



Boston Public Schools **Update: BPS' Equitable Literacy Initiative**

Equitable Literacy Team,
Department of Teaching & Learning
December 19, 2023

What is Equitable Literacy?

A district-wide approach to literacy instruction that...



Centers the needs of students who are often underserved.



Calls on adults to uncover, name, and address biases that limit student access to grade level content.



Utilizes five research-based practices in order to support every learner.

Equitable Literacy Research Based Practices



OAG Policy

"As a district, we must commit to ensuring that all students have access to research-aligned instruction. To do so, all educators must have high quality materials and the professional learning and support they need to implement them in ways that are culturally and linguistically sustaining and that maintain the integrity of the research that informs them."

DESE District Review (2020)

"Given the variety of district- and school-based coaches, liaisons, and other instructional leadership staff, the district should ensure a coherent, coordinated common vision and enactment of coaching that reaches all schools equitably and is supportive of high-quality instructional materials."

"The district should ensure high-quality, rigorous, standards-aligned, culturally and linguistically responsive curriculum and instruction in all of its classrooms."

HQIM Research

Providing teachers with access to higher-quality, better-aligned curricular materials can prompt improvement in student outcomes:

- Comparable to **over half a year** of additional learning (Kane et al., 2016)
- About **1.5 times the difference** between an average teacher and one at the 75th percentile (Chingos & Whitehurst, 2012)
- **Greater than the difference** between a new teacher and one with three years of experience (Kane, 2016)

What is Equitable Literacy?

‘Out with the old’: Boston Public Schools attempts to raise reading scores through overhauling instruction

By Naomi Martin | Globe Staff, Updated October 8, 2023, 8:46 p.m.

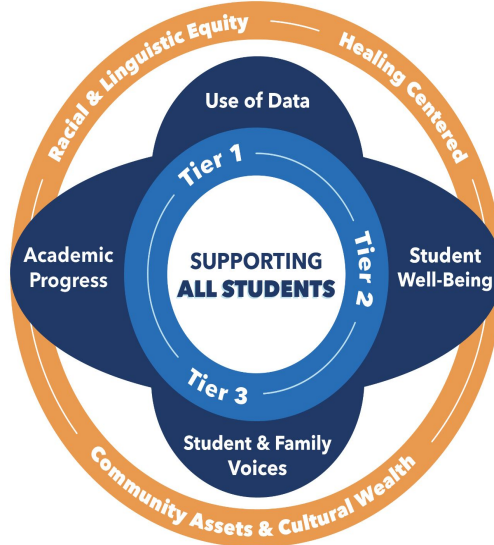


10 Boston public schools offering AP African American Studies this year



Multi-Tiered System of Supports (MTSS)

- Anti-racist equitable systems and structures that are linguistically and culturally responsive while harnessing community assets and cultural wealth in creating healing centered schools.
- Student centered tiered supports based on needs in Academic or Well-Being (SEL, mental health, behavioral, physical health, attendance, etc.) inclusive of the student and family voice and experience.



EQL Student Outcomes

- Develop strong foundational literacy skills
- Develop advanced ability to read, write and communicate across the disciplines.
- Connect classroom learning to the real world
- Feel recognized as experienced, capable agents of their own learning and of change in the world.



Universal Expectations:

All BPS Schools & Departments Must Make Continuous Improvement

Outcome evidence (QSP Metrics)

Equitable Literacy

(QSP Priority #1)

- MAP achievement and growth (Fluency, Reading, Math)
- MCAS data
- EL Proficiency (ACCESS for ELs)
- Course performance

Culture and Climate

(QSP Priority #2)

Climate Survey Results

- Sense of belonging (student survey)
- Rigorous expectations (teacher survey)
- Professional learning (teacher survey)
- Family-school partnerships (family survey)

Attendance

(QSP Priority #3)

- Chronic absenteeism
- Hiring (reflects the racial, ethnic, linguistic & cultural diversity of our schools) & Staff attendance

Practice evidence (Instructional Expectations)

Regional model support activities

(Instructional Expectations #1-2)

- Progress monitor & update QSP implementation (min, 90 days)
- Participate in monthly PLC meetings
- Schedule & lead Instructional rounds (min, 3 x year)
- Complete self-assessment and participate in Progress Reviews

Access to high-quality materials and opportunities

(Instructional Expectation #3)

- Select and implement high-quality curricula and materials
- Ensure appropriately serving students with disabilities (license, grouping, minutes, ratio)
- Ensure appropriately serving multilingual learners (licensure, minutes, grouping)

Aligned professional development

(Instructional Expectation #4)

- Document SY23-24 professional development (PD) Plan
- Align SY23-24 PD Plan to instructional focus (includes contractual PD hours and established common planning times)

Critical teaming structures and processes

(Instructional Expectation #5)

- Lead, facilitate and/or support teams: Instructional leadership teams (ILTs); Inclusion Planning Teams (IPTs); Student Success Teams (SSTs)/Student Attendance Teams); School-based Equity Round Tables (SBERTs); School Site Council (SSCs)/Governing Boards
- Engage in inquiry processes to examine evidence & practices connected to QSP Priorities
- Examine spending data in relation to QSP priorities

Grades K0-2

Equitable Literacy Areas of Focus for SY23-24

- Refining our **data-driven coaching strategy** within the regional model; increasing use of progress monitoring assessments
- Working with Student Achievement Partners for a **national review** of the *Focus Curriculum*
- Rolled out a revised **Focus on PreK Curriculum** across all K0 and K1 classrooms in BPS
- Partnering with the transformation office for **video coaching** around equitable early literacy practices
- Continuing LETRS training, as well as training around **small group reading** with decodables and evidence-based assessment practices
- Continuing partnership with Little Uprisings for PD around **anti-racist, text-based discourse** practices
- PD for coaches and educators around literacy practices for **multilingual learners** (partnership with Unbounded)
- Launched **partnership with MGH-IHP** around MTSS, with a focus on early literacy

Grades 3-12

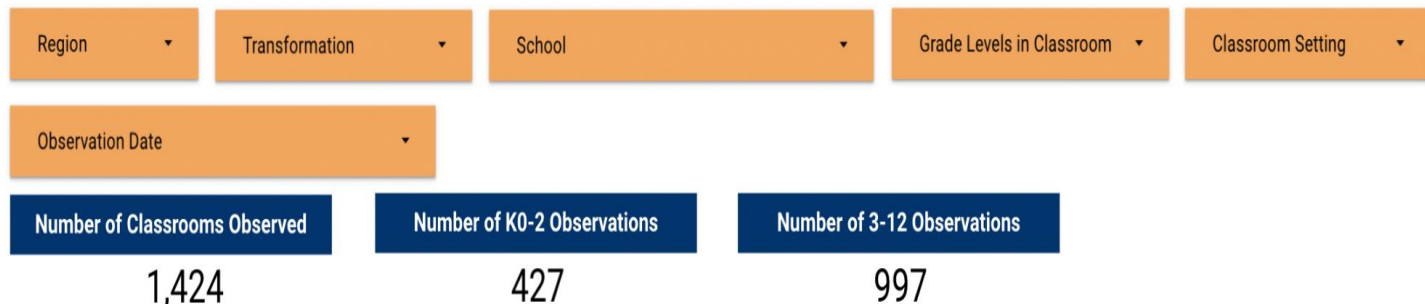
Equitable Literacy Areas of Focus for SY23-24

- Adoption of **HQIM** in support of Standards-aligned, grade level curriculum for all BPS students
- **BU Partnership** to develop and facilitate courses for educators: *Critical Disciplinary Literacy and Leadership in Equitable Literacy*
- Regular professional learning opportunities for educators that encourage both **technical and adaptive shifts** focusing on access for all students such as,
 - *Complex Texts and Tasks*
 - *How do languages/literacies connect to who we are; What do we value in literacy education?*
 - *Centering Students' Thinking in Complex Text Work*
 - *Critical Metalinguistic Awareness: Explicit and Systematic Teaching in the Function of Language*
- Focused support on **Alt Ed programs** & the introduction of culturally responsive assessments and data collection
- Development of **interactive rubric** in collaboration with OHC
- PD for coaches and educators around literacy practices for **multilingual learners**
- Collaboration around **reading intervention support** (Reading Horizons, reading specialists)
- Development of **writing guidance** to support literacy instruction K-12

This page summarizes observational data from the SY23-24 Equitable Literacy Instructional Rounds, which were focused on collecting data related to Equitable Literacy practices and the SY23-24 universal instructional expectations. The indicators below are research-based and aligned to the BPS Equitable Literacy Look-Fors (March 2022), the WIDA 2020 Standards Framework, and the Culturally Responsive Instruction Observation Protocol (CRIOP).

Please allow 30 min from the time the Google Form is submitted for an observation to show up on this page.

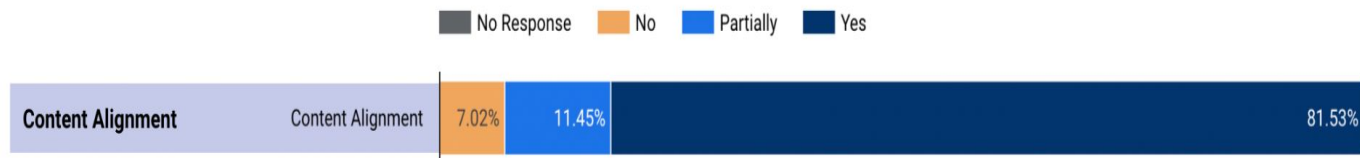
Please use the dropdown menus below to navigate to the observations you are most interested in learning about. If you do not make any selections from the dropdown menus, the dashboard will show aggregate data for all observations in the district in SY23-24.



Content Alignment

Definitions

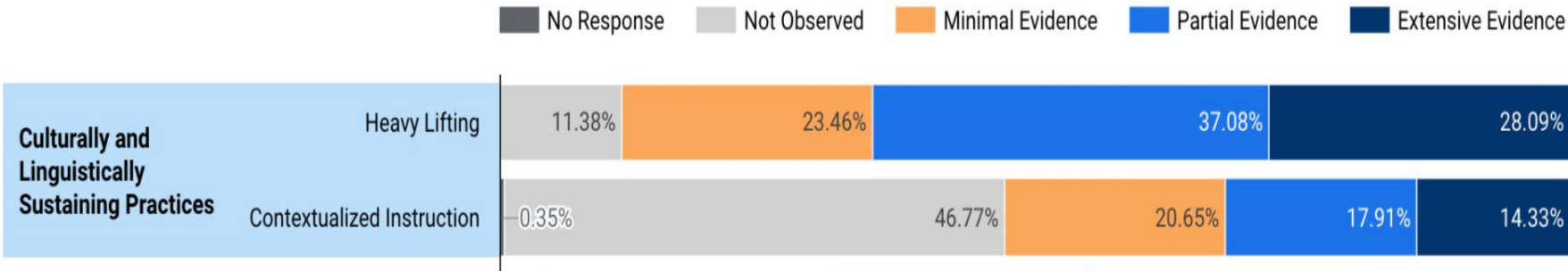
Content Alignment: The task was aligned to grade-level content standards.



Definitions

Heavy Lifting: Students did the "heavy lifting" during the lesson.

Contextualized Instruction: Students engaged in instruction that was contextualized in their lives, experiences and individual abilities.

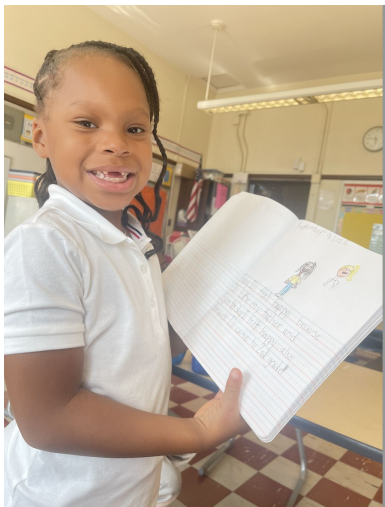
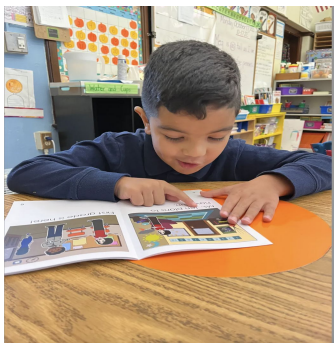


Areas of Opportunity

- Strong communication with families
- Calibration on EQL strategies and practices
- Cohesive professional learning model
- Additional time for professional learning
- Replication of best practices in the secondary space; consideration of secondary context
- Continuing momentum of EQL as we move into Inclusion



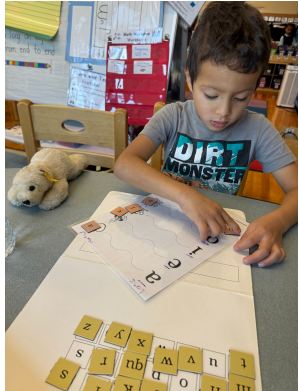
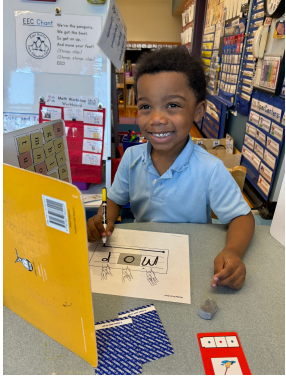
Chittick



MAP Fluency Data

Subject Area	Metric	Grade	Fall	Winter	Spring	Target
MAP Fluency	Percentage of students in K2 that meet or exceed expectations within Phonics/Word Recognition OR test up to Literal Comprehension	K2	77%	68%	89%	81%
	Percentage of students in 1st grade that meet or exceed expectations in Phonics/Word Recognition OR meet or exceed expectation in Oral Reading Accuracy (based on the test window)	1	57%	41%	10%	64%
	Percentage of students in 2nd grade that meet or exceed expectations in Oral Reading Accuracy	2	4%	48%	60%	8%

East Boston EEC



MAP Fluency Data

1st graders entering with grade level
phonics:

Fall 2022: 60%

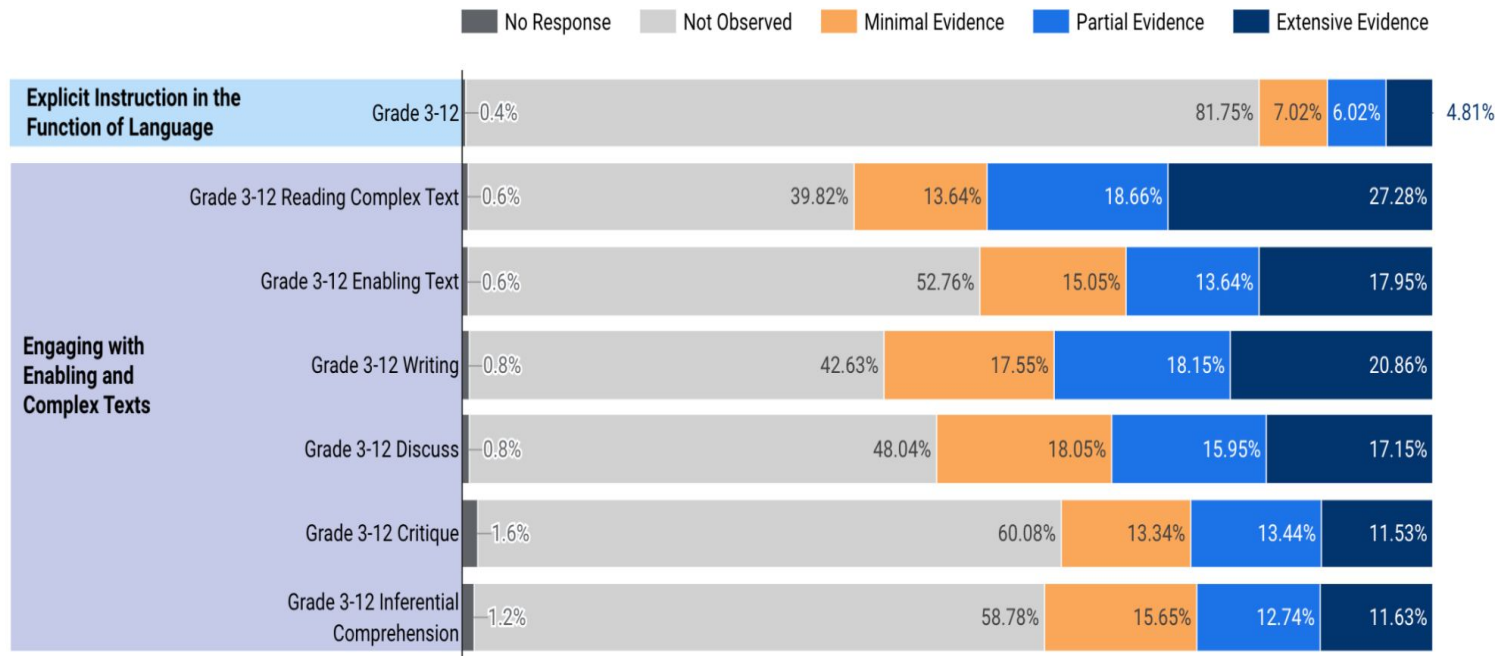
Fall 2023: 65%

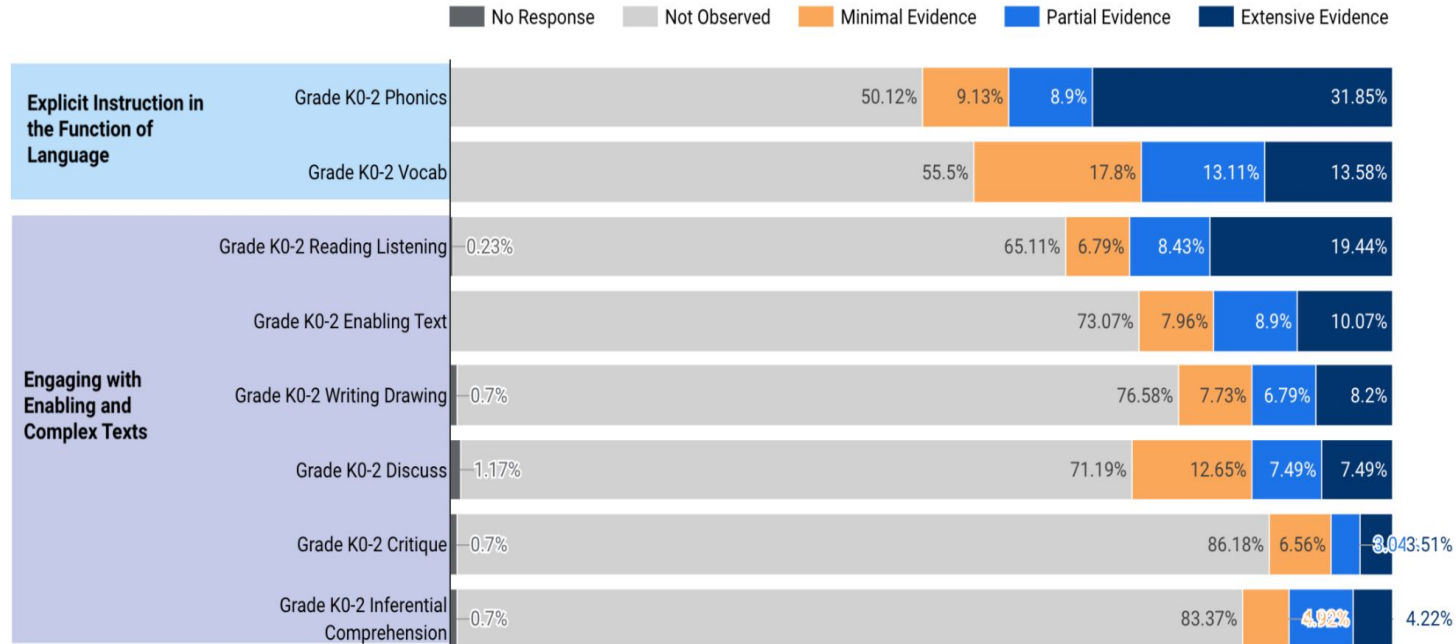
Discussion



Definitions*Explicit Instruction in the Function of Language***Grade 3-12:** Students were engaged in explicit instruction or application of morphology and word study.*Engaging with Enabling and Complex Texts***Grade 3-12 Reading Complex Text:** Students were reading grade-level, complex text in the lesson.**Grade 3-12 Enabling Text:** Students were engaging with enabling text (text that allowed them to make personal, social or affective entry points/connection to the topic or lesson's text).**Grade 3-12 Writing:** Students were writing in response to the lesson's text.**Grade 3-12 Discuss:** Students were using textual evidence and knowledge on topics to discuss the lesson's text.**Grade 3-12 Critique:** Students were critiquing and/or analyzing the lesson's text and topic through discussion and/or writing.**Grade 3-12 Inferential Comprehension:** Students were demonstrating inferential comprehension of the lesson's text.

Equitable Literacy Implementation Data



Definitions*Explicit Instruction in the Function of Language***Grade K0-2 Phonics:** Students were engaged in explicit phonemic awareness and/or phonics instruction.**Grade K0-2 Vocab:** Students were engaged in explicit vocabulary and language instruction.*Engaging with Enabling and Complex Texts***Grade K0-2 Reading Listening:** Students were reading and/or listening to grade-level, complex text in the lesson.**Grade K0-2 Enabling Text:** Students were engaging with enabling text (text that allowed them to make personal, social or affective entry points/connection to the topic or lesson's text).**Grade K0-2 Writing Drawing:** Students were writing and/or drawing in response to the lesson's text.**Grade K0-2 Discuss:** Students were using textual evidence and knowledge on topics to discuss the lesson's text.**Grade K0-2 Critique:** Students were critiquing and/or analyzing the lesson's text and topic through discussion and/or writing.**Grade K0-2 Inferential Comprehension:** Students were demonstrating inferential comprehension of the lesson's text through participation in group discussions.

Equitable Literacy Implementation Data

Partnership Models for EC EQL Support

- **Chittick Example:**
 - School-based coach and PK-2 staff has consistently attended equitable early literacy trainings over the last three years and now the coach co-facilitates some of our district-wide PD
 - School participated in DESE's Mass Literacy project
 - Monthly Check-Ins with the EC EQL team
 - Partnering with Telescope to spotlight implementation of HQIM and equitable early literacy practices
- **East Boston EEC Example:**
 - Teachers attending equitable early lit trainings last year and this year
 - Last year was first year with full implementation of HQIM
 - Weekly coaching support from EC EQL team since there is not a school-based coach
 - Support includes CPT facilitation and classroom coaching

EQL Implementation Strategy Across all Grade Bands

In order for the high leverage instructional practices to be implemented effectively at the school level, the framework requires the following conditions to be in place at both district and school-based levels: cross-departmental teaming structures that allow for data-informed, critical consumption and implementation of standards-aligned curriculum; professional development and coaching that supports both adaptive and technical shifts in practice; allocated time and funding.

High-leverage EQL Implementation areas

- 1/ data-informed, critical consumption and implementation of standards-aligned curriculum
- 2/ professional development and coaching that supports both adaptive and technical shifts in practice
- 3/ collaborative approaches for systemic change that support EQL sustainability



OG Policy & Equitable Literacy

2016 Policy to Mitigate Opportunity Gaps (Preamble)

"Every child, in every classroom, in every school has the same opportunity to achieve the greatness within them as anybody else. Every child [should have] the same unfettered access to every conceivable tool to unlock the greatness within them. To achieve this requires neutralizing barriers of poverty and racism that persist despite court rulings, laws, and public policy efforts. These barriers are insidious and are often perpetuated unknowingly, deep in the hearts of even the most well-meaning educators."

Equitable Literacy Framework

The framework supports all educators and leaders to provide high-quality, culturally and linguistically sustaining, standards-aligned curriculum and instruction to all students, particularly multilingual learners, students with disabilities, Black and Latinx students.

High Leverage Instructional Practices

X

Grounding Literacy Research and CLSP

X

Ongoing District Supports and Conditions

This slide provides a visual of what the framework looks like when broken down- Head, heart and hand. It requires a change in heart (adaptive), development of hand (skills and operational habits) and advancement of heads (knowledge)

Characteristics of High Leverage Instructional Practices x

HOLISTIC

REFLECTIVE

DATA
INFORMED

AFFIRMS

CONNECTS

Current Literacy Research x



High Quality
Instructional Materials

Professional
learning

Individual and team
coaching

School-wide
strategic planning

Accountability

Ongoing District Supports and Conditions

EQI in Action

- Adoption of HQIM
- BU Partnership to develop courses for educators: *Critical Disciplinary Literacy and Leadership in Equitable Literacy*
- Regular professional learning opportunities for educators that encourage both technical and *adaptive* shifts focusing on access for all students
- Focused support on Alt Ed programs
- Development of interactive rubric

Opportunities

- Family Collaboration
- Calibration
-



Areas of Focus

Equitable Early Literacy Gr. 3-12

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Areas of Focus

Equitable Early Literacy K0-2

- Refining our **data-driven coaching strategy** within the regional model
- Working with Student Achievement Partners for a **national review** of the *Focus Curriculum*
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