

PREAMBLE TO THE 2016 OPPORTUNITY AND ACHIEVEMENT GAPS POLICY

THE VISION. What does it mean to close – to eliminate forever – the opportunity and achievement gaps currently confronting students of color? While there are many components to this vision, we believe, at its most basic, that it means this:

Every child, in every classroom, in every school of the Boston Public School system has the same opportunity to achieve the greatness within them as anybody else. Every child has the same unfettered access to every conceivable tool to unlock the greatness within them. And we will know that they have that access because we will witness them achieve that greatness: enrolling and completing college at the same rates as anyone else; breaking into professions and positions of conspicuous influence in the community; and, along the way, reducing to a distant memory the opportunity and achievement gaps that had afflicted every generation before them.

In the long history of the United States, no city has yet to fully realize this vision. If there is any city in the Nation poised to bring this vision to pass, it is Boston. Boston would be the first. And it must be. Because the consequences of not doing so, soon - to our economy, and to the social and political sinews that bind us as a people - would be dire. Boston's youth and children are an asset, indispensable to Boston's future. In the summer of 2015, this was the vision that inspired the Boston School Committee to convene an Opportunity and Achievement Gaps Task Force to revise the 2006 Achievement Gap Policy.

THE HURDLES. While there were many possible hurdles to a creating a policy aimed at eliminating opportunity and achievement gaps in Boston Public Schools, two stood out as requiring the Task Force's most urgent attention. The first is reducing implementation of the Revised Policy to the task of a single, isolated and perhaps under-resourced Department Head or Assistant Superintendent or (at best) of a single isolated department. And as a consequence, closing the opportunity and achievement gaps becomes one of many important things the District does - as opposed to the main thing; a driving, ubiquitous priority, evident in all that the District does and conceives.

The second set of hurdles requires neutralizing barriers of poverty and racism that persist despite court rulings, laws, and public policy efforts to remove them. These barriers are insidious and are often perpetuated unknowingly, deep in the hearts of even the most well-meaning educators. Unless mechanisms are created to identify and address them, they will remain rooted in the culture of the District, dictating silently how teachers and students view each other, and how teachers and students view themselves.

THE DRIVING PRINCIPLES. It should therefore be no surprise that the first Goal of the Revised Policy is a set of specific Implementation provisions, and the second Goal is dedicated to insuring an atmosphere of Cultural Proficiency across the District. Throughout the 6 Goals of the Revised Policy, the Task Force has attempted to enshrine principles we all regard as essential to the success of any Opportunity and Achievement Gaps Policy.

- *We consider it imperative that the Revised Policy be implemented uniformly, creating a consciousness of equity (as well as of rigor) involving the Superintendent, the School Committee, every BPS department, every school building, every classroom, every cafeteria, and every school bus – Everyone.* To that end, the Task Force worked closely with BPS Department heads (responsible for the District's finance and accounting, human capital, curriculum design, family and community engagement,

facilities management, professional development, etc.), crafting Goals that had the District's "buy-in" and were informed by the District's expertise.

- *We consider it imperative that the Assistant Superintendent for the Opportunity and Achievement Gap (or whoever succeeds him in this task) be provided the authority and resources (including adequate funding and staff) necessary to shepherd the District in the implementation of this Policy.*
- *In keeping with the charge that created the Task Force, rather than disband following the District's adoption of this Revised Policy, the Task Force will remain as a monitoring body, convening its constituency of teachers, parents, students, and academic and community leaders, to partner with the District to insure the faithful implementation of the Policy over the course of time.*

Accompanying these governing principles are measures the Task Force recommends in order to maximize the District's capacity to give each child equal access to opportunity and achievement. These recommendations include: exploring and deepening opportunities to engage in Social and Emotional Learning across the District; examining the District's hiring, training, and professional development practices, with the aim of attracting and retaining highly effective BPS staff who reflect the demographics of the District's students and who are sensitive to the mosaic of cultures in each classroom; harnessing the power of student engagement and student voice; and, optimizing opportunities for each school across the District to engage, productively, the array of families and community partners within and around them.

Beyond its Goals and recommendations, the success of this Revised Policy will require . . .

Vigilance. We submit this Policy amid an era of cautious optimism. Boston's new Mayor, BPS's new Superintendent, and the Boston School Committee have all identified eliminating these gaps as their paramount priority. A host of non-profits, philanthropies, and corporate partners have rushed to their clarion call. History has taught us that much of that – or, all of that – can change, quickly and with little notice. We have endeavored to draft a Revised Policy that will endure the changing whims of time. But succeeding in eliminating these gaps (that were created, arguably, over centuries) will require a community dedicated to eliminating these gaps, however long it takes, and no matter what else is in vogue.

It will require Boston Public Schools to partner beyond its walls, perhaps at unprecedented levels, with entities across the City. Policies do not close opportunity and achievement gaps – people do. Policies can serve as beacons, guiding people committed to implement them. But closing the opportunity and achievement gaps will require the sustained, concerted efforts of people working together – teachers, school leaders, department heads, elected officials, non-profit leaders, people in business, people in ministry, people in academia, people in philanthropy, people in the media, parents and care-givers, youth and children. It will require people driven by a common vision to create something this Nation has yet to see – a City where every child, notwithstanding the color of their skin, their zip code, or the circumstances of their birth, has the same opportunity to live up to the greatness within them.

Just as we believe in the greatness of our children, we believe in the greatness of Boston and its people. We are confident that the same City that gave birth to this Nation, can be the first City to demonstrate that all of this Nation's children can learn, can dream ambitious dreams, and can do great things.

SUMMARY OF GOALS AND OBJECTIVES

FOR THE 2016 POLICY OF THE BOSTON PUBLIC SCHOOLS TO ELIMINATE OPPORTUNITY & ACHIEVEMENT GAPS FOR STUDENTS OF COLOR AND OTHER MARGINALIZED GROUPS¹

GOAL 1: DISTRICT-WIDE IMPLEMENTATION AND OVERSIGHT

To create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color and other marginalized groups, including but not limited to English Language Learners, students with disabilities, and students of low socio-economic status. This Policy shall be governed by a set of 9 Provisions outlined herein.

GOAL 2: DISTRICT-WIDE FOCUS ON CULTURAL PROFICIENCY AS CENTRAL TO THE WORK OF THE BOSTON PUBLIC SCHOOLS

To create a culturally proficient District which embraces at its fundamental core the culturally sustaining and affirming beliefs and practices that honor differences in race, ethnicity, gender, ability, language, and culture – evident in every department, school building, and classroom – while mitigating the effects of concentrated poverty and institutional racism in the effort to eliminate gaps.

- OBJECTIVE 2.1: Develop a clear shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide.**
- OBJECTIVE 2.2: Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion, and create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity.**

GOAL 3: DIVERSITY AND CULTURAL PROFICIENCY IN LEADERSHIP AND HUMAN CAPITAL

To create a District whose hiring, training, and professional development practices are aimed at attracting, developing, and retaining employees at all levels who reflect the demographics of the District's students, who are sensitive to the mosaic of cultures in each school building and classroom, and who hold the beliefs, attitudes, and expectations that academic success is possible and achievable for all students, including students of color and other marginalized groups.

- OBJECTIVE 3.1: Increase the diversity of teachers, administrators, and staff in schools and Central Office.**
- OBJECTIVE 3.2: Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.**

¹ The term “Marginalized Groups” as stated in this policy, includes but is not limited to English Language Learners, students with disabilities, and students of low socio-economic status.

GOAL 4: HOLISTIC CULTURALLY AFFIRMING APPROACH TO SCHOOL AND TEACHER QUALITY

To create a District that marries equity with rigor, viewing each child as capable of meeting and exceeding the highest standards of learning and achievement by providing highly effective and diverse teachers, a relevant, engaging curriculum that fosters student belonging and self-identity, in a safe and high-achieving school environment with caring adult relationships.

OBJECTIVE 4.1: Provide a culturally proficient and highly effective teacher in every classroom and give Cultural Proficiency Standards greater weight on the Teacher Evaluation Rubric.

OBJECTIVE 4.2: Demonstrate how curricula is vetted for bias and cultural proficiency, and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.

OBJECTIVE 4.3: Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school.

OBJECTIVE 4.4: Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender in order to identify and address opportunity and achievement gaps.

OBJECTIVE 4.5: Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES

To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.

OBJECTIVE 5.1: Demonstrate how equity is addressed within the District's Operations.

OBJECTIVE 5.2: Demonstrate equity in student assignment, enrollment, and school closings.

OBJECTIVE 5.3: Demonstrate equity, quality, and impact in funding and resources.

OBJECTIVE 5.4: Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.

OBJECTIVE 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent-community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.

OBJECTIVE 6.1: Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.

OBJECTIVE 6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.

OBJECTIVE 6.3: Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.

**2016 POLICY OF THE BOSTON PUBLIC SCHOOLS
TO ELIMINATE OPPORTUNITY & ACHIEVEMENT GAPS
FOR STUDENTS OF COLOR AND OTHER MARGINALIZED GROUPS²**

GOAL 1: DISTRICT-WIDE IMPLEMENTATION AND OVERSIGHT

To create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color and other marginalized groups, including but not limited to English Language Learners, students with disabilities, and students of low socio-economic status.

This Policy shall be governed by the following provisions:

1. School Committee Purview: The Boston School Committee must ensure that eliminating the opportunity and achievement gaps facing students of color and other marginalized groups is a *primary and urgent priority* that will not change with new leadership, fluctuating budgets, and shifting priorities. All District policies, budgets, strategic plans, and school improvement plans shall advance the goal of eliminating the opportunity and achievement gaps facing students of color and other marginalized groups.
2. Leadership and Oversight: The Superintendent and his or her designee (e.g., the Assistant Superintendent for the Opportunity and Achievement Gap) will have the responsibility, authority, and accountability to lead, facilitate, and monitor the implementation of this Policy so that it is fully embedded in the operations and practices of the District.
3. Implementation and Evaluation: Within 6 months of the Boston School Committee (BSC) adoption of this policy, Boston Public Schools (BPS) will develop and present to BSC an interdepartmental implementation plan for this policy. The Implementation Plan must include SMART Goals which are Specific, Measurable, Attainable, Realistic, and Time-Bound. Each October, beginning in 2017, BPS will submit an annual report on the Plan's progress which will include SMART Goals for the subsequent calendar year. BPS will develop an **Opportunity and Achievement Gaps (OAG) Dashboard, publicly available on the BPS website**, which monitors and assesses the Districts progress towards meeting the goal of eliminating the opportunity and achievement gaps facing students of color and other marginalized groups.
4. Resource Allocation: BPS shall base resource allocation decisions on the OAG Implementation Plan, and target resources to meet the specific gap closing goals of the plan, including fully funding the Office of the Opportunity and Achievement Gap and the Office of Equity. As part of the annual report, BPS will indicate the resources it has allocated to implement the OAG plan.

² The term "Marginalized Groups" as stated in this policy, includes but is not limited to English Language Learners, students with disabilities, and students of low socio-economic status.

5. **Monitoring:** The Opportunity and Achievement Gaps Task Force shall continue as a monitoring body, meeting no less than quarterly, providing guidance and input, and working in partnership with the Boston School Committee, and BPS to help ensure that the Implementation Plan is developed and the policy is being implemented with consistency and fidelity across the District. The Task Force will give an annual State of the Opportunity and Achievement Gaps Report to the Boston School Committee, and shall make recommendations as needed to influence the budget process and planning for each subsequent school year.
6. **Impact Statements:** All reports, policy recommendations, and budgets presented to the Boston School Committee shall be accompanied by an **Achievement Gap Impact Statement** that explicitly shows a comparison of the gaps for students of color and other marginalized groups, disaggregated by ethnicity, and gives an explicit examination of how the proposed policy change will help or hinder eliminating gaps and increase or decrease opportunities for underserved students.³ All new policies will be automatically reviewed in one year to present disaggregated ethnic and program data to show that the policy is having its intended impact along with lessons learned and future recommendations.
7. **Performance Reviews:** Beginning in SY17-18, annual performance reviews for the Superintendent and all BPS staff shall include goals related to cultural proficiency and eliminating opportunity and achievement gaps.
8. **School Quality:** Establish measurable goals for closing the achievement gap for each school and evaluate the effectiveness of strategies implemented by schools to close the gap. Progress in eliminating opportunity and achievement gaps will be reported annually for all schools, including in-district charter schools, and included in the **School Quality Framework** for assessing the quality of each school.
9. **Timeline:** The Opportunity and Achievement Gaps Policy shall be reviewed and revised by the Boston School Committee every 6 years.

³ The term “underserved students” refers to students of color, English Language Learners, students with disabilities, and students of low socio-economic status.

GOAL 2: DISTRICT-WIDE FOCUS ON CULTURAL PROFICIENCY AS CENTRAL TO THE WORK OF THE BOSTON PUBLIC SCHOOLS

To create a culturally proficient District which embraces at its fundamental core the culturally sustaining and affirming beliefs and practices that honor differences in race, ethnicity, gender, ability, language, and culture – evident in every department, school building, and classroom – while mitigating the effects of concentrated poverty and institutional racism in the effort to eliminate gaps.

OBJECTIVE 2.1: Develop a clear shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide. BPS⁴ shall develop a written plan of the shared vision and approach to achieve a culturally proficient District including shared Definitions and Cultural Proficiency Standards so that the vision, definitions, and standards are co-constructed and embraced at all levels of the district with full buy-in. These Cultural Proficiency Standards will be embedded in policy, practice and procedures across the District, will be a key component of the Quality School Plan for each school, and become integrated into Climate Surveys of teachers, students, parents and other stakeholders. Progress towards meeting the Cultural Proficiency Standards will be included in the annual OAG report to the Boston School Committee.

OBJECTIVE 2.2: Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion, and create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity. In order to encourage a safe, transparent, culturally affirming, and inclusive climate at all levels in BPS, teachers, students, parents, school administrators, and Central Office staff must be encouraged to come forward and report on any incidents regarding subtle or overt racial bias or discriminatory incidents and activities, without fear of retaliation, so that these incidents can be consistently monitored and addressed. To increase dialogue and comfort within the District in talking about issues of racism, bias and inclusion, the Office of Equity shall give an Annual Report to the Boston School Committee on the quantity and nature of racially charged and discriminatory allegations; strategies and recommendations to improve racial bias issues while promoting inclusion and acceptance; and a measurement of progress to ensure that the District is moving in a positive direction from year to year.

⁴ The term BPS as used in Objective 2.1 refers to the full community of the Boston Public Schools, including the Superintendent, Assistant Superintendent for the Opportunity and Achievement Gap, the Superintendent’s cabinet, Central Office staff, school leaders, teachers, students, parents, and other stakeholders.

GOAL 3: DIVERSITY AND CULTURAL PROFICIENCY IN LEADERSHIP AND HUMAN CAPITAL

To create a District whose hiring, training, and professional development practices are aimed at attracting, developing, and retaining employees at all levels who reflect the demographics of the District's students, who are sensitive to the mosaic of cultures in each school building and classroom, and who hold the beliefs, attitudes, and expectations that academic success is possible and achievable for all students, including students of color and other marginalized groups.

OBJECTIVE 3.1: Increase the diversity of teachers, administrators, and staff in schools and Central Office. Develop and execute an intensive strategy with clear benchmarks to recruit, hire, develop, support and retain a cadre of racially, culturally, and linguistically diverse, skilled and effective teachers, principals, and staff who reflect the diversity of the student body so that students see teachers and school leaders who look like them and can model and embody a narrative of success. Evaluate and significantly expand effective pipeline programs that offer an alternative pathway to teacher certification to attract a diverse and highly effective pool of candidates. Ensure that all incoming candidates possess the cultural proficiency, expertise, and passion to help urban youth engage and excel, and that they value authentic, caring relationships with colleagues, students, and families. Reduce bias and improve the accuracy of teacher ratings in the current teacher evaluation system by providing training, calibration, and accountability for school leaders to recognize potential bias in their teacher observation practices and to assign accurate teacher ratings. Continue providing regular reports to the BSC on progress in hiring and retaining diverse staff by race, gender, and language proficiency, who are effective at working with urban youth, including recommendations for continued improvement.

OBJECTIVE 3.2: Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students. Ensure that all BPS staff, from Central Office to support staff (e.g., school secretary, cafeteria workers, bus drivers) develop culturally and linguistically sustaining and affirming practices, and hold high expectations for all students. Develop a process to bring students into the learning community for Professional Development, allowing students to engage in dialogue and share their perspectives to foster empathy and build authentic relationships with teachers, school leaders, and other adults. As part of the annual OAG report, the Office of Professional Learning will demonstrate how it has effectively aligned all professional development offered by the District to focus on equity and increase the district's capacity to eliminate opportunity and achievement gaps.

GOAL 4: HOLISTIC CULTURALLY AFFIRMING APPROACH TO SCHOOL AND TEACHER QUALITY

To create a District that marries equity with rigor, viewing each child as capable of meeting and exceeding the highest standards of learning and achievement by providing highly effective and diverse teachers, a relevant, engaging curriculum that fosters student belonging and self-identity, in a safe and high-achieving school environment with caring adult relationships.

OBJECTIVE 4.1: Provide a culturally proficient and highly effective teacher in every classroom and give Cultural Proficiency Standards greater weight on the Teacher Evaluation Rubric.

After Cultural Proficiency Standards have been established by the District and Professional Development has been provided, a teacher must meet the Cultural Proficiency Standards in order to be evaluated as Proficient on the Teacher Evaluation Rubric, as evidenced in part by the ability to build caring relationships with and set high expectations for all students, and provide quality instruction and support, differentiated to accommodate the wide range of students' preferred learning styles, communication and behavioral styles, languages, interests, and achievement levels, so that students master rigorous content and excel academically.

OBJECTIVE 4.2: Demonstrate how curricula is vetted for bias and cultural proficiency, and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice. Develop equity checklists or rubrics for the review of all curriculum. Include a decolonized curriculum that enables students to embrace their racial and cultural identity and feel empowered while developing counter narratives to the often negative dominant narrative on people of color and other marginalized groups. Develop specific interdisciplinary courses for students in Grades 6-12 that explicitly address issues of race, ethnicity, language, gender, and social class while incorporating student identity and voice in the learning process to promote a greater sense of student agency.

OBJECTIVE 4.3: Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school. Social and emotional skills are foundational for fostering a vibrant, healthy school culture, strengthening classroom interactions, minimizing disruptions, and promoting college and career success. The Assistant Superintendent of Social Emotional Learning and Wellness will develop a K-12 strategy outlining how SEL will be incorporated into the curriculum for each grade level and how SEL will embed a focus on student identity, race, ethnicity, culture, language, gender, and social class so that these topics are explicitly addressed in grades K-12. Develop a K-12 strategy to address trauma and restorative justice, and train school leaders, teachers, students, parents, and school-based community partners to incorporate SEL into their daily practice.

OBJECTIVE 4.4: Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender in order to identify and address opportunity and achievement gaps. Use the minimum number of assessments as required by the state to measure student progress while focusing on useful assessments that drive deeper learning. Develop a K-12 assessment schedule that eliminates

redundant over-testing in order to increase instructional time. Raise the “Trouble Threshold” that triggers the need for student intervention, and train teachers to use grades and test scores as feedback to alternate their instructional strategies and re-teach content that students have not mastered. Develop a district-wide system to report student performance data including grades, test scores, and discipline disaggregated by racial and ethnic subgroups.⁵ Analyze trends and recommend targeted interventions for students in the lowest performing racial, gender, ethnic, language and disability subgroups.

OBJECTIVE 4.5: Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners. Provide an annual equity analysis of the Special Education (SPED) and English Language Learner (ELL) identification, placement policies, and procedures to ensure that BPS staff understand the rules and regulations specific to referral and placement procedures while considering the impact of bias on student identification and placement. Provide an annual equity analysis of the BPS enrollment process and make every effort to ensure that all students of colors, students with disabilities, and English Language Learners have equitable enrollment opportunities in the least restrictive environments and inclusive settings.

GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES

To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.

OBJECTIVE 5.1: Demonstrate how equity is addressed within the District’s Operations. Examine and ensure equity in the kind and quality of services provided to students and staff at all school sites in the areas of school facilities, maintenance, transportation, food services, and other operational supports that impact instruction. Demonstrate how these services are culturally sensitive and enhance rather than inhibit equal access to high quality educational options. Progress towards equity in operations will be presented in the annual OAG report.

OBJECTIVE 5.2: Demonstrate equity and transparency in student assignment, enrollment, and school closings. An Opportunity and Achievement Gap Impact Statement shall accompany any proposals for school closings and changes to the current student assignment system to give an analysis of the impact on students of color and other marginalized groups, with particular attention to neighborhood equity in closing any schools. For the current Home Based Student Assignment Plan, the District shall include in its annual equity analysis the actual number of seats available in Level 1 and Level 2 schools, by neighborhood, rather than the number of schools in a zone, so as to give full transparency to the full number of high quality seats available to students of color and other marginalized groups.

⁵ Ethnic subgroups shall include but not be limited to Black (i.e. African American, West Indian, African); Latino (i.e. Puerto Rican, Mexican, Central American, South American); and Asian (i.e. Vietnamese, Chinese, Filipino).

OBJECTIVE 5.3: Demonstrate equity, quality, and impact in funding and resources.

Demonstrate equity in the allocation of appropriate resources and sustained funding to provide the professional development, opportunities, and other services needed to eliminate opportunity and achievement gaps. Examine disparities in resource allocations by school and develop a system to allocate resources more equitably based on school site needs. Develop a system to measure the quality of community partners providing opportunities in BPS, and measure the impact of grants and contracts approved by the BSC to improve student outcomes.

OBJECTIVE 5.4: Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.

Develop a comprehensive plan to move to universal PreK, working in collaboration with the City and State to allocate resources. Revise admissions policies for Exam Schools to increase opportunities for admission by students of color. Develop a plan for expanding access to rigorous coursework and revise policies for Advance Work Classes and Advanced Placement courses to transition to a more equitable system. Direct the resource of time to closing the achievement gap, including a clear focus on using extended time effectively based on assessment of students' needs. Allocate resources for remediation and acceleration of students' annual growth targeted to students in the lowest quartile. Explore ways to increase learning time by examining changes to the school calendar, length of school day, after school initiatives for PreK-12, and summer learning options.

OBJECTIVE 5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent-community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.

Eliminating gaps will require a collaborative citywide effort. Elevate *Eliminating Opportunity and Achievement Gaps* to a city-wide unifying goal that the City of Boston can rally behind. Partner with the City of Boston to break through silos, bringing together the public sector, philanthropic sector, and others. Pilot innovative approaches to help alleviate the effects of poverty, working in collaboration with community-based and faith-based organizations and private industry. The BSC must work collaboratively and collectively with other advocacy and parent groups to publicly speak out on issues such as education and job training, fair wages, and affordable housing, which impact poverty for BPS families, and explicitly connect these issues to eliminating gaps for BPS students.

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.

OBJECTIVE 6.1: Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.

Provide an annual report on how students and student groups are engaged to support the elimination of opportunity and achievement gaps as vital partners with teachers, parents, and schools. This could include the OAG Office partnering with the Office of Engagement, the Boston Student Advisory Council (BSAC), other student-led youth organizing groups and school-based community partners to develop a student-led strategy to raise

awareness around opportunity and achievement gaps, and empowering students to foster a vibrant peer culture that celebrates and affirms preparation, effort, persistence, self-efficacy, and the pursuit of excellence. Ensure that all schools have active student representation on BSAC and their School Site Council. Include students in Cultural Proficiency trainings alongside their teachers and school leaders, to foster a greater sense of belonging. Create space for dialogue so students feel heard, uplifted, and empowered.

OBJECTIVE 6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.

The Office of Engagement and Office of Professional Learning will provide professional development to school leaders, educators and support staff around effective engagement, and using culturally and linguistically sustaining and affirming strategies to make parents feel welcome and valued as respected partners in their child's education and the function of the school. Each school shall develop a Family Engagement Plan, aligned to the Quality School Improvement Plan, which eliminate barriers to family engagement and outlines creative, nonthreatening ways to attract, incent, and draw parents to the school – particularly “*harder to reach*” and more vulnerable families who may need differentiated support. Provide family trainings focused on eliminating gaps to raise awareness, highlight underutilized opportunities within BPS and Boston, and promote strategies to partner with schools to improve school performance and build students' socio-emotional skills, beginning with parents of children ages 0-5 through high school. Ensure that each school has an active School Site Council or Governing Board, and Personnel Subcommittee with the required parent representation, as well as a School Parent Council with active representation on the Citywide Parents Council, the SPED PAC, and the District's ELL parents group. Look within the District for Bright Spots to identify effective practices for scaling and replication, and compile a handbook of Best Practices that all schools can use to improve family engagement.

OBJECTIVE 6.3: Demonstrate how community partners are aligned and engaged with the District to eliminate opportunity and achievement gaps: Leverage community partners as an explicit tool in the District strategy to eliminate gaps, including community based organizations, churches, universities, and corporations. Develop a mechanism to disseminate the District strategy for eliminating gaps to all community partners, and align all school-based community partners around a set of shared definitions, Cultural Proficiency Standards, values and behaviors to teach and communicate with their youth such as celebrating the pursuit of academic excellence, proactively seeking help when needed, self-management, persistence, conflict resolution, and restorative justice.