The Path to Excellence
An overview of the Transition Team’s work and the 100-Day Plan

July 15, 2015
What we’ve been up to

Transition Team Meetings

• 8 weekly meetings with 35 members

Listen & Learn Tour

• 40 events with 1,500+ participants

Literature Review

• 9 reports since 2010 from CCE/AISR, CGCS, ERS, NCTQ, TNTP, and the Mayor’s Education Group
Transition Team Statement of Purpose

Why: In service to the people of Boston, and with students as our focus, the Transition Team will inform the Superintendent’s 100-Day Plan and set a foundation for an excellence and equity driven vision grounded in having high expectations for all BPS students; equitable access to opportunities; and the preparation of students to be successful in college, career and civic life.

What: The Transition Team will leverage the diverse experience of the team, and will engage students, families, communities and educators in a Listen and Learn Tour to identify strengths, challenges, and aspirations for the future of BPS.

How: We will work with integrity, honesty and compassion to advance the BPS mission to inspire excellence and equity in every school, in every neighborhood, and for every child.
Connecting the Dots

1. Grounding in Equity
2. L&L Tour Design
3. Bright Spots & Right Drivers: Instruction
4. Engaging in the Listen & Learn Tour
5. School Quality & Right Drivers: BPS in 2020
6. High Quality Schools in Every Neighborhood
7. Personalizing learning for youth.
8. Bringing it all together.

BOSTON PUBLIC SCHOOLS
Listen and Learn Tour
Met with over 1,500 community members in over 40 events around the city, including:

- Students
- Teachers/educators
- Principals
- Community/parents
- Central staff
- Non-profits/Ed Policy experts
- Business leaders
- Faith-based leaders
- Higher education administrators
- Elected officials
- And many others
Literature Review

EXECUTIVE SUMMARY

Opportunity and Equity: Enrollment and Outcomes of Black and Latino Males in Boston Public Schools

Helena P. Miranda, Christina Molkhtar, Resann Tung, Ray Ward, Dan French, Sara McAllister, and Anne Marshall

Inputs to the 100-Day Plan

- Transition Team Meetings & Surveys
- Listen & Learn Tour Events
- Literature Review

https://docs.google.com/spreadsheets/d/1NcCx9XkAaQYT7xvofv7s42MnWUCUAxw2zILUlloTTn2A/edit
# Drafting the 100-Day Plan

1. Communicate clear goals for the district in this time of transition around
   (a) Accelerating student achievement,
   (b) Narrowing achievement gaps,
   (c) Turning around the district’s chronically low-performing schools,
   (d) Improving the effectiveness and efficiency of the district’s use of scarce resources, and
   (e) Strengthening the public’s confidence in the work of the school system

<table>
<thead>
<tr>
<th>Workstream Input</th>
<th>Source</th>
<th>Recommendation/Finding/Bright Spot/Challenge/Aspiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>CCE/AISR I</td>
<td>1. Communicate clear goals for the district in this time of transition around</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Mayor's Education Group</td>
<td>To strengthen the achievement gap policy implementation, review all policies and recommendations to determine whether they close</td>
</tr>
<tr>
<td>Transition Team Session</td>
<td>TT S1</td>
<td>We need to make families aware that AWC is not the only pathway. We must increase the size of the gates so AWC and Exam school</td>
</tr>
<tr>
<td>Transition Team Session</td>
<td>TT S3</td>
<td>Need to have efficient and two-way communication systems</td>
</tr>
<tr>
<td>Transition Team Session</td>
<td>TT S3</td>
<td>Thinking through ways to nurture a culture of collaboration based on what exists in pockets within individual schools</td>
</tr>
<tr>
<td>Listen &amp; Learn Tour</td>
<td>Principal Survey</td>
<td>The network model provides some opportunities to network with some schools that feed into my school and another middle school.</td>
</tr>
<tr>
<td>Listen &amp; Learn Tour</td>
<td>Charter Parents</td>
<td>Know where kids are, positive</td>
</tr>
<tr>
<td>Listen &amp; Learn Tour</td>
<td>Madison Park Students</td>
<td>Students are incredibly proud of their school.</td>
</tr>
<tr>
<td>Listen &amp; Learn Tour</td>
<td>Inclusion at Mary Lyon</td>
<td>All schools are able to provide support and services to help “All” students be included with the right levels of support in place to help students</td>
</tr>
</tbody>
</table>
Value Statements

All youth can and must achieve at high levels.

Those closest to students must be empowered and be held accountable for making the most critical decisions that lead to student achievement.

We innovate and transform teaching and learning to inspire excellence.

We must build a “Culture of We” that is embraced by students, staff, families, and community.

Every child should have access to a high quality school of their choice close to home.

Every child should have access to a high quality school of their choice close to home.

BOSTON PUBLIC SCHOOLS Value Statements
Value Statements Alignment

All youth can and must achieve at high levels.

- School Committee Priority 2: an environment of high expectations combined with targeted interventions and support
- School Committee Priority 4: ensure every school will have highly effective school leaders, teachers, and staff
- Mayor’s Focus Area 1: Early childhood education
- Mayor’s Focus Area 4: Special Education

We innovate and transform teaching and learning to inspire excellence.

- School Committee Priority 1: rigorous, effective, and engaging curriculum, instruction, and enrichment
- Mayor’s Focus Area 3: High School Reform
Every child should have access to a high quality school of their choice close to home.

- School Committee Priority 3: equitable access to quality facilities and highly effective programs
- Mayor’s Focus Area 2: Facilities
- Mayor’s Focus Area 5: Charter Schools

Those closest to students must be empowered and be held accountable for making the most critical decisions that lead to student achievement.

- School Committee Priority 5: increase school autonomy and support to schools

We must build a “Culture of We” that is embraced by students, staff, families, and community.

- School Committee Priority 6: empower, support, and hold accountable school leaders, teachers, and staff to effectively engage with families, partners, and the community to foster shared responsibility
Structure of the Plan

About This Plan

Value Statements & Projects

Looking Forward
Value Statement 1: All youth can and must achieve at high levels.

Project: Create a plan to expand AWC to all students who wish to enroll and submit the preliminary plan to the Boston School Committee’s newly created Opportunity and Achievement Gap Task Force for review.
Value Statement 1: All youth can and must achieve at high levels.

**Project:** Complete an audit of all high schools to identify (i) which offer the necessary coursework to complete MassCore curriculum, and (ii) what is needed to ensure that all schools offer a complete MassCore program. Present the preliminary findings to the Opportunity and Achievement Gap Task Force for their review.
Value Statement 2: We innovate and transform teaching and learning to inspire excellence.

**Project:** Develop a three-year plan for Madison Park that serves as the launch site for initial high school redesign strategies. The plan will better align its academic and vocational education programs so that students receive the academic and real world foundations they need to prepare them for college, career, and responsible civic participation. This will include expanding and deepening partnerships with community colleges, universities, and local businesses.
Value Statement 2: We innovate and transform teaching and learning to inspire excellence.

Project: Carefully examine the use of instructional and adult collaborative time in the 16 schools that comprise the newly created Extended Learning Time initiative. Draw immediate lessons about promising practices and effective management strategies from this implementation process. Refine the application and school selection process based on lessons from the first round.
Value Statement 3: We must empower those closest to students and hold them accountable for making the most critical decisions that lead to student achievement.

Project: Undertake a design process with school leaders to identify what effective Central Office support should look like for school leaders and Instructional Learning Teams, what professional development is needed to build Central Office capacity to deliver that support, and what metrics schools will use to provide input on the quality of Central Office support.
Value Statement 4: All of our students should have access to a high-quality school of their choice close to home.

Project: Create a Performance Meter that is available to parents, students, and the community.
Value Statement 4: All of our students should have access to a high-quality school of their choice close to home.

Project: Convene a working group, led by the superintendent, which includes district, city, and state officials to begin planning the creation of a multiyear budget.
Value Statement 5: We must build a “Culture of We” that is embraced by students, staff, families, and community.

**Project:** Create an internal communications plan that both sets guidelines for school to community communications and also sets a strategy for two-way communications between (i) Central Office and principals, (ii) Central Office and teachers, and (iii) Central Office and parents.
Next Steps

• Begin implementing the 100-Day Plan (first day of school)

• Continue collecting information to inform the 3-Year Plan
  – Convene district office focus groups, input sessions from the community, and principals
  – Write draft by the end of June 2016
  – Submit final plan to School Committee by late August 2016