7.9%	- 2.7%
⊕ Latino	489	13.1%	- 2.3%
⊕ Black	192	12.0%	- 0.7%

Focal Groups: Gender

% of Total and # of Students by: Attendance

● 96%+ ● 93-96% ● 90-93% ● <90%



Attendance Rates by gender 2023-24

Gender	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ M	3,037	7.5%	- 1.0%
⊕ F	2,916	6.7%	- 1.4%
⊕ N	57	12.3%	- 1.3%



Next Steps

Next Steps...



Arlington Public Schools
Education That Empowers

- EL expansion at K-5 for elementary literacy
- Implementation of AEA-A CBAs, bargaining with AEA-D, AEA-C, and AAA
- Working Groups centered on strategic initiatives and tasks central to implementation of the strategic plan
 - Deeper Learning and MTSS, DEIBJ Community Task Force, Chronic Absenteeism, APS Professional Development Committee, and Inclusive Learning Spaces
- Coordinated and Data-Informed School Improvement Plans
- Continued focus on Deeper Learning and Academic Rigor, including discourse and student voice
- Expanded opportunities for family engagement on important issues to families, expanded partnerships with Town departments
- Reviewing practices and procedures to ensure equity and access

2024-2025 Outcomes Report

Prepared by Dr. Elizabeth C. Homan
Superintendent of Schools



Arlington Public Schools
Education That Empowers

Agenda



Arlington Public Schools
Education That Empowers

- Accountability and Contextual Overview
- APS/Superintendent Student Learning Goals 2023-24
- APS Highlights and Areas for Continued Growth
 - Continued Focus on Literacy and ELA K-12
 - Focal Groups: Closing Gaps and Holding Steady
 - The Student Experience: Belonging, High Expectations, Attendance, and Advanced Coursework
- Next Steps and Goals for 2024-25

APS Focal Groups



Arlington Public Schools
Education That Empowers

The strategic plan identifies several “Focal Groups” for whom the district will track and monitor gaps in experiences and outcomes related to academic achievement; attendance; student, family, and staff experience; and other metrics outlined in the strategic plan. These groups are:

- Students who have IEPs
- Students who identify as Black and/or Hispanic/ Latinx
- Students who identify as LGBTQIA+
- Students who are multilingual learners
- Students from low-income families

2024 Accountability Data Recap



Arlington Public Schools
Education That Empowers

Accountability Data for Districts and Schools are assembled from:

1. MCAS data from 2023 and 2024
2. Access data from 2023 and 2024
3. Chronic Absenteeism data from 2023 and 2024
4. Advanced Coursework completion data from 2023 and 2024
5. Four-year cohort graduation rate data from 2022 and 2023
6. Annual dropout rate from 2022 and 2023
7. Extended engagement rate data from 2021 and 2022

2024 Accountability Data Recap



Arlington Public Schools
Education That Empowers

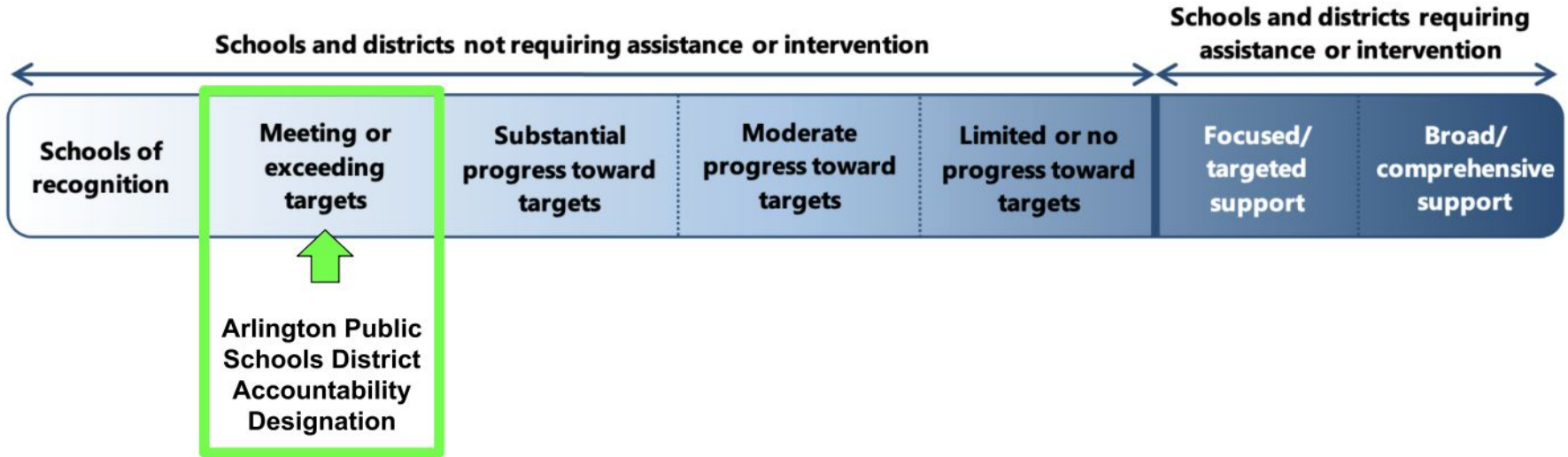
Accountability reports include:

1. Detailed data for each accountability indicator
2. Indicator targets, as well as points for progress towards targets
3. Detailed assessment participation rates
4. School and student group accountability percentiles
5. Federal designations
6. Where applicable, other information related to low student group performance, low graduation rates, or **low assessment participation**

District Target Percentage



Arlington Public Schools
Education That Empowers

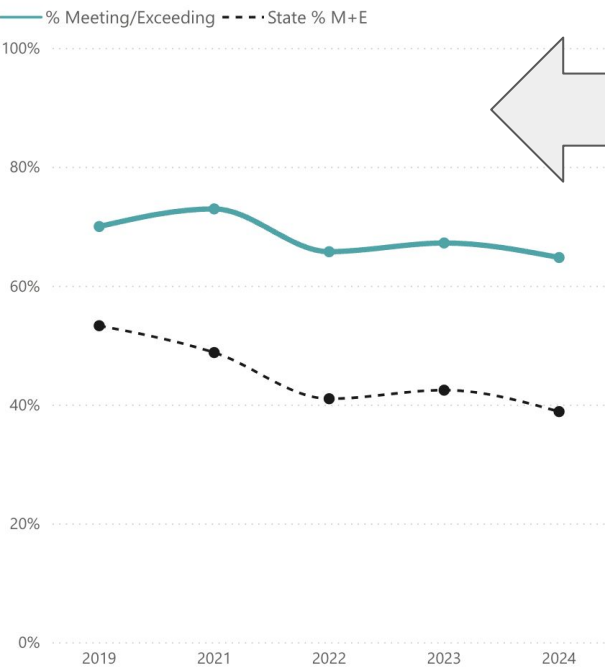


School	Accountability information	Progress towards improvement targets	School accountability percentile
Arlington High	Not requiring assistance or intervention, substantial progress toward targets.	71%	84
Brackett	Not requiring assistance or intervention, substantial progress toward targets.	67%	88
Cyrus E. Dallin	Not requiring assistance or intervention, substantial progress toward targets.	71%	87
Gibbs School	Not requiring assistance or intervention, substantial progress toward targets.	73%	84
Hardy	Not requiring assistance or intervention, meeting or exceeding targets.	88%	92
John A. Bishop	Not requiring assistance or intervention, meeting or exceeding targets.	89%	96
M Norcross Stratton	Not requiring assistance or intervention, substantial progress toward targets.	63%	90
Ottoson Middle	Not requiring assistance or intervention, meeting or exceeding targets.	90%	95
Peirce	Requiring assistance or intervention, Low participation rate.	89%	92
Thompson	Requiring assistance or intervention, Low participation rate.	91%	90



Arlington Public Schools
Education That Empowers

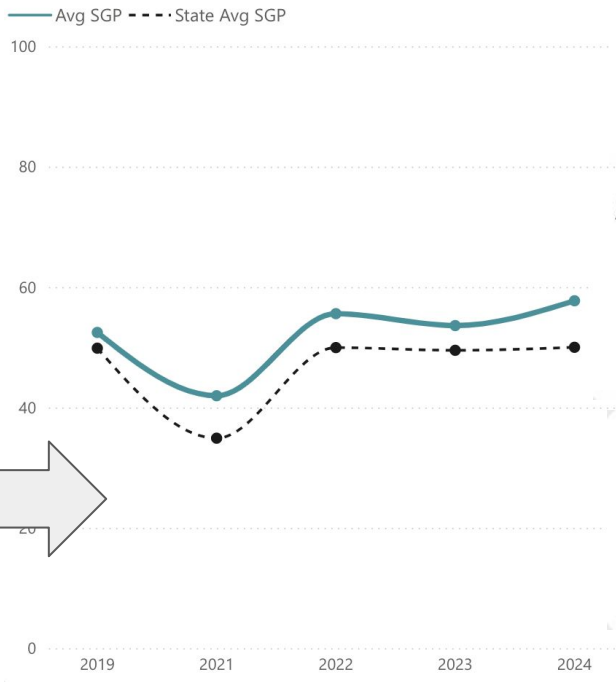
Continued Focus on Literacy and ELA K-12



Achievement v. State



Grades 3-5 ELA: Overall



65% ↓ -2% vs. previous year
↑ +26% vs. state average

507 0 vs. previous year
↑ +13 vs. state average

57.7 ↑ +4.1 vs. previous year
↑ +7.7 vs. state average

Growth v. State

Student Performance by Year - ELA

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



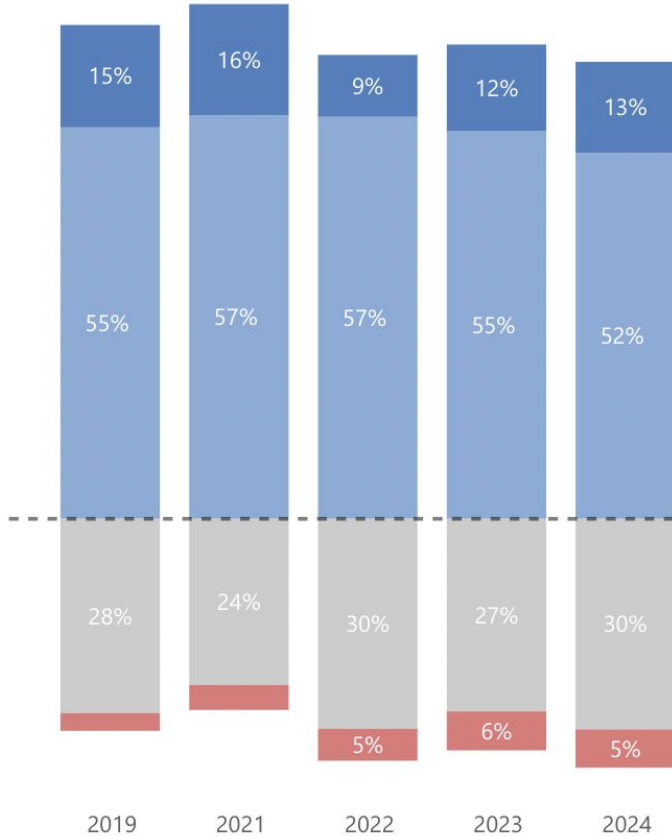
Arlington Public Schools
Education That Empowers

Grades 3-5 ELA: Overall

TM12/State Comparison grade 5: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	66%	3 of 12	20 of 313
2023	73%	1 of 12	18 of 316
2022	60%	7 of 12	46 of 319
2021	69%	4 of 12	32 of 316
2019	69%	7 of 12	63 of 317

% Students



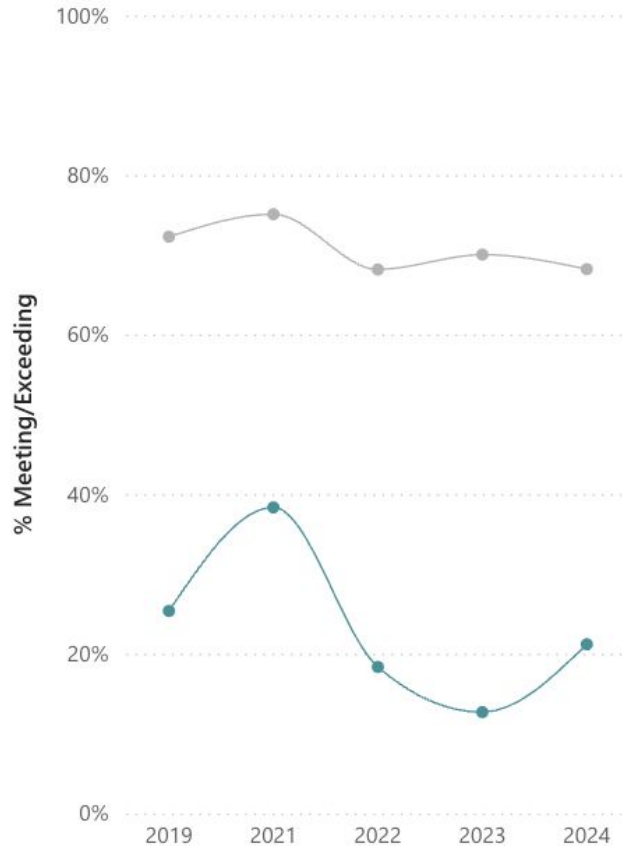
TM12/State Comparison grade 5: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	58.0	5 of 12	36 of 313
2023	56.0	7 of 12	38 of 316
2022	53.5	9 of 12	81 of 319
2021	42.3	5 of 12	51 of 316
2019	54.2	8 of 12	78 of 317

Focal Groups: ML 3-5 ELA

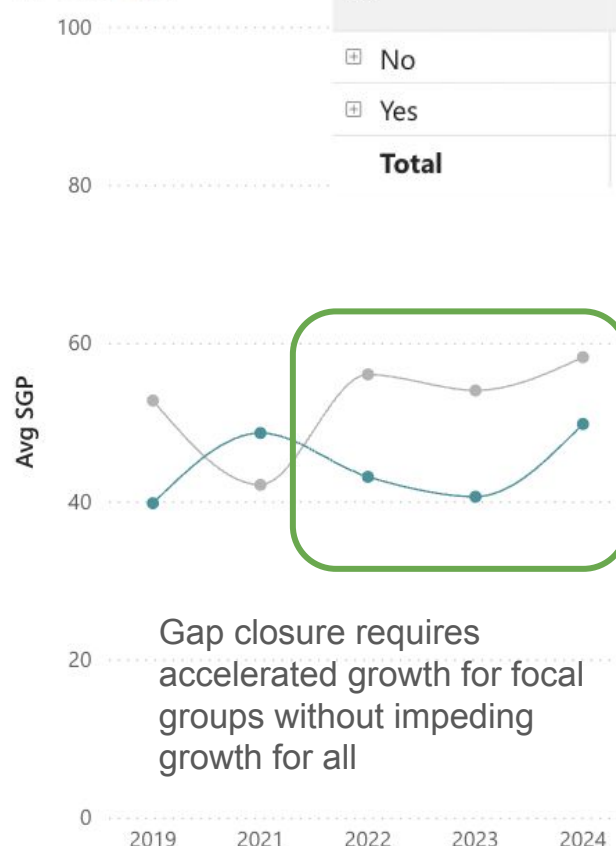
Performance over Time - ELA

EL ● No ● Yes



Performance over Time - ELA

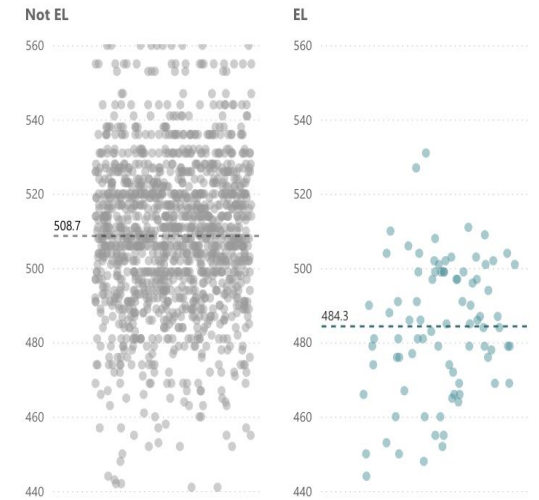
EL ● No ● Yes



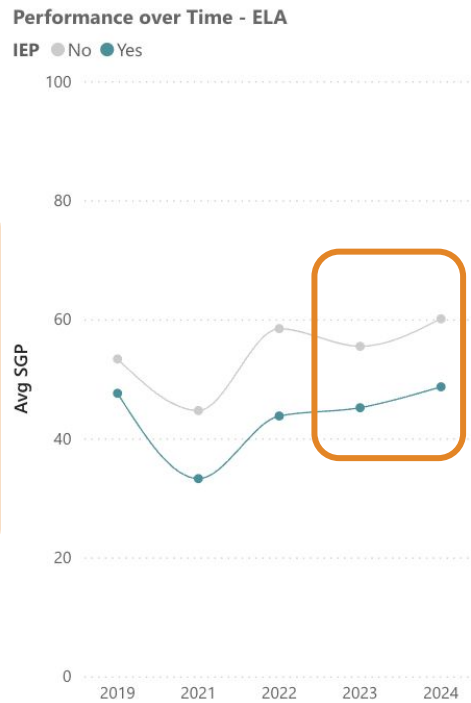
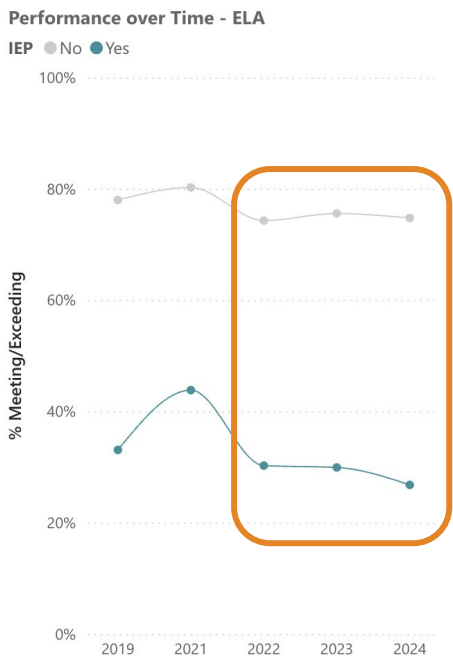
Gap closure requires accelerated growth for focal groups without impeding growth for all

EL	# Students	% M + E	Avg SGP
⊕ No	1,355	68%	58.2
⊕ Yes	85	21%	49.8
Total	1,440	65%	57.9

Student Distribution - ELA by: Avg Scaled Score Avg SGP



Focal Groups: Students w/IEPs 3-5 ELA



IEP	# Students	% M + E	Avg SGP
No	1,160	75%	60.1
Yes	280	27%	48.7
Total	1,440	65%	57.9

District Compare: Grade 5 ELA for SWD

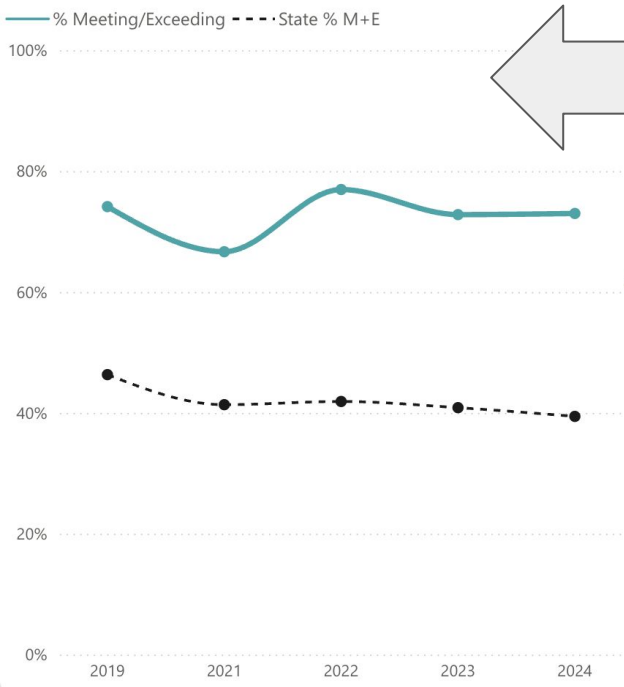
(Students w/disabilities)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	25%	5 of 12	16 of 268
2023	37%	2 of 12	12 of 264
2022	21%	9 of 12	53 of 264
2021	36%	5 of 12	21 of 261
2019	30%	6 of 12	42 of 263

More work to do to meet the needs of students with disabilities in 3-5 ELA, with notable improvement over time in comparison with all districts and TM12.

Results By Year

% Meeting/Exceeding



Achievement v. State

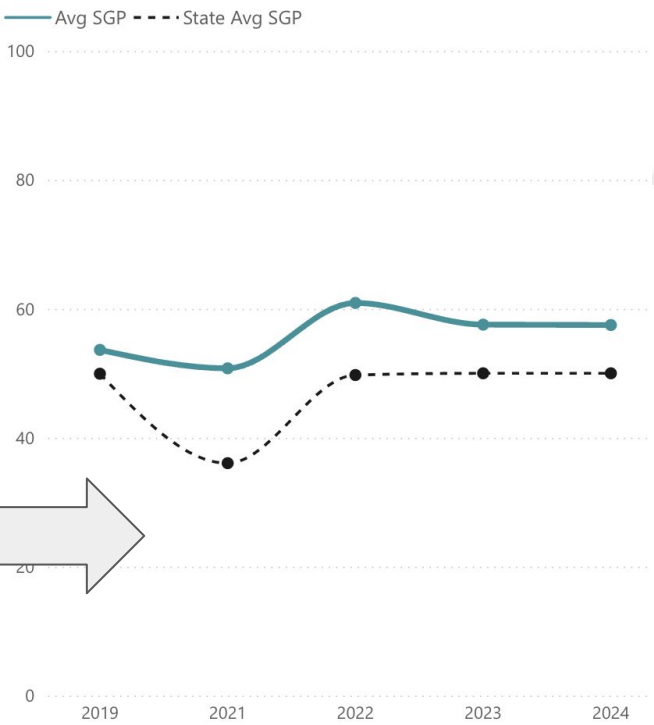


Arlington Public Schools
Education That Empowers

Grades 6-8 ELA: Overall

Results By Year

Avg SGP



Growth v. State

% Students Meeting/Exceeding

70% 0% vs. previous year
↑ +31% vs. state average

Average Scaled Score

512 ↑ +1 vs. previous year
↑ +19 vs. state average

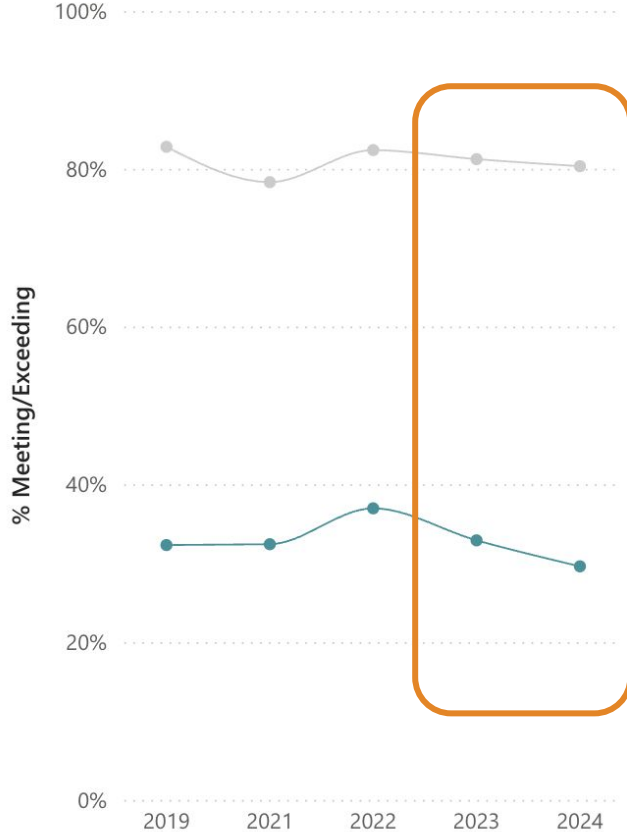
Average SGP

57.5 -0.1 vs. previous year
↑ +7.5 vs. state average

Focal Groups: Students w/IEPs 6-8 ELA

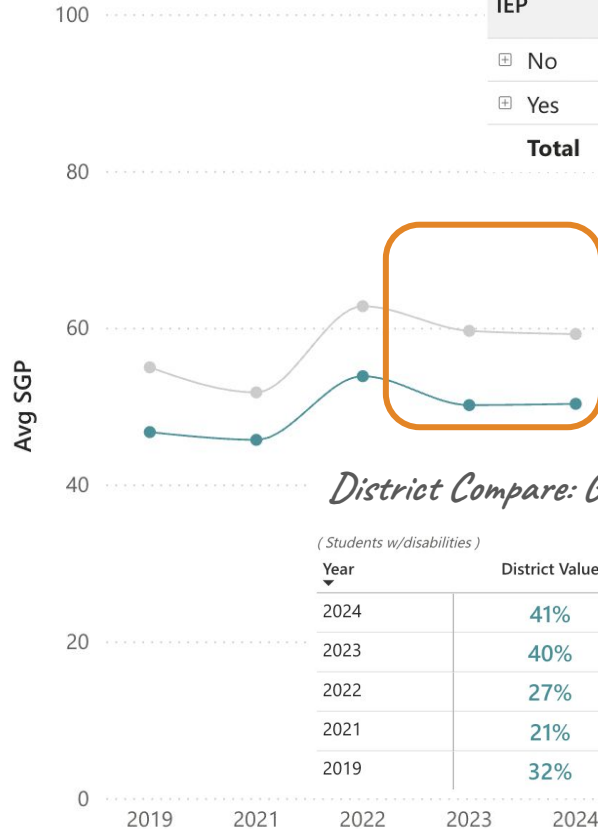
Performance over Time - ELA

IEP ● No ● Yes



Performance over Time - ELA

IEP ● No ● Yes

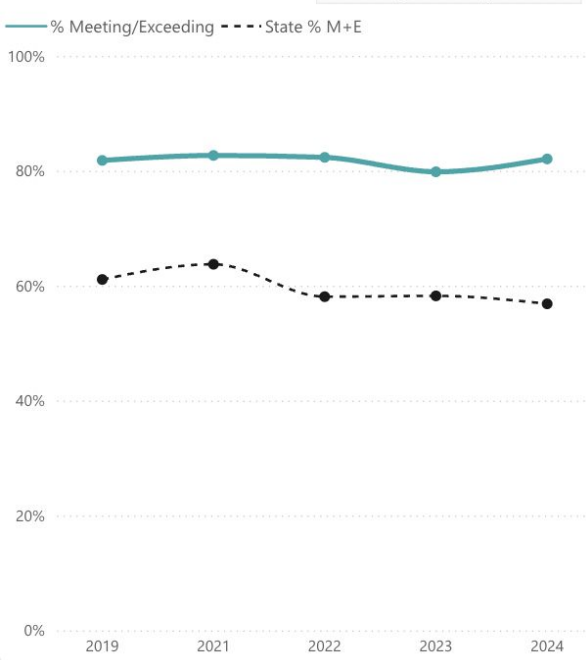


IEP	# Students	% M + E	Avg SGP
No	1,108	80%	59.2
Yes	277	30%	50.3
Total	1,385	70%	57.4

District Compare: Grade 8 ELA for SWD

(Students w/disabilities)

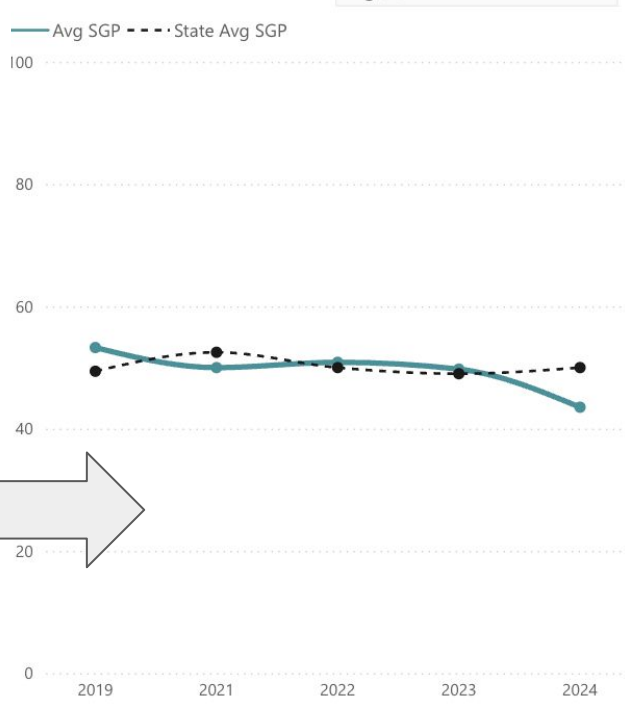
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	41%	2 of 12	7 of 267
2023	40%	2 of 12	10 of 267
2022	27%	2 of 12	19 of 259
2021	21%	4 of 12	31 of 264
2019	32%	4 of 12	26 of 260



Achievement v. State



Grade 10 ELA: Overall



Growth v. State

% Students Meeting/Exceeding

82% ↑ +2% vs. previous year
↑ +25% vs. state average

Average Scaled Score

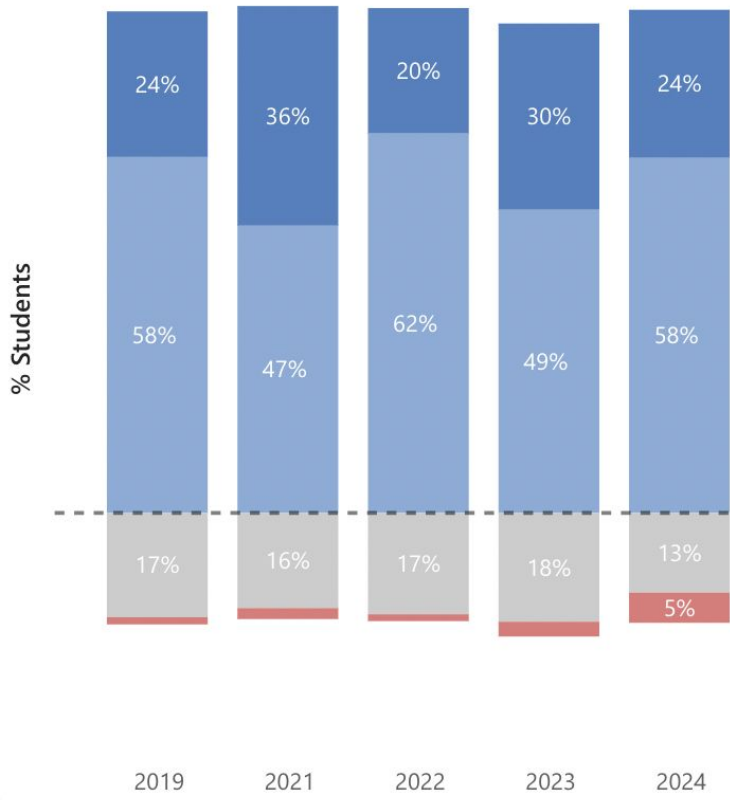
517 0 vs. previous year
↑ +13 vs. state average

Average SGP

43.5 ↓ -6.2 vs. previous year
↓ -6.5 vs. state average

Student Performance by Year - ELA

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



Arlington Public Schools
Education That Empowers

Grade 10 ELA: Overall

District Comparison grade 10: Achievement

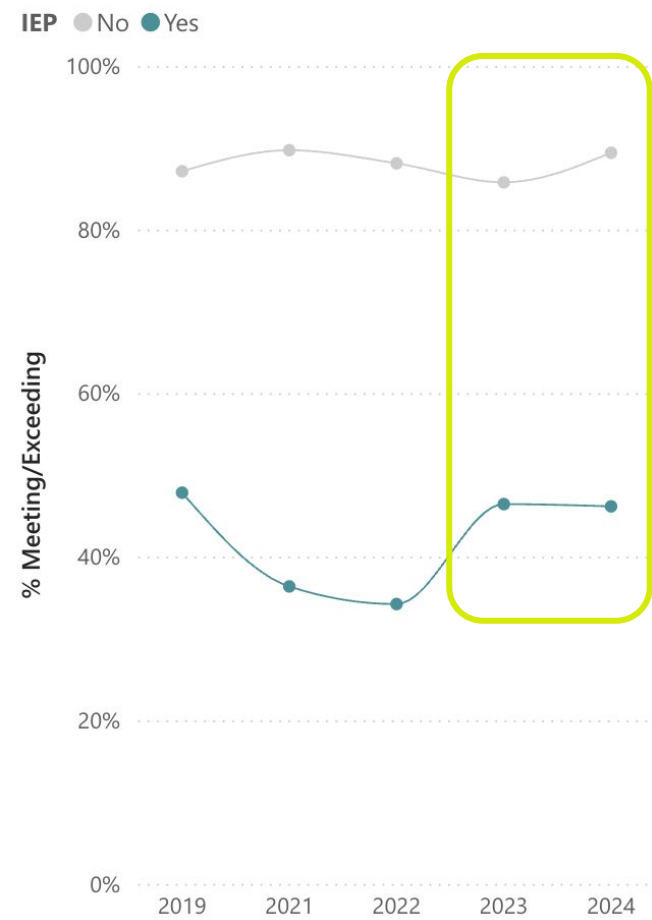
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	81%	4 of 12	32 of 303
2023	80%	5 of 12	40 of 302
2022	81%	5 of 12	23 of 301
2021	81%	6 of 12	65 of 301
2019	80%	5 of 12	59 of 303

District Comparison grade 10: Growth

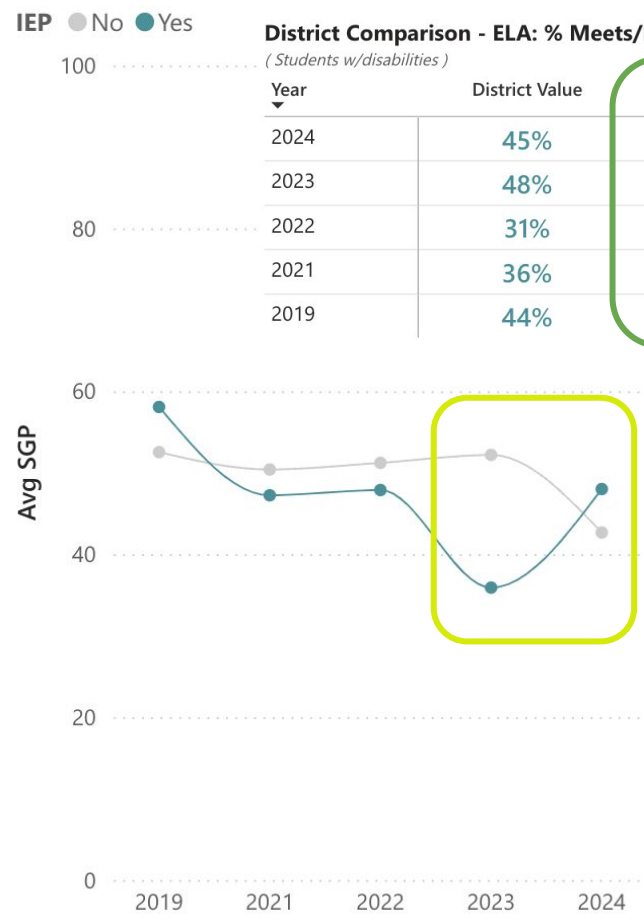
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	43.0	11 of 12	244 of 303
2023	50.0	10 of 12	135 of 302
2022	50.9	10 of 12	147 of 301
2021	50.5	9 of 12	196 of 301
2019	53.4	3 of 12	116 of 303

Focal Groups: Students w/IEPs G10 ELA

Performance over Time - ELA




Performance over Time - ELA



District Comparison - ELA: % Meets/Exceeds

(Students w/disabilities)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	45%	 2 of 12	28 of 272
2023	48%	4 of 12	23 of 277
2022	31%	9 of 12	61 of 274
2021	36%	7 of 12	63 of 261
2019	44%	5 of 12	34 of 272

Focal Groups: Low-Income G10 ELA

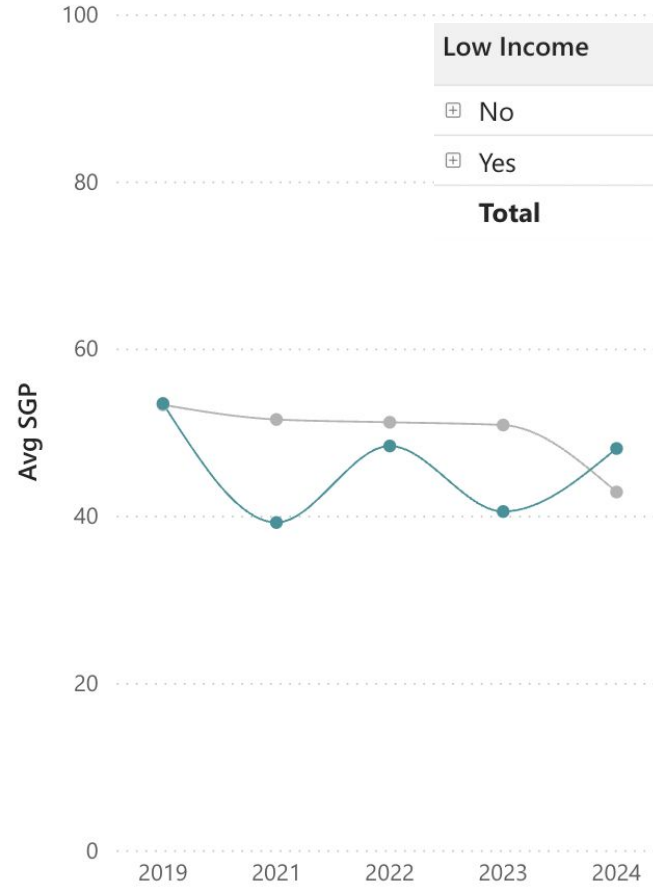
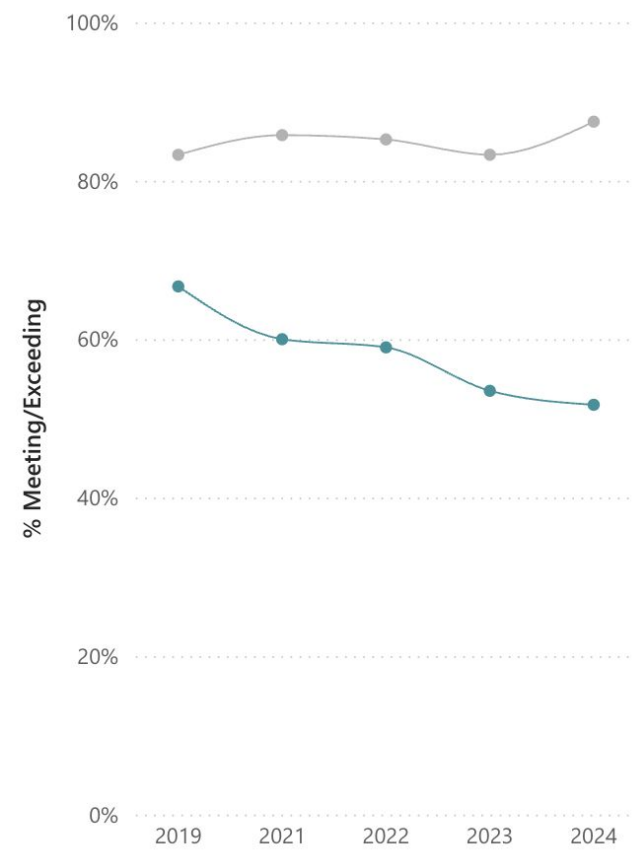
Performance over Time - ELA

Low Income ● No ● Yes

Low Income	# Students	% M + E	Avg SGP
⊕ No	327	87%	42.8
⊕ Yes	58	52%	48.0
Total	385	82%	43.5

Performance over Time - ELA

Low Income ● No ● Yes



Rigorous Expectations: Gr. 6-12



Arlington Public Schools
Education That Empowers

QUESTION

How often do your teachers make you explain your answers?

81% i
responded
favorably

▲ 1
from Fall 2023

QUESTION

When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?

77% i
responded
favorably

▲ 1
from Fall 2023

QUESTION

How much do your teachers encourage you to do your best?

76% i
responded
favorably

▼ 1
from Fall 2023

QUESTION

How often do your teachers take time to make sure you understand the material?

65% i
responded
favorably

▲ 3
from Fall 2023

QUESTION

Overall, how high are your teachers' expectations of you?

60% i
responded
favorably

▼ 1
from Fall 2023

Stable responses to Rigorous Expectations items in grades 6-12

Rigorous Expectations: ELA



Arlington Public Schools
Education That Empowers

QUESTION

How often does this teacher take time to make sure you understand the material?

89% i
responded favorably

▲ 3
from Spring 2023

QUESTION

How often does this teacher make you explain your answers?

84% i
responded favorably

▲ 2
from Spring 2023

QUESTION

How much does this teacher encourage you to do your best?

88% i
responded favorably

▲ 4
from Spring 2023

QUESTION

Overall, how high are this teacher's expectations of you?

65% i
responded favorably

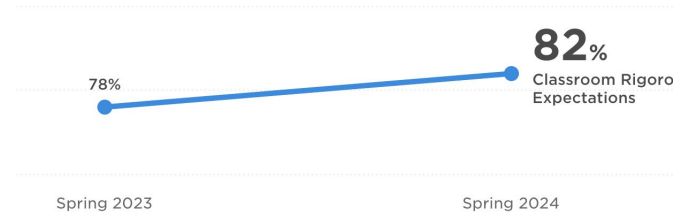
▲ 9
from Spring 2023

QUESTION

When you feel like giving up on a difficult task, how likely is it that this teacher will make you keep trying?

83% i
responded favorably

▲ 2
from Spring 2023



4% Improvement in rigorous expectations in HS ELA classes, specifically, for students who took Heterogeneous 9th grade ELA

Takeaways & Next Steps



Arlington Public Schools
Education That Empowers

- **Elementary ELA:** Continue implementation of EL Education curriculum, with support
- **Middle School ELA:** Establish opportunities for Grade 6-8 teachers to learn about shifts in K-5 curriculum, develop shared but developmentally appropriate and adapted strategies for vertical alignment, and build on skills learned in elementary.
- **High School ELA:** Continue to monitor HS ELA Growth and Achievement trends, share lessons learned from HGI pilot, assess opportunities for increasing access to rigorous coursework for focal groups and as students move into upper grades



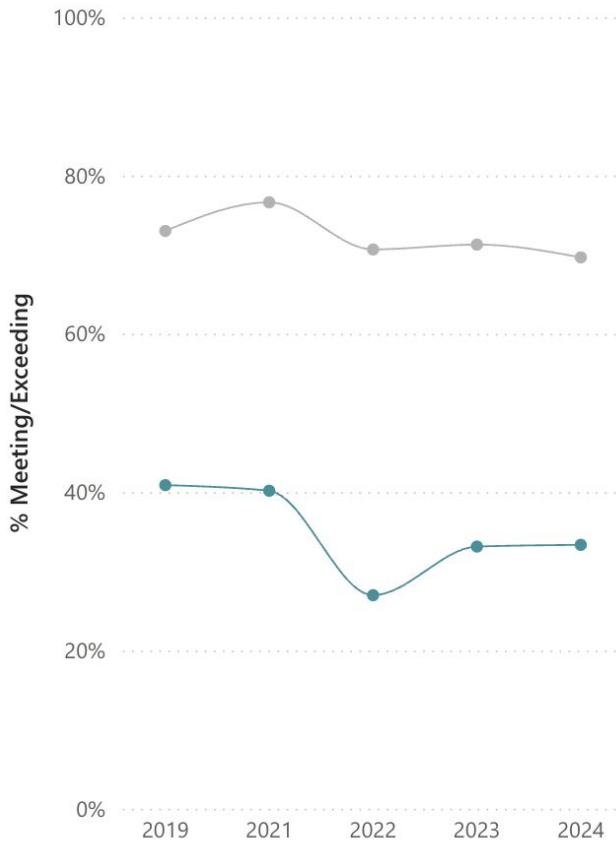
Arlington Public Schools
Education That Empowers

Math, Science, and Focal Groups: Closing Gaps and Holding Steady

Focal Groups: Low-Income 3-5 ELA

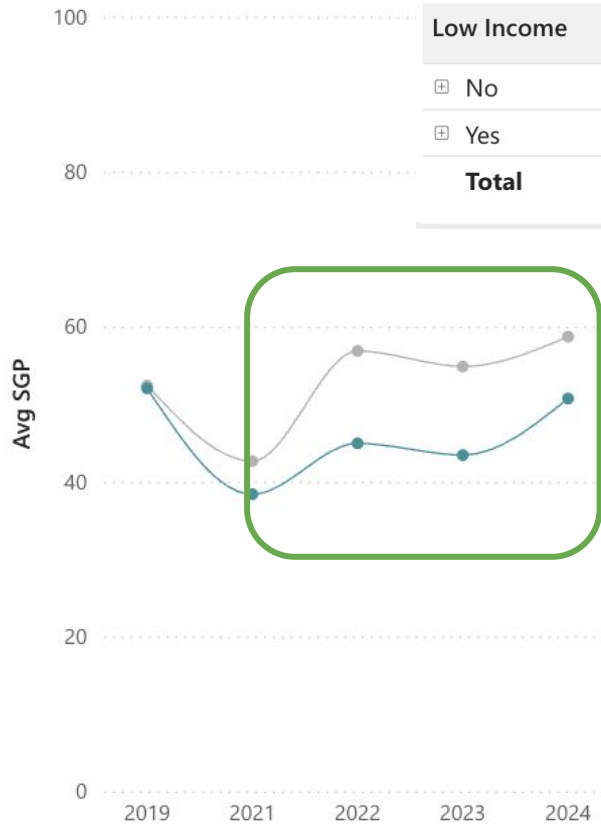
Performance over Time - ELA

Low Income ● No ● Yes



Performance over Time - ELA

Low Income ● No ● Yes



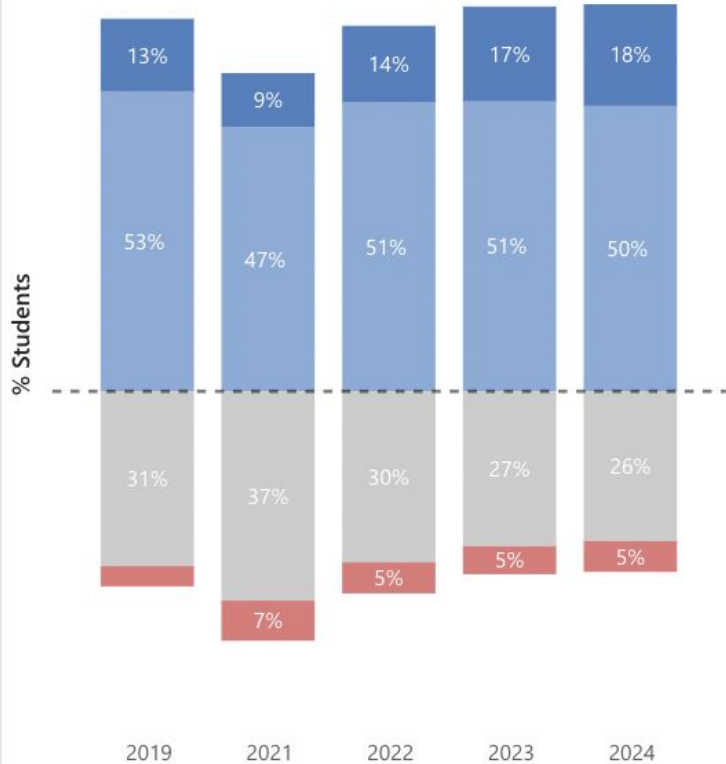
Low Income	# Students	% M + E	Avg SGP
⊕ No	1,272	70%	58.7
⊕ Yes	168	33%	50.7
Total	1,440	65%	57.9

Student Distribution - ELA by: Avg Scaled Score Avg SGP



Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

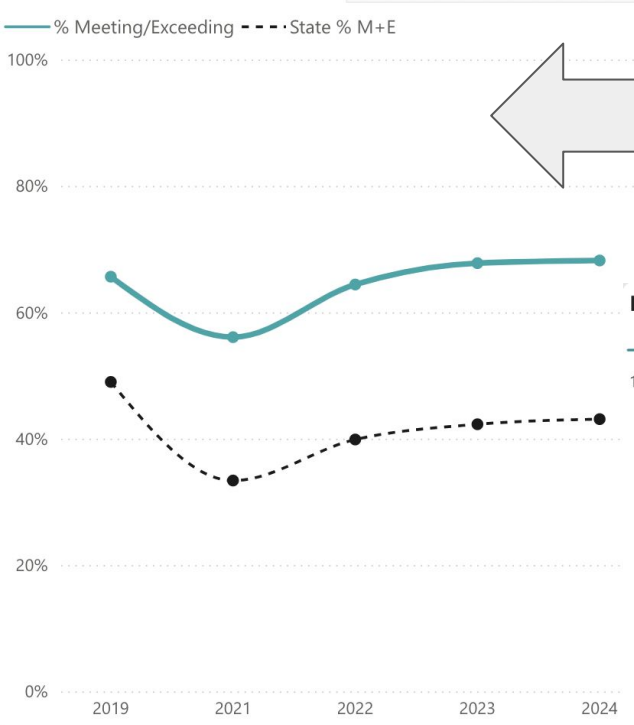
Grades 3-5 Math: Overall

District Comparison grade 5: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	69%	4 of 12	24 of 313
2023	72%	2 of 12	21 of 316
2022	59%	7 of 12	53 of 318
2021	55%	5 of 12	44 of 316
2019	67%	6 of 12	55 of 317

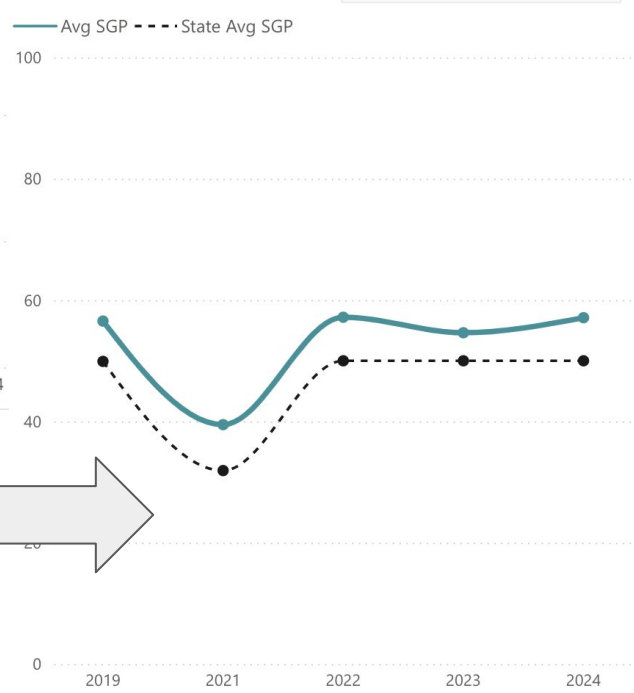
District Comparison grade 5: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	60.0	6 of 12	51 of 313
2023	58.0	4 of 12	63 of 316
2022	59.6	4 of 12	54 of 318
2021	39.5	5 of 12	83 of 316
2019	60.8	3 of 12	39 of 317



Grades 3-5 Math: Overall

Results By Year Avg SGP



% Students Meeting/Exceeding

68% 0% vs. previous year
↑ +25% vs. state average

Average Scaled Score

510 ↑ +1 vs. previous year
↑ +14 vs. state average

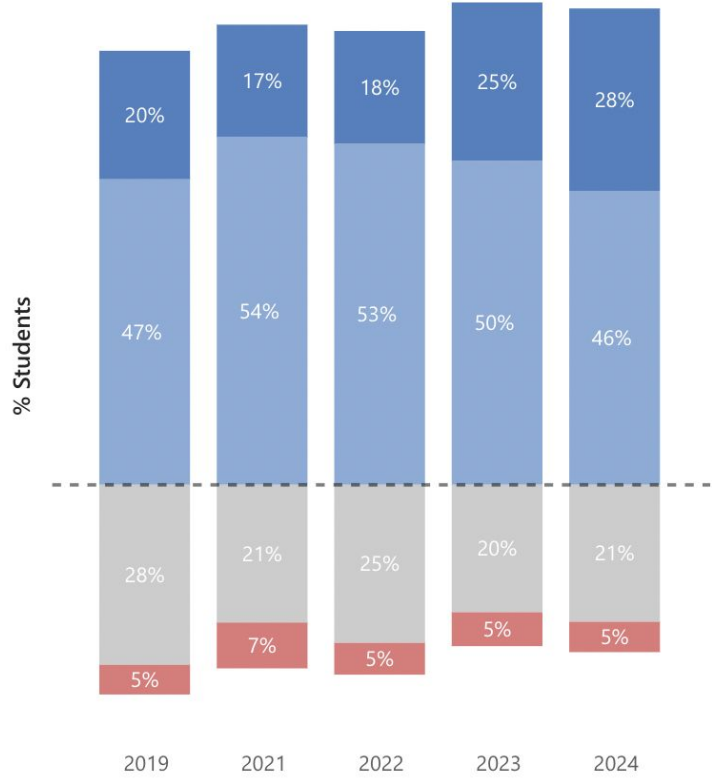
Average SGP

57.1 ↑ +2.5 vs. previous year
↑ +7.1 vs. state average

Growth v. State

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grade 5 Science: Overall

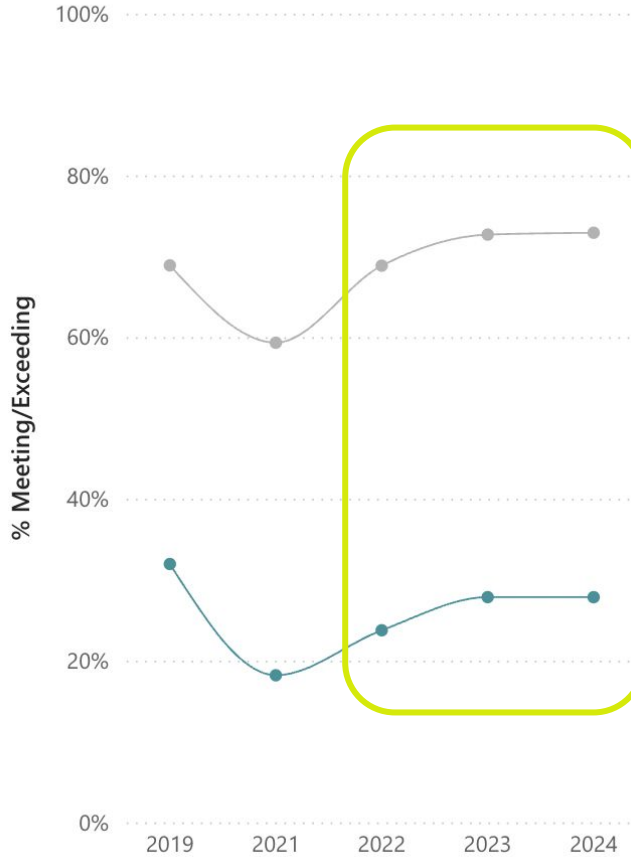
District Comparison Grade 5: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	3 of 12	18 of 313
2023	75%	2 of 12	12 of 316
2022	69%	3 of 12	28 of 319
2021	71%	4 of 12	19 of 316
2019	67%	4 of 12	58 of 317

Focal Groups: Low Income 3-5 Math

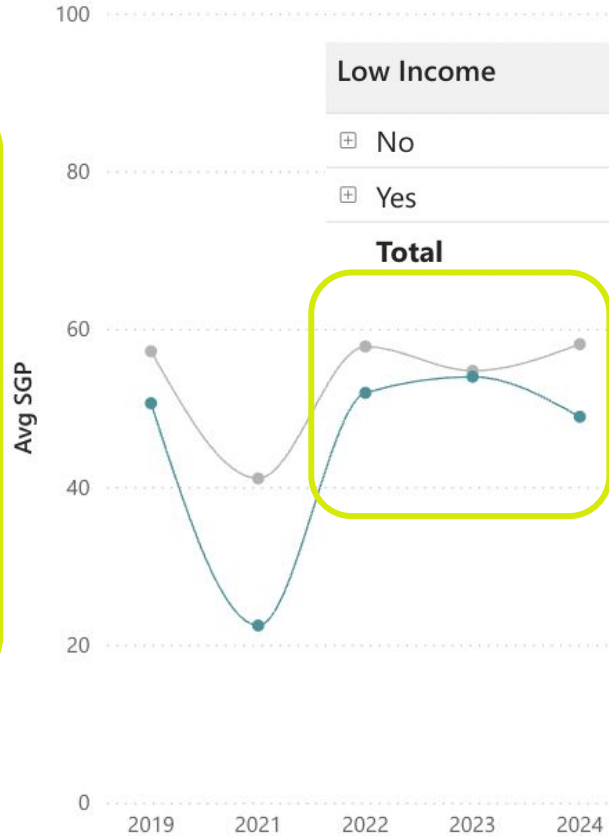
Performance over Time - Math

Low Income ● No ● Yes



Performance over Time - Math

Low Income ● No ● Yes

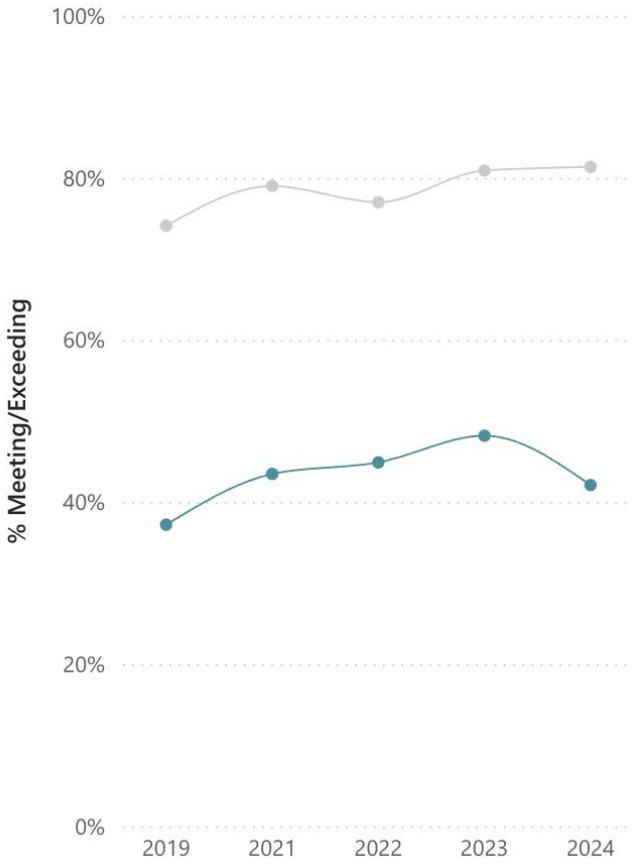


Low Income	# Students	% M + E	Avg SGP
⊕ No	1,277	73%	58.0
⊕ Yes	176	28%	47.9
Total	1,453	67%	56.9

Focal Groups: Students w/IEPs G5 Science

Performance over Time - Science

IEP ● No ● Yes



IEP	# Students	% M + E
⊕ No	413	81%
⊕ Yes	95	42%
Total	508	74%

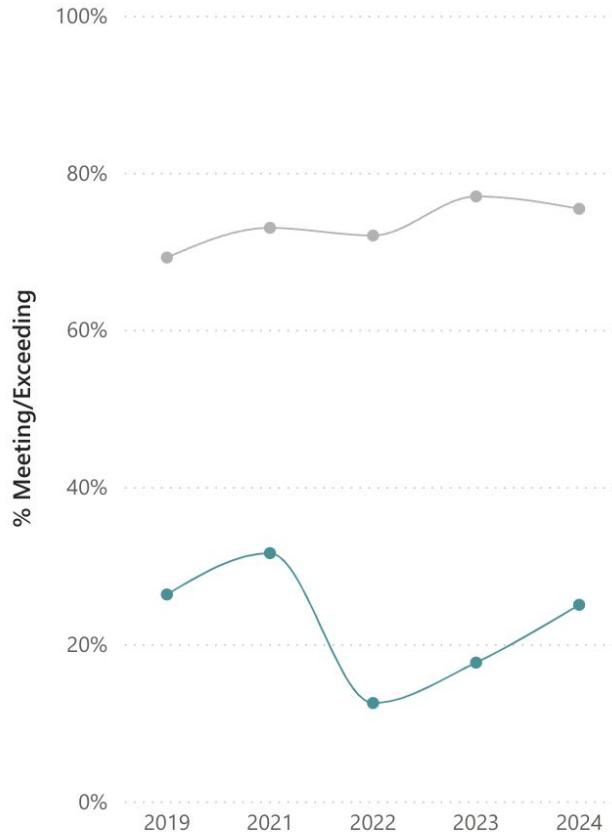
District Compare: Grade 5 Science for SWD

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	42%	3 of 12	12 of 267
2023	48%	2 of 12	6 of 264
2022	42%	1 of 12	10 of 262
2021	43%	2 of 12	12 of 260
2019	36%	2 of 12	32 of 263

Focal Groups: ML G5 Science

Performance over Time - Science

EL ● No ● Yes



EL	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	496	75%		516
⊕ Yes	16	25%		481
Total	512	74%		515

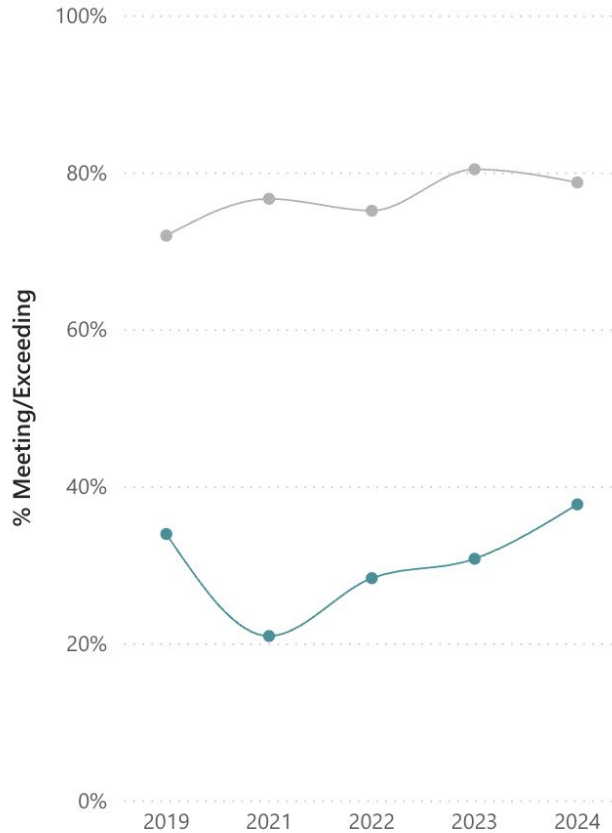
District Compare: Grade 5 Science for ML

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	51%	4 of 12	21 of 178
2023	51%	5 of 11	19 of 172
2022	34%	8 of 11	53 of 168
2021	53%	5 of 11	18 of 171
2019	38%	7 of 11	58 of 151

Focal Groups: Low Income G5 Science

Performance over Time - Science

Low Income ● No ● Yes



Low Income	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	451	79%		518
⊕ Yes	61	38%		493
Total	512	74%		515

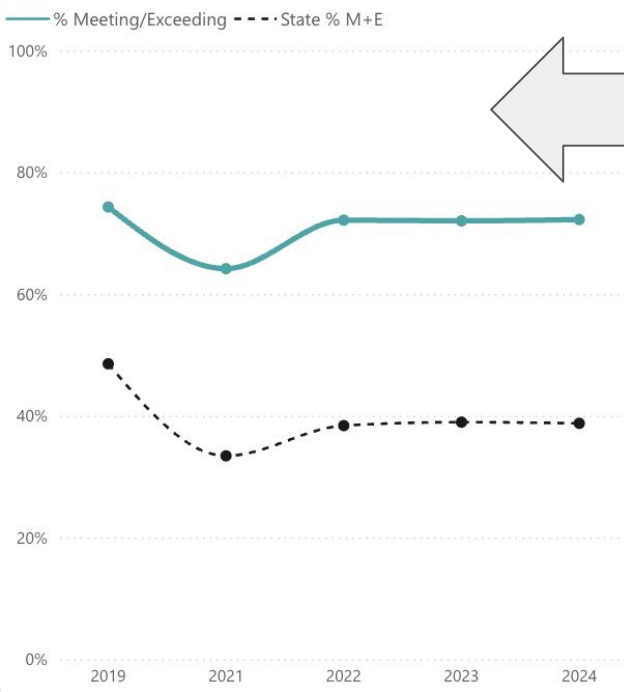
District Compare: Grade 5 Science for Low Income

(Low Income)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	38%	4 of 12	69 of 280
2023	31%	6 of 12	105 of 285
2022	27%	8 of 12	167 of 289

Results By Year

% Meeting/Exceeding



Arlington Public Schools
Education That Empowers

Grades 6-8 Math: Overall

% Students Meeting/Exceeding

72% 0% vs. previous year
↑ +33% vs. state average

Average Scaled Score

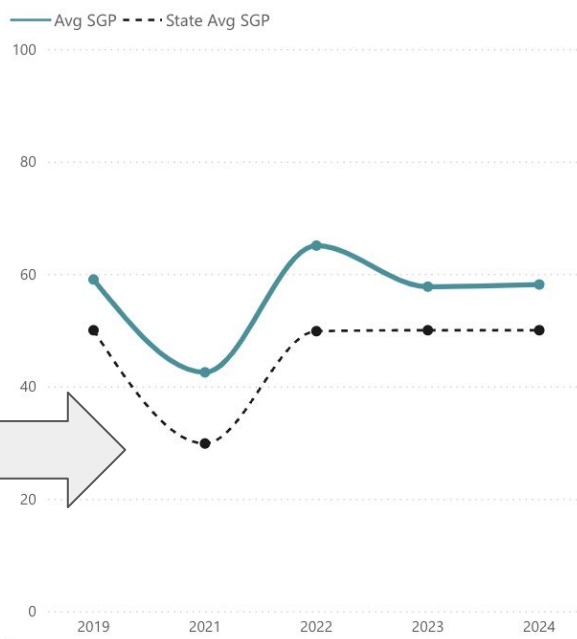
512 ↑ +2 vs. previous year
↑ +18 vs. state average

Average SGP

58.1 +0.4 vs. previous year
↑ +8.1 vs. state average

Results By Year

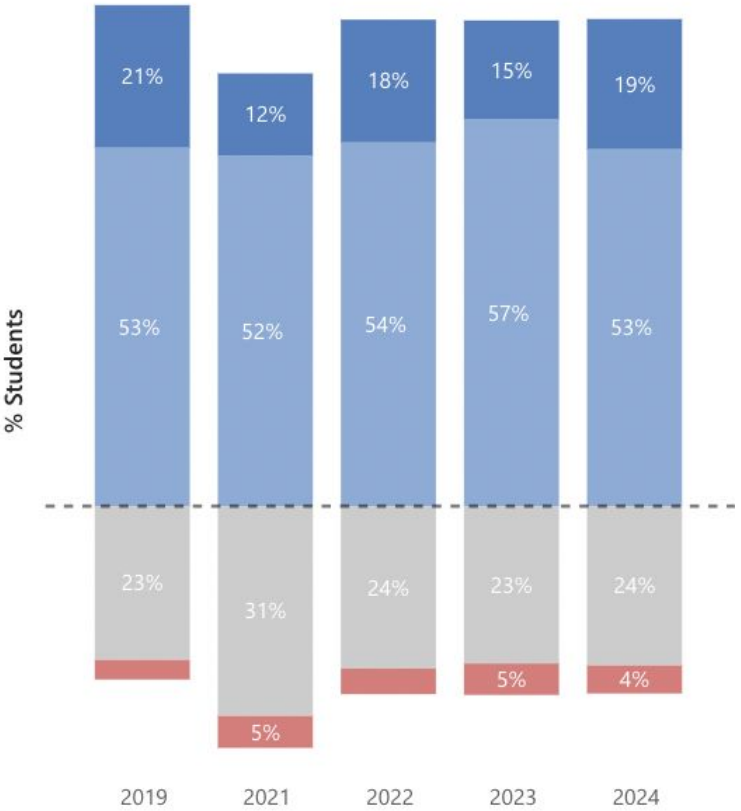
Avg SGP



Growth v. State

Student Performance by Year - Math

● Exceeding
 ● Meeting
 ● Partially Meeting
 ● Not Meeting



Arlington Public Schools
Education That Empowers

Grades 6-8 Math: Overall

District Comparison grade 8: Achievement

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	5 of 12	15 of 300
2023	76%	3 of 12	9 of 300
2022	73%	3 of 12	12 of 301
2021	64%	3 of 12	15 of 300
2019	73%	5 of 12	21 of 295

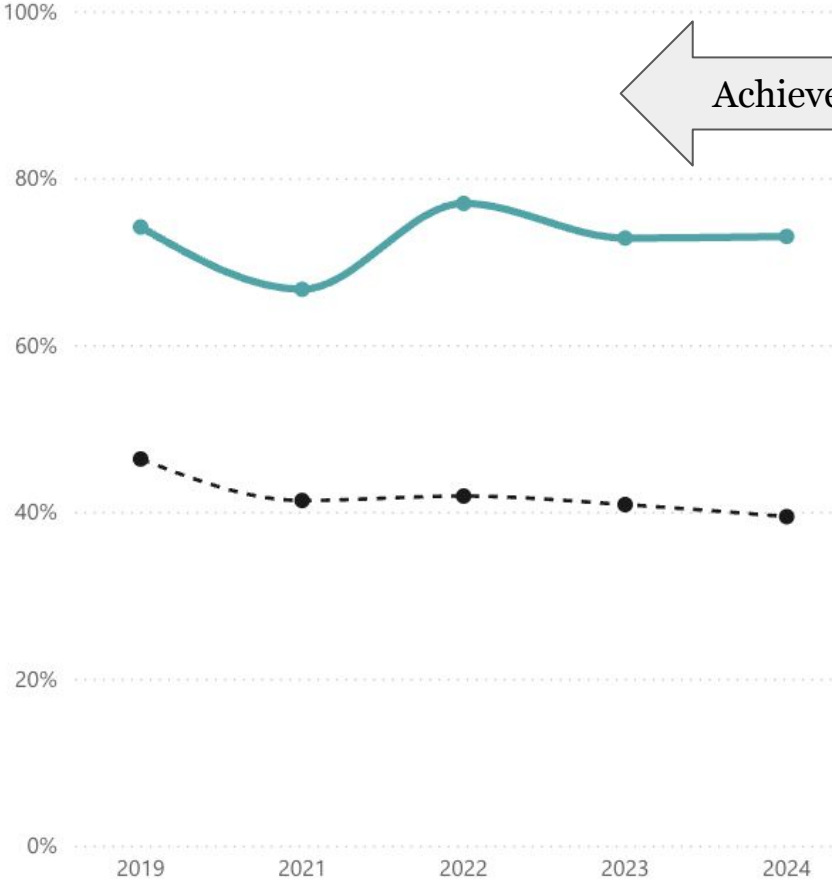
District Comparison grade 8: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	58.0	7 of 12	68 of 300
2023	55.0	7 of 12	82 of 300
2022	70.6	1 of 12	7 of 301
2021	44.8	2 of 12	7 of 300
2019	62.0	4 of 12	34 of 295

Results By Year

% Meeting/Exceeding

— % Meeting/Exceeding - - - State % M+E



Arlington Public Schools
Education That Empowers

Grade 8 Science: Overall

% Students Meeting/Exceeding

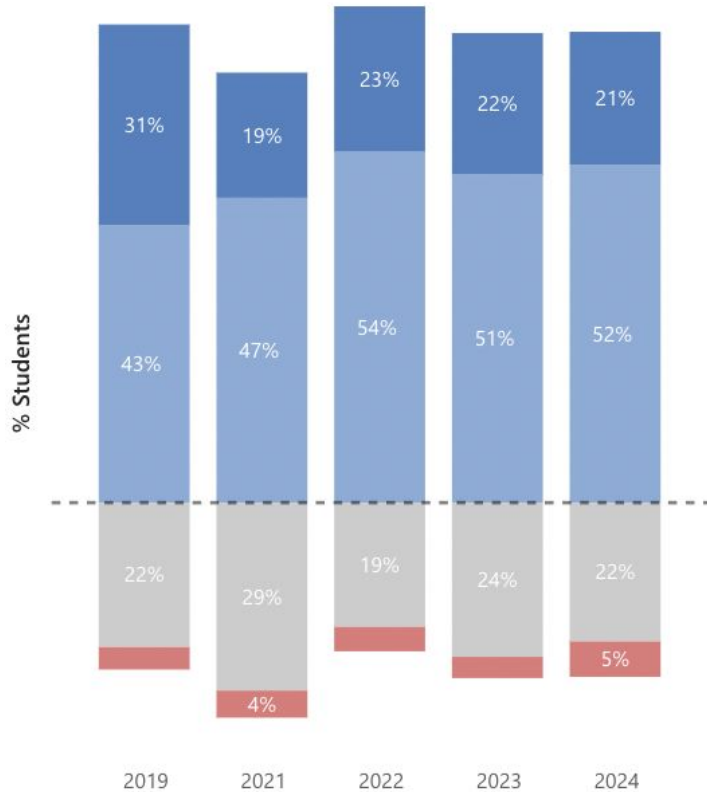
73% 0% vs. previous year
↑+34% vs. state average

Average Scaled Score

513 0 vs. previous year
↑+20 vs. state average

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

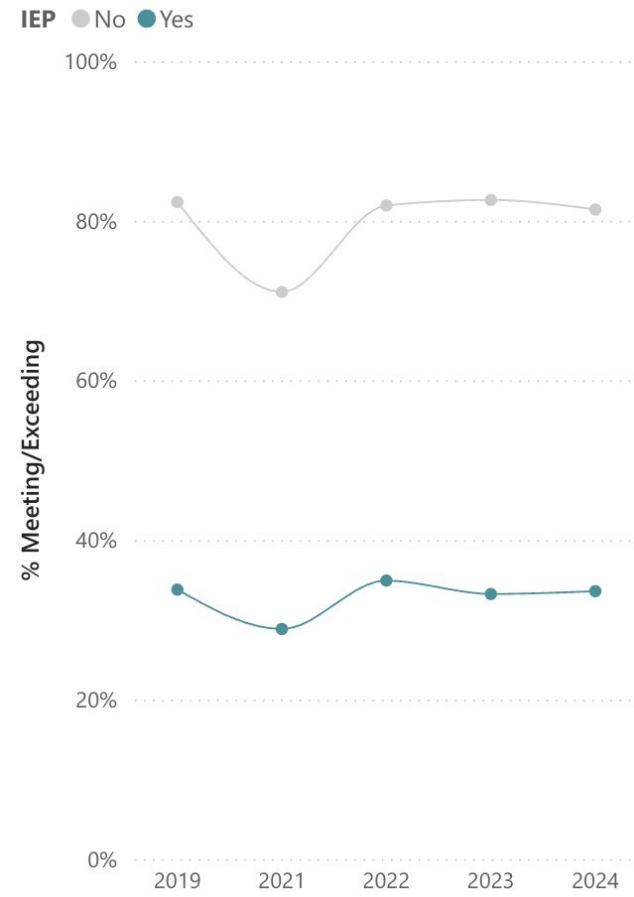
Grades 8 Science: Overall

District Comparison grade 8: Achievement

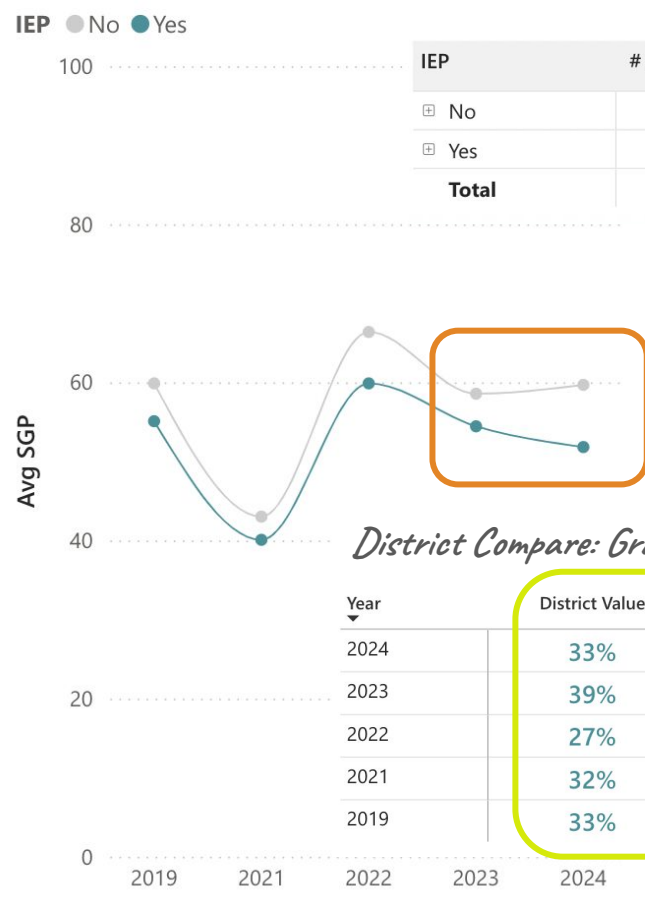
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	74%	5 of 12	15 of 300
2023	76%	3 of 12	9 of 300
2022	73%	3 of 12	12 of 301
2021	64%	3 of 12	15 of 300
2019	73%	5 of 12	21 of 295

Focal Groups: Students w/IEPs 6-8 Math

Performance over Time - Math



Performance over Time - Math



IEP	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,108	81%	59.7	517
Yes	274	34%	51.8	491
Total	1,382	72%	58.1	512

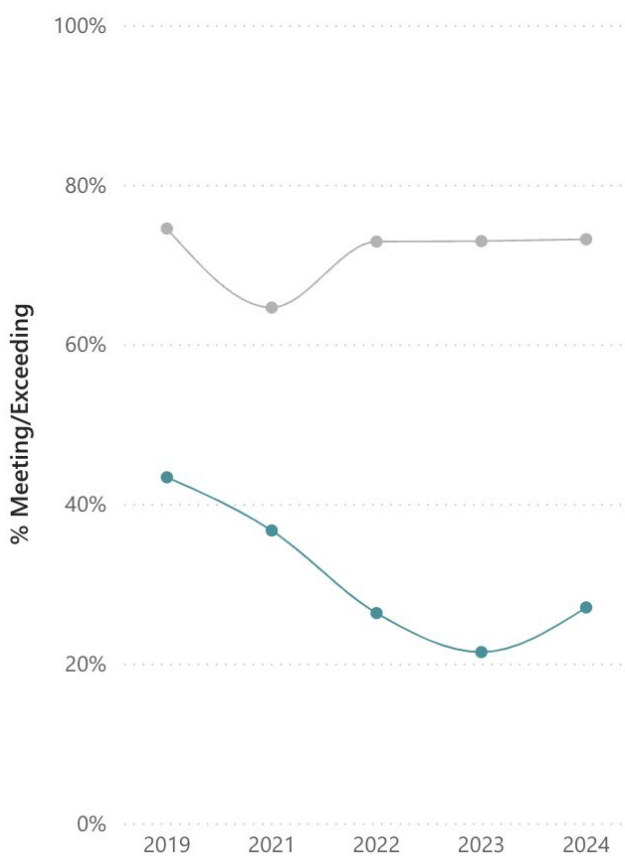
District Compare: Grade 8 Math for SWD

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	33%	5 of 12	15 of 267
2023	39%	1 of 12	1 of 266
2022	27%	4 of 12	16 of 260
2021	32%	1 of 12	3 of 264
2019	33%	3 of 12	14 of 261

Focal Groups: ML 6-8 Math

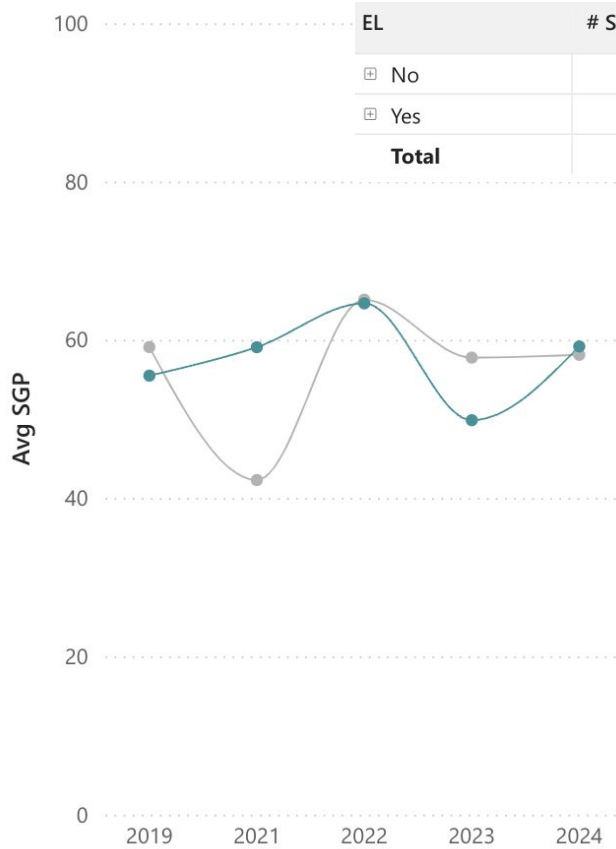
Performance over Time - Math

EL ● No ● Yes



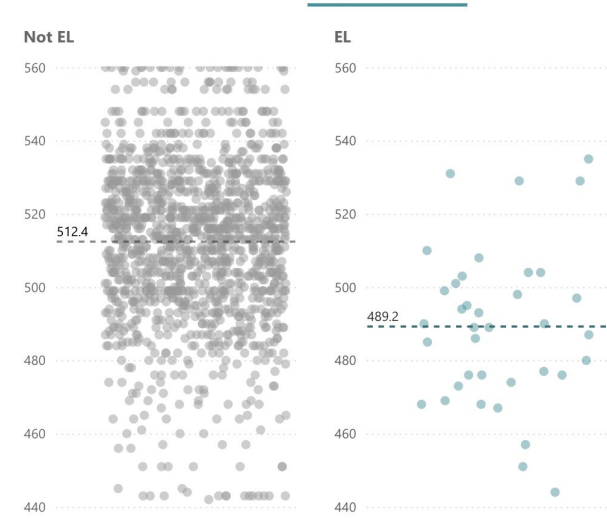
Performance over Time - Math

EL ● No ● Yes

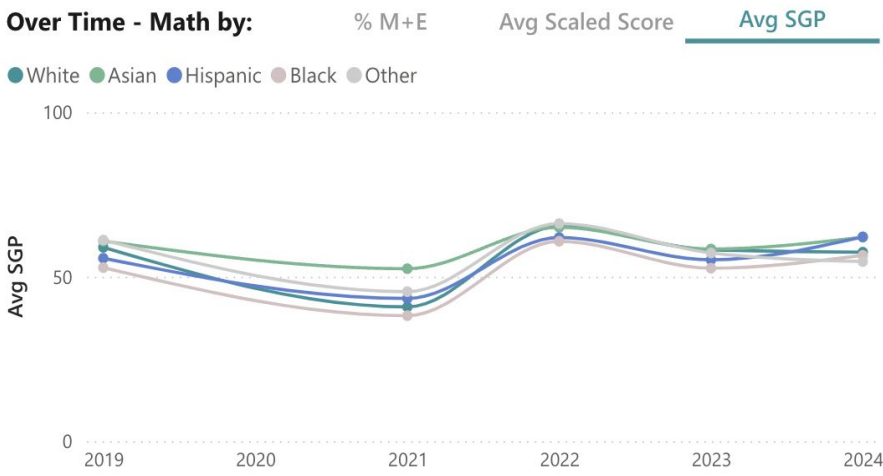
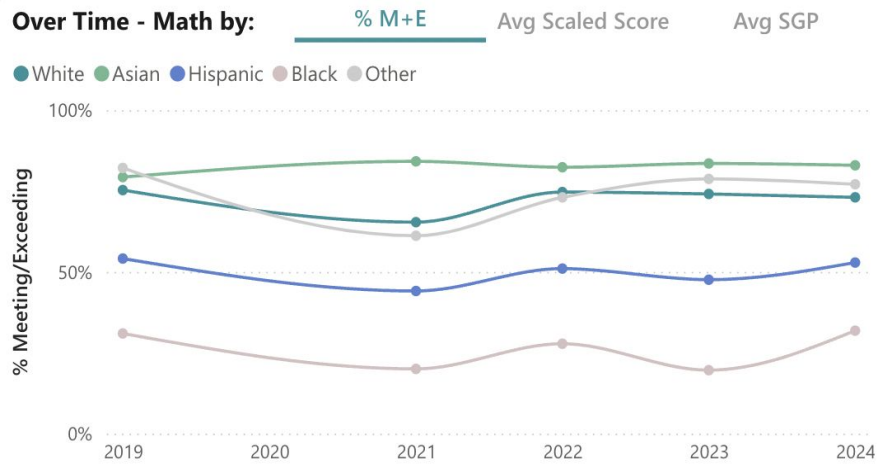


EL	# Students	% M + E	Avg SGP	Avg Scaled Score
No	1,345	73%	58.1	512
Yes	37	27%	59.2	489
Total	1,382	72%	58.1	512

Student Distribution - Math by:



Focal Groups: Race/Ethnicity 6-8 Math



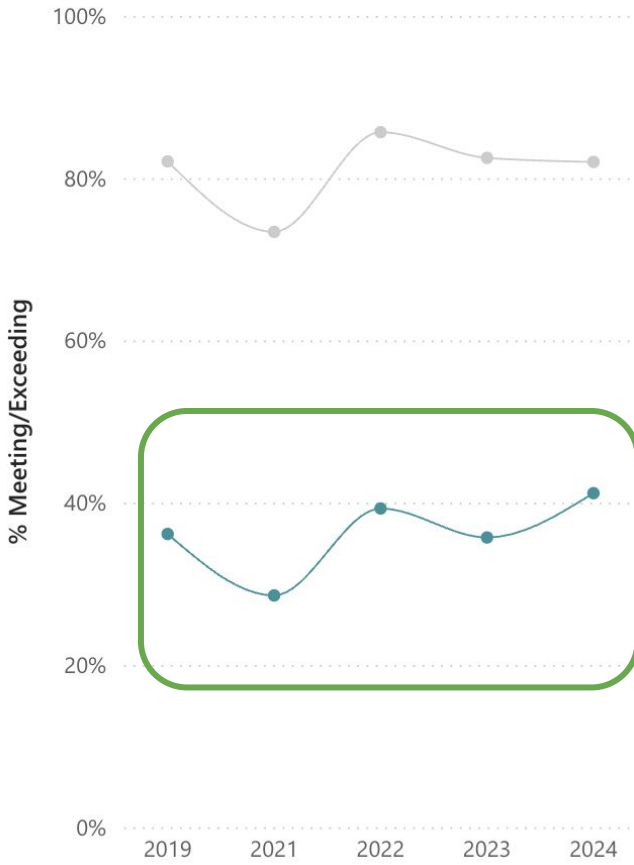
Race	# Students	% M + E	Avg SGP	Avg Scaled Score
White	961	73%	57.5	512
Asian	176	83%	62.0	523
Hispanic	104	53%	62.1	501
Multi	94	78%	54.9	514
Black	44	32%	56.5	489
Pacific Islander	2	50%	41.5	509
Total	1,381	72%	58.2	512



Focal Groups: Students w/IEPs G8 Science

Performance over Time - Science

IEP ● No ● Yes



IEP	# Students	% M + E	Avg SGP	Avg Scaled Score
⊕ No	339	82%		518
⊕ Yes	102	41%		495
Total	441	73%		513

District Comparison - Science: % Meets/Exceeds

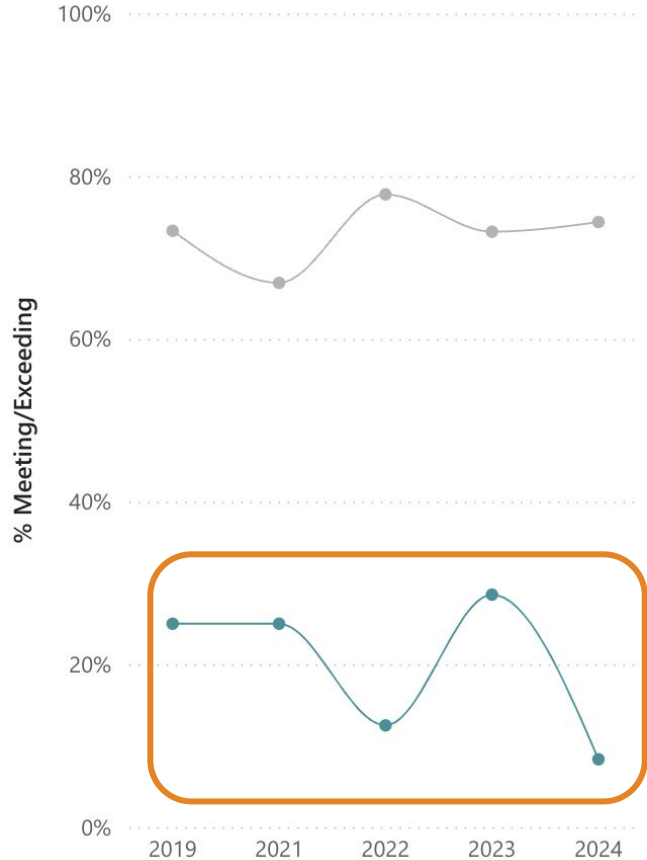
(Students w/disabilities)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	41%	3 of 12	7 of 267
2023	36%	2 of 12	14 of 265
2022	39%	1 of 12	10 of 260
2021	27%	5 of 12	28 of 245
2019	36%	2 of 12	21 of 261

Focal Groups: ML G8 Science

Performance over Time - Science

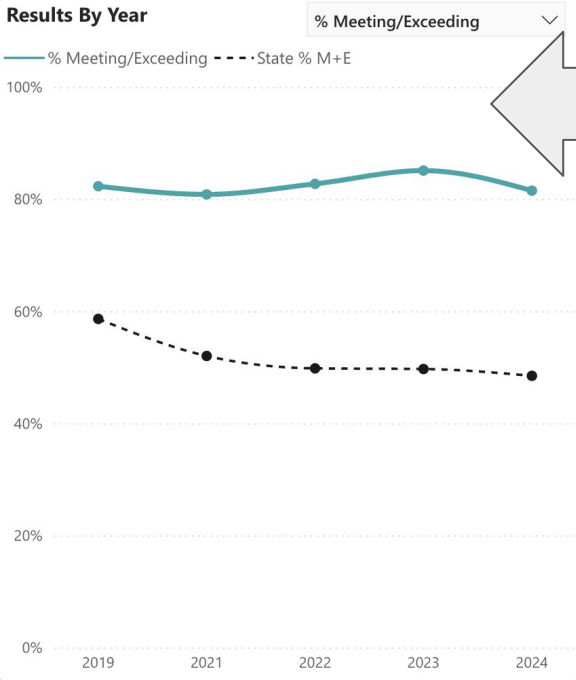
EL ● No ● Yes



District Comparison - Science: % Meets/Exceeds

(EL and Former EL)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	40%	4 of 11	8 of 164
2023	43%	5 of 9	15 of 154
2022	48%	5 of 11	12 of 147
2021	24%	6 of 9	41 of 120
2019	35%	4 of 7	27 of 132



Achievement v. State



Arlington Public Schools
Education That Empowers

Grade 10 Math: Overall

% Students Meeting/Exceeding

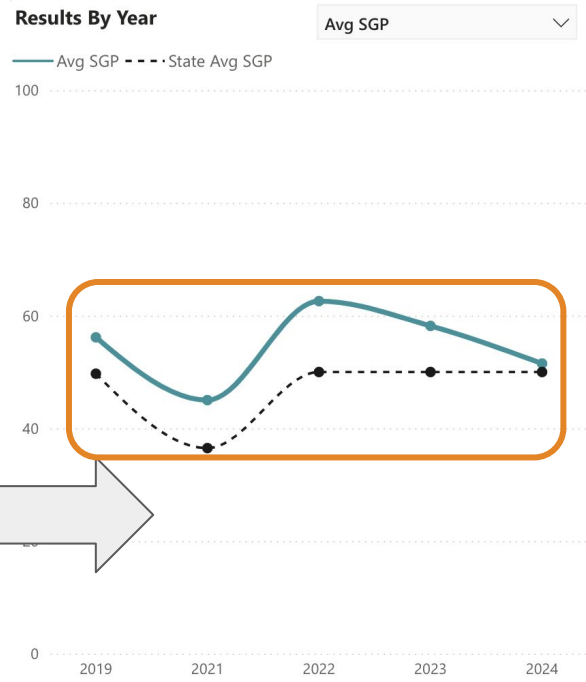
82% ↓ -4% vs. previous year
↑ +33% vs. state average

Average Scaled Score

522 ↑ +1 vs. previous year
↑ +22 vs. state average

Average SGP

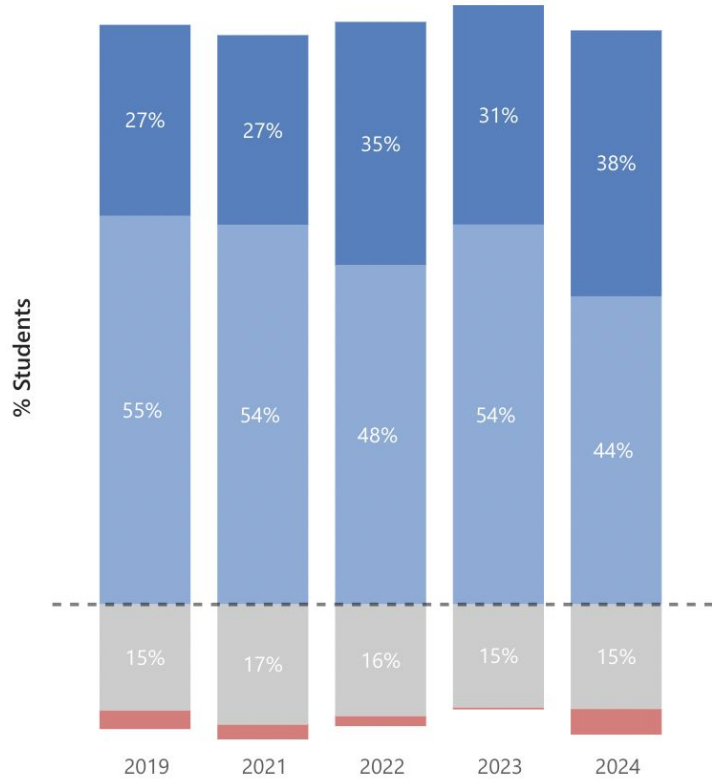
51.5 ↓ -6.7 vs. previous year
↑ +1.5 vs. state average



Growth v. State

Student Performance by Year - Math

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

Grade 10 Math: Overall

District Comparison grade 10: Achievement

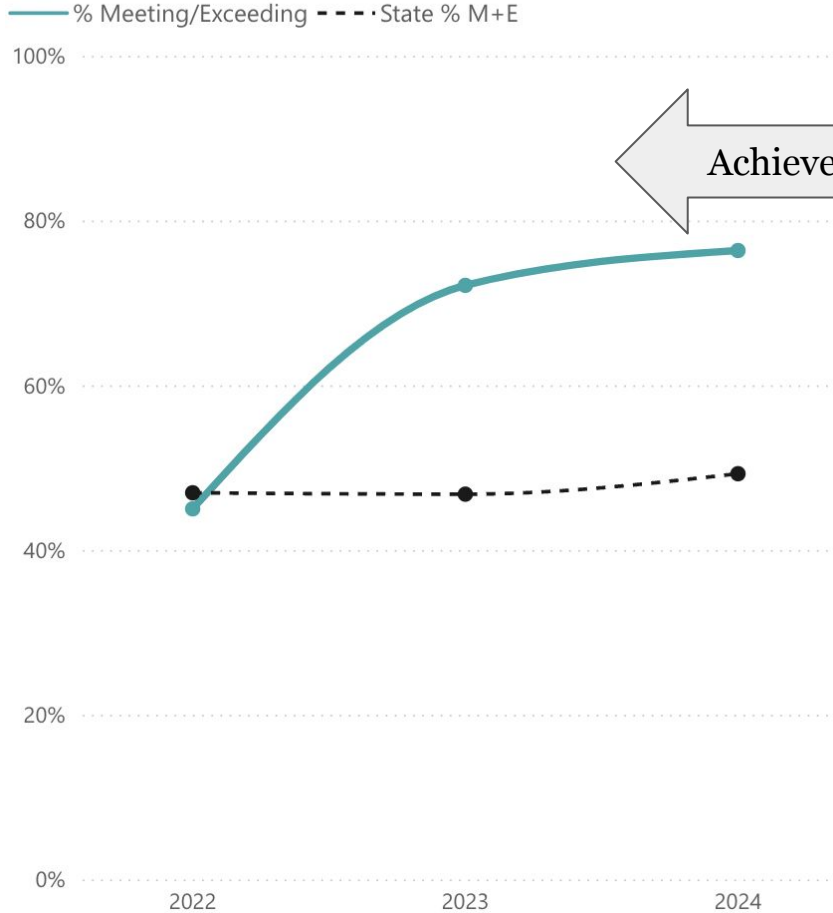
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	81%	4 of 12	20 of 303
2023	84%	3 of 12	16 of 302
2022	81%	3 of 12	15 of 300
2021	79%	4 of 12	37 of 301
2019	80%	5 of 12	50 of 303

District Comparison grade 10: Growth

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	51.0	6 of 12	147 of 303
2023	58.0	5 of 12	58 of 302
2022	62.5	2 of 12	25 of 300
2021	45.2	3 of 12	53 of 301
2019	55.9	4 of 12	92 of 303

Results By Year

% Meeting/Exceeding



Achievement v. State



Arlington Public Schools
Education That Empowers

Grade 9 Science: Overall

% Students Meeting/Exceeding

76%

↑ +4% vs. previous year

↑ +27% vs. state average

Average Scaled Score

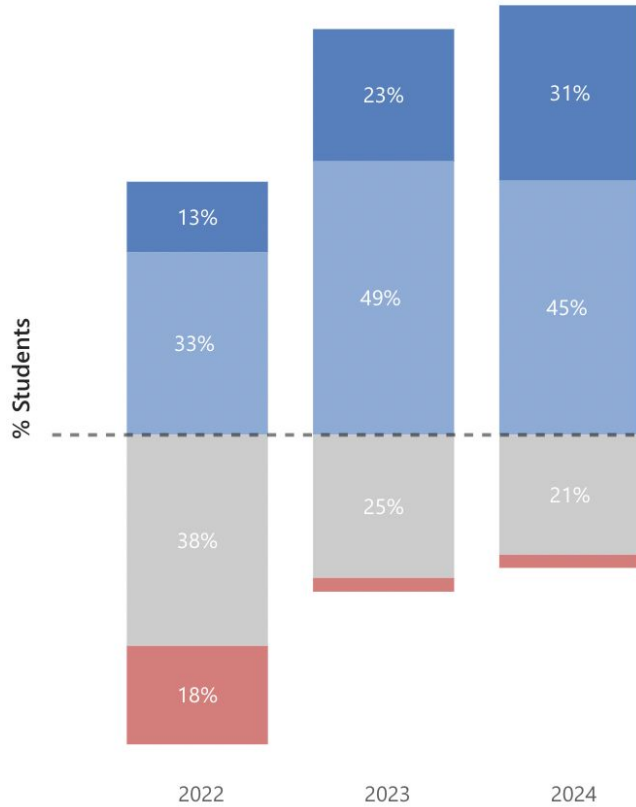
518

↑ +4 vs. previous year

↑ +18 vs. state average

Student Performance by Year - Science

● Exceeding ● Meeting ● Partially Meeting ● Not Meeting



Arlington Public Schools
Education That Empowers

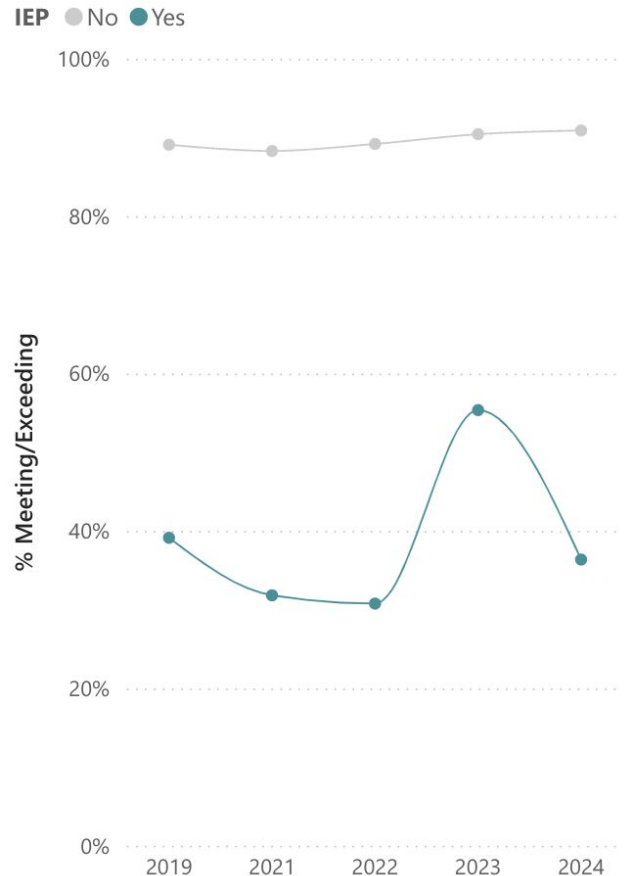
Grades 9 Science: Overall

District Comparison grade 9: Achievement

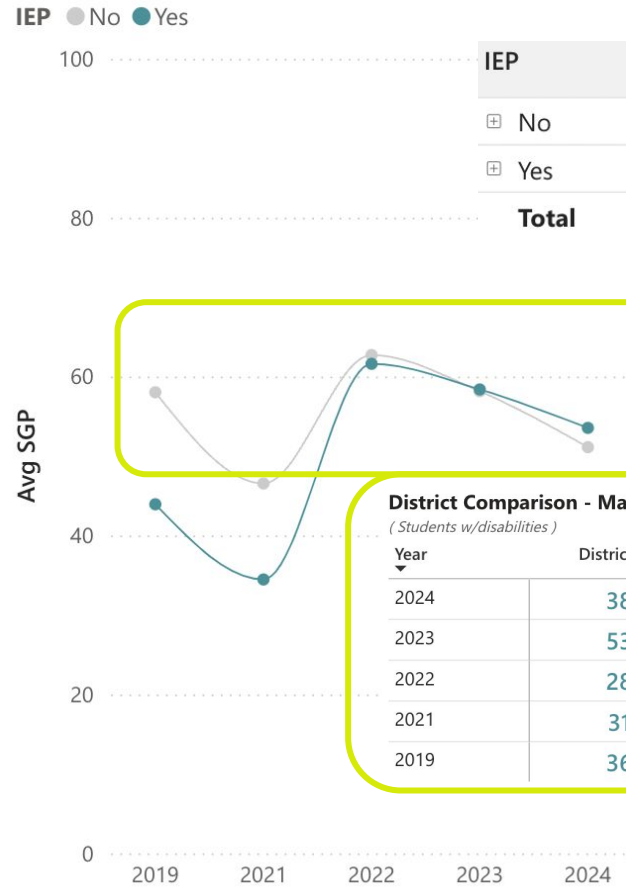
Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	77%	4 of 12	26 of 301
2023	73%	5 of 12	39 of 300
2022	64%	7 of 12	73 of 298

Focal Groups: Students w/IEPs G10 Math

Performance over Time - Math



Performance over Time - Math



IEP	# Students	% M + E	Avg SGP
☐ No	318	91%	51.1
☐ Yes	66	36%	53.5
Total	384	82%	51.5

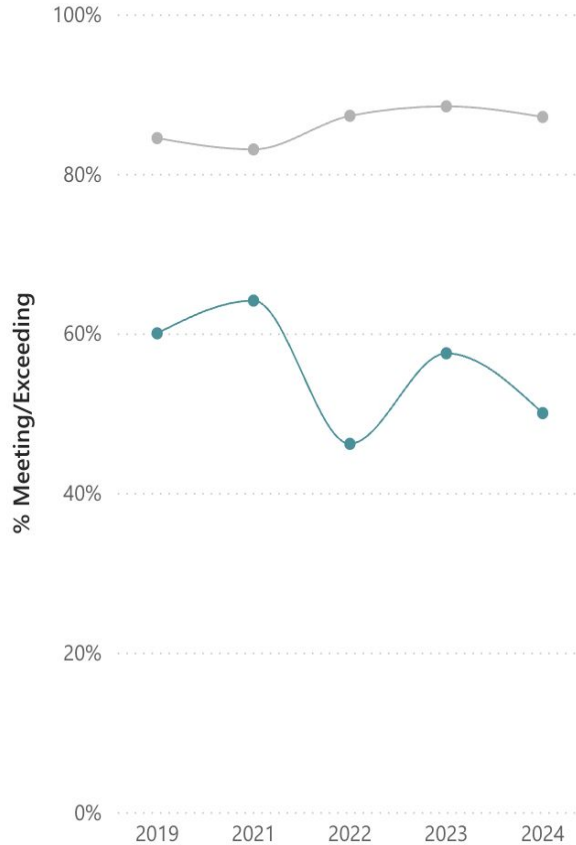
District Comparison - Math: % Meets/Exceeds
(Students w/disabilities)

Year	District Value	Compared to Selected Districts	Compared to All Districts
2024	38%	2 of 12	20 of 271
2023	53%	3 of 12	9 of 276
2022	28%	5 of 12	37 of 273
2021	31%	3 of 12	29 of 259
2019	36%	5 of 12	37 of 272

Focal Groups: Low Income G10 Math

Performance over Time - Math

Low Income ● No ● Yes



Performance over Time - Math

Low Income ● No ● Yes



Low Income	# Students	% M + E	Avg SGP
⊕ No	326	87%	51.4
⊕ Yes	58	50%	52.0
Total	384	82%	51.5

Takeaways & Next Steps



Arlington Public Schools
Education That Empowers

- **Elementary:** Expand inclusive intervention techniques across all schools, define approach to elementary MTSS in mathematics, expand opportunities for STEM/STEAM engagement at elementary.
- **Middle School:** Research schedule and inclusion structures that will enable access for all students to rigorous coursework and well-balanced classroom demographics. Explore options that expand academic electives for upper-middle school and high school.
- **High School:** Disaggregate course enrollment by focal group to understand trends. Discuss ways to expand upon and make even more equitable past successes in increasing accessibility to upper-level coursework in science and mathematics. Build on emerging strength and stability in interdisciplinary courses and the sciences.



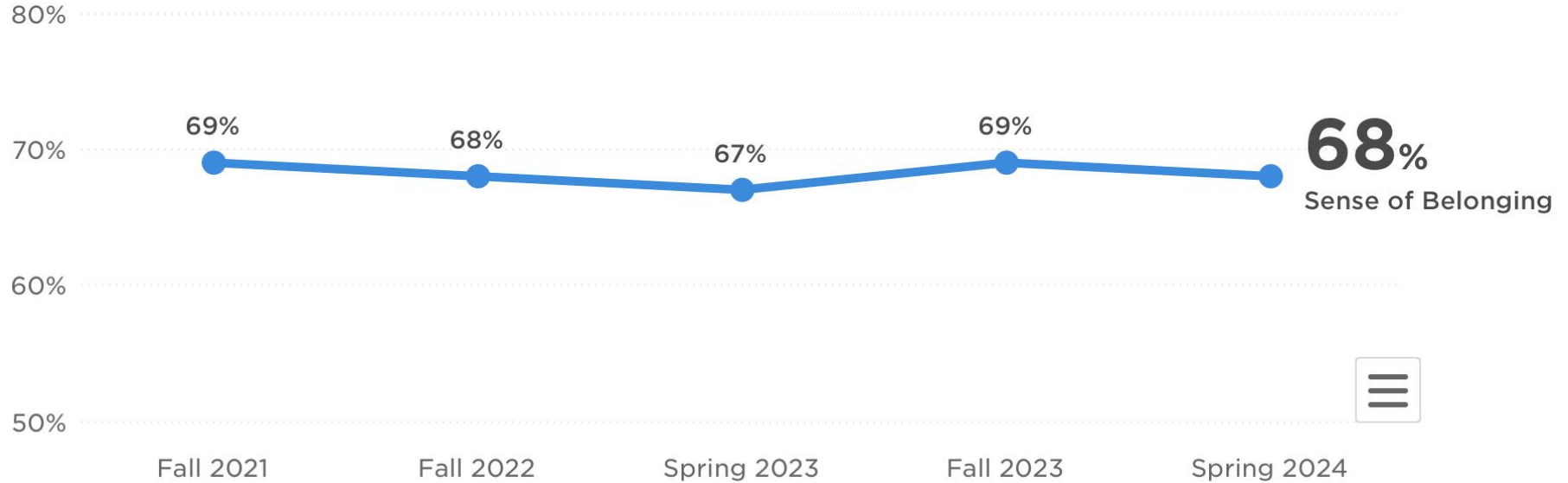
The Student Experience: Belonging, High Expectations, Attendance, and Advanced Coursework

Sense of Belonging Overall: Gr. 3-5



Arlington Public Schools
Education That Empowers

Percent Favorable



Teacher/Student Relationships: Gr. 3-5



Arlington Public Schools
Education That Empowers

QUESTION


➤ If you walked into class upset, how concerned would your teacher be?

52% 
responded favorably

 **6**
from Fall 2023

QUESTION


➤ When your teacher asks, "How are you?", how often do you feel that your teacher really wants to know your answer?

68% 
responded favorably

 **5**
from Fall 2023

QUESTION


➤ How excited would you be to have your teacher again?

75% 
responded favorably

 **2**
from Fall 2023

QUESTION

➤ How respectful is your teacher towards you?

87% 
responded favorably

 **1**
from Fall 2023

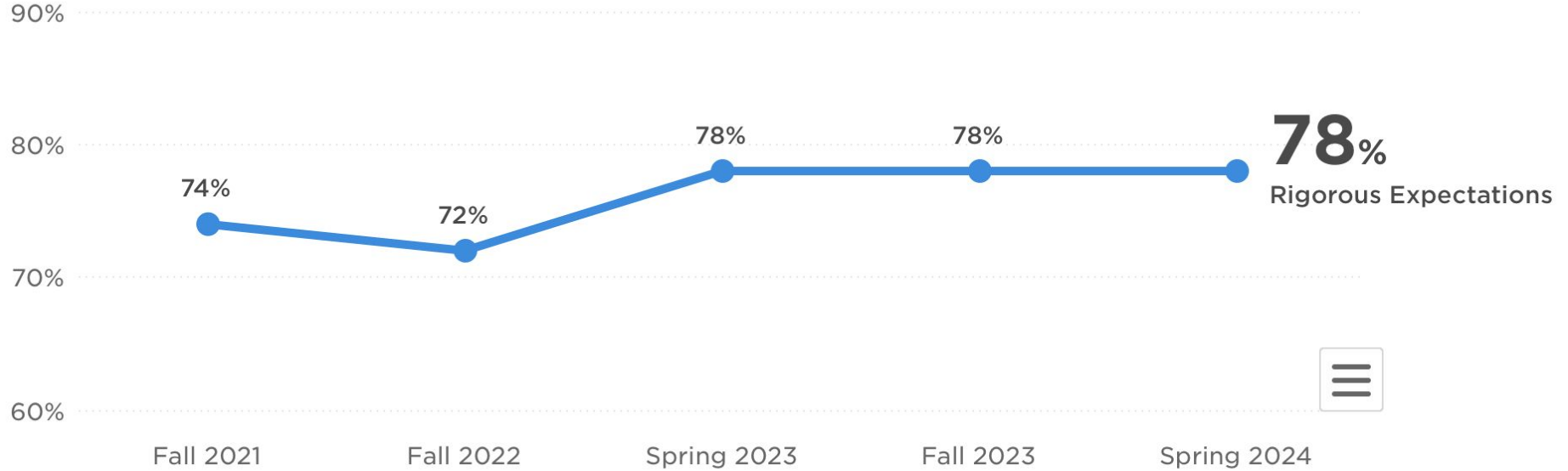
3% Improvement in
Teacher/Student
Relationships
Category for
Grades 3-5 on
Spring Survey

Rigorous Expectations: Gr. 3-5



Arlington Public Schools
Education That Empowers

Percent Favorable

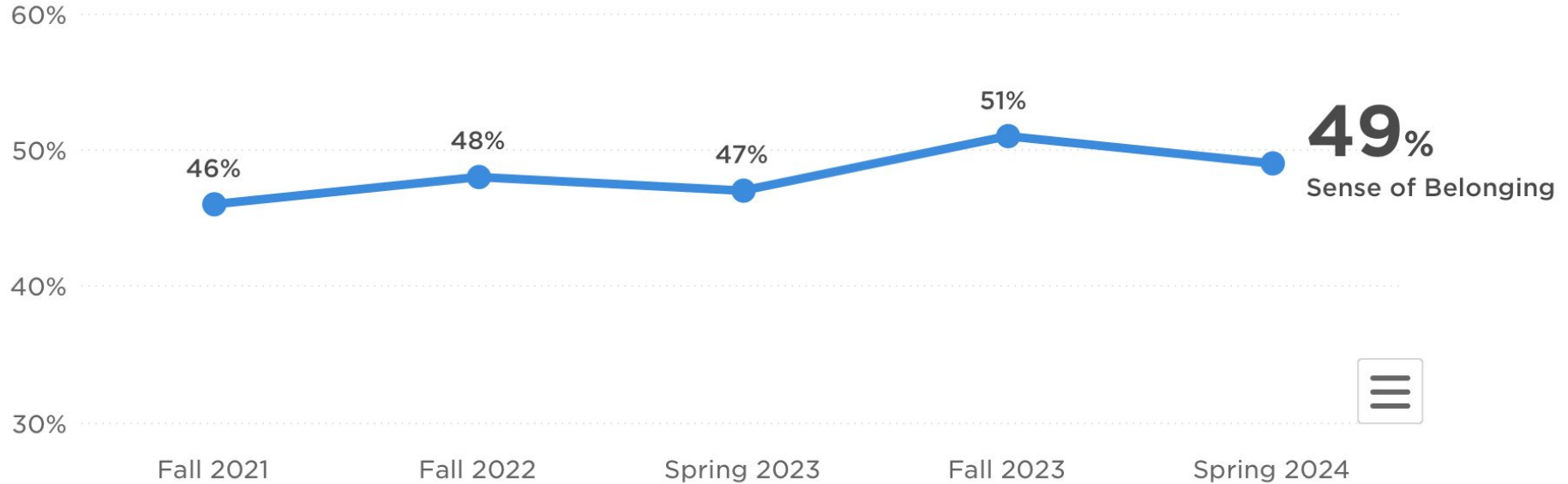


Sense of Belonging Overall: Gr. 6-12



Arlington Public Schools
Education That Empowers

Percent Favorable

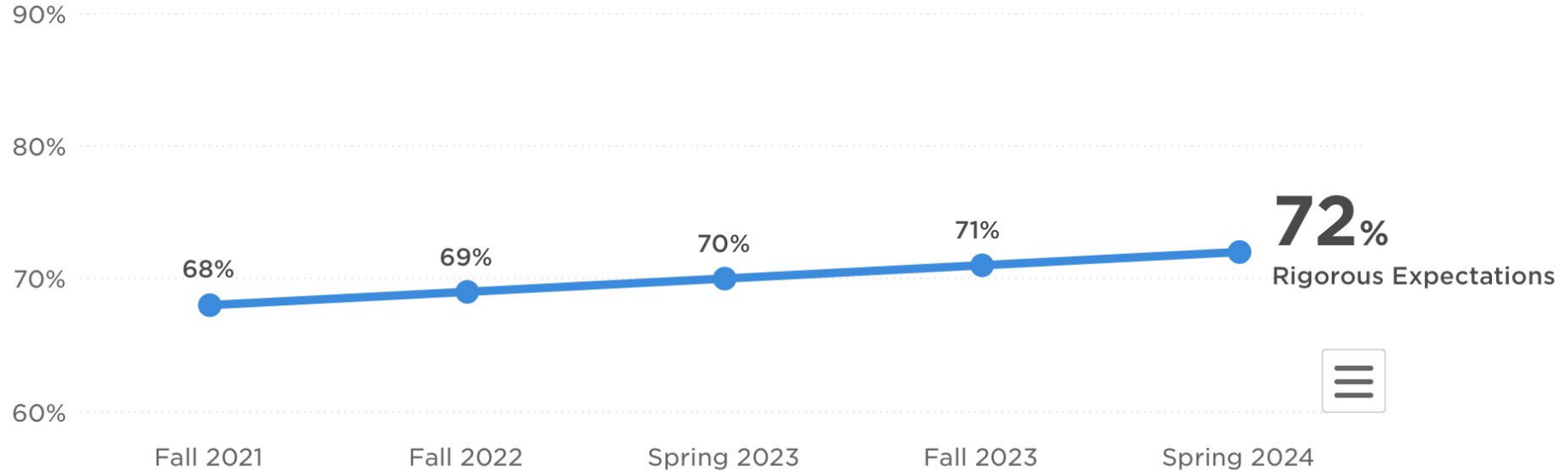


Rigorous Expectations: Gr. 6-12



Arlington Public Schools
Education That Empowers

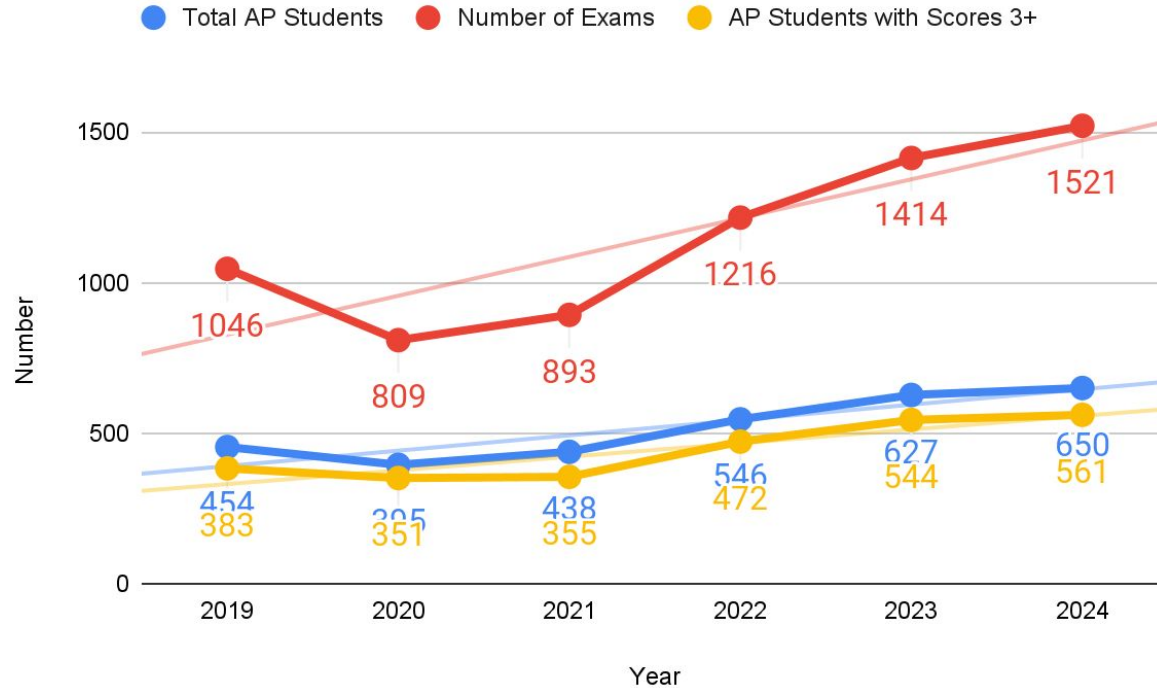
Percent Favorable



AP Trend Data



Arlington Public Schools
Education That Empowers



Advanced Course Completion Rate by Subject								
Student Group	# Grade 11 and 12 Students	% Students Completing Advanced	% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts
All Students	789	83.9	47.3	75.3	30.8	8.1	50.6	1.6
Male	374	82.4	39	72.5	27	11.5	47.9	0.5
Female	392	84.9	54.3	78.3	34.9	4.1	54.3	2
High needs	191	54.5	13.1	47.6	13.1	3.7	22	1.6
English learner (EL)	16	25	0	25	6.3	0	0	0
Students with disabilities	112	46.4	10.7	42	4.5	1.8	17.9	1.8
African American/Black	23	52.2	26.1	34.8	8.7	8.7	34.8	0
Asian	94	89.4	48.9	85.1	43.6	13.8	43.6	1.1
Hispanic or Latino	63	71.4	38.1	57.1	17.5	1.6	38.1	4.8
Multi-race, non-Hispanic or Latino	48	81.3	47.9	77.1	35.4	4.2	50	2.1
White	560	85.9	48.8	77.1	30.7	8.2	53.8	1.4
Low income	93	58.1	15.1	49.5	22.6	5.4	25.8	1.1

Student Attendance (2023-24) - End of Year

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Chronically Absent (20% or more)	Unexcused > 9 days
All Student	95.1	8.7	32.4	9.4	1.7	3.6
Female	95.1	8.6	32.1	9.0	1.6	3.7
Male	95.1	8.7	32.5	9.6	1.7	3.5
Low Income	92.9	12.2	43.7	23.9	5.4	9.1
High Needs	93.7	10.9	40.2	16.9	4.2	6.1
LEP English language learner	94.0	10.1	39.4	15.5	3.3	2.7
Students with disabilities	93.3	11.7	41.8	17.4	5.3	6.6
African American/Black	94.5	9.5	31.1	16.3	4.3	4.3
American Indian or Alaskan Native						
Asian	95.3	8.3	30.3	11.1	1.5	2.3
Hispanic or Latino	93.5	11.3	39.8	17.3	4.8	7.4
Multi-race, non-Hispanic or Latino	94.9	9.0	35.3	9.5	1.6	3.0
Native Hawaiian or Pacific Islander						
White	95.3	8.4	31.6	7.7	1.2	3.5

Chronic absenteeism - Non-high school
About the Data

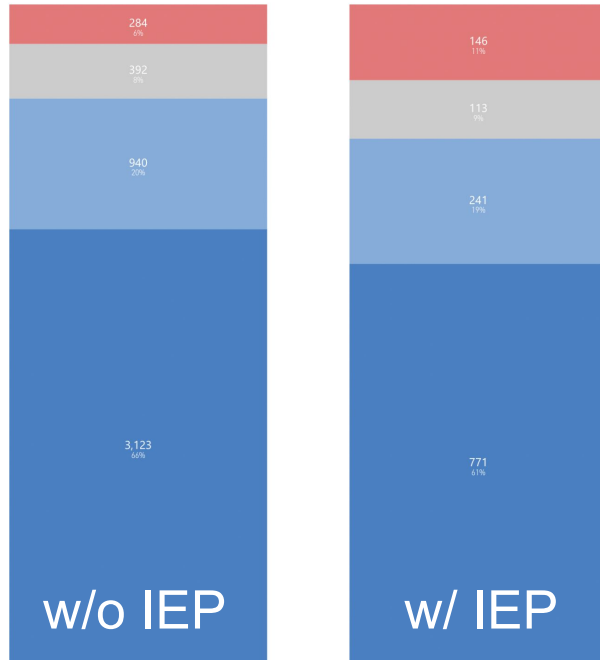
Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	10.1	9.2	-0.9	9.1	3,940	3	Met Target
Lowest Performing	14.1	14.9	0.8	12.0	551	0	Declined
High needs	16.0	15.7	-0.3	14.2	1,277	2	Improved Below Target
Low income	22.1	24.5	2.4	19.7	482	0	Declined
EL and Former EL	12.2	14.2	2.0	9.7	402	0	Declined
Students w/ disabilities	16.6	15.4	-1.2	14.2	746	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	9.1	10.8	1.7	7.0	537	0	Declined
Afr. Amer./Black	16.7	13.6	-3.1	14.2	132	4	Exceeded Target
Hispanic/Latino	19.9	17.3	-2.6	17.0	306	3	Met Target
Multi-race, Non-Hisp./Lat.	11.6	9.2	-2.4	10.6	381	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	8.7	7.7	-1.0	7.5	2,582	3	Met Target

Chronic absenteeism - High school
About the Data

Group	2023 Rate (%)	2024 Rate (%)	Change	Target	N	Points	Reason
All Students	10.2	7.7	-2.5	8.6	1,656	4	Exceeded Target
Lowest Performing	9.4	12.2	2.8	4.1	82	3	Met Target
High needs	21.8	18.2	-3.6	18.9	433	4	Exceeded Target
Low income	23.6	19.6	-4.0	19.1	214	3	Met Target
EL and Former EL	-	-	-	-	68	-	-
Students w/ disabilities	28.1	22.1	-6.0	24.6	262	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	6.4	5.3	-1.1	3.6	171	4	Exceeded Target
Afr. Amer./Black	-	-	-	-	55	-	-
Hispanic/Latino	18.7	13.6	-5.1	14.3	147	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	13.0	9.6	-3.4	11.4	104	4	Exceeded Target
Nat. Haw. or Pacif. Isl.	-	-	-	-	2	-	-
White	9.3	7.0	-2.3	7.5	1,175	4	Exceeded Target

Focal Groups: Students w/IEPs

● 96%+ ● 93-96% ● 90-93% ● <90%

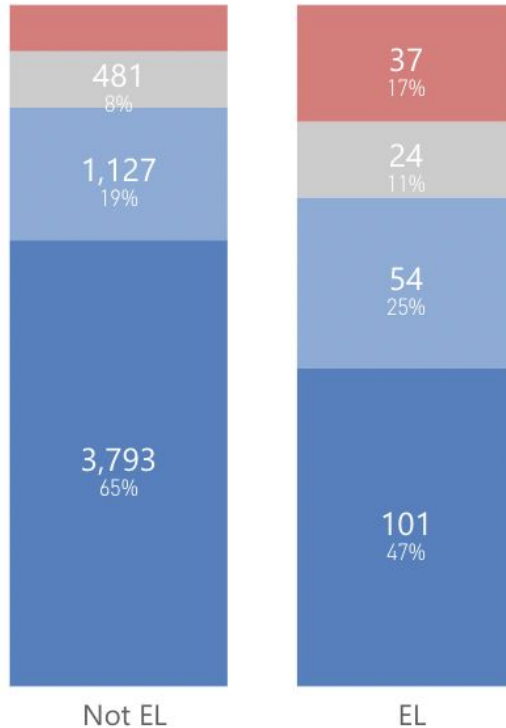


Attendance Rates:
Students w/Disabilities
2023-24

IEP Status	# Students	Chronic Absence Rate (all)	vs. Previous Year
+ Not IEP	4,739	6.0%	- 0.8%
+ IEP	1,271	11.5%	- 2.5%

Focal Groups: ML

● 96%+ ● 93-96% ● 90-93% ● <90%

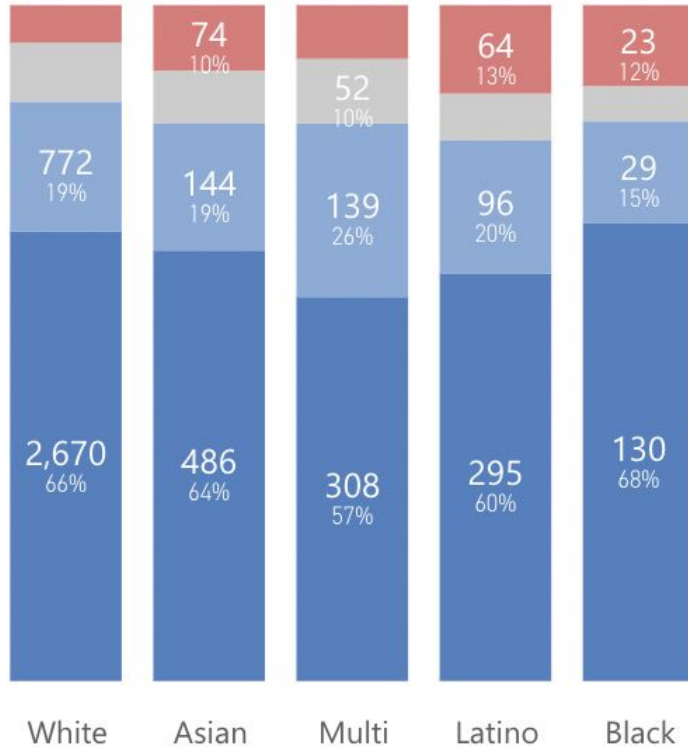


Attendance Rates: Multilingual Learners 2023-24

EL Status	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ Not EL	5,794	6.8%	- 1.1%
⊕ EL	216	17.1%	- 6.0%

Focal Groups: Race/Ethnicity

● 96%+ ● 93-96% ● 90-93% ● <90%



Attendance Rates by race/ethnicity 2023-24

Race/Ethnicity	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ White	4,016	5.6%	- 1.3%
⊕ Asian	763	9.7%	+ 0.1%
⊕ Multi	542	7.9%	- 2.7%
⊕ Latino	489	13.1%	- 2.3%
⊕ Black	192	12.0%	- 0.7%

Focal Groups: Gender

% of Total and # of Students by: Attendance

● 96%+ ● 93-96% ● 90-93% ● <90%



Attendance Rates by gender 2023-24

Gender	# Students	Chronic Absence Rate (all)	vs. Previous Year
⊕ M	3,037	7.5%	- 1.0%
⊕ F	2,916	6.7%	- 1.4%
⊕ N	57	12.3%	- 1.3%

Takeaways & Next Steps



Arlington Public Schools
Education That Empowers

- **School Experience:** Maintain focus on rigorous academics and challenge, continue expanding extracurricular options for students, monitor sense of belonging. Develop data-informed adult cultures while rolling out EL curriculum and embedding more opportunities for belonging and engagement.
- **Advanced Coursework:** Examine access barriers for focal groups to advanced coursework at AHS, and resources required to expand access. Begin designing opportunities for exploration of specialized topics at middle level.
- **Attendance:** Develop positive, collaborative, multi-tiered and partnership-based messaging and approaches to continually improving school attendance. Integrate data-monitoring into current practice to identify attendance challenges and intervene early. Implement staff attendance incentive and monitoring to model progress in this area for all learners.



Arlington Public Schools
Education That Empowers

Next Steps and Goals for 2024-25

2024-25 SC Approved Goals



Arlington Public Schools
Education That Empowers

APS will **improve the experiential outcomes** (as measured by climate and culture surveys) and **academic outcomes** (as measured by MCAS achievement and growth) of students in focal groups through a focus on major instructional priorities, implementation of curriculum and practices aligned with deeper learning, by:

- Introducing a working definition of **High Quality Instruction** anchored in Deeper Learning for APS, and disseminated to students, families, and staff.
- Providing professional learning to support **high-level implementation of the new ELA curriculum** (elementary) and deeper learning in practice (secondary).
- Conducting **planning about the future of leveling practices at the secondary level, starting with middle school mathematics and 9th grade core content areas.**

Immediate Next Steps...



Arlington Public Schools
Education That Empowers

- EL expansion at K-5 for elementary literacy
- Implementation of AEA-A CBAs, bargaining with AEA-D, AEA-C, and AAA
- Working Groups centered on strategic initiatives and tasks central to implementation of the strategic plan:
 - Deeper Learning and MTSS, DEIBJ Community Task Force, Chronic Absenteeism, APS Professional Development Committee, and Inclusive Learning Spaces
- Coordinated and Data-Informed School Improvement Plans
- Continued focus on Deeper Learning and Academic Rigor in Professional Learning, and through empowerment of educators to grow professionally as learners themselves
- Expanded and resourced partnerships with families and Town departments (ELPAC, SEPAC, Task Forces, and Engagement Opportunities)
- Reviewing practices and procedures to ensure equity and access



Town of Arlington, Massachusetts

7:20 p.m. Preview of FY26 Budget Process Proposal (F. Gorski)

Summary:

- Budget Kickoff Memo FY26

ATTACHMENTS:

	Type	File Name	Description
▢	Presentation	Budget_Kickoff_Memo_FY26_(1).pdf	Budget Kickoff Memo FY26 (1)



Arlington Public Schools

Education That Empowers

TO: School and Department Business Managers
FROM: Francis Gorski, Assistant Superintendent (CFO/CCO)
DATE: November 1st, 2024
RE: FY26 Budget Development

Dear APS Leaders,

I would like to welcome you to the FY26 Budget Development process.

The FY26 budget build marks planning for the third year of implementation of the APS 5-year strategic plan. We are seeking to be inclusive and collaborative between departments in the budget development process, as well as recalibrate our departmental budget structure.

We will be prioritizing **[TBD]** in this year’s budget process.

See below for more information about this process.

Below is the timeline for our budget development cycle for the Arlington Public Schools. Internal activities are noted in blue highlighted boxes, and public activities are noted in yellow boxes.

Date	Present, Prepare, To Do
November	
11/1/2024	FY26 Budget Development Kickoff Memo
11/1/2024	FY26 Budget Documents Become Available
11/6/2024	FY26 Budget Kickoff Meeting w/Administration
[TBD]	Community Budget Meetings (?)
11/26/2024	FY26 Budget Request Form Deadline. Submit this for: <ul style="list-style-type: none"> • New/additional positions • Department increases over 2%
December	
[TBD]	Community Budget Meetings (?)
12/11/2024	FY26 Department Budget Presentations to Cabinet.
to	Due Nov 26th: New Budget Requests Due Dec 6th, before Budget Presentations:
12/18/2024	<ul style="list-style-type: none"> • FY26 Goals/Objectives/Highlights for Book • Complete Proposed Line Item Budgets • Complete Proposed Rosters
12/19/2023	APS Budget Requests to School Committee Regular Meeting
January	
1/9/2025	School Committee votes to accept Town appropriation



Date	Present, Prepare, To Do
	School Committee Budget Priorities Discussion
1/23/2025	Budget Subcommittee receives draft budget no later than this date
February	
2/6/2025	Superintendent's Proposed Budget
2/20/2025	Public Hearing on proposed budget
March	
3/6/2025	School Committee Approval of Proposed Budget
TBD	Finance Committee Budget Presentation
April	
TBD	Town Meeting opens

Line Item Budget numbers

In the very near future, we will have produced a budget report from Munis with the past two years' actual spending, the FY25 original budget, the FY25 Year-to-Date spending with encumbrances, and your FY26 proposed budget, where you will indicate any changes you would like to see in your operating budgets. Line item budget numbers should be updated in your folders **before your budget presentation to Cabinet.**

Requests for Budget changes

Complete the FY26 Department Budget Request Form to request additional budget changes such as a position request, one-time funding request or an annual on-going request. This form can be found [here](#). Please submit one form for each request; the form can be edited after submission. The deadline to submit the form is by end of day on **November 26th, 2024**. All requests will be presented to the School Committee on December 19, 2024 by the Assistant Superintendent of Finance and Operations and Superintendent.

FY26 Goals and Objectives, and Calendar 2023 Highlights and Accomplishments

Please use this Google document template for you to write in your department's or school's department narrative for the FY26 budget, as well as FY26 goals and objectives in addition to any highlights and accomplishments completed in calendar year 2024-25. These templates should be submitted **no later than December 6th, 2024**. Please submit these google docs by saving them down in your FY26 budget folder. [FY26 budget folders can be found here.](#)

School and Department Budget Meetings

We will hold individual 25-minute meetings with the budget managers for each school and department. Please click here to set up your school or department budget meeting. During your scheduled meetings, you may bring members of your school or department teams with you, or bring colleagues with whom you are making a joint request; be sure to add them to your Google Invite so that we know they are coming! [Please book your appointment here](#) (navigate to the week of 12/9 to see slots).



Position Control Rosters

The position control spreadsheet will be available soon. Once those are available, we will reach out to schedule a position control review meeting with Fran and Rob. Only Principals and Cabinet are **required** to sign up for a Roster Review meeting; however, Directors may **optionally** sign up for a Roster Review as well. Ahead of this meeting, we ask that you please review staffing rosters and bring any necessary revisions to your position control meeting, specifically as they relate to:

- Names and positions;
- Previous employee in that position, if it changed this year.

Roster meetings will also serve as an opportunity for you to discuss possible roster adjustments or proposals ahead of your Cabinet meeting date. [\[Sign up for your Roster Review Meeting here\].](#)

Budget Training and Open Office Hours

If you would like or need additional training or explanation of the FY26 budget development process, please reach out to Debra Weinstein to set up a time to meet with Fran. Alternatively, you could also set up a time to discuss the budget process with your mentor or supervisor.

FY26 Budget Documents:

[FY26 Budget Folder](#)

[FY26 Budget Request Form](#)

[FY26 School/Department Budget Narratives, Accomplishments and Goals/Objectives Template](#)

[Request FY26 Budget Meeting with Finance Team](#)

FY26 Budget Deadlines:



Town of Arlington, Massachusetts

7:30 p.m. Vote and Approve School Cafeteria MOA - July, 2024 (P. Schlichtman)

Summary:

- School Cafeteria MOA - July, 2024

ATTACHMENTS:

Type	File Name	Description
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Town of Arlington, Massachusetts

7:40 p.m. Superintendent's Update (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded
- Monthly Update on Enrollments/Class Sizes
- Strategic Plan Update

ATTACHMENTS:

Type	File Name	Description
▢ Minutes	2024-25_ENROLLMENT_REPORTS_-_10_10_24.pdf	2024-25 ENROLLMENT REPORTS - 10_10_24
▢ Presentation	10-10-24_Superintendent_Update_2024-25.pdf	10-10-24 Superintendent Update 2024-25

ENROLLMENTS / Class Averages as of 9/20/24																																											
	OK	Sec	Ave	2023	1 Sec	Ave	2023	2 Sec	Ave	2023	3 Sec	Ave	2023	4 Sec	Ave	2023	5 Sec	Ave	2023	Secs	TOTAL:	2024	2023	Diff.																			
Bishop	61	3	20.3	60	54	3	18.0	60	61	3	20.3	68	69	3	23.0	67	66	3	22.0	64	64	3	21.3	72	18	BIS	375	391	-16														
Brackett	54	3	18.0	60	66	3	22.0	81	82	4	20.5	51	54	3	18.0	69	73	3	24.3	64	65	3	21.7	98	19	BRA	394	423	-29														
Dallin	64	3	21.3	55	57	3	19.0	72	73	4	18.3	63	65	3	21.7	65	62	3	20.7	69	69	3	23.0	85	19	DAL	390	409	-19														
Hardy	61	3	20.3	63	62	3	20.7	72	69	4	17.3	73	77	4	19.3	60	57	3	19.0	51	57	3	19.0	64	20	HAR	383	383	0														
Peirce	46	2	23.0	41	37	2	18.5	67	67	3	22.3	51	49	3	16.3	61	64	3	21.3	56	56	3	18.7	59	16	PEI	319	335	-16														
Stratton	69	3	23.0	69	75	4	18.8	54	57	3	19.0	84	86	4	21.5	74	76	4	19.0	86	86	4	21.5	70	22	STR	449	437	12														
Thompson	92	4	23.0	86	83	4	20.8	91	89	4	22.3	97	95	4	23.8	86	90	4	22.5	86	89	4	22.3	76	24	THO	538	522	16														
																				TOTALS:			138																				
Totals:	447	21	21.3	434	434	22	19.7	497	498	25	19.9	487	495	24	20.6	482	488	23	21.2	476	486	23	21.1	524	138		2848	2900	-52														
Menotomy	PK																					Diff.																					
	101																																										
Gibbs	6 LC	Ave																					MEN	101	79	22																	
	531	5	106.2																					GIBBS	531	468	63																
Ottoson	7 LC	Ave	8 LC	Ave																					OTT	965	941	24															
	466	5	93.2	499	5	99.8																					AHS	1683	1609	74													
AHS	9	10	11	12																					OOD	53	54	-1															
	422	445	407	409																																							
OOD	OK	1	2	3	4	5	6	7	8	9	10	11	12	12+																													
	0	0	1	2	2	0	2	1	5	7	5	7	7	14																													
																						APS	6181	6051	130																		

Superintendent's Update 10/10/24



Arlington Public Schools
Education That Empowers

- LGBTQIA+ Rainbow Task Force holds Back to School Gathering
- 40th Anniversary Town Delegation Visit to Nagaokakyo, Japan
 - Visited with Town Manager Jim Feeney, Fire Chief Kevin Kelley, Director Weslie Pierre, and Chair Paul Schlichtman
 - Visited 3 schools, City Hall, and Fire Station.
 - Discussed and planned for future sustainability of student programming and cultural exchange.
- Deeper Learning Dozen Convening in Farmington, Connecticut Next Week
- 2024-25 is a YRBS Survey Year! Middlesex will collaborate on this once again



Superintendent's Update 10/10/24

- APS Strategic Working Groups Update:
 - 5 Working Groups for 2024-25
 - Deeper Learning and Inclusive Instruction (High Quality Instruction Implementation to inform DCAP/MTSS) (P1, P2)
 - DEIBJ Community Task Force (P1, P4)
 - APS Professional Learning Committee (P1, P2)
 - Ensuring Excellence and Attendance (Name Under Construction) (P1, P4)
 - Creating Inclusive Learning Spaces (Tech and Space Plan) (P3, P4)
 - All WGs led/overseen by Cabinet Member(s)
 - All WGs provided with explicit tasks for the school year linked to 2024-25 Goals
 - Community Communications Coming Soon
- Administrative Hiring Searches:
 - Interim Assistant Principal, AHS
 - Mr. McCarthy to take AAA contractual sabbatical to study approaches to Deeper Learning and Project-Based Learning throughout USA
 - Interim Assistant Principal, OMS
 - Vacancy in September: Maureen Murphy Acting
 - Director of Finance: Final Interviews This Week
- Enrollments



Town of Arlington, Massachusetts

7:55 p.m. Consent Agenda (P. Schlichtman)

Summary:

*Warrant #: 25078, 10-08-2024, \$1,004,205.02

*School Committee Draft Meeting Minutes - September 26, 2024

ATTACHMENTS:

Type	File Name	Description
▢ Warrant	Warrant_#25078__10-8-2024__\$1_004_205.02.pdf	Warrant #25078, 10-8-2024, \$1,004,205.02
▢ Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_September_26__2024.pdf	Meeting Minutes - September 26, 2024

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number: 25078 Total Warrant Amount: \$1,004,205.02
Dated: 10/8/2024

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Signed by:

Francis Gorski

71D46A82CEC8445...
Superintendent of Schools/Chief Financial Officer

School Committee

Signed by:

Kirsi Allison-Ampe

800CADEC1FC24A3...
School Committee

Signed by:

Jeff Thielman

8BD812C9C723423...

Signed by:

Leonard Kardon

0CE17E1D0F8C4A7...

School Committee

DocuSigned by:

Elizabeth Exton

590D0DC57A73463...

School Committee

10/02/2024 10:47
izheng

TOWN OF ARLINGTON
TOWN OF ARLINGTON

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DATE: 10/08/2024 WARRANT: 25078 AMOUNT: \$ 1,004,205.02

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS
INDICATED.

DEPUTY TOWN MANAGER

DocuSigned by:

Christine Bongiorno 10/7/2024

01AD15D65083484...

COMPTROLLER

DocuSigned by:

ida cody 10/7/2024

C0A000A75DFB438...

10/02/2024 10:47 | TOWN OF ARLINGTON
 izheng | DETAIL INVOICE LIST

| P 2
 | apwarnt

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26864	ACCO BRANDS USA LLC 1 03020052 520416 4450	00003	251802	INV	10/08/2024	4729296156 520.46 520.46 Invoice Net	509247		
						CHECK TOTAL		520.46	-----
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J90290-00 432.06 432.06 Invoice Net	509357		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J83465-00 309.55 309.55 Invoice Net	509367		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J22617-00 604.56 604.56 Invoice Net	509379		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J191200-00 384.06 384.06 Invoice Net	509384		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J191532-00 53.49 53.49 Invoice Net	509385		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J73231-00 287.64 287.64 Invoice Net	509386		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J38656-00 869.28 869.28 Invoice Net	509387		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J72323-00 1,025.50 1,025.50 Invoice Net	509388		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J46805-00 810.66 810.66 Invoice Net	509389		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J69714-00 175.85 175.85 Invoice Net	509390		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J78451-00 229.34 229.34 Invoice Net	509391		
41449	ACE ENDICO CORP 1 12113902 520514 3520	00000	251813	INV	10/08/2024	J61179-00 440.27 440.27 Invoice Net	509392		
						CHECK TOTAL		5,622.26	-----
41487	MAV HOLDING CORPORATIO	00004	251091	INV	10/08/2024	133520748001	509222		

1 03221002 520504 2455 C&I C&I Le SM COMPUTE
Invoice Net

4,975.02
4,975.02
CHECK TOTAL 4,975.02

10/02/2024 10:47 | TOWN OF ARLINGTON
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| P 3
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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
25846	ADVANCED MAINTENANCE S 1 03325212 520507 4110	00003	250864	INV	10/08/2024	7048 26,347.00 26,347.00 Invoice Net	509099		
						CHECK TOTAL	26,347.00		-----
43569	ALTONAGA, RICHARD 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	284 1.21 12.17 26.77 18.25 2.43 12.17 73.00 Invoice Net	509146		
						CHECK TOTAL	73.00		-----
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1CH1-HGQN-YMQN 19.99 19.99 Invoice Net	509022		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1CLH-XVNX-34DL 307.62 307.62 Invoice Net	509023		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1CMM-PPYN-KNVY 64.67 64.67 Invoice Net	509024		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1CT6-T4FG-6CJV 97.37 97.37 Invoice Net	509025		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1DLT-FF7H-KNP1 69.95 69.95 Invoice Net	509026		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1F3L-9TYC-XNCN 44.63 44.63 Invoice Net	509028		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1GWH-LC47-36C1 173.04 173.04 Invoice Net	509031		
38648	AMAZON CAPITAL SERVICE 1 12013805 520518 6200	00001	250537	INV	10/08/2024	1GY9-QXC1-41VQ 18.98 18.98 Invoice Net	509036		
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1HHK-LJLW-DY33	509040		

	1 12013805 520518 6200	YOUTH SUMM SM INSTRUC	15.38	
		Invoice Net	15.38	
38648	AMAZON CAPITAL SERVICE 00001 250537 INV 10/08/2024		1HQ3-K6JQ-36TJ	509045
	1 12013805 520518 6200	YOUTH SUMM SM INSTRUC	295.52	
		Invoice Net	295.52	
38648	AMAZON CAPITAL SERVICE 00001 250537 INV 10/08/2024		1JHF-RPKK-6QPD	509048
	1 12013805 520518 6200	YOUTH SUMM SM INSTRUC	207.87	
		Invoice Net	207.87	

10/02/2024 10:47 | TOWN OF ARLINGTON
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| P 4
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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1JR3-X1GL-63FV	509052		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		319.48			
				Invoice Net		319.48			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1KHM-RR4X-69XG	509054		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		19.79			
				Invoice Net		19.79			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1KKJ-PCPM-6CRG	509055		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		118.37			
				Invoice Net		118.37			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1KWW-7TCR-QWHD	509056		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		153.01			
				Invoice Net		153.01			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1L3J-37YK-QNNV	509057		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		13.99			
				Invoice Net		13.99			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1MFV-L91R-1L63	509058		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		30.58			
				Invoice Net		30.58			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1NC7-GJTJ-4GPK	509059		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		144.61			
				Invoice Net		144.61			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1QXF-W4CN-4YQK	509060		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		15.98			
				Invoice Net		15.98			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1RL1-VY3J-3JQX	509062		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		58.97			
				Invoice Net		58.97			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1RLP-CLHT-JPQR	509064		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		52.15			
				Invoice Net		52.15			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1RVD-PP7C-4JNQ	509067		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		384.18			
				Invoice Net		384.18			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1T7T-JGKN-MPM3	509074		
	1 12013805 520518 6200			YOUTH SUMM SM INSTRUC		62.19			
				Invoice Net		62.19			

38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1V37-6CFT-44PF	509077
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	81.76	
				Invoice Net		81.76	
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1X7J-GF94-7WJM	509078
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	18.98	
				Invoice Net		18.98	
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	1YKD-1W9D-4M66	509079
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	106.30	
				Invoice Net		106.30	
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	11WX-11WT-7PYR	509080
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	435.59	
				Invoice Net		435.59	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	13G4-X34R-NWNV	509081		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	221.85			
				Invoice Net		221.85			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	14KV-1LN4-4GR3	509082		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	44.58			
				Invoice Net		44.58			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	14TV-QQ3M-1QV9	509084		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	42.34			
				Invoice Net		42.34			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	17J4-6T1J-9J93	509085		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	8.96			
				Invoice Net		8.96			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	17LV-3DD6-17WV	509087		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	72.74			
				Invoice Net		72.74			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	19CL-RG6Q-GY6X	509090		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	298.28			
				Invoice Net		298.28			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	19J6-CVQN-7TQR	509093		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	276.91			
				Invoice Net		276.91			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	19MJ-97LG-FCK4	509094		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	175.72			
				Invoice Net		175.72			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	139N-P1YV-1D69	509096		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	188.28			
				Invoice Net		188.28			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	167X-FTFT-1FYH	509097		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	57.47			
				Invoice Net		57.47			
38648	AMAZON CAPITAL SERVICE	00001	250537	INV	10/08/2024	176G-F4MG-41GY	509100		
	1 12013805 520518 6200			YOUTH SUMM	SM INSTRUC	60.36			

38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/08/2024	Invoice Net	60.36		
1	12013801 520523 6200	COMED	ADMI	SM OFFICE			1HFV-4N4T-94F7	509101	
							278.16		
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/08/2024	Invoice Net	278.16		
1	12013801 520523 6200	COMED	ADMI	SM OFFICE			1NQY-RVJ3-FKQ1	509103	
							79.86		
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/08/2024	Invoice Net	79.86		
1	12013801 520523 6200	COMED	ADMI	SM OFFICE			17QR-YCRH-KQ7G	509105	
							447.82		
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/08/2024	Invoice Net	447.82		
1	12013801 520523 6200	COMED	ADMI	SM OFFICE			171V-VF3J-3Y9Y	509107	
							46.21		
38648	AMAZON CAPITAL SERVICE	00001	251059	INV	10/08/2024	Invoice Net	46.21		
1	12013801 520523 6200	COMED	ADMI	SM OFFICE			1Y33-QPKC-FWLV	509108	
							154.88		
						Invoice Net	154.88		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	5,785.37		-----
32127	ARLINGTON MUNICIPAL SO	00001	250151	INV	10/08/2024	ES-17535	508810		
1	03325202 520628 4130	FAC	Facili	OE POWER E		7,850.37			
						Invoice Net	7,850.37		
						CHECK TOTAL	7,850.37		-----
39245	ANDALORO, LYNNE	00000	251607	INV	10/08/2024	REIMBLEARNSTRAT	508952		
1	03221222 520612 2354	C&I	Profes	OE GRADUAT		304.00			
						Invoice Net	304.00		
						CHECK TOTAL	304.00		-----
70197	APPLE INC.	00005	250063	INV	10/08/2024	MB07877827	508907		
1	03994102 520505 1230	C&F	ENGAGE	SM COMPUTE		799.00			
						Invoice Net	799.00		
						CHECK TOTAL	799.00		-----
41421	ARBITERSPORTS LLC	00000	250694	INV	10/08/2024	INV63936	508916		
1	03256002 520402 3510	ATHLETICS	CTR	ATHLET		2,971.00			
						Invoice Net	2,971.00		
						CHECK TOTAL	2,971.00		-----
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	10/08/2024	1212591	508586		
1	03325202 520503 4220	FAC	Facili	SM CARPENT		26.98			
						Invoice Net	26.98		
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	10/08/2024	1212012	508588		
1	03325202 520503 4220	FAC	Facili	SM CARPENT		54.80			
						Invoice Net	54.80		

1376	ARLINGTON COAL & LUMBE	00000	250698	INV	10/08/2024	1195589	509016	
1	0325202 520503 4220	FAC Facili	SM CARPENT			189.27		
		Invoice Net				189.27		
				CHECK TOTAL		271.05		-----
74780	B&H FOTO & ELECTRONICS	00002	251553	INV	10/08/2024	227329999	508925	
1	03011202 520518 2415	AHS Art	SM INSTRUC			411.91		
		Invoice Net				411.91		
74780	B&H FOTO & ELECTRONICS	00002	251555	INV	10/08/2024	227337635	509272	
1	03221202 520605 2451	C&I Art	OE COMPUTE			5,149.06		
		Invoice Net				5,149.06		
				CHECK TOTAL		5,560.97		-----
15715	BEAUCHAMP, CLAUDE	00000	251402	INV	10/08/2024	381	509147	
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.61		
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			16.17		
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			35.57		
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			24.25		
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			3.23		

10/02/2024 10:47 | TOWN OF ARLINGTON
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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			16.17			
		Invoice Net				97.00			
				CHECK TOTAL		97.00			-----
32536	BLICK ART MATERIALS	00004	251364	INV	10/08/2024	3749557	509270		
1	03011202 520518 2415	AHS Art	SM INSTRUC			583.69			
		Invoice Net				583.69			
32536	BLICK ART MATERIALS	00004	251364	INV	10/08/2024	3721190	509271		
1	03011202 520518 2415	AHS Art	SM INSTRUC			76.96			
		Invoice Net				76.96			
32536	BLICK ART MATERIALS	00004	251259	INV	10/08/2024	3734921	509273		
1	03011202 520518 2415	AHS Art	SM INSTRUC			789.26			
		Invoice Net				789.26			
				CHECK TOTAL		1,449.91		-----	
22234	THE BOOK RACK	00001	240546	INV	10/08/2024	311813	508928		
1	03121162 520528 2410	DALLIN Lib	SM TEXTBOO			55.75			
		Invoice Net				55.75			
22234	THE BOOK RACK	00001	240546	INV	10/08/2024	295762	508929		
1	03121162 520528 2410	DALLIN Lib	SM TEXTBOO			315.83			
		Invoice Net				315.83			
22234	THE BOOK RACK	00001	251104	INV	10/08/2024	000475	509248		
1	03221002 520525 1220	C&I C&I Le	SM REPRO P			1,843.60			
		Invoice Net				1,843.60			

22234	THE BOOK RACK	00001	251629	INV	10/08/2024	Q00485	509249	
1	03011152 520528 2410	AHS Social		SM TEXTBOO		37.80		
		Invoice Net				37.80		
						CHECK TOTAL	2,252.98	-----
24434	BOUTWELL, ROLAND H	00000	251930	INV	10/08/2024	Sept Flowers-Boutwe	509274	
1	12013802 510102 6200	ADULT FALL		PS TEACHER		262.50		
		Invoice Net				262.50		
						CHECK TOTAL	262.50	-----
43570	BRADLEY, LIANNE	00000	251402	INV	10/08/2024	111	509151	
1	03256042 520402 3510	ATHLETICS		CTR ATHLET		2.19		
2	03256052 520402 3510	ATHLETICS		CTR ATHLET		21.83		
3	03256062 520402 3510	ATHLETICS		CTR ATHLET		48.03		
4	03256142 520402 3510	ATHLETICS		CTR ATHLET		32.75		
5	03256162 520402 3510	ATHLETICS		CTR ATHLET		4.37		
6	03256182 520402 3510	ATHLETICS		CTR ATHLET		21.83		
		Invoice Net				131.00		
						CHECK TOTAL	131.00	-----
11617	BROTHERS, DANIEL	00000	251402	INV	10/08/2024	372	509152	
1	03256042 520402 3510	ATHLETICS		CTR ATHLET		1.34		
2	03256052 520402 3510	ATHLETICS		CTR ATHLET		13.33		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510	ATHLETICS		CTR ATHLET		29.33			
	4 03256142 520402 3510	ATHLETICS		CTR ATHLET		20.00			
	5 03256162 520402 3510	ATHLETICS		CTR ATHLET		2.67			
	6 03256182 520402 3510	ATHLETICS		CTR ATHLET		13.33			
		Invoice Net				80.00			
						CHECK TOTAL	80.00		-----
43571	BRYANT, JASMINE	00000	251402	INV	10/08/2024	17	509153		
1	03256042 520402 3510	ATHLETICS		CTR ATHLET		1.82			
2	03256052 520402 3510	ATHLETICS		CTR ATHLET		18.25			
3	03256062 520402 3510	ATHLETICS		CTR ATHLET		40.15			
4	03256142 520402 3510	ATHLETICS		CTR ATHLET		27.38			
5	03256162 520402 3510	ATHLETICS		CTR ATHLET		3.65			
6	03256182 520402 3510	ATHLETICS		CTR ATHLET		18.25			
		Invoice Net				109.50			
						CHECK TOTAL	109.50		-----
43572	CACCIATORE, ANTHONY	00000	251402	INV	10/08/2024	336	509154		
1	03256042 520402 3510	ATHLETICS		CTR ATHLET		1.34			
2	03256052 520402 3510	ATHLETICS		CTR ATHLET		13.33			

3 03256062 520402 3510 ATHLETICS CTR ATHLET 29.33
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 20.00
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 2.67
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 13.33
 Invoice Net 80.00

CHECK TOTAL 80.00 -----

70704 CAMBRIDGE UNIVERSITY P 00004 251562 INV 10/08/2024
 1 03221182 520518 2415 C&I World SM INSTRUC
 Invoice Net

1410940743 509299
 2,728.40
 2,728.40

CHECK TOTAL 2,728.40 -----

43528 CARCHEDI, LUIS ANTONIO 00000 251781 INV 10/08/2024
 1 12013805 510328 6200 YOUTH SUMM OS TEMPORA
 Invoice Net

SFW1&2-Carchedi 509012
 400.00
 400.00

CHECK TOTAL 400.00 -----

71159 CARDINAL CUSHING CENTE 00000 250077 INV 10/08/2024
 1 03233062 520645 9300 SpEd Out o OE TUITION
 Invoice Net

88796 508883
 26,976.20
 26,976.20

CHECK TOTAL 26,976.20 -----

43533 CARLSMITH, CHRISTOPHER 00000 251402 INV 10/08/2024
 1 03256042 520402 3510 ATHLETICS CTR ATHLET 170
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 1.82
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 18.25
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 40.15
 27.38

170 508904
 1.82
 18.25
 40.15
 27.38

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	5 03256162 520402 3510	ATHLETICS		CTR ATHLET		3.65			
	6 03256182 520402 3510	ATHLETICS		CTR ATHLET		18.25			
		Invoice Net				109.50			
						CHECK TOTAL		109.50	-----
28697	CARPINITO, PASQUALE	00000	251402	INV	10/08/2024	380	509156		
	1 03256042 520402 3510	ATHLETICS		CTR ATHLET		1.61			
	2 03256052 520402 3510	ATHLETICS		CTR ATHLET		16.17			
	3 03256062 520402 3510	ATHLETICS		CTR ATHLET		35.57			
	4 03256142 520402 3510	ATHLETICS		CTR ATHLET		24.25			
	5 03256162 520402 3510	ATHLETICS		CTR ATHLET		3.23			
	6 03256182 520402 3510	ATHLETICS		CTR ATHLET		16.17			
		Invoice Net				97.00			
						CHECK TOTAL		97.00	-----
24185	CENGAGE LEARNING INC	00009	251374	INV	10/08/2024	85520500	509275		

1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		99.00		
				Invoice Net			99.00		
24185	CENGAGE LEARNING INC	00009	251374	INV	10/08/2024		85301616	509276	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		3,376.44		
				Invoice Net			3,376.44		
24185	CENGAGE LEARNING INC	00009	251372	INV	10/08/2024		85520542	509279	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		99.00		
				Invoice Net			99.00		
24185	CENGAGE LEARNING INC	00009	251372	INV	10/08/2024		85302472	509281	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		3,101.44		
				Invoice Net			3,101.44		
24185	CENGAGE LEARNING INC	00009	251376	INV	10/08/2024		85301557	509283	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		3,376.44		
				Invoice Net			3,376.44		
24185	CENGAGE LEARNING INC	00009	251373	INV	10/08/2024		85520546	509286	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		99.00		
				Invoice Net			99.00		
24185	CENGAGE LEARNING INC	00009	251373	INV	10/08/2024		85302656	509295	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		3,367.19		
				Invoice Net			3,367.19		
24185	CENGAGE LEARNING INC	00009	251377	INV	10/08/2024		85577691	509296	
1	10232024	520518	2415	AFGHAN REF	SM INSTRUC		3,475.44		
				Invoice Net			3,475.44		
				CHECK TOTAL			16,993.95		-----
28698	CERRETANI, GERALD	00000	251402	INV	10/08/2024		376	509164	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET		1.75		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET		17.50		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET		38.50		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET		26.25		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET		3.50		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	17.50			
				Invoice Net		105.00			
				CHECK TOTAL		105.00			-----
42679	CERRETANI, JOSHUA	00000	251402	INV	10/08/2024	375	509166		
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	1.75			
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	17.50			
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	38.50			
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	26.25			
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	3.50			
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	17.50			
				Invoice Net		105.00			

						CHECK TOTAL	105.00	-----
37633	CHAMPAGNE, MICHAEL	00000	251402	INV	10/08/2024	343	508905	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.21		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		26.77		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		18.25		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		2.43		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		12.17		
		Invoice Net				73.00		
						CHECK TOTAL	73.00	-----
29822	CHANG, MARCUS	00000	251402	INV	10/08/2024	11	508906	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.75		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		17.50		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		38.50		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		26.25		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		3.50		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		17.50		
		Invoice Net				105.00		
						CHECK TOTAL	105.00	-----
43573	CHIARELLI, JERRY	00000	251402	INV	10/08/2024	335	509168	
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		1.34		
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		13.33		
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		29.33		
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		20.00		
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		2.67		
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		13.33		
		Invoice Net				80.00		
						CHECK TOTAL	80.00	-----
34159	JAMES M. DONAHER	00001	250004	INV	10/08/2024	22-2509	508876	
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		58.56		
		Invoice Net				58.56		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
34159	JAMES M. DONAHER	00001	250004	INV	10/08/2024	22-2500	508877		
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		72.56			
		Invoice Net				72.56			
34159	JAMES M. DONAHER	00001	250004	INV	10/08/2024	22-2515	508878		
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		86.64			
		Invoice Net				86.64			
34159	JAMES M. DONAHER	00001	250004	INV	10/08/2024	22-2512	508879		
1	03233012 520416 2330	SpEd Speci	CTR	PROFES		68.00			

			Invoice Net		68.00			
				CHECK TOTAL		285.76		-----
43382	COFFMAN SPECIALTIES CO	00000	251197 INV 10/08/2024		17646		508910	
	1 03011042 520518 2415		AHS Family SM INSTRUC		246.00			
			Invoice Net		246.00			
				CHECK TOTAL		246.00		-----
71080	COSTA FRUIT & PRODUCE	00001	251527 INV 10/08/2024		5025178		508990	
	1 10005 520514		SCHOOL FOO SM FOOD SU		463.90			
			Invoice Net		463.90			
71080	COSTA FRUIT & PRODUCE	00001	251527 INV 10/08/2024		5028231		508991	
	1 10005 520514		SCHOOL FOO SM FOOD SU		910.83			
			Invoice Net		910.83			
				CHECK TOTAL		1,374.73		-----
43544	COUTU, STEVEN	00000	251402 INV 10/08/2024		317		509169	
	1 03256042 520402 3510		ATHLETICS CTR ATHLET		1.75			
	2 03256052 520402 3510		ATHLETICS CTR ATHLET		17.50			
	3 03256062 520402 3510		ATHLETICS CTR ATHLET		38.50			
	4 03256142 520402 3510		ATHLETICS CTR ATHLET		26.25			
	5 03256162 520402 3510		ATHLETICS CTR ATHLET		3.50			
	6 03256182 520402 3510		ATHLETICS CTR ATHLET		17.50			
			Invoice Net		105.00			
				CHECK TOTAL		105.00		-----
35389	CRAFTING MINDS	00001	251616 INV 10/08/2024		1590		509298	
	1 03141222 520629 2354		PEIRCE Pro OE PROFESS		250.00			
			Invoice Net		250.00			
				CHECK TOTAL		250.00		-----
25146	CUCINOTTA, ANTHONY	00000	251402 INV 10/08/2024		11		509170	
	1 03256042 520402 3510		ATHLETICS CTR ATHLET		1.75			
	2 03256052 520402 3510		ATHLETICS CTR ATHLET		17.50			
	3 03256062 520402 3510		ATHLETICS CTR ATHLET		38.50			
	4 03256142 520402 3510		ATHLETICS CTR ATHLET		26.25			
	5 03256162 520402 3510		ATHLETICS CTR ATHLET		3.50			
	6 03256182 520402 3510		ATHLETICS CTR ATHLET		17.50			
			Invoice Net		105.00			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL		105.00	-----
43435	CUSTOMINK PARENT, LLC	00001	250914 INV 10/08/2024			75724159		508944	
	1 03150042 520518 2415		STRATTON E SM INSTRUC			1,971.80			

		Invoice Net	1,971.80		
			CHECK TOTAL	1,971.80	-----
71176	D'AGOSTINO'S DELI	00001 251002 INV 10/08/2024	30966	508940	
1	03221002 520514 1220	C&I C&I Le SM FOOD SU	441.01		
		Invoice Net	441.01		
71176	D'AGOSTINO'S DELI	00001 250765 INV 10/08/2024	31082/	509302	
1	12285 520619 2210	FRIENDS OF OE MISC EX	766.24		
		Invoice Net	766.24		
			CHECK TOTAL	1,207.25	-----
39290	DELORY, EILEEN	00000 251613 INV 10/08/2024	REIMBSPED8000	508953	
1	03221222 520612 2354	C&I Profes OE GRADUAT	858.00		
		Invoice Net	858.00		
			CHECK TOTAL	858.00	-----
43575	DOYLE, TIM	00000 251402 INV 10/08/2024	313	509171	
1	03256042 520402 3510	ATHLETICS CTR ATHLET	1.34		
2	03256052 520402 3510	ATHLETICS CTR ATHLET	13.33		
3	03256062 520402 3510	ATHLETICS CTR ATHLET	29.33		
4	03256142 520402 3510	ATHLETICS CTR ATHLET	20.00		
5	03256162 520402 3510	ATHLETICS CTR ATHLET	2.67		
6	03256182 520402 3510	ATHLETICS CTR ATHLET	13.33		
		Invoice Net	80.00		
			CHECK TOTAL	80.00	-----
42609	METROPOLITAN FOODS INC	00000 251367 INV 10/08/2024	191757	508656	
1	10005 520514	SCHOOL FOO SM FOOD SU	3,317.30		
		Invoice Net	3,317.30		
42609	METROPOLITAN FOODS INC	00000 251367 INV 10/08/2024	191758	508657	
1	10005 520514	SCHOOL FOO SM FOOD SU	329.28		
		Invoice Net	329.28		
42609	METROPOLITAN FOODS INC	00000 251367 INV 10/08/2024	201564	508658	
1	10005 520514	SCHOOL FOO SM FOOD SU	2,008.96		
		Invoice Net	2,008.96		
42609	METROPOLITAN FOODS INC	00000 251367 INV 10/08/2024	210969	508659	
1	10005 520514	SCHOOL FOO SM FOOD SU	7,763.43		
		Invoice Net	7,763.43		
42609	METROPOLITAN FOODS INC	00000 251102 INV 10/08/2024	222806	508986	
1	03021042 520518 2415	OMS Family SM INSTRUC	337.07		
		Invoice Net	337.07		
42609	METROPOLITAN FOODS INC	00000 251123 INV 10/08/2024	222804	508988	
1	03011042 520518 2415	AHS Family SM INSTRUC	139.64		
		Invoice Net	139.64		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
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42609	METROPOLITAN FOODS INC	00000	251123	INV	10/08/2024	210975	508989
	1 03011042 520518 2415	AHS Family	SM INSTRUC			260.74	
		Invoice Net				260.74	
42609	METROPOLITAN FOODS INC	00000	251123	INV	10/08/2024	229856	509083
	1 03011042 520518 2415	AHS Family	SM INSTRUC			456.26	
		Invoice Net				456.26	
42609	METROPOLITAN FOODS INC	00000	251123	INV	10/08/2024	229857	509089
	1 03011042 520518 2415	AHS Family	SM INSTRUC			351.33	
		Invoice Net				351.33	
42609	METROPOLITAN FOODS INC	00000	251102	INV	10/08/2024	239705	509092
	1 03021042 520518 2415	OMS Family	SM INSTRUC			165.15	
		Invoice Net				165.15	
42609	METROPOLITAN FOODS INC	00000	251102	INV	10/08/2024	237257	509102
	1 03021042 520518 2415	OMS Family	SM INSTRUC			14.08	
		Invoice Net				14.08	
42609	METROPOLITAN FOODS INC	00000	251102	INV	10/08/2024	229852	509104
	1 03021042 520518 2415	OMS Family	SM INSTRUC			203.75	
		Invoice Net				203.75	
42609	METROPOLITAN FOODS INC	00000	251102	INV	10/08/2024	229853	509106
	1 03021042 520518 2415	OMS Family	SM INSTRUC			17.79	
		Invoice Net				17.79	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	210973	509111
	1 10005 520514	SCHOOL FOO	SM FOOD SU			422.79	
		Invoice Net				422.79	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	210972	509112
	1 10005 520514	SCHOOL FOO	SM FOOD SU			656.45	
		Invoice Net				656.45	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	210970	509113
	1 10005 520514	SCHOOL FOO	SM FOOD SU			1,634.66	
		Invoice Net				1,634.66	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	210974	509118
	1 10005 520514	SCHOOL FOO	SM FOOD SU			337.74	
		Invoice Net				337.74	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	201563	509120
	1 10005 520514	SCHOOL FOO	SM FOOD SU			1,605.28	
		Invoice Net				1,605.28	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	201562	509127
	1 10005 520514	SCHOOL FOO	SM FOOD SU			366.24	
		Invoice Net				366.24	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	201561	509128
	1 10005 520514	SCHOOL FOO	SM FOOD SU			4,852.18	
		Invoice Net				4,852.18	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	201554	509130
	1 10005 520514	SCHOOL FOO	SM FOOD SU			53.37	
		Invoice Net				53.37	
42609	METROPOLITAN FOODS INC	00000	251367	INV	10/08/2024	201553	509132
	1 10005 520514	SCHOOL FOO	SM FOOD SU			23.95	
		Invoice Net				23.95	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	201552 288.20 288.20	509137		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	201551 3,104.61 3,104.61	509138		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217904 3,154.66 3,154.66	509139		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217905 716.95 716.95	509140		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217909 2,390.77 2,390.77	509141		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217910 471.74 471.74	509142		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217911 8,999.82 8,999.82	509144		
42609	METROPOLITAN FOODS INC 1 10005 520514	00000	251367	INV	10/08/2024	217912 1,698.97 1,698.97	509145		
42609	METROPOLITAN FOODS INC 1 03021042 520518 2415	00000	251102	INV	10/08/2024	244863 25.48 25.48	509300		
						CHECK TOTAL		46,168.64	-----
42240	EL EDUCATION INC 1 12223001 520601 2415	00001	251176	INV	10/08/2024	20169 273,800.00 273,800.00	508957		
						CHECK TOTAL		273,800.00	-----
1847	EVERSOURCE 1 03325202 520628 4130	00192	250127	INV	10/08/2024	81000041772 08/05/24 49,671.10 49,671.10	508932		
1847	EVERSOURCE 1 03345302 520628 3300 2 32105 585000	00192	251213	INV	10/08/2024	74014609999 09/11/24 204.51 455.19 659.70	508935		
1847	EVERSOURCE 1 03325202 520628 4130	00192	250127	INV	10/08/2024	74011750994 09/11/24 9,397.72 9,397.72	508936		
1847	EVERSOURCE 1 03325202 520628 4130	00192	250127	INV	10/08/2024	74014790955 09/24/24 68,144.02 68,144.02	508938		

CASH ACCOUNT: 0000

104013

VENDOR 8304

WARRANT: 25078

10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	127,872.54		-----
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	10/08/2024	T586193 348.54 Invoice Net 348.54	508981		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	10/08/2024	T588259 781.35 Invoice Net 781.35	508982		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	10/08/2024	T588258 250.87 Invoice Net 250.87	508983		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	10/08/2024	T588257 264.80 Invoice Net 264.80	508984		
21724	FANTINI BAKING CO., IN 1 10005 520514	00000	251862	INV	10/08/2024	T588260 106.67 Invoice Net 106.67	508985		
						CHECK TOTAL	1,752.23		-----
18134	FIDLER, ALLAN B 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	366 2.79 27.83 61.23 41.75 5.57 27.83 Invoice Net 167.00	509172		
						CHECK TOTAL	167.00		-----
27084	COMMONWEALTH OF MASSAC 1 10005 520420	00001	251627	INV	10/08/2024	4646-JSI 499.00 Invoice Net 499.00	508645		
						CHECK TOTAL	499.00		-----
28177	FREKER, STEVE 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	351 1.21 12.17 26.77 18.25 2.43 12.17 73.00 Invoice Net 73.00	508908		
						CHECK TOTAL	73.00		-----
23957	FRENNNA, GIUSEPPE 1 03256042 520402 3510 2 03256052 520402 3510	00000	251402	INV	10/08/2024	332 1.21 12.17	508909		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	26.77			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	18.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	2.43			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	12.17			
				Invoice Net		73.00			
						CHECK TOTAL	73.00		-----
37636	FUSCO, RON	00000	251402	INV	10/08/2024	373	509173		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	1.75			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	17.50			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	38.50			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	26.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.50			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	17.50			
				Invoice Net		105.00			
						CHECK TOTAL	105.00		-----
38714	GATEWAY EDUCATION HOLD	00002	250986	INV	10/08/2024	7028860305	509393		
	1 03101112 520504 2455			MATH INSTR	SM COMPUTE	8,110.00			
	2 03221002 520504 2455			C&I C&I Le	SM COMPUTE	145.50			
				Invoice Net		8,255.50			
38714	GATEWAY EDUCATION HOLD	00002	250987	INV	10/08/2024	7028859854	509394		
	1 03111112 520504 2455			MATH INSTR	SM COMPUTE	7,734.10			
				Invoice Net		7,734.10			
38714	GATEWAY EDUCATION HOLD	00002	250988	INV	10/08/2024	7028859933	509395		
	1 03111112 520504 2455			MATH INSTR	SM COMPUTE	354.90			
	2 03121112 520504 2455			MATH INSTR	SM COMPUTE	8,442.00			
	3 03221002 520504 2455			C&I C&I Le	SM COMPUTE	1,196.60			
				Invoice Net		9,993.50			
38714	GATEWAY EDUCATION HOLD	00002	250989	INV	10/08/2024	7028860558	509397		
	1 03131112 520504 2455			MATH INSTR	SM COMPUTE	9,341.00			
	2 03151112 520504 2455			MATH INSTR	SM COMPUTE	565.60			
				Invoice Net		9,906.60			
38714	GATEWAY EDUCATION HOLD	00002	250990	INV	10/08/2024	7028860272	509398		
	1 03141112 520504 2455			MATH INSTR	SM COMPUTE	6,660.00			
	2 03151112 520504 2455			MATH INSTR	SM COMPUTE	729.50			
	3 03161112 520504 2455			MATH INSTR	SM COMPUTE	950.30			
	4 03221002 520504 2455			C&I C&I Le	SM COMPUTE	1,566.80			
				Invoice Net		9,906.60			
38714	GATEWAY EDUCATION HOLD	00002	250991	INV	10/08/2024	7028860412	509400		
	1 03151112 520504 2455			MATH INSTR	SM COMPUTE	8,776.90			
				Invoice Net		8,776.90			
38714	GATEWAY EDUCATION HOLD	00002	250992	INV	10/08/2024	7028859949	509401		
	1 03161112 520504 2455			MATH INSTR	SM COMPUTE	9,819.70			
				Invoice Net		9,819.70			
38714	GATEWAY EDUCATION HOLD	00002	250993	INV	10/08/2024	7028860330	509402		
	1 03221112 520518 2415			C&I Math	SM INSTRUC	3,910.50			
				Invoice Net		3,910.50			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
38714	GATEWAY EDUCATION HOLD	00002	251388	INV	10/08/2024	7028901243	509403		
	1 03221182 520528 2410			C&I world	SM TEXTBOO	135.63			
				Invoice Net		135.63			
38714	GATEWAY EDUCATION HOLD	00002	251090	INV	10/08/2024	7028871671	509404		
	1 03011152 520528 2410			AHS Social	SM TEXTBOO	794.76			
				Invoice Net		794.76			
				CHECK TOTAL		69,233.79			-----
43576	GENGO, RONALD	00000	251402	INV	10/08/2024	326	509174		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	1.83			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	18.25			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	40.15			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	27.37			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.65			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	18.25			
				Invoice Net		109.50			
				CHECK TOTAL		109.50			-----
43541	GERALD, SKYE NINON	00000	251936	INV	10/08/2024	TB-Gibbs-Gerald	509292		
	1 12013805 510201 6200			YOUTH SUMM	CS CLERICA	105.00			
				Invoice Net		105.00			
				CHECK TOTAL		105.00			-----
71798	GOPHER	00001	251780	INV	10/08/2024	IN403196	509303		
	1 03221102 520518 2415			C&I Heath	SM INSTRUC	719.91			
				Invoice Net		719.91			
				CHECK TOTAL		719.91			-----
71806	GORMLEY, PHILIP	00000	251402	INV	10/08/2024	331	508911		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	1.83			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	18.25			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	40.15			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	27.37			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.65			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	18.25			
				Invoice Net		109.50			
				CHECK TOTAL		109.50			-----
43577	GREGORY, ROBERT	00000	251402	INV	10/08/2024	318	509175		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	1.75			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	17.50			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	38.50			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	26.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.50			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	17.50			
				Invoice Net		105.00			

CHECK TOTAL 105.00 -----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
43285	GRIFFIN, BETSY 1 03221222 520612 2354	00000	251615	INV	10/08/2024	REIMBBOOSTSTUDENGAGE 304.00 Invoice Net 304.00	508954		
43285	GRIFFIN, BETSY 1 03221222 520612 2354	00000	251614	INV	10/08/2024	REIMBEMBRDIVEQUIT 271.00 Invoice Net 271.00	508955		
43285	GRIFFIN, BETSY 1 03221222 520612 2354	00000	251614	INV	10/08/2024	REIMBESLDEI 271.00 Invoice Net 271.00	508956		
						CHECK TOTAL	846.00		-----
27706	HARRINGTON, BRIAN 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	ATHLETICS CTR ATHLET 1.75 ATHLETICS CTR ATHLET 17.50 ATHLETICS CTR ATHLET 38.50 ATHLETICS CTR ATHLET 26.25 ATHLETICS CTR ATHLET 3.50 ATHLETICS CTR ATHLET 17.50 Invoice Net 105.00	508912		
						CHECK TOTAL	105.00		-----
25697	HARRINGTON, RICHARD 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	ATHLETICS CTR ATHLET 1.75 ATHLETICS CTR ATHLET 17.50 ATHLETICS CTR ATHLET 38.50 ATHLETICS CTR ATHLET 26.25 ATHLETICS CTR ATHLET 3.50 ATHLETICS CTR ATHLET 17.50 Invoice Net 105.00	508913		
						CHECK TOTAL	105.00		-----
43159	HARTE, KATHERINE 1 03221222 520612 2354	00000	251608	INV	10/08/2024	REIMBEDUC9510 858.00 Invoice Net 858.00	508950		
43159	HARTE, KATHERINE 1 03221222 520612 2354	00000	251608	INV	10/08/2024	REIMBSPED8039 858.00 Invoice Net 858.00	508951		
						CHECK TOTAL	1,716.00		-----
30097	PRESIDENT AND FELLOWS 1 03214012 520508 1210	00004	251735	INV	10/08/2024	DLD-007 50,000.00 Invoice Net 50,000.00	508958		

CHECK TOTAL 50,000.00 -----

43578 HEGAN, MIKE 00000 251402 INV 10/08/2024 315 509176
 1 03256042 520402 3510 ATHLETICS CTR ATHLET 1.75
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 17.50

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	38.50			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	26.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	3.50			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	17.50			
				Invoice Net		105.00			
						CHECK TOTAL	105.00		-----
13993	HEIMLICH LANDSCAPING &	00000	251223	INV	10/08/2024	53116	508592		
	1 03325202 520516 4210			FAC Facili	SM GROUNDS	262.00			
				Invoice Net		262.00			
						CHECK TOTAL	262.00		-----
33929	HIGHLAND SHREDDING, LL	00000	251194	INV	10/08/2024	45997	509306		
	1 03214012 520416 1210			ADMIN Supe	CTR PROFES	731.00			
				Invoice Net		731.00			
						CHECK TOTAL	731.00		-----
38014	HINKLE, ROBERT	00000	251402	INV	10/08/2024	345	508914		
	1 03256042 520402 3510			ATHLETICS	CTR ATHLET	2.79			
	2 03256052 520402 3510			ATHLETICS	CTR ATHLET	27.83			
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	61.23			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	41.75			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	5.57			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	27.83			
				Invoice Net		167.00			
						CHECK TOTAL	167.00		-----
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	815832241	509029		
	1 03325212 520507 4110			FAC Custod	SM CUSTODI	2,499.00			
				Invoice Net		2,499.00			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	815882048	509030		
	1 03325212 520507 4110			FAC Custod	SM CUSTODI	65.99			
				Invoice Net		65.99			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	816940803	509032		
	1 03325212 520507 4110			FAC Custod	SM CUSTODI	2,130.90			
				Invoice Net		2,130.90			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817180193	509033		
	1 03325212 520507 4110			FAC Custod	SM CUSTODI	2,130.90			

40528	HD	SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	2,130.90		
1	03325212	520507 4110	FAC Custod	SM CUSTODI			817318934	509034	
							340.00		
							340.00		
40528	HD	SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817180201	509035	
1	03325212	520507 4110	FAC Custod	SM CUSTODI			2,130.90		
							2,130.90		
40528	HD	SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817417173	509037	
1	03325212	520507 4110	FAC Custod	SM CUSTODI			1,508.40		
							1,508.40		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817417223	509038		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,227.60			
						1,227.60			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817661846	509039		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,131.30			
						1,131.30			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	817661853	509041		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			341.10			
						341.10			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	819946781	509042		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			377.10			
						377.10			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	819946799	509043		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,508.40			
						1,508.40			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	820105690	509044		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			122.73			
						122.73			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	820703643	509046		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,912.20			
						1,912.20			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	824438659	509047		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			89.82			
						89.82			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	824438667	509049		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			283.92			
						283.92			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	824962054	509050		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,670.80			
						1,670.80			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	825689177	509051		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			1,245.60			
						1,245.60			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	10/08/2024	826442006	509053		

1	03325212	520507	4110	FAC Custod	SM CUSTODI	766.34		
				Invoice Net		766.34		
40528	HD SUPPLY FACILITIES M	00001	250418	INV	10/08/2024	819310749	509061	
1	03325202	520503	4220	FAC Facili	SM CARPENT	550.38		
				Invoice Net		550.38		
				CHECK TOTAL		22,033.38		-----
43579	HOSMER, JOHN	00000	251402	INV	10/08/2024	324	509177	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	1.21		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	12.17		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	26.77		
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	18.25		
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.43		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
6	03256182 520402 3510			ATHLETICS	CTR ATHLET	12.17			
				Invoice Net		73.00			
				CHECK TOTAL		73.00			-----
43494	HOWARD, HOPE	00000	251935	INV	10/08/2024	SFW4-Howard	509290		
1	12013805 510102 6200			YOUTH SUMM	PS TEACHER	600.00			
				Invoice Net		600.00			
				CHECK TOTAL		600.00			-----
42858	HUFFER, KIMBERLY	00000	243046	INV	10/08/2024	MENTORSTIP-KH	508960		
1	03222022 520508 2354			C&I Guidan	SM EDUCATI	1,500.00			
				Invoice Net		1,500.00			
				CHECK TOTAL		1,500.00			-----
40179	IPPOLITO CONSULTING	00000	251199	INV	10/08/2024	#2	508961		
1	03221222 520416 2354			C&I Profes	CTR PROFES	1,350.00			
				Invoice Net		1,350.00			
				CHECK TOTAL		1,350.00			-----
5853	J.B. SIMONS, INC.	00001	251460	INV	10/08/2024	137262	509318		
1	03224032 520625 2352			C&I Human	OE OTHER P	695.00			
				Invoice Net		695.00			
				CHECK TOTAL		695.00			-----
73402	J. W. PEPPER & SON, IN	00004	251101	INV	10/08/2024	366714851	508974		
1	03221172 520518 2415			C&I Music	SM INSTRUC	74.69			
				Invoice Net		74.69			
				CHECK TOTAL		74.69			-----
30778	JOHN GUILFOIL PUBLIC R	00001	244961	INV	10/08/2024	5890	508971		

1 03994102 520601 1230 C&F ENGAGE OE OTHER E
Invoice Net

199.00
199.00
CHECK TOTAL 199.00 -----

43580 JOHNSON, ERIC 00000 251402 INV 10/08/2024
1 03256042 520402 3510 ATHLETICS CTR ATHLET
2 03256052 520402 3510 ATHLETICS CTR ATHLET
3 03256062 520402 3510 ATHLETICS CTR ATHLET
4 03256142 520402 3510 ATHLETICS CTR ATHLET
5 03256162 520402 3510 ATHLETICS CTR ATHLET
6 03256182 520402 3510 ATHLETICS CTR ATHLET
Invoice Net

340 509178
1.75
17.50
38.50
26.25
3.50
17.50
105.00
CHECK TOTAL 105.00 -----

36355 JOSEPH PALMER INC 00000 250039 INV 10/08/2024
1 03345302 520621 3300 TRANSP Tra OE MOTOR V
Invoice Net

155109 508885
1,745.27
1,745.27

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	1,745.27		-----
39270	KAHOOT! AS					8122045	508967		
	1 03221002 520504 2455	00002	250768	INV	10/08/2024	9,600.00 9,600.00 Invoice Net			
						CHECK TOTAL	9,600.00		-----
43530	KRIEGEL, JEREMY					Spring24 Kriegel	509011		
	1 12013804 510102 6200	00000	251706	INV	10/08/2024	700.00 700.00 Invoice Net			
						CHECK TOTAL	700.00		-----
41336	KM EDUCATION LAW LLC					513	508963		
	1 03233012 520413 1430	00000	251286	INV	10/08/2024	1,776.25 1,776.25 Invoice Net			
41336	KM EDUCATION LAW LLC					512	508964		
	1 03233012 520413 1430	00000	251286	INV	10/08/2024	1,041.25 1,041.25 Invoice Net			
41336	KM EDUCATION LAW LLC					533	508965		
	1 03233012 520413 1430	00000	251286	INV	10/08/2024	2,940.00 2,940.00 Invoice Net			
41336	KM EDUCATION LAW LLC					532	508966		
	1 03233012 520413 1430	00000	251286	INV	10/08/2024	6,492.50 6,492.50 Invoice Net			
						CHECK TOTAL	12,250.00		-----

31132	KONICA MINOLTA BUSINES	00001	245228	INV	10/08/2024	51684152	509209	
	1 03010052 520416 2420	AHS Second	CTR PROFES			2,859.00		
		Invoice Net				2,859.00		
31132	KONICA MINOLTA BUSINES	00001	245228	INV	10/08/2024	51585537	509210	
	1 03010052 520416 2420	AHS Second	CTR PROFES			3,000.73		
		Invoice Net				3,000.73		
31132	KONICA MINOLTA BUSINES	00001	245228	INV	10/08/2024	51516158	509212	
	1 03010052 520416 2420	AHS Second	CTR PROFES			202.15		
		Invoice Net				202.15		
31132	KONICA MINOLTA BUSINES	00001	245228	INV	10/08/2024	51551881	509215	
	1 03010052 520416 2420	AHS Second	CTR PROFES			3,188.12		
		Invoice Net				3,188.12		
		CHECK TOTAL				9,250.00		-----
40842	WORNUM, KALISE	00000	250392	INV	10/08/2024	AUGUST2024	508968	
	1 03214012 520416 1210	ADMIN Supe	CTR PROFES			3,600.00		
		Invoice Net				3,600.00		
		CHECK TOTAL				3,600.00		-----
72363	LABBB COLLABORATIVE	00000	251774	INV	10/08/2024	LSEP2410256	508888	
	1 03233072 520645 9400	SpEd SPED	OE TUITION			1,685.00		
		Invoice Net				1,685.00		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	251776	INV	10/08/2024	LSEP2410256.	508889		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			500.00			
		Invoice Net				500.00			
72363	LABBB COLLABORATIVE	00000	251776	INV	10/08/2024	LSEP2410018.	508890		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			500.00			
		Invoice Net				500.00			
72363	LABBB COLLABORATIVE	00000	251776	INV	10/08/2024	LSEP2410845.	508891		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			250.00			
		Invoice Net				250.00			
72363	LABBB COLLABORATIVE	00000	251776	INV	10/08/2024	LSEP2410072.	508892		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			250.00			
		Invoice Net				250.00			
72363	LABBB COLLABORATIVE	00000	251775	INV	10/08/2024	LSEP2410809	508901		
	1 03233072 520645 9400	SpEd SPED	OE TUITION			1,685.00			
		Invoice Net				1,685.00			
		CHECK TOTAL				4,870.00			-----
72441	LEARNING PREP SCHOOL I	00001	250070	INV	10/08/2024	62221	508882		
	1 03233062 520645 9300	SpEd Out o	OE TUITION			9,949.25			
		Invoice Net				9,949.25			
		CHECK TOTAL				9,949.25			-----

35962	LEON, ALEXANDER	00000	251402	INV	10/08/2024	347	508915
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		.84	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
		Invoice Net				50.00	
35962	LEON, ALEXANDER	00000	251402	INV	10/08/2024	356	508917
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		.84	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
		Invoice Net				50.00	
35962	LEON, ALEXANDER	00000	251402	INV	10/08/2024	364	509213
1	03256042 520402 3510	ATHLETICS	CTR	ATHLET		.84	
2	03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
3	03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33	
4	03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50	
5	03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67	
6	03256182 520402 3510	ATHLETICS	CTR	ATHLET		8.33	
		Invoice Net				50.00	
35962	LEON, ALEXANDER	00000	251402	INV	10/08/2024	363	509214

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03256042 520402 3510	ATHLETICS	CTR	ATHLET		.84			
	2 03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33			
	3 03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33			
	4 03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50			
	5 03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67			
	6 03256182 520402 3510	ATHLETICS	CTR	ATHLET		8.33			
		Invoice Net				50.00			
35962	LEON, ALEXANDER	00000	251402	INV	10/08/2024	383	509216		
	1 03256042 520402 3510	ATHLETICS	CTR	ATHLET		.84			
	2 03256052 520402 3510	ATHLETICS	CTR	ATHLET		8.33			
	3 03256062 520402 3510	ATHLETICS	CTR	ATHLET		18.33			
	4 03256142 520402 3510	ATHLETICS	CTR	ATHLET		12.50			
	5 03256162 520402 3510	ATHLETICS	CTR	ATHLET		1.67			
	6 03256182 520402 3510	ATHLETICS	CTR	ATHLET		8.33			
		Invoice Net				50.00			
				CHECK TOTAL		250.00			-----
24400	LEQUIN, JOHN, JR.	00000	251402	INV	10/08/2024	353	508918		

1	03256042	520402	3510	ATHLETICS	CTR ATHLET	2.84
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	28.33
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	62.33
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	42.50
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	5.67
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	28.33
Invoice Net						170.00

CHECK TOTAL 170.00 -----

43585	LESHINSKY, GENE T	00000	251402	INV	10/08/2024	342	509217
1	03256042	520402	3510	ATHLETICS	CTR ATHLET	1.21	
2	03256052	520402	3510	ATHLETICS	CTR ATHLET	12.17	
3	03256062	520402	3510	ATHLETICS	CTR ATHLET	26.77	
4	03256142	520402	3510	ATHLETICS	CTR ATHLET	18.25	
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.43	
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	12.17	
Invoice Net						73.00	

CHECK TOTAL 73.00 -----

43527	LEVY, JULIET D	00000	251704	INV	10/08/2024	TB Gibbs Levy	509002
1	12013805	510201	6200	YOUTH SUMM	CS CLERICA	195.00	
Invoice Net						195.00	

CHECK TOTAL 195.00 -----

39742	LEXIKEET LEARNING LLC	00000	251814	INV	10/08/2024	ARLING-037	509307
1	03994102	520416	1230	C&F ENGAGE	CTR PROFES	275.25	
Invoice Net						275.25	

39742	LEXIKEET LEARNING LLC	00000	251814	INV	10/08/2024	ARLING-036	509308
1	03994102	520416	1230	C&F ENGAGE	CTR PROFES	36.00	
Invoice Net						36.00	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	311.25		-----
39639	LILLIS, CANDACE	00000	251203	INV	10/08/2024	REIMBUNDENGLANG	508930		
1	12223400 520601 2354	ASSISTANT	OE OTHER E			858.00			
						Invoice Net	858.00		
39639	LILLIS, CANDACE	00000	251203	INV	10/08/2024	REIMBREADDEVDISAB	508931		
1	12223400 520601 2354	ASSISTANT	OE OTHER E			858.00			
						Invoice Net	858.00		
						CHECK TOTAL	1,716.00		-----
19640	LOMBARDO, FRANK	00000	251402	INV	10/08/2024	334	508920		
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			1.34			
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			13.33			
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			29.33			

4 03256142 520402 3510 ATHLETICS CTR ATHLET 20.00
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 2.67
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 13.33

Invoice Net 80.00

CHECK TOTAL 80.00 -----

42683 MAILHOIT, DAVID 00000 251402 INV 10/08/2024

1 03256042 520402 3510 ATHLETICS CTR ATHLET 1.34
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 13.33
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 29.33
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 20.00
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 2.67
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 13.33

Invoice Net 80.00

CHECK TOTAL 80.00 -----

24148 MANGANARO, MICHAEL 00000 251402 INV 10/08/2024

1 03256042 520402 3510 ATHLETICS CTR ATHLET 1.61
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 16.17
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 35.57
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 24.25
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 3.23
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 16.17

Invoice Net 97.00

CHECK TOTAL 97.00 -----

29812 MARKET BASKET 00001 251045 INV 10/08/2024

1 03021042 520518 2415 OMS Family SM INSTRUC 494.36
 Invoice Net 494.36

KVISCOSEPT152024 509110

CHECK TOTAL 494.36 -----

72694 MA ASSOC OF SCHOOL SUP 00001 251339 INV 10/08/2024

1 03994022 520416 1230 DIV EQUITY CTR PROFES 200.00
 Invoice Net 200.00

Aspiring2024-MCT 509245

CHECK TOTAL 200.00

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	200.00		-----
72693	MASSACHUSETTS ASSOCIAT	00000	251736	INV	10/08/2024	300006039	509200		
	1 03305012 520629 1410			FINANCE Bu	OE PROFESS	1,789.00			
				Invoice Net		1,789.00			
						CHECK TOTAL	1,789.00		-----
32608	MASSACHUSETTS LIBRARY	00000	250772	INV	10/08/2024	10300	508969		
	1 03221002 520504 2455			C&I C&I Le	SM COMPUTE	5,442.00			
				Invoice Net		5,442.00			

						CHECK TOTAL	5,442.00	-----
72575	MASS BAY TRANSPORTATIO	00003	251545	INV	10/08/2024	SEPTEMBER2024	508970	
	1 03343092 520404 3300	TRANSP Tra	CTR CONTRA			60.00		
		Invoice Net				60.00		
						CHECK TOTAL	60.00	-----
40428	MCNEILLY EMS EDUCATORS	00000	251628	INV	10/08/2024	13680	508655	
	1 10005 520420	SCHOOL FOO	CTR PROFES			500.00		
		Invoice Net				500.00		
						CHECK TOTAL	500.00	-----
42867	DIVISION SEVEN TEA COR	00000	251196	INV	10/08/2024	MW34963	509310	
	1 03011042 520518 2415	AHS Family	SM INSTRUC			352.50		
		Invoice Net				352.50		
						CHECK TOTAL	352.50	-----
24538	MILLER, JAMES	00000	251402	INV	10/08/2024	374	509219	
	1 03256042 520402 3510	ATHLETICS	CTR ATHLET			1.75		
	2 03256052 520402 3510	ATHLETICS	CTR ATHLET			17.50		
	3 03256062 520402 3510	ATHLETICS	CTR ATHLET			38.50		
	4 03256142 520402 3510	ATHLETICS	CTR ATHLET			26.25		
	5 03256162 520402 3510	ATHLETICS	CTR ATHLET			3.50		
	6 03256182 520402 3510	ATHLETICS	CTR ATHLET			17.50		
		Invoice Net				105.00		
						CHECK TOTAL	105.00	-----
37799	MILLER, MEGAN	00000	251778	INV	10/08/2024	REIMBAMERICAN COLLED	508941	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			370.00		
		Invoice Net				370.00		
37799	MILLER, MEGAN	00000	251778	INV	10/08/2024	REIMBAMECOLEXPWRITIN	508942	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			370.00		
		Invoice Net				370.00		
37799	MILLER, MEGAN	00000	251778	INV	10/08/2024	REIMBAMERCOLGRAMINST	508943	
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			370.00		
		Invoice Net				370.00		
						CHECK TOTAL	1,110.00	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
73040	MUSIC THEATRE INTERNAT	00001	251200	INV	10/08/2024	01146701	509312		
	1 12365 520619 3520	OTTOSON DR	OE MISC EX			1,385.00			
		Invoice Net				1,385.00			
						CHECK TOTAL	1,385.00		-----
43581	MURPHY, DERRICK	00000	251402	INV	10/08/2024	341	509220		

	1	03256042	520402	3510	ATHLETICS	CTR ATHLET		1.75		
	2	03256052	520402	3510	ATHLETICS	CTR ATHLET		17.50		
	3	03256062	520402	3510	ATHLETICS	CTR ATHLET		38.50		
	4	03256142	520402	3510	ATHLETICS	CTR ATHLET		26.25		
	5	03256162	520402	3510	ATHLETICS	CTR ATHLET		3.50		
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET		17.50		
					Invoice Net			105.00		
43581	MURPHY, DERRICK				00000	251402 INV	10/08/2024	377		509221
	1	03256042	520402	3510	ATHLETICS	CTR ATHLET		1.75		
	2	03256052	520402	3510	ATHLETICS	CTR ATHLET		17.50		
	3	03256062	520402	3510	ATHLETICS	CTR ATHLET		38.50		
	4	03256142	520402	3510	ATHLETICS	CTR ATHLET		26.25		
	5	03256162	520402	3510	ATHLETICS	CTR ATHLET		3.50		
	6	03256182	520402	3510	ATHLETICS	CTR ATHLET		17.50		
					Invoice Net			105.00		
					CHECK TOTAL				210.00	-----
31853	N2Y LLC				00001	251107 INV	10/08/2024	INV-1083457		508895
	1	03233012	520504	2455	SpEd Speci	SM COMPUTE		499.98		
					Invoice Net			499.98		
					CHECK TOTAL				499.98	-----
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426401		508992
	1	10005	520514		SCHOOL FOO	SM FOOD SU		289.78		
					Invoice Net			289.78		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426402		508994
	1	10005	520514		SCHOOL FOO	SM FOOD SU		224.82		
					Invoice Net			224.82		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426404		508995
	1	10005	520514		SCHOOL FOO	SM FOOD SU		254.76		
					Invoice Net			254.76		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426403		508998
	1	10005	520514		SCHOOL FOO	SM FOOD SU		304.75		
					Invoice Net			304.75		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426405		509000
	1	10005	520514		SCHOOL FOO	SM FOOD SU		182.18		
					Invoice Net			182.18		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426407		509001
	1	10005	520514		SCHOOL FOO	SM FOOD SU		207.31		
					Invoice Net			207.31		
33157	NEW ENGLAND	ICE CREAM			00001	251366 INV	10/08/2024	5632426408		509004

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 10005 520514			SCHOOL FOO	SM FOOD SU	501.90			
				Invoice Net		501.90			

33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632426409	509006
							111.14	
							Invoice Net	
							111.14	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632426410	509008
							512.06	
							Invoice Net	
							512.06	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632426411	509010
							223.55	
							Invoice Net	
							223.55	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425710	509155
							174.83	
							Invoice Net	
							174.83	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425709	509157
							189.80	
							Invoice Net	
							189.80	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425708	509158
							449.64	
							Invoice Net	
							449.64	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425707	509159
							439.48	
							Invoice Net	
							439.48	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425706	509160
							192.34	
							Invoice Net	
							192.34	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425705	509161
							191.07	
							Invoice Net	
							191.07	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425704	509162
							102.52	
							Invoice Net	
							102.52	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425701	509163
							242.33	
							Invoice Net	
							242.33	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425702	509165
							257.30	
							Invoice Net	
							257.30	
33157	NEW ENGLAND 1 10005	ICE CREAM 520514	00001	251366	INV	10/08/2024	5632425703	509167
							272.27	
							Invoice Net	
							272.27	
						CHECK TOTAL	5,323.83	-----
17599	THE NEW ENGLAND CENTER 1 10102024 520423 2354		00002	250453	INV	10/08/2024	24168	508894
							200.00	
							SPED 240 CTR SIGNIF	
							Invoice Net	
							200.00	
						CHECK TOTAL	200.00	-----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR G/L ACCOUNTS R PO TYPE DUE DATE INVOICE/AMOUNT DOCUMENT VOUCHER CHECK

32461	NEW ENGLAND TRANSIT SA	00001	250036	INV	10/08/2024	01P156087	508884
1	03345302 520621 3300	TRANSP Tra	OE MOTOR V			144.46	
		Invoice Net				144.46	
				CHECK TOTAL		144.46	-----
28922	NEW YORK TIMES	00001	251118	INV	10/08/2024	9/23/24-10/20/24	508919
1	03011162 520528 2410	AHS Librar	SM TEXTBOO			21.00	
		Invoice Net				21.00	
				CHECK TOTAL		21.00	-----
43582	NIHAN, MARIAN	00000	251402	INV	10/08/2024	112	509223
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			2.19	
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			21.83	
3	03256062 520402 3510	ATHLETICS	CTR ATHLET			48.03	
4	03256142 520402 3510	ATHLETICS	CTR ATHLET			32.75	
5	03256162 520402 3510	ATHLETICS	CTR ATHLET			4.37	
6	03256182 520402 3510	ATHLETICS	CTR ATHLET			21.83	
		Invoice Net				131.00	
				CHECK TOTAL		131.00	-----
26908	NORTHEAST CUTLERY	00000	251626	INV	10/08/2024	1769781	508650
1	10005 520401	SCHOOL FOO	CTR CONTRA			28.00	
		Invoice Net				28.00	
26908	NORTHEAST CUTLERY	00000	251626	INV	10/08/2024	1769780	508651
1	10005 520401	SCHOOL FOO	CTR CONTRA			48.00	
		Invoice Net				48.00	
				CHECK TOTAL		76.00	-----
39229	NOTABLE INC	00001	250913	INV	10/08/2024	INVOICE-231998	508972
1	03011042 520518 2415	AHS Family	SM INSTRUC			396.00	
		Invoice Net				396.00	
				CHECK TOTAL		396.00	-----
43240	OZKEFELI, DURU	00000	251933	INV	10/08/2024	Spr24-ozkefeli	509284
1	12013808 510102 6200	YOUTH SPRN	PS TEACHER			240.00	
		Invoice Net				240.00	
43240	OZKEFELI, DURU	00000	251933	INV	10/08/2024	Sum24-okzefeli	509287
1	12013805 510102 6200	YOUTH SUMM	PS TEACHER			1,800.00	
		Invoice Net				1,800.00	
43240	OZKEFELI, DURU	00000	251934	INV	10/08/2024	SF24 Reimb ozkefeli	509294
1	12013805 520518 6200	YOUTH SUMM	SM INSTRUC			67.70	
		Invoice Net				67.70	
				CHECK TOTAL		2,107.70	-----
16481	PARE, WILLIAM	00000	251402	INV	10/08/2024	344	508922
1	03256042 520402 3510	ATHLETICS	CTR ATHLET			4.59	
2	03256052 520402 3510	ATHLETICS	CTR ATHLET			45.83	

CASH ACCOUNT: 0000

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WARRANT: 25078

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	100.83			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	68.75			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	9.17			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	45.83			
				Invoice Net		275.00			
						CHECK TOTAL	275.00		-----
43510	PHELPS, ELIZABETH BASS	00000	251609	INV	10/08/2024	REIMBURFRAMUNIVIDEAS	508949		
	1 03221222 520612 2354			C&I Profes	OE GRADUAT	150.00			
				Invoice Net		150.00			
						CHECK TOTAL	150.00		-----
43520	JOTHEN, CHANDA	00000	251658	INV	10/08/2024	380	508893		
	1 03233012 520504 2455			SpEd Speci	SM COMPUTE	130.99			
				Invoice Net		130.99			
						CHECK TOTAL	130.99		-----
73471	PLAY TIME, INC.	00000	251811	INV	10/08/2024	5643	509313		
	1 12113902 520501 3520			EXTEND DAY	SM SUPPLIE	22.50			
				Invoice Net		22.50			
						CHECK TOTAL	22.50		-----
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	10/08/2024	15390171-00	508629		
	1 03325202 520524 4220			FAC Facili	SM PLUMBIN	234.95			
				Invoice Net		234.95			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	10/08/2024	15390093-00	508630		
	1 03325202 520524 4220			FAC Facili	SM PLUMBIN	9.55			
				Invoice Net		9.55			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	10/08/2024	15390331-00	509063		
	1 03325202 520524 4220			FAC Facili	SM PLUMBIN	18.81			
				Invoice Net		18.81			
						CHECK TOTAL	263.31		-----
37167	POLAR CORPORATION	00000	241262	INV	10/08/2024	51511922	508640		
	1 10005 520514			SCHOOL FOO	SM FOOD SU	195.30			
				Invoice Net		195.30			
						CHECK TOTAL	195.30		-----
29536	PRO AV SYSTEMS INC	00000	250578	INV	10/08/2024	50569	508973		
	1 03150042 520508 2420			STRATTON E	SM EDUCATI	1,222.00			
				Invoice Net		1,222.00			
29536	PRO AV SYSTEMS INC	00000	250908	INV	10/08/2024	51040	509315		
	1 03994102 520601 1230			C&F ENGAGE	OE OTHER E	2,736.00			
				Invoice Net		2,736.00			
						CHECK TOTAL	3,958.00		-----
15719	R B ALLEN CO INC	00000	250257	INV	10/08/2024	108008004-2	508619		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	1,165.00			
				Invoice Net		1,165.00			
15719 R B ALLEN CO INC	00000 250257 INV				10/08/2024	142000822-1	508627		
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	300.00			
				Invoice Net		300.00			
15719 R B ALLEN CO INC	00000 250863 INV				10/08/2024	136001855-1	508628		
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	465.00			
				Invoice Net		465.00			
15719 R B ALLEN CO INC	00000 250257 INV				10/08/2024	136001765-1	509088		
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	1,800.00			
				Invoice Net		1,800.00			
15719 R B ALLEN CO INC	00000 250863 INV				10/08/2024	205002150-1	509091		
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	1,325.50			
	2 03325202 520405 4220			FAC Facili	CTR ELECTR	474.50			
				Invoice Net		1,800.00			
15719 R B ALLEN CO INC	00000 250257 INV				10/08/2024	136001964-1	509095		
	1 03325202 520405 4220			FAC Facili	CTR ELECTR	972.00			
				Invoice Net		972.00			
				CHECK TOTAL		6,502.00			-----
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280454/1	508602		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	110.56			
				Invoice Net		110.56			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280480/1	508603		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	30.09			
				Invoice Net		30.09			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280493/1	508604		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	61.74			
				Invoice Net		61.74			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280490/1	508605		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	96.39			
				Invoice Net		96.39			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280500/1	508606		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	19.96			
				Invoice Net		19.96			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	174620/4	508607		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	54.15			
				Invoice Net		54.15			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280626/1	508608		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	18.99			
				Invoice Net		18.99			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280712/1	509068		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	55.98			
				Invoice Net		55.98			
5801 R W SHATTUCK & CO INC	00001 250399 INV				10/08/2024	280740/1	509069		
	1 03325202 520503 4220			FAC Facili	SM CARPENT	15.98			
				Invoice Net		15.98			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001	250399	INV	10/08/2024	280752/1 17.98 Invoice Net 17.98	509071		
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001	250399	INV	10/08/2024	174687/4 15.18 Invoice Net 15.18	509072		
5801	R W SHATTUCK & CO INC 1 03325202 520503 4220	00001	250399	INV	10/08/2024	280834/1 32.99 Invoice Net 32.99	509073		
						CHECK TOTAL		529.99	-----
23903	RANTA, CAREY 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510 4 03256142 520402 3510 5 03256162 520402 3510 6 03256182 520402 3510	00000	251402	INV	10/08/2024	354 2.84 ATHLETICS CTR ATHLET 28.33 ATHLETICS CTR ATHLET 62.33 ATHLETICS CTR ATHLET 42.50 ATHLETICS CTR ATHLET 5.67 ATHLETICS CTR ATHLET 28.33 Invoice Net 170.00	508923		
						CHECK TOTAL		170.00	-----
31002	RATHBUN, JENNIE 1 12013804 510102 6200	00000	251931	INV	10/08/2024	Spr24 Reading-Rathbu 270.00 Invoice Net 270.00	509278		
						CHECK TOTAL		270.00	-----
33392	REALLY GOOD STUFF, INC 1 03130042 520518 2415	00001	251263	INV	10/08/2024	8649588 136.21 HARDY Elem SM INSTRUC Invoice Net 136.21	508975		
33392	REALLY GOOD STUFF, INC 1 03130042 520518 2415	00001	251287	INV	10/08/2024	8654157 24.94 HARDY Elem SM INSTRUC Invoice Net 24.94	508976		
33392	REALLY GOOD STUFF, INC 1 03130042 520518 2415	00001	251289	INV	10/08/2024	8651838 115.33 HARDY Elem SM INSTRUC Invoice Net 115.33	508977		
						CHECK TOTAL		276.48	-----
41284	REPUBLIC SERVICES IN 1 03325212 520507 4110	00000	251278	INV	10/08/2024	0094-001951780 6,187.20 FAC Custod SM CUSTODI Invoice Net 6,187.20	509086		
						CHECK TOTAL		6,187.20	-----
21124	RICHARDSON, KEVIN 1 03221222 520612 2354	00000	251611	INV	10/08/2024	REIMBAMERCOLCONNECTCA 427.00 C&I Profes OE GRADUAT Invoice Net 427.00	508945		
21124	RICHARDSON, KEVIN 1 03221222 520612 2354	00000	251611	INV	10/08/2024	REIMBAMERCOLLTECHTOO 427.00 C&I Profes OE GRADUAT Invoice Net 427.00	508946		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
21124	RICHARDSON, KEVIN 1 03221222 520612 2354	00000	251612	INV	10/08/2024	REIMBAMERCOLANXIETY 475.00	508947		
						Invoice Net 475.00			
21124	RICHARDSON, KEVIN 1 03221222 520612 2354	00000	251612	INV	10/08/2024	REIMBAMERCOLFINANFIT 475.00	508948		
						Invoice Net 475.00			
						CHECK TOTAL		1,804.00	-----
11938	RICOH USA, INC 1 43002403 524027	00005	240789	INV	10/08/2024	108505877 9,531.75	509237		
						COPIER LEA PHOTOCOPIE Invoice Net 9,531.75			
11938	RICOH USA, INC 1 43002403 524027	00005	240789	INV	10/08/2024	108428999 9,531.75	509240		
						COPIER LEA PHOTOCOPIE Invoice Net 9,531.75			
11938	RICOH USA, INC 1 43002403 524027	00005	240789	INV	10/08/2024	108585016 9,531.75	509244		
						COPIER LEA PHOTOCOPIE Invoice Net 9,531.75			
						CHECK TOTAL		28,595.25	-----
39182	BOWLING, MATTHEW 1 12013805 510102 6200	00000	250538	INV	10/08/2024	0809 SFW3,4,5 13,260.00	508996		
						YOUTH SUMM PS TEACHER Invoice Net 13,260.00			
						CHECK TOTAL		13,260.00	-----
42354	S.A.N.E. 1 03011042 520518 2415	00000	250911	INV	10/08/2024	86762 631.70	509323		
						AHS Family SM INSTRU Invoice Net 631.70			
						CHECK TOTAL		631.70	-----
29370	SCHOOL SPECIALTY 1 03233012 520518 2415	00026	65045724	INV	10/08/2024	308104507318 200.94	508505		
						SpEd Speci SM INSTRU Invoice Net 200.94			
29370	SCHOOL SPECIALTY 1 03233012 520518 2415	00026	65046024	INV	10/08/2024	308104508710 149.39	508506		
						SpEd Speci SM INSTRU Invoice Net 149.39			
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65007625	INV	10/08/2024	308104575985 174.08	508507		
						HARDY Elem SM INSTRU Invoice Net 174.08			
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65004225	INV	10/08/2024	308104567218 957.18	508508		
						HARDY Elem SM INSTRU Invoice Net 957.18			
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65012225	INV	10/08/2024	308104563546 323.05	508510		
						HARDY Elem SM INSTRU Invoice Net 323.05			

29370 SCHOOL SPECIALTY 00026 65012125 INV 10/08/2024 208134505081 508513
 1 03130042 520518 2415 HARDY Elem SM INSTRUC 606.25
 Invoice Net 606.25

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65010825	INV	10/08/2024	308104563561 146.27 146.27	508517		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65007325	INV	10/08/2024	308104581063 988.67 988.67	508521		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65007125	INV	10/08/2024	308104560644 203.41 203.41	508525		
29370	SCHOOL SPECIALTY 1 03221102 520518 2415	00026	65018825	INV	10/08/2024	30810412413 425.29 425.29	508532		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65019325	INV	10/08/2024	208134850251 4.93 4.93	508536		
29370	SCHOOL SPECIALTY 1 03131022 520518 2415	00026	65018625	INV	10/08/2024	308104622740 1,240.42 1,240.42	508537		
29370	SCHOOL SPECIALTY 1 03131122 520518 2455	00026	65005125	INV	10/08/2024	208134791574 3.10 3.10	508538		
29370	SCHOOL SPECIALTY 1 03131122 520518 2455	00026	65005125	INV	10/08/2024	308104597664 523.34 523.34	508539		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65017325	INV	10/08/2024	208134889055 437.70 437.70	508540		
29370	SCHOOL SPECIALTY 1 03110042 520518 2415	00026	65014625	INV	10/08/2024	308104623708 230.63 230.63	508541		
29370	SCHOOL SPECIALTY 1 03101022 520518 2415	00026	65018325	INV	10/08/2024	308104622742 1,361.14 1,361.14	508542		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65017425	INV	10/08/2024	208134764961 636.24 636.24	508544		
29370	SCHOOL SPECIALTY 1 03130042 520518 2415	00026	65007825	INV	10/08/2024	308104558656 319.53 319.53	508545		
29370	SCHOOL SPECIALTY	00026	65008325	INV	10/08/2024	208134542727	508546		

1	03130042	520518	2415	HARDY Elem	SM INSTRUC		509.08		
				Invoice Net			509.08		
29370	SCHOOL SPECIALTY			00026	65008225	INV 10/08/2024	308104594382	508547	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		183.61		
				Invoice Net			183.61		
29370	SCHOOL SPECIALTY			00026	65009225	INV 10/08/2024	308104597673	508548	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		1,467.11		
				Invoice Net			1,467.11		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY			00026	65007925	INV 10/08/2024	308104597252	508549	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		357.00		
				Invoice Net			357.00		
29370	SCHOOL SPECIALTY			00026	65011325	INV 10/08/2024	308104591596	508550	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		250.38		
				Invoice Net			250.38		
29370	SCHOOL SPECIALTY			00026	65004825	INV 10/08/2024	308104558636	508551	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		1,315.57		
				Invoice Net			1,315.57		
29370	SCHOOL SPECIALTY			00026	65006825	INV 10/08/2024	208134541354	508552	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		126.21		
				Invoice Net			126.21		
29370	SCHOOL SPECIALTY			00026	65007025	INV 10/08/2024	308104560709	508553	
1	03130042	520518	2415	HARDY Elem	SM INSTRUC		93.43		
				Invoice Net			93.43		
29370	SCHOOL SPECIALTY			00026	65052224	INV 10/08/2024	308104519347	508896	
1	03233012	520518	2415	SpEd Speci	SM INSTRUC		136.01		
				Invoice Net			136.01		
29370	SCHOOL SPECIALTY			00026	65045524	INV 10/08/2024	208134119221	508897	
1	03233012	520518	2415	SpEd Speci	SM INSTRUC		290.93		
				Invoice Net			290.93		
29370	SCHOOL SPECIALTY			00026	65045524	INV 10/08/2024	208134235145	508898	
1	03233012	520518	2415	SpEd Speci	SM INSTRUC		6.95		
				Invoice Net			6.95		
29370	SCHOOL SPECIALTY			00026	65051924	INV 10/08/2024	208134230801	508899	
1	03233012	520518	2415	SpEd Speci	SM INSTRUC		103.34		
				Invoice Net			103.34		
29370	SCHOOL SPECIALTY			00026	65046924	INV 10/08/2024	308104515495	508900	
1	03233012	520518	2415	SpEd Speci	SM INSTRUC		301.21		
				Invoice Net			301.21		
				CHECK TOTAL			14,072.39		-----
22103	SEE, HARRY			00000	251402	INV 10/08/2024	338	508924	
1	03256042	520402	3510	ATHLETICS	CTR ATHLET		1.75		
2	03256052	520402	3510	ATHLETICS	CTR ATHLET		17.50		
3	03256062	520402	3510	ATHLETICS	CTR ATHLET		38.50		

4 03256142 520402 3510 ATHLETICS CTR ATHLET 26.25
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 3.50
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 17.50
 Invoice Net 105.00

CHECK TOTAL 105.00 -----

73903 SHORE EDUCATIONAL COLL 00001 251401 INV 10/08/2024
 1 03233062 520645 9400 SpEd out o OE TUITION
 Invoice Net

2501137 508903
 894.40
 894.40

CHECK TOTAL 894.40 -----

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33893	SIMON, MICHAEL ALAN 1 12223999 520601 2440	00000	250661	INV	10/08/2024	74139462 717.37 717.37 Invoice Net	508937		
						CHECK TOTAL			717.37 -----
43532	STAGE PARTNERS 1 12365 520619 3520	00000	251733	INV	10/08/2024	7554 321.68 321.68 Invoice Net	509320		
						CHECK TOTAL			321.68 -----
17895	CARROLL BROTHERS INC. 1 03256072 520402 3510	00000	250745	INV	10/08/2024	576 1,050.00 1,050.00 Invoice Net	508962		
						CHECK TOTAL			1,050.00 -----
32432	AHOLD USA, INC. 1 03221122 520518 2415	00004	250626	INV	10/08/2024	555536 31.94 31.94 Invoice Net	509207		
32432	AHOLD USA, INC. 1 03221122 520518 2415	00004	250626	INV	10/08/2024	555533 47.51 47.51 Invoice Net	509208		
32432	AHOLD USA, INC. 1 03010052 520522 2430	00004	251251	INV	10/08/2024	555534 33.48 33.48 Invoice Net	509422		
32432	AHOLD USA, INC. 1 03010052 520522 2430	00004	251251	INV	10/08/2024	555553 35.87 35.87 Invoice Net	509423		
32432	AHOLD USA, INC. 1 03010052 520514 2440	00004	251250	INV	10/08/2024	555541 43.08 43.08 Invoice Net	509424		
32432	AHOLD USA, INC. 1 12285 520619 2210	00004	250764	INV	10/08/2024	555546 73.61 73.61 Invoice Net	509426		

32432	AHOLD USA, INC. 1 03221122 520518 2415	Invoice Net 00004 250626 INV 10/08/2024 C&I Scienc SM INSTRUC Invoice Net	73.61 555545 63.22 63.22	509427
			CHECK TOTAL 328.71	-----
38823	STUDIO 24 GRAPHIX & PR 1 03020052 520526 2430	00000 251207 INV 10/08/2024 OMS Second SM REPRODU Invoice Net	252272 459.99 459.99	509194
			CHECK TOTAL 459.99	-----
31095	SULLIVAN, BRIAN 1 03256042 520402 3510 2 03256052 520402 3510 3 03256062 520402 3510	00000 251402 INV 10/08/2024 ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET ATHLETICS CTR ATHLET	370 1.34 13.33 29.33	509224

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	20.00			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	2.67			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	13.33			
				Invoice Net		80.00			
						CHECK TOTAL	80.00		-----
23386	SUNBELT RENTALS 1 03325212 520416 4110	00001 250481 INV 10/08/2024		FAC Custod	CTR PROFES	156194121-0002 1,400.70 1,400.70	509109		
				Invoice Net		CHECK TOTAL	1,400.70		-----
34895	DATAPRINT 1 03100042 520525 2430	00001 251524 INV 10/08/2024		BISHOP Ele	SM REPRO P	155227 269.50 269.50	509198		
				Invoice Net		155074			
34895	DATAPRINT 1 03214012 520525 1210	00001 250915 INV 10/08/2024		ADMIN Supe	SM REPRO P	263.89 263.89	509322		
				Invoice Net		CHECK TOTAL	533.39		-----
20728	TRICON SPORTS 1 03256052 520502 3510 2 03256062 520502 3510 3 03256142 520502 3510	00002 251779 INV 10/08/2024		ATHLETICS	SM ATHLETI	34259 599.97 799.97 599.98 1,999.92	509186		
				ATHLETICS	SM ATHLETI				
				ATHLETICS	SM ATHLETI				
				Invoice Net		CHECK TOTAL	1,999.92		-----
37763	THE CHAIRMANS BAO 1 03221182 520518 2415	00000 251409 INV 10/08/2024		C&I worl'd	SM INSTRUC	3138 3,600.00	509297		

				Invoice Net	3,600.00			
					CHECK TOTAL	3,600.00		-----
28746	CREDLE-THOMAS,MARGARET	00000	250662	INV 10/08/2024	REIMBUNMILES		508939	
	1 12223004 520601 2210			FOREIGN LA OE OTHER E	36.85			
				Invoice Net	36.85			
					CHECK TOTAL	36.85		-----
22736	THURSTON FOODS,INC.	00000	251525	INV 10/08/2024	1353761		509066	
	1 10005 520514			SCHOOL FOO SM FOOD SU	3,443.55			
				Invoice Net	3,443.55			
22736	THURSTON FOODS,INC.	00000	251525	INV 10/08/2024	1357968		509070	
	1 10005 520514			SCHOOL FOO SM FOOD SU	2,160.34			
				Invoice Net	2,160.34			
					CHECK TOTAL	5,603.89		-----
43430	TOP NOTCH SUPPLY INC	00000	251279	INV 10/08/2024	113259		508593	
	1 03325212 520510 4110			FAC Custod SM EQUIPME	319.50			
				Invoice Net	319.50			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	319.50		-----
43529	TOWNSEND, ISABELLA	00000	251705	INV 10/08/2024	SFW6 Townsend		509005		
	1 12013805 510328 6200			YOUTH SUMM OS TEMPORA	600.00				
				Invoice Net	600.00				
43529	TOWNSEND, ISABELLA	00000	251705	INV 10/08/2024	SFW5 Townsend		509009		
	1 12013805 510328 6200			YOUTH SUMM OS TEMPORA	652.50				
				Invoice Net	652.50				
					CHECK TOTAL	1,252.50			-----
37973	TRI, JEFFREY	00000	251402	INV 10/08/2024	352		508926		
	1 03256042 520402 3510			ATHLETICS CTR ATHLET	1.21				
	2 03256052 520402 3510			ATHLETICS CTR ATHLET	12.17				
	3 03256062 520402 3510			ATHLETICS CTR ATHLET	26.77				
	4 03256142 520402 3510			ATHLETICS CTR ATHLET	18.25				
	5 03256162 520402 3510			ATHLETICS CTR ATHLET	2.43				
	6 03256182 520402 3510			ATHLETICS CTR ATHLET	12.17				
				Invoice Net	73.00				
					CHECK TOTAL	73.00			-----
42783	TRISCHITTA, JOHN	00000	251402	INV 10/08/2024	9		508927		
	1 03256042 520402 3510			ATHLETICS CTR ATHLET	1.34				
	2 03256052 520402 3510			ATHLETICS CTR ATHLET	13.33				
	3 03256062 520402 3510			ATHLETICS CTR ATHLET	29.33				

4	03256142	520402	3510	ATHLETICS	CTR ATHLET	20.00
5	03256162	520402	3510	ATHLETICS	CTR ATHLET	2.67
6	03256182	520402	3510	ATHLETICS	CTR ATHLET	13.33
				Invoice Net		80.00

CHECK TOTAL 80.00 -----

74298	TURF EQUIPMENT COMPANY	00000	250740	INV	10/08/2024	100556	508595
1	03325212 520510 4110	FAC Custod	SM EQUIPME			109.99	
		Invoice Net				109.99	
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	10/08/2024	100557	508596
1	03325212 520510 4110	FAC Custod	SM EQUIPME			162.97	
		Invoice Net				162.97	
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	10/08/2024	100559	508597
1	03325212 520510 4110	FAC Custod	SM EQUIPME			36.12	
		Invoice Net				36.12	
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	10/08/2024	100726	508598
1	03325212 520510 4110	FAC Custod	SM EQUIPME			297.41	
		Invoice Net				297.41	
74298	TURF EQUIPMENT COMPANY	00000	250740	INV	10/08/2024	100729	508600
1	03325212 520510 4110	FAC Custod	SM EQUIPME			88.37	
		Invoice Net				88.37	
74298	TURF EQUIPMENT COMPANY	00000	244809	INV	10/08/2024	98492	509098
1	03325202 520521 4220	FAC Facili	SM MISC MA			157.95	
		Invoice Net				157.95	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	852.81		-----
38368	ULTIPLAY PARKS & PLAYG	00000	250413	INV	10/08/2024	INV-001706	509199		
1	53002512 584004	BRACKETT S	PLAYGROUND			94,019.69			
		Invoice Net				94,019.69			
						CHECK TOTAL	94,019.69		-----
34776	VALERIO DOMINELLO & HI	00000	251285	INV	10/08/2024	#87	509234		
1	03214002 520413 1430	ADMIN Scho	CTR LEGAL			1,712.40			
		Invoice Net				1,712.40			
						CHECK TOTAL	1,712.40		-----
34116	VANDERPUT, HENRIETTE	00000	251932	INV	10/08/2024	winter24-vdp	509280		
1	12013803 510102 6200	ADULT WNTR	PS TEACHER			360.00			
		Invoice Net				360.00			
34116	VANDERPUT, HENRIETTE	00000	251932	INV	10/08/2024	Spr24-vdp	509282		
1	12013804 510102 6200	ADULT SPRN	PS TEACHER			360.00			
		Invoice Net				360.00			
						CHECK TOTAL	720.00		-----

13181	W. B. MASON CO INC	00001	251655	INV	10/08/2024	248719703	508653
1	10005 520523	SCHOOL FOO	SM OFFICE			19.99	
		Invoice Net				19.99	
13181	W. B. MASON CO INC	00001	251655	INV	10/08/2024	248664711	508654
1	10005 520523	SCHOOL FOO	SM OFFICE			863.02	
		Invoice Net				863.02	
13181	W. B. MASON CO INC	00001	251697	INV	10/08/2024	249210793	509232
1	03010052 520523 2430	AHS Second	SM OFFICE			38.94	
		Invoice Net				38.94	
13181	W. B. MASON CO INC	00001	251676	INV	10/08/2024	249210571	509233
1	03010052 520505 2415	AHS Second	SM COMPUTE			279.00	
		Invoice Net				279.00	
		CHECK TOTAL				1,200.95	-----
13181	W. B. MASON CO., INC.	00004	250009	INV	10/08/2024	248724668	509227
1	03305012 520523 1410	FINANCE Bu	SM OFFICE			176.48	
		Invoice Net				176.48	
13181	W. B. MASON CO., INC.	00004	250008	INV	10/08/2024	249047910	509231
1	03305012 520525 1410	FINANCE Bu	SM REPRO P			475.12	
		Invoice Net				475.12	
		CHECK TOTAL				651.60	-----
71823	GRAINGER	00001	250984	INV	10/08/2024	9253163811	509018
1	03325202 520509 4220	FAC Facili	SM ELECTRI			432.37	
		Invoice Net				432.37	
71823	GRAINGER	00001	250984	INV	10/08/2024	9253163803	509019
1	03325202 520509 4220	FAC Facili	SM ELECTRI			340.14	
		Invoice Net				340.14	

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71823	GRAINGER	00001	250984	INV	10/08/2024	9243221935	509020		
1	03325202 520509 4220	FAC Facili	SM ELECTRI			85.24			
		Invoice Net				85.24			
71823	GRAINGER	00001	250984	INV	10/08/2024	9243221927	509021		
1	03325202 520509 4220	FAC Facili	SM ELECTRI			23.80			
		Invoice Net				23.80			
		CHECK TOTAL				881.55			-----
15609	WALKER, INC	00000	250083	INV	10/08/2024	INV101403	508880		
1	03233062 520645 9300	SpEd Out o	OE TUITION			1,919.45			
		Invoice Net				1,919.45			
15609	WALKER, INC	00000	250093	INV	10/08/2024	INV101404	508881		
1	03233062 520645 9300	SpEd Out o	OE TUITION			1,919.45			
		Invoice Net				1,919.45			
		CHECK TOTAL				3,838.90			-----

6440 WALL, JEANNE 00000 251402 INV 10/08/2024 384 509226
 1 03256042 520402 3510 ATHLETICS CTR ATHLET .84
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 8.33
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 18.33
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 12.50
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 1.67
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 8.33
 Invoice Net 50.00

CHECK TOTAL 50.00 -----

32675 WALL, STEVEN 00000 251402 INV 10/08/2024 365 509228
 1 03256042 520402 3510 ATHLETICS CTR ATHLET 2.79
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 27.83
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 61.23
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 41.75
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 5.57
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 27.83
 Invoice Net 167.00

CHECK TOTAL 167.00 -----

43584 WALTHALL, WILLIAM W 00000 251402 INV 10/08/2024 329 509230
 1 03256042 520402 3510 ATHLETICS CTR ATHLET 1.82
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 18.25
 3 03256062 520402 3510 ATHLETICS CTR ATHLET 40.15
 4 03256142 520402 3510 ATHLETICS CTR ATHLET 27.38
 5 03256162 520402 3510 ATHLETICS CTR ATHLET 3.65
 6 03256182 520402 3510 ATHLETICS CTR ATHLET 18.25
 Invoice Net 109.50

43584 WALTHALL, WILLIAM W 00000 251402 INV 10/08/2024 330 509250
 1 03256042 520402 3510 ATHLETICS CTR ATHLET 1.21
 2 03256052 520402 3510 ATHLETICS CTR ATHLET 12.17

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25078 10/08/2024

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	3 03256062 520402 3510			ATHLETICS	CTR ATHLET	26.77			
	4 03256142 520402 3510			ATHLETICS	CTR ATHLET	18.25			
	5 03256162 520402 3510			ATHLETICS	CTR ATHLET	2.43			
	6 03256182 520402 3510			ATHLETICS	CTR ATHLET	12.17			
				Invoice Net		73.00			
						CHECK TOTAL	182.50		-----
21076	WARNER LARSON INC			00000	244912 INV 10/08/2024	22315.00-7	508632		
	1 53002302 584004			BRACKET PL	PLAYGROUND	4,218.75			
				Invoice Net		4,218.75			
						CHECK TOTAL	4,218.75		-----

74519 WEST MUSIC COMPANY	00001 251049 INV 10/08/2024	SI2433193	509181
1 03131172 520518 2415	HARDY Musi SM INSTRUC	2,594.10	
	Invoice Net	2,594.10	
74519 WEST MUSIC COMPANY	00001 251049 INV 10/08/2024	SI2433493	509184
1 03131172 520518 2415	HARDY Musi SM INSTRUC	120.00	
	Invoice Net	120.00	
	CHECK TOTAL	2,714.10	-----
=====			
425 INVOICES	WARRANT TOTAL	1,004,205.02	1,004,205.02
	CASH ACCOUNT BALANCE		-407,796.92
=====			

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WARRANT: 25078 10/08/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0003 03010052 AHS Secondary Educ	0003-3-300-301-0000-003005-0001-02-520416 CTR PROFESSIONAL TECH	9,250.00	296,966.04
0003 03010052 AHS Secondary Educ	0003-3-300-301-0000-003005-0001-02-520505 SM COMPUTER SUPPLIES	279.00	296,966.04
0003 03010052 AHS Secondary Educ	0003-3-300-301-0000-003005-0001-02-520514 SM FOOD SUPPLIES	43.08	296,966.04
0003 03010052 AHS Secondary Educ	0003-3-300-301-0000-003005-0001-02-520522 SM MISC SUPPLIES	69.35	296,966.04
0003 03010052 AHS Secondary Educ	0003-3-300-301-0000-003005-0001-02-520523 SM OFFICE SUPPLIES	38.94	296,966.04
0003 03011042 AHS Family and Con	0003-3-300-301-0000-003104-0001-02-520518 SM INSTRUCTIONAL MATER	2,834.17	8,983.03
0003 03011152 AHS Social Studies	0003-3-300-301-0000-003115-0001-02-520528 SM TEXTBOOKS BOOKS PER	832.56	14,763.64
0003 03011162 AHS Library/Media	0003-3-300-301-0000-003116-0001-02-520528 SM TEXTBOOKS BOOKS PER	21.00	81,015.91

0003	03011202	AHS Art	0003-3-300-301-0000-003120-0001-02-520518	SM INSTRUCTIONAL MATER	1,861.82	12,917.14
0003	03020052	OMS Secondary Educ	0003-3-300-302-0000-003005-0001-02-520416	CTR PROFESSIONAL TECH	520.46	167,754.63
0003	03020052	OMS Secondary Educ	0003-3-300-302-0000-003005-0001-02-520526	SM REPRODUCTION/PRINTI	459.99	167,754.63
0003	03021042	OMS Family and Con	0003-3-300-302-0000-003104-0001-02-520518	SM INSTRUCTIONAL MATER	1,257.68	449.60
0003	03100042	BISHOP Elementary	0003-3-300-310-0000-003004-0001-02-520525	SM REPRO PAPER TONER S	269.50	59,205.29
0003	03101022	ELA INSTRUCTIONAL	0003-3-300-310-0000-003102-0002-02-520518	SM INSTRUCTIONAL MATER	1,361.14	-631.14
0003	03101112	MATH INSTRUCTIONAL	0003-3-300-310-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	8,110.00	.00
0003	03110042	BRACKETT Elementar	0003-3-300-311-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	230.63	58,296.25
0003	03111112	MATH INSTRUCTIONAL	0003-3-300-311-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	8,089.00	.00
0003	03121112	MATH INSTRUCTIONAL	0003-3-300-312-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	8,442.00	.00
0003	03121162	DALLIN Library/Med	0003-3-300-312-0000-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	371.58	7,918.00
0003	03130042	HARDY Elementary E	0003-3-300-313-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	9,376.18	46,787.01
0003	03131022	ELA INSTRUCTIONAL	0003-3-300-313-0000-003102-0002-02-520518	SM INSTRUCTIONAL MATER	1,240.42	-269.42
0003	03131112	MATH INSTRUCTIONAL	0003-3-300-313-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	9,341.00	.00
0003	03131122	INSTRUCTIONAL MION	0003-3-300-313-0000-003111-0000-02-520518	SM INSTRUCTIONAL MATER	526.44	4,488.56
0003	03131172	HARDY Music	0003-3-300-313-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	2,714.10	572.90
0003	03141112	MATH INSTRUCTIONAL	0003-3-300-314-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	6,660.00	.00
0003	03141222	PEIRCE Professiona	0003-3-300-314-0000-003122-0001-02-520629	OE PROFESSIONAL AFFLIA	250.00	2,301.00
0003	03150042	STRATTON Elementar	0003-3-300-315-0000-003004-0001-02-520508	SM EDUCATIONAL SUPPLIE	1,222.00	32,036.59
0003	03150042	STRATTON Elementar	0003-3-300-315-0000-003004-0001-02-520518	SM INSTRUCTIONAL MATER	1,971.80	32,036.59
0003	03151112	MATH INSTRUCTIONAL	0003-3-300-315-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	10,072.00	.00
0003	03161112	MATH INSTRUCTIONAL	0003-3-300-316-0000-003111-0002-02-520504	SM COMPUTER SOFTWARE	10,770.00	.00
0003	03214002	ADMIN School Commi	0003-3-300-321-0000-003400-0001-02-520413	CTR LEGAL SERVICES	1,712.40	44,016.00
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520416	CTR PROFESSIONAL TECH	4,331.00	46,609.03
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520508	SM EDUCATIONAL SUPPLIE	50,000.00	46,609.03
0003	03214012	ADMIN Superintende	0003-3-300-321-0000-003401-0001-02-520525	SM REPRO PAPER TONER S	263.89	46,609.03
0003	03221002	C&I C&I Leadership	0003-3-300-322-0000-003100-0001-02-520504	SM COMPUTER SOFTWARE	22,925.92	-126,021.58
0003	03221002	C&I C&I Leadership	0003-3-300-322-0000-003100-0001-02-520514	SM FOOD SUPPLIES	441.01	-126,021.58
0003	03221002	C&I C&I Leadership	0003-3-300-322-0000-003100-0001-02-520525	SM REPRO PAPER TONER S	1,843.60	-126,021.58
0003	03221102	C&I Heath & wellne	0003-3-300-322-0000-003110-0001-02-520518	SM INSTRUCTIONAL MATER	1,145.20	7,312.25
0003	03221112	C&I Math	0003-3-300-322-0000-003111-0001-02-520518	SM INSTRUCTIONAL MATER	3,910.50	12,469.92
0003	03221122	C&I Science	0003-3-300-322-0000-003112-0001-02-520518	SM INSTRUCTIONAL MATER	142.67	26,704.66
0003	03221172	C&I Music	0003-3-300-322-0000-003117-0001-02-520518	SM INSTRUCTIONAL MATER	74.69	30,646.78
0003	03221182	C&I World Language	0003-3-300-322-0000-003118-0001-02-520518	SM INSTRUCTIONAL MATER	6,328.40	19,103.73
0003	03221182	C&I World Language	0003-3-300-322-0000-003118-0001-02-520528	SM TEXTBOOKS BOOKS PER	135.63	19,103.73
0003	03221202	C&I Art	0003-3-300-322-0000-003120-0001-02-520605	OE COMPUTER EQUIPMENT	5,149.06	16,319.99
0003	03221222	C&I Professional D	0003-3-300-322-0000-003122-0001-02-520416	CTR PROFESSIONAL TECH	1,350.00	96,549.46
0003	03221222	C&I Professional D	0003-3-300-322-0000-003122-0001-02-520612	OE GRADUATE COURSE REI	6,788.00	96,549.46
0003	03222022	C&I Guidance	0003-3-300-322-0000-003202-0001-02-520508	SM EDUCATIONAL SUPPLIE	1,500.00	13,099.00
0003	03224032	C&I Human Resource	0003-3-300-322-0000-003403-0001-02-520625	OE OTHER PAYMENTS	695.00	-718.56
0003	03233012	SpEd Special Educa	0003-3-300-323-0000-003301-0002-02-520413	CTR LEGAL SERVICES	12,250.00	-931,463.45

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WARRANT: 25078 10/08/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0003 03233012	SpEd Special Educa	285.76	-931,463.45
0003 03233012	SpEd Special Educa	630.97	-931,463.45
0003 03233012	SpEd Special Educa	1,188.77	-931,463.45
0003 03233062	SpEd Out of Distri	40,764.35	-931,463.45

0003	03233062	SpEd Out of Distri	0003-3-300-323-0000-003306-0002-02-520645	OE TUITION OTHER SCHOO	894.40	-931,463.45
0003	03233072	SpEd SPED summer p	0003-3-300-323-0000-003307-0002-02-520645	OE TUITION OTHER SCHOO	3,370.00	-931,463.45
0003	03256002	ATHLETICS Athletic	0003-3-300-325-0000-003600-0001-02-520402	CTR ATHLETIC SERVICES	2,971.00	139,916.00
0003	03256042	ATHLETICS Athletic	0003-3-300-325-0000-003604-0001-02-520402	CTR ATHLETIC SERVICES	88.66	12,033.76
0003	03256052	ATHLETICS Athletic	0003-3-300-325-0000-003605-0001-02-520402	CTR ATHLETIC SERVICES	885.88	3,665.75
0003	03256052	ATHLETICS Athletic	0003-3-300-325-0000-003605-0001-02-520502	SM ATHLETIC SUPPLIES	599.97	3,665.75
0003	03256062	ATHLETICS Athletic	0003-3-300-325-0000-003606-0001-02-520402	CTR ATHLETIC SERVICES	1,948.98	19,384.67
0003	03256062	ATHLETICS Athletic	0003-3-300-325-0000-003606-0001-02-520502	SM ATHLETIC SUPPLIES	799.97	19,384.67
0003	03256072	ATHLETICS Athletic	0003-3-300-325-0000-003607-0001-02-520402	CTR ATHLETIC SERVICES	1,050.00	-1,237.51
0003	03256142	ATHLETICS Athletic	0003-3-300-325-0000-003614-0001-02-520402	CTR ATHLETIC SERVICES	1,328.88	10,420.22
0003	03256142	ATHLETICS Athletic	0003-3-300-325-0000-003614-0001-02-520502	SM ATHLETIC SUPPLIES	599.98	10,420.22
0003	03256162	ATHLETICS Athletic	0003-3-300-325-0000-003616-0001-02-520402	CTR ATHLETIC SERVICES	177.22	12,044.43
0003	03256182	ATHLETICS Athletic	0003-3-300-325-0000-003618-0001-02-520402	CTR ATHLETIC SERVICES	885.88	26,315.99
0003	03305012	FINANCE Business o	0003-3-300-330-0000-003501-0001-02-520523	SM OFFICE SUPPLIES	176.48	62,117.52
0003	03305012	FINANCE Business o	0003-3-300-330-0000-003501-0001-02-520525	SM REPRO PAPER TONER S	475.12	62,117.52
0003	03305012	FINANCE Business o	0003-3-300-330-0000-003501-0001-02-520629	OE PROFESSIONAL AFFLIA	1,789.00	62,117.52
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520405	CTR ELECTRICAL SERVICE	6,502.00	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520503	SM CARPENTRY SUPPLIES	1,351.42	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520509	SM ELECTRICAL SUPPLIES	881.55	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520516	SM GROUNDS SUPPLIES	262.00	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520521	SM MISC MAINTENANCE SU	157.95	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520524	SM PLUMBING SUPPLIES	263.31	209,795.95
0003	03325202	FAC Facilities Mai	0003-3-300-332-0000-003520-0001-02-520628	OE POWER ELECTRICITY	135,063.21	209,795.95
0003	03325212	FAC Custodial Serv	0003-3-300-332-0000-003521-0001-02-520416	CTR PROFESSIONAL TECH	1,400.70	8,223.20
0003	03325212	FAC Custodial Serv	0003-3-300-332-0000-003521-0001-02-520507	SM CUSTODIAL SUPPLIES	54,017.20	8,223.20
0003	03325212	FAC Custodial Serv	0003-3-300-332-0000-003521-0001-02-520510	SM EQUIPMENT MAINTENAN	1,014.36	8,223.20
0003	03343092	TRANSP Transportat	0003-3-300-334-0000-003309-0002-02-520404	CTR CONTRACTED TRANSPO	60.00	-113,555.52
0003	03343102	TRANSP Transportat	0003-3-300-334-0000-003310-0002-02-520404	CTR CONTRACTED TRANSPO	1,500.00	-200,570.00
0003	03345302	TRANSP Transportat	0003-3-300-334-0000-003530-0001-02-520628	OE MOTOR VEHICLE REPAI	1,889.73	48,582.20
0003	03345302	TRANSP Transportat	0003-3-300-334-0000-003530-0001-02-520628	OE POWER ELECTRICITY	204.51	48,582.20
0003	03994102	DIVERSITY EQUITY A	0003-3-300-399-0000-003402-0000-02-520416	CTR PROFESSIONAL TECH	200.00	6,678.99
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520416	CTR PROFESSIONAL TECH	311.25	167,853.94
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520505	SM COMPUTER SUPPLIES	799.00	167,853.94
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520601	OE OTHER EXPENSES	2,935.00	167,853.94

CASH ACCOUNT 0000 104013 BALANCE -407,796.92					FUND TOTAL	489,197.27
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401	CTR CONTRACTED SERVICE	76.00	846,651.96
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520420	CTR PROFESSIONAL DEV S	999.00	846,651.96
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514	SM FOOD SUPPLIES	58,447.33	846,651.96
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520523	SM OFFICE SUPPLIES	883.01	846,651.96

					FUND TOTAL	60,405.34

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WARRANT: 25078 10/08/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
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CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1010 10102024 SPED 240(94-142) A 1010-3-300-323-2024-003301-0003-00-520423	CTR SIGNIFICANT DISPRO	200.00	-1,480.42

	FUND TOTAL	200.00	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1023 10232024 AFGHAN REFUGEE SUP 1023-3-300-330-2024-003109-0003-00-520518	SM INSTRUCTIONAL MATER	16,993.95	-22,736.00

	FUND TOTAL	16,993.95	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1201 12013801 COMM ED-GENERAL AD 1201-3-300-343-0000-003801-0011-00-520523	SM OFFICE SUPPLIES	1,006.93	1,539,710.53
1201 12013802 COMM ED - ADULT ED 1201-3-300-343-0000-003802-0011-00-510102	PS TEACHER SALARIES	262.50	1,539,710.53
1201 12013803 COMM ED - ADULT ED 1201-3-300-343-0000-003803-0011-00-510102	PS TEACHER SALARIES	360.00	1,539,710.53
1201 12013804 COMM ED - ADULT ED 1201-3-300-343-0000-003804-0011-00-510102	PS TEACHER SALARIES	1,330.00	1,539,710.53
1201 12013805 COMM ED - YOUTH SU 1201-3-300-343-0000-003805-0011-00-510102	PS TEACHER SALARIES	15,660.00	1,539,710.53
1201 12013805 COMM ED - YOUTH SU 1201-3-300-343-0000-003805-0011-00-510201	CS CLERICAL SALARIES	300.00	1,539,710.53
1201 12013805 COMM ED - YOUTH SU 1201-3-300-343-0000-003805-0011-00-510328	OS TEMPORARY SALARY WA	1,652.50	1,539,710.53
1201 12013805 COMM ED - YOUTH SU 1201-3-300-343-0000-003805-0011-00-520518	SM INSTRUCTIONAL MATER	4,846.14	1,539,710.53
1201 12013808 COMM ED - YOUTH ED 1201-3-300-343-0000-003808-0011-00-510102	PS TEACHER SALARIES	240.00	1,539,710.53

	FUND TOTAL	25,658.07	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1211 12113902 CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520501	SM SUPPLIES AND MATERI	22.50	903,840.48
1211 12113902 CH71/47 EXTENDED D 1211-3-300-341-0000-003902-0011-00-520514	SM FOOD SUPPLIES	5,622.26	903,840.48

	FUND TOTAL	5,644.76	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1222 12223001 FOREIGN LANGUAGES 1222-3-300-301-0000-003001-0009-00-520601	OE OTHER EXPENSES	273,800.00	-541,859.99
1222 12223004 FOREIGN LANGUAGES 1222-3-300-301-0000-003004-0009-00-520601	OE OTHER EXPENSES	36.85	-15,279.01
1222 12223400 ASSISTANT SUPER/PR 1222-3-300-399-0000-003400-0009-00-520601	OE OTHER EXPENSES	1,716.00	6,141.63
1222 12223999 FOREIGN LANGUAGES 1222-3-300-301-0000-003999-0009-00-520601	OE OTHER EXPENSES	717.37	1,724,606.34

	FUND TOTAL	276,270.22	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
1228 12285 FRIENDS OF AHS 1228-3-300-301-0000-003005-0008-50-520619	OE MISC EXPENSES	839.85	27,580.98

	FUND TOTAL	839.85	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		

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WARRANT: 25078 10/08/2024

FUND ORG	ACCOUNT	AMOUNT	AVLB BUDGET
1236 12365	OTTOSON DRAMA REVO 1236-3-300-302-0000-003106-0011-50-520619 OE MISC EXPENSES	1,706.68	-48,933.19
	FUND TOTAL	1,706.68	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
3210 32105	PARKING METERS EXP 3210-1-145-145-0000-000000-0000-50-585000 EQUIPMENT	455.19	495,044.43
	FUND TOTAL	455.19	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
4024 43002403	SCHOOLS - PHOTOCOP 4024-3-300-300-2024-240042-0000-58-524027 PHOTOCOPIER LEASE	28,595.25	.00
	FUND TOTAL	28,595.25	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
5023 53002302	BRACKET PLAYGROUND 5023-3-300-300-2023-230046-0000-58-584004 PLAYGROUND IMPROVEMENT	4,218.75	610.98
	FUND TOTAL	4,218.75	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
5025 53002512	BRACKETT SCHOOL PL 5025-3-300-300-2025-250055-0000-58-584004 PLAYGROUND IMPROVEMENT	94,019.69	.00
	FUND TOTAL	94,019.69	
CASH ACCOUNT 0000 104013	BALANCE -407,796.92		
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WARRANT SUMMARY TOTAL		1,004,205.02	
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GRAND TOTAL		1,004,205.02	
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** END OF REPORT - Generated by Iris Zheng **

**Arlington School Committee DRAFT Meeting Minutes
September 26, 2024**

**School Committee Room
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476**

6:32 p.m. Open Meeting (P. Schlichtman)

P. Schlichtman, Chair of the Arlington School Committee, called the meeting to order at 6:32 p.m.

In attendance: J. Morgan-remote, L. Gitelson, J. Thielman, K. Allison-Ampe, L. Kardon, L. Exton-remote, Superintendent-E. Homan, Deputy Superintendent-M. Ford Walker, Assistant Superintendent of Finance and Operations-F. Gorski, Director of Human Resources-R. Spiegel, AEA Representative-J. Keyes.

6:33 p.m. AHS Student Representative (P. Schlichtman)

No AHS representatives were in attendance this evening as they have not yet started for this new academic year.

6:34 p.m. AEA Representative (J. Keyes)

J. Keyes represented the AEA at the meeting this evening.

6:34 p.m. Public Comment: (P. Schlichtman)

No Public Comment this evening.

6:35 p.m. ACMI Funding (P. Schlichtman)

Mr. John Leone, President of ACMi since 2006, Exec. Director, Mr. McCloud and J. Muro attended the meeting to discuss funding issues at ACMi. Over the last five years they have lost over 1/3 of their funding. ACMi has covered various Arlington events over the last 18 years. ACMi cannot staff certain positions due to lack of funding, (e.g., Youth Coordinator).. They are currently operating on just the surface of what they typically cover. They referred to the challenges facing the industry using the Neilson statistics which show a decrease in the use of cable due to streaming services. The Primetime video consumption by source/households from 2013-2029 was presented showing steep cable decreases. Jeff Munro spoke about behind the

scenes operations and the need for a feeder group. Budget has gone from \$1M to \$600K (2018-2024). They are requesting to be put into the APS Budget Cycle with a contribution from APS of \$200K.

L. Kardon asked ACMi to provide a budget for what the \$200K would cover. J. Thielman asked if the lack of funds has impacted the coverage for kids events. J. Munro explained the process/need. J. Keyes says that no one at Ottoson has the background to run the Systems, but they do have space for it and there is still interest. J. Thielman asked the Superintendent if the District had an interest in the partnership and she replied yes and elaborated on the coverage by ACMi and how she has seen the decrease since she has been here because of the lack of funds. J. Thielman also asked about for a budget that identified what ACMi provides to APS and wants to have a conversation about it; J. Thielman believes there is a need for more than \$200K. K. Allison-Ampe also asked for a detailed budget to show personnel vs. volunteers in addition to what was and what is being proposed. Dr. Homan suggested that ACMi touch base with Administrators since they are part of the process and because we are now entering the budget process.

6:50 p.m. Permission to Plant Daffodils at Arlington High School (C. Bongiorno)

B. Locke, Executive Director of the Chamber of Commerce and the Arlington 250 Team spoke to request permission to plant daffodils at Arlington High School. The Chamber will be purchasing 1000 daffodil bulbs and will plant them along the reenactment route and will bloom on/around Patriot’s Day Weekend. The Select Board gave approval to plant on a number of Town properties and approval to the request would allow planting of about 500 bulbs on the lawn of AHS.

Dr. Allison-Ampe wanted to know if we have someone who we can speak with in the Facilities Department to be sure this is OK. B. Locke would like to connect with our Team that maintains the landscaping at AHS. Point of Contact is Fran Gorski.

On a **motion** by J. Thielman, **seconded** by K. Allison-Ampe, it was **voted** to approve daffodil planting on the lawn of Arlington High School. Roll Call Vote:

Liz Exton	Yes	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(7-0-0)	

It was a unanimous vote in the affirmative.

7:00 p.m. OMS Field Trip Discussion and Possible Approval (D. Carney/I. Mignot)

The Superintendent handed off the discussion to D. Carney. The requested approval is for a trip to Quebec City in May, 2025 for a group of 8th grade students at the Ottoson Middle School (OMS). D. Carney introduced I. Mignot, 7th grade teacher at OMS. This trip allows an opportunity for students to immerse into the language and culture of Quebec. After 3 years of French they have a good foundation and would benefit from the opportunity as well as for the French Department of Ottoson. Other school districts have taken students to Quebec City in the past and we have received excellent feedback and created lasting memories for the students.

J. Morgan asked about the plan for coverage since the students will miss a school day as well as coverage for the students who do not go on the trip. D. Carney replied that the Grade 8 students will have coverage and D. Carney could cover if she doesn't go on the trip. A substitute could also be called as they do for every other absence. Part of the student contract requires the student to be in school the day after Memorial Day. J. Morgan asked about chaperones; more chaperones means more coverage. A priority is to line up enough substitutes for those who are not going. J. Morgan referred to a past trip and the coverage issues it caused. The max going in one bus is 45 students plus 5 chaperones. Dr. Allison-Ampe commented about families needing passports to get their kids in the event of an emergency.

On a **motion** by J. Thielman, **seconded** by K. Allison-Ampe, it was **voted** to approve the Ottoson Middle School field trip to Quebec City. Roll Call Vote:

Liz Exton	Yes	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes	(7-0-0)	

It was a unanimous vote in the affirmative.

7:17 p.m. Capital Planning Report (F. Gorski)

F. Gorski presented the Proposed APS FY26-FY30 Capital Budget. He walked the School Committee through the various line items which made up the budget. F. Gorski reviewed the current budget outstanding projects/timelines/costs. Facilities is changing the way they budget projects by budgeting these items as "all school" which allows more flexibility. Dr. Homan reviewed the major budget needs and voiced that devices and technologies have been a part of the capital plan which hasn't changed, but the cost has changed dramatically. COVID funds were used and the devices we purchased are coming to the end of life. Curriculum now exists on line and the devices need to be faster and sustaining the one to one over time is only going to cost more over time. Those costs need to increase or we cannot contain the sustainability.

K-6 are provided and they want to go to K-8. An AV refresh needs to be done. Lots of failed technology across the District. J. Keyes says they have teachers fighting over working AV equipment.

L. Kardon wanted to know which playground is for repair for FY26. The Superintendent needs to double check but thinks it's Thompson. L. Kardon says that the name of the playground needs to be identified. Dr. Allison-Ampe agreed and mentioned we do not own all of the playgrounds. K. Allison-Ampe mentioned the "proposed" vs. "approved" items and asked who approved it. F. Gorski responded that Capital approved the plans for FY25.

The MSBA application should be reviewed for the Hardy School by F. Gorski. The Program is now reopened.

J. Morgan asked if the \$400K playground was approved and voiced that more money is needed to build a new playground. F. Gorski will follow up with the Town and Facilities Department and report back to the School Committee. J. Thielman asked about the timing on this and whether or not they need the School Committee input/support. F. Gorski said the process is just beginning. K. Allison-Ampe said that in the past this has not been known by the School Committee and the newer process gives the Members an opportunity to offer feedback (not approve). L. Exton asked about the turf/track. Dr. Allison-Ampe responded by explaining the life of a turf and that it's near the end of its life. This next update is a total redo of the field.

Dr. Homan congratulated F. Gorski on his first report to the School Committee and thanked him for being here.

7:41 p.m. Summer Activities and PD Report (M. Ford Walker)

C. Bruzzese was here to share in the presentation with Dr. Ford Walker. Dr. Ford Walker began by reviewing The Teaching & Learning that was done during the Summer of 2024. All Departments were engaged in a lot of learning. The Family Engagement and Communications has been well received in the public. Summer School Programs engage in the process to make sure the summer offerings are really meeting the needs of the families. The number of participants in the Title 1 Program were shared. The coordinators spoke highly on how the Programs were received. C. Bruzzese spoke about the ML Summer Elementary highlights and the high school volunteers and college volunteers and mentioned that the location (Bishop School) was very hot. The secondary ML highlights were reviewed as well. The MLPAC highlights were reviewed which is entering its 2nd year. There are currently 15 ML families.

L. Exton thanked C. Bruzzese for all of the work that was done this past summer. She asked about the Title 1 Reading and Math Programs and asked if there was a way that this could be longer than an hour. M. Ford Walker is looking at this right now due to feedback that this needs to be more accessible to more families. L. Exton would like an update in the spring. K. Allison-Ampe seconded what L. Exton said. E. Homan thanked Dr. Ford Walker and C.

Bruzzese for all the time they put into this Program. P. Schlichtman commented that every year we seem to get better.

8:00 p.m. Superintendent's Update (E. Homan)

The Superintendent started with a preview of the outcomes of 2024. She is pleased to report that APS is meeting or exceeding targets and we have met and exceeded targets on all students that DESE reports. A highlight was a 6% cut in absenteeism for students with Disabilities. More will be reported on October 10 for the Outcomes Report agenda item.

Dr. Homan gave an update on upcoming events including an LGBTQIA+ Back to School Gathering, the Town Delegation to Japan for the 40th Anniversary, APS Spec Ed Program review and recommendations, Panorama SEL Self Assessments as well as the dates for the remaining back-to-school nights.

Dr. Homan reviewed the accomplishments of the APS National History Day students, the OMS Mandarin Teacher, the OMS Latin Teacher, as well as the Strategic Priority actions happening this month.

Administrative hiring included the return of OMS Assistant Principal, Maureen Murphy and initial interviews for the Director of Finance beginning next week, which is led by F. Gorski.

Dr. Homan referred Members to Novus for enrollments.

8:10 p.m. Consent Agenda (P. Schlichtman)

Warrant #25069, 9-24-2024, \$706,266.27

Warrant #25085, 9-26-2024, \$75,850.34

School Committee DRAFT Meeting Minutes - September 12, 2024

On a **motion** by J. Thielman, **seconded** by K. Allison-Ampe, it was **voted** to approve the Consent Agenda. Roll Call Vote:

Liz Exton	Absent	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes		(6-0-0)

It was a unanimous vote in the affirmative.

8:15 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Budget - K. Allison Ampe, Chair - Budget met this morning. Discussed last year, this year, next year. F. Gorski reported that they did close out the budget from last year with a surplus of approximately \$17K. October 10 is the next meeting.

Community Relations - L. Exton, Chair - No report.

Curriculum, Instruction, Assessment & Accountability - J. Morgan, Chair, Meeting on October 7.

Facilities - J. Thielman, Chair - No discussion.

Policy & Procedures - L. Kardon, Chair - Will have a meeting in October.

Arlington High School Building Committee - J. Thielman, Chair - Meeting on Tuesday; project is moving forward and they are accepting names for rooms.

Liaison Reports - None.

Announcements - None.

Future Agenda Items - None.

On a motion by J. Thielman, seconded by Dr. Allison-Ampe, it was voted to enter Executive Session to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body, and the chair so declares;

- Discussion - Draft Cafeteria MOA
- Discussion: AAA Negotiations.

Roll Call Vote:

Liz Exton	Absent	Laura Gitelson	Yes
Len Kardon	Yes	Jane Morgan	Yes
Kirsi Allison-Ampe	Yes	Paul Schlichtman	Yes
Jeff Thielman	Yes		(7-0-0)

It was a unanimous vote in the affirmative.

8:14 p.m. Adjournment (P. Schlichtman)

Respectfully submitted,

Elizabeth M. Diggins

Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

8:00 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Summary:

- Budget – K. Allison-Ampe, Chair
- Community Relations – L. Exton, Chair
- Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair
- Facilities – J. Thielman, Chair
- Policy & Procedures – L. Kardon, Chair
- Arlington High School Building Committee – J. Thielman, Chair

- Liaison Reports
- Announcements
- Future Agenda Items



Town of Arlington, Massachusetts

8:10 p.m. Executive Session (P. Schlichtman)

Summary:

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
- AAA Negotiations Discussion.



Town of Arlington, Massachusetts

Adjournment



Town of Arlington, Massachusetts

Submitted by Paul Schlichtman



Town of Arlington, Massachusetts

Correspondence Received (P. Schlichtman)

Summary:

- Email to School Committee from M. Arbaje-Thomas, RE: Milly's Mid-Week METCO Message, 10-2-2024.
- Email to E. Diggins from G. Perlin, RE: Bypassing Math 6 Process review, 10-2-2024.
- Email to School Committee from PV Missiuro et al, RE: math placement process and the declining quality of the math and science curriculum in Arlington Public Schools (APS), 10-8-2024.
- Email to School Committee from M. Kaepplein, RE: A Worse Broadway - An opposing response to the Broadway Neighbors Coalition, 10-09-2024.
- Email to School Committee from PV Missiuro, RE: Bypassing Math 6 Hearing, Gifted Ed in MA presentation, 10-09-2024.
- Email to E. Diggins from PV Missiuro, RE: Updated Slide Presentation on Bypassing Math 6 Hearing, 10-10-2024.
- Email to F. Frascetti, RE: Slide Presentation for Bypassing Grade 6 Math, and interest in speaking and presenting, 10-10-2024.

ATTACHMENTS:

Type	File Name	Description
▢ Correspondence	Milly_s_Mid-Week_METCO_Message_-_October_2__2024.pdf	Milly's Mid-Week METCO Message
▢ Correspondence	School_board_agenda_email_-_bypassing_math_process.pdf	Email - Bypassing Math Process APS parents & members asking for Committee's Help in an important matter for our children
▢ Correspondence	Arlington_Public_Schools_Mail_-_Re__APS_parents__members_asking_for_Committee_s_Help_in_an_important_matter_for_our_children.pdf	Broadway Sanity Coalition Letter
▢ Correspondence	Broadway_Sanity_Coalition_(1).pdf	Bypassing Math 6 Hearing
▢ Correspondence	Bypassing_math_6_hearing.pdf	Gifted Ed in MA
▢ Correspondence	Gifted_Ed_in_MA.pdf	Email description of Presentation for Bypassing Math 6 Hearing
▢ Correspondence	Arlington_Public_Schools_Mail_-_Materials_for_tomorrow_s_Parent_Committee_hearing_(Patrycja__Dmitry).pdf	Email and Attachment Re_ Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)
▢ Correspondence	Email_and_Attachment_Re__Materials_for_tomorrow_s_Parent_Committee_hearing_(Patrycja__Dmitry).pdf	Bypass 6th Grade Math
▢ Presentation	Bypass_6th_grade_Math_(1).pdf	Email with attachment for SC
▢ Correspondence	Email_from_F._Frascetti_-_Re__Materials_for_tomorrow_s_Parent_Committee_hearing.pdf	

Meeting
Email with
Request to
Speak and
present

Correspondence_email_with_request_to_speak_and_present_slides_-_Frederico_Fraschetti.pdf

Milly's Mid-Week METCO Message - October 2, 2024

Milly Arbaje-Thomas <metco@metcohq.ccsend.com>

Wed, Oct 2, 2024 at 7:00 PM

Reply-To: metcohq@metcoinc.org

To: ediggins@arlington.k12.ma.us



Milly's Mid-Week METCO Message

October 2, 2024

Lexington METCO Senior Shares Her Experience at Boston Busing Forum



Lexington senior Laila Hood joined a panel of education leaders, scholars, and activists at the Boston Public Library as part of a recent [Boston Busing and Desegregation Initiative \(BDBI\)](#) forum. From her experiences and knowledge as a METCO HQ Nubian Square tour guide, Laila shared how METCO played into the history of the school desegregation in Boston. She also highlighted how the racist housing and banking practice of redlining only exacerbated the city's de facto segregation. Attendees asked thought-provoking questions on how to remedy the issue of school segregation in Boston with powerful answers from the panelists, including **Dr. Raul Fernandez**, Executive Director for Brookline for Racial Justice & Equity and former chair of the state's Racial Imbalance Advisory Council. He shared the council's recommendations for combatting school segregation in Massachusetts in its [recent report](#).

Stay tuned for more information about our upcoming [METCO panel in January](#) as part of BDBI's ongoing programming commemorating the 50th anniversary of school desegregation in Boston.

Lynnfield METCO Freshman Wins Student Council Seat



Congratulations to Anjolaoluwa Adetule—often called “Jolly” by her friends and peers— for her win as Student Representative on the Lynnfield High School Student Council. Securing the win out of four candidates vying for the position, her new role will involve weekly meetings with student representatives from the upper classes. These meetings will focus on a range of important topics, including school events, fundraisers, and community service opportunities. Jolly has always displayed a keen interest in leadership roles and is eager to make a positive impact within her 9th grade class. Her dedication to leadership is evident in her previous involvement with Project 351, where she served as an ambassador. She is determined and fully committed to making a difference for her fellow students this upcoming school year.

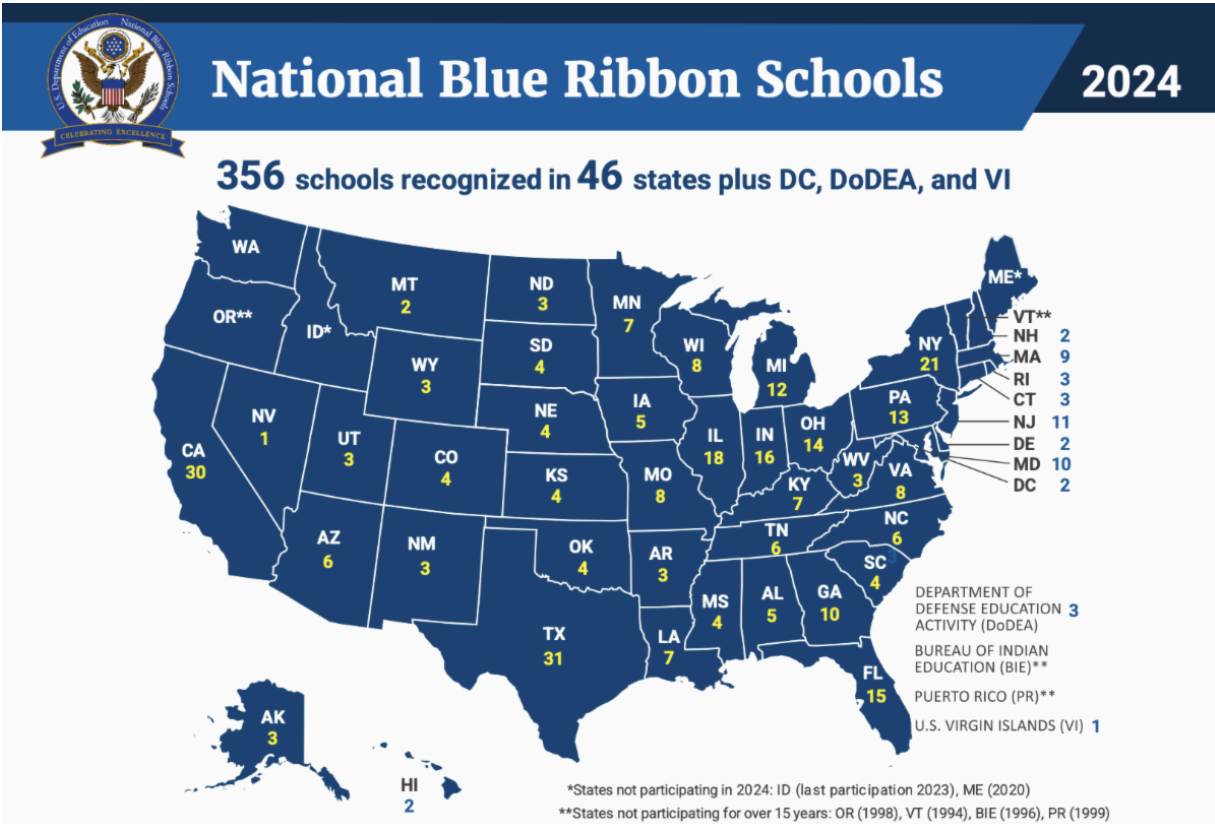
Lynnfield METCO Director Curtis Blyden states: *“I want to take a moment to congratulate Jolly on winning the campaign. Her election is not only a testament to her talent and commitment to her community, but it also reflects the high esteem in which she is held by her peers.”*

Concord METCO Family & Friends Gather in Boston



Concord METCO Family Friends held an event recently at Franklin Park in Boston. Hosted by Boston parent **Tanika Williams** and Concord METCO Coordinator **Solange Benjamin**, families gathered for a day of community building, connection, and fun. With the sun shining brightly, children and families enjoyed outdoor activities, shared food, and had the opportunity to strengthen relationships. Included in the fun was making fresh popcorn and decorating pumpkins just in time for the Fall.

METCO Districts Awarded Schools of Recognition & National Blue Ribbon Schools



METCO HQ celebrates the schools in our METCO districts that recently received state and national recognition for their ongoing success and commitment to students. As part of the MA Dept. of Elementary and Secondary Education's (DESE) annual accountability review, 57 Massachusetts schools were identified as **Schools of Recognition** for their strong improvement or overall achievement. **Of those 57 schools, 12 are schools in our METCO districts!** Congrats to the following DESE Schools of Recognition:

- Belmont: Daniel Butler School, Roger E Wellington School, Belmont High
- Brookline: John D Runkle School
- Needham: John Eliot School
- Newton: Memorial Spaulding School
- Reading: Walter S Parker Middle School
- Swampscott: Swampscott High School
- Wakefield: Dolbeare School
- Walpole: Fisher
- Wayland: Happy Hollow School
- Wellesley: Katharine Lee Bates School

In addition, the U.S. Education Department recognized seven Massachusetts public schools last week as **National Blue Ribbon Schools** for overall excellence or narrowing achievement gaps among subgroups of students. **Of**

those seven schools, four were in METCO districts. Congrats to the following districts and schools:

- Cohasset High School
- Charles Taylor Elementary School in Foxborough
- A.E. Angier School in Newton
- Joseph E. Fiske School in Wellesley

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school board agenda

Gayatri Perlin <gayatri.perlin@gmail.com>
To: ediggins@arlington.k12.ma.us

Wed, Oct 2, 2024 at 9:37 PM

Hi Elizabeth,

As a member of the APS community, I would like to request that the school board conduct a review of the bypassing math 6 process.

A number of parents feel that the current process is not an objective measure of student qualifications, nor is there transparency in the placement process. After a number of unsuccessful discussions with the APS math director, deputy superintendent, and superintendent on this issue, we feel it is time to involve the school board.

The parent group is requesting a 15 minute presentation to be added to the agenda to effectively make our case to the school board since the general public comment window of time is insufficient given the 3 min. limitation on an individual's speaking time.

thanks,
Gayatri

Re: APS parents & members asking for Committee's Help in an important matter for our children

1 message

Paul Schlichtman <pschlichtman@arlington.k12.ma.us>

Tue, Oct 8, 2024 at 12:03 PM

To: patrycja@alum.mit.edu

Cc: Liz Homan <ehoman@arlington.k12.ma.us>, Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Also, please note that speakers under Public Comment should contact our Administrative Secretary, Elizabeth Diggins, prior to the meeting.

1. Members of the public who wish to address the Committee during Public Comment are advised to register to speak by 6:00 p.m. on the day of the meeting by telephone or by email, directed to the Administrative Secretary of the School Committee.

The list of persons registered to speak, ordered by the date and time of the request, shall be presented to the Chair at the beginning of the meeting.

Additionally, there will be sign-up available prior to the in-person meeting. If the registered speakers do not consume the 30 minutes of time allocated for Public Comment, the Chair may recognize persons in attendance who request an opportunity to speak.

On Tue, Oct 8, 2024 at 11:58 AM Paul Schlichtman <pschlichtman@arlington.k12.ma.us> wrote:

Good morning.

Thanks for writing. The Massachusetts Open Meeting Law prevents me from getting into a discussion with you, on the substance of your email, in this venue. As a public governing body, we need to conduct our business in public with sufficient public notice that all members of the community are aware of a pending topic and can have an equal opportunity to participate in our decisions.

Let me describe how we welcome community input. We have a public comment period, and you are welcome to make presentations to the committee in this venue. Generally, we limit this agenda item to 20 minutes, and there is a 3 minute limit for speakers. The full committee doesn't respond to public comment (again, based on the Open Meeting Law). We will usually refer the matter to an appropriate subcommittee (in this case, Curriculum Instruction Assessment and Accountability). Subcommittees offer the opportunity to have an in-depth and more informal conversation. Subcommittees will forward recommendations back to the full school committee.

Our public comment policy is posted here:

<https://z2policy.ctspublish.com/masc/browse/arlingtonset/arlington/BEDH>

<https://z2policy.ctspublish.com/masc/browse/arlingtonset/arlington/BEDH-E>

I look forward to seeing you on Thursday.

On Tue, Oct 8, 2024 at 10:40 AM Patrycja Vasilyev Missiuro <missiuro@gmail.com> wrote:

Dear Paul, Jane, Laura, Kirsi, Liz, Leonard, and Jeff,

As concerned parents and members of the Arlington, MA public school district, we are writing to express our deep concerns regarding the math placement process and the declining quality of the math and science curriculum in Arlington Public Schools (APS). The current lack of objectivity in math placement decisions is hindering our children's academic growth, well-being, and long-term educational opportunities. We urge you to take immediate action to address these systemic problems, as the current situation has both immediate and long-term consequences for our students.

We are respectfully requesting time at the October 10th, 2024 meeting to speak about this situation - a number of parents will come in person, and some will join via Zoom.

Immediate Concerns:

Our children—Jacob, Clara, Dimitri, Ryan, Ilana, Jackson, and Benjamin—along with other 6th graders who have shown clear interest and aptitude for mathematics (as demonstrated independently of the APS-administered 6th-grade bypass math exam), were unjustly denied access to the advanced 7A math track. This exam featured questions directly from the 6th-grade MCAS. Had this been an official MCAS exam, students who answered all questions correctly would have achieved top scores, demonstrating their mastery of 6th-grade math. Yet, they were denied entry into the bypass class due to subjective and inconsistent criteria (see “Findings regarding the 6th Grade Bypass Test” at the bottom of this email).

Despite multiple individual family meetings with APS leadership over the past several months, we are very disappointed with the way this situation has been handled by the APS Math Department Director, Ms. Octavia Brauner, and Senior Administration members including Dr. Mona Ford-Walker and Dr. Liz Homan.

This process has demoralized highly capable students, denied them an education that matches their abilities, and limits their future academic opportunities. Furthermore, it stands in direct opposition to the APS vision:

*"committed to ensuring an **equitable, inclusive, and engaging** education for every student. In Arlington, we are committed to providing an education that allows all students to achieve their **full potential in an environment that promotes the growth** of each individual student in a joyful learning environment. We believe **ALL students** should leave the Arlington Public Schools prepared to shape their own futures and contribute to a better world, and that foundational to this vision are supportive schools that foster belonging; connection; and **rigorous and relevant academic instruction.**"*

The Impact on Our Children:

Many students in elementary and middle school are forced to repeat math and science material they mastered years ago. This lack of challenge in the classroom is leading to frustration and disengagement at an early age. By denying objectively qualified students the chance to advance, APS is limiting future STEM opportunities for them as young as 10 years old.

Long-term Impact of the Current Math Placement Process:

This subjective placement process, outlined above, has far-reaching negative consequences for our students. It is currently not possible to take advanced physics courses such as **AP Physics C (Electricity and Magnetism)** and **AP Physics C (Mechanics)** in high school without the prerequisites attained by the Math 7A track as 6th graders. Consider the following two tracks:

- **For Students Who Bypass 6th-Grade Math:**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus	AP Physics C (E&M), AP Physics C (Mech)

- **For Students Who Did Not Bypass 6th Grade Math:**

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus

If a student did not get accepted into 6th grade bypass math class at age 10, they are **effectively blocked** from taking AP Physics C level courses, and **overall limited in the number of advanced**

math and science classes they can take in high school. For students pursuing STEM careers, this puts them at a significant disadvantage compared to their peers both nationwide and globally.

Proposed Solutions:

We respectfully request the following actions be taken to address these issues:

1. Create Additional Bypass Classes for Eligible Students

Offer immediate placement in the 7A bypass class for students who demonstrated proficiency and scored highly on the placement test. This will ensure they remain on track for advanced math courses and do not fall behind.

2. Allow Students to Test Out of Math Levels They Already Know

Develop bypass tests that allow students to skip math levels they have already mastered (e.g., Algebra 1, Geometry etc) based on standardized tests such as MCAS and without subjective scoring. These tests must be free of subjective grading and offer a clear, objective measure of mastery. If a student gets the correct answer, they get full credit for a problem.

3. Accept External Tests and Teacher Recommendations

Permit parents to submit external test results and accept recommendations from outside teachers as valid evidence for advanced placement. This flexibility will ensure that students are appropriately challenged.

4. Ensure Fast-Track Options for Math Across Grades

Implement fast-track options for math across all grades to allow students who are not being served by the current curriculum to access advanced-level courses sooner.

5. Let the Student Decide on Their Curriculum

Allow students to make their own choices about taking advanced courses in high school. Prerequisites should be treated as Recommendations, not restrictions.

Long-Term Consequences:

1. Limiting STEM Career Access:

Students are being denied access to engineering and STEM programs, even at state colleges, because they lack the necessary preparation in advanced courses. These advanced courses are prerequisites for success in college STEM programs. Without them students struggle to keep up, limiting their career opportunities.

2. Underutilized STEM Course Offerings at AHS:

Arlington High School offers a variety of advanced math and computer science courses, including AP Statistics, Linear Algebra, and Number Theory etc. However, students who are not placed in the appropriate math track by 6th grade have limited access to these courses. All students should have the opportunity to test out of material they have mastered to access more challenging coursework.

3. The Increasingly Competitive Job Market:

Today's job market, especially in STEM fields, is global and far more competitive than it was when most parents entered the workforce. Students must now compete not only with peers from the U.S. but also with international students from countries like China, India, and Russia, where advanced STEM education starts much earlier. If Arlington students do not have access to advanced math and science tracks early on, they will be left behind their peers both in the U.S. and internationally.

Support and Remedies

We are asking for your support to address these issues to resolve the situation:

We look forward to discussing these solutions with you during the October 10 meeting.

Thank you for your attention to this critical matter.

Sincerely,

Patrycja Missiuro & Dmitry Vasilyev, parents of Jacob (6th grade), Evelina (8th), and Jack (4th)

Federico Frascchetti & Evgenia Diakonenko, parents of Clara (6th grade) and Albert (4th)

Ouliana Bashinova & Dennis Grudkowski, parents of Dimitri (6th grade), Andrei (10th) and Viktor (2nd)

Richard & Kendra Pelletier, parents of Ryan (10th grade) and Connor (8th grade)

Raisa Karasik & Mikhail Afanasyev, parents of Ilana (6th grade) and Tali (preschool)

Nicole & Nicholas Jedinak, parents of Jackson (6th grade) and Griffin (4th grade)

Gayatri & Victor Perlin, parents of Benjamin (6th grade) and Jay (8th grade)

+ many other families who are concerned about this situation

Findings Regarding the 6th Grade Bypass Test

Upon reviewing our children's performance on the assessment exam, the logic behind point deductions, and the general selection criteria for qualifying for the advanced Math program at APS, we have identified the following major concerns:

1. Arbitrary Point Deductions Unrelated to Mathematical Understanding:

Despite providing correct answers and more than sufficient logical explanations, points were deducted for subjective and non-mathematical criteria, such as the intricacies of wording, drawing skills, and labeling of axes. For example, some questions in the 6th-grade bypass math test (e.g., 13d) asked for personal preferences, which are irrelevant in a math assessment and should not be used to evaluate mathematical proficiency.

2. Unsubstantiated Claims Regarding Mastery of 6th-Grade Standards:

Our children are among the most talented mathematics students in the district, as evidenced by objective measures like MCAS scores and IXL diagnostics. However, placement decisions were based on illogical and nit-picky details, as outlined in the first point. The Math Department's claims of insufficient mastery due to missing intermediate steps—details that were never communicated to the students—are unfounded. In a timed exam, how much detail is reasonable to expect? The grading rubric specifies, "Any math you are doing in your head needs to be written down on paper so the grader knows how you got to your answer." Are students expected to show the steps for adding $2+3 = 5$ using pictures?

3. Inconsistent Admission Criteria Due to a Lack of Holistic Assessment:

Despite scoring highly on both the MCAS and IXL diagnostics and receiving strong recommendations from their 5th-grade teachers, these students were denied placement in the advanced math program. When asked about the MCAS scores of those admitted, the response from Ms Brauner was, "not all students who were admitted scored as high on MCAS." Why is mastery of fundamental skills not consistently applied across all students?

4. Scoring Rubric Details

The Test Scoring Rubric, as Ms. Brauner verbally admitted, did not exist until August 22, 2024—months after students had already been accepted or rejected. This rubric was only created after concerned parents requested clarification about the scoring process. Moreover, it was still being modified during a meeting between Ms. Brauner and one of the parents.

5. Contradictory Independent Assessments by Experts:

An independent assessment conducted by an MIT Ph.D. in mathematics of both the students' abilities and the exam itself contradicts the Math Department's rigid and uncompromising decision. These students should be a source of pride for the district. Rather than lowering the bar, APS should be striving to provide advanced curriculum opportunities for all students who demonstrate the desire and aptitude, making these programs opt-out rather than opt-in.

Paul Schlichtman • Chair, Arlington MA School Committee

he-him-his • Arlington Public Schools official account • 617.755.4300 • www.arlington.k12.ma.us

Please direct personal correspondence to paul@schlichtman.org

"Do not get lost in a sea of despair. Be hopeful, be optimistic. Our struggle is not the struggle of a day, a week, a month, or a year; it is the struggle of a lifetime. Never, ever be afraid to make some noise and get in good trouble, necessary trouble." -*John R. Lewis*

"What we believe is possible, we are willing to work for. Therefore, what we believe is possible shapes the contours of what is possible, because we're the only ones who are going to be doing the work of change." - *Rabbi Cari Bricklin-Small*

Baseball Progress Monitoring:

<http://www.schlichtman.com/baseball.html>

Paul Schlichtman • Chair, Arlington MA School Committee

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Baseball Progress Monitoring:

<http://www.schlichtman.com/baseball.html>

BROADWAY SANITY COALITION

11 Palmer Street, Arlington MA

OCTOBER 9, 2024

Mark Kaepplein
11 Palmer Street, Arlington
Town Meeting Member, P9,
Member Broadway Neighbors
Coalition Facebook Group

DEAR ARLINGTON SELECTBOARD ET. AL.

I just became aware of a letter today that falsely claimed support from the Arlington "Broadway Neighbors Coalition". It was not put to a vote and falsely represents many people, including myself. Two of the named signatories are not even abutters of Broadway or the proposed project area (Paul Schlichtman, Catherine Farrell).

I have lived within a block of Broadway for over thirty years and can tell you the conditions have changed little in that time, with very few added housing units or additional residents. There are a few child services businesses along Broadway, but no evidence that the locations are owned by those businesses, thus inappropriate for new school speed zones of 20 mph vs. the town-wide 25 mph speed limit when these businesses could well be temporary.

There are still **No Fatalities on Broadway** in Arlington and few crashes with injuries. It is one of the safest roads in Arlington for its (moderate) traffic volume. Proponents of bike lanes have no safety data or traffic volume data to support any of their false claims. Speed tables are not appropriate given the moderate traffic levels, MBTA bus traffic, and vital access for fire engines and ambulances. Bump outs are a costly impediment to important snow clearing with negligible safety value

We oppose wasting taxpayer money on Streetscape Projects lacking demonstrated need while inflating housing prices. While we support the use of better street lighting and Rectangular Rapid Flashing Beacons (RRFBs) throughout Arlington, there is no data supporting heightened need outside child service businesses. These beacons have study data supporting their use, with a nearly 50% reduction in crashes. However, since those studies, overuse of them such as on Mill St. has reduced driver response to them. Bicyclists on the bike path, without the right of way at intersections, abuse the signals, activating them despite having stop signs in order to get drivers to yield the right of way to them, producing the "crying wolf" consequence of reduced attention to RRFBs.

Replacement of the traffic light at Franklin and Broadway with a four-way stop would reduce cut through traffic on my street, Palmer Street, reduce electric energy waste, and reduce greenhouse gas from idling vehicles at a location lacking traffic volumes to warrant a traffic light.

There is no need for bicycle lanes or bump outs given there is no problem being solved with them- no data to support having a safety problem. These measures have almost no effectiveness in solving problems, just creating them.

While falsely claiming need is the type of fraud the Town responds to, I urge due diligence, data gathering, and analysis before wasting more taxpayer money to create problems. Getting a grant of \$1,116,000.00 from MAPC to redesign a safe road is an outrageous waste of money that could have instead completely funded actual needs of better street lighting and RRFBs on Broadway and beyond.

Sincerely,

Mark Kaepplein,
Broadway Sanity Coalition Members

Bypassing math 6 scoring

Dmitry Vasilyev (3 mins)
Patrycja Missiuro (3 mins)

Jacob and Jack's stories

- Attended elementary school in Somerville before
- At grades 5 and 3 (YR23-24), transitioned into Hardy school
- Both started to complain how they are not challenged and bored
“**We learned all of this last year!!**” referring to all subjects,
- Especially bad was the **math**, ‘*kindergarten level*’

Jacob (now in 6th grade) was coming home in tears, every day complaining how silly and demoralizing was his math, how basic and unmotivating it was.

We were hoping that math department would allow him to skip 6th grade math to get to more relevant math for Jacob.

Example...

In Arlington kids don't know the multiplication table in 4th grade

In Somerville they study the multiplication table in 3rd grade

FYI: in European and developed countries in Asia the multiplication table is fully learned by the 2nd grade.

Jacob's bypass 6 test

He was not allowed to pass!

He answered ALL the questions correctly!

(2 points subtracted)

7. Jan is using a map to plan a two-day hiking trip. The scale for the map she is using is shown below.

Scale
1 inch : $\frac{1}{2}$ mile

- b. The actual distance that Jan will hike on the second day is $5\frac{1}{2}$ miles. What distance on the map, in inches, represents $5\frac{1}{2}$ miles? Show or explain how you got your answer.

No proportional reasoning

1 inch = $\frac{1}{2}$ miles how, why?
" " " " " "
11 inch = $5\frac{1}{2}$ miles 11 11 inches

- c. Based on the scale Jan used, how many feet are represented by 1 inch on the map? Show or explain how you got your answer. (1 mile = 5280 feet)

how, why?
1 inch = $\frac{1}{2}$ mile
1 inch = 2640 ft.
2640 ft

$\frac{1}{2}$ of a mile is
 $\frac{1}{2}$ of 5280 feet
 $\frac{1}{2}$ of 5280 feet is 2640 feet

More points subtracted for no reason

- b. What is the new total number of animals that will be in the exhibit? Show or explain how you got your answer.

Why? how
- 2

10	elephants
15	giraffes
5	rhinos
Total #	30

✓
30 animals

3 points were deducted for missing an answer that was not asked!

12. Cai, Mark, and Jen were raising money for a school trip.

Cai collected $2\frac{1}{2}$ times as much as Mark.

Mark collected $\frac{2}{3}$ as much as Jen.

Who collected the most? Who collected the least? Explain.

Cai collected the most
✓ Mark collected the least

Why?

Cai vs. Jen?

-3

Points subtracted for presenting work not in the expected white space:

Alberto said,

"The ratio of the number of dollars to the number of pounds is 4:5. That's \$0.80 per pound."

Beth said,

"The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar."

a. Are Alberto and Beth both correct? Explain.

Yes

$$\begin{array}{l} \div 5 \\ 5p = 4\$ \\ \hline 1p = \frac{4}{5}\$ \end{array}$$

$$1p = \frac{\$4}{5} = \$0.80$$

$$\begin{array}{l} \$4 = 5p \\ \div 4 \\ \$1 = 1.25p \end{array}$$

$$\begin{array}{r} 1.25 \\ \times 4 \\ \hline 5 \end{array}$$

b. Claude needs two pounds of beans to make soup. Show Claude how much money he will need.

$$\$1.60$$

how/why?

-1 work?

c. Dora has \$10 and wants to stock up on beans. Show Dora how many pounds of beans she can buy.

$$12.5 \text{ pounds}$$

how/why?

-1 work?

And how else a child should explain it?

15. If $\frac{1}{2}$ cup of water fills $\frac{2}{3}$ of a plastic container, how many containers will 1 cup fill?

b. Which of the following multiplication or division problems represents this situation?

Circle the correct solution and explain your reasoning.

a. $\frac{1}{2} \times \frac{2}{3} = ?$

b. $\frac{1}{2} \div \frac{2}{3} = ?$

c. $\frac{2}{3} \div \frac{1}{2} = ?$

$$\frac{2}{3} \div \frac{1}{2} = \frac{2}{3} \cdot \frac{2}{1}$$

$\frac{1}{2} = \frac{1}{2}$ of a cup

$\frac{2}{3} = \frac{2}{3}$ of a plastic container

Jacob was unfairly graded, and he is one of many qualified kids!

Not only that. He, and all other kids, will blame themselves.

The Arlington's math department took to such measures to put many kids down.

We need to support our kids, by not pushing them down, but listening to their voices begging to be learning and challenged!

Not bypassing math-6 bars Jacob from AP Physics C, due to pre-requisites

- For Students Who Bypass 6th-Grade Math:

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus	<u>AP Physics C (E&M),</u> <u>AP Physics C (Mech)</u>

- For Students Who Did Not Bypass 6th Grade Math:

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math 6	Math 7	Algebra 1	Geometry	Algebra 2	Pre-Calculus	AP Calculus

His all learning trajectory is derailed due to this capriciously-graded test

Our kids are barred from advanced classes using this bogus test, and this early!!

- We should let kids try to advance and challenge themselves! If they fail, this is an early low-risk life experience.
- We should let kids be able to skip grades if they show they outgrew them
- We should accept out-of-school course credits
- We should make pre-requisites optional, again, let kids experience academic challenge now so they are.
- Our kids are pleading and they are not being heard and are demotivated.

Some students get math easily, some are better at other things.

Well served students

Underserved students

"Math is hard!"

"This math is easy, I want challenge"



Math level
Easy

Arlington math
curriculum level

Students who require advanced math to thrive, are underserved when not allowed to skip grades and progress at their pace

Arlington elementary and middle schools are not listening to kids who beg for challenge

This makes STEM (science and engineering minded) kids frustrated and demoralized.



These could be future engineers who can help solve our climate crisis, speed up curing diseases, build technology to help people in underdeveloped countries and more!

State of gifted education in MA is ranked at the bottom in the US

Please review the attached report titled “Gifted Education in Massachusetts: A Policy and Practice Review”, from

<https://www.doe.mass.edu/bese/councils/gifted.html>

Gifted Education in Massachusetts: A Policy and Practice Review

Prepared by Dana Ansel, Ph.D.

Commissioned by
The Department of Elementary and Secondary Education
Presented to the Massachusetts Legislature

June 2019

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About the Author

Dana Ansel, Ph.D., is an independent education policy research and evaluation consultant. She works with public, private, and non-profit organizations. From 2000 to 2009, she was the Research Director at the Massachusetts Institute for a New Commonwealth (MassINC), a nonpartisan think tank whose mission is to promote the growth of a vibrant middle class. As Research Director, Dr. Ansel directed research on a wide variety of topics, including K-12 education, higher education, workforce development, immigration, the aging of the population, public safety, and the Massachusetts economy. During her tenure, The Boston Globe called MassINC research “the gold standard” in the public policy arena. She has also served as the Director of Research and Policy at ConnectEDU, a national education technology company.

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Last year, the Massachusetts Legislature decided that the time had come to understand the state of education that gifted students receive in Massachusetts. They issued a mandate for the Department of Elementary and Secondary Education to review the policy and practices of education in public schools for gifted students as well as for students capable of performing above grade level.

The challenge that this mandate presents is that Massachusetts neither defines giftedness nor collects data on gifted students. We can nevertheless review what districts report about their practices and what parents of gifted children report about their experiences. We can also report on the state's policies toward gifted education. In addition, we can analyze the academic trajectory and social-emotional well-being of academically advanced students based on their math MCAS scores. All of this information is valuable in painting a picture of gifted education in Massachusetts, but it is nonetheless limited.

To begin, Massachusetts is an outlier in the country in its approach to gifted education. Nearly every other state in the country defines giftedness. Nor is there an explicit mandate to either identify or serve gifted students in Massachusetts. In contrast, 32 states reported a mandate to identify and/or serve gifted students, according to the *State of the States in Gifted Education*. In terms of preparing teachers to teach gifted students, Massachusetts used to have an Academically Advanced Specialist Teacher License, but it was eliminated in 2017 because of the lack of licenses being issued and programs preparing teachers for the license.

We do not know how many gifted students live in Massachusetts, but a reasonable estimate would be 6–8 percent of state's students, which translates into 57,000 – 76,000 students.¹ Without a common definition and identification process, it is impossible to pinpoint the precise number. According to the Office of Civil Rights (OCR) 2015-16 survey, 6.6 percent of students were enrolled in gifted programs nationally. This number includes states such as Massachusetts that have very few gifted programs, and other states that enroll many more than the average. Another source of data, a nationally representative survey of school districts, found that the fraction of elementary school students nationwide who have been identified as gifted and enrolled in a gifted program was 7.8 percent (Callahan, Moon, & Oh, 2017).

Districts in Massachusetts have full discretion in how they aim to meet the needs of advanced and gifted students. District leaders describe a variety of strategies to meet those needs. The district leaders with whom I spoke agreed that they face the greatest challenges in meeting the needs of advanced and gifted students in elementary schools. There are only a limited number of gifted programs in the

¹ This number would be higher if students capable of performing above grade level were included.

Commonwealth. Only 3.7 percent of schools (69 schools) in Massachusetts reported having a gifted and talented program, according to the OCR data. In sharp contrast, 57.6 percent of all schools nationwide reported having a gifted and talented program.

Some districts, such as Falmouth, report meeting the needs of their accelerated learners in the classroom. Falmouth has invested in a multi-year professional development initiative to enable elementary school teachers to meet the needs of accelerated learners. Falmouth, however, deliberately avoids the term “gifted,” which it finds to be exclusionary and limiting. Other district leaders also discussed how they find the term “gifted” to be controversial. While Falmouth had previously had professional development in differentiation, they found that its focus gravitated to meeting the needs of students who were struggling to master grade-level work. According to a Falmouth district leader, “There needed to be an intentionality around the conversation about accelerated learners.” The district found that students who had mastered the skills and content were also struggling, just in a different way. The administrator explains that advanced learners “need challenge. They need extension. They need deeper learning.”

At its core, gifted education is about meeting the learning needs of all students, including advanced and gifted students. Several recent national studies find that gifted students learn less in that school than do other students. A recent study found that high-achieving students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). One of the study’s authors posits, “There was a real question as to whether or not those students were benefiting at all from their time in school” (Sparks, 2019).

The lack of academic challenge coupled with a lack of understanding about gifted children harms them, according to parents who submitted written commentary or attended public meetings. Parents want policymakers to understand that gifted children will not just do fine on their own and that they believe that gifted children suffer harms from the state’s hands-off approach. The harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of love of learning, loss of curiosity, and disengagement from school. This father captures the views of many parents who submitted commentaries when he writes, “It is breaking my heart to see my 7-year-old daughter becoming increasingly detached from school due to the lack of any real challenges.” A mother of six children writes that she worries the most about her gifted son who cries daily, because “he is incredibly lonely and isolated, and the school does nothing to help him shine.”

Issues of equity are of particular salience in any discussion of gifted education. Numerous studies have documented the inequitable access to gifted programs and other learning opportunities for low-income students and other traditionally

underserved students. Nationally, some researchers have begun to focus on the excellence gap, defined as “differences between subgroups of students performing at the highest levels of achievement.” Two researchers find that very few low-income students score at the advanced level on any national tests. Similarly, they document large excellence gaps between students of different races and ethnicities. Massachusetts has some of the largest excellence gaps in the country, despite the fact that the percentage of students in Massachusetts scoring advanced on state and national assessments has increased (Plucker & Peters, 2016). To be clear, the excellence gap is not the same as the achievement gap, which is focused on making certain that all students achieve basic proficiency. The excellence gap is focused on ensuring that all advanced learners have the opportunity to develop their talents.

A former teacher explains that gifted education is misunderstood and “has been looked upon as elitist. On the contrary, until our public schools acknowledge, understand, and serve our most advanced students, our educational system will be elitist. Only those who can afford it will be privileged to see their children’s potential blossom.”

Our analysis of academically advanced 3rd-grade students finds large differences in the trajectories of students of different races and ethnicities and socioeconomic status. After identifying the top 12 percent of 3rd grade students in 2014, as measured by their scores on the math MCAS, we follow these same students for three years.² Less than half (45.2%) of the academically advanced third graders remained in the top decile by 6th grade. What is even more striking though is the large differences depending on the race and ethnicity of the students. By 6th grade, only 21.0 percent (50 students) of the Black and 23.3 percent (130 students) of the Hispanic academically advanced 3rd grade students remained in the top decile, whereas for white and Asian students those percentages were 43.6 and 71.8 percent, respectively. There is a steep and

About our Analysis of Academically Advanced Students

Academically advanced is not the equivalent of giftedness. Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we cannot track the academic progress or social-emotional well-being of students identified as gifted.

We use MCAS math as a measure to define academically advanced students, but MCAS is not an assessment of giftedness. Rather, it is a curriculum-based assessment. We do not know how many of these academically advanced students are gifted, and we also do not know how many gifted students are not included in this analysis, either because they have left the public-school system or because their giftedness is not reflected in their MCAS scores.

We analyze the academic trajectory of a cohort of 3rd grade academically advanced students through 6th grade. We also analyze the social-emotional well-being of a different cohort of 3rd graders using the VOCAL data.

² We aimed to look at the top 10% but cutting the data at 272 allowed us a clear line, meaning we did not have to make distinctions between students who earned the same score. We also did this same analysis for students who earned a perfect score on the 3rd grade math, which was the top 6.67% of students. Because the trends were the same for the students who scored a perfect score, we decided to focus on the top 12%, giving us a larger number of students for our analysis and a greater ability to break out findings by student subgroups.

disproportionate drop off of academically advanced Black and Hispanic students between 3rd and 6th grade.

Similar gaps exist for low-income students. Among the academically advanced low-income students in 3rd grade, only one quarter (24.8%) of those same students remain in the top decile in 6th grade. A higher share of the academically advanced English learners and students with disabilities remain in the top decile, although the fraction remaining in the top decile is still below the overall average of 45.2 percent. Specifically, 39.0 percent of the top English learners and 36.0 percent of the top students with disabilities remain in the top decile in 6th grade.³

To better understand the schools that academically advanced students attend, we analyze the achievement levels of the schools both in 3rd grade and also in 6th grade. We examine the overall student growth percentile (SGP) for the schools that academically advanced students attend. The SGP, which is calculated for all students in the school, compares the performance of students with other students like them over time, asking are they growing more than, less than, or the same as their academic peers? A student-level SGP score of 40 to 60 is considered typical growth, meaning that the student is growing roughly the same amount as other students who scored similarly on previous years of the MCAS test, his or her academic peers. A score above 60 is considered high growth, meaning the student is making greater gains than his or her academic peers, and a score below 40 is considered low growth, meaning that the student is making smaller gains than his or her academic peers. SGPs can be aggregated across all students in a school to give a measure of the growth of students overall in a particular school.

In 3rd grade, we find differences in the school SGP that academically advanced students attend, broken out by their race and ethnicity. We find that almost 45 percent of the academically advanced Asian 3rd graders attended a school that had a high level of student growth. In contrast, only 25 percent of the academically advanced Black 3rd graders attended a school that had a high level of growth. The differences are even more pronounced in 6th grade, by which point most students have transitioned to a different school. In 6th grade, looking at the same students, fewer than 5 percent of the academically advanced Black students attend high-growth schools and more than 30 percent of the academically advanced Black students attend schools that have low levels of growth. Similarly, nearly 30 percent of the academically advanced Hispanic students attend low-growth schools. While our analysis ends in 6th grade, these data about the schools that academically advanced Black and Hispanic students attend do not bode well for the future academic trajectories of these students beyond 6th grade.

³ Some students with disabilities are academically advanced and also gifted. These students may receive special education services. In the gifted community, students who have disabilities and are gifted are commonly referred to as twice exceptional (2e) students.

Our analysis of the social-emotional well-being of academically advanced students using the state VOCAL survey has mixed findings. In short, we do not find any meaningful differences in the aggregate between the views of academically advanced students when they are in 5th grade, as compared with other 5th grade students regarding overall school climate, engagement, and environment. It is possible that our inability to specifically analyze the responses of gifted students is skewing the results; the social emotional well-being of gifted students may differ from the well-being of academically advanced students. More research is needed to better understand the social-emotional well-being of gifted students.

Within the VOCAL data, we find that academically advanced students with disabilities report less positive views of school climate; lower engagement, less safe schools, and less supportive environments, compared with other academically advanced students. We also find racial and ethnic differences within the experiences of the academically advanced students as 5th graders; these differences, however, might reflect the different schools that the students attend. Academically advanced black students and Hispanic students report less positive school climates compared with other academically advanced students. Compared with other academically advanced students, Black academically advanced students reported that they were less likely to believe: Teachers at this school accept me for who I am; I get the chance to take part in school events; My teachers use my interests to help me learn when I need help; and I feel safe at school.

Can gifted education help meet the needs of advanced and gifted students? Students across the country receive a great variety of types of gifted programming, and some of them have been shown to be effective in meeting their learning and social-emotional needs. Programs differ in terms of goals, definitions of students served, how gifted services are delivered, amount of services received, and content of the curricular materials. It is helpful to think of gifted programming in two broad categories: acceleration, which enables students to advance either by grade or content more quickly than their peers, and enrichment, which include programs that allow students to go deeper or differently into content materials.

The vast variation in enrichment programs makes it difficult to measure and assess their effectiveness as a whole. Accordingly, the research findings on the efficacy of gifted programs are mixed, with some studies finding positive impacts and others finding no effects (Adelson, McCoach, & Gavin, 2012; Kim, 2016). There are also open questions about which students might benefit the most from gifted programs. For instance, one study found that the biggest impact of the program was for disadvantaged students who were just below the IQ cutoff score (Card & Giuliano, 2014). Building off of successful enrichment programs and using research studies to better understand the characteristics of effective enrichment programs is critical to meeting the needs of gifted students.

The research on acceleration consistently finds acceleration to be effective for gifted students in terms of learning gains and long-term outcomes and also usually

effective in terms of social-emotional adjustments (Colangelo, Assouline, & Gross, 2004). Research has found long-term positive outcomes to students who have accelerated, including better outcomes in both high school and college (McClarty 2015). Despite its positive outcomes, research also finds educator resistance to acceleration. Educators are often concerned about the social-emotional impact of acceleration on students (Rambo & McCoach, 2012). A strong body of research finds that acceleration is effective in meeting the needs of gifted students and has the additional advantages of minimal costs and being relatively easy to implement.

While there is still much to learn about gifted education, the central message of this report is that the current hands-off approach of Massachusetts, with few gifted programs and not much attention to gifted education, is not serving advanced and gifted students well. In particular, when we tracked one statewide cohort of academically advanced students, we found stark differences in the academic outcomes of Black, Hispanic, and/or low-income students, as compared with white and Asian students. Our analysis documented the widening of the excellence gap between 3rd and 6th grade. Achieving the promise of a public-school system that provides all children meaningful opportunities to learn means meeting the needs of academically advanced and gifted students.

The research findings from this report lead to the following recommendations:

- ✓ Create a statewide taskforce, which will;
 - ✓ Define giftedness and measures to assess giftedness;
 - ✓ Determine most effective way to collect data on gifted students;
 - ✓ Consider best practices of other states and districts;
- ✓ Establish state policy and guidelines on acceleration;
- ✓ Track and report on the excellence gap; identify and implement strategies to close it.
- ✓ Include instruction on the learning needs of gifted students as part of teacher training for all teachers; and
- ✓ Hire staff at the Department of Elementary and Secondary Education with expertise in gifted students and gifted education.

I. Introduction and Purpose of the Report

In 2018, the Massachusetts Legislature mandated that the Department of Elementary and Secondary Education “study and report on a policy and practice review, along with a needs assessment, regarding education in the public schools, of those children who are capable of achieving beyond the age-based grades and those who are gifted as defined by federal law.”

This report brings together the existing data and academic research to respond to the Legislature’s mandate. It relies on national surveys, academic research, focus groups, interviews, submitted statements, comments at public meetings, and quantitative analyses of academic and social-emotional data. These sources of data are all pieces of a puzzle put together to understand the state of gifted education in Massachusetts. I developed research questions based on feedback from Department of Elementary and Secondary Education (DESE) staff and from a small meeting of stakeholders. The research questions guiding this report include:

1. What are current Massachusetts policies toward gifted students, and how do they compare with those of other states?
2. What is known about current practices and programming in schools and districts in Massachusetts?
3. What are the views of district leaders about gifted education?
4. What are the views of parents of gifted students?
5. What is known about the academic trajectory of advanced 3rd grade students?
6. What is known about the social-emotional needs of advanced 3rd grade students?

The mandate refers to the federal definition of gifted students. The federal Elementary and Secondary Education Act defines gifted and talented students as: “Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.” [Title IX, Part A, Definition 22. (2002)].

To be clear, the mandate from the Massachusetts Legislature is broader, as it does not refer only to gifted students. For the purpose of this report, we define “children who are capable of achieving beyond age-based grades” as students who are in the top decile of their grade, as measured by the MCAS math exam. We refer to them as academically advanced students throughout this report. Some of these students are likely gifted, and not all gifted students may be included in our analyses, either because they have left the public-school system or because their giftedness is not reflected in their MCAS scores.

This report is a policy and practice review of gifted education in Massachusetts. There are limitations to all research projects, and this project is no exception. As will become clear in the pages that follow, Massachusetts does not have a common definition of giftedness, nor does it collect data on gifted students. Without such data, it is not possible to systematically analyze the experiences and outcomes of gifted students in Massachusetts. At the same time, this report adds new information and data to our understanding of the state of gifted education in Massachusetts, including some recommended next steps to enable the public schools to better meet the needs of advanced and gifted students.

II. The Policies of Massachusetts Toward Gifted Students

The State of the States in Gifted Education: Policy and Practice Data is a national longitudinal survey of the 50 states and the District of Columbia. The survey, which is a collaboration between The Council of State Directors of Programs for the Gifted (CSDPG) and the National Association for Gifted Children (NAGC), provides data on policies and practices for gifted students across the country. In 2014-15, the most recent survey, 41 states and the District of Columbia responded. Massachusetts was one of the nine states that did not respond the survey.

In order to understand Massachusetts's state policies and how they compare with those of other states, I interviewed DESE staff to ask a subset of the survey questions to put our state's policies and practices into a national context. Although not a perfect comparison since the information about Massachusetts is current, while the survey data are five years old and may have changed, the information is nonetheless important to help put Massachusetts's approach toward identifying and serving gifted students into context.

The Policies of Massachusetts Compared with Other States' Policies

Put simply, the approach to identifying and serving gifted and talented students in Massachusetts looks different from most other states (Table 1). To begin, in Massachusetts, there is not a definition of giftedness; in contrast, 37 states defined giftedness in statute or regulations. In addition, although the Massachusetts General Law requires the appropriate education of all students, there is not an explicit mandate to identify or serve gifted students in Massachusetts. Across the country, 32 states reported a mandate to either identify or serve gifted students or both. According to the survey, the local education authorities have a lot of flexibility in the processes used and the services offered. In most other states, however, giftedness is defined, and there

Key Findings About Mass. Policies

Massachusetts is an outlier in its hands-off approach to identifying and serving gifted students.

Massachusetts has: no definition; no data collection; no educator preparation; no accountability; no mandates.

The New England region is also an outlier.

About half of Massachusetts's economic competitor states do more to serve gifted students; with the exception of California, all define giftedness.

are mandates to identify and serve gifted students.

In terms of funding, districts in Massachusetts can use Title IV-A funding to support gifted education, but there is no explicit state funding stream to support gifted education. Again, in contrast, 27 states provide funding for gifted education. Of the states that provide explicit funding for gifted education, a wide range exists in terms of the amount of funding. In 2014-15, Idaho provided \$150,000, while Texas provided more than \$150 million. The other states are in between, with 10 states providing \$10 million or less and 10 states providing between \$10 and \$49.9 million.

Massachusetts does not collect any data about gifted students, and there is no explicit system of accountability to help ensure the needs of gifted students are met. According to the survey, 21 of 40 states reported that they monitored and/or audited LEA programs for gifted and talented students through a system of reporting, submission, and approval of gifted education plans. In addition, 11 states include gifted education indicators as part of district report cards or other state accountability reporting forms, and 31 states used the National Association for Gifted Children’s (NAGC) preK-12 gifted programming standards to aid in the accountability process.⁴

At the state level, the Department of Elementary and Secondary Education does not have any staff members dedicated to gifted education, and there is no educator preparation program in the state that prepares teachers to identify and serve gifted students. Massachusetts used to have an Academically Advanced Specialist Teacher license, but it was eliminated in 2017 because of the lack of licenses being issued and programs preparing teachers for the license. On a wide range of measures, Massachusetts is an outlier in the country in its hands-off approach toward gifted students.

Table 1: Massachusetts’s Policies Toward Gifted Students, Compared with Other States’ Policies

Policy	Massachusetts	Nationally
Definition of Giftedness	None	37 of the 39 states (who responded to this question on the 2014-2015 survey) define giftedness in statute or regulations.
Mandate to Identify and Serve Gifted Students	Not explicit (All students)	32 of 42 states reported a mandate to either identify or serve gifted students, or both
Funding	Not explicit	27 of 39 states provide funding
Data Collection	None	26 states had some data

⁴ The NAGC’s standards can be found at <https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education>

Accountability	None	21 of 40 states monitored and/or audited LEA G&T programs; 24 states required LEAs to report on gifted education
Staff at SEA Dedicated to Gifted Education	None	17 states had at least 1 FTE
Educator Preparation	None	29 states offered G&T credentialing for educators; 18 had no PD policy, 5 required PD; 1 required separate coursework

Source: 2014-2015 *State of the States in Gifted Education: Policy and Practice Data*

Policies of New England Region Toward Gifted Students

The New England region appears to be an outlier from the rest of the country in terms of its approach to serving gifted students (Table 2). As a note, Massachusetts, New Hampshire, and Vermont were 3 of the 9 states that did not complete the survey. I relied on the Davidson Institute’s database on state policies toward gifted students to supplement the data from the *State of the States*. The Institute gathers information for its database directly from states that did not submit responses to the *State of the States*. While the information is roughly for the same time period, it may not be for the exact same year.

In New England, Maine is the only state that has a mandate to identify and serve gifted students, and the only state that provides funding. Connecticut has a definition of gifted students and a mandate to identify gifted and talented students but no mandate to serve the students, and the state does not provide funding. Rhode Island has a definition of gifted students, but there are no mandates and no funding. Overall, with the exception of Maine, the New England region’s approach to identifying and serving gifted students is different from most other states in the country.

Table 2: New England Policies Toward Gifted Students

	Definitio n	Mandate for Identificatio n	Mandate for Services	Funding	Amount
Connecticut	✓	✓	No	No	None
Maine	✓	✓	✓	Partial	\$4.9 million (2014-15)
Massachusetts	None	No	No	No	None
New Hampshire*	✓	n/a	No	No	None
Rhode Island	✓	No	No	No	None
Vermont*	✓	n/a	No	No	No

*Based on the Davidson Institute database

Source: 2014-2015 *State of the States in Gifted Education: Policy and Practice Data* and Davidson Institute, accessed at: <http://www.davidsongifted.org/Search-Database/entryType/3>

Policies of Massachusetts's Economic Competitor States Toward Gifted Students

In addition to the policies of region, the policies of Massachusetts's economic competitor states might also be important to consider. The availability of a strong gifted education program might be considered an attractive asset for families. In this case, it might make to sense compare Massachusetts's approach toward gifted students with those states who compete with Massachusetts for jobs and workers.

Each year, in its *Annual Innovation Index* report, the Massachusetts Technology Collaborative benchmarks Massachusetts performance on a number of indicators with other leading technology states. In 2018, the Index identified the following 15 states as the leading technology states: California, Connecticut, Florida, Illinois, Massachusetts, Minnesota, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Texas, and Wisconsin. According to the Index, these 15 states have economies with a significant level of economic concentration and size in the 11 key sectors that compose the innovation economy in Massachusetts.⁵ While no list is perfect, it is reasonable to consider these 14 states as economic competitors.

There appears to be a range of approaches toward gifted education among Massachusetts and its competitor states (Table 3). With the exception of Massachusetts and California, all of the economic competitor states have a definition of gifted students. In addition, the majority have a mandate to identify gifted students. Not all states that have a mandate to identify students have a mandate to serve those students. Specifically, Connecticut and Minnesota require identification of gifted students but do not require services for them. Seven economic competitor states have a mandate for services. In terms of funding, five states provide funding to support gifted students. In some states, such as California, districts can use some of their general funding to support gifted education, but there is not explicit gifted funding.⁶ With the exception of California, all of Massachusetts's economic competitor states define giftedness, and six of them require that services be offered.

Table 3: Economic Competitor States' Policies Toward Gifted Students

	Definitio n	Mandate for Identificatio n	Mandate for Services	Funding
Massachusetts	No	No	No	No

⁵ For more information on the Index and the Leading Technology States, see the *Annual Index of the Massachusetts Innovation Economy*, accessed at <https://masstech.org/index>

⁶ In 2013, California made significant changes to its gifted education program. State funding for GATE (Gifted and Talented Education) was mandated to revert to local school districts, and the state stopped funding and defining giftedness centrally. The programs still exist, but they differ widely from district to district.

California	No	No	No	No
Connecticut	✓	✓	No	No
Florida	✓	✓	✓	✓
Illinois	✓	No	No	No
Minnesota	✓	✓	No	✓
New Hampshire*	✓	n/a	No	No
New Jersey	✓	✓	✓	No
New York*	✓	n/a	No	No
North Carolina	✓	✓	✓	✓
Ohio*	✓	n/a	✓	✓
Pennsylvania	✓	✓	✓	No
Rhode Island	✓	No	No	No
Texas	✓	✓	✓	✓
Wisconsin	✓	✓	✓	No

*Based on the Davidson Institute database,

Source: 2014-2015 State of the States in Gifted Education: Policy and Practice Data and the Davidson Institute database, accessed at:

<http://www.davidsongifted.org/Search-Database/entryType/3>

Massachusetts is an outlier in its approach to gifted students and gifted education. It is one of the few states in the country that does not have a definition for giftedness. It neither collects data on gifted students, nor is there a mandate to identify or serve gifted students. Other New England states are also outliers in their approach to gifted education, although every other New England state defines giftedness. Compared with its economic competitor states, Massachusetts and California are similar in their lack of definition or mandates for identification and services. The approaches of the other 13 states differ, with Florida, North Carolina, Ohio, and Texas providing funding in addition to mandates for identification and services.

III. Current Practices and Programming in Massachusetts

The approach to gifted education should follow from the goals and purposes of the programs. According to the National Survey of Gifted Programs, the goals for gifted programs are typically to provide “adequate learning opportunities commensurate with student needs through differentiation, enrichment, and/or acceleration” (Callahan, Moon, & Oh, 2014). A range of practices and programming are used to serve gifted students, often with different approaches for different levels of school. Students can be served within a classroom or pulled out for services. Some schools have separate classrooms for gifted students. Technology might be used to allow for self-paced study. Alternatively, a student might enter kindergarten early or accelerate in a specific subject or grade. For older students, dual enrollment in high school

Key Findings About Current Practices

Only 3.7% of all schools in Mass. offer gifted programs; in contrast, 57.6% of schools nationally offer gifted programs.

In a recent survey, district leaders in Mass. report their strategies to meeting the needs of gifted students include enrichment during the school day and acceleration and separate classes for older students.

Teacher recommendations and course grades were the most commonly cited factors for selecting students for services.

(for middle-school students) or in college (for high-school students) is a common approach.

Massachusetts state policy specifically allows dual enrollment for high school students seeking to enroll in college courses. Massachusetts has no policy regarding early entrance to kindergarten or acceleration.⁷ In Massachusetts, it is up to the Local Education Authorities (LEAs) to decide their policies.

Gifted Programs in Massachusetts

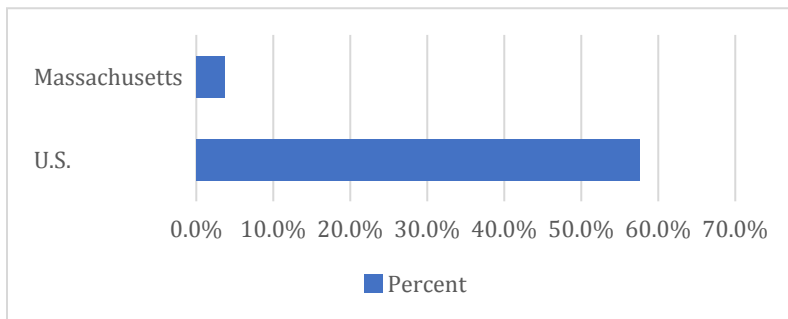
The Office of Civil Rights (OCR), which is part of the U.S. Department of Education, collects data from every public school in the country on some education and key civil right issues every other year. As part of that survey, each school is asked whether the school has any students enrolled in one or more gifted/talented programs. If a school reports having a gifted/talented program, the school then reports how many students participate and the race and ethnicity of the participants. The OCR survey defines gifted/talented programs as:

programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

The survey explicitly states Advanced Placement and International Baccalaureate programs are not included in the definition.

According to the 2015-16 OCR survey, 69 schools out of 1,872 schools (3.7%) in 27 districts in Massachusetts reported having a gifted and talented program.⁸ In sharp contrast, nationally, 57.6 percent of all schools reported having a gifted and talented program (Figure 1). According to the OCR data, the only states with fewer gifted and talented programs than Massachusetts are Vermont (2.0% of schools) and Rhode Island (1.6% of schools) and the District of Columbia (0%).

Figure 1: Share of Schools with Gifted Program



Source: Office of Civil Rights Data, U.S.

school, whole grade, subject
ance to college.

⁸ The 27 districts include: Barnstable, Berkshire Hills, Beverly, Boston, Boxford, Brockton, Burlington, Canton, Dover-Sherborn, East Longmeadow, Falmouth, Fitchburg, Halifax, Hatfield, Hingham, Lowell, Lowell Community Charter Public School, Malden, Melrose, Middleton, Quincy, Springfield, Sturbridge, TEC Connections Academy, Topsfield, Waltham, and Wrentham. A listing of the 69 schools is available at: <https://ocrdata.ed.gov/DistrictSchoolSearch#schoolSearch>

We do not know how many gifted students live in Massachusetts, but a reasonable estimate would be 6–8 percent of state’s students, which translates into 57,000 – 76,000 students.⁹ Without a common definition and identification process, it is impossible to pinpoint the precise number. According to the OCR 2015-16 survey, 6.6 percent of students were enrolled in gifted programs nationally. This number includes states such as Massachusetts that have very few gifted programs, and other states that enroll many more than the average. Another source of data, a nationally representative survey of school districts, found that the fraction of elementary school students nationwide who have been identified as gifted and enrolled in a gifted program was 7.8 percent (Callahan, Moon, & Oh, 2017).

The Department of Elementary and Secondary Education Survey

In an effort to understand more about district practices and policies, the Department of Elementary and Secondary Education (DESE) surveyed all Massachusetts superintendents and charter school leaders in June 2017. Out of a possible 404 respondents, 117 people responded, for a response rate of 29 percent, and there is a likely a selection bias of the districts that responded being more likely to offer services. In addition, the districts that responded were not representative of the state as a whole; large districts were overrepresented. Thus, the findings from this survey should be viewed with some caution. At the same time, they do offer information about what some districts are doing to identify and serve academically advanced and gifted students in Massachusetts.

At the elementary level, district leaders most frequently cited enrichment during the school day as their strategy for serving gifted students. Of respondents whose districts include elementary schools, 45 percent of respondents reported using this approach with many or all eligible students and 31 percent with a few or some eligible students. Leaders also reported using personalized learning and technology as a common strategy.

In middle school, districts’ strategies appear to shift toward acceleration in particular subjects as well as enrichment activities. Of respondents whose districts include middle schools, 38 percent reported acceleration in particular subjects for many or all eligible students and 41 percent for a few or some eligible students. Nearly one-third (31%) reported that they provide enrichment activities for many or all eligible students, and 26 percent provided these activities for a few or some eligible students.

In high school, acceleration and separate classes for students above grade level are the predominant strategies. Nearly two-thirds of respondents (67%) whose district

⁹ This number would be higher if academically advanced students were included.

included a high school reported acceleration for many or all eligible students and 52 percent reported that they offered separate classes for students above grade level.

The survey also queried district leaders about their processes for identifying students for services. Without a mandate to identify gifted students, districts have full discretion to determine their policies. About half (45%) of respondents formally screen students for potential eligibility for programs and supports for academically advanced students, with 26 percent screening many or all students and 19 percent screening some or a few students. The remaining 55 percent of districts do not conduct any screenings.

According to the district respondents, teacher recommendations and course grades were the most commonly cited factors in selecting students for services. Specifically, 75 percent of respondents cited teacher recommendations as a major factor and nearly 70 percent cited course grades. Less commonly used were assessments of academic knowledge, previous identification for similar programs, parent recommendations, and local benchmark assessments, all of which were used by about one-quarter to one-third of responding districts. Almost no districts reported using assessment of cognitive skills or IQ or non-verbal assessments to determine eligibility.

This approach differs from the rest of the country. According to the *State of the States*, 33 states were required to use specific criteria and/or methods to identify gifted and talented students. In 12 of those states, the criteria/method were determined at the state level. The majority of states (34) provide LEAs with some guidance on the identification process, even if the specific process to be used was not mandated.

At the end of the ESE survey, respondents were given the opportunity to provide any additional comments. While these comments are not necessarily representative of district leader views about gifted education, they offer some insights into some leaders' views about gifted education. Some of the respondents expressed a clear desire for more support from the Department of Elementary and Secondary Education to help them meet the needs of their gifted students.

An urban leader stated, "Gifted and talented students and academically advanced students are often invisible/under-served in our state. Parents and students are frustrated and move to private schools. We lose great thinkers!"

Similarly, another leader stated, "I am very excited to see that DESE is looking at this sub-group. As a school district, we spend a lot of time and resources with our lower achieving students but far less with the higher achieving students." Another leader echoes, "We would love more support or ideas from DESE around this idea. We need to do more to support our highest achievers."

One leader at a rural district reported, “While the district was once able to more effectively provide opportunities for students performing above grade level, the lack of any significant increase in state educational aid after 2003 & 2004 has forced the district to significantly reduce the budget and eliminate many programs. Like many other rural and small schools in the Commonwealth we feel the state has little understanding of the realities facing rural towns and their schools.”

Finally, one leader cautioned, “I would be concerned about an emphasis on advanced programs for students based on the flawed implementation of programs in the past. The state should continue its efforts to encourage districts to move towards personalized learning, allowing flexibility for teachers to help students move towards individual CCR goals.”

There are very few gifted programs in Massachusetts. At the same time, district respondents reported a variety of strategies to meet the needs of advanced and gifted students. Their strategies differ depending on the school level of the students.

District Profiles

As part of the research for this report, I visited four districts — East Longmeadow, Falmouth, Waltham, and Worcester — to learn more about their approaches to meeting the needs of advanced and gifted students. These districts, geographically dispersed across the Commonwealth, include urban and suburban communities of different sizes and socioeconomic statuses. Two districts (East Longmeadow and Waltham) have pull-out programs in their elementary schools, although the East Longmeadow enrichment teachers also do a substantial amount of push into classes. Both of these programs use CoGAT, an assessment commonly used to identify students for gifted services, as part of their identification process. Worcester has two separate programs for middle-school students. Finally, Falmouth has invested in a multi-year professional development initiative to enable all elementary classroom teachers to be able to meet the needs of accelerated learners. These profiles — East Longmeadow (p. 23), Falmouth (p. 28), Waltham (p. 49), and Worcester (p. 35) — highlight a range of approaches that some districts are using to meet the needs of advanced and gifted students in Massachusetts.

The Gifted and Talented and Enrichment Program in East Longmeadow

The hum of excitement overtook the room as the fifth-grade students eagerly began to work on their inventions. During this two-month project, all fifth graders at the Mapleshade Elementary School in East Longmeadow will create an invention either in small groups or on their own to solve a problem that will make life better in some way. During this year’s theme of “Solving Everyday Problems through Innovation,” the inventions ranged from helping students open their lockers more easily with finger print recognition to enabling people to donate clothes at supermarkets and receive a refund, similar to bottle refunds, to a way to solve boredom. The project will culminate with an Invention Convention at the end of May.

East Longmeadow is a small district of 2,650 students in Western Massachusetts. The share of economically disadvantaged students is much lower than the state average (17.9% vs. 32.0%), and the student population includes a higher share of white students than the state average (81.9% vs. 60.1%). In recent years, however, the share of white students has declined, while the share of students of color has increased. The share of Hispanic students in East Longmeadow increased from 5.1 percent to 7.1 percent between 2016 and 2018. Student achievement in grades 3-8 is higher than the state average. In 2018, 53 percent of students in grades 3-8 met or exceeded expectations in mathematics MCAS, compared with a statewide average of 47 percent. The district is making typical progress, with student growth measures between 40

At Mapleshade School, the teacher of gifted and talented students also works with third, fourth, and fifth grade students who are at or above grade level in ELA and/or math during the intervention time, while the classroom teachers and other specialists focus on helping students who are struggling. The groupings are flexible, and students can be added or removed from the enrichment group based on their needs. This time allows the teacher the opportunity to work with more students, offering them a range of enrichment challenges, such as designing the perfect toothbrush.

The pull-out program is for 4th and 5th students who have been identified as having a particular strength in mathematics and/or Reading/Language Arts. These students meet with the teacher of gifted and talented students once a week for a small group class where they conduct research, work on independent projects, and work on challenging problems, such as the math Olympiad. For instance, a pair of students are currently working on designing a model house, learning about architecture in the process. Another student is creating a children's book about math. While there is not an explicit social-emotional curriculum to the pull-out sessions, the sessions include a lot of collaboration and working in teams. These sessions aim to challenge the students beyond the work of their regular classroom setting and are largely driven by student interest.

The district uses several avenues to identify the students for pull-out services and has made a conscious decision to include more students than might qualify under a narrow definition of giftedness. The district uses the STAR assessment, and students who score in the 94th percentile or higher in ELA and/or math will then, with parental permission, take the CoGAT assessment, a multi-choice test designed to measure a student's academic aptitude. Students who score 90% or higher on the CoGAT are placed in the pull-out program. If students score at or above the 94th percentile on the STAR assessment and below the 90% threshold on the CoGAT, the teacher completes a gifted indicators checklist. The classroom teacher and the gifted and talented teacher make a determination based on these three data points. In addition, a parent or teacher can request gifted and talented screening. In this case, the CoGAT assessment will be administered, the teacher will complete the gifted indicators checklist, and the team will look at the data points and collaboratively determine appropriate placement of the student.

The district is proud that it has stopped the notion of just giving advanced and gifted students more work and also that all students have access to instruction by the teachers of gifted and talented students. Both the push-in and pull-out programs seek to enhance student learning by reaching across disciplines to engage all students in a range of projects. Students can go as far as they want with their projects with "nothing holding them back."

IV. Views of District Leaders About Gifted Education

District leaders play a large role in shaping the education of gifted students. To learn about their perspectives, I held three focus groups with superintendents and other district leaders from across the state. In addition, I received feedback from a group of urban superintendents and district leaders following a brief presentation at an Urban Superintendent Network meeting.

These leaders represented small and large districts across the state. There was also a range of socioeconomic characteristics of these districts, including urban centers and more prosperous suburbs. Some of the districts did not. Because the leaders were a self-selected group, their views may not be representative. Nonetheless, these findings and the leaders' suggestions provide useful information. In particular, I found that the district leaders held mostly consistent views about gifted education.

District leaders agreed that the term "gifted" can be controversial, and they try to avoid it. A leader explained, "I think every parent thinks their kid is gifted." Similarly, another leader elaborated, "There was a very big concern of labeling anyone gifted or not gifted." In Falmouth, according to my interview with district leaders, the district explicitly avoids the word "gifted" because they find it to be exclusionary and limiting.

Key Findings from District Leaders
The term "gifted" is controversial and often avoided.
Face more challenges at the elementary school level;
Concerns about the social-emotional needs;
Challenges around screening (universal vs. time on assessment);
Concerns about inequitable access to services;
Questions around what does gifted education look like; and
Challenges around teacher training and capacity.

Parents were often the drivers of conversations about gifted education and, according to one leader, they aspire to have their children labelled "gifted." Another leader described conversations about gifted education arising in her district because of parents who have become vocal about "my child is bored." A different leader reported that the topic comes up in conversations with her school committee. A third leader reported that staff brought up the topic.

District leaders agreed that they face more challenges in meeting the needs of gifted students at the elementary-school level. In elementary school, teacher differentiation was a common strategy to meet the needs of gifted students. One leader suggested that Universal Design Learning (UDL) enables teachers to meet the needs of all students in the classroom, but there was not agreement among the leaders with whom I spoke on this topic. As students progress to middle and high school, more opportunities and choices are available to meet their needs. District leaders referred to honors classes, AP courses, dual enrollment at the high school for middle-school students, and dual enrollment at local community colleges for high-school students.

One area where district leaders were not in agreement was about whether the lack of programming in elementary schools was an issue for concern. Specifically, one leader was not too concerned about kids being bored because she believed that "most kids make their own fun when they are bored." In contrast, another leader believed, "It's unfair to those students who are exceptional kids to have to endure five or eight years before they actually get something that is exciting and challenging." Another leader echoed that sentiment, explaining that gifted students

“go to school to learn. So, we have to have something for them.” Overall, district leaders agreed that meeting the needs of gifted students was the most difficult in the elementary school years; however, leaders were mixed in their levels of concern.

Some district leaders discussed the tradeoffs in their thinking about gifted programs. One district leader explained how her district had eliminated leveling (also known as tracking) “because of the research about how heterogeneous groupings is more beneficial for all learners.” Similarly, another leader reported that they struggle with the notion of gifted education philosophically asking whether they would be preventing other students from showing their giftedness and whether they would be “segregating students?”

District leaders, with and without gifted programs, described the goals of gifted education as student engagement and critical thinking. One leader whose district has a program reported that “Our goal is to meet the needs of every child.” She continued that the goal is to have gifted students “work to their potential.” Leaders seem more interested in enrichment, such as project-based learning, than in subject or grade acceleration. Leaders also agreed that meeting the social-emotional needs associated with gifted students was a central goal and allowing them to be with peers was an important consideration.

As an example, one district leader referred to a student who took pre-calculus in 9th grade and then in junior year “had a nervous breakdown and never came back to school. He definitely had social-emotional issues. He didn’t have a cohort. He was the only one.”

The consequences of not meeting the needs of gifted students include behavior problems and also the lack of development of important work habits and other skills, according to district leaders. Leaders referred to negative behaviors that can develop. One leader explains, “If their academic needs are not met, they get bored and they ask for negative attention.” Another leader agreed that if students are not challenged, then that can lead to “social-emotional challenges.” In addition, two district leaders raised concerns about underachieving gifted students who do not develop good work habits and resiliency because of the lack of challenges in elementary school. When they encounter challenging work in high school, there can be problems. District leaders were aware and mostly in agreement that negative consequences can result from not meeting the needs of gifted students, both for the individual students and for the classroom.

Leaders identified challenges around screening for gifted students. First, they would like guidance in defining and assessing giftedness. One leader suggested, “I am not exactly sure that the school system right now is in a place where we know how to even measure [gifted and talented].” In addition, they already face concerns about too much time spent on assessments. At the same time, because of concerns about equitable access to the services, they believe that universal screening is important. Two different leaders whose districts have gifted programs had concerns about the

demographic balance of their programs, compared with the district's demographics. Raising concerns that their current screening process might be missing students, both districts were considering moving toward universal screening and also making certain that the screening tool is reliable.

One urban leader suggested that all districts should have a balanced conversation that includes discussions of gifted and talented students as well as strategies to meet the needs of struggling students. A different leader reported, "We often target the middle students and the low students and often times leave out the upper students." The same urban leader believes that some people mistakenly fear that if there is a focus on gifted and talented students then the needs of students who are struggling will not be addressed because of limited resources.

Leaders also raised questions about how gifted programming would work. One leader asks: "How do you identify students and identify them with some sort of metric that's fair and accurate? How do you then train all of your teachers to understand what this is going to look like? And, how do you come up with the dollars to make something like this work?" Leaders want more specific information and guidance about what gifted education looks like. For instance, in the past, gifted education has often been seen as interdisciplinary and project-based. Today, a lot of classrooms incorporate those principles in the classroom, raising questions about whether pull-out or a coaching model in the classroom is the best strategy.

As a result of all these issues, leaders agreed that their energies are often focused on their test scores and trying to meet the needs of students with disabilities. One leader suggested that the state's accountability system has led districts to focus on students who were not yet proficient on MCAS, explaining, "We were trying to get everybody to be proficient. Being proficient became the goal rather than being exemplary."

A different leader explains that Massachusetts "just has not had the infrastructure or even the teacher training. It just has not been part of the culture of schools." In addition, the leader referred to concerns about equity and that historically more privileged families and their children have benefitted more from gifted education. He wonders, "Have we over-corrected? Probably, and how do we think about a system where there's an equitable approach to giving gifted and talented education?"

District leaders had suggestions for what support policymakers could offer in order to help them meet the needs of advanced and gifted students in their districts. District leaders suggested:

- A state definition of gifted;
- A metric to know when a student is gifted;

- Models of gifted education programs and lessons, including beyond Massachusetts;
- Examples of what advanced or gifted and learning tasks look like;
- Teacher training and professional development for administrators and teachers;
- Sustainable funding to support gifted education; and
- A common understanding about the purpose and goals of gifted education.

The district leaders with whom I spoke recognized the challenges of meeting the needs of gifted students, particularly in elementary schools. They recognized the negative consequences when their needs are not met. They spoke about balancing a range of needs, including time spent on assessments vs. universal screening, and the value of heterogeneous groups vs. grouping students by ability. They would like more information about how gifted programming would work and what gifted education looks like. They agreed that a state conversation about giftedness would help in order to create a common understanding about the purpose and goals of gifted education.

Meeting the Needs of Accelerated Learners in Falmouth Public Schools

In 2015, Falmouth Public Schools made a decision to become more intentional about meeting the needs of accelerated students in the district's four elementary schools. The district invested in professional development focused on helping teachers meet the needs of all students, specifically those who are capable of work beyond their grade level. This is not a gifted program, and, in fact, the district deliberately eschews the term "gifted," which it finds to be exclusionary and limiting. Rather, the district prefers to talk about accelerated learners, which implies movement, and the idea that there is something else to learn.

Falmouth Public Schools, a district on Cape Cod, educates about 3,300 students in its K12 public schools. The share of economically disadvantaged students in the district is slightly less than the state average (30.4% vs. 32.0%), and the percentage of white students is greater than the state average (79.9% vs. 60.1%) and, correspondingly, there are lower percentages of students of color in the district. In 2018, the percentage of students in grades 3-8 that met or exceeded expectations on MCAS math was 54 percent, compared with a statewide average of 47 percent. The district is showing progress across most accountability measures, and the students in grades 3-8 are making typical progress with an average student growth score between 40 and 60.

The motivation to meet the needs of accelerated learners through a multi-year commitment to professional development came from a variety of sources. Teachers were seeking resources to help them meet the needs of students who were strong academically. Parents who had identified their children as gifted or academically accelerated wanted the schools to do a better job of challenging their children. At the same time, administrators realized that students could not access advanced opportunities in later years if they did not have foundational skills. District administrators describe the importance of students learning how to work through challenges in their early years, so they are prepared to do so in later years. These different views came together and led to seeking out professional development for teachers in the elementary schools.

Falmouth worked with Janis Baron, a consultant with Teachers 21, to develop a professional development program to enable elementary school teachers to meet the needs of accelerated learners. In the first cohort, there was one teacher from each grade from each of the four elementary schools. The teachers attended half-day professional development sessions five times throughout the year, and Janis would also spend time at each school to coach teachers, work with administrators, and teach model lessons to students. The focus was on pedagogy, examining the instruction to make certain it was meeting the needs of all students. Janis shared strategies and materials to help the teachers go deeper. Teachers had opportunities to discuss challenges with their peers and to observe other teachers across classrooms.

The teachers who were participating in the professional development brought back what they were learning to their colleagues at their schools. Based on the positive feedback from staff in the first cohort, a second cohort was added in year 2, and those teachers received the same training. This school year (2018-19), a third cohort was added. By the end of this year, almost all of the elementary school teachers and some of the elementary school specialists, such as art and music teachers, will have participated in the professional development. As Falmouth looks to the future, it is considering designating teacher leaders in each grade at each school who can be the point person for their colleagues as a way to sustain the professional learning and instructional model.

Part of the strategy is focused on grouping students in ways that they have opportunities to be challenged by peers at their level. The schools cluster small groups of peers together in classrooms or facilitate groupings across classrooms for lessons or projects. As one teacher explains, "In the classroom you want at least another peer at their level so they are not isolated. It's beneficial for the students who are accelerated because they have someone [with whom] they can rack their brains with and have discussions with." The teacher also notes that grouping the students with academic peers also helps the classroom because the students are less likely to be disruptive.

Teachers and administrators appreciate the flexibility of this approach and point to the ability to be fluid in their strategies. It is not a one-size fits all approach. Students might be accelerated in one content area and not in another. Students might develop and change over the summer. Teachers can adjust groupings across classrooms to meet the needs of accelerated learners. In contrast, they describe a gifted program as taking away that flexibility by "locking" students into a group. Their approach enables teachers to recognize a specific strength or talent and then create an opportunity for the student to "journey further." According to district administrators, the students can "deepen their learning and challenge themselves in a way that doesn't allow them to become complacent with their learning."

It is an approach based on the strengths of students – pushing all students to go farther, extending their learning based on their strengths. If a student is accelerated, the teacher is pushing that student a little farther. If a student is working on grade level, the teacher is also pushing that student a bit farther. It is just differentiated to the students' readiness level. For example, if the class is working on phonics and a student in that class is already writing and spelling, that student might be challenged to write sentences and to rhyme words, while her classmates are working on decoding and spelling out words. A teacher explains that everyone might be going to California, but each student's route might be different.

The district had previously done work in differentiation. Yet, they found that the focus gravitated to meeting the needs of students who were struggling to master grade-level work. According to a district administrator, "There needed to be an intentionality around the conversation about accelerated learners." They found that students who had mastered the skills and content were also struggling, just in a different way. The administrator explains, "They need challenge. They need extension. They need deeper learning." A teacher further elaborates that giving more of the same work is not going to help, nor is giving the student next year's work. The accelerated students need a challenge that deepens their learning. They found that the consequences of not meeting the needs of accelerated learners were often behavioral issues. Despite teachers' best efforts, prior to the professional development, the district was not confident that they were addressing all of the needs that accelerated students presented in their classroom.

With the professional development and coaching, teachers describe being more mindful about supporting all different levels of learning. They have added more project-based learning that is more open-ended. On a recent Friday, using things from the environment, students built their own nests that won't fall apart. Students have built bridges, boats, and parachutes with limited materials. There will be a wide range in how students approach these projects and the depth of their solutions. These projects offer flexibility to meet student needs, and with common planning time, teachers have greater opportunities to collaborate.

Describing a boy in first grade this year who is accelerated in math, a teacher explains while his classmates were speed solving basic addition problems, he started out with subtraction and then moved onto multiplication problems. As the

the class worked on nonstandard units of measurement, he worked on multi-step problem-solving. When he is challenged, his teacher explains that “it’s like his eyes are gleaming, [with] the biggest smile on his face because he knows he’s accomplished something.”

The district administrators and teachers describe a mindset that expects that teachers put in as much work in meeting the needs of accelerated learners as they do to meet the needs of struggling learners. The district views this effort as part of their work toward equity within their larger strategic plan, titled The Framework for Student Success. Their approach is also consistent with their emphasis on nurturing a growth mindset in their students. The growth mindset emphasizes that the brain is like a muscle; it needs to be used to get stronger. All students should have opportunities to learn, whether they are at grade level, below grade level, or above grade level.

V. Views of Parents and Other Stakeholders About Gifted Education

Parents are key stakeholders in discussions about policies and practice about the education of gifted children. In order to understand their experiences and perspectives, DESE created an email address where anyone could send feedback about their experiences. I relied on the advocacy community to let stakeholders know about the opportunity to submit commentary; neither I nor the Department did any outreach to solicit feedback. Like the findings from the district leaders, it is important to note that these are a self-selected group of parents and other stakeholders. Their views may not be representative of the views of parents statewide or even of the views of parents of academically advanced or gifted students. Nonetheless, their experiences add critical information to the discussion of gifted education, and many parents offer a snapshot into the consequences of not meeting the needs of gifted students.

I received 79 emails from stakeholders. Of those 79 emails, the majority (70) were from parents. The remaining emails came from teachers (3), former students who had participated in a gifted education program (2), school committee members (2), a psychologist who specializes in gifted education, and a nurse practitioner.

The parents who responded to the opportunity to provide commentary live in all regions of the Commonwealth and are from cities and towns of different sizes and socioeconomic characteristics. Parents from urban centers submitted comments, as did parents from wealthy suburbs. Several parents specifically identified themselves as low-income, and several also identified themselves as people of color. Some parents

Key Findings from Parents

The needs of gifted students are different, both academic and social-emotional needs;

Schools are unable to meet their children’s needs, and they also lack an understanding of their children’s needs.

Teachers lack training or support to meet the needs of gifted students.

The lack of understanding, teacher training, resources, and policy guidance harms children.

The harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, and disengagement from school.

Some parents report pulling their children from the public schools, either to homeschool them or to switch to a private school.

wrote about their experiences in school districts that are considered by many to be high-quality districts. Several parents who submitted comments live in towns that have gifted programs. Despite some differences, the experiences of the parents who submitted comments were very similar overall, and a common set of themes emerged.

The parents were very clear that they view the needs of gifted students as different from those of other students, both their academic and social-emotional needs, with many likening their needs to those of special education students.¹⁰ Put simply, one parent writes, “It is well documented that children of gifted ability have unique learning needs and challenges.” Another parent explains, “Gifted kids don’t just learn more than other kids, they learn differently from other kids and require different teaching methods. This is a special need. These kids should be seen as special needs students, just like kids who have learning challenges. This is not a minor issue that can be dismissed easily for these kids. For gifted kids, it is an existential crisis if they cannot learn.” Similarly, another parent writes that “Gifted students are simply born with brains wired to learn differently, and their needs are not being met in our state’s education system as it is now. They display cognitive, artistic, leadership or academic ability outside the norm for their age. These traits require accommodations that are typically not provided in regular classroom settings, unless we plan for it.”

Nearly every parent wrote that the public schools were not able to meet their children’s needs. Twenty-two parents explicitly described the inability of schools to meet their children’s needs, while this inability was implicit in most other comments. One parent explains, “In Massachusetts, teachers and schools are not equipped and/or not willing to address the need for advanced learners that require increased and different challenges for their academic development and social-emotional well-being.” Parents attributed the inability of schools to meet the needs of gifted students to different factors, including lack of resources, lack of training, lack of policies, and lack of understanding of these students’ needs.

A lack of understanding was a common theme. A father explains, “There was no recognition of what [my son] needed or why he was struggling with his social-emotional development...This is a real issue. Gifted kids have special needs, and there’s a lot of kids and families suffering because their needs are not being met.” Negative consequences result from not meeting the needs of gifted students. This parent speaks for many when she states, “I can tell you honestly that the lack of understanding of gifted children – not just the academic needs but even more an understanding of the emotional and social intensity and challenges – has deeply injured my son and my family.” The lack of understanding and inability to meet the needs of gifted students has led to harms for students and their families, according to the parents who submitted commentary.

¹⁰ According to the *State of the States* survey, 23 states required gifted education strategies align with special education, especially regarding a free appropriate public education.

In describing the lack of understanding, some parents referred to myths about gifted students, including the idea that gifted children will be fine on their own. A mother explains that “Many [educators] believe the common myths about gifted students, including that gifted children do not need any special assistance and can get by on their own, and that social considerations are more important than academic when determining a child’s placement.” Parents believe that educators’ and administrators’ lack of understanding contributes to certain misbeliefs, such as gifted students will be fine on their own or that they do not need any specific accommodations, which has not been true for their children.

Acceleration, an intervention where a student progresses through an educational program faster or at ages younger than typical, is a common strategy nationwide to meet the needs of gifted students.¹¹ Fourteen parents who wrote about the inability of their children to accelerate, either at the subject level or grade level, believed that some of the harms to their children could have been alleviated if their child was able to accelerate. In contrast to most families’ experiences, three parents wrote that their children had been able to accelerate, and it had been a positive experience. One parent describes the positive impact of her son skipping first grade, as “he has made many friends, and he is doing well in all subjects.” At the same time, she acknowledges that “as long as accommodations for gifted students are treated as a favor and an exception rather than a necessity and a right, only a select few children will ever access them.” Acceleration is a policy that some parents of gifted students believe could help meet their children’s needs.

Other parents who submitted commentaries also raised concerns about the lack of policies toward gifted students. One parent explains that the education that a gifted child receives is “incredibly subjective and subject to budgets, teacher personalities, classroom constraints, and a myriad of other factors.” Another parent echoes that it “is extremely variable, based on training, personality, and beliefs of teachers and administrators that a child has.” These parents and others suggest that districts and schools need guidance and also training to meet the needs of gifted students.

The lack of training for teachers was a major concern, raised by twenty-four parents. One parent describes, “It was not the fault of her teachers. They were lovely. This was a problem of lack of appropriate assessment, lack of appropriate policy regarding the needs of gifted students, lack of education regarding what they need to take part in real learning in a classroom, and a lack of leadership in our state’s schools regarding the needs of these children.” Similarly, a parent writes that “Teachers need training, districts need guidance and mandates to provide the appropriate education for our gifted youth.” Despite teachers’ best intentions, their lack of training has had negative consequences for students and their families. In

¹¹ Because there is no state policy and because Massachusetts does not collect data on acceleration, we don’t know its prevalence in the Commonwealth, although it should be included as part of the OCR data collection, which suggests it is rarely used in Massachusetts.

addition to the adverse effects on the children, the lack of teacher training impacted families in a variety of ways, including having to address the children's social-emotional needs and/or respond to behavioral issues at home and/or the financial burdens of homeschooling or private school tuitions.

While most parents did not blame the teachers, several parents referred to hostility or indifference from their children's teachers. One parent wrote that her daughters "were told they could not take out Harry Potter books in 2nd grade, because it wasn't a 2nd grade book." She went on to say that "They were told not to be 'know-it-alls.' So my girls grew up hating school." Another parent writes that "In third grade, my child was told to stop memorizing more of the multiplication table because she was getting too far ahead of everyone else, but the teachers did not provide any additional material for my child to learn." These experiences were the exception; in general, parents believed that the teachers were well-intentioned but lacked the training or support necessary to meet the needs of gifted students.

A father asks, "What is it going to take to get the state to realize that we have a large population of incredibly bright, gifted students – with their own specific set of learning needs – being left to flounder in our schools without access to an appropriate education, and with a total lack of understanding from their well-intentioned teachers who want to help them – but just don't understand their learning needs?"

Parents want policymakers to understand that they believe that gifted children will not just do fine on their own and that children suffer real harms resulting from a lack of understanding of gifted children's needs and the inability to meet those needs. Describing a misconception, a parent explains that nothing is done to meet the needs of her son "because people mistakenly believe that gifted kids have it made. They don't! He suffers greatly from depression and anxiety. He feels like an outsider."

Forty-two parents describe the harms their children have experienced. Examples of these harms include: isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of love of learning, loss of curiosity, and disengagement from school. This father reflects the sentiment of many when he writes, "It is breaking my heart to see my 7-year-old daughter becoming increasingly detached from school due to the lack of any real challenges." Parents (and district leaders who participated in the focus groups) report that the lack of learning opportunities can often lead to misbehavior. One parent describes the consequences for her son as "he is bored in school and often finds himself getting in trouble behaviorally as he jokes around a lot to fill the time." Tellingly, a teacher submitted a note that a student had written, which says "I wish my teacher knew how smart some of the bad kids are."

One mother of six children writes that she worries the most about her gifted son who cries daily because "he is incredibly lonely and isolated, and the school does

nothing to help him shine.” Another parent describes the long-term effects as: “Our public school has taken a child who started out in this world desperate to know everything about everything and to be the best at everything he does and turned him into a child who by 1st grade had given up on his dream of school being the place where the world and all its mysteries would open up to him and by 3rd grade stopped even asking me to teach him new things after school.” Other parents describe similar trajectories, with students checking out from school or refusing to attend school or hating school.

Ten parents wrote about their twice-exceptional (2e) children, and the schools’ inability to understand or meet their needs. Twice-exceptional students are gifted students who also have a learning disability. Some of these students have Individual Education Programs (IEPs). Despite these plans, their parents describe the same set of challenges that other parents of gifted students describe in terms of a lack of understanding of their needs and an inability to meet their needs.

In contrast, when gifted students are challenged and given opportunities to learn, parents describe motivated and energized children. A parent explains the contrast: “When appropriately challenged, he rises to expectations and looks forward to school each day, but he becomes disengaged and unhappy when forced to repeat work he mastered years ago.” Another parent elaborates, “When my child finally received learning material at his level of instruction, of which he has not yet mastered, he came to life with such vigor.” Parents report seeing their children thrive when they receive appropriate materials and curriculum, typically after they have left the public-school system, either to be homeschooled or attend a private school.

These harms have led parents to pull their children from the public school, either to attend a private school or to homeschool them. Seventeen parents reported moving their children to a private school, although not all could remain in a private school because of the financial burden. Eleven parents reported homeschooling their children. Several parents described the financial burden of having to leave the labor market to homeschool their children. Three parents wrote about moving school districts in an effort to find a better option for their children’s education.

Some parents were aware that not all parents of gifted students had the resources that they had or even the experiences to understand their children’s needs. Seven parents who were able to find a solution outside the public system voiced their concern for other families who might not have the same choices. One parent of color explains, “I am very mindful of the fact that, although we had the resources to get my son tested and placed in a private school, there are many minorities who do not. I am concerned that many bright minds are not getting the support they need.”

The message from the parents who submitted commentary is remarkably consistent: Gifted students have different needs from other students. The lack of understanding, resources, teacher training, and policy guidance harms their

children. The harms take a variety of forms, including isolation, misbehavior, and detachment from school. The parents believe that if the Commonwealth is committed to serving all students, the public schools must focus on the needs of gifted students, in ways that currently do not exist.

Common recommendations from parents include:

- Legislation to establish the rights of students to an education that meets their potential;
- Legislation to mandate the identification of and services for gifted students;
- Legislation to meet the needs of twice-exceptional students;
- Testing for giftedness among all students at an early age;
- Use of adaptive assessments;
- Training for administrators and teachers about giftedness;
- Ability for children to accelerate based on ability; and
- Resources for in- or afterschool academic interests, also at the elementary school level.

Gifted and Talented Middle-School Academies in Worcester

The parents and the community in Worcester want more advanced programming for their students, and the district is responding with programs in two middle schools. For over 25 years, there has been a gifted and talented program called the Goddard Scholars Academy for middle-school students, and the Academy has always had a waiting list. More recently, the district created the Hanover Insurance Academy of the Arts.

Worcester, the Commonwealth's third largest school district in 2018, is a diverse school district that educates over 25,000 students. The share of students of color is higher than the state average. In 2018, African American students accounted for 15.9 percent of the district, compared with 9.0 percent of all students statewide. The district has more than twice as many Hispanic students, compared with the state average (42.6% vs. 20%), and the share of English learners in the Worcester was more than three times as high as the state average (34.4% vs. 10.2%). Nearly 60 percent of the students are economically disadvantaged, compared with a statewide average of 32 percent. In 2018, 29 percent of the students in grade 3-8 met or exceeded proficiency in math MCAS, compared with the state average of 47 percent. The growth of MCAS scores across all grades show typical levels of growth, and the district is partially meeting its target goals.

As academically advanced and gifted students approach middle school, they have the option of applying to become a Goddard Scholar. The Goddard Scholars Academy is a citywide magnet program for highly motivated, gifted and talented middle school students in grades 6-8. Admission is based on MCAS scores plus a parent and student commitment to the program. While not necessarily ideal to use only one data point, the District found that using an objective criterion has led to more equitable access for all students. All eligible students are invited to an open house to learn about the program. There is a lottery to select the scholars from applicants who meet the criteria. There are 48 Goddard Scholars per grade. The demographics of the Scholars roughly reflect the total school district population, with the exception of EL students who are underrepresented.

The mission of the Academy is to provide a rigorous and accelerated program that can delve deeper into subjects. All students complete Algebra 1 by the end of 8th grade. The Academy is designed to help students become lifelong learners, good citizens, and leaders of the 21st century. It also aims to provide students with a safe, challenging, and fun place to learn. The Goddard Scholars Academy continues at South High Community School for grades 9-12, where the Scholars are part of a larger high-school community. Clark University offers two full college scholarships for the top two Academy students.

The Goddard program is a cohort model where students take all of their classes together and operate separately from other students in the building. They take a weekly gifted and talented class that includes a range of activities, such as an academy challenge problem, an engineering activity, peer mediation, a field trip or other activities. According to one teacher, the Academy students “tend to be kids who like school, who don’t mind doing homework, and have some curiosity. They are interested in being in school.” The teacher continues, “They challenge each other to be better students.” For some students, it is the first time that they have been challenged in school.

Almost all of the Academy teachers have received training and professional development at the University of Connecticut, and they use the schoolwide enrichment model advocated by Dr. Joseph Renzulli, a leader in gifted education. They aim to have students solving problems or issues in their community to make an impact, called a type III experience. For instance, a group of students collected socks and toiletries for homeless people, and they collected the goods from their churches, girl scout troops, and housing complexes. Many teachers offer after-school clubs, such as the Science Olympiad, the Math Team, and Model UN with students attending competitions outside the district.

The success of the Goddard program coupled with a need for more opportunities for advanced learners led to the creation of the Hanover Insurance Academy of the Arts, another citywide magnet program, which is currently in its second year. The Hanover Academy, housed within a different middle school, is an art-infused program for gifted and talented students. The program builds off of an existing arts program in that middle school, where students specialize in an art field, such as media arts, dance, music, or theater. Similar to the Goddard Academy, students qualify for the Academy based on their MCAS scores, and eligible students can apply to attend this 7th and 8th grade program. Again, all eligible students are invited to an open house the previous year to learn about the program. There are also 50 students in each grade. The students who attend the Academy have the opportunity to focus on two arts coupled with an advanced academics curriculum. The students will then continue as students in the arts magnet high school, which is adjacent to the middle school.

Their work to meet the needs of advanced learners is not done. The current two programs are not sufficient to meet all the needs. So, the district is in the process of planning for a third program at a different middle school. The focus of this program will be health sciences, and the partnerships and details are still being planned. According to district leaders, the topic of advanced learners and gifted students comes up often in the district. As families consider choosing Worcester as their place to live, they want to know what the schools can offer, and, the district is doing its best to respond and to meet the needs of all students.

VI. Academic Research on the Efficacy of Gifted Programs

Students receive a great variety of types of gifted services across the country. Programs differ in terms of goals, definitions of students served, how the gifted services are delivered, the amount of services received, and the content of the curricular materials. It is helpful to think of gifted programming in two broad categories: acceleration and enrichment. Acceleration programs enable students to advance either by grade or by subject matter more quickly than their peers.¹² In contrast, enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels.

Enrichment programs can benefit gifted students in terms of their learning outcomes and social-emotional well-being. Because of the large variation in enrichment programs, however, it is challenging to identify which characteristics of enrichment programs result in positive impacts for different groups of students. Some research finds positive effects of enrichments, while other research finds no effects. For instance, one study that analyzed the effects of gifted programming in mathematics and reading found no effect on gifted students' achievement or on their academic attitudes. Yet, the researchers also note that the programming did not distinguish between the type, length, or degree of programming (Adelson, McCoach, & Gavin, 2012). In contrast, a meta-analysis of 26 studies found that the enrichment programs had a positive impact on both gifted students' academic achievement and social-emotional development (Kim, 2016). Some enrichment programs lead to positive outcomes, but more research is needed to better understand the attributes of effective gifted enrichment programming.

There are also open questions about which students might benefit the most from gifted programs. In one study "*Does Gifted Education Work? For Which Students?*" researchers examined the impact of separate gifted classrooms on three different groups of 4th grade students: 1) non-disadvantaged students with IQ scores ≥ 130 ; 2) low-income students and English learners with IQ scores ≥ 116 ; and 3) students who missed the IQ thresholds but scored highest among their school/grade cohort in statewide achievement tests in the previous year. The researchers found no effects on the reading or math achievement for the first two groups of students. In contrast, they found that students in the third group, the students who missed the IQ

Key Findings About the Efficacy of Gifted Programs

Gifted programming can be thought of in two broad categories: acceleration and enrichment.

Enrichment programs can benefit gifted students. The research findings are mixed, with some programs showing positive outcomes and other programs finding no effect. More research is needed to identify the attributes of effective enrichment programs and for which students.

The research on acceleration consistently finds acceleration be an effective intervention for gifted students and is also usually effective in terms of social emotional adjustments.

Several recent studies have found that higher achieving students learn less in school than other students. In one study, higher achieving students learned at the same rate during the summer as they did during the school year.

¹² Acceleration can include: early entrance to school, whole grade, subject matter, curriculum compacting, self-paced instruction, and early entrance to college.

threshold, showed significant gains in reading and math. These findings lead the researchers to conclude “that a separate classroom environment is more effective for students selected on past achievement – particularly disadvantaged students who are often excluded from gifted and talented programs” (Card & Giuliano, 2014). The study raises larger questions about the importance of clarifying the goals of gifted programs and also the need to understand in a much more nuanced way than currently exists about which students might benefit from what type of programming.

In contrast to the research findings on enrichment, the research on acceleration consistently finds acceleration be an effective intervention for gifted students and finds that it is usually effective in terms of social-emotional adjustments (Colangelo, Assouline, & Gross, 2004). Studies about acceleration date back to the 1920s. In his analysis of acceleration interventions since the 1960s, James Kulik finds that bright students almost always benefit from accelerated programs of instruction (Kulik, 2004). The accelerated students usually perform like bright, older non-accelerated students. In addition, the accelerated students usually score almost one-grade level higher on achievement tests than bright, same-age non-accelerated students do (Kulik, 2004). His research finds that other types of programming for gifted students are less effective than acceleration. His conclusions that acceleration is the most effective intervention for bright students and that the benefits of acceleration have been strongly documented are shared by a wide range of scholars who have looked at the efficacy of acceleration.

Other research focuses on the long-term positive outcomes to students who have accelerated. One study compares accelerated students with older grade-level peers who had similar academic and demographic backgrounds who were not accelerated. The findings suggest that, on average, accelerated students consistently and significantly outperformed their nonaccelerated peers, both in high school and in college. When compared with their comparable nonaccelerated peers, accelerated students perform better on both the PSAT, SAT, and most ACT measures. They earn higher grades in high school and in college, compared with their comparable nonaccelerated peers (McClarty, 2015). In addition, in another study, the research finds that being in an accelerated program can affect a student’s educational goals. Specifically, Kulik finds that “accelerated students are clearly more likely than bright non-accelerated students to aspire to advanced educational degrees.” (Kulik, 2004). The benefits of acceleration persist beyond K-12 schooling.

Concerns about the effects of acceleration on students’ social-emotional well-being are common. It is important to note that there are a wide variety of acceleration options and policies. In some situations, students may stay with their age-based peers for some or most of the school day. In other situations, they may be solely with older peers. In addition, depending on what type of acceleration, the age of the students can vary significantly. Acceleration policies range from early entrance to kindergarten to early entrance to college. While the specific context and design of the acceleration matters, a growing body of work finds that students who

experience acceleration opportunities seem to benefit psychologically (Cross, Andersen, & Mammadov, 2015). At the same time, research also identifies educator resistance to acceleration. Educators are often concerned about the social-emotional impact of acceleration on students (Rambo & McCoach, 2012). Many studies have found either positive or no negative effects, although a few studies have found negative impacts. A full exploration of the social-emotional needs of gifted students should also include an examination of the social-emotional effects of a lack of policies, such as not allowing acceleration or offering other gifted programming.

In thinking about the efficacy of gifted education, it is useful to step back and reflect about its purpose and goals. At its core, gifted education is about meeting the needs of all students, allowing them the opportunity to learn and be challenged. Several recent studies find that gifted students learn less in school than do other students. A recent survey found, “Gifted students, on average, began third grade with academic achievement two grade levels above the academic level of non-gifted students but posted slower academic growth than general education students between third grade and fifth grade” (Long, Hamilton, McCoach *et al.*, 2019). Similarly, a different study found that high-achieving students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). Similarly, in another study, researchers found that the highest achieving students had the slowest growth during the school year. One of the study’s authors wonders, “There was a real question as to whether or not those students were benefiting at all from their time in school” (Sparks, 2019).

A national study *Do High Flyers Maintain Their Altitudes: Performance Trends of Top Students* has similar findings. The researchers found that high-achieving boys were more likely than high-achieving girls to lose ground in math and reading, raising questions about the differential impact of the lack of academic growth and progress. These research findings raise questions about schools’ ability to meet the academic needs of high-achieving students.

While more research is needed to better identify the attributes of successful gifted programs and what type of programs work best for which students, that need should not be interpreted as a case for inaction. Enrichment programs can be an effective way to meet the learning needs of advanced and gifted students. In addition, the research findings on acceleration are clear and consistent about the benefits for gifted students, including longer-term outcomes.

VII. The Academic Trajectory of Advanced and Gifted 3rd Grade Students

Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we cannot track the academic progress of students identified as gifted. As a result of these limitations, this analysis focuses on

academically advanced 3rd graders – defined as those students who scored 272 or higher on the math MCAS in 2014.¹³ These students represent the top 12 percent of all 3rd grade students in the state.¹⁴ In the analysis that follows, we will follow this same group of students through 6th grade.¹⁵ We refer to these students who are in the top 12 percent as the academically advanced 3rd graders.

From the outset, it is important to note that the MCAS is not an assessment of giftedness. Rather, it is a curriculum-based assessment. We can say that these students are academically advanced. We do not know how many are gifted, and we also do not know how many gifted students are not included in these numbers, either because they have left the public-school system or because their giftedness may not be reflected in their MCAS scores.

In 2014, there were 8,316 students (12.4%) who scored 272 or higher on the math MCAS in 3rd grade. Table 4 shows both the racial and ethnic breakdown of those students and racial and ethnic distribution of all 3rd grade students. Both white and Asian students were overrepresented in the top 12 percent. In contrast, Black and Hispanic students were underrepresented. Black students accounted for 3.2 percent of the top students, although 8.2 percent of all 3rd graders were Black. Similarly, Hispanic students accounted for only 7.7 percent of the top students, although they were 17.9 percent of all 3rd graders in 2014.

Table 4: Academically Advanced 3rd Grade Students by MCAS Math Scores, 2014

Key Findings About the Academic Trajectory

By 6th grade, 45% of the academically advanced 3rd grade students remain in the top decile of MCAS math achievers.

There are large racial and ethnic differences. More than three-quarters of the academically advanced 3rd grade Black and Hispanic students are no longer in the top decile in 6th grade.

Similarly, three-quarters of the academically advanced 3rd grade low-income students are no longer in the top decile in 6th grade.

The schools that academically advanced 3rd grade Black and Hispanic students attend in 6th grade are much more likely to have low student growth.

¹³ During 2015 and 2016, some students took MCAS, while others took the PARCC assessment. The Department of Elementary and Secondary Education created equivalency tables allowing comparisons of student achievement across both assessments. This analysis includes all 3rd grade students. In addition, from 2014-2016, the assessment was the legacy MCAS. In 2017, the state switched to the next generation MCAS assessment. Our analysis is based on the math MCAS, because the relationship between math achievement levels on the legacy and next generation MCAS is more consistent. In addition, the relationship between math instruction and growth and achievement is also stronger.

¹⁴ We aimed to look at the top 10% but cutting the data at 272 allowed us a clear line, meaning we did not have to make distinctions between students who earned the same score. We also did this same analysis for students who earned a perfect score on the 3rd grade math, which was the top 6.67% of students. Because the trends were the same for the students who scored a perfect score, we decided to focus on the top 12%, giving us a larger number of students for our analysis and a greater ability to break out findings by student subgroups.

¹⁵ I want to acknowledge and thank Tyrone Mowatt of Ed Inquiry who recommended that we pursue this analysis. I also want to thank Bob Lee and Kate Sandel of DESE who did the analyses of the MCAS data for this section.

	Number of Top 12% Students	Percent of Top 12% Students	Percent of All 3 rd Grade Students
Asian	1,147	13.8	6.3
Black	268	3.2	8.2
Hispanic	642	7.7	17.9
Multi-race	362	4.4	3.4
Other*	16	0.2	0.3
White	5,881	70.7	63.9
Total	8,316		

*Includes Native American and Pacific Islander students

In addition to race and ethnicity, we analyzed some additional characteristics of the students in the top 12.4 percent, including students who were English learners (EL), low-income students, and students with disabilities (SWD) (Table 5). To be clear, these characteristics are not mutually exclusive. For instance, a student can be both an English learner and also be low-income. All of these students have also been counted in Table 4, by their respective race and ethnicity. All of these students (EL, low-income, and SWD) were underrepresented in the group of academically advanced students. English learners were 3.8 percent of the top students, while they were 10.8 percent of all 3rd graders. Low-income students were 17.7 percent of the top students, although they were 40.9 percent of all 3rd graders. And, students with disabilities were 4.2 percent of the top students, while they were 16.8 percent of all 3rd graders. In the gifted community, students who have disabilities and are gifted are commonly referred to as twice exceptional (2e) students. Three hundred forty-eight of the academically advanced 3rd grade students were students with disabilities. Again, we don't know how many of these students with disabilities are twice exceptional, but they certainly are academically advanced.

Table 5: Academically Advanced 3rd Grade Students by MCAS Math Scores by Other Characteristics, 2014

	Number of Top 12% Students	Percent of Top 12% Students	Percent of All 3 rd Graders
English learners	315	3.8	10.8
Low-income*	1,476	17.7	40.9
Students with disabilities	348	4.2	16.8

*Low-income is defined as students who received free or reduced-price lunch.

We follow those academically advanced students for three years asking: What happens to academically advanced students between 3rd and 6th grade? Of the students still attending Massachusetts public schools, we examined how many stayed in the top decile or top quintile of math MCAS scores in 4th, 5th, and 6th grades. (In 4th grade, we use the top 11% to allow for an even break between scores).¹⁶ We

¹⁶ Over 90 percent of the academically advanced students as measured in 3rd grade remained in the Massachusetts public schools (7,637/8,318 students).

find that half or slightly less than half of the academically advanced students remain in the top decile in 4th, 5th, and 6th grades (Table 6), and by far, the largest drop off is between 3rd and 4th grade. In 6th grade, 45.2 percent of the academically advanced students were still in the top decile of MCAS math achievers.

Table 6: Academic Trajectory of Academically Advanced 3rd Grade Students

	Number	Percent
Grade 4, Top 11% (2015)	3,780	49.9%
Grade 5 Top 10% (2016)	3,403	45.0%
Grade 6 Top 10% (2017)	3,438	45.2%

Racial and Ethnic Differences

Large differences exist in the academic trajectories of students of different races and ethnicities. In Table 7, we present the academic trajectories of students of different races and ethnicities who were all in the top 12 percent in 3rd grade. The vast majority of the Black and Hispanic 3rd grade academically advanced students do not remain in the top decile. By 6th grade, only 21.0 percent of the Black academically advanced 3rd grade students remained in the top decile and only 23.3 percent of the academically advanced Hispanic students remained in the top decile. In 3rd grade, there were 268 academically advanced Black students; in 6th grade, only 50 of those same Black students remained in the top decile. We find a similar drop off for academically advanced Hispanic students. In 3rd grade, there were 642 academically advanced Hispanic students, and by 6th grade, only 130 of those same students were in the top decile. In sharp contrast, we find that 71.8 percent of the top Asian students and 43.6 percent of the top white students in 3rd grade were still in the top decile in 6th grade. There is a steep and disproportionate drop off of academically advanced Black and Hispanic students.¹⁷

Table 7: Racial Differences of the Academic Trajectory of Academically Advanced 3rd Grade Students

	Asian (Top 12% 3 rd Grade)	Black (Top 12% 3 rd Grade)	Hispanic (Top 12% 3 rd Grade)	Multi-race (Top 12% 3 rd Grade)	White (Top 12% 3 rd Grade)
Grade 4 Top 11% (2015)	69.9%	27.1%	37.9%	51.1%	48.4%
Grade 5	69.5%	26.5%	29.5%	49.1%	42.8%

¹⁷ Note that this analysis examines the same students over time. The top decile of 6th graders might include other Black or Hispanic students who are not part of the top 12 percent in 3rd grade.

Top 10% (2016)					
Grade 6 Top 10% (2017)	71.8%	21.0%	23.3%	46.0%	43.6%

If we broaden our lens a bit to examine which students remain in the top quintile, we find that more academically advanced 3rd grade students remain in the top fifth of distribution. Overall 69.7 percent of the academically advanced students remain the top quintile. Yet, the same discrepancies between students of different races and ethnicities exist (Table 8). While 43.3 percent of the academically advanced Black 3rd grade students and 47.3 percent of the academically advanced Hispanic 3rd grade students remain in the top quintile in 6th grade, more than half are no longer in the top fifth of the distribution. In sharp contrast, 89.1 percent of the academically advanced 3rd grade Asian students and over two-thirds (69.7%) of the advanced 3rd grade white students remain in the top quintile. More than half of the top Black and Hispanic students in 3rd grade were not in the top quintile of students in math by 6th grade.

Table 8: Racial Differences, Top 20%

	Asian (Top 12% 3 rd Grade)	Black (Top 12% 3 rd Grade)	Hispanic (Top 12% 3 rd Grade)	Multi-race (Top 12% 3 rd Grade)	White (Top 12% 3 rd Grade)
Grade 6 Top 20% (2017)	89.1%	43.3%	47.3%	68.9%	69.7%

Other Student Characteristics (EL, low income, students with disabilities)

Similar gaps exist for English learners, low-income students, and students with disabilities (Table 9). Among the academically advanced low-income students in 3rd grade, only one quarter (24.8%) of those same students remain in the top decile in 6th grade. A higher share of the academically advanced English learners and students with disabilities remain in the top decile. Specifically, 39.0 percent of the top English learners and 36.0 percent of the top students with disabilities remain in the top decile in 6th grade. Broadening our lens to look at the top fifth of the distribution, we find more students remain in the top 20 percent (Table 10). Nonetheless, less than half of the low-income students who were academically advanced in 3rd grade remain in the top fifth of the math distribution in 6th grade.

Table 9: Academic Trajectory of Advanced Students by Other Characteristics

	English Learners (Top 12% 3 rd Grade)	Low-Income (Top 12% 3 rd Grade)	Students with Disabilities (Top 12%

			3 rd Grade)
Grade 4 Top 11% (2015)	43.5%	34.0%	36.4%
Grade 5 Top 10% (2016)	39.0%	29.5%	34.1%
Grade 6 Top 10% (2017)	39.0%	24.8%	36.0%

Table 10: Other Characteristics, Top 20%

	English Learners (Top 12% 3 rd Grade)	Low-Income (Top 12% 3 rd Grade)	Students with Disabilities (Top 12% 3 rd Grade)E
Grade 6 Top 20% (2017)	63.2%	49.1%	54.9%

Because this is a descriptive analysis, we can describe what is happening but the analysis does not explain why this is happening. What conclusions can we draw? It is noteworthy that most of the drop off is occurring between 3rd and 4th grade for all students. From this analysis alone, we cannot say what exactly is happening, but there are several possible explanations. First, it might be the case that MCAS, as an assessment, does not do a good job of measuring the achievement of the top students and, as a consequence, there is some measurement error of the achievement of the top students. Another explanation is that the school systems are not doing a good job of supporting the needs of advanced students, perhaps in making certain they have access to challenging materials or increased levels of rigor, which leads to the drop off throughout the elementary school years. A third explanation is a concept called regression to the mean, which refers to the statistical fact that very low or higher performers tend to move toward the group average over time. While these explanations are plausible and can possibly explain part of the drop off, none of them explain why the biggest drop is between 3rd and 4th grade. A fourth explanation could focus on an analysis of the standards assessed in 3rd and 4th grades to determine if the 4th grade standards are markedly different in their difficulty, thus helping to explain the large drop off between those two grades.¹⁸

What is clear from this analysis is that there is a steep and disproportionate drop off of academically advanced Black and Hispanic students and low-income students (some of whom are the same individual students), as compared with other

¹⁸ One way to assess this question would be to do a similar analysis for 4th grade students. The analysis would identify the top decile of 4th grade students and then look at their academic trajectory over time to see if there is a comparable level of drop off as they progress.

academically advanced students. **These data indicate that the needs of academically advanced Black and Hispanic and low-income students are not being met.** The vast majority of the students who are in the top decile in 3rd grade are no longer in the top decile by 6th grade. Even when we broaden our lens of achievement, more than half of these top students in 3rd grade are no longer in the top quintile of math achievers by 6th grade. These findings should prompt urgency to find ways to better meet the needs of academically advanced Black, Hispanic, and low-income elementary school students.

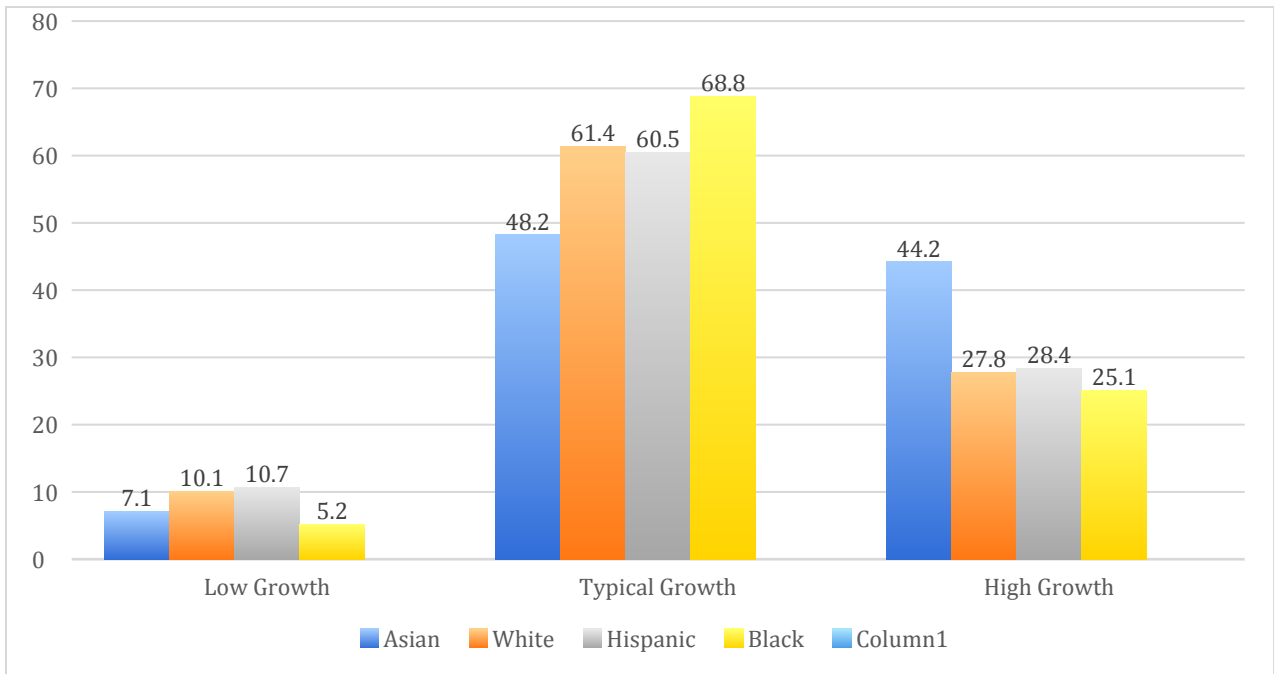
School Level Analysis

We also examine the achievement levels of the schools that the academically advanced 3rd grade students attend in 3rd grade and 6th grade. This analysis gives us information about the schools that students attend and the achievement levels of their schoolmates. To do this, we examine the overall student growth percentile (SGP) for the schools that academically advanced students attend. The SGP is calculated for all students in the school – not just the academically advanced students.¹⁹ The SGP data compares the performance of students with other students like them over time, asking is their MCAS performance growing more than, less than, or at the same rate of their academic peers? A student-level SGP score of 40 to 60 is considered typical growth, meaning that the student is growing roughly the same amount as other students who scored similarly on previous years of the MCAS test (academic peers). A score above 60 is considered high growth, meaning the student is making greater gains than his or her academic peers, and a score below 40 is considered low growth, meaning that the student is making smaller gains than his or her academic peers. SGPs can be aggregated across all students in a school to give a measure of the growth of students overall in a particular school. Typically, school-level SGPs are reported as the mean (average) SGP of all students in the school.

Figure 2 shows the school level growth (SGP) for schools that the advanced students attend in 3rd grade, broken down by their race. We find that almost 45 percent of the advanced 3rd grade Asian students attended a school that had a high level of student growth. In contrast, only 25 percent of the academically advanced Black 3rd graders attended a school that had a high level of growth. Academically advanced 3rd grade Hispanic students were the most likely to attend schools with low levels of growth. Academically advanced white students were also more likely than other advanced students to attend schools with low growth in 3rd grade.

Figure 2: School Growth in 3rd Grade of Academically Advanced Students, 2014

¹⁹ Academically advanced students who attended K-3 schools are not included since those schools do not have a SGP, because 3rd grade is the first year that students take the MCAS.

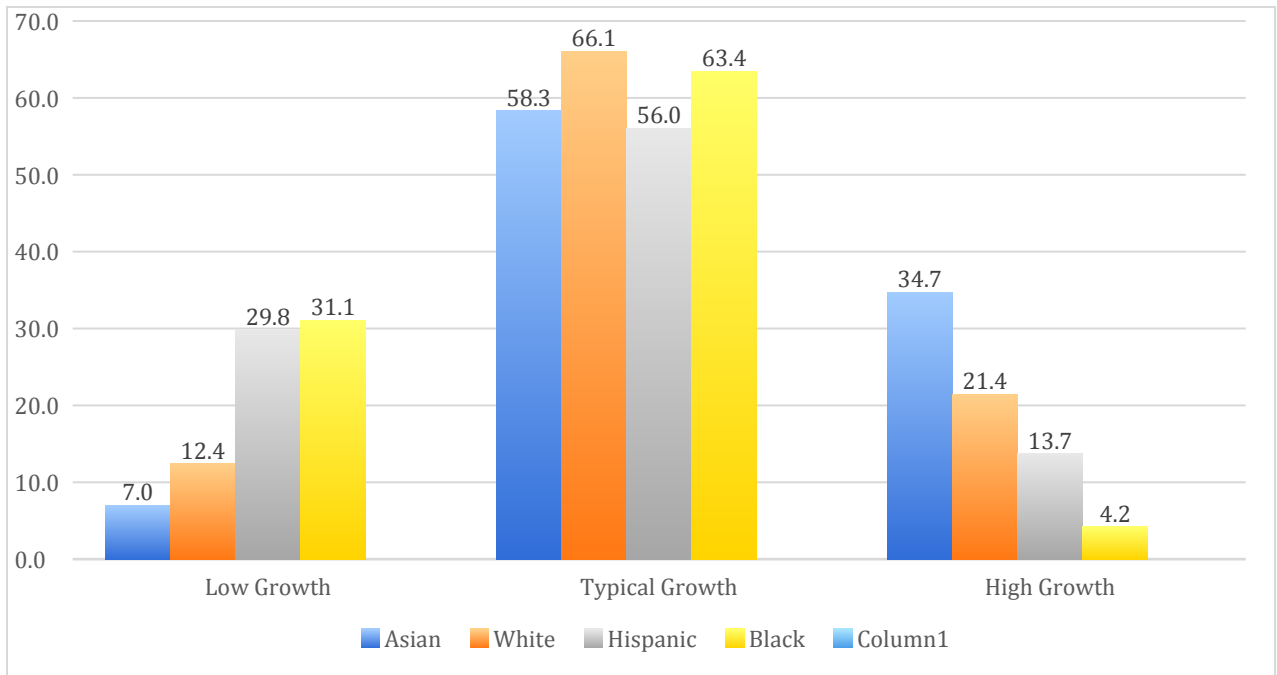


We next examine the growth levels of the schools that these same students (the academically advanced students in 3rd grade) attend in 6th grade. Between 3rd and 6th grade, most students (87%) have transitioned to a new school. In 3rd grade, many are in K-5 schools, and in 6th grade, most attend a middle school that is not the same school as their elementary school.

We find big differences in the student growth of the schools the academically advanced 3rd graders are now attending as 6th graders (Figure 3). Fewer than 5 percent of the academically advanced 3rd grade Black students attend schools with high growth in 6th grade and more than 30 percent of the academically advanced 3rd grade Black students attend schools that have low levels of growth in 6th grade. Nearly 30 percent of the academically advanced Hispanic students were also attending schools with low growth. In sharp contrast, almost 35 percent of the academically advanced Asian 3rd grade students are attending schools with high growth in 6th grade and fewer than 10 percent are attending schools with low growth.

In the previous analysis, we saw a large drop off in math achievement between 3rd and 4th grade for the academically advanced students. These data about the achievement levels of schools that academically advanced Black and Hispanic students attend in 6th grade do not bode well for their future academic trajectory beyond 6th grade. The schools that academically advanced Black and Hispanic students attend in 6th grade are more likely to have low student growth, meaning that the students in those schools are making smaller academic gains, compared with their academic peers.

Figure 3: School Growth in 6th Grade of Academically Advanced 3rd Graders, 2017



Academic Research on Equity of Access and Opportunity for Advanced Learners

Numerous studies have documented the fact that low-income students and other traditionally underrepresented students have less access to gifted programs and other opportunities for learning. Jonathan Plucker and Scott Peters focus on what they call “excellence gaps.” They define excellence gaps as “differences between subgroups of students performing at the highest levels of achievement.” They find that very few low-income students score at the advanced level on any national tests. Similarly, they document large excellence gaps between students of different races and ethnicities (Plucker & Peters, 2016).

Massachusetts has some of the largest excellence gaps in the country, despite the fact that the percentage of students in Massachusetts scoring advanced on state and national assessments has increased (Plucker & Peters, 2016). At the national level, researchers have found that the mathematics excellence gap has increased over time (Rambo-Hernandez, Peters, & Plucker, 2016; Rambo-Hernandez, Peters, & Pluck 2017). To be clear, the excellence gap is not the same as the achievement gap which is focused on making certain that all students achieve basic proficiency. The excellence gap is focused on ensuring that all advanced learners can develop their talents. A recent report *No. 1 For Some: Opportunity and Achievement in Massachusetts* raises questions about inequities, in and out of the school system in the Commonwealth. While they identify inequitable access to rigorous coursework in high schools as a concern, they do not refer to inequitable opportunities for advanced or gifted students (*No. 1 For Some*, 2018). The overall high ranking of Massachusetts conceals important racial, ethnic, and socioeconomic gaps.

Plucker and Peters suggest that it is critical that public schools offer advanced learner opportunities for all students. Otherwise, if not offered, families who are aware of supplementary options and can afford them will seek out opportunities at their own cost that are outside of the public schools, which then exacerbates gaps in educational achievement (Plucker & Peters, 2016). The lack of opportunity in schools for traditionally underserved students to develop their skills will inevitably lead to increases in the excellence gap, as families with financial resources and other forms of social capital will seek opportunities outside of school to enhance their children's learning.

Researchers have identified different strategies that can reduce the excellence gaps. A key opportunity exists with the process of identifying advanced students. Parent and teacher referrals, common methods of identification, have been shown to systematically miss potentially qualified students. In one research project, after a universal screening program for 2nd grade students was implemented, the number of economically disadvantaged students and minorities placed in gifted programs increased substantially. These increases were the result only of implementing universal screening; the eligibility standards did not change (Card & Giuliano, 2015). Universal identification strategies, which have been shown to be effective at increasing the number of traditionally underrepresented students, however, presume that a service or program exists to offer the students who are identified.

Using local norms is another strategy to increase the number of traditionally underserved students who participate in gifted education programs (Yaluma & Tyner, 2018). In this approach, the highest achieving students at each school are identified. The reference group for the gifted identification process is the student's same-grade peers at their school. For example, the cut score might be the top decile of students in each building. The underlying idea is that because these highest performing students are most likely to go underchallenged, they need additional services to be appropriately challenged. Although students within schools will meet different standards for inclusion than those across the district, using a local norm process is likely to yield greater socioeconomic and ethnic diversity in a district's gifted program. Researchers confirm that when districts use a local norm to identify students for gifted programming, the share of underrepresented students increases (Peters, Rambo-Hernandez, Makel, *et al.*, 2019).

Increasing teacher diversity is a third strategy to increase the participation of traditionally underrepresented students in gifted education. Researchers find that schools with larger numbers of Black teachers or a Black principal have greater representation of Black students in gifted programs. They find similar results for Hispanic teachers and representation of Hispanic students in gifted programs. Diversification of the educator workforce appears to be an effective strategy to ensure greater access to gifted services for students of color (Grissom, Rodriguez, & Kern, 2017).

Researchers have identified strategies to increase the number of traditionally underserved students in gifted programs. Using universal screening and local norms have been shown to have a positive impact. In addition, a diverse educator workforce is also correlated with greater participation in gifted programs by Black and Hispanic students. These strategies, however, presume that a service or program exists to offer the students who are identified. The current hands-off approach of Massachusetts, with few gifted programs and not much attention to gifted education, has likely exacerbated the excellence gap. Our analysis of the academic trajectory of academically advanced 3rd-grade students documented the widening of the excellence gap between 3rd and 6th grade. Academically advanced students who are black, Hispanic or low-income are not being well served.

The Challenge Program at Waltham Public Schools

Third graders are learning about the geometry of a hexagon. They are making two- and three-dimensional hexagons from different shapes. In another class on the science of precipitation, which builds on what all students learned in second grade about the water cycle, they learn about the phases of matter. They learn what it means to go from solid to liquid to gas, and what determines a solid, liquid, or gas. Building on that lesson, the teacher will make a cloud and bring in different types of snowflakes. Looking at the snowflakes under a microscope, the students will identify the hexagons and also learn about Wilson Bentley, a man who photographs and classifies snowflakes. Finally, in this unit, the students write a creative writing piece following the prompt, "Once upon a hexagon..."

Waltham Public Schools educate a diverse group of 5,600 students. The share of Hispanic students is nearly double the state average (39.6% vs. 20.0%), and the share of English learners is more than double the state average (22.2% vs. 10.2%). The share of economically disadvantaged students is also higher than the state average (34.5% vs. 32.0%). In 2018, 44 percent of the students in grades 3-8 met or exceeded expectation on the math MCAS, compared with 47 percent statewide. The district is making typical progress toward meeting its improvement goals, with an average student growth between 40 and 60.

More than a decade ago, the Waltham Schools began the Challenge Program, a pull-out program that serves over 200 academically advanced and gifted students in third through fifth grade. Waltham currently has three Challenge teachers who divide their time between six elementary schools. (A new dual language program in the district will be adding a third-grade classroom next year.) The students are pulled out three times per week for 30 minutes during the intervention period to give students opportunities to understand content at deeper levels and to apply their knowledge to grade-level curriculum and beyond. The Challenge teachers also provide additional support and resources to classroom teachers.

Students are identified for the Challenge Program during the spring of second grade using the CogAT assessments in three areas: verbal, quantitative, and non-verbal. Students are nominated by teachers or referred by parents to take the assessment. For students who did not meet the criteria, they may take the assessment again the following year, and there is also a guest program if classroom teachers believe that they could benefit from the program. The guest program allows the district to include students who might have been missed by the identification process but whom could still benefit from the services provided by the program.

The district has been analyzing the demographics of the students who participate in the Challenge Program to determine whether they match the demographics of the district as a whole. They have made progress in this respect, but there are still differences. There is not yet equal representation across schools or students. Because of concerns about equity, the district is considering administering the CogAT test to all second graders.

The goal of the Challenge Program is similar to the goal for all students. It seeks to meet the needs of every child. As one teacher explains, "All kids have the right to learn." Henry Taraz, M.Ed., the lead teacher for the elementary science and challenge program at Waltham Public Schools, developed the Project Based Learning curriculum[©]. The focus is on enrichment, which builds upon fundamental skills gained primarily in the grade level classrooms. The three anchors of Project Based Learning are: interdisciplinary, inquiry-based, and hands-on. It is also about engaging in evidence-based discussions. The unit about the geometry of the hexagon comes from this curriculum.

The Challenge teachers also seek to meet the social-emotional needs of the students. They do this through collaborative projects and embracing all students' differences. The asynchronous development of gifted students often means that the development of their cognitive and social-emotional skills are uneven. If unattended, gifted students can feel lonely and as if something is wrong with them, potentially leading to depression and anxiety. The Challenge Program allows students to find others like them and also supports them in their pull-out sessions by developing relationships with an understanding of their needs.

One of the Project Based Learning units that students love is the space science when they learn about black holes in fourth grade. The solar system is part of the standards in third grade for all students. The Challenge Program looks at the life cycle of the stars in fourth grade. Questions are encouraged. When a fourth-grade student asked why there is a void, and how did the Big Bang theory come up, the answer to that question will be discussed.

VIII. The Social Emotional Well-Being of Advanced and Gifted 3rd Grade Students

The social-emotional well-being of gifted students is a concern for many people, including district leaders, parents, researchers, and other stakeholders. Because Massachusetts does not have a definition of giftedness and does not collect data on gifted students, we do not have the ability to assess the social-emotional well-being of gifted students. This is a significant limitation, and more research is needed to understand the social-emotional well-being of gifted students in Massachusetts.

In this section, we assess the social-emotional well-being of academically advanced students as measured by the Views on Climate and Learning (VOCAL) survey and also by looking at their suspension and attendance rates.²⁰

About the VOCAL Survey

The Department of Elementary and Secondary Education has recently started administering the VOCAL survey to students in grades 5, 8, and 10 to understand their views of their school climate. The questions are organized around nine topics within 3 dimensions of school climate –engagement, safety, and environment (Table 11). Because the VOCAL survey is optional for districts, schools, and students, not all students participated in it. Like the previous analysis of the academic trajectory of academically advanced third grade students, we follow academically advanced students from 3rd grade to 5th grade and analyze their views on school climate. Note: this is not the same cohort of students as in the previous section. The previous analysis examined students who were in 3rd grade in 2014. This analysis examines students who are 3rd graders in 2016.²¹ Also, because VOCAL survey is voluntary, not all students took it. We were able to match results for 5,276 students out of the 6,815 students who comprised the top 10 percent of 3rd grade students (77%).²² Statewide participation was 84 percent in 5th grade. Finally, because 2018 was the first year of implementation of the VOCAL survey, we do not have any longitudinal trends with which to compare this data. We also cannot examine the social-emotional well-being of these same students in middle or high school.

Key Findings About Social-Emotional Well-Being

We do not find any meaningful differences in the views of academically advanced students and other 5th grade students regarding overall school climate, engagement, and environment. Because of the limitations of this analysis, more research is needed to understand this issue.

Racial and ethnic differences exist between the experiences of the academically advanced students as 5th graders, although these differences might reflect the different schools that the students attend.

Academically advanced black and Hispanic students report substantially less positive school climates compared with other academically advanced students.

Academically advanced economically disadvantaged students report less safe schools than other academically advanced students.

Academically advanced students with disabilities report less positive school climates than other academically advanced students.

Academically advanced female students report more positive school climates, compared with academically advanced male students.

Academically advanced students had higher rates of attendance and lower rates of suspension in 3rd, 4th, and 5th grades, compared with their peers.

²⁰ I want to thank Shelagh Peoples and Kate Sandel at the Department of Elementary and Secondary Education for their analysis of the VOCAL data (Peoples) the suspension and attendance data (Sandel).

²¹ Our years of analysis are different because 2018 was the first year that the VOCAL survey was administered.

²² We did the same analysis for the top 5 percent of students, and the findings are similar for the top 5 percent and the top 10 percent. We focus on the top 10 percent, because it gives us a larger number of students.

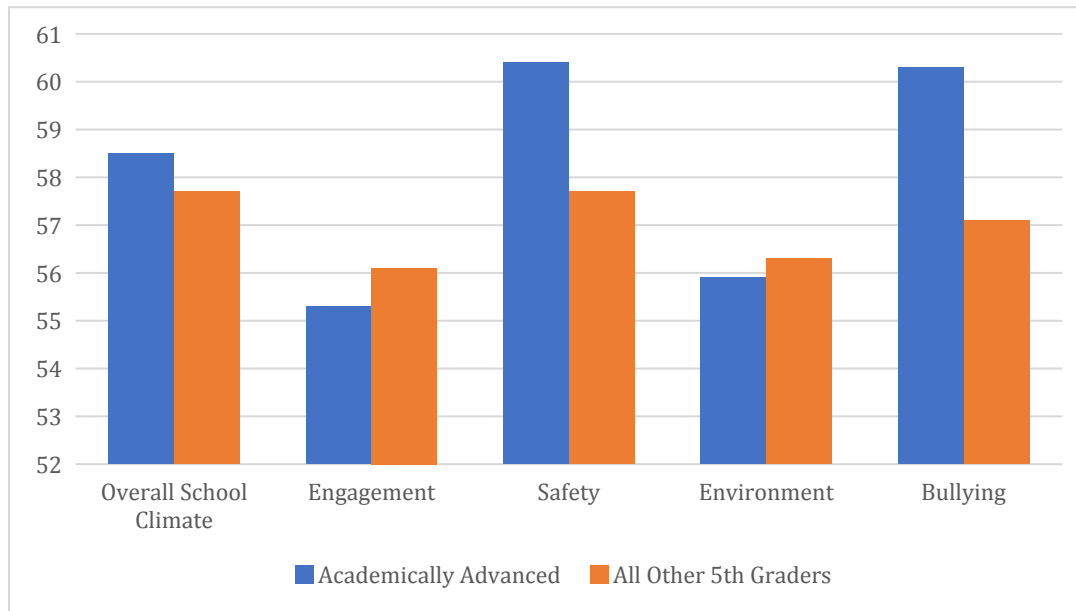
To help interpret the VOCAL survey, the Department has developed several indices. There is an overall school climate index score, an engagement index, a safety index, and an environment index. There is also a bullying index, which is a subset of seven questions within the safety index. These indices are a composite score based on the results of all the questions within the topic area. The indices are set to a mean of 50 and have a standard deviation of 20. A higher index number reflects more favorable school climate. Differences on the indices of about 3 to 4 points or more represent a meaningful difference in school climate. (3 points at the student level is roughly an effect size of 0.15, which is equivalent to a typical student at the 50th percentile moving up to the 56/57th percentile). This degree of difference also starts to pick up some noticeable difference in the raw item response frequencies (which make up the index scores).

Table 11: The VOCAL Survey

Engagement	Safety	Environment
The extent students feel the adults/students value diversity, manage dynamics of differences, and avoid stereotypes.	The extent students feel a bond to the school, and the extent adults/students support the emotional needs of students.	The extent that students feel the instructional environment is collaborative, relevant, challenging and supportive of learning.
The extent students feel there is a social connection and respect between staff/teachers and students, and between students and their peers.	The extent that students feel physically safe within the school environment.	The extent that students have access to systems support that effectively support their social, emotional and mental health well-being.
The extent students feel engaged intellectually, emotionally, and behaviorally in the classroom, and the extent that students or their parents are engaged in school life.	The extent that students report different types of bullying behaviors occurring in the school and the extent that school/staff/students try to counteract bullying.	The extent that discipline is fair, applied consistently and evenly, and a shared responsibility.

We begin by comparing the VOCAL results of the top decile in the math MCAS (a scaled score of 274) of 3rd grade students in 2016 and who took the VOCAL survey as 5th graders in 2018 with the VOCAL results of all other 5th grade students. We did not find any meaningful differences in their views about overall school climate, engagement, and environment. As a group, academically advanced students reported relatively safer schools in 5th grade, when compared with other 5th grade students. They also report less bullying.

Figure 4: Academically Advanced 3rd Grade Students in 5th Grade, Compared with Other 5th Grade Students



In addition to looking at the index measures, we also examined the results of 7 individual questions that we thought might be the most relevant to gifted students' social emotional well-being. (All of the VOCAL questions are available on DESE's website.) All questions on the VOCAL survey are based on a 4-point scale: always true, mostly true, mostly untrue, and never true.

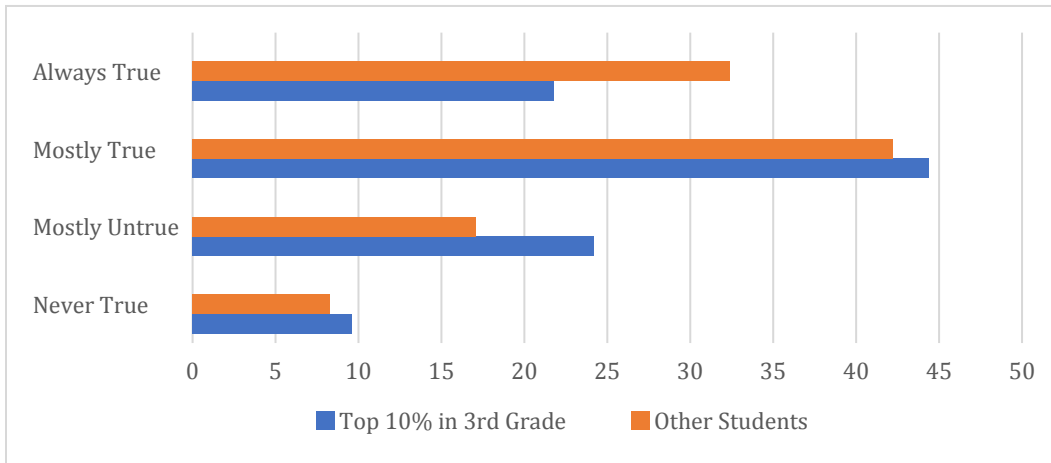
The 7 questions include:

- Teachers at this school accept me for who I am;
- I get the chance to take part in school events (e.g. science fairs, music shows);
- My teachers use my ideas to help my classmates learn;
- When I need help, my teachers use my interests to help me learn;
- I feel safe at school;
- My schoolwork is challenging (hard) but not too difficult;
- When I am home, I like to learn more about the things we are learning in school.

Of these seven individual questions, we found meaningful differences (differences of 7 percentage points or greater) in 3 of the questions. We find differences in the question: I get the chance to take part in school events (e.g. science fairs, music shows.). Academically advanced students were more likely than their peers to report that this is always true when they were in 5th grade (65.4% vs. 54.6%).

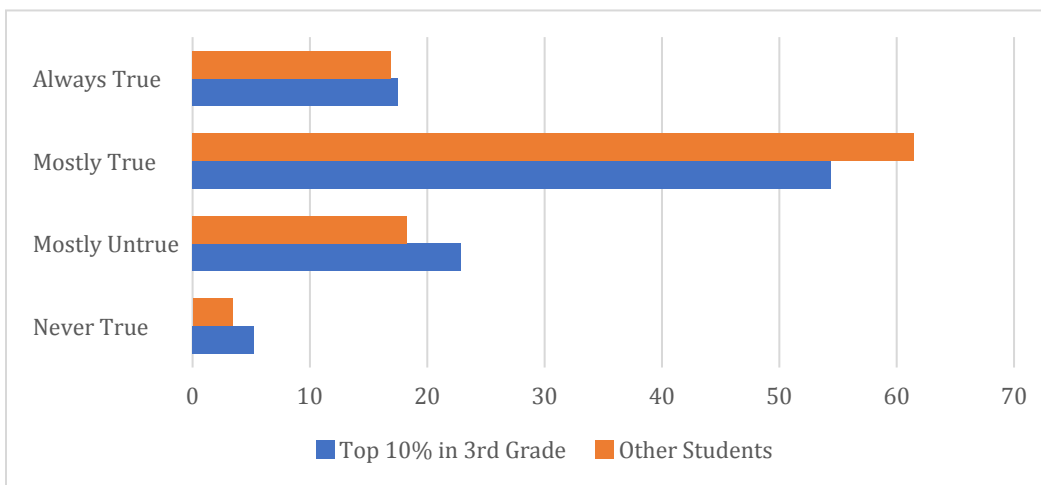
We also find differences in the responses to the question: When I need help, my teachers use my interests to help me learn. When in 5th grade, academically advanced students were less likely than their peers to report that this is always true (21.8% vs. 32.4%) and more likely to report that this was mostly untrue (24.2% vs. 17.1%) (Figure 5).

Figure 5: When I Need Help, My Teachers Use My Interests to Help Me Learn



We also found meaningful differences in the responses to the question: My schoolwork is challenging (hard) but not too difficult. Academically advanced 3rd grade students were less likely than their peers to report that this was mostly true (54.4% vs. 61.5%) (Figure 6).

Figure 6: My Schoolwork is Challenging (hard) But Not Too Difficult



Racial and Ethnic Differences

We found differences in the experiences of the academically advanced Black and Hispanic students as 5th graders, as compared with their other academically

advanced peers, although it appears that some of the differences reflect the different schools that the students attend, which will also be discussed. Specifically, academically advanced black students report substantially less positive school climates compared with other academically advanced students. Academically advanced Hispanic students also report less positive school climates. In addition, academically advanced Black students report substantially less safe schools and less supportive environments compared with their Asian and white peers.

We also analyzed the same seven individual questions, broken out by race and ethnicity. We found differences between students of different races and ethnicities in the following questions:

- Teachers at this School Accept Me for Who I am: In 5th grade, academically advanced Black students less likely to believe this, compared with other academically advanced students;
- I Get the Chance to Take Part in School Events: In 5th grade, academically Black and Hispanic students less likely to have a chance, compared with white academically advanced peers;
- My Teachers Use My Interests to Help Me Learn When I Need Help: In 5th grade, academically advanced Black students less likely to believe this, compared with other academically advanced peers;
- My Schoolwork is Challenging (hard) but Not Too Difficult: In 5th grade, academically advanced Asian students less likely to believe this, compared with other academically advanced peers; and
- I Feel Safe at School: In 5th grade, academically advanced Black students less likely to feel safe at school, compared with other academically advanced peers.

According to the VOCAL survey, academically advanced Black students, as measured in 3rd grade, report less favorable school climates on a range of topic areas in 5th grade, including safety and supportive environments, compared with other academically advanced students. It is noteworthy that we do not find meaningful differences between the reports about school climates of academically advanced Black students and other 5th grade Black students.

Other Student Characteristics (EL, Economically Disadvantaged, Students with Disabilities)

We also found differences between academically advanced (as measured in 3rd grade) economically disadvantaged students and their academically advanced peers in 5th grade and academically advanced students with disabilities (as measured in 3rd grade) and their academically advanced peers in 5th grade. Specifically:

- In 5th grade, academically advanced economically disadvantaged students report less safe schools and less favorable bullying climate, compared with other academically advanced students;
- In 5th grade, academically advanced students with disabilities report less positive views of school climate; lower engagement, less safe schools, and less supportive environments, compared with other academically advanced students; and
- In 5th grade, academically advanced English learners do not differ from other academically advanced students in their views on school climate, engagement, safety, environment, or bullying.

Both academically advanced students who are economically disadvantaged and who have disabilities report less favorable school climates compared with their academically advanced peers. We did not find meaningful differences between academically advanced economically disadvantaged students and other economically disadvantaged students. In contrast, academically advanced students with disabilities report less positive school climates, lower engagement, and less supportive environments than other students with disabilities (those who were not academically advanced in 3rd grade).

Gender Differences

We found gender differences between the experiences of academically advanced female and male students, as measured in 3rd grade. In particular:

- In 5th grade, academically advanced female students report more positive views about their school climate, compared with their academically advanced male peers;
- In 5th grade, academically advanced female students report feeling more safe in school, compared with their academically advanced male peers; and
- In 5th grade, academically advanced female students report more supportive environments than their academically advanced male peers.

Academically advanced female students report more favorable school climates in 5th grade, as compared with academically advanced male students.

School Effects

Finally, we examined the school climates of the academically advanced students in 5th grade, as measured by their 3rd grade scores on math MCAS, with the other 5th grade students at their schools. We were not able to do this comparison for every student. We were only able to do this analysis for schools that had 10 or more

students in the top decile and whose student climate index reliability was 0.7 or higher. There were 156 schools that met these requirements. As a result, we could examine the 5th grade school climate of 2,729 students who were academically advanced in 3rd grade, which was 52 percent of the full VOCAL sample. Because the results are based on a smaller number of students, the reliability of the information is limited, and the findings may not be representative of the other 48 percent of academically advanced students.

In our analysis, we did not find meaningful differences in their reports of overall school climate, engagement, safety, and environment scores between academically advanced students in 5th grade and the other 5th grade students within their same schools. This finding, while not conclusive because of the smaller numbers, raises questions about how much of the other differences we found in our analyses of the VOCAL data are a result of the different schools that students attend (e.g. academically advanced Black students attend different schools compared with academically advanced Asian students). Further analysis is needed to confirm this finding, although it is noteworthy that this finding is consistent with our school-level SGP analysis that finds great variation in the overall academic achievement of the schools academically students attend.

Attendance and Suspension Data

We also examine attendance and suspension data of the academically advanced 3rd grade students as another measure of their social and emotional well-being. This analysis compares attendance and suspension rates of the academically advanced 3rd graders in 2016 (the same students as in the VOCAL analysis) with all other students in each year of 3rd, 4th, and 5th grade to determine whether there are any noticeable differences. Like the other analyses, this analysis is also limited by our inability to separately analyze attendance and suspension data of gifted students. In addition, the results of this analysis might differ if we examined the attendance and suspension data of older students who are academically advanced.

The attendance rate of the academically advanced students is higher than the other students in each year. The difference is about 1–1.2 percent in all three years. This difference is small but statistically significant. We also look at attendance rates broken out by race and ethnicity. Again, the academically advanced students have higher rates of attendance, compared with their racial peers, and the differences are statistically significant, except for Asian students. This remains true when we look at attendance rates for economically disadvantaged students, English learners, and students with disabilities. The differences are small but tend to be statistically significant. The academically advanced students have higher rates of attendance, compared with their peers in 3rd, 4th, and 5th grades.

Overall, suspension rates in elementary schools are low. The academically advanced students have lower suspension rates in all years, and the differences are statistically significant. Because of the low rates, we had to group the students of color together. We find that suspension rates for academically advanced 3rd grade

white students were lower than other white students, and again, the differences are statistically significant. Similarly, the suspension rates for academically advanced 3rd grade students of color (Black, Asian, Hispanic, and other) are lower than for other students of color, and these differences are statistically significant. Finally, the suspension rates for academically advanced 3rd grade economically disadvantaged, English learners, and students with disabilities are lower than other students. Overall, the suspension rates of academically advanced students is lower than their peers.

Academic Research on the Social Emotional Needs of Gifted Students

The findings from research about social-emotional needs of gifted students is mixed. Some research finds that gifted students have unique social-emotional needs, while other research concludes that the social-emotional development of gifted students is equal or even more mature than that of their peers (Plucker & Callahan, 2014). When people claim that a lack of gifted education leads to social-emotional harms for gifted students, there is also ambiguity about the cause of the harm. The harm could result from their different social-emotional needs. Alternatively, the harm could result from the fact that all people have a need to learn, and if that need is not met, a harm ensues. A lack of systematic research about the social and emotional needs of gifted students limits our knowledge base on this topic.

As an example, perfectionism is a trait often associated with gifted students. Yet, research studies are inconclusive about whether this trait is, in fact, more common in gifted students. Some of the inconsistencies may result from different definitions of giftedness, inconsistencies in the measurement of perfectionism, and different ages of the study participants. Recent efforts have started to standardize the approaches to studying perfectionism, which will hopefully yield findings about how different educational contexts may influence the development of perfectionistic tendencies of gifted students (Neumister, 2016).

Research that assesses depression in gifted children is also mixed. After reviewing the data on depression in gifted students, two researchers conclude:

Taking all of these findings into consideration, it seems that we do not have sufficient empirical evidence to support the statement that gifted students are less depressed than nongifted students. Nor do we have sufficient evidence to say that gifted students are more depressed than nongifted students (Cross & Anderson, 2016).

The researchers conclude that factors other than a person's giftedness, such as home life, educational environment, and characteristics of the student have not adequately been taken into account. In addition, there is limited research examining multicultural differences.

Limited research findings do not mean that social emotional issues associated with giftedness do not exist. More systematic research into these issues is needed to understand the social-emotional needs of gifted students.

IX. Concluding Thoughts and Recommendations

The current approach of Massachusetts, with few gifted programs and not much attention to gifted education, is not serving students well. The Commonwealth can and should take actions to make certain that all students, including advanced and gifted students of all races, ethnicities, and socioeconomic characteristics, have opportunities to engage in meaningful learning and rise to their potential. Massachusetts will benefit from unleashing the untapped potential of high-achieving students.

As should be clear, Massachusetts is an outlier in the country in its hands-off approach to identifying and serving gifted students. Because the Commonwealth does not define giftedness or collect data on gifted students, it is not possible to quantify with precision the consequences of the state's hands-off approach.

Our analysis of the academic trajectory of academically advanced students quantifies at least part of the harm and should bring an urgency to the issue. **The needs of academically advanced Black, Hispanic, and/or low-income students are not being met.** The steep and disproportionate drop off of academically advanced Black, Hispanic, and/or low-income students between 3rd and 6th grade underscores the imperative to redouble efforts to better meet the needs of advanced learners, especially those who are traditionally underserved. If gifted programming is not offered, families with resources and access to other types of social capital will seek out opportunities outside of the public-school system (e.g. private schools, out-of-school math programs, and other types of enrichment) for their children at their own cost. Families with resources have more opportunities to make certain that their children are able to advance their learning.

Nationally, Massachusetts has some of the largest excellence gaps, defined as the gap in achievement between subgroups of the highest achieving students. The state's excellence gaps are large despite the state's overall top ranking on national tests. Our analysis documents how the excellence gap widened between 3rd and 6th grade. Three-quarters of the Black, Hispanic, and/or low-income students who started in the top 12 percent in 3rd grade were no longer in the top decile by 6th grade.

The lack of programs and policy may lead to other types of harms, as well. Contrary to the beliefs of some, we cannot presume that gifted students will just be fine on their own. According to parents who submitted written commentary and attended the public meetings, the lack of gifted services and lack of understanding about the needs of gifted students has led to harms that include isolation, behavioral disruptions, frustration, boredom, depression, anxiety, lack of development of skills, such as persistence, loss of curiosity, and disengagement from school. Parents want policymakers to understand that they believe these harms are real, and their

children are suffering. The promise of a public-school system that serves all children, includes meeting the needs of advanced and gifted children. Because of the lack of definition and data, we don't know how many gifted students there are in Massachusetts, but a reasonable estimate is 6–8 percent of the school population, or 57,000–76,000 students, and that number would certainly be higher if students who are capable of achieving beyond grade level are also included.

Beyond parental concerns, researchers have examined opportunities for gifted students to learn while in school. A recent study found that over three years high-achieving 3rd-grade students had slower growth during the school year, compared with the growth of average students. In contrast, higher achieving students maintained the same rate of growth during the summer, while average students had no growth in the summer (Rambo & McCoach, 2015). Similarly, in another study, researchers found that the highest achieving students had the slowest growth during the school year. Karen Rambo-Hernandez, one of the study's authors, posits, "There was a real question as to whether or not those students were benefiting at all from their time in school" (Sparks, 2019). At its core, gifted education is about meeting the needs of all students, allowing them the opportunity to learn and be challenged.

Gifted programming can be thought of in two broad categories: acceleration and enrichment. Acceleration programs enable students to advance either by grade or by subject matter more quickly than their peers. In contrast, enrichment programs allow students to go deeper into the content material or access different content that is appropriate to their levels.

Gifted programming can lead to positive student outcomes. Within enrichment programs, significant variation exists in terms of goals, characteristics of students served, amount of hours, duration of program, content of the program, and other factors, as well. For instance, some programs are separate classes. Other programs pull children out of the classroom each week, while others push into the regular classroom. With the extant research, it is challenging to identify which characteristics of enrichment programs result in positive impacts for which groups of students. Research finds positive impacts for gifted students of some enrichment programs, while in other interventions there is no observed impact. While enrichment programs can build off of successful models, more research is needed to identify the attributes of effective enrichment programs and which programs might be most effective for which students.

Acceleration is an intervention that has consistently been shown to be effective for gifted students in terms of learning gains and longer-term outcomes and is also usually found to be effective in terms of social emotional adjustments for the students. Acceleration has the added benefit of being relatively low-cost and easy to implement.

One district leader with whom I spoke about gifted education reported that Massachusetts “just has not had the infrastructure or even the teacher training. It just has not been part of the culture of schools.” The leader also referred to concerns about equity and that historically more privileged families and their children have benefitted more from gifted education. He wonders about the hands-off approach, “Have we over-corrected? Probably, and how do we think about a system where there’s an equitable approach to giving gifted and talented education?”

The research findings from this report lead to the following recommendations:

✓ **Create a statewide taskforce**

This report should be viewed as a launching pad to the next steps. Many open questions remain to be determined, and a larger group of people should be a part of the conversation. The taskforce, funded by the Legislature, should include a range of stakeholders and experts, who would consider the purpose and goals of gifted education, and the goals should then guide the priorities. The taskforce will help establish a common understanding of both gifted students and gifted education. The taskforce’s charge should include (but not be limited to):

(i) **Define giftedness and measures to assess giftedness**

The lack of definition of giftedness limits all discussions of gifted students. The state needs more than a conceptual definition; the definition must be operational. Discussions about the means of identifying students through multiple measures must be held in tandem with decisions about the definition. These decisions should be guided by the following questions: What do we mean by giftedness? How will we know if a student is gifted? Will our approaches to identifying gifted students lead to equitable access to services?

(ii) **Determine the most effective way to collect data on gifted students**

Without data on gifted students, our ability to know about their academic and social-emotional well-being will always be limited. Gifted students should be identified and reported as such in school information systems to enable analysis of this subgroup of students. Part of the data should include exit surveys for all students who leave public schools. Although many districts collect exit data on students, they may fail to ask the reasons *why* the student is leaving, and currently, there is no state aggregation of data on students who leave. Policymakers should systematically examine which students are leaving the public-school system and why. This information will contribute to a broader understanding about the ability of public schools to meet the needs of students. Data on gifted students in Massachusetts will enable research on attributes of effective gifted services in our state.

(iii) **Consider best practices of other states and districts**

Because other states and districts have much more experience in meeting the needs of gifted students, Massachusetts should draw upon their expertise as it considers next steps for the Commonwealth. It would be worthwhile to examine evaluations and other outcome data from states that have robust

gifted programs. In addition, it would be instructive to examine the policies and practices of states that have successfully narrowed the excellence gaps.

✓ **Establish state policy and guidelines on acceleration.**

Massachusetts currently has no policy on acceleration, despite the fact that the academic research consistently finds positive outcomes for students and does not find social-emotional harms. Acceleration can take many forms, including early entrance to kindergarten, subject-level, full-grade, and other forms as well. Acceleration offers an immediate low-cost opportunity to meet the needs of gifted students that is relatively easy to implement.

✓ **Track and report on the excellence gap; identify and implement strategies to close it.**

Massachusetts's #1 ranking on many national measures conceals the state's excellence gaps, which are differences between subgroups of students performing at the highest levels of achievement. The excellence gaps in our state are among highest in the country, and our analysis documents how they are widening. The Department of Elementary and Secondary Education has initiatives to increase educator diversity that have the potential to help shrink some of the excellence gaps. In addition, researchers have identified a range of strategies to develop talent equitably. The analysis showing the steep and disproportionate drop-off of academically advanced Black, Hispanic, and/or low-income students should add urgency to this work. DESE should track and publicly report on the state's excellence gaps to make certain current initiatives are having their intended effect, to ensure that all advanced students have the opportunity to develop their talents, and also identify and implement additional strategies to close the excellence gaps in this state.

✓ **Include instruction on the learning needs of gifted students as part of teacher training for all teachers**

Teachers are responsible for the education of gifted students; yet, most teachers in Massachusetts receive little or no training about the learning and social-emotional needs of gifted students. Instruction about gifted students could be incorporated into educator preparation programs in a variety of ways. Education preparation programs should develop elective courses on teaching gifted students, but elective courses are not sufficient to ensure that all teachers have some knowledge about the needs of gifted children. One possibility would be to embed a unit on gifted children within existing required courses, such as those focused on teaching students with disabilities. Units on gifted children could also readily fit into courses on Universal Design for Learning or other courses on differentiation. The Department of Elementary and Secondary Education should audit all educator preparation courses to determine where units on gifted children would be best fit and then work with educator preparation programs to incorporate these units into courses. As part of their preparation, all teachers should learn about giftedness, how to recognize the indicators, and strategies to meet the needs of gifted students. Even in districts with pull-out programs, students spend the majority of their time in regular classrooms.

For existing teachers, a broader range of professional development opportunities should either focus on or at least include gifted students as part of the focus.

✓ Hire staff at the Department of Elementary and Secondary Education with expertise in gifted students and gifted education

A staff member is needed at the Department whose principal, if not sole responsibility, is gifted education. Districts, schools, and families need support. Districts are seeking models of gifted education programs and lessons, including from beyond Massachusetts. They would like exemplars of advanced or gifted and learning tasks, and they would like guidance on assessments and other policy issues relevant to meeting to the needs of advanced and gifted students. A staff person at the Department can help fill this current void.

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Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)

2 messages

Patrycja Vasilyev Missiuo <missiuo@gmail.com>

Wed, Oct 9, 2024 at 11:16 PM

Reply-To: patrycja@alum.mit.edu

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Cc: Math Bypass Parents Arlington <math-bypass-parents-arlington@googlegroups.com>, Paul Schlichtman <pschlichtman@arlington.k12.ma.us>, jmorgan@arlington.k12.ma.us, Laura Gitelson <lgitelson@arlington.k12.ma.us>, kallisonampe@arlington.k12.ma.us, lkardon@arlington.k12.ma.us, jthielman@arlington.k12.ma.us, lextan@arlington.k12.ma.us

Hello Elizabeth,

Please see attached:

- 1) The slides we hope to review tomorrow (3 mins for Dmitry Vasilyev, 3 mins for Patrycja Missiuo)
- 2) Copy of the "Report on the State of Gifted Education in Massachusetts: A Policy and Practice Review" commissioned by The Department of Elementary and Secondary Education

We would kindly request, if time permits, for the School Committee members to review these materials prior to the meeting tomorrow.

Thank you,
Patrycja & Dmitry

2 attachments



Bypassing math 6 hearing.pdf

1040K



Report_GiftedEdInMA_Policy_and_Practice_Review.docx

335K

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Thu, Oct 10, 2024 at 9:20 AM

To: Patrycja Missiuo <missiuo@gmail.com>

Bcc: School Committee <school-committee@arlington.k12.ma.us>

Good morning Patrycja -

I have forwarded your materials to the School Committee Members and added them to the publicly-shared platform for public viewing. Thank you.

Liz Diggins

Liz

Elizabeth M. Diggins
Administrative Assistant
Arlington School Committee/Office of the Superintendent
Arlington Public Schools
869 Massachusetts Avenue
Arlington, MA 02476
781-316-3540

If you need this document translated or you need an interpreter, please call your child's school principal. Si necesita que se traduzca este documento o necesita un intérprete; por favor, llame al Director de la escuela de su hijo. Si vous avez besoin de faire traduire ce document ou si vous avez besoin d'un interprète, veuillez appeler le directeur de l'école de votre enfant. Se você precisar da tradução deste documento ou se precisar de um intérprete, ligue para o(a) diretor(a) da escola de seu(sua) filho(a). 如果你需要将这个文件翻译或者你需要一个口译员，请致电你孩子的校长。翻訳または通訳が必要な場合には、生徒が在籍している学校の学校長にご連絡ください。Если вам нужен перевод этого документа или вам нужен переводчик, позвоните директору школы вашего ребенка.

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2 attachments



Bypassing math 6 hearing.pdf

1040K



Report_GiftedEdInMA_Policy_and_Practice_Review.docx

335K

Re: Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)

Patrycja Vasilyev Missiuro <missiuro@gmail.com>

Thu, Oct 10, 2024 at 11:20 AM

Reply-To: patrycja@alum.mit.edu

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>, Math Bypass Parents Arlington <math-bypass-parents-arlington@googlegroups.com>

Thank you so much Elizabeth.

Apologies but I added one slide into the deck, would you mind resharing this version and replacing one that's up on the public website with this one.

Sincerely,
Patrycja

On Thu, Oct 10, 2024 at 9:20 AM Elizabeth Diggins <ediggins@arlington.k12.ma.us> wrote:

Good morning Patrycja -

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Liz Diggins

Liz

Elizabeth M. Diggins
Administrative Assistant
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----- Forwarded message -----

From: **Patrycja Vasilyev Missiuro** <missiuro@gmail.com>

Date: Wed, Oct 9, 2024 at 11:16 PM

Subject: Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Cc: Math Bypass Parents Arlington <math-bypass-parents-arlington@googlegroups.com>, Paul Schlichtman <pschlichtman@arlington.k12.ma.us>, <jmorgan@arlington.k12.ma.us>, Laura Gitelson <lgitelson@arlington.k12.ma.us>, <kallisonampe@arlington.k12.ma.us>, <lkardon@arlington.k12.ma.us>, <jthielman@arlington.k12.ma.us>, <lexton@arlington.k12.ma.us>


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Thank you,
Patrycja & Dmitry

 **Bypassing math 6 hearing_v2.pdf**
1044K

Bypass 6th grade Math

Federico Frascetti (3 minutes)

https://www.arlington.k12.ma.us/apps/news/article/1743356

Arlington Public Schools
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A variety of games at levels suitable for grades Kindergarten through five were placed throughout the Dallin Cafetorium. Parent volunteers manned the stations which held gross-motor games, paper and worksheet activities like connect-the-dots, mazes, and puzzles, and board games. The Afterschool Connection contributed most of the board games, with several additional items such as Giant Connect-Four coming from the event organizers.

The younger students were particularly interested in the gross-motor games, but Ms. Pennarun reports that the paper-based puzzles and worksheets were also very popular and that chess was a hit. Some young people chose familiar games such as Uno, but in general, families were motivated to move around and discover different activities. Well over 100 people took part, enjoyment was evident from the many smiles, and many families stayed until the end of the Night.

Math Family Nights have been held at Brackett throughout the year, beginning with the kindergarten and first grade in November, and followed by the second and third grades in January, and the fourth and fifth grades in March. These one-hour events, patterned after Nights that had taken place some years ago and with new games added, came about through discussions between parent Federico Fraschetti and other STEM Committee members, Principal Stephanie Zerchykov, Math Coach Michelle Crawley, and enthusiastic school staff. Ms. Zerchykov attended all three events and engaged in the games with the students.

Each event was preceded by a flyer describing the upcoming evening that included "appetizers", three math age-appropriate games designed to whet the appetite for more and encourage attendance at Math Night where the solutions were revealed. There were typically 12-13 tables with one or two games per station where each parent was able to work with their child independently.

You are warmly invited to
Fourth Grade Family Math Night
Monday, March 6th, 6:00-7:30 pm
in the Brackett School Cafeteria

Intro 1

I have been leading a number of volunteer activities to stimulate interest in Math and teach kids to have fun with it at Brackett Elementary school for 4 years (due to the level of APS teaching).

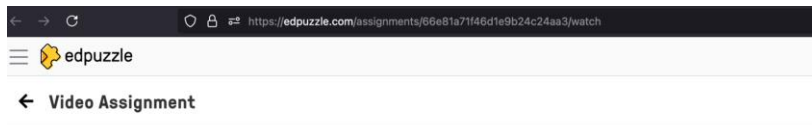
APS is aware of that and contacted me to communicate it:

Intro 2

My daughter Clara attended a Charter school in Tucson, AZ, for Kindergarten and 1st grade. When we moved to Arlington, during Covid, in second grade she found out most of the material, in all subjects, not only Math, had been already mostly covered.

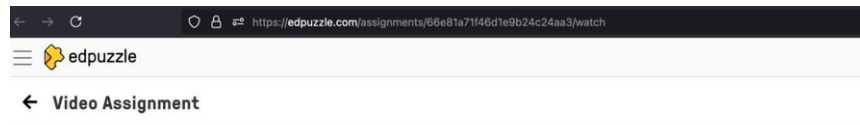
As a consequence she lost interest. We were forced to homeschool her while she was attending APS (Brackett school) between 2nd and 4th grade. In 5th grade, we (both working parents) decided to enroll her in Russian School of Mathematics, that teaches at about at the level of skills/knowledge I used to at their age, 30 years after, when the level should be ahead for same age kids.

These are screenshots of a video-assignment due on 09/23, during the **3rd-4th week of school** (not the first days) at Gibbs (Scholastic Year 2024-25): students are taught regrouping subtractions of 2-digits numbers in 6th grade.



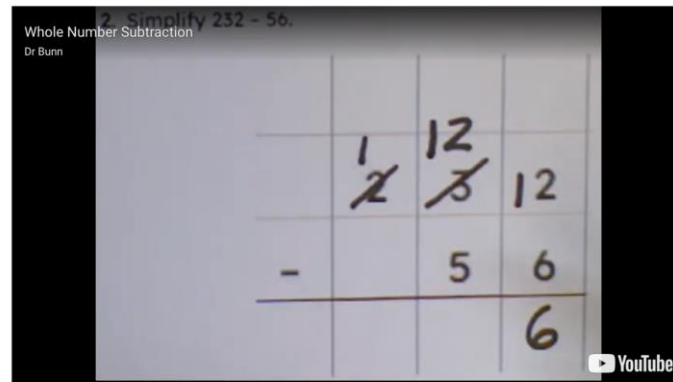
Whole Number Subtraction www.learner.me

By Beth Hazzard. Due on Sept. 25th, 3:00pm



Whole Number Subtraction www.learner.me

By Beth Hazzard. Due on Sept. 25th, 3:00pm



7. Jan is using a map to plan a two-day hiking trip. The scale for the map she is using is shown below.

Scale
1 inch : $\frac{1}{2}$ mile

- a. The distance that Jan will hike on the first day is equal to 12 inches on the map. What is the actual distance, in miles, that Jan will hike on the first day? Show or explain how you got your answer.

$$12 \cdot \frac{1}{2} = 6 \text{ miles}$$

2

According to the rubric
7b and 7c maximal score is 2.

Both answers are correct and
“show” the reasoning with
a simple multiplication or
division but are graded 1.

What is asked of the student?

- b. The actual distance that Jan will hike on the second day is $5\frac{1}{2}$ miles. What distance on the map, in inches, represents $5\frac{1}{2}$ miles? Show or explain how you got your answer.

why?

$$5\frac{1}{2} \div \frac{1}{2} = 11$$

$$\frac{11}{2} \cdot \frac{2}{1} = \frac{22}{2}$$

1

- c. Based on the scale Jan used, how many feet are represented by 1 inch on the map? Show or explain how you got your answer. (1 mile = 5280 feet)

$$5280 \div 2 = 2640 \text{ ft}$$

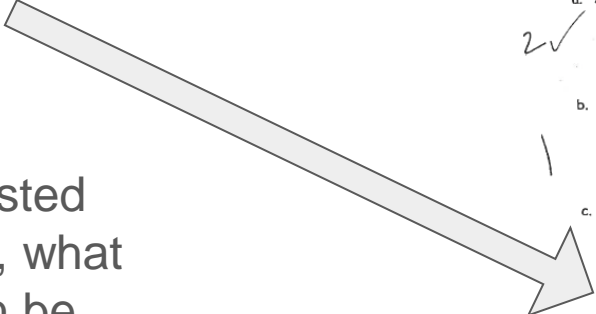
2640 ft = 1 inch on the map

1
4

According to the rubric
13d maximal score is 2.

“Preference” is not a
mathematical concept.
This answer is
graded 1.

What exactly is requested
and, most importantly, what
operative criterion can be
used to grade an answer?



13. The grocery store sells beans in bulk. The grocer's sign above the beans says, 5 pounds for \$4.

At this store, you can buy any number of pounds of beans at this same rate, and all prices include tax.

Alberto said,

"The ratio of the number of dollars to the number of pounds is 4:5. That's \$0.80 per pound."

Beth said,

"The sign says the ratio of the number of pounds to the number of dollars is 5:4. That's 1.25 pounds per dollar."

a. Are Alberto and Beth both correct? Explain.

2 ✓
$$\begin{array}{r} 4 \overline{)5} \\ \underline{4} \\ 10 \\ \underline{8} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

$$\begin{array}{r} \times 3 \\ 5 \overline{)140} \\ \underline{15} \\ 100 \\ \underline{100} \\ 0 \end{array}$$
 They are both correct

b. Claude needs two pounds of beans to make soup. Show Claude how much money he will need.

1
$$\begin{array}{r} 2.5 \\ 2 \overline{)5} \\ \underline{4} \\ 10 \\ \underline{10} \\ 0 \end{array}$$

$$\begin{array}{r} 1.6 \\ 15 \overline{)240} \\ \underline{15} \\ 90 \\ \underline{90} \\ 0 \end{array}$$
 Claude needs 1.6 dollars, so \$1.60 ✓

c. Dora has \$10 and wants to stock up on beans. Show Dora how many pounds of beans she can buy.

Dora can buy 12.5 pounds how?

d. Do you prefer to answer parts (b) and (c) using Alberto's rate of \$0.80 per pound, using Beth's rate of 1.25 pounds per dollar, or using another strategy? Explain.

1 using Beth's rate why?

According to the rubric
14 a,b,c maximal score is 2,3,2, respectively.

About 14b, according to the conversation I had with Dr. Brauner, the notions of mean, median, skewness are taught in 6th grade. What mathematical understanding is a notion revealing?

A notion does imply mathematical understanding nor critical thinking.

So 5th graders were tested on statistical notions that are thought in 6th grade and graded zero for ignorance of terminology.

However, 6th graders in Gibbs have been (for 1 month of school) revising concepts of 4th and 5th grade.

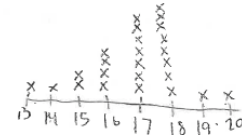
If revision is a systemic need according to APS, aren't the concept of mean, median, skewness taught in APS at the beginning of the 7th grade classes?

About 14c, I humbly believe the word "typical" is hardly defined for a 5th grader as much as for a statistician. It is demonstrated by the fact that the grader asks the definition of typical from the student.

14. Below are the 25 birth weights, in ounces, of all the Labrador Retriever puppies born at Kingston Kennels in the last six months.

13, 14, 15, 15, 16, 16, 16, 17, 17, 17, 17, 17, 18, 18, 18, 18, 18, 18, 18, 19, 20

a. Create an appropriate graph to summarize these birth weights.



b. Describe the distribution of birth weights for puppies born at Kingston Kennels in the last six months. Be sure to describe shape, center and variability.

Center has the most puppies

shape is

the variables change the # of pups constantly

0.

c. What is a typical birth weight for puppies born at Kingston Kennels in the last six months? Explain why you chose this value.

18pounds is a typical birth weight

What makes it "typical"?

General comment

In Arlington and nearby towns, the parents of the students proficient and who studied when they were assigned homework in previous years and, **as a consequence of that**, master, or exceed in, the Math of their level, has to pay significant amount of money for extra-curricular Math schools; whereas those student who are not proficient at their level (because of several reasons and circumstances) not only are not stimulated by APS to reach the appropriate level but are de facto repeating material of previous years.

Clara's teacher in 5th grade volunteer to hold extra Math lessons once a week for 30 minutes, because her classmates did not know the 6,7,8,9 multiplication facts. Kids were not attending, except for 3 or 4, and it was rapidly discontinued. With almost no homework assignment and no exams, all these students unimpeded transitioned to 6th grade, enjoying their ignorance with full parental support.

In several European countries, I have only seen the opposite: those students who did not apply their due diligence were forcing parents to pay for extra tutorial to reach the required proficiency level.

Re: Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)

2 messages

Fraschetti, Federico <federico.fraschetti@cfa.harvard.edu>

Thu, Oct 10, 2024 at 2:58 PM

To: patrycja@alum.mit.edu

Cc: Elizabeth Diggins <ediggins@arlington.k12.ma.us>, Math Bypass Parents Arlington <math-bypass-parents-arlington@googlegroups.com>

Dear Liz,

I hope there is still time for the committee to revise my powerpoint.

Thanks for your help

Federico Fraschetti

On Thu, Oct 10, 2024 at 11:20 AM Patrycja Vasilyev Missiuro <missiuro@gmail.com> wrote:

Thank you so much Elizabeth.

Apologies but I added one slide into the deck, would you mind resharing this version and replacing one that's up on the public website with this one.

Sincerely,

Patrycja

On Thu, Oct 10, 2024 at 9:20 AM Elizabeth Diggins <ediggins@arlington.k12.ma.us> wrote:

Good morning Patrycja -

I have forwarded your materials to the School Committee Members and added them to the publicly-shared platform for public viewing. Thank you.

Liz Diggins

Liz

Elizabeth M. Diggins
Administrative Assistant
Arlington School Committee/Office of the Superintendent
Arlington Public Schools
[869 Massachusetts Avenue](#)
[Arlington, MA 02476](#)
781-316-3540

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----- Forwarded message -----

From: **Patrycja Vasilyev Missiuro** <missiuro@gmail.com>

Date: Wed, Oct 9, 2024 at 11:16 PM

Subject: Materials for tomorrow's Parent Committee hearing (Patrycja & Dmitry)

To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>
Cc: Math Bypass Parents Arlington <math-bypass-parents-arlington@googlegroups.com>, Paul Schlichtman <pschlichtman@arlington.k12.ma.us>, <jmorgan@arlington.k12.ma.us>, Laura Gitelson <lgitelson@arlington.k12.ma.us>, <kallisonampe@arlington.k12.ma.us>, <lkardon@arlington.k12.ma.us>, <jthielman@arlington.k12.ma.us>, <lexton@arlington.k12.ma.us>

Hello Elizabeth,

Please see attached:

- 1) The slides we hope to review tomorrow (3 mins for Dmitry Vasilyev, 3 mins for Patrycja Missiuoro)
- 2) Copy of the "Report on the State of Gifted Education in Massachusetts: A Policy and Practice Review" commissioned by The Department of Elementary and Secondary Education

We would kindly request, if time permits, for the School Committee members to review these materials prior to the meeting tomorrow.

Thank you,
Patrycja & Dmitry

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You received this message because you are subscribed to the Google Groups "Math Bypass Parents Arlington" group. To unsubscribe from this group and stop receiving emails from it, send an email to math-bypass-parents-arlington+unsubscribe@googlegroups.com.
To view this discussion on the web visit <https://groups.google.com/d/msgid/math-bypass-parents-arlington/CACNjCuDoFy-zNuiLvm%3Dmuzs4y2K2N3%2BWLjVL8xK5%2B4-Luq7JaA%40mail.gmail.com>.

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Thanks

Best Regards

Federico Frascetti

Astrophysicist
(High Energy Astrophysics Division)
Center for Astrophysics | Harvard & Smithsonian
Office: (617) 495-7233
60 Garden Street | MS 06 | Cambridge, MA 02138
Pronouns: he/him/his

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 **Bypass 6th grade Math.pptx**
2846K

Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: "Fraschetti, Federico" <federico.fraschetti@cfa.harvard.edu>
Bcc: School Committee <school-committee@arlington.k12.ma.us>

Thu, Oct 10, 2024 at 3:06 PM

Good afternoon Federico -

I have forwarded your presentation to the members of the Arlington School Committee and have uploaded the materials on our public-facing platform. I have you listed as an in-person, public comment participant for our meeting this evening which begins at 6:30 p.m. I am attaching directions to our location for your convenience.

Thank you.

[Quoted text hidden]

2 attachments

 **Bypass 6th grade Math.pptx**
2846K

 **Directions to Mill Brook Drive.pdf**
520K

Public Comment - Slides

5 messages

Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: Patrycja Missiuro <missiuro@gmail.com>

Wed, Oct 9, 2024 at 3:37 PM

Hi Patrycja -

The Chair does not want to use AV/slides during Public Comment, but you are welcome to send me whatever documentation you have and I will share it with the School Committee Members prior to the meeting. I will upload this document to the platform where all of our other meeting materials reside (this is a public platform). If you could have your materials to me by noon tomorrow, 10-10-2024, that would be great. Thanks so much,
Liz Diggins

Liz

Elizabeth M. Diggins
Administrative Assistant
Arlington School Committee/Office of the Superintendent
Arlington Public Schools
869 Massachusetts Avenue
Arlington, MA 02476
781-316-3540

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Fraschetti, Federico <federico.fraschetti@cfa.harvard.edu>
To: ediggins@arlington.k12.ma.us

Thu, Oct 10, 2024 at 11:21 AM

Good morning Ms. Diggins,
I am one of the parents to participate in the Public Comment tonight at 6:30 that you have been communicating with **Patrycja Vasilyev Missiuro** about. I would like to email you 2 or 3 slides for my 3 minutes presentation. Could I send them before 1pm today?
I am not sure I can before noon, as you had requested in the email below.
Thanks
Federico Fraschetti

[Quoted text hidden]

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unsubscribe@googlegroups.com.

To view this discussion on the web visit https://groups.google.com/d/msgid/math-bypass-parents-arlington/CACNjCuBGRrg4XqhXkSS2Wmh2bpSJq5Tmms_TbAV%3DJk_kcB4HWg%40mail.gmail.com.

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Thanks

Best Regards

Federico Fraschetti

Astrophysicist
(High Energy Astrophysics Division)
Center for Astrophysics | Harvard & Smithsonian
Office: (617) 495-7233
[60 Garden Street](#) | MS 06 | Cambridge, MA 02138
Pronouns: he/him/his

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Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Thu, Oct 10, 2024 at 12:19 PM

To: "Fraschetti, Federico" <federico.fraschetti@cfa.harvard.edu>

Bcc: Paul Schlichtman <pschlichtman@arlington.k12.ma.us>, Liz Homan <ehoman@arlington.k12.ma.us>

Good morning Federico -

I do not have you on the Public Comment list. If you plan on speaking, it's important that you let me know so that I can add you to the list of speakers. Given there are time constraints to this section of the meeting, the Chair will need to know the number of speakers planning to comment. As far as slides, I'm happy to upload these documents to our documentation-sharing (public) platform so that the School Committee Members have them prior to your comments. Please confirm that you are coming to the meeting and you will be in person (or you are welcome via Zoom). Thank you!

Liz D

Liz

Elizabeth M. Diggins

Administrative Assistant
Arlington School Committee/Office of the Superintendent
Arlington Public Schools
869 Massachusetts Avenue
Arlington, MA 02476
781-316-3540

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Fraschetti, Federico <federico.fraschetti@cfa.harvard.edu>
To: Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Thu, Oct 10, 2024 at 12:22 PM

Thanks for your rapid response.
Yes, please: I would like to speak and I will be in person.
Federico
[Quoted text hidden]

Elizabeth Diggins <ediggins@arlington.k12.ma.us>
To: "Fraschetti, Federico" <federico.fraschetti@cfa.harvard.edu>
Bcc: Paul Schlichtman <pschlichtman@arlington.k12.ma.us>, Liz Homan <ehoman@arlington.k12.ma.us>

Thu, Oct 10, 2024 at 12:24 PM

Thanks! Please send slides asap; I realize you may not be able to do so before noon today but waiting too long gives the Members less time to review the documentation prior to the start of the meeting.
Liz

Liz

Elizabeth M. Diggins
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