



UPDATE ON 100 DAY PLAN WORKING COMMITTEES

Presentation to School Committee
January 27, 2016

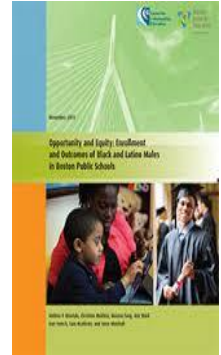


EXPANDED ACCESS OF AWC

Mary Driscoll, Principal Leader
Karla Estrada, Deputy Superintendent

Why is this topic important?

The Opportunity and Equity report (2014, Center for Collaborative Education and the Annenberg Institute for School Reform at Brown University):



*Inequities in opportunities for enrollment in rigorous learning environments—for example, AWC... **has led to a bifurcated system with two tracks: one with the greatest learning opportunities**, in which White and Asian males are substantially overenrolled, **and another with diminished educational opportunities**, disproportionately populated by Black and Latino males (pg 14)*

Recommendation made by CCE and Annenberg Institute:*Convert all grade 4–6 classrooms into AWC classrooms with high expectations and rigorous coursework.*

Summary: Enrollment in AWC is not representative of BPS Demographics (4th-6th grade).

Ethnicity :

- White students are 13% of BPS enrollment but 27% of AWC enrollment.
- Hispanic students are 39% of BPS enrollment but only 22% of AWC enrollment.
- Black Students are 37% of BPS enrollment and 22% of AWC enrollment

Other Subgroups:

- Students with disabilities are 15.5% of BPS enrollment but only 1.3% of AWC.
- ELLs are 22% of BPS enrollment but only 6% of AWC enrollment
- Students directly certified are 55% of all BPS students, but only 35% of AWC students share this status (SES).

Patterns and Themes from Listening Sessions

Some key themes that emerged include:

- AWC **provides** a level of **differentiation and challenge** for high achieving students.
- AWC emphasizes **extension and enrichment** over acceleration.
- AWC classes provide a **close-knit community** of learners.
- The AWC experience provides the **organizational** and **study skills** and the **stamina** necessary to be successful at BPS exam schools.
- The current AWC selection system leads to classrooms that are more **segregated by race and class** than typical BPS classrooms.
- The current practice of grouping high achieving students in separate classrooms is **inconsistent with** the district's commitment to expansion of **inclusive practices**

How our work supports key values

Equitable Access for ALL: Current BPS Initiatives

Ensure ALL student have access to rigorous learning opportunities by investing in professional learning and engaging adults in Cognitively Demanding Tasks.

Expand Access to current AWC Model

Parent outreach, entrance criteria, and expand Independent School Entrance Exam (ISEE) preparation.

“Excellence for All” Prototype - build the bright spots as catalyst for change

Enrichment opportunities, personalized learning, SEL, and supports and services

Value statements



Close opportunity and achievement gaps



MASSCORE: CURRENT STATUS AND NEXT STEPS

Doannie Tran, Asst. Superintendent

Why MassCore: The Role of Rigor in Reducing Gaps

Our Charge: Complete an audit of all high schools to identify (i) which offer the necessary coursework to complete MassCore curriculum, and (ii) what is needed to ensure that all schools offer a complete MassCore program. Present the preliminary findings to the Opportunity and Achievement Gap Task Force for their review.

Findings from NCES longitudinal studies

71% of students in the top 2 rigor quintiles completed degrees, while the same is true of only 16% of the bottom 2 rigor quintiles

- For students in the **lowest SES quintile**, taking rigorous HS courses & beginning college immediately after high school improves degree completion from 36 to 59 percent.
- For **Latino students**, taking rigorous HS courses & beginning college immediately after high school improves degree completion from 45 to 69 percent
- For **African-American students**, taking rigorous courses in HS and earning credits during college summer terms reduces the degree completion gap with white and Asian students from 15 to 6 percent.

MassCore Findings & Potential Next Steps

	Barriers	Potential Next Steps
Knowledge	All stakeholders lack understanding of what MC is and why it's important	Central Office and Schools partner to develop a communications strategy for all stakeholders
Systems	Central office has not created a coherent system to support course design, creation and implementation at the school level	Central departments will collaborate to design systems to provide consistent guidance around design, approval, and implementation of courses.
Capacity	Schools have inconsistent capacity to provide necessary remediation and access to the complete range of diverse and rigorous coursework for all students required for MassCore.	Central Office collaboratively with schools will: ensure rigorous preparation K-8, for example by integrating with the work of AWC expansion; share capacity between schools; support high schools to build master schedules allowing for increased MassCore access

MassCore: The Potential of HS Curriculum to Close the Opportunity/Achievement Gap

Close Access Gap to Diverse and Rigorous Curriculum

- Only 24% of 2015 Black graduates currently complete MassCore
- Only 31% of 2015 Latino graduates currently complete MassCore
- Only 38% of all 2015 BPS graduates completed MassCore



Close Gaps in College and Career Readiness

- Reduce remedial course-taking
- Increase college persistence
- Close gap in college completion

Value statements

All youth can and must achieve at high levels.

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Every child should have access to a high quality school of their choice close to home.

We must build a “Culture of We” that is embraced by students, staff, families, and community

Close opportunity and achievement gaps



HIGH SCHOOL REDESIGN

*Turahn Dorsey, Chief of Education
Ross Wilson, Managing Partner, Innovation)*

Our charge

Develop a three-year plan for Madison Park that serves as the launch site for initial high school redesign strategies. The plan will better align its academic and vocational education programs so that students receive the academic and real world foundations they need to prepare them for college, career, and responsible civic participation. This will include expanding and deepening partnerships with community colleges, universities, and local businesses.

[Home](#) ▶ [What We've Heard](#)

Apprentice Learning led a conversation about high school redesign for rising 8th graders that were completing their requirements in order to attend high school throughout Boston in the fall.

Youth Design hosted their annual Take Action Day with workshops led by volunteers from the social impact strategy firm, Cause Consulting. A total of 35 youth, along with 20 engaged community leaders, shared their vision for Boston's future high schools at District Hall. During the program, Youth Designers worked together to strategize and create their plans for high schools of the future. They ended the workshop by presenting their ideas to Rahn Dorsey, the Chief of Education for the City of Boston.

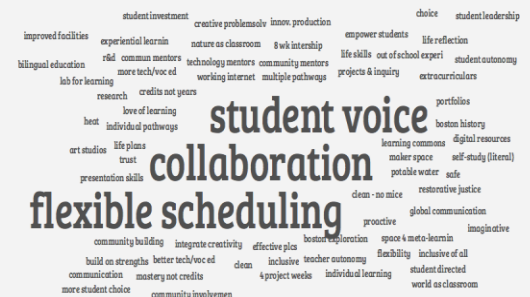
The Lewis Family Foundation hosted 25 participants for a high school redesign conversation focused on BPS alumni. BPS alumni in attendance noted that appropriate writing and communication skills were important for high school graduates to have in the future. Some characteristics of future high schools that were covered included internships, outdoor classrooms, performing arts, and experimental learning.

The infographic shows a central blue circle with the text "1,837 participants to date". Six blue arrows point towards this central circle from surrounding blue boxes. The boxes contain the following text:

- 275 participants in seven youth forums
- 412 participants in five high school hosted forums
- 300+ participants directly engaged through social media and online
- 530 participants in nine community-led public forums
- 320 participants in seven community-led private forums

Type your answer here...

20 characters remaining



High School Redesign Principles

WHOLE PERSON

Learning must encompass every aspect of the individual—academic, social, emotional, cultural, and physical.

RIGOROUS

Cognitively demanding work is necessary to engage and stimulate our students on a daily basis.

DYNAMIC

Personalized experiences promote passion, creative exploration, and diversity of thought.

EXPANSIVE

Meaningful connections, within and beyond the classroom, help our students build pathways to future success.

Summary

By the end of January 2016, we expect to have:

A final set of redesign principles, validated by educators, students, parents and key stakeholders.

An initial set of proposed redesign initiatives to be used as part of Madison Park turnaround plan.

Shared experiences and capacity built among educators at BPS high schools leading to deeper engagement in #HSReD across the portfolio and the development of new, principle-aligned prototypes for instruction and student support.



SCHEDULE A EXPANDED LEARNING TIME

Shandra Goldfinger, Projects Manager

Our charge

*“Carefully **examine** the use of instructional and adult collaborative time in the 16 schools that comprise the newly created Extended Learning Time initiative. **Draw immediate lessons** about promising practices and effective management strategies from this implementation process. **Refine the application and school selection process** based on lessons from the first round.”*

What we've learned and accomplished

Collaboration is Key

Cohort 1 schools reported that the planning process worked best when there was collaboration between administrators, teachers, staff, families, and partners. Cohort 1 schools that had consistent whole-school engagement around ELT were most successful in their launch in fall 2015. The ELT Joint Task Force – composed of teachers, administrators, and parents – works together to ensure multiple stakeholders are represented in managing the initiative. Collaboration within the BPS Central Office is also essential to effectively support schools in the transition to an expanded day.

Schedule Design Challenges

Adhering to contractual minima for blocks of planning and collaborative time (48-minutes, 35-minutes, 40-minutes) that do not divide evenly into a 400-minute day is a common logistical problem for schools. Additionally, the differences in length of school day between elementary and middle schools is a challenge for K-8 schools that is not limited to this initiative. Multiple audiences, including BTU and BPS Central offices, will need to collaborate to address these challenges.

Early Indications: Bright Spots and Pain Points

School leaders, teachers, and parents all cited enrichment as a strength of the new school day in Cohort 1 schools. Several Cohort 1 schools also identified the new Teacher Facilitated Time as a bright spot. Transportation and late end times remain a struggle.

Next Steps

Delay Implementation of Cohort 2

Over the past five months, we have had the opportunity to learn from Cohort 1 and we were planning for Cohort 2. During this time, some of the challenges that have emerged from our early ELT work -- most particularly concerns that parents and staff have raised about appropriate start and end time options for elementary students and the significant impact that changing start or end times has had and is projected to continue to have on transportation costs -- have led to a decision to postpone implementation of Cohort 2.

Continue to Learn and Plan for School Year 2017-2018

Before moving forward with a second cohort, we need to address the ongoing concerns with start and end times, as well as the transportation costs associated with time changes. We will take the rest of this year to study Cohort 1, to collaborate with the existing schools to identify other potential supports to strengthen ELT practices, to learn from national research, and to work to address the system wide challenges that have emerged during this first year of implementation.

How our work supports key values

- All students can participate in enrichment because it is built into the day
- Schedules intentionally designed to include time for targeted learning that meets students where they are
- Time for teachers to plan together so that they can make data-informed decisions, learn from each other, and align across content and grades – teachers will improve and be at their best for students
- Study of Cohort 1 and research of best practices nationwide will support schools in designing expanded days that meet the needs of their students in ways that are engaging and effective

Value statements

All youth can and must achieve at high levels.

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We must build a “Culture of We” that is embraced by students, staff, families, and community

Close opportunity and achievement gaps



CENTRAL OFFICE REDESIGN

Barbara Deane-Williams, Senior Deputy Superintendent
Alexandra Montes McNeil, Principal Leader
Kim Rice, Assistant Superintendent of Operations
Christopher Marino, Special Projects Director

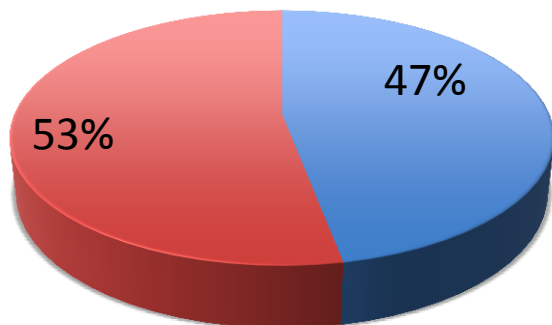
Our Charge: A Focus on Instruction

Value statements

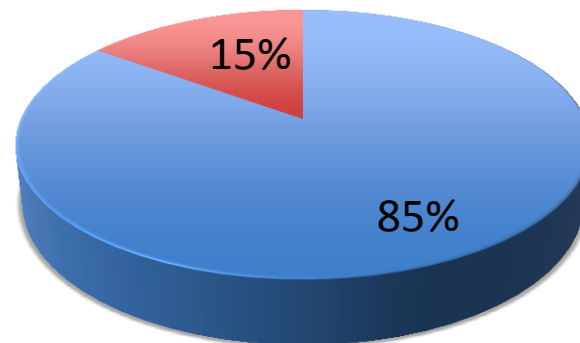


Goal:

**May 2015:
% of Principal Time★ Spent on
Instructional Activities**

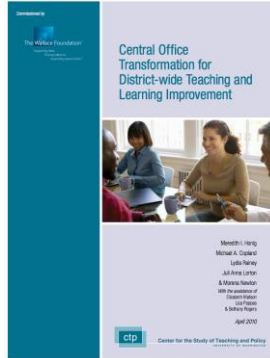
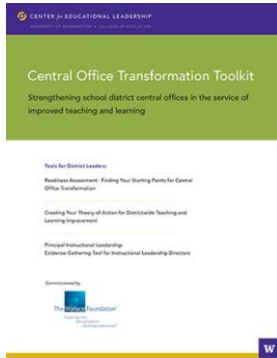


**Increase % of Principal Time Spent on
Instructional Activities**



★ Networks B and C Principals

Our Research



Meredith Honig, Ed.D.

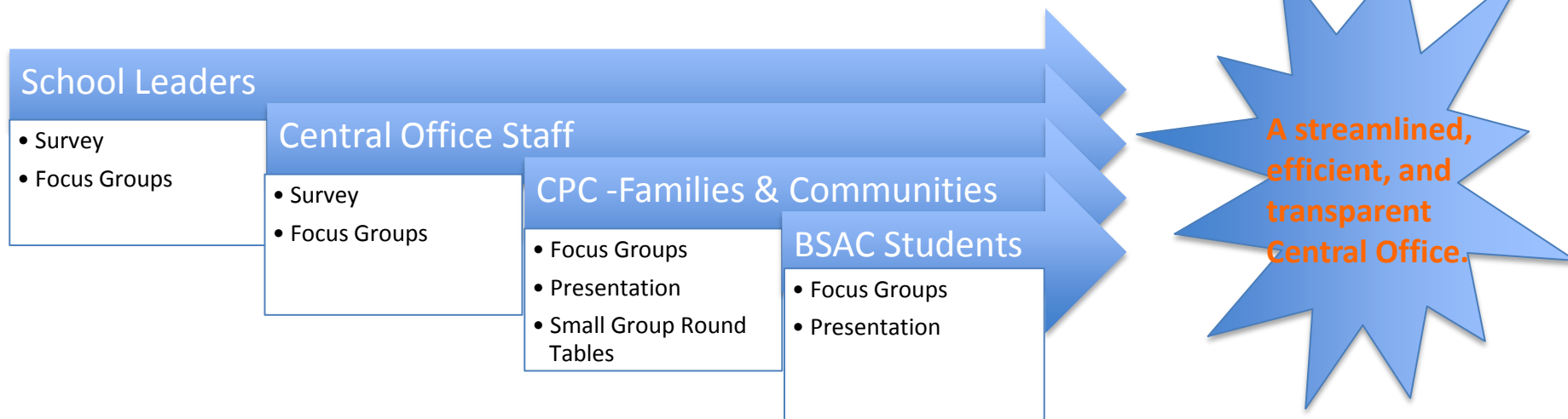
- *“Central Office Transformation for District-Wide Teaching and Learning Improvement,” 2010.*
- *The study of policy, leadership, and organizational change at the school systems level.*

Project Description

Undertake a design process with school leaders to **identify what effective Central Office support** should look like for school leaders and Instructional Learning Teams, what professional development is needed to **build Central Office capacity** to deliver that support, and what metrics schools will use to measure the quality of Central Office support.

How Our Work Supports Key Values

Central Office transformation supports powerful, equitable learning in schools as one of the most critical components of district reform. This administration believes that in order to deliver a respectful educational experience to our students, we have an obligation to fulfill the BPS mission as the birthplace of public education in this nation. We are “committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools, partnering with the community, families, and students to develop within every learner the knowledge, skill, and character to excel in college, career, and life.”



Central Office Redesign Next Steps

Findings	Goals and Next Steps
Continue redesign of Central Office and processes to support instructional core work of schools.	<ul style="list-style-type: none"> The BPS Strategic Plan should invest in creating group quality through building coordinated systems, structures, and processes to strengthen the teaching and learning team model, principal leaders, administrators of operations, and ILTs.
Improve frequency, accuracy, and timeliness of cross-functional communication.	<ul style="list-style-type: none"> District leaders should continue to create a performance management model designed to improve and assess cross-functional coordination, increased effectiveness, efficiency, and customer service to support partnerships with principals and schools.
Strengthen communication focused on shared goals, coordinated work, and problem solving.	<ul style="list-style-type: none"> District leaders should routinely ask school leaders to identify challenges and barriers in order to redefine, redesign, and streamline district office services to reduce fragmentation, improve cross-functional capacity, and increase focus on the instructional core work.
Strengthen and support relational trust focused on building group capacity to improve equity and outcomes.	<ul style="list-style-type: none"> District leaders should design professional development opportunities that develop technical skills, group capacity, and customer service quality strategies to help school communities increase time on instructional activities.



BPS PERFORMANCE METER

Nicole Wagner Lam, Office of Data and Accountability
Kristin McSwain, Boston Opportunity Agenda

Our charge

One tool to support high-quality schools is a **strong performance management culture** that is based on **regular review of key metrics** associated with school improvement. These metrics, aligned to the School Quality Framework, will provide ways to **monitor school progress, identify and differentiate actionable school supports, and pinpoint system-level barriers** that hinder school progress. While it will take longer than 100 days to establish this performance management culture, the creation of key metrics as part of a **Performance Meter** is an important first step towards identifying effective supports for schools.

Project: Create a Performance Meter that is available to parents, students, and the community.

What we've learned and accomplished

- BPS has multiple accountability frameworks in place for schools.
- To drive continuous improvement, we need to think deeply about how we use these frameworks and their associated measures.
- A shared definition for performance management in BPS is lacking. Building this shared definition together can help BPS to build meaning across all stakeholder groups.
- The team cross-walked the value statements in the 100 Day Plan, BPS Strategic Vision statements, and School Quality Framework.
- The team Identified 11 System Goals; Key Performance Indicators
- The team identified potential measures to support progress monitoring toward these goals.
- From here, we will continue to gather and incorporate feedback from School Committee and other stakeholder groups (school leaders, teachers, central office business owners, and the public) in order to finalize the Performance Meter with the 100 Day Plan team.

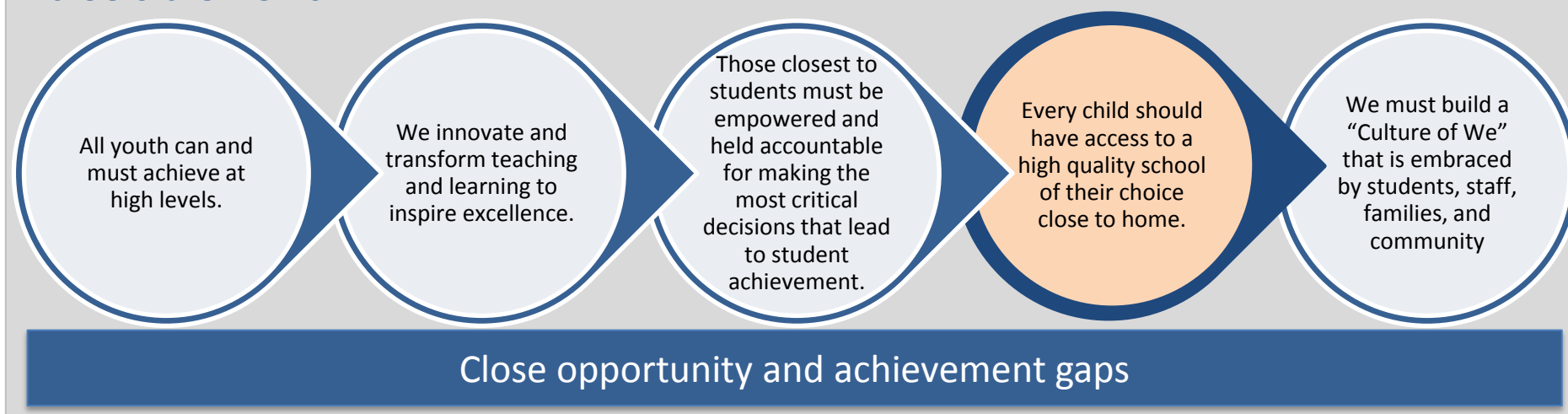
11 Recommended Key Performance Indicators

1. Kindergarteners meeting early literacy benchmarks
2. Third graders proficient in Reading
3. Fifth graders proficient in Science
4. Eighth graders proficient in Math
5. 10 th graders <i>on-track</i> for graduation
6. High schoolers graduating <i>college and career ready</i>
7. Post-secondary completion rates
8. Minutes devoted to <i>instructional time</i>
9. Students demonstrating growth in social emotional skills
10. Students have access to <i>effective and diverse teachers</i>
11. Schools closing the <i>achievement gap</i>

How our work supports key values

- The Performance Meter places a laser like focus on critical benchmarks and junctures in each student's K – 12 trajectory.
- In turn, it creates a system of early warning indicators, meant to identify the need for and ensure access to academic and social emotional interventions.
- It serves as a continuous improvement tool for the system, identifying bright spots, as well as systematic barriers to ensuring that all students have equitable access to a high quality school close to home.

Value statements





LONG TERM FINANCIAL PLAN

Erika Giampietro, Special Assistant to the Superintendent
Eleanor Laurans, Executive Director of School Finance

Presentation to School Committee
January 27, 2016

Our charge

Our commitment to high-quality schools will require that we make **additional investments in our schools**. But with limited funds, there are **difficult choices** on the horizon. We will create a long-term financial plan that guarantees the district's **financial stability** while continuing our emphasis on **equity, school site decision making, and effective investments** of available resources. This process will also take longer than 100 days, but we must make progress towards the reorganization of our existing budget.

Convene a **working group**, led by the superintendent, which includes district, city, and state officials to begin **planning the creation of a multiyear financial plan**"

What we've learned



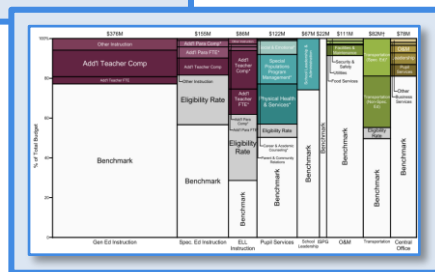
Relative to many other districts,
we spend more per pupil...



...but we don't feel "rich"...



...which is due to a structural deficit
requiring what feels like annual "cuts"...



...and by assessing our spending
relative to our values, other districts,
and over time...

...what remains is determining the right bold changes to make to gain financial strength
and invest where it matters most.

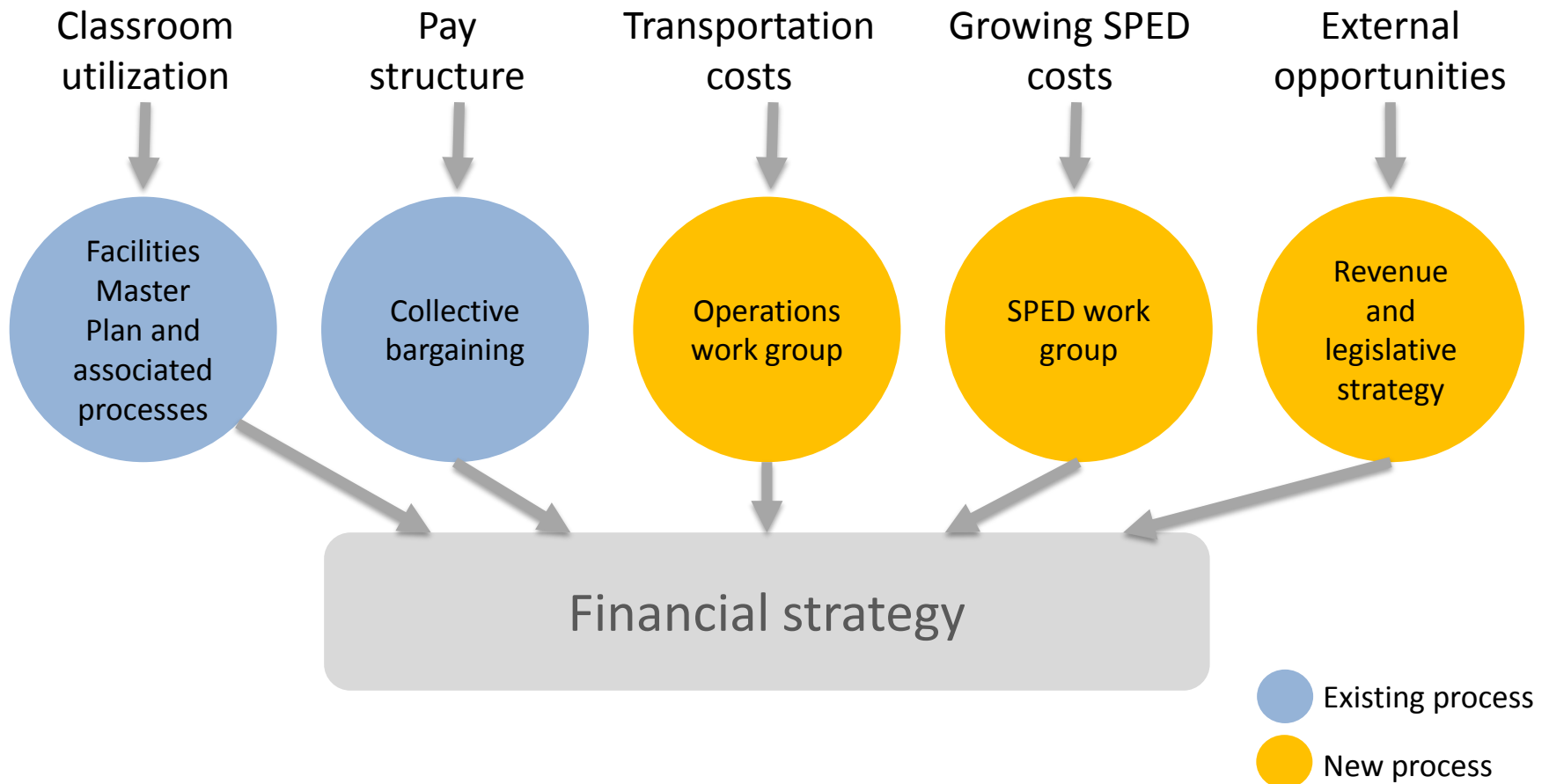
What we've learned

Two studies* both separately identified opportunities in these areas:

- The size of the BPS **footprint** – the number of schools, classrooms, and programs offered relative to student demand
- **Special Education** identification, service model, and staffing
- **Transportation costs** due to school choice policy and cost structure
- Components of **collective bargaining contracts** - either in terms of pay structure, or in terms of contracting out work
- The number of school-based **non-teaching staff** per student - due in part to having a large number of small schools

*One by McKinsey and Company (link [here](#)) and one by Education Resource Strategies (link [here](#))

Dedicated work groups will focus on key issues



How our work supports key values

- Achieving fiscal stability so that we can **invest in what works for kids**
- No longer distracting the focus of our school leaders, staff, and communities with annual budget cuts – so that they can **focus time and energy on instruction and excellence**
- No longer letting time make decisions for us – and instead, focusing on **bold, multi-year, strategic changes in the best interest of our students**

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Close opportunity and achievement gaps



COMMUNICATIONS

Makeeba McCreary, Chief of Staff

Our charge

To build a united “Culture of We,” we must have effective two-way communications and coordinated actions among all of our stakeholders that promote shared ownership and mutual accountability. Only when we effectively share the accomplishments and potential of students, staff, families, and community will we realize the full potential of our city’s schools for our students.

What we've learned and accomplished

- **Improving and updating our online presence**
 - Website overhaul
 - Social Media planning (team established, calendar for messaging)
 - Consistent branding (signature lines, updated logo, templates, etc.)
- **Establish a Translation/Interpretation Office**
- **Understanding FERPA and preparing FOIA requirements**
- **Aggressive Community Engagement**
 - Outreach to diverse communities to engage them around the 100 Day Plan and 3 year plan via grassroots and grass-tops outreach initiatives
- **Improved communication tools:**
 - Rebranded and revised Superintendents bulletin
 - Protocols re when to communicate with school leaders
 - Outreach to segmented internal audiences (What's With the We, Chat's with the Chief)
- **Upcoming Projects:**
 - Internal Communications Audit
 - Internal & External Communications Protocol
 - Brand Value Exploration
 - Proactive media interaction

How our work supports key values

Communication is one of the most critical transparency tools. This administration believes that in order to deliver a respectful educational experience to our students we have an obligation to be transparent. With true transparency we are then able to held accountable for delivering access to equitable outcomes. Our students deserve nothing less.

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