

The background of the slide is a photograph of two young Black children in a classroom. The child on the left is a girl with short hair, smiling and looking towards the camera. The child on the right is a boy, also smiling, with his arm around the girl's shoulder. They are both wearing red shirts. The background is slightly blurred, showing other students and classroom furniture. The entire image is overlaid with a semi-transparent blue filter.

OAG POLICY IMPLEMENTATION UPDATE

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Boston School Committee | February 27, 2019

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Problem of Practice

Boston Public Schools: Problem of Practice

BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. Our failures lead to disengaged students and significant achievement gaps.

Office of Opportunity Gaps: Strategic Priorities

SYSTEMIC OVERSIGHT

CAPACITY BUILDING

INNOVATIVE PROGRAMING &
PRACTICES

SYSTEMIC
OVERSIGHT

- **Implementation Plan for Opportunity and Achievement Gaps Policy:** Systematic focus on Opportunity and Achievement Gaps (SMART Goals with District Departments). Drives the work in the office and district

Examples of Goals:

CLSP, Opportunity Index, School diversity targets, Long-term Budget Equity Platform

Office of Opportunity Gaps: Strategic Priorities

SYSTEMIC OVERSIGHT

CAPACITY BUILDING

INNOVATIVE PROGRAMING &
PRACTICES

CAPACITY
BUILDING

- **Culturally and Linguistically Sustaining Practices (CLSP) Professional Development:** All staff: Principals, partners, central office, teachers, etc. based off of CLSP continuum
- **Collaboration with ASSET Team:** Professional development for district leaders at all levels and collaboration as the district's instructional roundtable
- **OAG Mini-Grants:** Best practices and innovation from practitioners

Office of Opportunity Gaps: Strategic Priorities

INNOVATIVE PROGRAMMING & PRACTICES

- **Curriculum for Boys & Young Men of Color:** An updated 10-Boys and new 10-Girls program
- **Excellence for All (EFA):** Ramping up rigor for all students: In 16 schools in 4th-6th grades
- **Exam School Initiative and ISSE Access:** Reforming our tutoring programming for ISEE test to a more equitable model while taking down barriers for testing
- **Early Warning Indicator Systems (EWIS):** Supporting students early and bolstering Multi Tiered System of Supports (MTSS)
- **Building Assets Reducing Risks (BARR):** Uses strategies that build intentional relationships, utilizes real-time data, and enables schools to achieve academic and social-emotional outcomes for students
- **Success Mentors Initiative:** National initiative targeting students who are chronically absent
- **Peer Group Connection (PGC):** Peer to Peer mentoring developing all students into leaders; enables and inspires students to become more engaged learners

OAG Policy as Logic Model

OAG Policy as Logic Model

1. Focus on cultural proficiency across the district
 - a. Diversity and cultural proficiency in leadership and human capital
 - b. Holistic, culturally affirming approach to school and teacher quality
2. Dismantling structural barriers and providing greater access to opportunities
3. Ecological Supports: Students, families, and communities as authentic partners

Blueprint

OAG Implementation Plan as Blueprint

1. Initial meeting with the Assistant Superintendent of Opportunity Gaps and SMART/Process goal drafting
2. Department leaders presented during feedback sessions with the OAG Task Force
3. Editing and finalizing: Multiple rounds depending on offices and departments
 - Every Department:** Equity as everyone's work to live out district's mission
 - Continuum of readiness at all levels

Objective 1

Objective 1- District Oversight

1. Superintendent and designee (Assistant Superintendent of OG) will have the responsibility, authority, and accountability to lead, facilitate and monitor implementation plan
 - a. Assistant Superintendent of Opportunity Gaps will have “dotted line” reporting structure directly to superintendent
2. Impact statements and data dashboard to monitor subgroup performance

Objective 2.1

2.1 Develop a clear, shared vision for cultural proficiency

Accomplishments:

- Culturally and Linguistically Sustaining Practices (CLSP)

CLSP draw upon, infuse and evoke students' existing schema, experiences, funds of knowledge, and perspectives to optimally facilitate learning. C.L.S.P. also intentionally seek racial and cultural equity and pluralism in order to deliberately tailor district-wide norms, policies and practices to affirm the identities of and expand opportunities for historically marginalized students. C.L.S.P. heavily relies upon the scholarship and research of its preceding models, namely culturally relevant, culturally responsive and culturally sustaining pedagogies (Gay, 2010; Ladson-Billings, 1995; Paris, 2012).

-Dr. Colin Rose and Hayden Frederick-Clarke

2.1

Three Competencies of CLSP

1. **Awareness: Comprehend your Cultural Frame of Reference/Bias**
 - Knowledge of our socio-political landscape as well as historical and structural inequities
 - Interact authentically and proficiently with others from different cultural frames with the prerequisite knowledge that in order to do this you need to be intentional in examining your own frame
2. **Cultural learning/relationship-building**
 - Building authentic cultural knowledge of students, families, and communities you work with, checking assumptions and judgement
 - Build trusting relationships with learners
3. **Construction of a repertoire of culturally and linguistically sustaining practices**
 - Adapt and ameliorate classroom and institutional practice based on satisfaction of the first two competencies and further knowledge gained through relationships with students, families and community stakeholders
 - Increase the cognitive capacity of students through connections to their cultural schema
 - Empowers learners to be aware/critical thinkers

2.1

Products from the CLSP Work

Content/Support	New Accountability/Measures
<ul style="list-style-type: none">• Two years of principal PD around CLSP on the socio-political context and culture• Cabinet/department heads two years of professional learning• Partners PD (over 100)• Community Speaker Series• Universities/partners for support• Lead Teacher PD: CLSP ambassadors• Foundation of the Essentials for Instructional Equity (EIE)• Content with BSAC	<ul style="list-style-type: none">• OAG Implementation Plan Goals• Quality School Plans with CLSP SMART goals• Connections to indicators in principal and teacher evaluation rubric• Parent/student climate surveys• Opportunity Portfolio (partnerships)• Research projects: Linda Tropp (UMASS)/Perception Institute study and survey on implicit bias and perceptions

2.1

2.1 Develop a clear, shared vision for cultural proficiency

Accomplishments:

- Culturally and Linguistically Sustaining Practices (CLSP)

Next Steps:

- Create platform for online learning of the foundations of CLSP to close the knowledge loop with a possible seal/badge for completion
- Supporting CLSP at the school and classroom levels concretely in academic and social emotional curriculum, pedagogy, assessment, and supports

2.2

2.2 Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion, and create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity

Accomplishments:

- Equity Incident Tracking Process
- Racial Equity Tool

Next Steps/Goals:

- Create and norm guidelines on the racial equity tool's use
- Using the data from equity tracking to proactively plan professional learning

3.1

3.1 Increase the diversity of teachers, administrators, and staff in schools and central office

Accomplishments:

- Diversity Targets for schools

Diversity Targets

3.1

Workforce Diversity - Projections

Research has shown that all students—and students of color in particular—benefit from having teachers who share their racial/ethnic background. This is one of many reasons BPS is committed to making progress towards parity when it comes to teacher diversity. That is why we are introducing a new metric, the Teacher/Student Parity Index (TSPI), a measure of how closely the teachers in your school represent your student population. We hope, in consultation with your Academic Superintendent, this will help you set your diversity goals and prioritize closing the largest gaps first.

		Net increases needed to achieve specific ratios		
	Teacher/ Student Parity Index ¹	3:5 Ratio	2:3 Ratio	3:4 Ratio
Asian	0.00	+1	+1	+1
Black	4.09	Met	Met	Met
Latino	0.27	+7	+8	+10

Avg. Vacancies per Year
2

Net Hires Needed	8	9	11
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If X% of your hires increase your TSPI, it will take Y years to meet benchmarks.			
50% of Hires	8 years	9 years	11 years
75% of Hires	6 years	6 years	8 years
100% of Hires	4 years	5 years	6 years

3.1

3.1 Increase the diversity of teachers, administrators, and staff in schools and central office.

Accomplishments:

- Diversity Targets for all schools
- Diversity Focus Schools (at 49% in 2018 hiring - goal was 50%)
- Pipeline/Certification Work: More funding for FY19 and beyond (recruitment, retention, and licensure prep.)

Challenges/Lessons learned:

- Understanding why teacher and administrators of color are leaving (qualitative data)
- Continuing to grow pathways for teachers of color and specifically Black and Latinx teachers
- Black teachers currently at 21%; “other” at 18%

Next Steps/Goals:

- Central office diversity goals
- Qualitative process for understanding exits to further refine retention strategies
- Monitor progress of diversity targets and collect feedback from schools

3.2

3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

Accomplishments:

- CLSP in Quality School Plans
- CLSP in Essential for Instructional Equity and embedded in many areas Professional Development

Challenges/Lessons learned:

- Pulling together multiple coaching/PD models to have better collective impact

Next Steps/Goals:

- Coherence around coaching/PD model for the district to feed content and practices
- Central office CLSP in departments

4.1

4.1 Provide a culturally proficient and highly effective teacher in every classroom and give Cultural Proficiency Standards greater weight on the Teacher Evaluation Rubric.

Accomplishments:

- “Look fors” attached to principal and teacher evaluation indicators reflect focus on CLSP
- Climate surveys including questions around CLSP

Challenges/Lessons learned:

- Continued support operationalizing use of new CLSP measures

Next Steps/Goals:

- Central office CLSP accountability
- Using climate surveys to inform practices
- Use of new CLSP accountability with fidelity

4.2

4.2 Demonstrate how curricula are vetted for bias and cultural proficiency, and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.

Accomplishments:

- 7 Forms of Bias protocol for instructional materials
- Pockets of new/revised curriculum in the spirit of 4.2

Challenges/Lessons learned:

- Need a systematic review of all central curriculum/assessments for bias and adoption of rigorous and culturally affirming curriculum, creating implementation strategy for CLSP in curriculum

Next Steps/Goals:

- Review centrally purchased and created curriculum for bias
- Curate, create, and purchase curriculum that supports the implementation of CLSP in the classroom
- Continue to promote 7 Forms of Bias at the school level

4.3

4.3 Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school.

Accomplishments:

- Many pockets of work have moved forward: PSELI Grant, 10-Boys/10 Girls growth (OG), BAM, Restorative practices, Draft standards for SEL skills, Essentials for Instructional Equity, CBHM, BARR (OG), etc.

Challenges/Lessons learned:

- Pulling together a concrete, uniformed implementation strategy in the frame of CLSP, scaling and organizing services and supports

Next Steps/Goals:

- Finalizing strategy and mapping services/supports onto the strategy
- Establishing SEL Working Group to finalize and roll-out Essentials and CLSP aligned SEL Standards

4.4

4.4 Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender in order to identify and address opportunity and achievement gaps.

Accomplishments:

- *New Ethnicity/Nationality Codes

4.4

New Ethnicity/Nationality Question

We have added a new question about ethnicity. This new question will help the Boston Public Schools (BPS) better understand who our students are and how they self-identify. The information will allow BPS to focus supports and opportunities for our students.

Please indicate your child's background. *You may choose more than one.*

- | | | | | |
|---|---|---|--|---|
| <input type="checkbox"/> Brazilian | <input type="checkbox"/> Dominican | <input type="checkbox"/> Cape Verdean | <input type="checkbox"/> German | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Colombian | <input type="checkbox"/> Haitian | <input type="checkbox"/> Kenyan | <input type="checkbox"/> Irish | <input type="checkbox"/> Indian |
| <input type="checkbox"/> Guatemalan | <input type="checkbox"/> Jamaican | <input type="checkbox"/> Nigerian | <input type="checkbox"/> Italian | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> Honduran | <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Somali | <input type="checkbox"/> Other European: _____ | <input type="checkbox"/> Other Asian: _____ |
| <input type="checkbox"/> Mexican | <input type="checkbox"/> Other Caribbean: _____ | <input type="checkbox"/> Other African: _____ | | |
| <input type="checkbox"/> Salvadoran | | | | |
| <input type="checkbox"/> Other Hispanic/Latinx: _____ | | | | |
|
 | | | | |
| <input type="checkbox"/> Other: _____ | | | | |
| <input type="checkbox"/> Decline to answer | | | | |

The same data privacy protections are in place for this information as for other student demographic information. This information will not affect school choice options or student assignment. If the provided answer options do not reflect your ethnicity, please utilize the "other" options. This question is optional. You may decline to answer.

4.4

4.4 Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender in order to identify and address opportunity and achievement gaps.

Accomplishments:

- New Ethnicity/Nationality Codes
- Early Warning Indicator (EWI) platform pilot
- Platform and policy on formative assessment

Challenges/Lessons learned:

- Ensuring formative assessment use
- Integration of partner data

Next Steps:

- Continued build out of EWI system and support
- Work to Include partner data in platforms so that we can better identify and target opportunity gaps
- Define Superintendent role in focus and targeted support schools/turnaround

4.5

4.5 Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

Accomplishments:

- Launch of the district's first Early Education dual language program in Haitian Creole
- English Learners in all school choice rounds
- OEL's inventory of models, curriculum, and materials used by the existing dual language schools

Challenges/Lessons Learned:

- Students identified as both EL/SWD require more data sources to ensure proper identification
- Major goals coming up around sub-separate classrooms and Black and Latino boys

Next steps:

- Concerted effort by all stakeholders to help hit targets around lessening Black and Latino boys disproportionality in sub-separate settings
- Continue to prioritize bilingual education and create new strategy to support EL students with the implementation of LOOK Act
- Continue/deeped PD around these populations

5.1

5.1 Demonstrate how equity is addressed within the District's Operations.

Accomplishments:

- Food and Nutrition - More fresh and culturally appropriate meals
- Lowered School student to technological device ratio to lower than 2.5 to 1 in all schools
- Work on technology goes home has moved forward
- Analysis to improve work order system for facilities

Challenges:

- Maintenance/troubleshooting for technology goes home
- Getting on track with analysis once facilities' systems are running

Next Steps:

- Connection to BuildBPS (BBPS)
- Next steps on shuttles and M7 passes (Transportation)

5.2

5.2 Demonstrate equity in student assignment, enrollment, and school closings.

Accomplishments:

- Conducted Home-based equity analysis
 - Some adjustments to implementation (e.g. 6th- 8th graders' school baskets)

Challenges/Lessons learned:

- Next steps for assignment system

Next Steps:

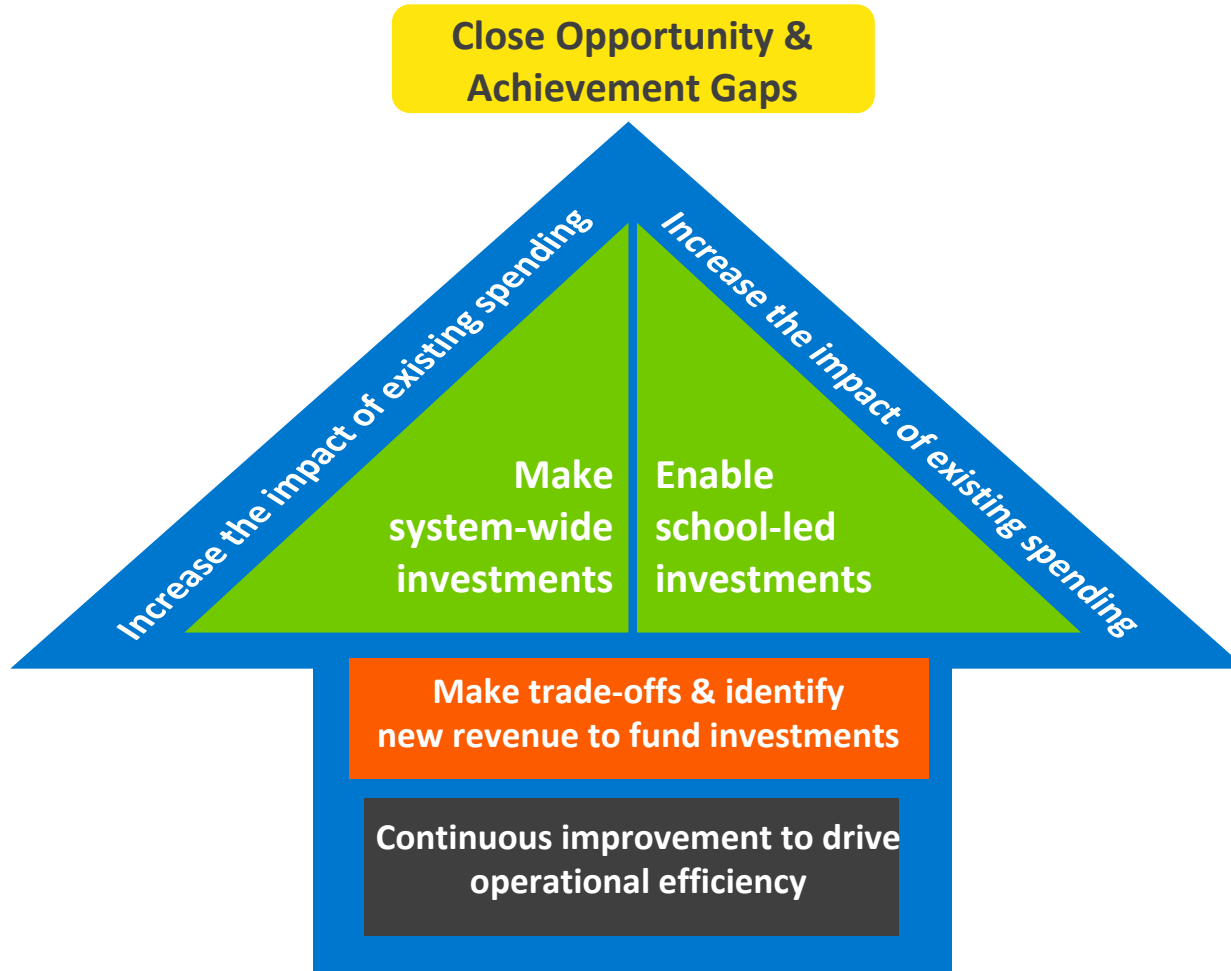
- Using home-based analysis and continuing to work with multiple departments in determining next steps, including connections to BBPS and School Quality Framework

5.3

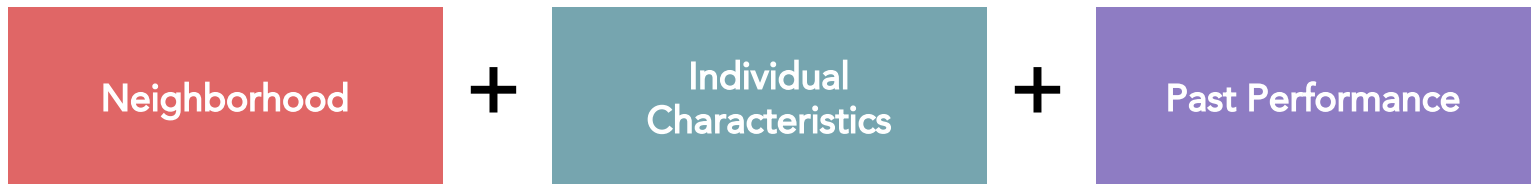
5.3 Demonstrate equity, quality, and impact in funding and resources.

Accomplishments:

- Financial Equity Framework
- Finalized Partnership Fund in alignment w/ Opportunity Index



What is the Opportunity Index?



Each school receives an Opportunity Index Score between .01-.99; this score is a weighted composite of the neighborhood factors, individual student characteristics, and student past performance of each school's population.

5.3

5.3 Demonstrate equity, quality, and impact in funding and resources.

Accomplishments:

- Financial Equity Framework
- Finalized Partnership Fund in alignment w/ Opportunity Index

Next steps:

- Continue exploring funding with a lens of equity
- Implement system for measuring impact of school-community partnerships (partnership fund)

5.4

5.4 Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.

Accomplishments:

- 5th Quarter/improvements to summer learning that take into account measures of need
- Implementation of ELT
- EFA in 16 schools; demographics mirror BPS population
- 10% increase over past 4 years in Invitations to Exams Schools generally (20% to 30%) and BLS particularly (16% to 25%) for Black & Latinx students
 - Expansion of Exam School Initiative, Increase in access to test, etc.
- Expansion of Universal Pre-k; Sustained 3.8 million for expansion

Challenges/Lessons learned:

- Pre-k- 12/High Schools coherence and alignment
- Continuing parts of the innovation work

Next steps:

- PreK-12/High Schools working groups continue to build coherence
- Continued work on exam school access for Black and Latinx students
- Decisions/planning around growth of EFA

5.5

5.5 Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent-community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.

Accomplishments:

- Mayor's Executive Order to advance racial equity to all residents; this strengthens the City of Boston's commitment to advancing racial equity, prioritizing social justice and strengthening social cohesion across all city agencies

Challenges:

- Time and alignment: cross-sector starts and stops

Next steps:

- Connect into/inform city's platform to combat racism and structural inequity

6.1

6.1 Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.

Accomplishments:

- Training modules on CLSP
- Town Hall Meeting

Challenges/Lessons learned:

- Bandwidth of students, resources, and readiness
- Student representation on SSC at schools

Next steps:

- Complete formal CLSP modules with BSAC and train students to implement in 2019-2020
- Use of student voice in feedback in schools

6.2

6.2 Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.

Accomplishments:

- Parent University: CLSP embedded
- OAG Speaker Series
- Family engagement plans at schools

Challenges/lessons learned:

- Accountability around engagement structures (SSC, Parent councils)

Next Steps:

- Continued support and accountability for parent engagement structures in schools

6.3

6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.

Accomplishments:

- Opportunity Portfolio process which includes elements of CLSP
- Foundational CLSP trainings with Partners

Challenges:

- Continuing support for CLSP with partners

Next Steps:

- Support for community-based non-profits with fewer resources around Opportunity Portfolio
- Completing and updating PartnerBPS Profiles to allow for analysis that builds clear understanding of the entire BPS school-community partnerships landscape – including percentage of partners serving ELs, SWD, and other high needs students; and identifying inequities and opportunity gaps

SUMMATIVE BREAKDOWN TO DATE



70%

ACCOMPLISHMENTS

- 24 Goals **Fully Achieved**
- 54 Goals **On Target**



30%

CHALLENGES

- 31 Goals **Past Due**
- 1 Goals **No Progress**

Next Steps in Implementation:

- Some streams of work/departments require reanalysis while others need next progressive steps (continuum)
- Add more offices/streams of work to goals (i.e., secondary schools; offices in operations, etc.)
- Create website that holds policy, implementation plan, and new tracker
- Begin measuring impact of new structures/initiatives where possible
- Possibly tier goals by importance so as to not to create false equivalences

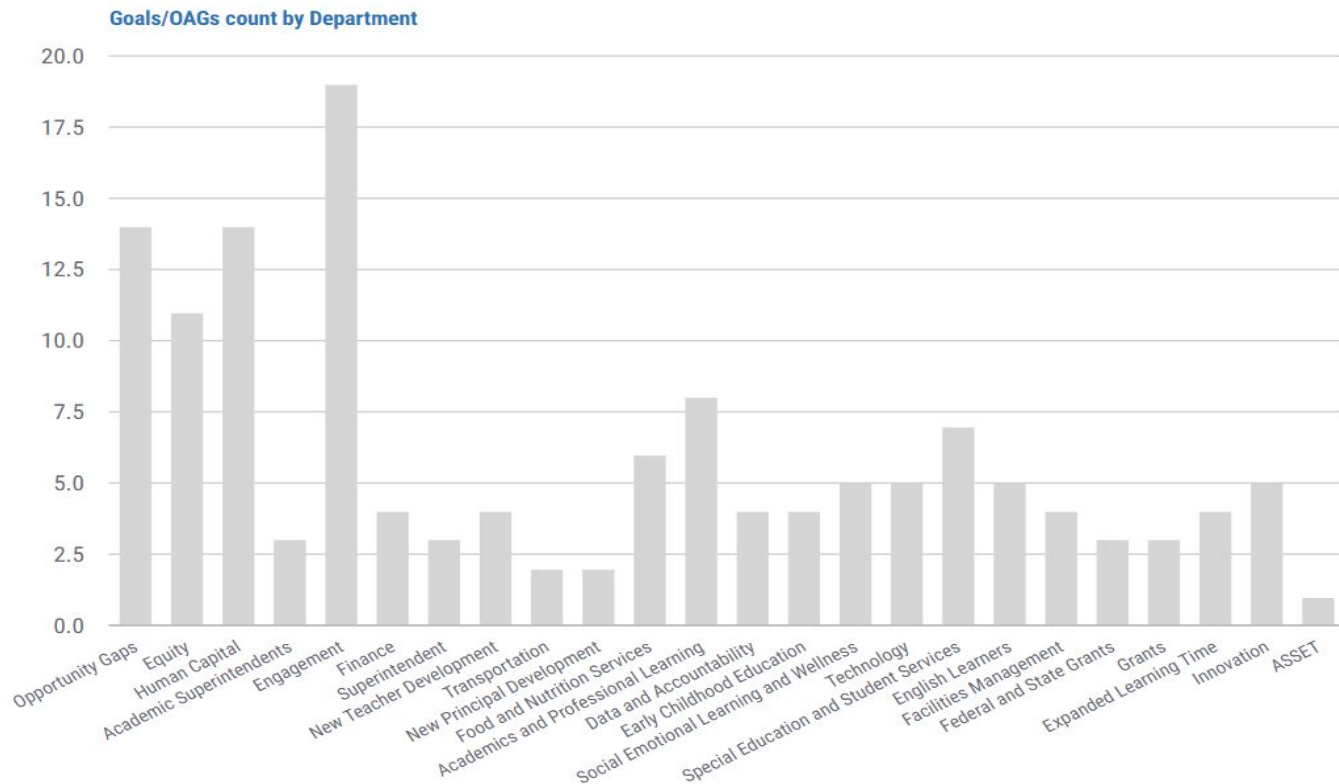
Key Questions: How do we...

- ensure the continuation of work regardless of turnover?
- better differentiate support to departments/initiatives especially if there are challenges?
- create systematic structures to achieve goals that require multiple departments?

OAG IMPLEMENTATION PLAN TRACKER



Access the tracker at: www.bostonpublicschools.org/domain/2218

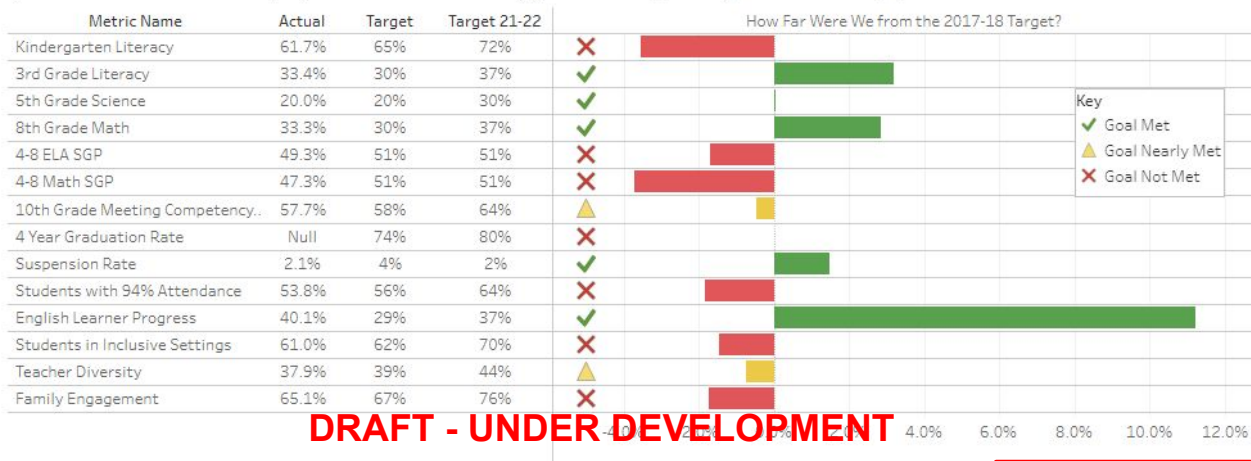


Performance Meter Landing Page

- High level view of all metrics on the Performance Meter
- Shows most recent performance, most recent target and 5-year target
- Achievement gaps section allows you to toggle between different subgroup categories (Race, Sex, EL Status, SWD Status, Economic Status) to see the difference between the lowest and highest performing group

BPS Performance Meter 2017-18

The Performance Meter is a set of key metrics that help BPS to monitor school progress, identify and differentiate actionable school supports, and pinpoint system-level barriers that hinder progress toward our overarching goal: to close opportunity and achievement gaps.

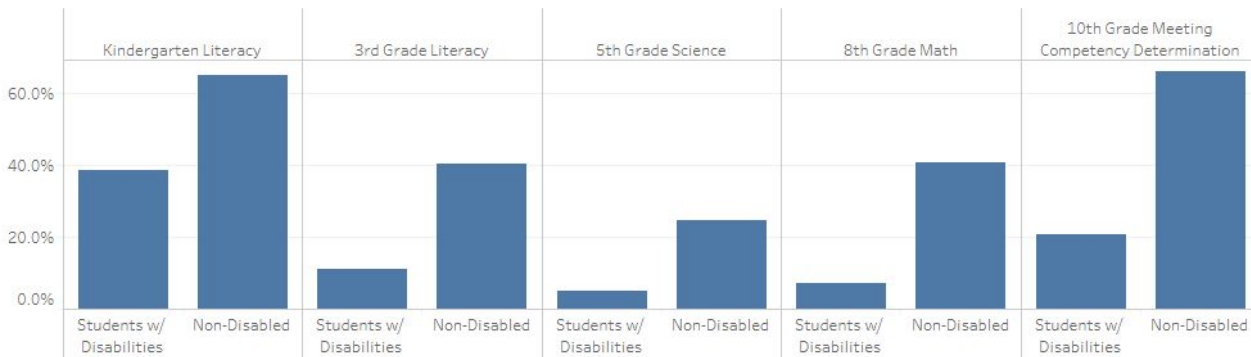


Achievement Gaps

The graph below shows the performance of the highest and lowest performing subgroups from each of the major metrics. Information for all students can be found in the graph above.

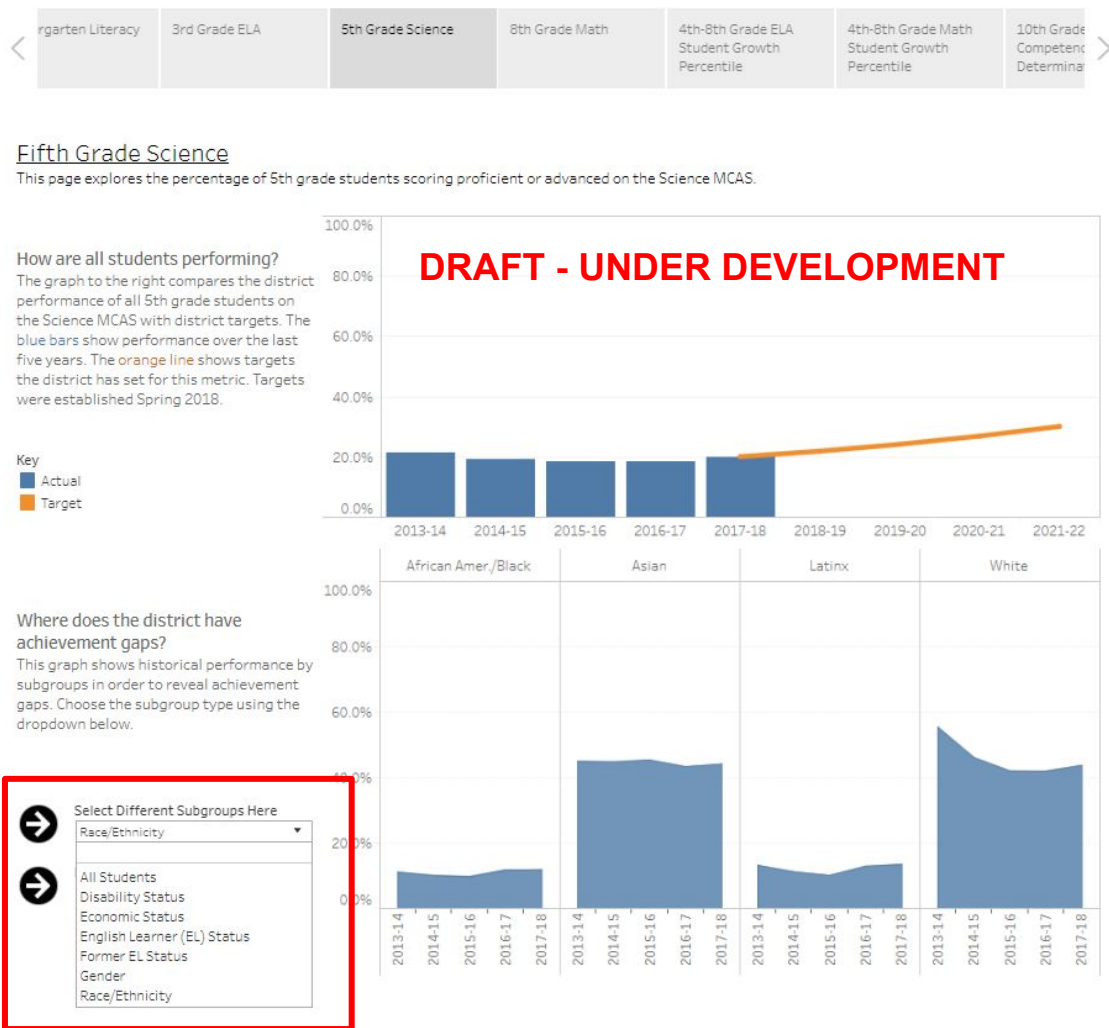
Select Different Subgroups Here

Disability Status



Performance Meter Metric Detail

1. Detailed dashboard for each metric
2. Shows historical performance (up to 5 years when available) and 5 year target for all students
3. Interactive charts allow you to toggle between subgroup types (Disability Status, Economic Status, EL Status, Former EL Status, Gender, Race/Ethnicity) to see historical data by subgroup



About the OAG Task Force

The OAG Task Force

Composition: Established in 2015, the OAG Task Force is a 19 member body appointed by the Boston School Committee comprised of BPS teachers and principals, parents, community advocates, nonprofit leaders, funders, university faculty, and student representatives from BSAC.

The Charge: The OAG Task Force is charged with **investigating** and **recommending** to the Boston School Committee and the Superintendent system-wide policies, programs and practices designed to eliminate achievement and opportunity gaps for BPS students, including potential adjustments, improvements and additions to the existing OAG Policy and Goals.

Thereafter, this Task Force will provide on-going leadership and **monitoring**, including direction, metrics and support, for the implementation of said policy by the District, with regular **reporting** to the BSC on actual results.

Task Force Roster

Proposed New Members of OAG Task Force

Rev. Willie Bodrick, III

Community advocate and Associate Pastor at
Twelfth Baptist Church

Dr. James Jennings

Professor Emeritus, Urban Environmental Policy &
Planning at Tufts University. Expert on race, class,
social policy, and community development.

Dr. Lisa Gonsalves

Associate Professor, College of Education and
Human Development, UMass Boston

Task Force Priorities

Work of the Task Force in SY18

- SY'15-16 - Wrote the new OAG Policy, in collaboration with BPS department heads
- SY'16-17 - Oversaw the development of the OAG Implementation Plan by BPS Departments
- SY'17-18 - Formation of Subgroups focused on:
 - Finance/Budget Equity
 - Human Capital and increasing Teacher Diversity
 - Opportunity Gaps (Exam Schools, Excellence for All, etc.)
 - BUILD BPS
 - Academics and Data

Task Force Next Steps

Priority Areas/Issues of Concern

- Reporting lines for Dr. Colin Rose
 - For the past 3 years the Task Force has recommended that Dr. Rose report directly to the Superintendent to foster greater accountability with departments implementing the OAG Policy
 - We applaud and will closely monitor the impact of the new org structure which includes a dotted line to the Superintendent for Policy Implementation
 - This new reporting structure should be maintained even after the new Superintendent is selected

Task Force Next Steps

Priority Areas/Issues of Concern

- Departments That Need Stronger Implementation
 - Academic & Professional Learning (APL), Social and Emotional Learning (SEL)
 - Some departments have new leadership
 - Reviewing and giving feedback for new or updated goals
- BUILDDBPS
- Budget for FY20
- High School Parity in Rigor, Grading, & Graduation Requirements
- Subcommittees Continue with Ongoing Monitoring of Departments

Task Force Meeting Dates

Meetings in SY'18-19

All Meetings Are Open to the Public

Meetings are from 4-6 pm at the BPS Bolling building.

- Tuesday, April 9
- Tuesday, May 21
- Tuesday, June 25

To contact Task Force Co-chairs, email Liz Sullivan
esullivan@bostonpublicschools.org.



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THANK YOU!

Boston Public Schools