Eliminating Achievement and Opportunity Gaps

November 5, 2014

BOSTON PUBLIC SCHOOLS
Agenda

- Framing the work
- Rethinking our Approach to the Work
- Public Education Leadership Program (PELP)
- Status on Key Systems Changes
- Next Steps
Black and Latino Male Study

- Commissioned by Superintendent Dr. Carol R. Johnson in 2013.
- Preliminary Report issued to Interim Superintendent John P. McDonough in early summer 2014.
- Interim Superintendent Preliminary Response
  - PELP
  - Rethinking how we approach the work
- Final report to be released in November 2014.
My Brother’s Keeper

- Introduced by President Barack Obama on February 27, 2014.

- Establishes “an interagency effort to improve measurably the expected educational and life outcomes for and address the persistent opportunity gaps faced by boys and young men of color.”

- In response to the national My Brother’s Keeper initiative, on September 18, 2014 Mayor Martin J. Walsh created a task force to identify and address those issues locally.
Council of Great City Schools Pledge

- Issued by the Council of Great City Schools in May 2014 in part to respond to the national My Brother’s Keeper initiative.

- Challenges urban school districts to take direct, immediate action to address the pervasive racial achievement gap, with focus on Black and Latino male students.

- Signed by Interim Superintendent McDonough in May 2014.
Rethinking Our Approach to the Work

Office of Academics

- Given that over 85% of our student population is represented by students of color, the work of the achievement gap office has been integrated into the Office of Academics— it is the primary focus of our Academics team.
- The focus is the development and implementation of academic strategies to ensure that all students are accessing a rigorous, culturally relevant curriculum and teaching pedagogy.

Office of Equity

- Supports the District’s efforts to identify and address the systems level operational barriers to equitable access and opportunity for our Black and Latino students.
- Supports the District’s efforts to identify the structural barriers preventing the District from eliminating achievement and opportunity gaps for Black and Latino students.
Beliefs

- We believe that all students are capable of learning regardless of race, ethnicity, gender, linguistics, zip code, sexual orientation, gender identity or expression, ability or socio-economic status.

- We believe that all students must access grade level content and receive quality, rigorous, differentiated instruction.

- We believe that performance indicators are a reflection of our (adult) efficacy in meeting the learning needs of all of our students.
Problem of Practice: A Tale of Two Districts

Grade 8 Mathematics
Average scale scores: 2003-2013

NOTE: The NAEP Mathematics scale ranges from 0 to 500.
* Significantly different (P < .05) from 2013.
** Significantly different (P < .05) from Large City in 2013.
*** Significantly different (P < .05) from Nation in 2013.

The BPS outperforms most urban districts and meets national average on NAEP (considered to be the “gold standard” assessment).
## Proficiency Rates: English Language Arts

### English Language Arts % Proficient & Advanced

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>29%</td>
<td>31%</td>
<td>37%</td>
<td>35%</td>
<td>34%</td>
<td>32%</td>
<td>36%</td>
<td><strong>4</strong></td>
<td><strong>7</strong></td>
<td>57%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 4</td>
<td>25%</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
<td>31%</td>
<td>29%</td>
<td>31%</td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
<td>54%</td>
<td>1</td>
</tr>
<tr>
<td>Grade 5</td>
<td>37%</td>
<td>38%</td>
<td>41%</td>
<td>43%</td>
<td>38%</td>
<td>45%</td>
<td>41%</td>
<td><strong>-4</strong></td>
<td><strong>4</strong></td>
<td>64%</td>
<td>-2</td>
</tr>
<tr>
<td>Grade 6</td>
<td>43%</td>
<td>43%</td>
<td>44%</td>
<td>42%</td>
<td>38%</td>
<td>42%</td>
<td>44%</td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
<td>68%</td>
<td>1</td>
</tr>
<tr>
<td>Grade 7</td>
<td>48%</td>
<td>48%</td>
<td>52%</td>
<td>54%</td>
<td>50%</td>
<td>52%</td>
<td>52%</td>
<td><strong>0</strong></td>
<td><strong>4</strong></td>
<td>72%</td>
<td>0</td>
</tr>
<tr>
<td>Grade 8</td>
<td>57%</td>
<td>59%</td>
<td>58%</td>
<td>60%</td>
<td>64%</td>
<td>58%</td>
<td>63%</td>
<td><strong>5</strong></td>
<td><strong>6</strong></td>
<td>79%</td>
<td>1</td>
</tr>
<tr>
<td>Grade 10</td>
<td>58%</td>
<td>64%</td>
<td>60%</td>
<td>67%</td>
<td>73%</td>
<td>79%</td>
<td>76%</td>
<td><strong>-3</strong></td>
<td><strong>18</strong></td>
<td>90%</td>
<td>-1</td>
</tr>
<tr>
<td>All Grades</td>
<td>42%</td>
<td>45%</td>
<td>46%</td>
<td>47%</td>
<td>46%</td>
<td>47%</td>
<td>49%</td>
<td><strong>2</strong></td>
<td><strong>7</strong></td>
<td>69%</td>
<td>0</td>
</tr>
</tbody>
</table>

- Gains in Grade 3 for the first time since 2010
- Gains in grades 4, 6, and 8 as well
- 7-year trend: gains across all grades, and in all cases, BPS gains exceed state gains, except Grade 6 where both jurisdictions saw a 1-point gain.
<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 10</th>
<th>All Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>36%</td>
<td>30%</td>
<td>33%</td>
<td>32%</td>
<td>28%</td>
<td>34%</td>
<td>59%</td>
<td>36%</td>
</tr>
<tr>
<td>2009</td>
<td>33%</td>
<td>27%</td>
<td>33%</td>
<td>33%</td>
<td>28%</td>
<td>28%</td>
<td>62%</td>
<td>35%</td>
</tr>
<tr>
<td>2010</td>
<td>43%</td>
<td>28%</td>
<td>39%</td>
<td>38%</td>
<td>38%</td>
<td>34%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2011</td>
<td>41%</td>
<td>29%</td>
<td>42%</td>
<td>36%</td>
<td>33%</td>
<td>34%</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2012</td>
<td>39%</td>
<td>30%</td>
<td>39%</td>
<td>36%</td>
<td>34%</td>
<td>35%</td>
<td>62%</td>
<td>40%</td>
</tr>
<tr>
<td>2013</td>
<td>47%</td>
<td>31%</td>
<td>42%</td>
<td>43%</td>
<td>36%</td>
<td>37%</td>
<td>64%</td>
<td>42%</td>
</tr>
<tr>
<td>2014</td>
<td>53%</td>
<td>38%</td>
<td>41%</td>
<td>38%</td>
<td>34%</td>
<td>37%</td>
<td>64%</td>
<td>44%</td>
</tr>
<tr>
<td>2014-2013 Diff</td>
<td>6%</td>
<td>7%</td>
<td>-1%</td>
<td>-5%</td>
<td>-2%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

- Exceed or equal State gains

- For the first time, a majority (53%) of 3rd graders are proficient in Math.
- Students in grade 4 also made progress.
- In all other grades however, the rate remained unchanged or declined.
- 7-year trends show progress greater than the state in grades 3, 4, 6 and 7.
Problem of practice: The district performance outcomes disaggregated by race, ethnicity, and gender demonstrates our lack of efficacy engaging demographics representing 75% of our students.

Proficiency rates for Black males are the lowest of any race/gender group.

Proficiency rates for Black males are less than half the rates for White and Asian females.
Proficiency gaps persist between Black and Hispanic students and White students

Gap in % Proficient/Advanced between Black and White Students

Gap in % Proficient/Advanced in ELA between Hispanic and White Students
Gaps are also evident in the growth rates of students in different racial/ethnic groups

MCAS ELA Median Student Growth Percentile (SGP): 2009 - 2014
All Grades Combined by Race/Ethnicity

- AA/Black
- Asian
- Latino/Hispanic
- White
Problem of Practice: Racial Opportunity Gap

Far too many of our 40,000 representing 75% of our Black and Latino students are under-represented in Advanced Work Class.

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>32%</td>
</tr>
<tr>
<td>Asian</td>
<td>27%</td>
</tr>
<tr>
<td>Black</td>
<td>18%</td>
</tr>
<tr>
<td>Latino</td>
<td>23%</td>
</tr>
</tbody>
</table>

Black and Latino students make up 75% of our student body, but only 41% of the Advanced Work Class program.
Black students are more likely to be identified as having an emotional or intellectual impairment. Latino students are more likely to be identified as having a communication impairment. Black and Latino students, especially male students, are more likely to be placed in a substantially separate classrooms.

Problem of Practice: Racial Opportunity Gap

...and are over-represented in opportunities that limit their access to inclusive opportunities.

<table>
<thead>
<tr>
<th></th>
<th>Emotional Impairment</th>
<th>Intellectual Impairment</th>
<th>Specific Learning Impairment</th>
<th>Communication Impairment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>50.1%</td>
<td>49.5%</td>
<td>43.4%</td>
<td>29.3%</td>
</tr>
<tr>
<td>Latino</td>
<td>33.3%</td>
<td>37.0%</td>
<td>42.5%</td>
<td>54.5%</td>
</tr>
<tr>
<td>White</td>
<td>11.9%</td>
<td>8.9%</td>
<td>10.1%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.0%</td>
<td>2.8%</td>
<td>3.1%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>
Public Education Leadership Program (PELP)

- Cross Functional Team led by Interim Superintendent John McDonough

- Week long intensive program focused on the district approach to eliminating achievement and opportunity gaps
The BPS Policy on Eliminating the Achievement Gap defines 12 goals for the District

1. Alignment of policies and plans with the Achievement Gap policy
2. Diverse, culturally competent leadership
3. Beliefs, attitudes, and expectations of student proficiency
4. Supportive professional learning communities
5. Rigorous, culturally relevant teaching and learning
6. Culturally relevant and responsive practices
7. Professional development for closing the achievement gap
8. Partnerships in family and community engagement
9. Human resources
10. Equity in operations
11. Assessment and accountability for performance
12. Adequate funding
Progress Against Policy Goals

- We have seen improvements in test scores across all student groups; however, achievement gaps persist, particularly between Black and Latino students and their White and Asian peers.

- We have focused our gap closing efforts across district functions, including academics, human capital, finance, student support, data and accountability, technology, family and community engagement and programs, i.e.: those supporting students with disabilities and English language learners.
Our Challenge

What will it take for the Boston Public Schools to eliminate the persistent achievement and opportunity gaps between our Black and Latino students and their White and Asian peers?
Theory of Action

If we are explicit, intentional and accountable about educating Black and Latino students effectively, then all students will have the opportunity to learn and develop the knowledge and skills needed to reach proficient standards and excel in college and career; and the BPS will be a district of high performing schools.
We will operationalize the theory of action with systemic high leverage actions based upon support, access and accountability strategies.
Priority Area 1: Support

**Strategy**: Provide **support** to central office, principals, teachers and families to empower each as a **stakeholder** to **eliminate achievement and opportunity gaps**.
Priority 2: Access

**Strategy:** Ensure that all students have access to engaging and rigorous instruction and curriculum
Priority 3: Accountability

**Strategy:** Hold central office, school leaders, classroom teachers and school staff accountable for eliminating achievement and opportunity gaps.
Rethinking our Achievement Gap Policy Goals at a Systems Level

**Teaching and Learning**
- Rigorous, culturally relevant teaching and learning
- Culturally relevant and responsive practices

**Engagement**
- Partnerships in family and community engagement

**Human Resources**
- Diverse, culturally competent leadership
- Professional development for closing the achievement gap

**Human Resources (cont.)**
- Beliefs, attitudes, and expectations of student proficiency
- Supportive professional learning communities

**Support Services**
- Adequate funding
- Equity in operations
- Alignment of policies and plans with the Achievement Gap policy
- Assessment and accountability for performance
Status on Key Systems Changes Implemented in SY 14-15

- Academics
- Special Education
- Student Support
To narrow the ELA proficiency gap by half by 2017 would require the district to gain 4 CPI points each year for the next three years.

Source: MA DESE
To narrow the Math proficiency gap by half by 2017 would require the district to gain 4.5 CPI points each year for the next three years.

Source: MA DESE
# Laying the Groundwork for Systems Change: Academics Goals

**Quantitative Goals** *(how we measure our progress)*

<table>
<thead>
<tr>
<th>Quantitative Goal</th>
<th>2015 Target</th>
<th>2016 Target</th>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative Goal 1</td>
<td>Math CPI 74.4</td>
<td>Math CPI 78.9</td>
<td>Math CPI 83.4</td>
</tr>
<tr>
<td>Quantitative Goal 2</td>
<td>ELA CPI 79.7</td>
<td>ELA CPI 83.7</td>
<td>ELA CPI 87.7</td>
</tr>
<tr>
<td>Quantitative Goal 3</td>
<td>Math / ELA SGP &gt;51</td>
<td>Math / ELA SGP &gt;51</td>
<td>Math / ELA SGP &gt;51</td>
</tr>
<tr>
<td>Quantitative Goal 4</td>
<td>60% of master schedules in elementary &amp; secondary schools will be analyzed to ensure alignment with student need: core courses, graduation requirements, ELL &amp; SPED</td>
<td>60% of students will have access to core courses aligned with MassCore, including Honors and AP.</td>
<td>100% in 2017</td>
</tr>
</tbody>
</table>
## Laying the Groundwork for Systems Change: Academics Qualitative Goals
(How we measure our success)

<table>
<thead>
<tr>
<th>Qualitative Goal 1</th>
<th>2015 Target</th>
<th>2016 Target</th>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of schools will have high functioning ILT, Common Planning time, Data Structures, School Site Councils</td>
<td>75% of schools will have high quality systems for sharing knowledge including professional delivery plan and delivery structure.</td>
<td>75% of secondary schools will have student voice and representation in school governance.</td>
<td>100% of schools in 2017</td>
</tr>
<tr>
<td>100% of schools in 2016</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Qualitative Goal 2</th>
<th>2015 Target</th>
<th>2016 Target</th>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Schools will have completed and begin implementation of SQR recommendations</td>
<td>25 schools will have completed and begin implementation of SQR recommendations.</td>
<td>35 schools will have completed and begin implementation of SQR recommendations</td>
<td></td>
</tr>
</tbody>
</table>
Laying the Groundwork for Systems Change: Key elements - Teaching and Learning

Content Knowledge: grade level, rigorous, relevant and engaging

Culturally responsive: using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them...Geneva Gay 2000

Pedagogy: higher order thinking skills and questions, analytical skills, Socratic seminar, fishbowls, debate
## Laying the Groundwork for Systems Change: Instructional Research & Development

**Quantitative & Qualitative Goals** *(how we measure our progress)*

<table>
<thead>
<tr>
<th></th>
<th>2015 Target</th>
<th>2016 Target</th>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative Goal 1</strong></td>
<td>Math CPI 74.4</td>
<td>Math CPI 78.9</td>
<td>Math CPI 83.4</td>
</tr>
<tr>
<td><strong>Quantitative Goal 2</strong></td>
<td>ELA CPI 79.7</td>
<td>ELA CPI 83.7</td>
<td>ELA CPI 87.7</td>
</tr>
<tr>
<td><strong>Quantitative Goal 3</strong></td>
<td>Math / ELA SGP 51+</td>
<td>Math / ELA SGP 51+</td>
<td>Math / ELA SGP 51+</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2015 Target</th>
<th>2016 Target</th>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative Goal 1</strong></td>
<td>Identify materials and resources for ELA K2-5</td>
<td>Align all materials and resources to the BPS vision for ELA instruction</td>
<td>All schools are using materials and resources aligned with BPS vision</td>
</tr>
<tr>
<td><strong>Qualitative Goal 2</strong></td>
<td>Introduction and implementation of Core Actions as instructional observation tool to identify practice aligned with common core shifts in ELA and Math, K2 – 12th grade</td>
<td>At least 60% of schools will be using Core Actions and Instructional Practice Guides in ELA and Math and Core Actions in all contents; K2-12th grade</td>
<td>All schools are using Core Actions and Instructional Practice Guides for observation and planning</td>
</tr>
</tbody>
</table>

**BOSTON PUBLIC SCHOOLS**
Laying the Groundwork for Systems Change: Instructional Research & Development

Strategic Initiatives

1. **Expeditionary Learning (Grades 3-5 ELA) and Fundations (Grades K2-2)**
   In 36 schools, Fundations is introduced in K2 and growing to 1st and 2nd grade, building upon the success of early literacy. Simultaneously, 30 schools are introducing EL Literacy Curriculum, clearly aligned with standards and instructional practices, consistent with Core Actions and Instructional Practice Guides being used across the district.

2. **Math (Grades 6-12 Professional Development – Discipline Specific)**
   Through a partnership with Harvard, the Math department will be leading professional development, specific to discipline (such as geometry) to teachers in all high schools, as well as 6th – 8th grade teachers.

3. **Grades K-3 Thematic, Project-Based Unit Development**
   The Early Childhood Department is moving forward on the development of a first grade thematic curriculum. This grew out of three years of work; this past summer involved evaluation of curriculum with a team of BPS teachers and researchers from HGSE. This development is highly project based, connected to strategic initiative #1 (Expeditionary Learning Literacy Modules) and will inform project based learning in 6th – 8th as well.
Laying the Groundwork for Systems Change: Build Student Level Supports

**BPS Comprehensive Behavioral Health Model**

**Mission:** Ensuring that all students have a safe and supportive school where they can be successful

**If we do this...**
- Universal screening and positive skill instruction
- Access to targeted supports and services
- Integrated academic and socio-emotional learning
- Professional development on evidence-based interventions
- Data management and accountability
- Partnerships with families and community agencies

**We will see this...**
- Improved academic performance
- Increased positive behaviors
- Improved school climate and student engagement
- Increased skills to address students’ needs
- Increased capacity to provide services
- Improved access to and coordination of services

**To achieve this...**
- Academic and social competence
- Safe and supportive learning environments
- High-quality, equitable behavioral health services

**Essential Components**
- Collaboration with and support for families
- Aligned district initiatives and policies
- Data-based decision making
- Appreciation for diversity
- Consultation and collaboration
- School and district leadership
- Student-centered
- Differentiated instruction

**Guided by Massachusetts Department of Elementary and Secondary Education’s Behavioral Health Framework**

**Theory of Change:** Integrating behavioral health services into schools will create safe and supportive learning environments that optimize academic outcomes for all students.
**Laying the Groundwork for Systems Change: Build School Level Supports**

<table>
<thead>
<tr>
<th>Coordinated Programming</th>
<th>Cross-Departmental Collaboration</th>
<th>Professional Development and School Based Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Inclusive Opportunities - School Year 14-15: Expand Inclusive Opportunities building from K2 and expanding annually</td>
<td>Cross-Functional Team with Academics, Special Education, and OELL meeting monthly</td>
<td>Training and Support in Universal Design for Learning (UDL) as an academic framework</td>
</tr>
</tbody>
</table>
| Focus on the intersection of English Language Learners (ELL) and Students with Disabilities (SWD) through joint planning between OELL and OSESS to identify and develop supports for ELLSWD | Shared staff position between the Office of English Language Learners (OELL) and Office of Special Education and Student Services (OSESS) staff to work on ELLSWD policy and services | Coordinated joint professional development for OSESS and OELL school based staff:  
  - Culturally Responsive Parent Training  
  - Targeted support for school-based teams on compliance issues; targeted support for individual student issues |
## Laying the Groundwork for Systems Change: Build School Level Supports

<table>
<thead>
<tr>
<th>Coordinated Programming</th>
<th>Cross-Departmental Collaboration</th>
<th>Professional Development and School Based Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on the provision of interventions to address the whole student, i.e. social/emotional, behavioral &amp; academic needs</td>
<td>Working with Student Support Services to ensure that each school has an effective Student Support Team to address the needs of students using a “tiered” approach.</td>
<td>Training and supports in using research-based interventions to address student needs.</td>
</tr>
<tr>
<td>Emphasis on utilizing the continuum of special education services and placements</td>
<td>Evaluation of referral and placement data to inform subsequent trainings</td>
<td>On-going training and supports in completing the Special Education Eligibility process and using the continuum of services in an appropriate manner</td>
</tr>
</tbody>
</table>
### Improving Attendance: Responsive, Collaborative Practices

#### Circulars
- Superintendent Procedural Circulars on attendance have been updated to reflect changes in law
- Recommendations are being gathered to suggest changes to the current attendance policy

#### Shifts in Practice
- Shift in practice with Supervisors of Attendance (SOA) from reactive to proactive
- Extensive professional development offered to school based student support teams regarding changes in law and procedures

#### Collaboration
- Schools have been assigned to SOA’s by Network, they teamed and share offices with Network Social Workers, and also support Network Superintendents

#### Student Support team meetings
- We have developed a master schedule of all school based student support team meetings and identified a point of contact at the school for the Supervisors of Attendance. SOA’s and Network Social Workers are required to attend these meetings to share student attendance data; discuss student cases; support schools and students with interventions; provide an updates on court involved cases
Laying the Groundwork for Systems Change: Student Supports

Professional Development for School Based Student Support Teams

- **Timeline**: Last Spring the BPS re-launched the Comprehensive Student Support team, which facilitated monthly professional development for school based student support team staff.

- **Goals**: The goals of the professional development were to introduce school based teams to central teams in order to understand supports available, share information and concerns, and collectively plan topics to be reviewed at future meetings.

Code of Conduct

- **Extensive Professional Development**: PD provided to schools regarding the changes to the Code of Conduct that featured the need for documented progressive discipline prior to school exclusion, the requirement for students to make academic progress during school exclusion, and use of the Student Information System to track and monitor suspension data.

- **Data Review**: Suspension, Expulsion, Boston School Police incident data are reviewed monthly during BPS safety meeting. Data is reviewed by network, by school, and by type of incident. Strategy is developed to support students and schools based on data.

- Operational Leaders share data and strategies with Network Superintendents
Next Steps

**Accountability**
- Consult with the School Committee to establish a task force of internal and external stakeholders and experts to support the systems level achievement and opportunity gap work.

**Communicate**
- Key internal and external stakeholders, including students, parents, teachers, district leadership, elected officials, community based organizations, business community.

**Educate**
- Training with stakeholders to gain understanding as to why race matters; and how systems level changes may interrupt the predictability of academic outcomes based on race, ethnicity, gender and other demographic classifications.
Next Steps

Data

- Review of the systems changes that have been implemented and develop clear metrics for assessing efficacy; identify aspects of the Achievement Gap policy that have not been implemented and develop a plan of action to address those aspects.

Shared Ownership

- Review of current school based programs for efficacy, sustainability and scalability; and seek to provide support to those demonstrating efficacy in eliminating achievement and/or opportunity gaps.

- Based on current data, the Superintendent has charged all Senior District leaders to identify explicit and intentional systemic high leverage actions that their departments will implement to address the achievement and opportunity gaps.
Appendix

The Appendix includes:

• Systems level high leverage actions that have been identified for strategic analysis and review by cross-functional district teams. They are sorted by the priority areas of Support, Access and Accountability. These actions build upon work within which the district is currently engaged.

• An academic exemplar from Network D.

• The total number of students with disabilities by race, gender, and state disability type is included.
Support
<table>
<thead>
<tr>
<th>High Leverage Actions for Strategic Analysis</th>
<th>Department Leads</th>
<th>Deliverables</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and <strong>align existing resources</strong> and create new ones as needed with clear connections to Black and Latino students, ELLs, SWD</td>
<td>Academics/ Principal and HM advisory Board</td>
<td>Common Core and WIDA Actions guidance documents Educator effectiveness framework to explicitly focus on educating Black and Latino students, ELLs and SWD</td>
<td>Make clear what effective instruction looks like in each content area Align Achievement Gap priorities with evaluation</td>
</tr>
<tr>
<td>All networks will <strong>engage in PD and instructional rounds</strong> focused on achievement gap problem of practice in best practice schools.</td>
<td>OHC/ Academics/ Principals and HM</td>
<td>Syllabus that connects all professional development activities of school leaders in all networks to elimination of the achievement gap</td>
<td>Increase school leaders’ ability to be explicit and intentional about eliminating the achievement gap</td>
</tr>
<tr>
<td><strong>Conduct diversity and cultural Proficiency training</strong> to support student achievement for all</td>
<td>Academics/ Equity OHC/ Principals and HM</td>
<td>Implementation plan that identifies provider, materials, timeline and audiences Codify district definition of key terms. E.g. Cultural proficiency, diversity, equity, achievement gap, etc.</td>
<td>Build district level coherence around the elimination of the gap</td>
</tr>
</tbody>
</table>
Access
<table>
<thead>
<tr>
<th>High Leverage Actions for Strategic Analysis</th>
<th>Department Leads</th>
<th>Deliverables</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop plan of action to address <strong>disproportionality</strong> (suspension/expulsion, representation of Black and Latino students in substantially separate classrooms) and underrepresentation in AWC, Honors, AP)</td>
<td>Special Education, Student Services &amp; Academics</td>
<td>Provide PD; Develop menu of academic interventions; develop KPIs for schools and central office as part of scorecards; Maximize space in AWC.</td>
<td>Opportunities for Black and Latino students ensures more access to effective instruction (AWC, Honors, AP); reduction in exclusions and referrals ensures increased access to instruction.</td>
</tr>
<tr>
<td>Ensure that in SY 16-17 every student will have <strong>access to core courses</strong> aligned with MassCore, including Honors and AP.</td>
<td>Academics OHC Budget OELL Special Education</td>
<td>SY 14-15 <strong>QSP</strong>: Core course sequence; Course syllabus, Educator qualifications; Courses will be inclusive of ELL students and students with disabilities; <strong>Probable Org</strong>: Every school will be staffed in order to guarantee core grade level content seats for every student regardless of LEP status.</td>
<td>Sufficient supply of rigorous course work that we can guarantee access to every student, i.e. independent of special education status and ELL status and ELD level.</td>
</tr>
<tr>
<td>High Leverage Actions for Strategic Analysis</td>
<td>Department Leads</td>
<td>Deliverables</td>
<td>Alignment</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Expand universal Early Childhood Education</td>
<td>Early Childhood Education</td>
<td>Development of K0 and K1 programs across the system. Identify ways to increase access for black and Latino males.</td>
<td>Early education programs produce long-term improvements in school success, including additional opportunities to achieve.</td>
</tr>
</tbody>
</table>

### K2 Students Scores by Racial/Ethnic Group

<table>
<thead>
<tr>
<th></th>
<th>BPS K1 Last Year</th>
<th>Not BPS K1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Benchmark</td>
<td>Intensive</td>
</tr>
<tr>
<td>Af Am/Black</td>
<td>64.1%</td>
<td>6.9%</td>
</tr>
<tr>
<td>White</td>
<td>81.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>60.4%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54.6%</td>
<td>13.2%</td>
</tr>
</tbody>
</table>
Accountability
<table>
<thead>
<tr>
<th>High Leverage Actions for Strategic Analysis</th>
<th>Department Leads</th>
<th>Deliverables</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align Quality Network and School Planning and Educator Evaluation with Achievement Gap strategies</td>
<td>Academics/OHC</td>
<td>Incorporate specific strategies and goals for increasing performance for black and Latino students into school and network quality plans and leader and teacher Student Learning Goals; align district and school based professional development with the respective plans</td>
<td>Core Instructional Practices to Eliminate the Achievement Gap are implemented and monitored at all levels</td>
</tr>
<tr>
<td>Allocation of Financial and Human Resources</td>
<td>Finance/OHC/Academics</td>
<td>Leverage budget collaborative and probable org processes to ensure that schools are positioned to deliver on their plans for eliminating achievement and opportunity gaps. Continue hiring autonomy Guidance and direction in review and approval of resource allocation strategies to support elimination of AG</td>
<td>Establish clear lines of accountability for leveraging all resources to support eliminating the achievement gap.</td>
</tr>
<tr>
<td>Define and Implement a Reporting Framework</td>
<td>ODA/Equity</td>
<td>Standardized protocol for presenting performance data across all reports (district wide, racial/program sub groups, schools, networks); scorecard; Quadrant analysis based on gap reporting</td>
<td>Make the data about our Achievement Gap explicit and coherent</td>
</tr>
</tbody>
</table>
Academics
Network D Philosophy

PHILOSOPHY
- In order for every child to meet their full potential, we must focus on serving the holistic needs through a culturally responsive, relevant, and respectful approach to all that we do as educators.

VISION
- Network D schools focus on eliminating the access and achievement gaps.

MISSION
- Network D schools build, sustain, and leverage collaborative partnerships between schools, families, communities, and partners.

GOAL
Create a network of schools working together to support and serve the whole child, the whole family, and the whole community.
NETWORKed Model: BPS SQDs & Transformational Changes

1. Eliminating the achievement/access gap
2. Successfully implementing Common Core & PARCC
3. Successfully increasing full inclusion for students with disabilities
Qualitative Goal #1

- Network D will be leveraging BPS Core Actions adopting **ELA Core Action #2** – “Employ questions and tasks that are evidence based and text specific” & **Math Core Action #1** – “Ensure the work of the lesson reflects the content shifts required by the MCF” as focus area of Network D professional development and reflected in Network D schools’ instructional expectation documents.

Rationale

- *School trends and standards level data suggest that the Core Actions identified would best target the greatest areas on instructional need in our Network.*

Key Partner

- IR&D- Office of Academics
Qualitative Goal #2

• Lesson plans and classroom instruction is reflective of Universal Design for Learning (UDL) Principle I: Provide Multiple Means of Engagement.

Rationale:
• Students with Disabilities, specifically Resource Room Students and Emotionally Impaired Students, along with or Black and Hispanic males continue to be an area of focus in our network. Developing a greater understanding of UDL practices will aid schools in more effectively tailoring instruction to these students needs.

Key Partner:
Harvard Graduate School of Education
Qualitative Goal #3

• Lesson plans and classroom instruction is reflective of two principles of Culturally Responsive Instruction
  – (1) Learning within the context of culture
  – (2) Culturally Mediated Instruction

Rationale:
• Black and Hispanic students represent over 75% of the network yet Black and Hispanic males remain one of the most underperforming subgroups. Our Network wide focus will attempt to provide schools with effective models for culturally responsive instruction teachers can use support student in accessing content through a culturally responsive lens and engages students while valuing their heritage.

Key Partner:
• Eagle Academies for Young Men, New York City
• Coalition of Schools Educating Boys of Color (COSEBOC)
In an effort to eliminate the achievement gap and align with the White House “My Brother’s Keeper” Community Challenge, Network D commits to providing additional supports to the Network D 10 Boys Coordinators.

Our 10 Boys Coordinators are evolving from group facilitators to cultural academic and social leaders for the Young Men’s Leadership Program, which addresses the academic, social, emotional and cultural needs of young men of color.

The program provides academic goal setting, mentoring, social networking and college awareness to students in grades 1 through 8.
Network D  Young Men’s Leadership Program: 3 Components

I. Professional Development
   I. Coordinators receive training from national consultants to become cultural leaders at their schools for academic and social initiatives.
   II. In addition to coordinator training the Young Men’s Leadership Program’s Lead Coordinator will receive additional coaching to continue the work around cultural academic engagement at the district level and the school level.
II. **Saturday Seminars for students and parents**
   I. Saturday Seminars include a full day of workshops geared toward positive character development for both the young men and their parents to participate in. This is an opportunity for students and families to further their relationship with one another and learn more about the diverse cultures of families that are a part of the Boston Public School communities.

III. **Weekly group meetings for the young men**
   I. Each school community has a group of young men that participate in weekly meetings that support the young men in academic and personal goal setting as well as progress monitoring. Students receive tutoring, become mentors, and attend field trips.
Special Education
# Total Number of Students with Disabilities By Race, Gender, and State Disability Type

<table>
<thead>
<tr>
<th>Race and Gender</th>
<th>Autism</th>
<th>Communication</th>
<th>Deaf and Blind</th>
<th>Developmental Delay</th>
<th>Emotional</th>
<th>Hard of Hearing or Deaf</th>
<th>Health</th>
<th>Intellectual</th>
<th>Multiple Disabilities</th>
<th>Neurological</th>
<th>Physical</th>
<th>Specific Learning Disabilities</th>
<th>Vision Impairment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>1,002</td>
<td>1,796</td>
<td>4</td>
<td>1,427</td>
<td>1,243</td>
<td>125</td>
<td>508</td>
<td>1,161</td>
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<td>72</td>
<td>225</td>
<td>3,376</td>
<td>43</td>
<td>11,109</td>
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<td>11</td>
<td>25</td>
<td>0</td>
<td>18</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>18</td>
<td>1</td>
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<tr>
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<td>37</td>
<td>7</td>
<td>10</td>
<td>12</td>
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<td>5</td>
<td>8</td>
<td>89</td>
<td>6</td>
<td>337</td>
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<tr>
<td>Black Females</td>
<td>74</td>
<td>169</td>
<td>0</td>
<td>157</td>
<td>159</td>
<td>20</td>
<td>40</td>
<td>217</td>
<td>13</td>
<td>12</td>
<td>25</td>
<td>559</td>
<td>10</td>
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<tr>
<td>Black Males</td>
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<td>381</td>
<td>464</td>
<td>23</td>
<td>139</td>
<td>358</td>
<td>25</td>
<td>29</td>
<td>48</td>
<td>907</td>
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<td>563</td>
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<td>2</td>
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<td>872</td>
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<tr>
<td>Mixed Females</td>
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<td>5</td>
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<td>28</td>
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<tr>
<td>Mixed Males</td>
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<td>31</td>
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<td>0</td>
<td>3</td>
<td>40</td>
<td>1</td>
<td>181</td>
</tr>
<tr>
<td>Native American Females</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>9</td>
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<tr>
<td>Native American Males</td>
<td>3</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>White Females</td>
<td>35</td>
<td>46</td>
<td>0</td>
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<td>49</td>
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<td>26</td>
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<td>5</td>
<td>19</td>
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<tr>
<td>White Males</td>
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<td>110</td>
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<td>119</td>
<td>100</td>
<td>7</td>
<td>61</td>
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<td>4</td>
<td>17</td>
<td>36</td>
<td>218</td>
<td>6</td>
<td>897</td>
</tr>
</tbody>
</table>

**Source:** BPS OIIT file titled “SPEDDOEExtract04222014.xls”, accurate as of 4/22/14