



Boston Public Schools

Office of Opportunity Gaps Updates

OAG Task Force Meeting April 25, 2023

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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

Office of Opportunity Gaps Goals

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?

Regional System of Supports

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.

School Leader Supports

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.

School Team Supports

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

Culturally and Linguistically Sustaining Practices (C.L.S.P.) Continuum



Colin Rose, Ed.D., Assistant Superintendent

Definition: Culturally and Linguistically Sustaining Practices 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 & Hayden Frederick-Clarke

Cultural Pre-Competence

COMPETENCY 1: Awareness: Understanding One's Lens and Bias

Sufficient analysis of one's own culture to understand the lens that one brings to his/her role; familiarity with one's cultural and racial biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of his/her personal biases(es).

ATTRIBUTES

- Recognizes and considers one's own surface, shallow and deep cultural influences and social location and how these impact his/her personal communication style, performance expectations, pedagogy, etc.
- Acknowledges and values culture as fundamental to relationships and learning.
- Understands that culture can be used to empower or enervate, especially in contacts with marginalized cultures.
- Understands the power dynamics between dominant and marginalized cultures and/or persons from different social locations as well as the historical and sociological contexts of these dynamics.
- Is willing and able to recognize and intentionally disrupts personal biases by reflecting on his or her cultural frame and/or social location, widening interpretations, and recognizing biases.

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.

ATTRIBUTES

- Proactively examines cultures in order to build relationships with students, families, and communities through communication that refrains from making assumptions about class, race, ethnicity, ability, age, home life, language etc.
- Builds strong, working relationships with students and families employing a two-way communication style that proactively engages them beyond problem issues or concerns and acknowledges differing degrees of comfort with traditional schooling from different families/subgroups.
- Uses rapport and alliance building techniques to create the trust needed for deep learning in the classroom.

Cultural Proficiency (CP)

COMPETENCY 3: Culturally and Linguistically Sustaining Practices

Utilizes the cultural knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally and linguistically sustaining, both validating and connecting to cultural schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices.

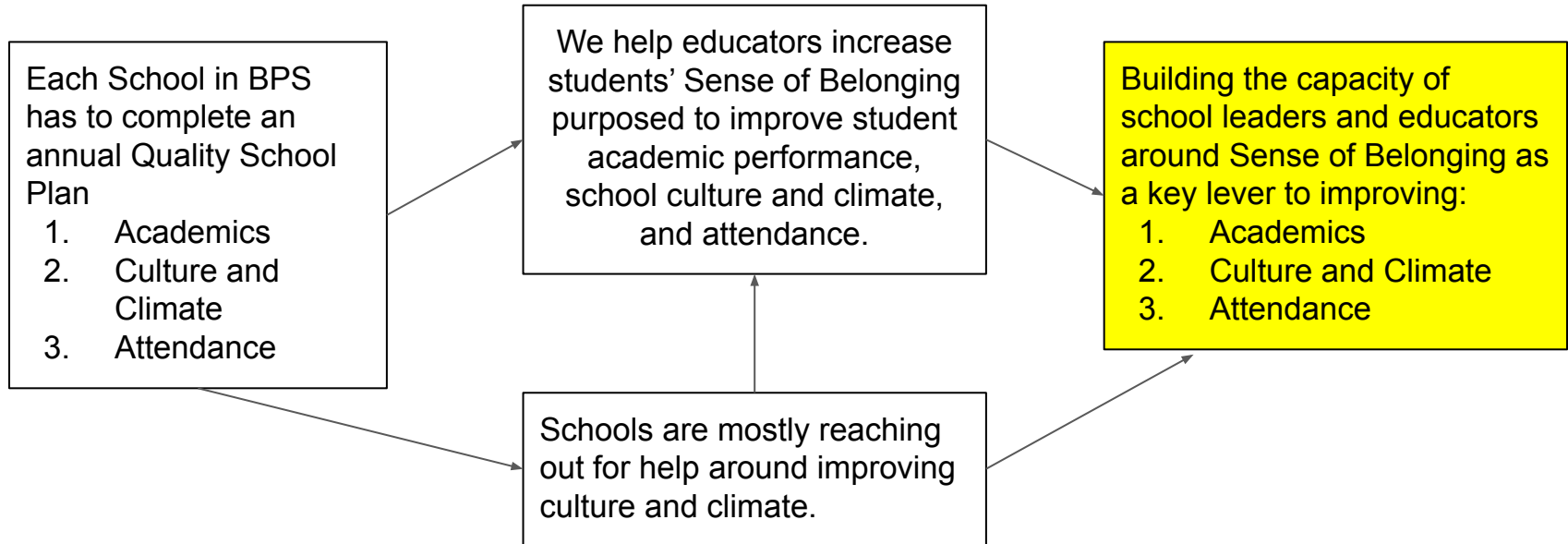
ATTRIBUTES

- Empowers students by setting high academic goals and expectations for all students. Refrains from deficit based thinking and provides students with appropriate academic and social/emotional supports and encouragement.
- Provides learning opportunities and experiences that prepare students to persevere and become independent and critical learners.
- Prepares students for standardized assessments but more importantly gives opportunities to learn through authentic assessments.
- Uses quantitative and qualitative data to inform practices and necessary adjustments.
- Challenges traditional curricula that excludes the contributions and perspectives of traditionally underrepresented racial and ethnic groups; allows students to "see" themselves reflected.

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.

Sense of Belonging - Regional Support



How We Help Schools Increase Belonging

Coaching Meeting & Learning Sessions w/ Families

Coaching Session with Leadership

- Review school data
- Review Environmental Walk-through Tool

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

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

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

Targeted Area Viewed	Yes	No	Comments/Re
Outside Area			
Parking, Entry, and Main Office			
Are the parking lots, landscaped areas, and playground areas and sports fields clean?			
Is the playground area clean?			
Is there upkeep of the playground structures?			
Signage			
Is there signage to direct visitors from parking lots to the main entrance?			
Is the signage in multiple languages? or Is the Welcome sign in more than one language?			
Is a welcome sign displayed near the			

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.)

Left Indent

Donna Lashus

Targeted Dimension Observed	Look Fors	Not Observed	Little Effective Evidence	Some Effective Evidence (most Students)	Extensive Effective Evidence (all Students)
Present <ul style="list-style-type: none"> <i>To be present is to be involved each and every day in the same places as everyone else in your school.</i> 	<ul style="list-style-type: none"> School and classroom routines that connect students with each other. Students do not appear to have connected with other students in their school/classroom that share their interests. The number of peers that students interacted with (Please take note of the number of connections). Are able to join peers in the cafeteria as a member of a group. The student is not seated with an adult. The adult circulates the room supporting students and encouraging students to connect socially, emotionally and academically. 				
Comments/Notes					

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

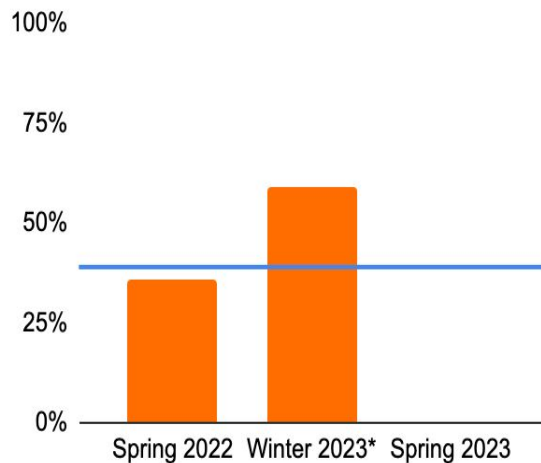
Improvements Based on Recent Mid-Climate Survey Data!

Greenwood K-8

Professional Learning

Percent of favorable responses

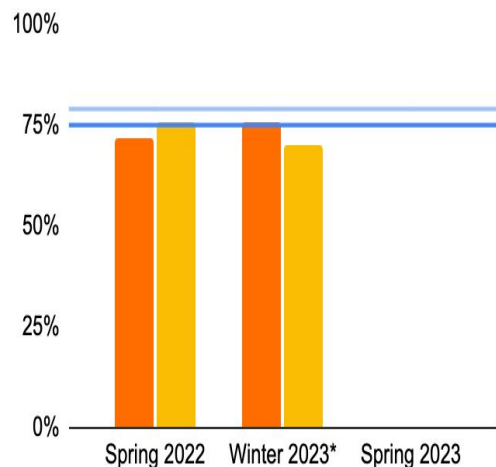
Actual Target



Classroom Rigorous Expectations

Percent of favorable responses

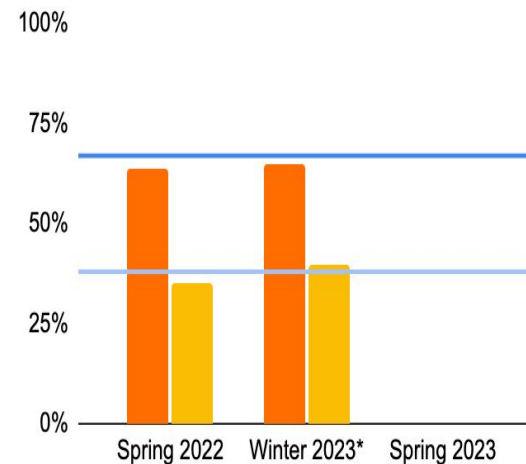
Gr. 3-5 Actual Gr. 6-12 Actual
Gr. 3-5 Target Gr. 6-12 Target



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

4%

**Mason Elementary
School**

Decreased from 25%

5%

Roosevelt K-8 School

Decreased from 40+%

8%

Orchard Gardens K-8

Decreased from 50+%.

*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.
- Monthly portfolio presentation to Assistant Superintendent, Office of Opportunity Gaps, Chief, Equity & Strategy of ESOG, and the Opportunity and Achievement Gap Task Force on insights.

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

OG/ODA Data Scientist

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.

OAG Policy Director

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.

CLSP Director **Cultural, Linguistic, Sustaining Praxis**

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.

Manager, Equity & Strategy

Convening screening committee: To be hired this spring/summer. Coaching of school-based educators.

Director of Targeted Programming

Convening screening committee: Senior level role that will coordinate targeted programming for historically marginalized students.