



# OFFICE OF OPPORTUNITY AND ACHIEVEMENT GAPS UPDATE TO SCHOOL COMMITTEE

*Dr. Colin Rose*  
*Assistant Superintendent*  
*Office of Opportunity and Achievement Gaps*

Presentation to Boston School Committee  
DATE: April 27, 2016

# Setting the Stage

- Picture of BPS Excellence:

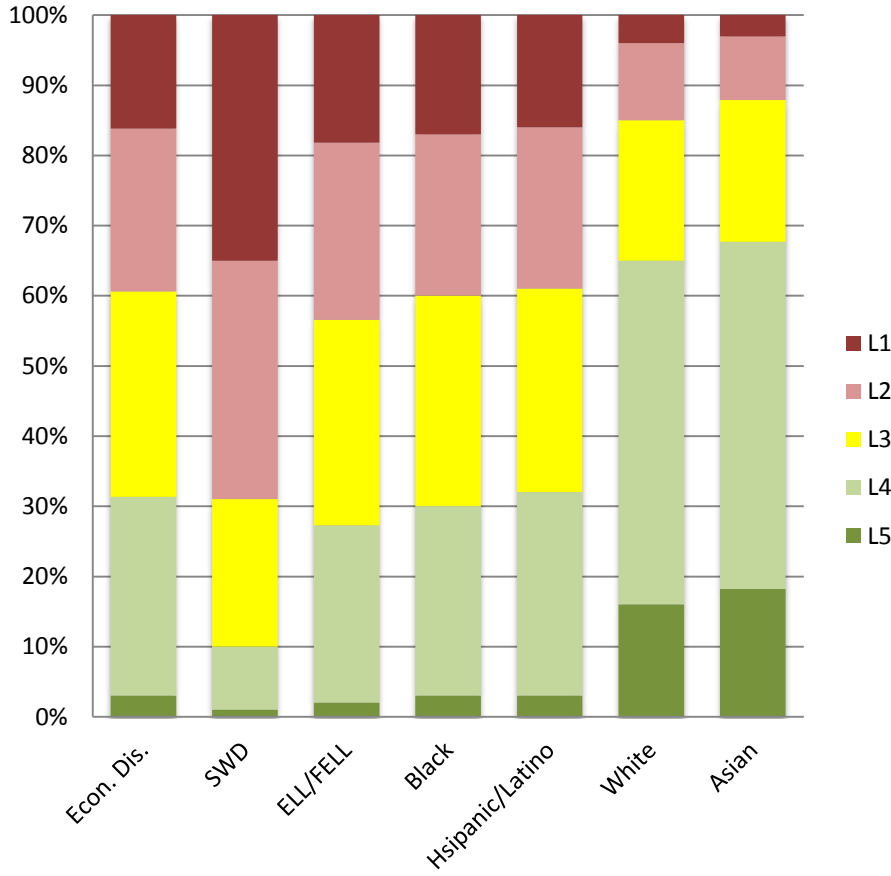
As the birthplace of public education in this nation, the Boston Public Schools is committed to transforming the lives of all children through exemplary teaching in a world-class system of innovative, welcoming schools. We partner with the community, families, and students to develop in every learner the knowledge, skill, and character to excel in college, career, and life.

## But Who is Currently Included in This Vision?

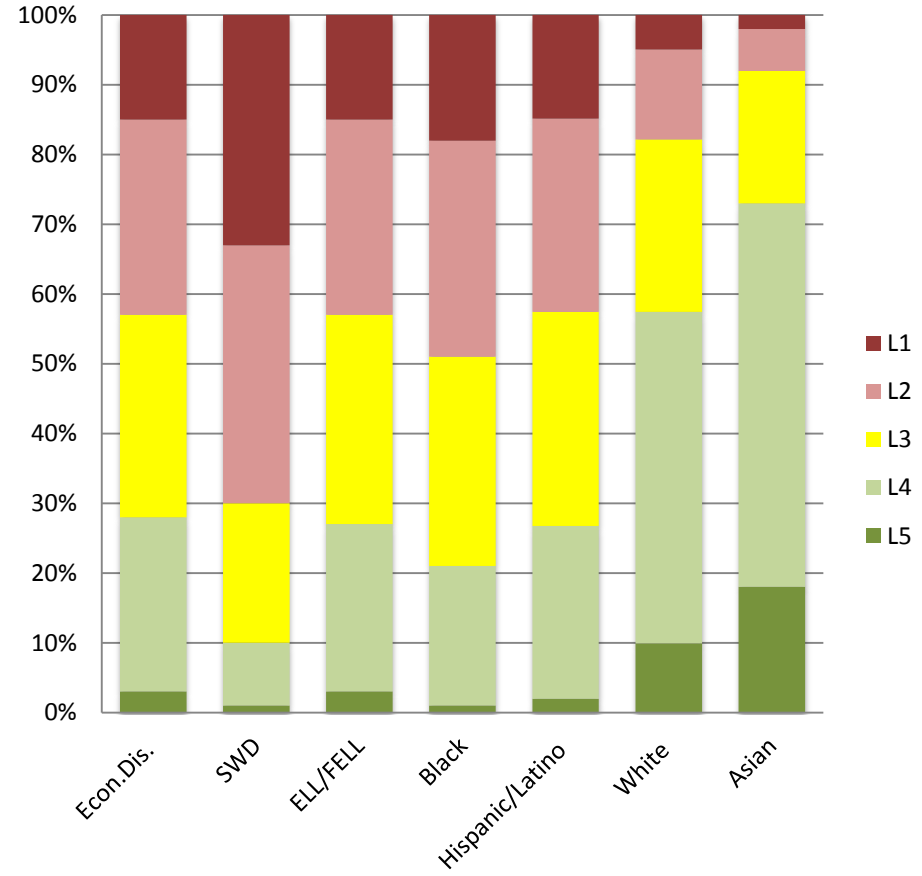
- Data clearly illustrates large and long standing proficiency gap for traditionally marginalized groups:
  - African American/Black
  - Latino/Hispanic
  - Economically Disadvantaged
  - English Language Learners
  - Students With Disabilities
- Here is just a quick snapshot of where we are at the present time...

# Traditionally Marginalized Students Lagging on PARCC

**ELA PARCC Results Grades 3-8 (2015)**

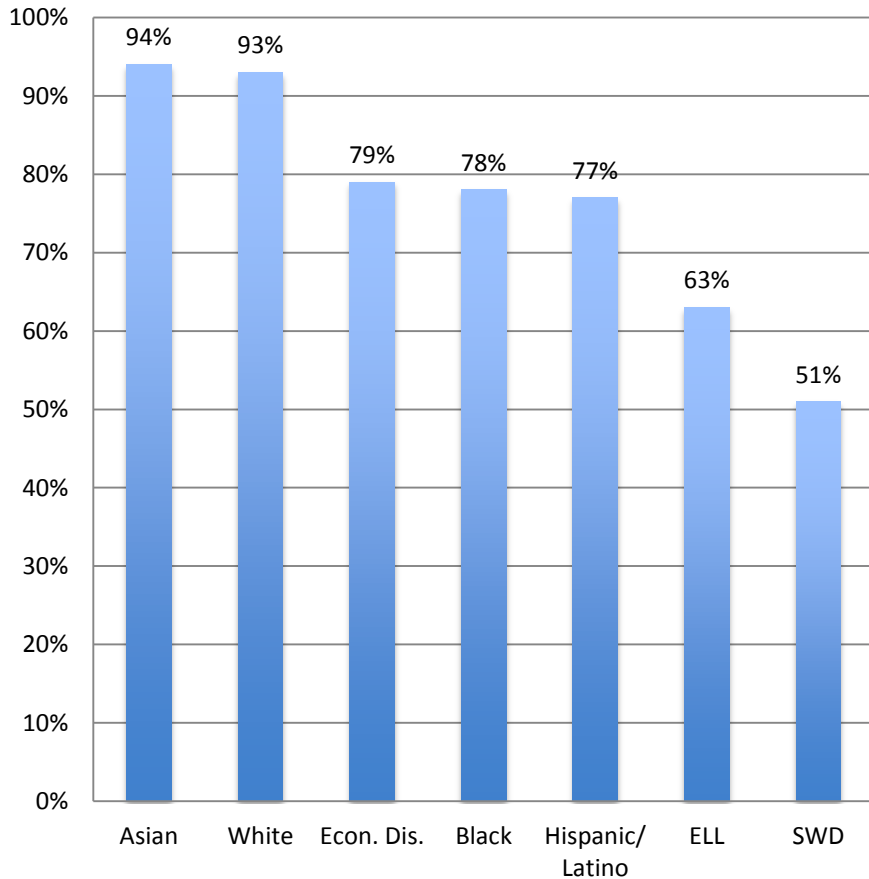


**Math PARCC Results Grades 3-8 (2015)**

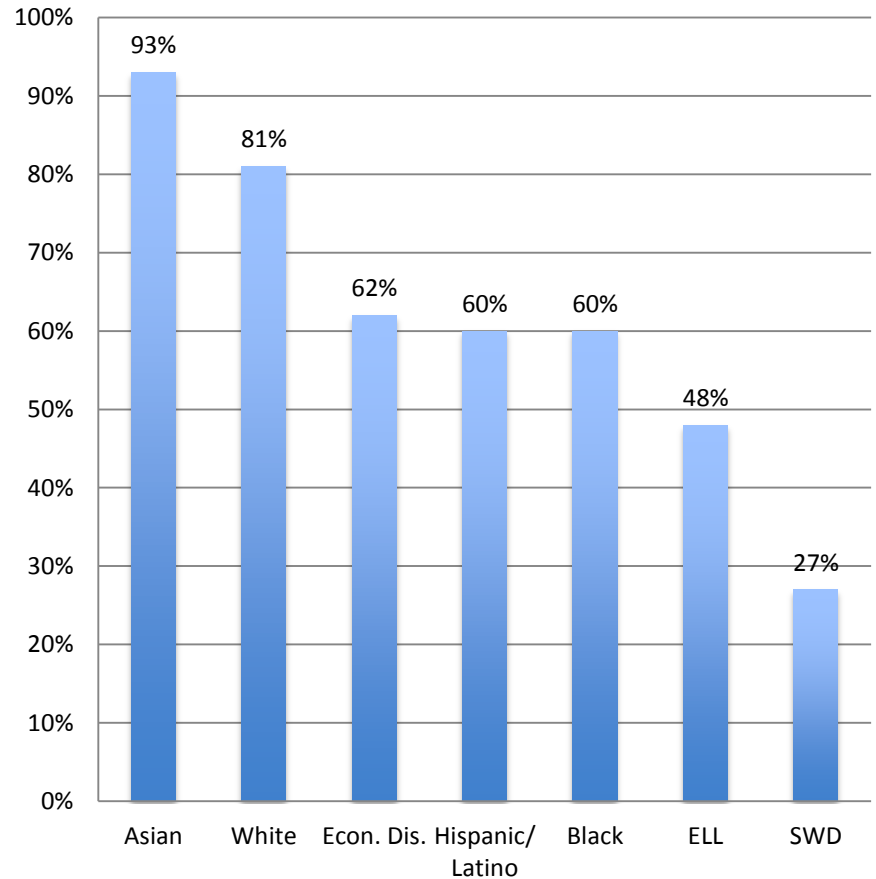


# High School Proficiency Shows Same Trends

### 10th Grade MCAS ELA Advance or Proficient (2015)

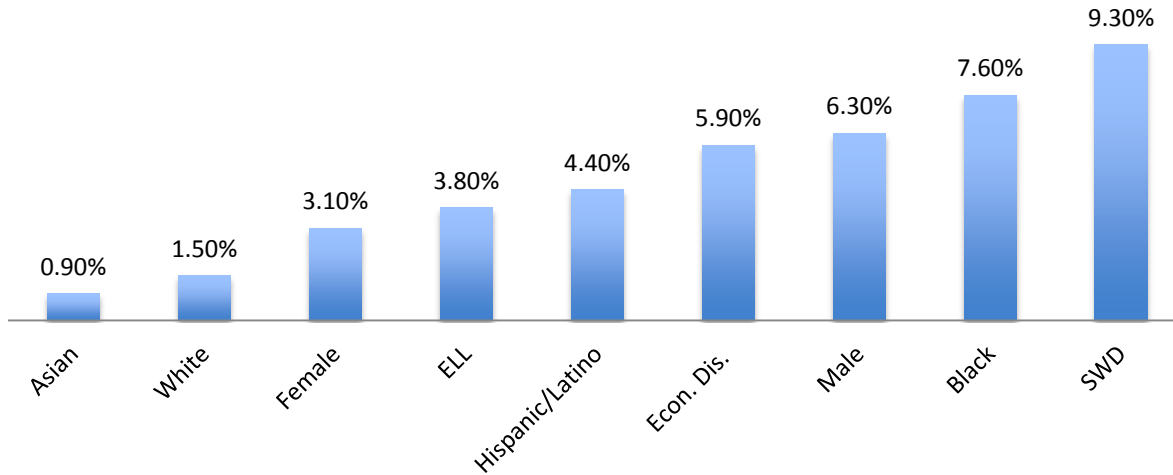


### 10th Grade MCAS Math Advance or Proficient (2015)

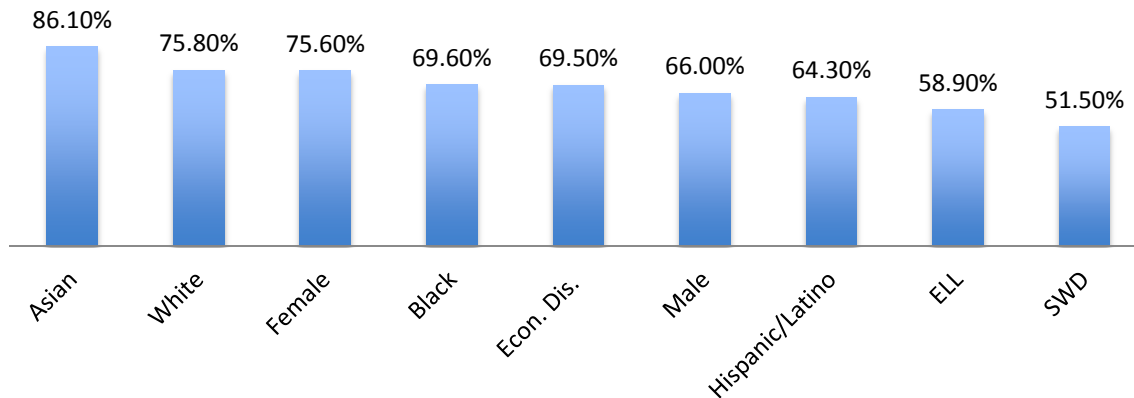


# Other Measures of Gaps: Same Results

### Suspension Rates (2015)



### 4-Year Graduation Rate (2015)



# Office of Opportunity and Achievement Gaps: Mission

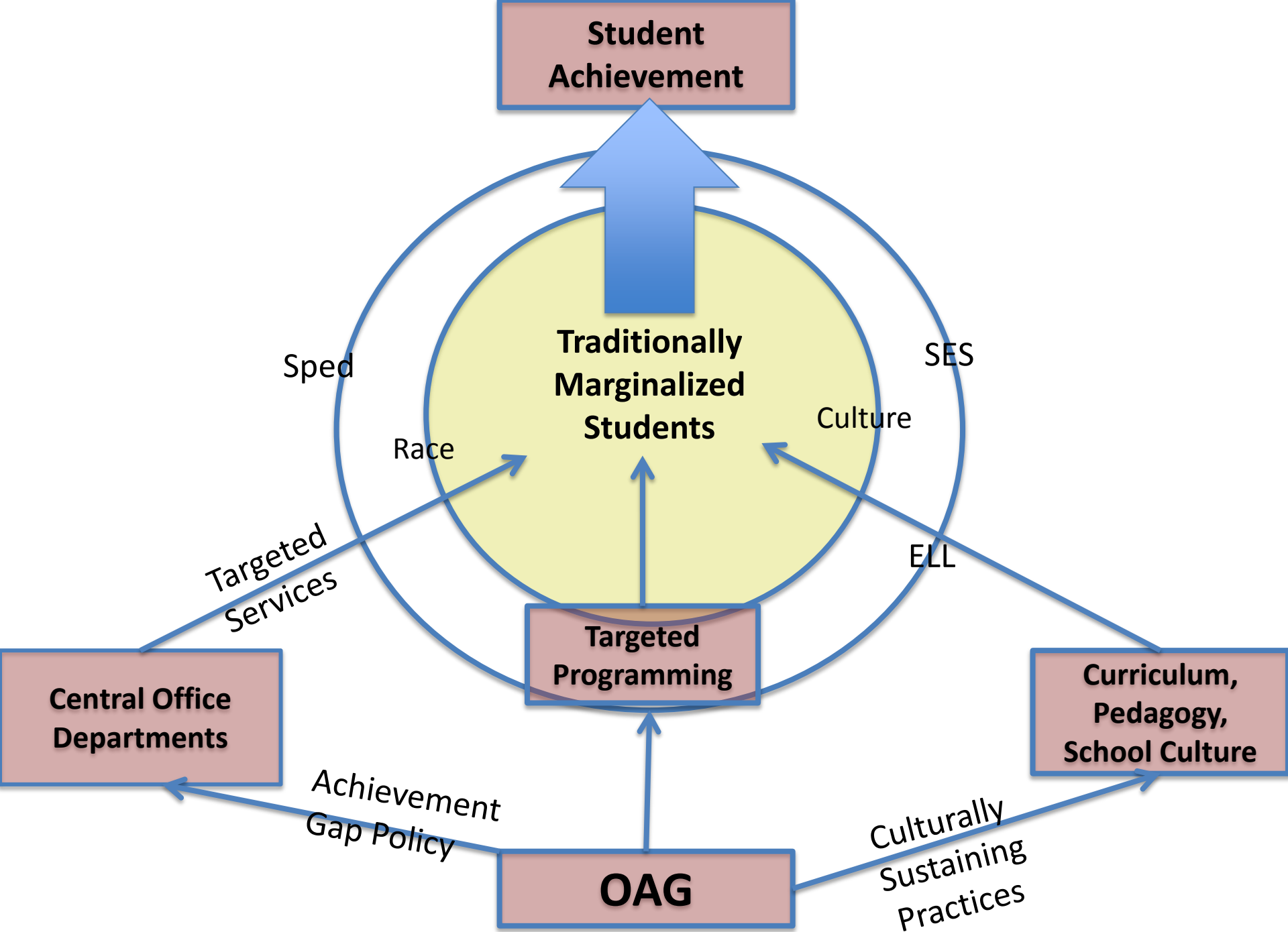
## **Opportunity Gaps Manifest in Achievement Gaps**

### **The Why:**

Eliminating opportunity and achievement gaps is vital not only for the success of our school district but more importantly, for the survival of our democratic, pluralistic society.

### **Mission:**

To attack cultural and structural barriers and promote culturally sustaining practices for traditionally marginalized students so that they can fully engage in rigorous curriculum and pedagogy in our schools and thus, create the opportunities and access needed to eliminate performance gaps.



**Student Achievement**

**Traditionally Marginalized Students**

**Targeted Programming**

**OAG**

**Central Office Departments**

**Curriculum, Pedagogy, School Culture**

Sped

SES

Race

Culture

Targeted Services

ELL

Achievement Gap Policy

Culturally Sustaining Practices



# Office of OAG: Strategic Goals

## Three arcs of work

	Strategic Goals	
Adult	Professional Development/Capacity Building: Cultural Sustaining Practices	District and Schools: ensure race and culture are not barriers  Create metrics to measure CSP for support and accountability
Child	Programming: Targeted curriculum/programming for traditionally marginalized populations	e.g. Systematic K-12 curriculum for boys and young men of color
System	Implementation of Opportunity and Achievement Gap Policy	Coordinate and oversee implementation plan with SMART goals for each central office department under theory of targeted universalism; systematic achievement gap lens

# Office of OAG: Major Output Since 12/15

Capacity Building	Programming	Systematic Oversight
<p data-bbox="146 361 625 515"><b>Work with Professional Learning, SPED, ELL, and SEL Offices</b></p> <ul data-bbox="117 586 602 801" style="list-style-type: none"> <li>• Building framework for professional development across the district grounded with culturally sustaining practices</li> </ul> <p data-bbox="195 919 577 1018"><b>Affinity Groups and COSEBOC PLC</b></p> <ul data-bbox="117 1089 639 1215" style="list-style-type: none"> <li>• 30 school leaders creating strategic plan for boys of color (QSP)</li> </ul>	<p data-bbox="799 361 1132 401"><b>Success Mentors</b></p> <ul data-bbox="697 472 1228 598" style="list-style-type: none"> <li>• My Brothers Keeper national initiative for chronically absent students</li> </ul> <p data-bbox="751 951 1180 991"><b>Exam School Initiative</b></p> <ul data-bbox="697 1051 1219 1176" style="list-style-type: none"> <li>• Reforming our tutoring programming for ISEE test to a more equitable model</li> </ul>	<p data-bbox="1306 361 1785 459"><b>Opportunity and Achievement Gap Policy</b></p> <ul data-bbox="1277 531 1818 741" style="list-style-type: none"> <li>• Crafting of the opportunity and achievement gap policy in collaboration with task force; implementation plan coming soon</li> </ul> <p data-bbox="1360 926 1731 1025"><b>Equity Professional Learning Network</b></p> <ul data-bbox="1277 1096 1760 1222" style="list-style-type: none"> <li>• Equity Plan for district in collaboration with Office of Equity and Human Capital</li> </ul>

# Office of OAG Strategic Next Steps

Capacity Building	Programming	Systematic Oversight
<p>Continued Collaboration with PL and Student Support Services</p> <ul style="list-style-type: none"> <li>Professional development</li> </ul> <p>Focus Schools for Cultural Proficiency</p> <ul style="list-style-type: none"> <li>Best Practices and Instrument development</li> </ul> <p>OAG Mini-Grants and Practitioner Led PD</p> <ul style="list-style-type: none"> <li>Best practices and innovation from practitioners</li> </ul>	<p>Develop K-12 Curriculum for Boys and Young Men of Color</p>	<p>Implementation Plan for Opportunity and Achievement Gap Policy</p> <ul style="list-style-type: none"> <li>Systematic focus on Opportunity and Achievement Gaps (SMART Goals with District Departments)</li> </ul>

# Appendix

## Culturally Sustaining Practices:

Using the cultural knowledge, prior experience, frame of reference and performance styles of ethnically diverse students to make learning encounters more relevant and effective in promoting academic achievements; it teaches to and through the strengths of students. It is culturally validating and affirming (Geneva Gay, 2000)

## Targeted Universalism:

A targeted universal strategy is one that is inclusive of the needs of both the dominant and the marginal groups, but pays particular attention to the situation of the marginal group. Targeted universalism rejects a blanket universal, which is likely to be indifferent to the reality that different groups are situated differently relative to the institutions and resources of society. It also rejects the claim of formal equality that would treat all people the same as a way of denying difference. Any proposal would be evaluated by the outcome, not just the intent.

- John Powell, Post-racialism of Targeted Universalism? , Denver University Law Review (2009)