Boston Public Schools

Excellence for All

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In this Presentation We Will Discuss:

➔ WHAT IS THE EXCELLENCE FOR ALL INITIATIVE
➔ THE ORIGINS OF EFA
➔ THE EFA MODEL
➔ THE INITIATIVE’S GOALS, STRATEGIES, AND PROGRAMS
WHAT IS THE EXCELLENCE FOR ALL INITIATIVE? WHAT ARE THE ORIGINS OF EFA?
EFA’s Purpose: Who we are & what we do

- EFA is an **EQUITY** initiative, focused on
  - Closing opportunity & achievement gaps
  - Historically marginalized populations, particularly Black and Latinx students, ELL students and students with special needs.
- We provide targeted supports
Genesis & Purpose of EFA

- **The Opportunity and Equity Gap** report highlighted Advanced Work Class (AWC) as a clear and salient example of inequity.

- At the time the report, only 8% of BPS students were served by AWC in grades 4-6.

- Additionally, African-American and Latinx students are significantly underrepresented in AWC programs compared to their White and Asian peers.

- **Excellence for All** was designed to expand access to more challenging studies and enrichment experiences for all grade 3-6 students.

EFA: The push to eliminate opportunity gaps
EFA reaches 2249 students in Grades 3-6 across 14 schools

30% of all Excellence for All students are English Learners
Current EFA Schools by Neighborhood

**Allston/Brighton**
- Edison K-8
- Gardner Pilot Academy K-8

**East Boston**
- Guild Elementary

**Roslindale**
- Bates Elementary
- Irving Middle
- Philbrick Elementary
- Sumner Elementary

**Charlestown**
- Harvard-Kent Elementary

**Hyde Park**
- Grew Elementary

**Dorchester**
- Frederick Middle
- Holmes Innovation School
- Martin Luther King Jr. K-8

**Jamaica Plain**
- Curley K-8

**Roxbury**
- Mendell Elementary
WHAT ARE THE MODEL, GOALS, STRATEGIES, AND PROGRAMS OF THE INITIATIVE?
EQUITY
Culturally and Linguistically Sustaining Practices
EFA is capacity-building, flexible, responsive to needs of students, educators, and the school.

We provide supports in five targeted areas: Rigorous Instruction, Quality Enrichments, CLSP/SEL, Executive Function, and Personalized Learning.
<table>
<thead>
<tr>
<th>EFA Pillars:</th>
<th>Strategy</th>
<th>Short-Term Outcomes</th>
<th>Medium-Term Outcomes</th>
<th>Long-Term Outcomes</th>
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<tbody>
<tr>
<td>Rigorous Instruction</td>
<td>• PD &amp; Coaching</td>
<td>Decrease opportunity gaps for Black and Brown students by increasing their access</td>
<td>Increase:</td>
<td>Decrease achievement gaps in English Language Arts for Black and Latinx Students</td>
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<td></td>
<td>• Acceleration</td>
<td>to quality culturally responsive curricula, instruction, enrichments and OST</td>
<td>• Student reading level</td>
<td>Increase Student &amp; Family Satisfaction</td>
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<td></td>
<td>• Data Use</td>
<td>programs</td>
<td>• Student writing ability</td>
<td>Increase Students’ Higher-Order Thinking Skills &amp; 21st Century Skills</td>
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<td></td>
<td>• OAG’s CLSP Training</td>
<td></td>
<td>• Increase student’s ability to master standards-aligned work</td>
<td>Culturally affirming school and classroom environments</td>
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<td></td>
<td>• Out-of-School Time (OST) programs</td>
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<td>• Give students the skills to organize thinking &amp; have ownership of learning</td>
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<td>Executive Function</td>
<td>Teacher Training &amp; Coaching on Executive</td>
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<td>• Increase students’ ability to conduct research, and gain higher order thinking</td>
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<td></td>
<td>Function</td>
<td></td>
<td>skills</td>
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<td>Personalized Learning</td>
<td>Capstone - Student Academic Conference &amp;</td>
<td>Increase Teacher capacity to provide quality culturally responsive instruction</td>
<td>• High engagement in classrooms</td>
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<td></td>
<td>Coaching for teachers</td>
<td></td>
<td>• Increase students’ ability to solve complex problems</td>
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<tr>
<td>Quality Enrichments</td>
<td>Student Programs:</td>
<td></td>
<td>• Provide culturally relevant content and curricula</td>
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<td></td>
<td>• STEM</td>
<td></td>
<td>• Increase positive trusting relationships in the classroom</td>
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<td></td>
<td>• World Language</td>
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<td>• Scholars Program</td>
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<td>CLSP/SEL</td>
<td>• SEL Supports and training</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>• OAG’s CLSP Training</td>
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- **Increase:**
  - Student reading level
  - Student writing ability
  - Increase student’s ability to master standards-aligned work
- **Decrease:**
  - Achievement gaps in English Language Arts for Black and Latinx Students
  - Increase positive trusting relationships in the classroom
Teacher Development Programs

- ELA and Social Studies Coaching
- Academic Language & WIN Coaching
- Writing Graduate Courses & Coaching (Boston College)
- Edvestors Zeroing In On Math (ZioM)
- Executive Function Coaching and Professional Learning from ResearchILD
- Project-based learning PD, Coaching, and Technical assistance
- Social emotional Development thru PEAR
- CLSP professional learning

Student Programs

- Writing program
- Math and reading acceleration (WIN Program)
- World Language
- STEM
  - Gr 3 & 4 - Coding
  - Gr 5 - Robotics
  - Gr 6 - 3D Printing & Coding
  - STEM Externships
  - OST STEM Programs
- Scholars
  - ISEE Prep, High School Prep
- Parent Workshops
- Capstone (WGBH as a partner)
- Social Justice Academy
## Highlights: Student Programs

<table>
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<th>Description of the EFA STEM Program</th>
<th>Students in grades 3-6 receive a STEM enrichment course once per week for 60-90 minutes.</th>
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<td>EFA STEM Courses by grade:</td>
<td>Grade 3: Coding/Code.Org</td>
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<td>Grade 4: Coding (Scratch)</td>
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<td></td>
<td>Grade 5: Robotics (Lego Mindstorms EV3)</td>
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<td></td>
<td>Grade 6: Advanced Coding/Gaming (Scratch) and 3D Printing</td>
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| Curriculum                           | The curriculum reinforces math and science knowledge. Students do a number of mini-projects using innovative strategies that advance their abilities to analyze, problem solve, and reason. |

- EFA STEM is in 10 schools
- 1481 (67.4%) of 2200+ students take STEM.
Through various partnerships, students are exposed to the ways innovative technologies are being used in the field today (drones, robotic arms, AR/VR) connecting their classroom learning with the real world.
FROM:
- student’s ability to think critically, to parse, infer, deduce, induce, create, and imagine.
- Build student’s ability to solve complex problems
- To increase knowledge

TO:
- Build student’s ability to think critically about issues of race and social justice
- Build student's ability to solve complex problems in their own communities
- To build their academic identities as entrepreneurs, scientist, engineers, innovators, and more
- To remove limitations in the imagination
Authentic Assessment Opportunities

Capstone - Student Project- Based Learning

Experience(s): Higher-Order Thinking (HOT), Investigate Community Issue, Inequity & Bias, Create Solutions

Inequity During Katrina & Housing

Students created innovative solutions to community-based challenges
WHAT IS THE EMERGING EVIDENCE ABOUT EFA’s IMPACT?
New York University Metro Center led a mixed-methods evaluation to examine the implementation of EFA from 2016-2019 and asked three research questions:

1. How EFA contributed to the academic and social emotional development of students, including cultivating confidence and academic perseverance?
2. How has EFA provided support and coaching for teachers and school staff?
3. In what ways are teachers, students, and families satisfied with EFA?

EFA launched in the Fall of 2016 with STEM and World Language and two Professional Development series’ (Writing and Universal Design for Learning)

EFA Coaching commenced in the Fall of 2017.
THEMES

- EFA provides opportunities to level the playing field
- EFA is designed to challenge ideas about who is “smart” and who is not
- EFA can integrate well into school culture
- Students enjoy EFA
- EFA provides high-quality coaching and support
Challenges Specific to EFA Initiative:

- Communication and collaboration from central office
- Limited family engagement

NYU’s Recommendations to BPS to support EFA programming

- Center the needs of historically marginalized students by increasing teacher diversity in EFA schools, offering additional training on cultural competency, and allocating more resources for emergent bilingual students, immigrant families, and families of color.
- Focus on family engagement to best reach historically marginalized families, by incorporating a culturally responsive and sustaining family engagement model.
- Increase coaching and full-time support provided by EFA coaches.
- Improve collaboration between BPS offices and schools to increase uniformity across schools in core academic and EFA offerings.
School Leader Testimonial

Please hear some of our school leaders' testimonials of how Excellence for All has helped their students.
Next Steps - AWC Working Group

The AWC Working Group will make a recommendation to the Superintendent regarding long range policy. This will include a review of EFA, learnings from the program, and the application, if any to AWC. The proposed membership will be as follows:

- 2 co-chairs: District designee and Community Representatives
- 4 parents/guardian: 1 AWC, 1 EFA, 1 parent of a student with special needs, 1 parent of an English learner
- 2 students: 1 BSAC, 1 Superintendent’s Student Executive Cabinet
- 3 teachers: 1 AWC, 1 EFA, 1 Exam School
- 3 school leaders (AWC, EFA, non-AWC/EFA)

Staff expertise, data and support will be provided by the Academics Division, the Equity, Strategy & Opportunity Gaps Division, and Office of Welcome Services.
APPENDIX
PD & Coaching Highlights 2020-2021:

5 EFA Coaches

776 Hours of PD Provided August - November 2020

> 70 PD Hrs for Transformation Coaches
EFA PD - Subset of Topics

- Anti-Bias Curriculum
- CRIOP
- Implicit Bias/CLSP
- Coaching for Equity
- Teaching Writing Remotely
- Engaging students remotely
- Introduction to Expeditionary Learning
- Culturally Responsive Unit Design
- Longview Planning for Reading
- Foundations in Reading

- Longview Planning in Writing (Writing Map)
- Re-examining School-wide Writing Maps
- Developing School-side Units and Lesson Planning in writing
- Systemic Functional Linguistics Grad Courses
- Math and ELA Interventions
- Academic Discourse
- Academic Language
- Linguistic Racism