Dr. Carline Pignato, Dr. James Jennings, and Dr. Carline Pignato, OAG Task Force
January 25, 2022

The attached spreadsheet/pdf is only a ***select*** review of DESE data that I personally found important. There are probably many other indices that we can delve into, to obtain a better understanding of what might be potential problem areas and solutions related to academic achievement and opportunity gaps. This data suggests several questions, but OAG Task Force members and BPS staff may have others. It should also be emphasized that the context for these kinds of questions should be a continual review, monitoring, and changing if necessary established equity goals by the OAG Task Force and others.

1) Should there be an annual or semi-annual profile report of how our students are performing by the categories in the attached spreadsheet/pdf? Such a profile could prove to be an effective tool in alerting the OAG Task Force about ongoing or new problems, challenges, and progress.

2) Should there be a status report or review on innovations or academic impacts associated with pedagogy; curriculum; student support; professional development; parental engagement; community partnerships; other. But again, within the context of current and future equity goals.

3) What kinds of data/information is missing but might shed light on potential problems and solutions?

- I could not find academic data about student disabilities by race/ethnicity. (Perhaps this already exists, but I could not find it).

- Is there information/data about why students dropout, especially significant for students of color? What are the decisions made by individual students which lead to dropping out? Are there patterns/trends?

- Does information /data exist about students with special needs and any movement out of classification or increased time in integrated environments.

- Do we know what are the reasons explaining significant chronic absenteeism among some student groups? Is this problem especially one for certain schools?

- Is information/data being collected and reviewed regarding quality parental involvement: how does it take place? What is the current state of teacher/staff turnover by race/ethnicity?

- What kinds of district-wide assessments are (or could be...) administered quarterly (or at least three times a year) in reading, math, and science in grades K-8 to monitor student academic growth within a given school year, particularly for groups of students who are

not meeting state achievement—MCAS expectations? Is it possible for BPS to collect some academic data on a quarterly or trimester basis to pinpoint potential problems as they first emerge? Might this lead to more targeted student achievement benchmarks as a tool for assessing progress, or redirecting strategies?

- Might population projections by race/ethnicity, age, and location be periodically collected by age cohorts?

Select Student Achievement Profile DESE Accessed Dec 2021.xlsx

Select Student Achievement Profile DESE Accessed Dec 2021.pdf

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Sample OAG DATA SOURCES:
Select Student Achievement Profile DESE Accessed Dec 2021.xlsx Select Student Achievement Profile DESE Accessed Dec 2021.pdf OAG POLICY 2022 BPS Reopening (DESE) BPS District Accountability Review https://www.bostonpublicschools.org/ https://www.bostonpublicschools.org/meetings https://www.bostonpublicschools.org/domain/1898

Red denotes key deliverables from the OAG policy needing an update from the respective department (s)

Part 1: Leading in the Pandemic	
Department Head: SY 22 Department Head's SMART Goal:	Department Head's Supervisor: SY 22 Department Head Supervisor's SMART Goal:
Health & Safety:	Corrective Action (s)

Department Head Link HERE to data sources for goals, action steps and deliverables	

"We plan to keep students and staff safe this year by focusing on getting **vaccinated**, wearing **masks**, and regular **testing**. **Click the buttons below to stay updated with the latest health and safety information**." SY21-22 BPS COVID-19 Cases - By School By Week **Questions:** **What is the % of students who are vaccinated by race, language, gender, and school zip code?** **What does the outreach look like based on families' cultures and languages?** **What is the % of staff who are vaccinated by race and school zip code?** **What is the % of students who are participating in "regular" testing by race, gender, ELL, Special Ed, and school zip code?** **What is the environment in which students and staff are operating? (temperature, ventilation, etc.)** **Outcomes:**	
Department Head:	**Department Head's Supervisor:**

SY 22 Department Head's SMART Goal:	SY 22 Department Head Supervisor's SMART Goal:
SEL Department Head Link **HERE** to data sources for goals, action steps and deliverables	**Corrective Action (s)**
Question (s) **What is the district's approach to anti-racist SEL and how is it communicated to schools for implementation?** **What is the # of incidents by schools that generated a call to medical care or school police based on zip code?** **What supports currently exist for <u>schools and students</u> who experience trauma as a result of the pandemic or other factors?** **What are the family liaisons and social workers doing in following up with families who are at risk? What data do we have to prove that the support is helpful?** **Outcome (s)**	
Department Head:	Department Head's Supervisor:

SY 22 Department Head's SMART Goal:	SY 22 Department Head Supervisor's SMART Goal:
Attendance: Department Head Link **HERE** to data sources for goals, action steps and deliverables	**Corrective Action (s)**
Questions: **What is the average daily absence rate by race, gender, ELL, Special Ed, and zip code?** **To what extent is chronic absenteeism among some student groups problematic? Is this problem especially one for certain schools?** **How do inconsistent student and staff attendance affect academic interventions and what supports are in place to eliminate attendance and achievement gaps?** **Outcome (s)**	
Department Head: **SY 22 Department Head's SMART Goal:**	**Department Head's Supervisor:** **SY 22 Department Head Supervisor's SMART Goal:**
Coursework:	**Corrective Action (s)**

	Department Head Link [HERE](#) **to data sources for goals, action steps and deliverables**	
Questions: **What is the status of the equity grading initiative at the district?** **What is % of students who received a passing grade for the first trimester by race, prototype (ELL, Special Ed), and gender?** **What is the % of students who passed the MCAS and failed the course work?** **What is the % of 5th-year high school graduation rate by race, ethnicity, and gender, and what is the district's strategy to reduce 5th-year graduation rate and eliminate middle school and high school dropouts?** **What systems and structures are in place to close the academic, opportunity, and attendance gaps at the McKinley school and schools with similar academic needs and demographics?** **Outcome (s)**	

Part 2: OAG Policy

Department Head:

Department Head's SMART Goal:

GOAL 1: DISTRICT-WIDE IMPLEMENTATION AND OVERSIGHT

Implementation and Evaluation: Within six months of the Boston School Committee (BSC) adoption of this policy, Boston Public Schools (BPS) will develop and present to BSC an interdepartmental implementation plan for this policy. The Implementation Plan must include SMART Goals which are Specific, Measurable, Attainable, Realistic, and Time-Bound. **Each October, beginning in 2017, BPS will submit an annual report on the Plan's progress which will include SMART Goals for the subsequent calendar year. BPS will develop an Opportunity and Achievement Gaps (OAG) Dashboard, publicly available on the BPS website, which monitors and assesses the District's progress towards meeting the goal of eliminating the opportunity and achievement gaps facing students of color and other marginalized groups.**

Department Head Link HERE to data sources for goals, action steps and deliverables

Questions:

Should there be an annual or semi-annual profile report of how our students are performing by the categories in the attached spreadsheet/pdf? Such a profile could prove to be an effective tool in alerting the OAG Task Force about ongoing or new problems, challenges, and progress?

Outcome (s)

Corrective Action (s):

Department Head:

Department Head's SMART Goal:

GOAL 2: DISTRICT-WIDE FOCUS ON CULTURAL PROFICIENCY AS CENTRAL TO THE WORK OF THE BOSTON

PUBLIC SCHOOLS

OBJECTIVE 2.1: Develop a clear, shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide. **BPS1 shall develop a written plan of the shared vision and approach to achieve a culturally proficient District including shared Definitions and Cultural Proficiency Standards so that the vision, definitions, and standards are co-constructed and embraced at all levels of the district with full buy-in.** These Cultural Proficiency Standards will be embedded in policy, practice, and procedures across the District, will be a key component of the Quality School Plan for each school, and become integrated into Climate Surveys of teachers, students, parents and other stakeholders. **Progress towards meeting the Cultural Proficiency Standards will be included in the annual OAG report to the Boston School Committee.**

Outcome (s)

OBJECTIVE 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. In order to encourage a safe, transparent, culturally affirming, and inclusive climate at all levels in BPS,

Corrective Action (s):

Objective 2.1

Objective 2.2

teachers, students, parents, school administrators, and Central Office staff must be encouraged to come forward and report on any incidents regarding subtle or overt racial bias or discriminatory incidents and activities, without fear of retaliation, so that these incidents can be consistently monitored and addressed. To increase dialogue and comfort within the District in talking about issues of racism, bias and inclusion, **the Office of Equity shall give an Annual Report to the Boston School Committee on the quantity and nature of racially charged and discriminatory allegations; strategies and recommendations to improve racial bias issues while promoting inclusion and acceptance; and a measurement of progress to ensure that the District is moving in a positive direction from year to year.**

Outcome (s)

Department Head:

Department Head's SMART Goal:

GOAL 3: DIVERSITY AND CULTURAL PROFICIENCY IN LEADERSHIP AND HUMAN CAPITAL

Department Head Link HERE to data sources for goals, action steps and deliverables

OBJECTIVE 3.1: Increase the diversity of teachers, administrators, and staff in schools and Central Office. Develop and execute an intensive strategy with clear benchmarks to recruit, hire, develop, support and retain a cadre of racially, culturally, and linguistically diverse, skilled and effective teachers, principals, and staff who reflect the diversity of the student body so that students see teachers and school leaders who look like them and can model and embody a narrative of success. Evaluate and significantly expand effective pipeline programs that offer an alternative pathway to teacher certification to attract a diverse and highly effective pool of candidates. Ensure that all incoming candidates possess the cultural proficiency, expertise, and passion to help urban youth engage and excel, and that they value authentic, caring relationships with colleagues, students, and families. Reduce bias and improve the accuracy of teacher ratings in the current teacher evaluation system by providing training, calibration, and accountability for school leaders to recognize potential bias in their teacher observation practices and to assign accurate teacher ratings. **Continue providing regular reports to the BSC on progress in hiring and retaining diverse staff by race, gender, and language proficiency, who are effective at working with urban youth, including recommendations for continued improvement.** <mark>Questions:</mark>	**Corrective Action (s)**: Objective 3.1 Objective 3.2

Outcome (s)

OBJECTIVE 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.

Ensure that all BPS staff, from Central Office to support staff (e.g., school secretary, cafeteria workers, bus drivers) develop culturally and linguistically sustaining and affirming practices, and hold high expectations for all students. Develop a process to bring students into the learning community for Professional Development, allowing students to engage in dialogue and share their perspectives to foster empathy and build authentic relationships with teachers, school leaders, and other adults. **As part of the annual OAG report, the Office of Professional Learning will demonstrate how it has effectively aligned all professional development offered by the District to focus on equity and increase the district's capacity to eliminate opportunity and achievement gaps.**

Questions:

Outcome (s)

Department Head:

Department Head's SMART Goal:

GOAL 4: HOLISTIC, CULTURALLY AFFIRMING APPROACH TO SCHOOL AND TEACHER QUALITY

Department Head Link HERE to data sources for goals, action steps and deliverables

OBJECTIVE 4.1: Provide a culturally proficient and highly effective teacher in every classroom and give

Corrective Action (s):

Cultural Proficiency Standards greater weight on the Teacher Evaluation Rubric. After Cultural Proficiency Standards have been established by the District and Professional Development has been provided, a teacher must meet the Cultural Proficiency Standards in order to be evaluated as Proficient on the Teacher Evaluation Rubric, as evidenced in part by the ability to build caring relationships with and set high expectations for all students, and provide quality instruction and support, differentiated to accommodate the wide range of students' preferred learning styles, communication and behavioral styles, languages, interests, and achievement levels, so that students master rigorous content and excel academically. **Questions:** **Outcome (s)** **OBJECTIVE 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. Develop equity checklists or rubrics for the review of all curricula. Include a decolonized curriculum that enables students to embrace their racial and cultural identify and feel empowered while developing counter narratives to the often negative dominant narrative on people of color and other marginalized groups. Develop specific interdisciplinary courses for students in Grades 6-12 that explicitly address issues of race, ethnicity, language, gender, and social class while incorporating student identity and voice in the learning process to promote a greater sense of student agency.	Objective 4.1 Objective 4.2 Objective 4.3 Objective 4.4 Objective 4.5

Questions:

Outcome (s)

OBJECTIVE 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. Social and emotional skills are foundational for fostering a vibrant, healthy school culture, strengthening classroom interactions, minimizing disruptions, and promoting college and career success. **The Assistant Superintendent of Social Emotional Learning and Wellness will develop a K-12 strategy outlining how SEL will be incorporated into the curriculum for each grade level and how SEL will embed a focus on student identity, race, ethnicity, culture, language, gender, and social class so that these topics are explicitly addressed in grades K-12. Develop a K-12 strategy to address trauma and restorative justice, and train school leaders, teachers, students, parents, and school-based community partners to incorporate SEL into their daily practice.**

Questions:

Outcome (s)

OBJECTIVE 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. Use the minimum number of assessments as required by the state to measure student progress while focusing on useful assessments that drive deeper learning. **Develop a K-12 assessment schedule that eliminates 10 redundant over-testing in order to increase instructional time.** Raise the "Trouble Threshold" that triggers the need for student intervention, and train teachers to use grades and test scores as feedback to alternate their instructional strategies and re-teach content that students have not mastered. **Develop a district-wide system to report student performance data including grades, test scores, and discipline disaggregated by racial and ethnic subgroups. 2 Analyze trends and recommend targeted interventions for students in the lowest performing racial, gender, ethnic, language and disability subgroups.**

Questions:

Outcome (s)

OBJECTIVE 4.5: Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners. Provide an annual equity analysis of the Special Education (SPED) and English Language Learner (ELL) identification, placement policies, and procedures to ensure that BPS staff understands the rules and regulations specific to referral and placement procedures while considering the impact of bias on student identification and

placement. **Provide an annual equity analysis of the BPS enrollment process and make every effort to ensure that all students of colors, students with disabilities, and English Language Learners have equitable enrollment opportunities in the least restrictive environments and inclusive settings.**

Questions:

Outcome (s)

Department Head:

Department Head's SMART Goal:

GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES

Department Head Link HERE to data sources for goals, action steps and deliverables

OBJECTIVE 5.1: Demonstrate how equity is addressed within the District's Operations. Examine and ensure equity in the kind and quality of services provided to students and staff at all school sites in the areas of school facilities, maintenance, transportation, food services, and other operational supports that impact instruction. Demonstrate how these services are culturally sensitive and enhance rather than inhibit equal access to high-quality educational options. **Progress towards equity in operations will be presented in the annual OAG report.**	**Corrective Action (s)**: Objective 5.1 Objective 5.2 Objective 5.3 Objective 5.4 Objective 5.5

Outcome (s):

OBJECTIVE 5.2: Demonstrate equity and transparency in student assignment, enrollment, and school closings. **An Opportunity and Achievement Gap Impact Statement shall accompany any proposals for school closings and changes to the current student assignment system to give an analysis of the impact on students of color, English Language Learners, students with disabilities, and students of low socio-economic status with particular attention to neighborhood equity in closing any schools. For the current Home Based Student Assignment Plan, the District shall include in its an annual equity analysis the actual number of seats available in Level 1 and Level 2 schools, by neighborhood, rather than the number of schools in a zone, so as to give full transparency to the full number of high quality seats available to students of color, English Language Learners, students with disabilities, and students of low 2 Ethnic subgroups shall include but not be limited to Black (i.e. African American, West Indian, African); Latino (i.e. Puerto Rican, Mexican, Central American, South American); and Asian (i.e. Vietnamese, Chinese, Filipino). 11 socio-economic status.**

Questions:

Outcome (s)

OBJECTIVE 5.3: Demonstrate equity, quality, and impact in funding and resources. Demonstrate equity in the allocation of appropriate resources and sustained funding to provide the professional development, opportunities, and other services needed to eliminate opportunity and achievement gaps. Examine disparities in resource allocations by school and develop a system to allocate resources more equitably based on school site needs. **Develop a system to measure the quality of community partners providing opportunities in BPS, and measure the impact of grants and contracts approved by the BSC to improve student outcomes.**

Questions:

Outcome (s)

OBJECTIVE 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, English Language Learners, students with disabilities, and students of low socio-economic status. Develop a comprehensive plan to move to Universal Pre-K, working in collaboration with the City and State to allocate resources. Revise admissions policies for Exam Schools to increase opportunities for admission by students of color. Develop a plan for expanding access to rigorous coursework and revise policies for Advance Work Classes and Advanced Placement courses to transition to a more equitable system. Direct the resource of time to closing the

achievement gap, including a clear focus on using extended time effectively based on assessment of students' needs. **Allocate resources for remediation and acceleration of students' annual growth targeted to students in the lowest quartile.** Explore ways to increase learning time by examining changes to the school calendar, length of school day, after school initiatives for PreK-12, and summer learning options.

Questions:

Outcome (s)

OBJECTIVE 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. Eliminating gaps will require a collaborative citywide effort. **Elevate Eliminating Opportunity and Achievement Gaps to a citywide unifying goal that the City of Boston can rally behind. Partner with the City of Boston to break through silos, bringing together the public sector, philanthropic sector, and others. Pilot innovative approaches to help alleviate the effects of poverty, working in collaboration with community-based and faith-based organizations and private industry.** The BSC must work collaboratively and collectively with other advocacy and parent groups to publicly speak out on issues such as education and job training, fair wages, and affordable housing, which impact poverty for BPS families, and explicitly connect these issues to eliminating gaps for BPS students.

Outcome (s)

Department Head:

Department Head's SMART Goal:

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

Department Head Link HERE
to data sources for goals,
action steps and deliverables

OBJECTIVE 6.1: Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning. **Provide an annual report on how students and student groups are engaged to support the elimination of opportunity and achievement gaps as vital partners with teachers, 12 parents, and schools. This could include the OAG Office partnering with the Office of Engagement, the Boston Student Advisory Council (BSAC), other student-led youth organizing groups and school-based community partners to develop a student-led strategy to raise awareness around opportunity and achievement gaps, and empowering students to foster a vibrant peer culture that celebrates and affirms preparation, effort, persistence, self-efficacy, and the pursuit of excellence.**

Corrective Action (s):

Objective 6.1

Objective 6.2

Objective 6.3

Ensure that all schools have active student representation on BSAC and their School Site Council. Include students in Cultural Proficiency trainings alongside their teachers and school leaders, to foster a greater sense of belonging.

Create space for dialogue so students feel heard, uplifted, and empowered.
Questions:

Outcome (s)

OBJECTIVE 6.2:
Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps. The Office of Engagement and Office of Professional Learning will provide professional development to school leaders, educators and support staff around effective engagement, and using culturally and linguistically sustaining and affirming strategies to make parents feel welcome and valued as respected partners in their child's education and the function of the school. **Each school shall develop a Family Engagement Plan, aligned to the Quality School Improvement Plan, which eliminate barriers to family engagement and outlines creative, non-threatening ways to attract, incent, and draw parents to the school – particularly "harder to reach" and more vulnerable families who may need differentiated support.**

Provide family trainings focused on eliminating gaps to raise awareness, highlight underutilized opportunities within BPS and Boston, and promote strategies to partner with schools to improve school performance and build students' socio-

emotional skills, beginning with parents of children ages 0-5 though high school. Ensure that each school has an active School Site Council or Governing Board, and Personnel Subcommittee with the required parent representation, as well as a School Parent Council with active representation on the Citywide Parents Council, the SPED PAC, and the District's ELL parents group. Look within the District for Bright Spots to identify effective practices for scaling and replication, and compile a handbook of Best Practices that all schools can use to improve family engagement.

Questions:

Outcome (s)

OBJECTIVE 6.3:
Demonstrate how community partners are aligned and engaged with the District to eliminate opportunity and achievement gaps: Leverage community partners as an explicit tool in the District strategy to eliminate gaps, including community based organizations, churches, universities, and corporations. **Develop a mechanism to disseminate the District strategy for eliminating gaps to all community partners, and align all school-based community partners around a set of shared definitions, Cultural Proficiency Standards, values and behaviors to teach and communicate with their youth such as celebrating the pursuit of academic excellence, proactively seeking help when needed, self-management, persistence, conflict resolution, and restorative justice.**

Questions:

Outcome (s)