



OAG TASK FORCE MEETING

October 8, 2019

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AGENDA

- Current identified priorities
- Continuing work of 2017 plan
- Current reforms and updates

SUPERINTENDENT PRIORITIES

- Link to [District Strategic Plan 2019-2024](#)
- Core Values: J.U.I.C.E.
- Goals
 - ◆ Improved student outcomes
 - ◆ Improved school quality
 - ◆ Strong district leadership/high quality, action-oriented teachers and staff
 - ◆ Effective resource allocation
 - ◆ Greater community investment
- Currently on engagement tour
- Strategic Plan: Feb. 2020

THEMES FROM OAG TASK FORCE

- **Cultural Proficiency:** Teacher & School Leader Diversity; stronger process for recruitment/retention; SPED/ELL, Look Act, Social-Emotional Learning, PD Ecosystem, Curriculum; Attendance, Behavior and Course Performance metrics; Performance meter; Special Education and Black/Latino Boys have performed the lowest for decades
- **Structural Barriers:** Require an authentic equity analysis inserted into every major decision; School assignment, enrollment, school closure/merger, etc.- should be used at all layers of the district in collaboration with OG, Office of Equity and others
- **Ecological Supports:** BSAC, Town Halls, Students involved in CP training, Student Voice; Engaging Families, Partners and all stakeholders more authentically

THEMES FOR OFFICE OF OG

- Expanding/Ensuring Quality: Vetting, Supporting & Evaluating Educators
- Rigor, CLSP, Grading, Promotion & Retention;
- Stratification and Structural Inequities;
- Resource Equity;
- Value-Add of Schools and Programs;
- End Marginalization of Black & Latinx Families

MAJOR UPCOMING GOALS FROM 2017 IMPLEMENTATION PLAN

1. By June 2020, analysis of BPS student assignment data will indicate a reduction of 30% of the assignment of Black and Latino boys to the special education self-contained learning classrooms.
2. By 2020, all staff members working with BPS students will have professional learning for Culturally and Linguistically Sustaining Practices (CLSP) that is quality and continual.
3. By 2020, Early Warning Indicator Systems (EWI) will be centrally supported by Illuminate platform and will be in use in at least 1/5 of our high schools. Those school will have demographics that meet or exceed the district average of students from marginalized populations.

MAJOR UPCOMING GOALS FROM 2017 IMPLEMENTATION PLAN

4. By 2020, central office departments in the bottom quartile of diversity in relation to the BPS student population that have openings will hire at least $\frac{1}{2}$ of those openings with candidates of color.
5. By August 2020, all high schools have graduation requirements that provide access to rigorous and diverse course work aligned to college and career readiness.
6. By SY 2019-2020, access to increased rigorous educational programming in elementary school through Excellence for All schools will mirror or surpass the demographics of BPS in terms of students from marginalized subgroups (Black, Latino, ELL, SWD, Economically disadvantaged).

MAJOR UPCOMING GOALS FROM 2017 IMPLEMENTATION PLAN

7. By SY 2019-2020, increase the percentage of Black and Hispanic/Latino students entering exam schools by at least 10% as admissions policy currently stands.
8. By 2020, expand K1 by 1300 seats to create Universal Pre-Kindergarten via a mixed-delivery system.

ENDING TERRA NOVA TESTING FOR 4TH & 5TH GRADERS

RATIONALE

Last year, BPS tested around 8,000 students in 4th and 5th grade for only 58 open AWC seats and had to invite 3-times as many students to fill them

DECISION

- End testing for 4th and 5th grade students
- Use 3rd Grade Terra Nova for AWC decisions - students outside BPS can still take in 4th and 5th
- ESI will not use Terra Nova - new model in Oct.



ESI STUDENT ENROLLMENT

*Creating Access for Black, Latinx
and EL Students*

Race/Ethnicity	2019	2018	2017	2014
Total Students	775	610	630	409
% Black	21%	19%	19%	10%
% Latinx	28%	28%	30%	14%
Black & Latinx	49%	47%	49%	24%

Since taking over ESI, the Office of Opportunity Gaps has been able to maintain diversity in the program while increasing enrollment. In 2019, ESI's enrollment grew by almost 30% from 2018, the largest student body in the program's history. Almost half of these students were Black and Latinx students. Of the 775 students, 94% attended 7 or more days. New to ESI, at least 65 students were English Learners through a partnership with OEL. Another 50 students were 8th graders.

ISEE TESTING 2019 UPDATE

ISEE IN SCHOOLS - GRADE 6

- Date: November 7th
- BPS students asked to register but can walk into school on Nov. 7th and take test
- Saturday testing for all others and BPS students can opt in as well including the make-up date
- Training for test coordinators Oct. 23rd

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**THANK YOU
GRACIAS
OBRIGADO
MERCİ
CẢM ƠN BẠN**

Boston Public Schools