SMARTIE Goals

Department Narrative

I. Please briefly describe the mission and focus of your department (in 2 to 3 sentences of the work you directly oversee). State the equitable impact on students (particularly students of color, students with disabilities, English Learners, and economically disadvantaged) if you successfully achieve your mission.

The Department of Opportunity Youth builds the equity and capacity of schools, inclusive of all youth, but specifically opportunity youth, including but not limited to homeless, home and hospital tutored youth and those with attendance challenges. In addition to providing referrals and direct services to students, the department provides ongoing support, training and professional development to increase staff skills in the areas of student services, evaluation and learning.

II. In alignment with step 2 (data analysis) and 3 (stakeholder engagement) of the Racial Equity Planning Tool:

a. What do you see as the most critical/glaring opportunity and achievement gaps in relation to your department?

   • Ethnicity: Students experiencing homelessness are disproportionately represented by students of color, with 95%, compared to 85% for non-homeless students in the district.
   • IEP: We see slightly higher rates of students with IEPs among those experiencing homelessness (23%) compared to students not experiencing homelessness (21%).
   • ELD: Students experiencing homelessness are in English Language Development (ELD) programs at a much higher rate, 42%, when compared to non-homeless students (29%).
   • Attendance: Across every region in BPS, students experiencing homelessness have lower attendance than their peers. Across all regions, the average attendance rate for students experiencing homelessness is 3.5% lower than non-homeless students.
   • MCAS Levels: The MCAS scores of students experiencing homelessness
are far lower than their peers. For English, 21.5% less students experiencing homelessness score in the proficient or advanced range. For Science, it is 24.2% less in the proficient or advanced range, while in Math 33.0% less students experiencing homelessness score in the proficient or advanced range.

Lower attendance rates among students of color.

Ensuring equitable access to education and academic progress for students participating in the Home & Hospital Instruction Program

The lack of timely resources for the economically disadvantaged is the most glaring achievement gap. Getting housing placement for the poor takes a very long time, so is acquiring transportation for students. There are barriers that make getting these resources very difficult.

Ensuring that systemic and individual marginalization does not impact Home and Hospital student populations as we work to ensure equity in education. How do we assess and identify when these students are being marginalized?

b. How do these align with the 2016 OAG Policy (please state specific sections)?

GOAL 2: DISTRICT-WIDE FOCUS ON CULTURAL PROFICIENCY AS CENTRAL TO THE WORK OF THE BOSTON PUBLIC SCHOOLS

GOAL 4: HOLISTIC, CULTURALLY AFFIRMING APPROACH TO SCHOOL AND TEACHER QUALITY

GOAL 5: DISMANTLING STRUCTURAL BARRIERS AND PROVIDING GREATER ACCESS TO OPPORTUNITIES

GOAL 6: STUDENTS, FAMILY, AND COMMUNITY AS AUTHENTIC PARTNERS

c. How are the solutions/strategies you are outlining going to affect the gaps?

https://docs.google.com/document/d/1Hht_9cY3Tb1_yaAbyRoslWXYDO6feE9qmtQ2QYO3dRQ/edit?usp=sharing

COVID-19: Connecting out-of-district and in-district students experiencing homelessness and those who face barriers with opportunities for food, learning and housing stability.

Develop programs and professional development to address issues around marginalization of students who are faced with some form of illness.

Identify and develop programs that will increase tolerance, eliminate prejudice against this (the sick) marginalized group.

BPS should have a program to address and educate adults to ensure that their
actions aren’t affecting students directly or indirectly.
Create a safe place to report marginalization efforts by adults as we try to educate students.

d. What unintended impact or challenges do you anticipate in implementing these solutions?
Bureaucratic red tape; inefficient, time consuming processes. Availability of resources and capacity to meet the need.

e. Please access the OAG Goal Tracker, February 2019 OAG Policy Implementation Update, 2020 BPS DESE Review as well as stakeholder and other data you may have to further guide you.

III. Are there other areas of work connected to your office that you believe are key to closing opportunity and achievement gaps but are missing from the current policy and other data? If so, describe.

Opportunity and achievement gap policy says little about the struggles that some of the students are facing in their lives outside of the school environment. Part of our job in OY is to help these families access the resources they need and in turn help bridge the achievement gap.

IV. As you further develop your goals, what specific measures will your department take to address the unique needs of historically marginalized youth including students of color, English learners, students with disabilities, and economically disadvantaged?

Attendance rate and chronic absenteeism rate among historically marginalized student groups.
Comparison of core EWIs and historically marginalized demographic groups among students experiencing homelessness and permanently housed students.

V. Did you use the Racial Equity Planning Tool throughout the process of planning goals and action steps? Please embed the link to your completed Racial Equity Planning Tool in this section.

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Goals:
Action Steps:

Please see the finalized goals and action steps here.