



Boston School Committee

Developing a long term strategic vision for BPS

JANUARY 28, 2015

The Boston School Committee sought to create a focused, coherent and actionable strategic plan to guide the district over the next five years.

Strategic Planning - Rationale and Objectives

District Situation

Most school districts navigate a number of challenges and competing interests:



Increasing Diversity of Student Population and Need



Tightening Budgets



Rising Accountability



Growing Regulation



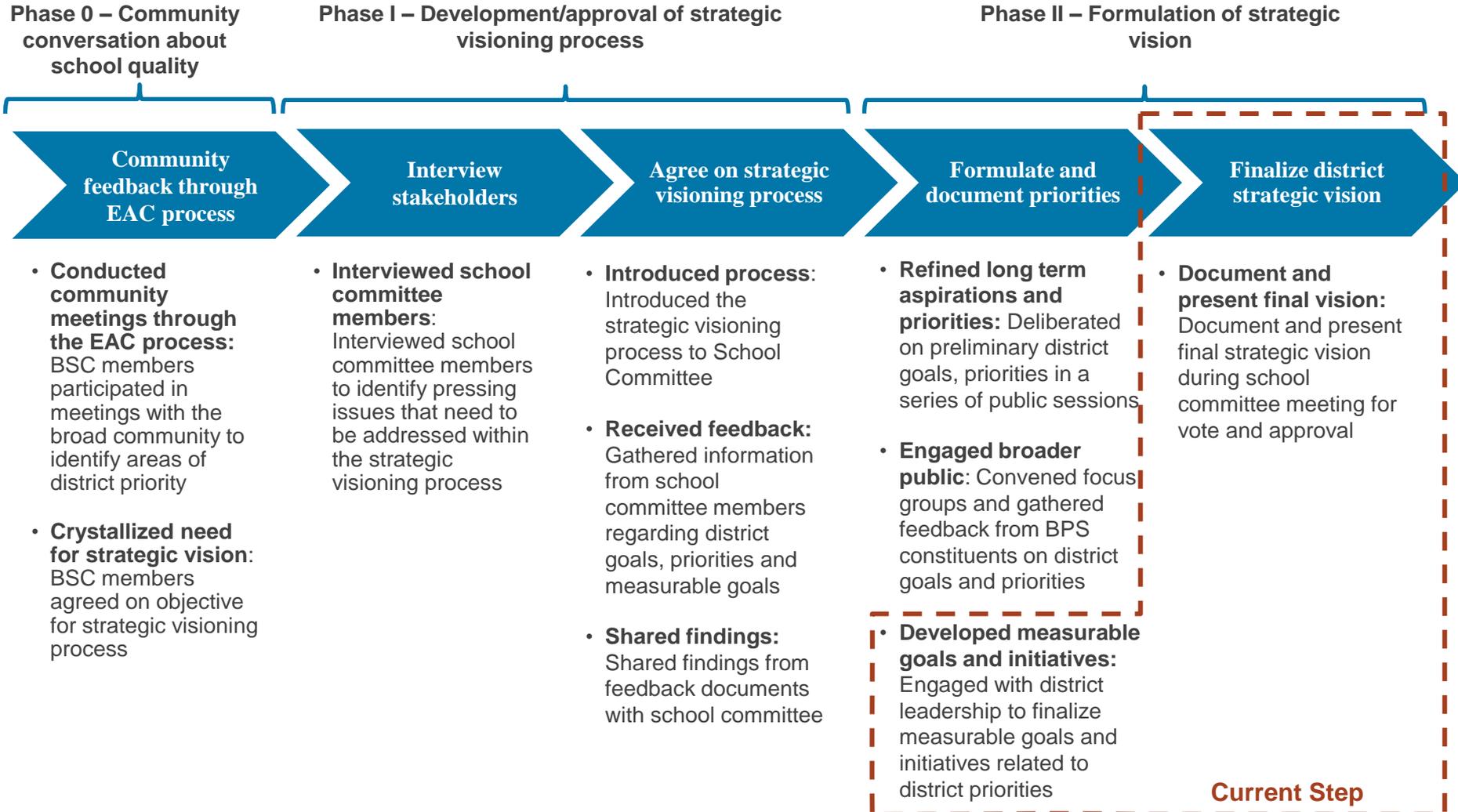
Strategic Planning Benefits

A coherent strategic plan helps navigate the growing number of challenges by:

- Prioritizing a focused and actionable set of the **most important levers** for improving performance
- **Aligning all district stakeholders** on a clear path forward over the next few years
- Providing a guidance document to drive allocation of the **district's limited resources** (financial, human capital and others)

Both internal BPS stakeholders and the broader public were engaged throughout the Strategic Visioning process.

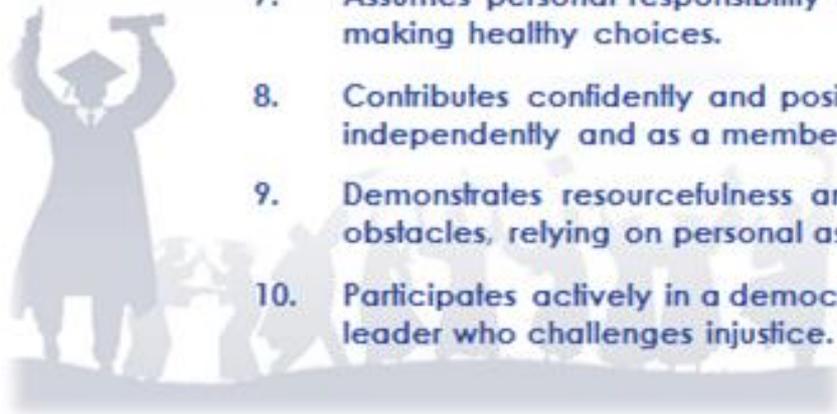
Strategic Visioning Process



The vision of the BPS graduate, originally set forth in the 2010 Acceleration Agenda, serves as a foundation from the new Strategic Vision.

Vision: The Boston Public Schools Graduate

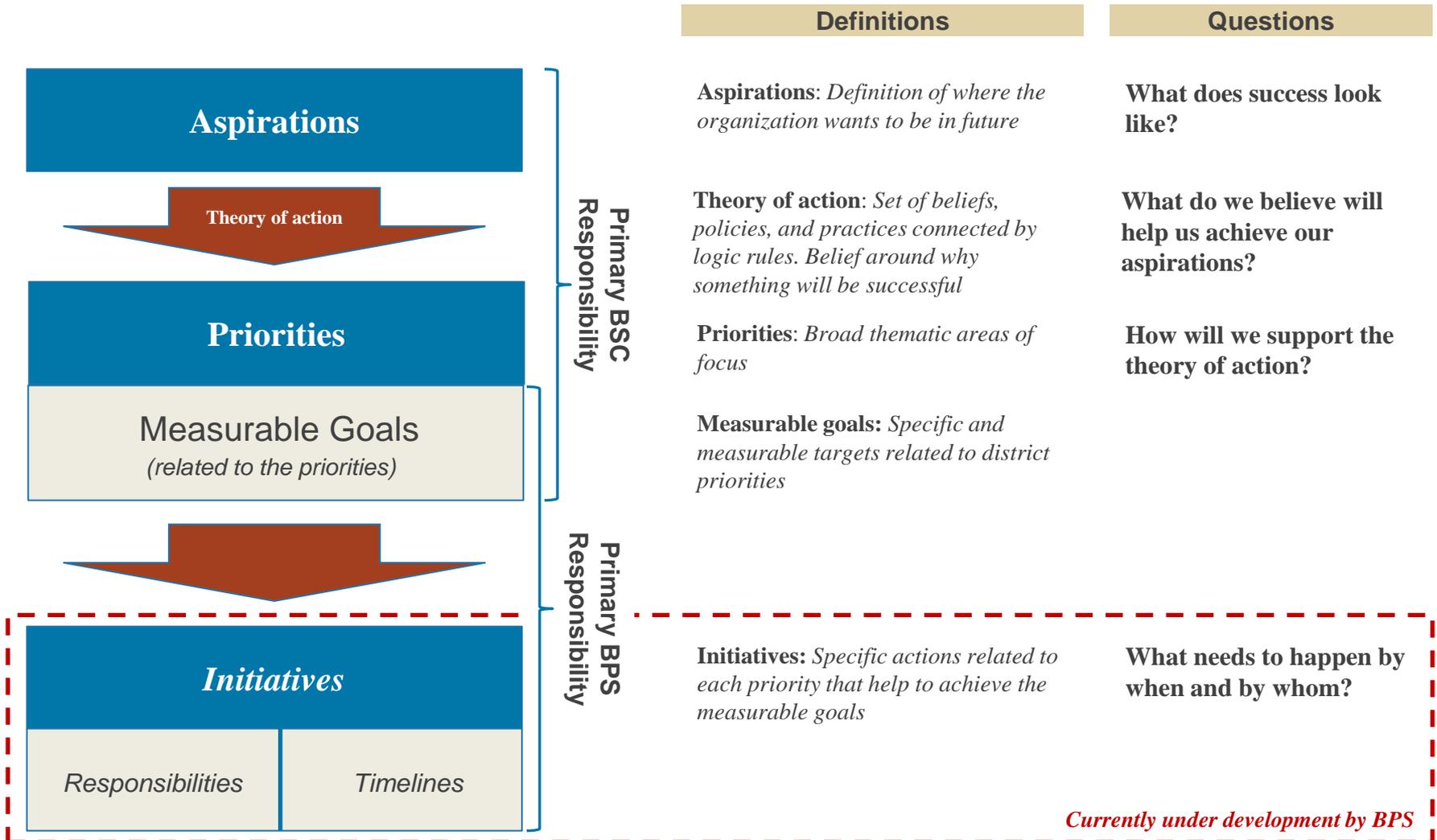
1. Loves to learn, views the world as a classroom without walls, and thinks critically about the issues within it.
2. Succeeds academically in college-level courses across content areas.
3. Masters verbal and written expression in English, with emerging proficiency in a second language.
4. Uses mathematical skill, scientific inquiry, and state-of-the-art technology to invent new solutions to persistent and unanticipated problems.
5. Exhibits growth, self-discipline, and reflection through innovative expression and artistry.
6. Acknowledges and respects people with diverse backgrounds, histories, and perspectives.
7. Assumes personal responsibility for physical and emotional well-being by making healthy choices.
8. Contributes confidently and positively in professional and social settings, both independently and as a member of a team.
9. Demonstrates resourcefulness and resilience in the face of setbacks and obstacles, relying on personal assets and support from others to achieve goals.
10. Participates actively in a democratic society as a responsible, courageous leader who challenges injustice.



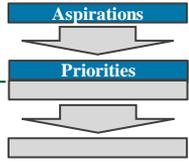
DMC applied a comprehensive framework to help guide the district in developing the various key components of its Strategic Vision.

Strategic Planning Framework

DRAFT



The following aspirations and priorities help the district to set the course for where it strives to be in five years.



Thematic Category

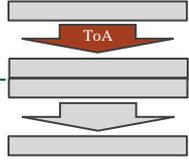
Aspirations

Priority Area

<p>1</p> <p>Improved student outcomes:</p>	<p>BPS will graduate all students as life-long learners and engaged global citizens, well-prepared for post-secondary pathways.</p>	<p>1. BPS will provide rigorous, effective, and engaging curriculum, instruction, and enrichment. Special focus will be given to the following areas:</p> <ul style="list-style-type: none"> a) Literacy and numeracy¹, particularly in early and transition years, to build a strong foundation for academic success across all subject areas and across all grades. b) College readiness and/or career preparedness.
<p>2</p> <p>Improved school quality:</p>	<p>BPS will be a district of all high-performing schools, eliminating both the opportunity gap and the achievement gap.</p>	<p>2. BPS will continue to foster an environment of high expectations combined with targeted interventions and support in order to meet the learning needs of all students.</p>
<p>3</p> <p>Strong district leadership/high-quality, action-oriented teachers & staff:</p>	<p>BPS will recruit, hire, develop, support, and retain highly effective, culturally proficient school and district leaders, teachers, and staff who are held accountable for improving student outcomes.</p>	<p>3. BPS will provide equitable access to quality facilities and highly effective programs.</p>
<p>4</p> <p>Effective resource allocation:</p>	<p>BPS will make effective and equitable use of all available resources.</p>	<p>1. BPS will implement strategies to ensure every school will have highly effective school leaders, teachers, and staff. The workforce will reflect the rich diversity of the students BPS serves.</p>
<p>5</p> <p>Greater community engagement:</p>	<p>BPS will strengthen student, family, and community investment to enable student success.</p>	<p>1. BPS will continue to increase school autonomy and support to schools while also strengthening clear systems of accountability for both central office and schools.</p> <p>1. BPS will empower, support, and hold accountable school leaders, teachers, and staff to effectively engage with families, partners, and the community to foster shared responsibility for student achievement.</p>

1. The concept of numeracy was incorporated into Priority 1 during a November 19th School Committee meeting, and needs to be voted on

BPS' theory of action underpins the new Strategic Vision – it acts as a guide to realizing the vision of a BPS graduate.

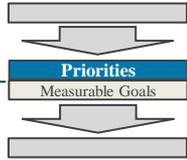


BPS Theory of Action

“ If we have effective educators in every classroom and in every school who believe that all students can learn and who are bolstered by culturally-relevant and engaging learning resources; and if we respect and value diversity and believe that the entire BPS community is accountable to student learning – then we will ensure the conditions for success exist in every school to eliminate achievement and opportunity gaps and we will realize the vision of a BPS graduate for every student.

Schools are the unit of change for this work. Principals/headmasters and their teams are leaders of this change. The role of central office is to work with schools to provide support, build capacity, develop systems that facilitate organization learning and increase efficiencies, and remove barriers. Through collaborative effort and mutual accountability, we will foster coherence across the district and school goals in our collective obligation to the students we serve.”

Each of the 6 priority areas has a corresponding set of measurable goals to help the district better understand the progress it is making.



Priority 1

BPS will provide rigorous, effective, and engaging curriculum, instruction, and enrichment. Special focus will be given to the following areas:

- a) *Literacy and numeracy¹, particularly in early and transition years, to build a strong foundation for academic success across all subject areas and across all grades.*
- b) *College readiness and/or career preparedness*

1	% of students proficient in 3 rd grade reading
2	% of students proficient in 8 th grade Math
3	Composite Performance Index (CPI) across grades and subjects
4	Median student growth percentile (SGP) across grades and subjects
5	Average daily attendance
6	4 year unadjusted graduation rate
7	% of students enrolled in college within 16 months of graduation
8	Average student climate survey response on student engagement & enthusiasm for learning

Priority 2

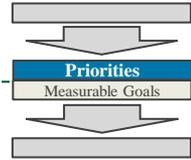
BPS will continue to foster an environment of high expectations combined with targeted interventions and support in order to meet the learning needs of all students.

1	Size of Math/ELA/Science proficiency gap between Black and Hispanic students and their White and Asian Peers across all grades (across all grades) ²
2	Size of Math/ELA/Science proficiency gap between ELL students and their general education peers (across all grades) ²
3	Size of Math/ELA/Science proficiency gap between Students with Disabilities and their General Education peers (across all grades) ²
4	Median Student Growth Percentile on the ELL Access test for students that are ELD levels 1, 2, and 3
5	% of students enrolled in 8th grade Algebra I
6	% of eligible students enrolled in AP classes
7	Average student and teacher climate survey results on whether school demonstrates a culture of high achievement

Note: Metrics above have been developed in coordination with the BPS Cabinet

1. The concept of numeracy was incorporated into Priority 1 during a November 19th School Committee meeting, and needs to be voted on
2. This excludes students in resource rooms and ELD levels 1, 2, and 3

Each of the 6 priority areas has a corresponding set of measurable goals to help the district better understand the progress it is making.



Priority 3

BPS will provide equitable access to quality facilities and highly effective programs.

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| 1 | Average score on new facilities condition index ¹ |
| 2 | % of families that receive at least one of their top three choices in the student assignment process |

Priority 4

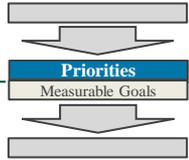
BPS will implement strategies to ensure every school will have highly effective school leaders, teachers, and staff. The workforce will reflect the rich diversity of the students BPS serves.

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|---|---|
| 1 | Student climate survey on teacher effectiveness |
| 2 | Teacher retention rate for proficient and exemplary teachers |
| 3 | Demographics of teacher (% of minority teachers) |
| 4 | % teacher rated proficient/exemplary and median SGP above 50 ² |
| 5 | Demographics of workforce (% of minority staff members) |

Note: Metrics above have been developed in coordination with the BPS Cabinet

1. New facilities index will be completed in Summer of 2015
2. Metric is under further consideration to ensure data is reliable and representative of full BPS teaching force

Each of the 6 priority areas has a corresponding set of measurable goals to help the district better understand the progress it is making.



Priority 5

BPS will continue to increase school autonomy and support to schools while also strengthening clear systems of accountability for both central office and schools.

- | | |
|---|---|
| 1 | School satisfaction with central office services ¹ |
| 2 | % of school leadership teams that feel they have sufficient autonomy and are empowered to make critical school based decisions ¹ |

Priority 6

BPS will empower, support, and hold accountable school leaders, teachers, and staff to effectively engage with families, partners, and the community to foster shared responsibility for student achievement.

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|---|--|
| 1 | Parent climate survey results on whether school promotes inclusion of all students, families and community |
| 2 | Average Family Engagement Index Score |

Note: Metrics above have been developed in coordination with the BPS Cabinet

1. Precise composition of the metric is currently being finalized; data is not currently collected by the district

The Strategic Visioning report provides additional detail and context of the work, and further explains the goals and priorities.



Developing a Strategic Vision for the Boston Public Schools



Excerpt: Explanation of Aspirations / Priorities

1 BPS will graduate all students as life-long learners and engaged global citizens, well-prepared for post-secondary pathways.

In addition to continuing to increase the graduation rate across the district, BPS is focused on improving the outcomes of students *after* graduation.

With the inclusion of the term “*post-secondary pathways*”, Boston Public Schools aims to expand the definition of post-graduate student success: BPS is committed to helping students build the 21st century knowledge and skills necessary to succeed in whatever path they choose, whether college OR career.

2 BPS will be a district of all high-performing schools, eliminating both the opportunity gap and the achievement gap.

BPS recognizes the way in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situation and other factors perpetuate lower education attainment for certain groups of students, and is fully committed to eliminating the achievement gap that persists across the district.⁴ Boston believes that a lever for addressing this is to focus, first and foremost, on the opportunity gap: the disparity in access to quality education resources needed for all children to be academically successful.⁵ BPS will work diligently to eliminate this opportunity disparity both within and across schools. The district cannot allow pockets of high performance to define the success of the district. Rather, BPS must urgently address our most struggling schools and our most struggling student populations in order to close achievement gaps across Boston and ensure each and every student has the opportunity for post-secondary success.

3 BPS will recruit, hire, develop, support and retain highly effective, culturally proficient school and district leaders, teachers and staff who are held accountable for improving student outcomes.

As research has repeatedly demonstrated, effective educators drive better outcomes for students. For example, a highly effective teacher is estimated to have a two to three times higher impact on student outcomes than any other factor, including services, facilities and even leadership.⁶ With this in mind, the district will continue to push bold leadership and talent development initiatives that create the proper conditions for attracting, nurturing and retaining the highest caliber talent. In particular, the district will place heavy emphasis on recruiting culturally proficient staff, meaning individuals who demonstrate the skills and knowledge to