



Opportunity & Achievement Gap Task Force Meeting

October 23, 2023

Opportunity Gaps Office -Updates

Dr. Yozmin Gay
Assistant Superintendent
Office of Opportunity Gaps





Our Charge!

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.”

Opportunity Gaps Team

- Dr. Yozmin Gay, Assistant Superintendent
- Velecia Saunders, Executive Director of Immigrant & Targeted Populations
- Donna Lashus, Lead Manager of Equity & Strategy
- Rene Boudreau, Director of Early Warning Indicator Systems
- Adetunji Onamade, Director of Operations & Finance
- Emerson Moniz, Opportunity Gaps Data Analyst
- Lauren Ainsworth, Exam School Initiative Targeted Coordinator
- Emily Hunter Coleman, 10 Boys Initiative Targeted Coordinator
- Carla Valezquez, Director of Opportunity & Achievement Gaps Policy
- Dr. Amber Williams, ESI Coordinator of Programming
- Craig Langhorst, ESI Coordinator- Recruiting
- 2 Managers, Equity & Strategy (Candidates selected by October 27th)



First Quarter Goals

Opportunity and Achievement Gaps Goals 2023-2024 Overarching Goal from the 2106 Policy to Eliminate Opportunity Gaps

- Every child, in every classroom, in every school of the Boston Public School system has the same opportunity to achieve greatness within them as anybody else. Every child has the same unfettered access to every conceivable tool to unlock the greatness within them.

Goal 1 - By the end of quarter 1, the Office of Opportunity Gaps in partnership with the Office of Family Engagement and the Division of Schools will have established professional learning in all **9 school regions** around year 1 of the SBERT 3-year plan to establish strong School-based Equity Roundtable (SBERT) implementation practices.

Goal 2 - By the end of quarter 1, the Office of Opportunity Gaps will have completed **1 coaching interaction with every division** around their opportunity and achievement gap goals and metrics to close opportunity and achievement gaps with our historically marginalized student populations.

Goal 3 - By the end of quarter 1, the Office of Opportunity Gaps School Support Team will have provided CLSP and Sense of Belonging professional learning for Equitable Literacy coaches and Content Directors in the Teaching and Learning Office

Goal 4 - By the end of quarter 1, the Office of Opportunity Gaps Targeted Programming Team will have trained all mentors for the 10 Boys Mentoring programing and identified students in all 20 schools.



Targeted Programming

- **Relaunch of 10 Boys Initiative:** Increase sense of belonging and decrease chronic absenteeism in participating schools.
 - Partnering with Coalition of Schools Educating Boys of Color (COSEBOC)
 - Capacity to provide programming to 20 Schools
- **Exam School Initiative (ESI) Fall & Summer Programming:** Increase diversity in BPS exam schools **AND** improve skills in Math and ELA.
 - Increase participation of targeted populations
- **BUILD Boston:** Exposing students to entrepreneurial mindset and skills that will lead to college, career and life success.
- **Beantown Panthers:** Develop students potential through athletics, academics and mentorship.



Targeted School Supports

- Supporting schools in Region 3 and 1 Region 8 schools with addressing Quality School Plans (QSP) 3 priorities. (IF, Climate and Culture and Chronic absenteeism)
- Supporting 15 schools with Sense of Belonging and relationship building
- Supporting 5 schools with CLSP Practices
- Partnering with Teaching and Learning to build Funds of Knowledge Inventories that connect students cultural learning to the curriculum
- Supporting 20 schools with School Based Equity Roundtables SBERT
- Supporting 3 schools with Family Affinity Groups



Professional Learning

- Presented at All Leaders Institute on Sense of Belonging
- Presented at the New Teachers institute on CLSP Practices
- Conducted 2 sessions of AntiRacist Schools By Design
- Conducted 7 Central based Real training
- Conducted 10 school based Real training
- Conducted 2 Partnership organization Real training
- Conducted 10 Sense of belonging PDs
- Partnering with the Office of Hub schools to provide Sense of belonging Professional development
- Partnering with the SEL Office to provide CLSP and Sense of Belonging professional development.



Community Equity Round Table

- Re - Imagined
- Re - Focused
- Re - Formed

Re- Imagine Team:

Dr.Yozmin Gay, Assistant Superintendent of the Office of Opportunity Gaps

Myriam Ortiz, Chief of Community Engagement

Dr.Ana Tavarez, Deputy Superintendent of Equity, Family & Community Advancement

Donna Lashus, Equity & Strategy Manager

Stacy Guerrero, Special Projects Manager

Alexander Ezechukwu, Data & Analytics Fellow

Renee Omolade, Director of Boston Community Hub Schools

Cate Reynolds - Implementation Manager, Systemic Improvement Plan

Bethany Allen - Director of Equitable Pathways

Dr.Hardin Coleman - Professor Counseling Psychology and Applied Human Development, Dean Emeritus

Marinell Rousmaniere - President & CEO of EdVestors



BPS Racial Equity Planning Collaborator Cycle

Department presents the REPT and Impact Statement to the School Committee for review and approval

School Committee Presentation

05

Superintendent, Deput. Sup Community Engagement, and Assist. Sup OOG are the last reviewers of the REPT and Impact Statement for final vetting.

Superint. Team Vetting

04

BPS Equity Throughline of all District-wide Initiatives

Task Forces /C.E.R.T Feedback Collaboration

03

Collaborator Feedback Tour

02

REPT Initiated by Depart. & REPT Liaison

01

Department begins the process. REPT Liaison from ESOG works with the department to officially thought partner and coach process.

Department schedules feedback meetings with district, schools, community collaborators: CPC, School Leader Cabinet, various departments, chiefs, BSAC, SPED-PAC, etc.

Department presents REPT and Impact Statement to OAG, ELL, Inclusion Task Forces before going to C.E.R.T

Note: The REPT is a tool of continuous improvement. It is an iterative process to achieve high student impact.



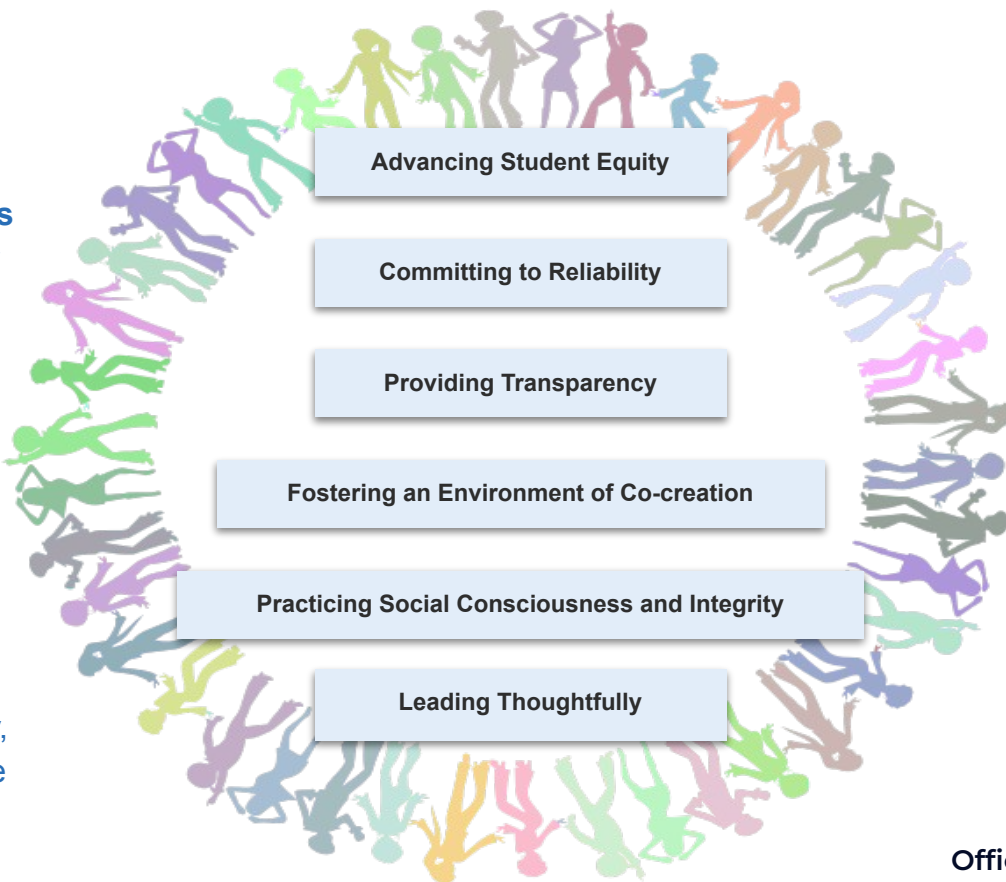


Functions in Collaboration:

The **BPS Collaborator Cycle** is the REPT coming ALIVE as a district! **CERT is step 3 of the Collaborator Cycle.**

The presenting office goes through all 6 steps of the REPT which is clearly summarized in their presentation to CERT. The presentation is reviewed by the Superintendent, Deputy, and Assist. Sup. OAG office before presenting to SC.

Grounding Principles



BPS Accountability Commitment :

We asked; For your insight and perspectives

You said; “We” collaborated on solutions

We did; We implemented after collaboration

What changed; We measure the changes and iterate new adjustments.

Black Student Success Initiative

A systemic and targeted approach that centers the district's work around Black student academic recovery and acceleration.

Systemic Approach

- ❖ Policy Consultations - Working closely with district departments on their efforts to accelerate Black student achievement in their workstreams
- ❖ Deepening Cultural Affirming instructional practices in classrooms systemically (Partnership between OG and Teaching & Learning)

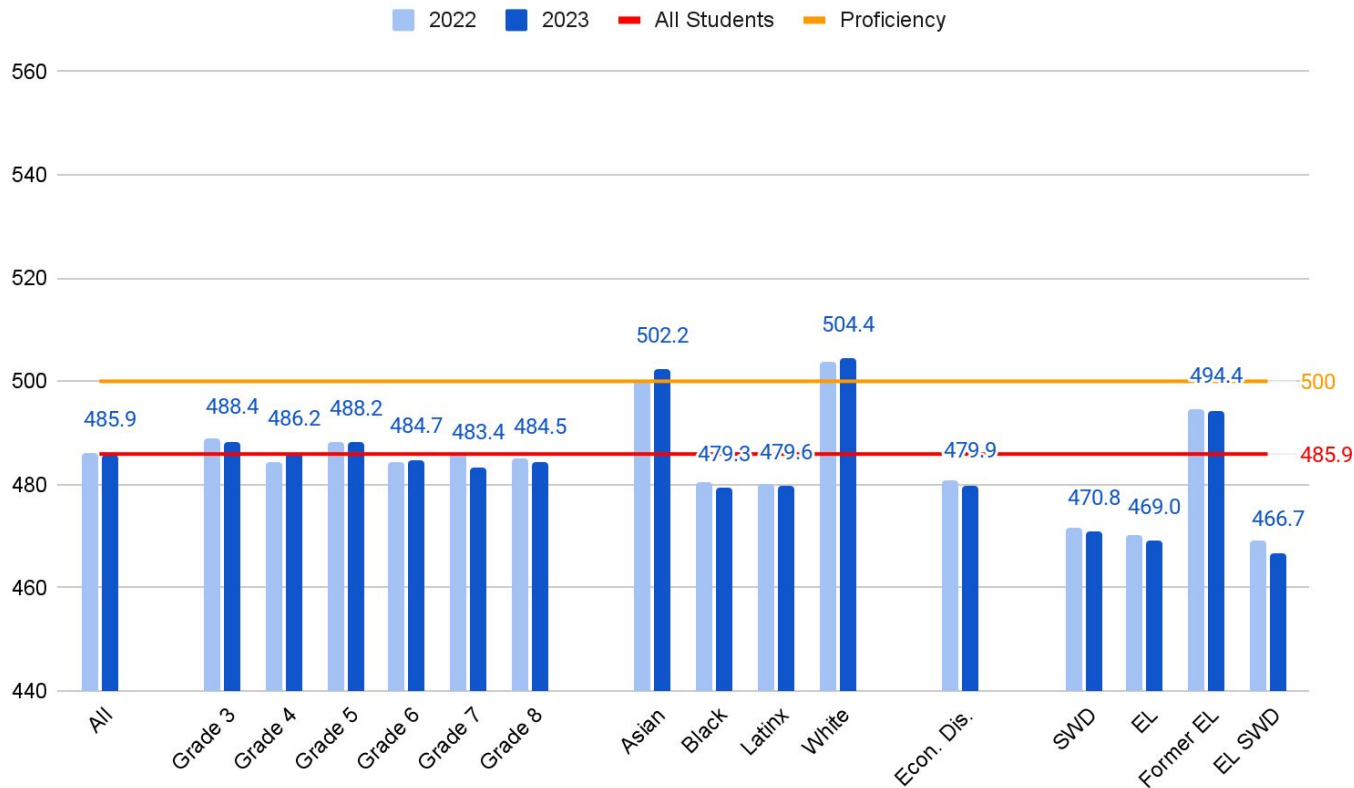
Targeted Approach

- ❖ Academic recovery and acceleration program
 - Systematic phonics instruction (science of reading) and mastery of literacy standards
 - Accelerating math proficiency
 - Innovative programming
 - Connection to community - civic service learning

The Office Opportunity Gaps is in the process of creating a planning team to design the initiative for launch in 2024.



3-8 ELA MCAS Scaled Score by Student Group





Grades 3-8 ELA MCAS Over Time

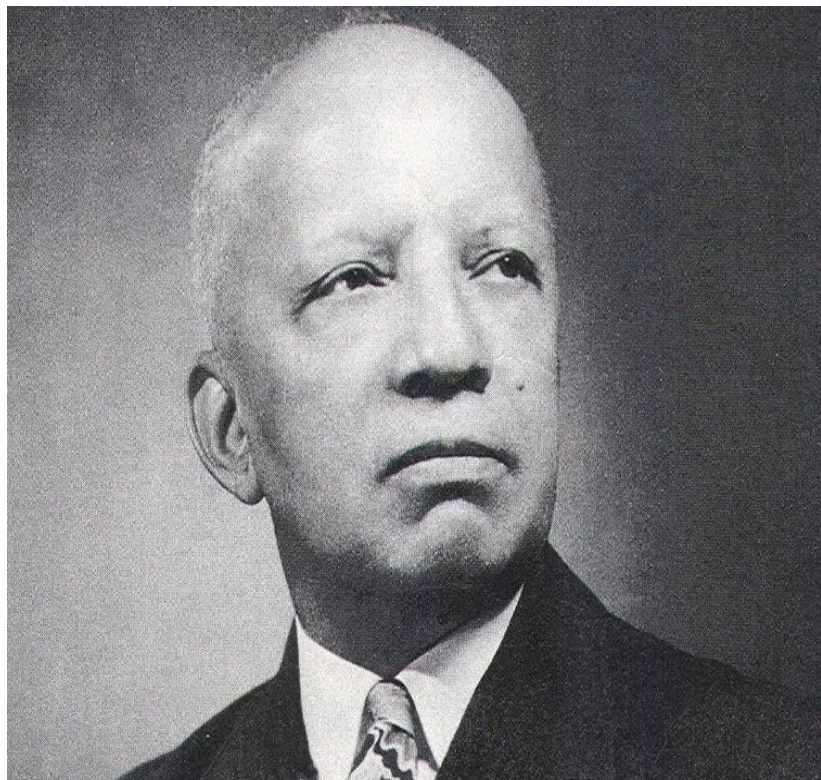
Student Group	Average Scaled Score					Mean SGP	
	2019	2022	2023	2023 Target*	1 Year Trend	2019	2023
All Students	491.9	486.2	485.9	489.2	-0.3	48.6	49.2
Grade 3	495.4	488.8	488.4	--	-0.5	--	
Grade 4	492.6	484.5	486.2	--	1.7	46.6	48.4
Grade 5	493.7	488.2	488.2	--	-0.1	53.6	54.2
Grade 6	490.2	484.4	484.7	--	0.4	50.1	52.7
Grade 7	488.9	486.2	483.4	--	-2.8	45.3	45.1
Grade 8	489.9	485.1	484.5	--	-0.7	46.9	45.8
Asian	506.6	500.2	502.2	502.1	2.0	53.4	55.2
Black	486.1	480.4	479.3	483.6	-1.1	46.3	45.6
Latinx	487.4	480.3	479.6	484.1	-0.6	48.1	48.6
White	507.5	503.9	504.4	507.3	0.4	51.5	53.7
Econ. Dis.	486.6	481.0	479.9	484.1	-1.0	47.3	47.7
SWD	475.5	471.8	470.8	475.7	-1.0	44.1	42.8
EL	479.4	470.3	469.0	--	-1.3	48.8	46.7
Former EL	503.1	494.7	494.4	--	-0.2	51.2	52.9
EL SWD	473.9	469.0	466.7	--	-2.3	43.4	43.3

Note: Scaled Scores include performance for MCAS Alt students, as determined by the MA DESE accountability system.
MA DESE sets targets for EL and Former EL jointly, and no individual targets exists for these groups separately.



Dr. Carter G. Woodson

“Father of Black History and Education Advocate”



“The chief difficulty with the education of the Negro is that it has been largely imitation resulting in the enslavement of his mind... [and that] the education of any people should begin with the people themselves.”

“Education was much more than the transferal of knowledge from teacher to student: He believed that authentic education would not only teach students to recite information but also enable students to ask difficult epistemological and ontological questions about life, political systems, social and economic inequities, and the very purpose of humankind.”

The Mis-Education of the Negro, 1933