This is a semi-permanent document; no longer explicitly a draft but still having the ability to be edited/updated over time by the Assistant Superintendent of Opportunity Gaps in full collaboration with the Opportunity & Achievement Gaps Task Force.

Proposed Rubric/Tool for OAG Policy Goal Presentations

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<u>Purpose</u>

A rubric/tool will help simplify PowerPoint contents and visuals with data relevant to the immediate goals and related questions. It will help facilitate more targeted discussions about the content of division and department presentations. Additionally, the tool will leverage what has proven to work, and highlight problems that the OAG Task Force is trying to understand as well as root causes and obstacles preventing full implementation across divisions and departments in order to close gaps for shared accountability to ensure student outcomes.

The OAG Task Force Tool is not aimed at replacing ongoing [rubric/tools](#) utilized by DESE, BPS and the Superintendent's Office. Rather, it will serve as a reference when divisions and departments are planning, and ultimately be utilized by the OAG Task Force during presentations for an efficient system of a shared approach to providing feedback. Our hope is for the tool to move us faster towards identifying and discussing specific assets and obstacles pertaining to the full implementation of goals related to racial equity, especially pertaining to Black and Latino males and other historically marginalized groups, as data persistently confirms their disproportionate achievement in Boston and across the nation.

The OAG Task Force Tool outlined below is in two parts. Part I is a set of questions that the OAG Task Force will consider when engaging in division and departmental presentations focused on student achievement. Part II is the tool itself.

Part I
1. What are your strategies for racial equity and transforming student outcomes?

2. What are the strategies and related activities through your divisions/department or initiatives focused on 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?

3. How will academic growth and/or changes in the student experience be measured over a specific period of time, and using disaggregated data; with an emphasis on groups who historically and currently have disproportionately lagged behind their higher-performing peers in the district (ELL, SWD, Black, Latinx, Indigenous, High Needs)?

4. How has the pandemic specifically affected your school or division/department (or work) and its impact on students and families?

5. How are culturally and linguistically, anti-racist, and restorative practices - integral, for academic achievement for all students - incorporated into your division/department, curriculum, professional development, and school-community relations?

6. How is the impact of literacy strategies and initiatives being measured for their efficacy in schools, especially the schools that are identified as lower-performing (if applicable)?

7. What strategies are you using to cultivate the linguistic and learning assets of students, namely, English Language Learners, students with special learning needs, Black, Latinx, and other historically marginalized student populations?

8. What is the racial and ethnic diversity of the leadership and teaching staff in BPS divisions/departments and individual schools? Does it reflect the Boston school student body, and if not, why not? What are the objectives for increasing the # of Black and Latinx teachers/educators within the next year, next two years, and next three years? Is the Garrity decision being taken into account in diversity recruitment strategies?

Part II. The OAG Task Force Tool

Key Question XYZ									
Department/Staff /Other Responsible	Measurable Goals (S.M.A.R.T.)	What baseline data indicate problems related to the question or objectives?	What data are 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?	What internal/external stakeholders have you engaged in problem-solving and developing mitigating strategies?	Action Steps to Meet Goals Access link to insert action steps and timelines as needed	Obstacles Preventing Full Implementati on	Actual or Potential Response to Obstacles	Describe any Interdepartmental or inter-school, or work with external organizations related to the S.M.A.R.T. Goal Insert links below (as needed)