Opportunity Gaps Team

- Dr. Yozmin Gay, Assistant Superintendent
- Velecia Saunders, Executive Director of Immigrant & Targeted Populations
- Donna Lashus, Manager of Equity & Strategy
- Rene Boudreau, Director of Early Warning Indicator Systems
- Adetunji Onamade, Special Projects Manager
- Dr. Amber Williams, ESI Coordinator of Programming
- Craig Langhorst, ESI Coordinator- Recruiting
Opportunity and Achievement Gaps Goals 2022-2023 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 4, the Office of Opportunity Gaps will have established professional learning in all 9 school regions around year 1 of the SBERT 3-year plan to establish strong school-based implementation practices.

**Goal 2** - By the end of quarter 4, the Office of Opportunity Gaps will have completed 1 - 2 coaching interactions 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 4, the Office of Opportunity Gaps will provide CLSP and Sense of Belonging professional learning for all Transformation Coaches and 5-10 schools within the office of Transformation Schools to build cultural relevance competency in planning and delivery of instruction and support the decrease of chronic absenteeism by 10%.
Where We’ve Been…

SY 2020
- Superintendent memo mandating SBERTs in every school.
- Creation of the SBERT handbook and Year at a Glance.
- SBERT Professional development and coaching offered from Office of Opportunity Gaps.

SY 2021 - 2022
- Superintendent Circular: SBERT implementation becomes district-wide accountability
- Working closely with Edvestors and BU Wheelock on the development of the Progress Continuum and implementation plan
- Create a 3-Year SBERT Implementation Plan.
- Development of a cross-functional implementation team for thought partnership and continuous improvement.
- Managers of Equity & Strategy are hired to provide targeted support to district leaders and schools.

SY 2022 - 2023
- Execution of the SBERT 3-year implementation plan.
- Design and execute the Arc of Learning for school teams, family liaisons, school superintendents, etc.
- Equity Managers assigned to school regions providing targeted supports to school supts and school leaders on implementation progress.
SBERT Updates

- Superintendent letter recently sent to Regional Superintendents and School leaders addressing the expectations of accountability and support for SBERT.

- Ongoing partnership with Edvestors in support of schools who are a part of the SBERT seedfund cohort. Some schools have piloted the SBERT Progress Continuum.

- We have 1 Manager, Equity & Strategy providing ongoing coaching and support of SBERT implementation with schools per their request. We have 1 vacant Equity & Strategy manager that we will hire this spring/summer.

- Schools are uploading their SBERT agendas monthly.

- Working with Family Engagement office on creating professional learning for Family Liaisons and School Leaders on Year 1 SBERT implementation.
What can I expect from my region’s Manager of Equity & Strategy?

Partner with Regional Superintendents to:
- Identify common challenges educators face in the implementation of the Instructional Focus across the region.
- Create region-specific professional development experiences for educators across schools, including:
  - Leveraging students’ and families funds of knowledge
  - Effective implementation of ILT teams, SBERT, and supports in the service of Targeted Universalism and policy pathways.

Partner with School Based Teams to:
- Coach on effective implementation of Targeted Universalism and leveraging funds of knowledge as it relates to the Instructional focus.
- Participate and Support in School Based Learning Walks with EQL look fors.
- Support with implementation of CRIOP, CLSP, Anti-racism continuum, Early Warning System Capacity Tool and SBERTs.

Partner with School Leaders to:
- Coach on effective implementation of targeted universalism and leveraging funds of knowledge as it relates to the Instructional Focus to close gaps and accelerating learning of historically marginalized students.
- Provide School leaders with resources that addressed and affirms students and families lived experiences
- Support school based learning walks

Managers of Equity and Strategy aim to provide adaptive support to Boston Public School regions, school leaders, and educators with accelerating learning and increasing opportunities and access for our historically marginalized students through deepening anti-racist consciousness and implementing culturally and linguistically sustaining practices.
Culturally Linguistically Sustaining Practices Continuum

CLSP Competency 2

Cultural Learning/Relationship Building
Ability to build authentic relationships with students, families, and communities to create a learning partnership. Rigorous inquiry and investigation into students’ backgrounds.
Each School in BPS has to complete an annual Quality School Plan:
1. Academics
2. Culture and Climate
3. Attendance

We help educators increase students’ Sense of Belonging purposed to improve student academic performance, school culture and climate, and attendance.

Schools are mostly reaching out for help around improving culture and climate.

Building the capacity of school leaders and educators around Sense of Belonging as a key lever to improving:
1. Academics
2. Culture and Climate
3. Attendance

Sense of Belonging - Regional Support
Coaching Meeting & Learning Sessions w/ Families

School Environment Walkthrough #1
- Conducted by the Opportunity Gaps office, Supervisors Attendance and SEL coaches
- Debrief immediately
- Provide 4 recommendations 2 long terms and 2 short term for school team

Learning Sessions for families to build families capacity as critical consumers of this process.

School Environment Walkthrough #2
- Conducted with family, staff and community members.
- Debrief immediately
- OG provides 2-3 recommendations as implications for change.

Classroom Observations
- 3-5 member team
- Each team visits 3 classrooms for 20-30 mins as part of an instructional rounds process
- Classrooms are differentiated by grade level, programmatic areas

Observation Debrief
- Meet with instructional leadership team, climate and culture team
- Combine data from both classroom observations and environmental walkthrough
- School teams utilize the reflection tool to generate improvement strategy
Environmental Walkthrough of Physical Space

- 1st walkthrough is led by the Opportunity Gaps office in collaboration with Supervisors of Attendance and SEL coaches.
- 2nd walkthrough is completed by family, staff and community members of the school.
10 Dimensions of Belonging

(Biggs & Carter, 2017; Brock et al.)
Coaching, Coqui, and Capacity Building

1. Debrief calls out missed opportunities

2. Debrief raises examples of changes that could happen and the team comes up with concrete examples of ways to shift practice.

3. Meet principals where they are, and help them see belonging as a part of Tier 1 practices.
   a. Lots of children were in Tier 2 and 3 behavior interventions because of a lack of an intentional focus on Tier 1.

   “I would have never connected belonging to academics.”
   - BPS School Principal
Improvements Based on Recent Mid-Climate Survey Data!
Greenwood K-8

Professional Learning
Percent of favorable responses
- Actual
- Target

Classroom Rigorous Expectations
Percent of favorable responses
- Gr. 3-5 Actual
- Gr. 6-12 Actual
- Gr. 3-5 Target
- Gr. 6-12 Target

Sense of Belonging
Percent of favorable responses
- Gr. 3-5 Actual
- Gr. 6-11 Actual
- Gr. 3-5 Target
- Gr. 6-11 Target
Improving Chronic Absenteeism through the Sense of Belonging

Within an 8-month period of school support led by Donna Lashus

- **Mason Elementary School**: Decreased from 25% to 4%
- **Roosevelt K-8 School**: Decreased from 40+% to 5%
- **Orchard Gardens K-8**: Decreased from 50+% to 8%

*Data retrieved from Panorama*
Data Science to Mitigate Opportunity Gaps

Structure of Work

➔ Emerson Moniz - New OG/ODA Data Scientist
➔ Co-supervisory partnership between OG and ODA
➔ Creation of an MOU on data analytics and strategy projects to get to the root of systemic disproportionalities.
➔ ODA keeps position in compliance with state and federal regulations.
➔ Will work closely with the OAG Task Force Data Working Group on upcoming projects.

Upcoming Projects

➔ Laser focus on Transformation Schools
➔ Predictions on Black and Brown student recommendation to special education programming (i.e substantially separate classrooms, emotionally impaired programming.)
➔ Effectiveness of inclusion practices.
➔ Effectiveness of targeted programming.
➔ OMME - effectiveness of multilingual language acquisition strategies.
➔ Unpacking the “why” around the academic performance of Black students’ varying cultures & ethnicities vs. American born Black students of American lineage.
Racial Equity Professional Learning Catalogue
Communities of Learning and Practice

REAL Part A
Racial Equity Leadership

REAL Part B
(SBERT)

Real Part B
(REPT)

Anti-racist Schools by Design

CLSP in the Classroom

Funds of Knowledge

Situatedness

Racial Trauma on Student Learning

Stereotype Threat and the Math Classroom
## Hiring Trajectory

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>OG/ODA Data Scientist</strong></td>
<td>Hired: Will work with the OG and ESOG to collect, analyze, and forecast data related closing opportunity and achievement gaps for historically marginalized students and staff.</td>
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<tr>
<td><strong>OAG Policy Director</strong></td>
<td>Interview Phase: Senior level role that will be responsible for tracking and monitoring OAG policy goals across departments as well as provide coaching and to senior leaders in the district regarding anti-racism, gap closing strategies and towards improved student outcomes.</td>
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<tr>
<td><strong>CLSP Director</strong></td>
<td>Convening screening committee: Senior level role that will lead the revision and development of the CLSP continuum and plan/execute CLSP professional learning to educators and leaders district-wide.</td>
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<tr>
<td><strong>Cultural, Linguistic, Sustaining Praxis</strong></td>
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<tr>
<td><strong>Manager, Equity &amp; Strategy</strong></td>
<td>Convening screening committee: To be hired this spring/summer. Coaching of school-based educators.</td>
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<tr>
<td><strong>Director of Targeted Programming</strong></td>
<td>Convening screening committee: Senior level role that will coordinate targeted programming for historically marginalized students.</td>
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