

Proposed Rubric/Tool for OAG Task Force Discussion

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Purpose

A rubric/tool will help to simplify PowerPoint contents and visuals with data relevant to the immediate goals and related questions. It could help to highlight problems that the OAG is trying to understand and root causes. It is also a tool that could help to pinpoint for OAG obstacles to greater academic achievement on the part of subgroups of students by race, ethnicity, language, and neighborhoods. It will facilitate more targeted questions and discussions on the part of the OAG Task related to academic achievement. This means greater coherence and efficiency discussions about accountability.

This OAG Task Force rubric/tool is not aimed at replacing ongoing rubrics utilized by BPS and the Superintendent's Office. The proposed OAG Task Force rubric/tool is aimed at soliciting written information from the Superintendent and her representatives related to academic achievement, racial equity, and social justice issues to help make discussions more targeted and efficient in terms of issues related to academic achievement. We hope the rubric/tool can get us faster to identifying and discussion of specific obstacles to full implementation of goals related to racial equity, or DEI, and specifically academic achievement goals established by the BPS and the Superintendent.

Description and Methodology of Rubric/Tool

We referenced several existing BPS rubrics that Harold Miller and Dr. Pignato shared as potential guides for developing an OAG Task Force rubric. These include:

- <https://www.doe.mass.edu/eval/resources/implementation/ProfessionalPractice.pdf>
- [2016 Opportunity & Achievement Gaps Policy](#)
- [OAG Policy Goal Tracker](#)
- [Proposed Process to Build the 2020-2025 OAG Policy Implementation Plan](#)
- [SMARTIE GOAL Department Narrative Document](#)

- [SMARTIE GOAL Department Narrative SMARTSHEET](#)
- [OAG Policy Goals Presentation Template](#)

Other sources of information include the ESE Educator Evaluation website at:

- <http://www.doe.mass.edu/eeval/resources/>

and

- <http://www.doe.mass.edu/eeval/rubrics/>

The OAG rubric/tool presentation below is in two parts. Part I is based on some queries raised in numerous OAG discussions related to academic achievement. This is not an exclusive list of what OAG Task Force, Superintendent and/or her representatives might identify as key questions related to opportunity and achievement gaps policies and issues. Also, the potential respondents to these queries could be school departments or individual schools depending on who the Superintendent and/or her representatives believe are most appropriate in responding with concrete data and information.

Part II is the actual rubric tool and is based on what we believe is necessary to know in response to the kinds of queries in Part I.

1. How will academic growth being measured over a specific period of time, and using disaggregated data; and with an emphasis on sub-groups who historically and currently have lagged behind White students (ELL; SPED; Black; Latinx; High Needs)?
2. How has the pandemic specifically impacted students and families? And, again, with emphasis on sub-groups mentioned in Query #1? How are social and emotional needs of students and parents being assessed or measure as a consequence of the pandemic? Is this district-wide or based on individual schools, and neighborhoods?
3. What are the standing strategies to improve academic achievement within a racial equity lens?
4. How are anti-racist and restorative practices, as integral, for academic achievement for all students, incorporated into curriculum, professional development, and school-community relations?

5. How is the impact of Early Literacy strategies and initiatives being measured in schools; are they being implemented differentially in BPS schools?
6. How is the cultivation of linguistic and learning assets of students, and students with special learning needs, being approached and implemented in curriculum and professional development? Are there differences in such cultivation depending on individual schools?
7. How are students being introduced to information and learning about their own cultures? Is there a district-wide uniform approach? How much flexibility do individual schools have to decide how to pursue this goal?
8. What are the strategies and related activities for increasing graduation rates, especially for Black and Latinx students? What kinds of activities are being pursued to ensure that the latter two groups receive targeted attention related to graduation? How do you know what is working regarding improvements in graduation rates, or not?
9. What types of professional development are being pursued district-wide and in individual schools. Does professional development reflect neighborhood issues that might be associated with learning?
10. What is the racial and ethnic diversity of the leadership and teaching staff BPS Departments and individual schools? Does it reflect the Boston school student body, and if not, then why not? What are objectives for increasing the # of Black and Latinx teachers within the next year, next two years, next three years? Is the Garrity decision being taken into account in diversity recruitment strategies?

The rubric/tool would be in a matrix format as shown in the following excel spreadsheet.

Key Question XYZ									
Department/Staff/Other Responsible	Measurable Objectives	What data indicates problems related to the question or objectives	What data is being used to measure progress towards meeting the objectives	How will the data be used to measure the rate of progress over a period of time	Action Steps to Meet Objectives	Obstacles Preventing Full Implementation	Actual or Potential Response to Obstacles	What Can Be Changed to Improve Outcomes	Describe any Inter-department or inter-school, or work with external organizations related to the Objectives