



# Boston Public Schools

## Office of the Superintendent: Equity, Strategy, and Opportunity Gaps

### *Leveraging Deep Change*

Presentation to the OAG Task Force on June 30, 2020

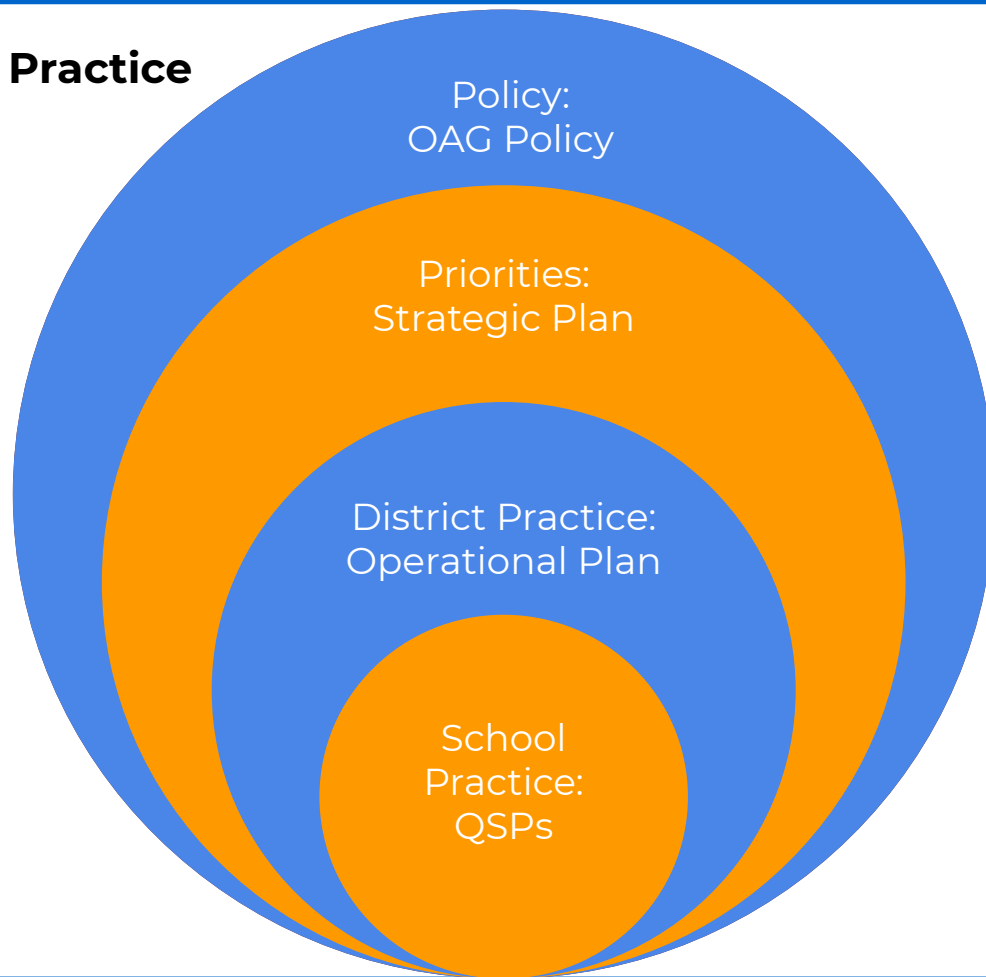
When it comes to our conversation about what gets in the way of eliminating gaps and achieving systemic racial equity at BPS, the following passage from the OAG policy is timely:

"THE HURDLES. While there were many possible hurdles to 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."



2016 Opportunity and  
Achievement Gaps Policy

## Policy to Priorities to Practice





# *Our Six* **COMMITMENTS**

*To The Boston Community*

**01 |**

## **ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS**

*Equitable and Excellent Student Outcomes*

**02 |**

## **ACCELERATE LEARNING**

*High-quality schools and joyful classrooms district-wide*

**03 |**

## **AMPLIFY ALL VOICES**

*Shared decision-making, partnerships and mutual accountability*

**04 |**

## **EXPAND OPPORTUNITY**

*Caring and competent staff that reflect our students and are focused on service*

**05 |**

## **CULTIVATE TRUST**

*Fair and equitable funding and welcoming environments*

**06 |**

## **ACTIVATE PARTNERSHIPS**

*Expand learning beyond the classroom and connect the community to the classroom*



## **01 ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS**

*Equitable and Excellent  
Student Outcomes.*



## **05 CULTIVATE TRUST**

*Caring and competent staff  
that reflect our students  
and are focused on service.*

# **DIVISION LEADERSHIP PRIORITIES**

**1.1 OAG Policy**

**1.2 Workforce Diversity**

**1.5 CLSP**

**1.6 Equity Roundtables**

**1.6 Operational Plan & Work Plans**

**1.7 Disproportionality**

**1.8 Address Contributors to Gaps**

**1.10 Promote Inclusionary Practice**

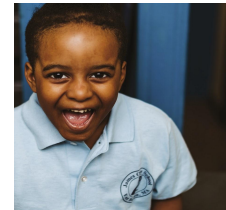
**5.1 Increase diversity through cultivation and retention programming**

## **OTHER DIVISION PRIORITIES**

**06 PARTNERSHIPS**

**2.8 PD Plan**

**4.3 Org. excellence**



## **06 ACTIVATE PARTNERSHIPS**

*Expand learning beyond  
the classroom and connect  
the community to the  
classroom.*

## Division of Strategy, Equity and Opportunity Gaps

1. Ensure the Superintendent's **Strategic Plan** goals are met through the effective execution of the Operational Plan and aligned work plans and aligned to the BPS Opportunity and Achievement Gap (OAG) Policy. **(1.1, 1.6, 4.3)**
2. Ensure **Equity** is placed at the center of implementation so that BPS' educational and working environment is unimpeded by bias and students and adults of all backgrounds and experiences are welcomed, included, encouraged, and can succeed and flourish. **(1.1, 1.6, 1.7, 1.8, 1.10)**
3. Ensure the Superintendent's vision of excellent & equitable **Opportunity** is promoted and supported including the the implementation of OAG policy goals. **(1.1, 1.5, 1.8, 6.3, 6.4, 6.5, 6.6)**
4. Increase staff **Diversity** through retention and cultivation programs. **(1.1, 1.2, 5.1)**
5. **Innovate, incubate, support, and disseminate** best practices and exemplars in a way that is aligned to the Strategic Plan and OAG Policy **(1.1, 1.6, 4.3, 6.3, 6.4, 6.5, 6.6)**





# Pathway TO A BETTER BPS

## VALUES

“JUICE”: JOY, UNITY, INCLUSION,  
COLLABORATION, AND EQUITY

## MISSION

EVERY CHILD IN EVERY CLASSROOM IN EVERY SCHOOL RECEIVES WHAT THEY NEED.

## VISION

A NATION-LEADING, STUDENT-CENTERED  
PUBLIC SCHOOL DISTRICT PROVIDING  
AN EQUITABLE, AND EXCELLENT, WELL-  
ROUNDED EDUCATION, THAT PREPARES  
EVERY STUDENT FOR SUCCESS IN COLLEGE,  
CAREER, AND LIFE.

theory of action

**If we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations...**

**THEN** we will become a high-performing, nation-leading district that closes gaps and improves life outcomes for each student.

Rigorous, **CULTURALLY AND LINGUISTICALLY AFFIRMING**  
student-centered curricula.

Improved programming and  
**INCREASED BI/MULTILINGUAL  
EDUCATIONAL OPPORTUNITIES** for  
English learners.

Enhanced programming and **INCREASED INCLUSIVE OPPORTUNITIES** for students with special learning needs.

Social-emotional skill development,  
trauma-informed instruction, and  
**MENTAL HEALTH SUPPORTS.**

**FULL RANGE OF PROGRAMMING**  
including arts, physical education,  
athletics, and tutoring during and  
outside of school.

Access to **21ST CENTURY TECHNOLOGY** for all students.

“

## Our Role

We are a single division recognizing the inextricable link between strategic planning, equity, and closing opportunity gaps, realizing the community vision outlined in the strategic plan.

Our structure brings three offices together in the Office of the Superintendent for a common purpose...

*To ensure that the district places the elimination of disparities, particularly racial disparities, at the center of all of our instructional and operational work on behalf of students, families, and staff.*



## Our Philosophy

BPS will not succeed in its mission unless rigorous culturally and linguistically sustaining and affirming anti-racist strategies are embedded in all we do.

Progress in closing opportunity gaps requires changing who is at the table, altering how we design and implement strategy, and deeply shifting policies and systems.

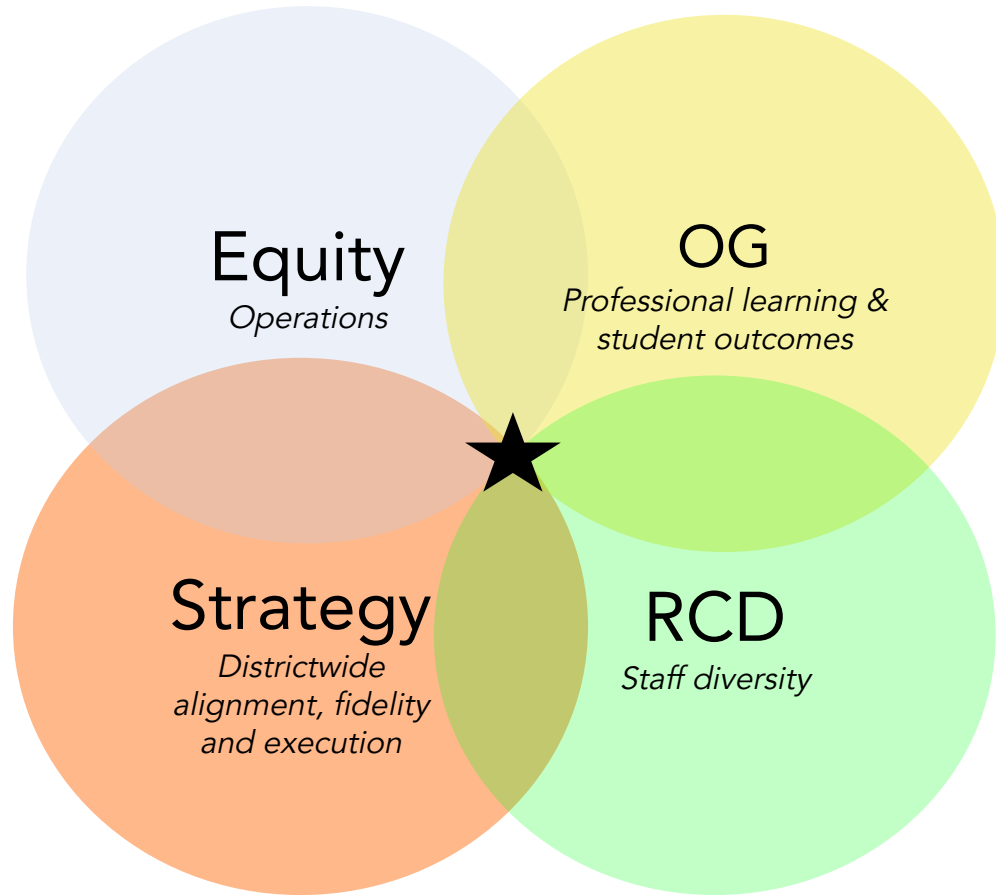
Our philosophy is undergirded by [research](#) demonstrating that increasing the number of staff of color at all levels of the organization is critical while not sufficient, as transformative change requires aggressively counteracting bias and transforming institutional practices.



## Our Work



- 1.1 Embed OAG Policy and Practices
- Strategic planning
  - ◆ Process design
  - ◆ Process implementation
  - ◆ Cross-district alignment, support, monitoring, and accountability
- Capacity building
  - ◆ Ensure all significant district and school policies, initiatives, and protocols are designed and implemented with an equity lens, particularly racial equity, consistent with OAG policy



## Our Model

- ★ Each of our Division's Offices has a distinct role in leveraging equity, particularly racial equity, across the district.
- ★ Our shared work is aligning Central Office- and school-based work to the Strategic Plan, OAG Policy, and Racial Equity Planning Tool, with Equity focused on operations, OG focused on professional learning and student outcomes, and RCD focusing on staffing.

# Office of Equity



# Office of Equity: *Mission*

- The Office of Equity aims to ensure that the Boston Public Schools is an educational and working environment unimpeded by bias or discrimination, where individuals of all backgrounds and experiences are welcomed, included, encouraged, and can succeed and flourish.



**BPS** Office Of  
**Equity**

SYSTEMIC CHANGE  
AND OVERSIGHT

*District Operations and System*

RESPONSIVE  
INTERVENTION

*Students and Employees*

BUILDING AFFIRMING CLIMATES

*Schools and Central Office Departments*

# Office of Equity *Drivers for Change*

Systemic Change & Oversight for  
Operational Departments

Facilitate implementation of the Racial Equity Planning  
Tool and OAG Policy in operations

Responsive Intervention

Investigate bias-based and sexual misconduct involving  
students and staff, and respond to employee disability  
and religious accommodation requests

Building Affirming Climates

Identify trends to elevate for intervention, including  
training and coaching on Equity practices, LGBTQ  
student support, 24/7 Respect, and affinity groups



**BPS Office Of  
Equity**

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**BPS Office Of  
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*Schools and Central Office Departments*

# Office of Equity

## What's Next in SY20-21

### Systemic Change & Oversight for Operational Departments

- Creating a rubric for accountability and recognition: the Equity Seal of Excellence for alignment in all areas of Equity, OG, and RCD for schools and departments
- Institutionalizing application of REPT

### Building Affirming Climates

- Launching new LGBTQ student support manager
- Second district-wide 24/7 Respect program and national launch
- Supports to bring affinity group work to scale



**BPS Office Of  
Equity**

# Office of Opportunity Gaps



# Office of Opportunity Gaps

## *Vision & Mission*

Our vision is to embed equitable policies and practices throughout the organization so that every child, in every classroom, in every school has unlimited opportunities to achieve the greatness within them.

Our mission is to implement OAG Policy, practices, capacity support and programming initiatives throughout BPS that advance student outcomes.





**2016 - 2020**

Over the course of four years, the Office of Opportunity Gaps has worked to ensure that BPS policies and practices are in line with its most sacred commitment to equity. This has been possible because of its strong leadership and cultivation of a talented team. Presently, the demand on the office has increased, as has the urgency of the work. In order to sustain and build the gains made in the district, the strongest possible structure is necessary for the office through SY 2020-2021 and beyond.

## **FOUR YEARS OF BUILDING**

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- **CREDIBILITY**

Developed the OAG Policy with OAG Task Force along with strong internal and external support as evidenced by policy implementation, OI, CLSP, ESI, EFA, etc.

- **RESEARCH BASE**

Continued research and dissemination of literature, which served as the base for CLSP

- **CAPACITY WITHIN THE DISTRICT**

Training school-based and central office leaders, partners, families, community members, etc.

- **DEEP KNOWLEDGE/CONNECTION**

Through CLSP school visits, work with principals and educators, and school communities

- **EXPERTISE**

Team members with knowledge, skill sets to lead/manage the equity work of top leaders

SYSTEMIC CHANGE  
AND OVERSIGHT

*System*

CAPACITY BUILDING

*Adults*

INNOVATIVE PROGRAMMING

*Students*

# Office of Opportunity Gaps

## *Drivers for Change*

Systemic Change & Oversight  
*OAG Policy Implementation*

Capacity Building  
*CLSP, EWIS, Continuum ARMI, CRIOP,  
REPT, Mini-grants*

Innovative Programming  
*EFA, ESi, 10 Boys/Girls, BARR, PGC,  
CAMHI, Success Mentors*



OFFICE OF  
OPPORTUNITY GAPS

SYSTEMIC CHANGE  
AND OVERSIGHT

System

CAPACITY BUILDING

Adults

INNOVATIVE PROGRAMMING

Students

# Office of Opportunity Gaps

## Next Steps



### Systemic Change & Oversight

*New Tracker System development*

*OAG Policy Implementation 2.0; addition of health, remote learning and other language into specific sections of the OAG Policy*

*OAG Policy Implementation incorporating both Central Office and School Goals*

*Building coherence w/ OAG Policy and other policies in BPS*

*Commission research of OAG Goals since 2016 to further guide long term strategy*

### Capacity Building

*Systematize, personalize and badge/endorsement for CLSP competencies during the onboarding process*

*Create "Cultural Proficiency Endorsement" process for professional learning for all BPS staff*

*Work with Accountability, Academics and other departments to drive EWIS and CLSP coaching and support centrally and into schools*

*Further develop video library of teaching and learning "Look fors" aligned to CLSP practices*

### Innovative Programming

*Research all programming and increase branding efforts and funding for programming (10 Boys/Girls, BARR, PGC, etc.)*

*Incubate and launch new initiatives (such as elementary school athletics and high school to elementary school mentoring)*

*Further development of all remote learning modules and literacy curricula*



# Office of Recruitment, Cultivation and Diversity Programs



# Office Of Recruitment Cultivation & Diversity Programs

## Drivers for Change: Recruitment and Cultivation

### RECRUITMENT AND CULTIVATION

- Strategic Partnership with top 3 Teacher Preparation Programs graduating Educators of Color - **BTR, TNY and Donovan Scholars**
- **Signing Bonuses** to recruit Black, Latinx and Asian educators
- **Recruitment Fellows** (BPS educators) to cultivate relationships with candidates and Aspiring Educators
- Customized **Hiring Supports**
- Cultivation of **customized candidates of color pools** to support central office and school based hiring managers

### RECRUITMENT AND CULTIVATION

- **Strategic collaboration** with Equity in monitoring/supporting Diversity Focus Schools Initiative.
- Preliminary launch of Intentional targeted recruitment:
  - **BPS/HBCU Initiative** to both increase BPS students attending HBCUs and to recruit HBCU Alums
  - Convened **two separate groups of Latinx and Asian district staff and community partners** to begin generate a collaborative, focused strategy to recruit and develop Latinx educators

RECRUITMENT AND  
CULTIVATION

TEACHER PIPELINE  
DEVELOPMENT

RETENTION AND  
DIVERSITY  
PROGRAMMING

BOSTON PUBLIC SCHOOLS  
STRATEGIC WORKFORCE  
DIVERSITY

# Office Of Recruitment Cultivation & Diversity Programs

## Drivers for Change: Teacher Pipeline Development

### TEACHER PIPELINE DEVELOPMENT

- BPS Accelerated Community to Teacher Program (ACTT)
- BPS Teaching Fellowship (BPSTF)
- BPS Teacher Cadet Program (formally High School to Teacher Program (HSTT))
- BPS Community Paraprofessional Development (CPDP) hiatus SY19-20



Angel Castillo Pineda, an HSTT senior at East Boston HS introduces Mayor Walsh at the State of the City  
Recipient of our first Regis College Full Tuition Scholarship

# Office Of Recruitment Cultivation & Diversity Programs

## Drivers for Change: Retention and Development

### RETENTION PROGRAMS & SERVICES

- Individualized Educators of Color Support
- Monthly Educators of Color Newsletter
- **Exit Interviews** of all School-based and Central Office Staff of color
- BPS Male Educators of Color (**MEOC**) Executive Coaching Program
- BPS Women Educators of Color (**WEOC**) Executive Coaching Program
- School Leaders of Color Program (**SLOC**)
- African Latinx Asian and Native American (**ALANA**) Educators Program

### LICENSURE SUPPORT

- Expedited License approval
- School Leader and Candidate support in licensure waiver application
- **MTEL Prep** Support and ESL Mentoring
  - Customized MTEL Readiness Assessment Tool created by team to determine candidate's tiered support needed
  - MTEL vouchers
  - Course materials
  - Small group and individualized coaching

RECRUITMENT AND  
CULTIVATION

TEACHER PIPELINE  
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RETENTION AND  
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PROGRAMMING

BOSTON PUBLIC SCHOOLS  
STRATEGIC WORKFORCE  
DIVERSITY

# Office Of Recruitment Cultivation & Diversity Programs

Drivers for Change: Recruitment and Cultivation - What's Next in SY20-21

## RECRUITMENT AND CULTIVATION

- Strategic Partnership with top 3 Teacher Preparation Programs graduating Educators of Color - **BTR, TNY and Donovan Scholars**
- **Signing Bonuses** to recruit Black, Latinx and Asian educators
- Customized Online Hiring Supports for all priority candidates, BPS Pipeline cohort members,
- Cultivation of customized candidates of color pools to support central office and school based hiring managers

## RECRUITMENT AND CULTIVATION

- Fully launch of Intentional targeted recruitment:
  - **BPS/HBCU Initiative** to both increase BPS students attending HBCUs and to recruit HBCU Alums
  - BPS Latinx Recruitment Initiative inclusive of BPS educators, school based and central office staff and community partners
  - BPS Asian Pacific Islander Desi American (APIDA) Recruitment Initiative inclusive of BPS educators, school based and central office staff and community partners

RECRUITMENT AND  
CULTIVATION

TEACHER PIPELINE  
DEVELOPMENT

RETENTION AND  
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PROGRAMMING

BOSTON PUBLIC SCHOOLS  
STRATEGIC WORKFORCE  
DIVERSITY

# Office Of Recruitment Cultivation & Diversity Programs

Drivers for Change: Teacher Pipeline Development **What's Next in SY20-21**

## TEACHER PIPELINE DEVELOPMENT

- Launch the new BPS Teacher Cadet Program support - a 21st century workforce, pipeline development approach to build a comprehensive "grow your own" high school to teacher program
- "Our concept is to combine a central office and school-based model that will offer students opportunities for career exploration, academic and college readiness, and field-based experiences such as internships, summer jobs and assistantships in BPS' summer school, and field trips to and mentors from private and public industries. "
- Our ultimate goal is to prepare our Teacher Cadet for the 21st century as adaptive and collaborative thinkers in service of their chosen professions and their local communities.



RECRUITMENT AND  
CULTIVATION

TEACHER PIPELINE  
DEVELOPMENT

RETENTION AND  
DIVERSITY  
PROGRAMMING

BOSTON PUBLIC SCHOOLS  
STRATEGIC WORKFORCE  
DIVERSITY

# Office Of Recruitment Cultivation & Diversity Programs

Drivers for Change: Retention and Development- What's Next in SY20-21

## RETENTION PROGRAMS & SERVICES

- Facilitation of the Central Office Black and Brown at Bolling Affinity Group
- Targeted customized yearlong support to all provisional teachers of color
- Targeted customized yearlong support to all excess teachers of color

## LICENSURE SUPPORT

- Support Pipeline program candidates, Provisional teachers and MTEL Prep paraprofessionals to acquire DES Emergency licensure
- MTEL Prep Support and ESL Mentoring
  - Launching fully online MTEL Prep support - over 225 candidates supported in summer 2020
  - Expanding MTEL Supports to include Dual Language MTEL

# Office of Strategy and Innovation





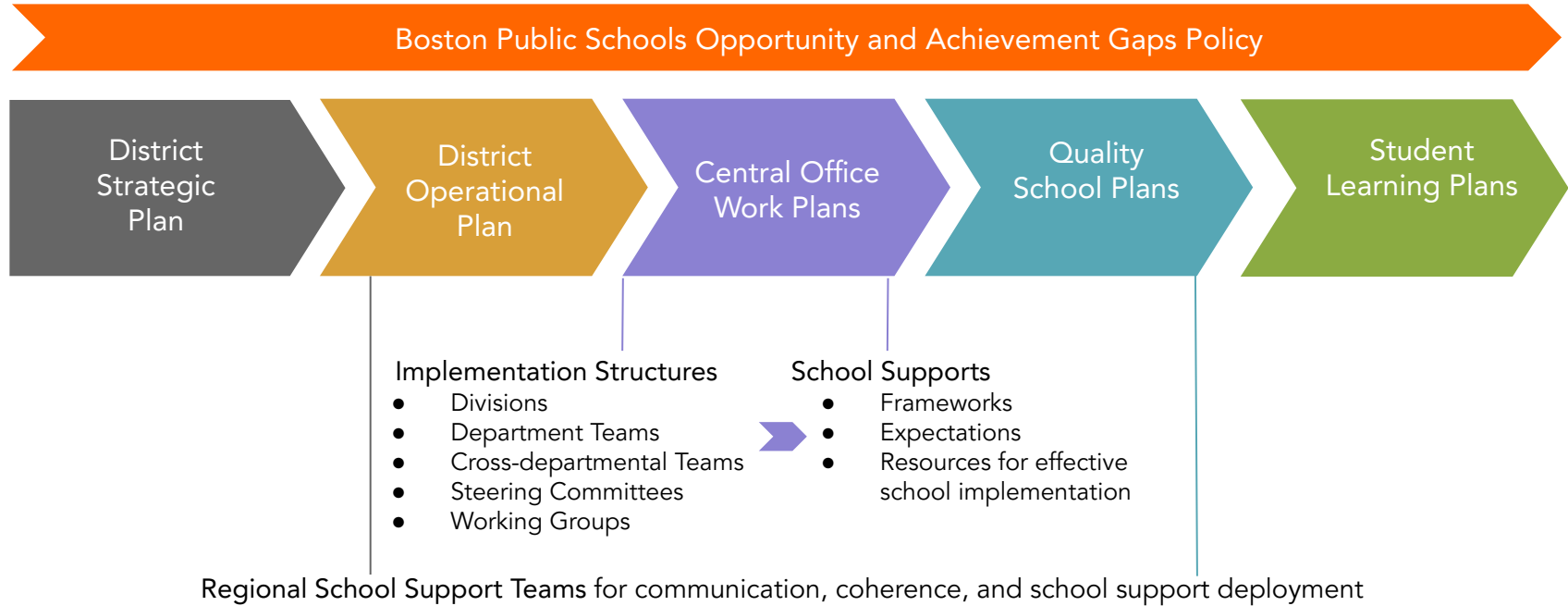
Office of Strategy & Innovation

## Introducing Our New Office

The Office of Strategy & Innovation supports the Chief and Supt. to operationalize the BPS Strategic Plan through:

- ❖ Annual operational deliverables with aligned resources
- ❖ Cross-departmental teams
- ❖ Work Plans for each office
- ❖ Innovation for equity and opportunity across schools
- ❖ Aligned innovative partnerships for ecosystem change

# How the Office Supports Strategic Plan Implementation



# The Strategy & Innovation Office's Drivers for Change



## ***EACH Division***

*Clear areas of accountability for key deliverables in SY 20-21, with aligned resources.*

*The Strategic Plan is the “what” over 5 years; the Operational Plan is the “how” over 1 year.*

## ***EACH Office***

*Detailed action steps, responsibility areas, timelines and deliverables*

*Aligned with OAG Policy Goals as well as the Strategic and Operational Plans.*

## ***ACROSS Offices***

*Cross-functional teams:*

1. *Quality School Plans*
2. *Build BPS*
3. *Re-opening*
4. *Comprehensive PD Plan districtwide*
5. *Transformation Strategy*
6. *Bilingual Education (LOOK Act)*
7. *High School Redesign*
8. *Disportionality in SPED & Inclusion*

## ***+ INNOVATION***

*Pilot , Innovation & Charter Schools*

*Ecosystem Partners:*

- *Equitable Innovation*
- *College + Career + Life Readiness*
- *Transformative Ecosystem Initiatives*
-



## Our college, career & life readiness definition

Life is made of journeys big and small. We know that the world we are preparing our children for is fast-changing and that the paths they will travel are still emerging.

To succeed, they'll need the power to find goals worth seeking, to figure out how to reach them — and to adapt as the world changes around them. And so we build in our students the power to navigate new situations and the skills that will enable them to move through any barriers they find along the way.

### WORK WITH OTHERS

Boston's graduates bring out the best in others, and do some of their best work through collaboration. They listen to what others say, hear what they mean, and tune in to what they feel. They build on other people's ideas and communicate their own, by argument and by story.

**Ability to find and ask for help. Collaboration skills. Communication skills. Empathy. Service and responsibility to others.**

### BUILD COMPETENCE

Boston's graduates have the academic knowledge it takes to do high-quality intellectual work, the technical skills required to practice their craft, and the practical competencies they need to take care of themselves as they make their way through the day-to-day. They know how to learn what they don't already know; they're confident in their power to grow and make change around them.

**Ability to learn. Ability to self-assess. Academic foundation. Financial, media, and technology literacy. Technical skills.**

### SET A VISION

Boston's graduates are keenly curious and deeply hopeful. They know that the way things are isn't the only way they could be, and they know they have the power—and the responsibility—to make things better, for themselves and for others.

**Able to set goals. Curious. Confident. Hopeful. Sense of agency.**

### CHOOSE A COURSE

Boston's graduates build plans that account for the realities of their situation. They know their own strengths and weaknesses and can assess those of others; they can get the job done. They can read the context that surrounds them, choose a wise course through it, and stick with their plan when things get hard.

**Assess & reflect. Plan and persist. Practice self-regulation. Read the landscape. Take initiative.**

### CHANGE COURSE

Boston's graduates can assess what's really going on around them and adapt their plans as needed when their situation changes. Grounded in their self and community, they are able to keep trying when things get hard, and work their way through the problems they encounter—both the clear-cut and the ambiguous—with imagination and rigor.

**Able to navigate situations, analyze, and adapt. Comfortable in ambiguity. Comfortable with change. Give and take feedback. Resilient.**



## INNOVATION

*Pilots and Partners*

*TRANSFORMATIVE SEL MENTORSHIP: (1) CLSP, (2) Mentors that commit to develop strong sustained relationships from school to college or career, (3) Training so mentors can support success planning, and (4) Training in SEL.*



# WHAT IS NEXT?

## IMPLEMENTATION + MONITORING

“ *The Strategic Plan will ensure that the work of the central office is seamlessly aligned to achieve excellent customer service and results to schools, families and students.* ”

Guided by BPS policy, with a laser-like focus on the Opportunity and Achievement Gaps policy, the District Strategic Initiatives Operational Plan will provide the road-map for accomplishing the Strategic Initiatives in the District Plan. The Operational Plan provides matching orders for the Central Office departments. Each department will develop Central Office Work Plans. These work plans will ensure that school needs are met as described in Quality School Plans for each school. This is the way we will achieve excellent and equitable outcomes for our students.

With formative data collected from our Division's monitoring processes coupled with formative and summative data from Data and Accountability, we will report on district-

wide progress to the School Committee on a quarterly basis. Internally, we will implement communication structures and tools for aligned implementation support and accountability monitoring:

*The Division of Equity and Strategy will support strategic planning, monitoring, implementation and accountability across the central office. The Division will ensure management structures are in place that reinforce effective management routines. This includes effective work stream delivery processes for departments, cross-departmental teams, steering committee, and working groups. As a result, the Strategic Plan will direct School Supports such as frameworks, expectations and other resources for Quality School Plans to deliver the world-class education all BPS students deserve.*

## IMPLEMENTATION FLOW CHART →

