BPS Strategic Planning Review

Dr. Brenda Cassellius, Superintendent

Presentation to Boston School Committee
August 28, 2019
Reviewing the BPS Strategic Plan, adopted in 2014

Vision

Boston Public Schools understand that in today’s increasingly globalized, 21st century economy, our students must be nurtured to be critical thinkers, analytical problem solvers, and strong communicators. It is our mission that all BOP graduates have a love for learning and view the world as a classroom without walls. BPS believes that, with effective teaching and high-functioning systems, all students can achieve this vision regardless of native language, gender, disability, family income, sexual orientation, or race. The following elements of the strategic vision, taken together, reflect the district’s plan to ensure that all Boston students graduate as confident and courageous 21st century leaders.
Reviewing the BPS Strategic Plan

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.
Reviewing the BPS Strategic Plan

Aspirations

1. **Improved student outcomes**
   BPS will graduate all students as lifelong learners and engaged global citizens, well-prepared for post-secondary pathways.

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

3. **Strong district leadership/high-quality, action-oriented teachers & staff**
   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.

4. **Effective resource allocation**
   BPS will make effective and equitable use of all available resources.

5. **Greater community investment**
   BPS will strengthen student, family, and community investment to enable student success.
Reviewing the BPS Strategic Plan

Priority Areas

1. BPS will provide **rigorous, effective, and engaging curriculum, instruction, and enrichment**.

2. BPS will continue to foster an environment of **high expectations** combined with targeted interventions and support.

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

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.

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.

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.
Vision of a BPS Graduate

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.
Assessing Progress

Moving forward, we must assess district progress toward fulfilling the priority areas of the Strategic Plan. –

1. BPS will provide rigorous, effective, and engaging curriculum, instruction, and enrichment.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
<th>SY12-13</th>
<th>SY13-14</th>
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<th>SY16-17</th>
<th>SY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students proficient in 8th grade Math</td>
<td>Decline *</td>
<td>37%</td>
<td>37%</td>
<td>24%</td>
<td>30%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>% of students proficient in 3rd grade ELA</td>
<td>Stable *</td>
<td>32%</td>
<td>36%</td>
<td>33%</td>
<td>33%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>CPI across grades - ELA</td>
<td>Stable *</td>
<td>75</td>
<td>76</td>
<td>3-8: 74</td>
<td>3-8: 74</td>
<td>3-8: N/A</td>
<td>3-8: N/A</td>
</tr>
<tr>
<td>CPI across grades - Math</td>
<td>Stable *</td>
<td>69</td>
<td>70</td>
<td>3-8: 68</td>
<td>3-8: 69</td>
<td>3-8: N/A</td>
<td>3-8: N/A</td>
</tr>
<tr>
<td>CPI across grades - Science</td>
<td>Stable *</td>
<td>60</td>
<td>62</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Median SGP across grades - ELA</td>
<td>Stable *</td>
<td>49</td>
<td>47</td>
<td>3-8: 49</td>
<td>3-8: 46</td>
<td>3-8: 46</td>
<td>3-8: 49</td>
</tr>
<tr>
<td>Median SGP across grades - Math</td>
<td>Stable *</td>
<td>48</td>
<td>50</td>
<td>3-8: 46</td>
<td>3-8: 44</td>
<td>3-8: 41</td>
<td>3-8: 47</td>
</tr>
<tr>
<td>Average daily attendance - Grades 1-12</td>
<td>Stable</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Average daily attendance - Grades K0-K2</td>
<td>Stable</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>4 year unadjusted graduation rate</td>
<td>Improvement</td>
<td>66%</td>
<td>67%</td>
<td>71%</td>
<td>72%</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>% of students enrolled in college within 16 months of graduation</td>
<td>Decline</td>
<td>71%</td>
<td>71%</td>
<td>70%</td>
<td>70%</td>
<td>71%</td>
<td>66%</td>
</tr>
<tr>
<td>Average student climate survey response on student engagement &amp; enthusiasm for learning</td>
<td>Stable</td>
<td>Data not available **</td>
<td>3.30</td>
<td>3.31</td>
<td>3.30</td>
<td>3.11**</td>
<td>3.60**</td>
</tr>
<tr>
<td>Average teacher climate survey response on student engagement &amp; enthusiasm for learning</td>
<td>Stable</td>
<td>Data not available **</td>
<td>2.66</td>
<td>2.73</td>
<td>2.78</td>
<td>Data not available</td>
<td>Data not available</td>
</tr>
</tbody>
</table>

* The state assessment has changed over time: 2013-2014 Legacy MCAS (All Grades); 2015-2016 PARCC (Gr 3-8) and Legacy MCAS (Gr 10); 2017-2018 Next-Gen MCAS (Gr 3-8) and Legacy MCAS (Gr 10). In addition, CPI is no longer calculated for Next-Gen MCAS.

**SY13-14 was the first year this outcome was calculated. Climate Survey changed in SY16-17 from a 4-point to a 5-point scale.
Assessing Progress

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.

<table>
<thead>
<tr>
<th>Goal</th>
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<th>SY12-13</th>
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<th>SY16-17</th>
<th>SY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA proficiency gap between Black/Hispanic students and White/Asian students</td>
<td>Stable</td>
<td>30</td>
<td>30</td>
<td>30:35</td>
<td>3:8:36</td>
<td>3:8:35</td>
<td>3:8:37</td>
</tr>
<tr>
<td>Math proficiency gap between Black/Hispanic students and White/Asian students</td>
<td>Stable</td>
<td>38</td>
<td>37</td>
<td>3:8:40</td>
<td>3:8:42</td>
<td>3:8:43</td>
<td>3:8:43</td>
</tr>
<tr>
<td>Science proficiency gap between Black/Hispanic students and White/Asian students</td>
<td>Stable</td>
<td>33</td>
<td>33</td>
<td>3:1</td>
<td>29</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>ELA proficiency gap between EL students and Non-EL students</td>
<td>Stable</td>
<td>39</td>
<td>37</td>
<td>3:8:30</td>
<td>3:8:28</td>
<td>3:8:25</td>
<td>3:8:28</td>
</tr>
<tr>
<td>Math proficiency gap between EL students and Non-EL students</td>
<td>Decline</td>
<td>24</td>
<td>21</td>
<td>3:8:18</td>
<td>3:8:16</td>
<td>3:8:18</td>
<td>3:8:22</td>
</tr>
<tr>
<td>Science proficiency gap between EL students and Non-EL students</td>
<td>Stable</td>
<td>27</td>
<td>28</td>
<td>26</td>
<td>25</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>ELA proficiency gap between Special Education students and General Education students</td>
<td>Improvement</td>
<td>41</td>
<td>41</td>
<td>3:8:37</td>
<td>3:8:36</td>
<td>3:8:33</td>
<td>3:8:34</td>
</tr>
<tr>
<td>Math proficiency gap between Special Education students and General Education students</td>
<td>Stable</td>
<td>37</td>
<td>37</td>
<td>3:8:20</td>
<td>3:8:21</td>
<td>3:8:21</td>
<td>3:8:31</td>
</tr>
<tr>
<td>Science proficiency gap between Special Education students and General Education students</td>
<td>Stable</td>
<td>24</td>
<td>25</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Median SGP on ACCESS for ELLs for students ELD levels 1-3</td>
<td>Stable</td>
<td>50</td>
<td>45</td>
<td>54</td>
<td>62</td>
<td>45</td>
<td>48</td>
</tr>
<tr>
<td>% of students enrolled in 8th grade Algebra I</td>
<td>Decline</td>
<td>50%</td>
<td>42%</td>
<td>32%</td>
<td>29%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>% of non-exam school students enrolled in 8th grade Algebra I</td>
<td>Decline</td>
<td>37%</td>
<td>27%</td>
<td>14%</td>
<td>10%</td>
<td>8%</td>
<td>7%</td>
</tr>
<tr>
<td>Average student climate survey results on whether school demonstrates a culture of high achievement</td>
<td>Stable</td>
<td>Data not available **</td>
<td>3.29</td>
<td>3.47</td>
<td>3.46</td>
<td>3.82**</td>
<td>3.28**</td>
</tr>
<tr>
<td>Average teacher climate survey results on whether school demonstrates a culture of high achievement</td>
<td>Stable</td>
<td>Data not available **</td>
<td>3.16</td>
<td>3.27</td>
<td>3.32</td>
<td>3.11**</td>
<td>3.08**</td>
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**SY13-14 was the first year this outcome was calculated. Climate Survey changed in SY16-17 from a 4-point scale to a 5-point scale.**
Assessing Progress

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

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<th>SY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score on new facilities condition index*</td>
<td>Not available</td>
<td>Data not collected</td>
<td>Data not collected</td>
<td>Data not collected</td>
<td>Data not collected</td>
<td>Data not collected</td>
<td>Data not collected</td>
</tr>
<tr>
<td>% of families that receive at least one of their top three choices in the Home-based School Choice student assignment process - K1</td>
<td>✅ Improvement</td>
<td>Data not available **</td>
<td>Data not available **</td>
<td>55%</td>
<td>57%</td>
<td>65%</td>
<td>68%</td>
</tr>
<tr>
<td>% of families that receive at least one of their top three choices in the Home-based School Choice student assignment process - K2</td>
<td>✅ Improvement</td>
<td>Data not available **</td>
<td>Data not available **</td>
<td>62%</td>
<td>69%</td>
<td>69%</td>
<td>72%</td>
</tr>
</tbody>
</table>

* Facilities Condition Index was not developed.

** Home-based School Choice Assignment took effect with the choice process for SY14-15. Data reflects the choice process for that year's enrollment.

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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</tr>
</thead>
<tbody>
<tr>
<td>Student climate survey on teacher effectiveness</td>
<td>− Stable</td>
<td>3.27</td>
<td>3.02</td>
<td>3.31</td>
<td>3.30</td>
<td>3.82**</td>
<td>3.80**</td>
</tr>
<tr>
<td>Teacher retention rate for proficient and exemplary teachers</td>
<td>− Stable</td>
<td>96%</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Demographics of teacher (% of minority teachers)</td>
<td>− Stable</td>
<td>38%</td>
<td>38%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Demographics of workforce (% of minority staff members)</td>
<td>− Stable</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of &quot;proficient or advanced&quot; principals/headmasters based on yearly evaluations</td>
<td>✅ Improvement</td>
<td>30%</td>
<td>32%</td>
<td>82%</td>
<td>88%</td>
<td>93%</td>
<td>80%</td>
</tr>
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</table>

**Climate Survey changed in SY16-17 from a 4-point scale to a 5-point scale.
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.

<table>
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<tr>
<th>Goal</th>
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</tr>
</thead>
<tbody>
<tr>
<td>School satisfaction with central office services</td>
<td>Not available</td>
</tr>
<tr>
<td>% of school leadership teams that feel they have sufficient autonomy and are empowered to make critical school based decisions</td>
<td>Not available</td>
</tr>
</tbody>
</table>

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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<th>SY15-16</th>
<th>SY16-17</th>
<th>SY17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent climate survey results on whether school promotes inclusion of all students, families and community</td>
<td><strong>Stable</strong></td>
<td>Data not available*</td>
<td>3.30</td>
<td>3.33</td>
<td>3.33</td>
<td>3.37</td>
<td>3.36</td>
</tr>
<tr>
<td>Average Family Engagement Index Score</td>
<td><strong>Improvement</strong></td>
<td>1.27</td>
<td>2.50</td>
<td>2.60</td>
<td>2.58</td>
<td>2.79</td>
<td>2.33</td>
</tr>
</tbody>
</table>

*SY13-14 was the first year School Quality Framework Outcomes were calculated.*
Continuity in Strategic Planning

The Strategic Plan will include the School Committee priorities

• What goals or strategies of the current Strategic Plan should be strengthened?

• What goals or strategies of the current Strategic Plan should be eliminated, if any?

• What goals or strategies should be added to the new Strategic Plan?

• What would be meaningful and useful measures of progress to support the Strategic Plan?

• How can the district best share that progress with the School Committee, parents, and the public moving forward?
Superintendent Casseillius’ Community Engagement Tour

GATHERING • COLLECTING • AFFIRMING
Public Engagement for Strategic Planning

BPS will have meaningful engagement with students, families, teachers, support staff, partners and community members to develop a revised strategic plan that will guide our collective work over the next five years

• **Gather** our diverse community with a particular lens to intentionally reach historically marginalized populations

• **Collect** and regularly publish translated information and feedback in order to develop our shared values, goals and priorities

• **Affirm** and include our collective voices in the district strategic plan and FY21 budget process
Public Engagement to be completed by December 5, 2019

- 125 school visits
- 26 community conversations
  - 70% hosted by community partners serving historically marginalized populations
- 44 advocacy, philanthropic, corporate, city and state officials, faith-based and non-profit partners
- 6 regional school parent council meetings
- Internal stakeholder meetings, including every department, and focus groups co-hosted with the BTU
- 30 day posted review and comment of final plan in January 2020

** This is in addition to the prior engagement activities during the superintendent’s transition and first two months in office
Community Engagement Timeline

September
- School Visits, Teacher Meetings with BTU, School Leaders
- SPC Meetings
- Community Meetings
- Elected Officials and Staffers
- Internal Staff and Departments

October
- School Visits, Teacher Meetings with BTU, School Leaders
- SPC Meetings
- Community Meetings
- Elected Officials and Staffers
- Internal Staff and Departments

November
- School Visits, Teacher Meetings with the BTU, School Leaders
- SPC Meetings
- School Leaders Meeting re Themes and Feedback
- Community Meetings: Collection of Themes Reveal

December/January
- DEC
  - Final Community Meeting
- JAN
  - Draft Strategic Plan Released
  - 30 Day Public Review and Comment on Strategic Plan
Communications and Outreach Plan to Underserved Stakeholders

• Regularly summarize and share emerging themes throughout engagement process
• Increase use of local and ethnic media (radio, TV, print, online)
• Meaningful collaboration with community partners
• Continue to seek various forms of social media based on family and community feedback
Suggested Guiding Questions for Community Conversations

We have identified several questions to guide our community engagement sessions that will inform the strategic plan

• What types of opportunities, programs and supports do you envision when you think about the school you want for your child?

• What do you believe BPS needs to do to become parents’ first choice?

• What does meaningful engagement look like to you? What does transparent and effective communication look like to you?

• What can we do to further foster and secure the trust of Boston parents? Please be specific
Discussion and Questions

• Are these the right questions?
• Is this the right timeline?
• Are there additional considerations for outreach and communicating with families?
• How will members be engaged throughout the process?