

## **Boston School Committee Goals & Guardrails**

### **March 2021**

#### **Preamble:**

The Boston Public Schools will be a nation-leading, student-centered, achievement gap-closing, anti-racist public school district providing an equitable and excellent, well rounded education that prepares every student for success in college, career and life with particular emphasis on historically underserved student groups. The Boston School Committee (BSC) is committed to ensuring that every student gets what they need to thrive. Last year, the BSC approved the Superintendent's five-year Strategic Plan. In an effort to strengthen the district's focus on student outcomes, the Committee has developed goals in alignment with the Strategic Plan, the Opportunity & Achievement Gaps Policy, and feedback from a number of stakeholder groups, including but not limited to the English Learners Task Force and the Opportunity & Achievement Gap Task Force.

To accomplish this vision, the Boston School Committee has identified 5 student outcome goals to focus and drive their work. These goals are in five areas:

- Early Literacy
- Achievement for English Learners
- Achievement for Students with Disabilities
- Critical Thinking in Math, Science and Literacy
- College and Career Readiness

The data for each goal will be disaggregated to show trends for all major student groups and illustrate where the district is and isn't making progress on closing opportunity and achievement gaps. This disaggregation will enable the School Committee to understand progress on every goal for key student groups so that, for example, we will know the extent to which BPS English Learners are acquiring strong foundational reading skills, demonstrating growth in English language proficiency, thriving in inclusive classrooms, demonstrating mastery across core content areas, and graduating ready for success in college and career. Disaggregated, longitudinal reporting of progress on the five goals will strengthen the district's focus on student outcomes, especially for historically marginalized students, including Black, Latinx, Asian, English Learners, and students with disabilities.

**Goals: The community's vision for what students should know and be able to do.**

- **Early Literacy:**

- Urgent Imperative: Currently our system has produced disparate outcomes for Black and Latinx students with 30% and 31% of students, respectively, meeting or exceeding expectations on the ELA MCAS in 3rd grade.
- Goal: Students will acquire strong foundational reading skills to ensure they arrive in grade 3 ready to thrive in school.
- Measure: Measured by the percentage of K2 students who meet or exceed grade level expectations on the MAP Reading Fluency assessment at the end of the year.

- **Achievement for English Learners:**

- Urgent Imperative: Our English Learners will not be able to reach their full potential until we provide equitable access to high quality literacy education, as we know that student persistence and drop-out prevention are tied to literacy.
- Goal: English learners will demonstrate growth in English language proficiency.
- Measure: Measured by the percentage of students who are English Learners who demonstrate a Student Growth Percentile on the ACCESS assessment of 50 or higher.

- **Achievement for Students with Disabilities:**

- Urgent Imperative: 30% students with disabilities are being educated in substantially separate learning environments.
- Goal: Students with disabilities will thrive and grow in rich and inclusive learning environments.
- Measure: Measured by the percentage of students with disabilities with a Student Growth Percentile (SGP) on the MCAS ELA assessment of 50 or higher.

- **Critical Thinking with Math, Science, & Literacy:**
  - Urgent Imperative: Black and Latinx students, English Learners, and Students with Disabilities are not consistently provided access to critical thinking across content areas as evidenced by the percentage of 8th grade students meeting or exceeding expectations in math (21%, 22%, 7%, 7%, respectively), science (15%, 15%, 2%, 6%, respectively) and ELA (25%, 27%, 5%, 7%, respectively).
  - Goal: Students will be able to critically reason, discern, and demonstrate academic mastery of math, science, and literacy.
  - Measured by the average MCAS scaled score for 8th grade students in English Language Arts, Mathematics, and Science.
  
- **Career & College Readiness:**
  - Urgent Imperative: While 45% of all students graduate College, Career, and life ready, only 39% Black, 35% Latinx, 32% English Learners and 26% students with disabilities meet that threshold.
  - Goal: Students will graduate from high school with the agency to direct their futures.
  - Measured by the percentage of graduates meeting the city-wide definition of College, Career and Life Readiness (attendance, GPA, MassCore/advanced coursework, and anywhere/anytime learning).

***Guardrails: Non-negotiable community values that must be honored while we pursue the goals.***

- **Student Voice & Family Engagement:** BPS will leverage the cultural and linguistic wealth of students and families by increasing student voice and creating partnerships that recognize their value, assets, and needs.
  
- **Community Partnerships:** BPS will work with community partners to prepare students for unlimited global and local opportunities.
  
- **Equity & Opportunity Gaps:** BPS will implement, with fidelity, opportunity and achievement gap-closing practices that are research-based and data-driven at the district, school, and classroom levels. Black, Latinx, and Asian students must have access to standards-aligned instruction by teachers who are trained in culturally and linguistically sustaining practices (CLSP). Students with special learning needs have a right to be educated in inclusive learning environments. English learners deserve language accessible high-quality curriculum and

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instruction across content areas that will allow them to reach their full potential and cultivate their native language. Native language access is critical for EL student success and demonstrates respect for the cultures and languages of our students and their families.

- **Diverse & Effective Staffing:** BPS will recruit and retain a highly effective, racially and linguistically diverse, culturally proficient workforce that can provide rigorous culturally and linguistically affirming inclusive curriculum and experiences that celebrate the assets of our students and provide a joyous and positive school experience.
- **Social, Emotional, & Physical Supports:** BPS will deliver a universal Multi-Tiered System of Support that addresses the social, emotional, and physical well-being of all our students.

### **Progress Monitoring:**

Through a series of data and other information, the School Committee will closely monitor and evaluate its work related to the proposed goals. This new approach does not change the Strategic Plan or add new goals or guardrails to the district's work, rather, it will help the Committee reorganize and refocus its work. Two sets of measures directly from the strategic plan will be monitored by the Committee and it will use its meetings to continuously review progress with the Superintendent on the goals and to ensure that the guardrails are being followed. When BPS departments make presentations to the School Committee going forward, the presentation should tie back to at least one of the five goals. This tight alignment will bring focus to the School Committee's work and facilitate shared awareness and collaboration across BPS departments related to the goals. After approval of these goals and guardrails by the School Committee, the Superintendent will fund the priorities in the district's FY22 budget.

