



Opportunity and Achievement Gaps Implementation Plan Update

Dr. Colin Rose

Assistant Superintendent, Opportunity & Achievement Gaps

Necessity and Urgency of the OAG plan

- Structural/cultural inequities persist at all levels of our social system and BPS mirrors much of these inequities
- Boston as a society and BPS specifically must intentionally and unapologetically bring change to the interface between schools and historically marginalized students in an attempt to reverse years of structural and cultural oppression
- Eliminating opportunity and achievement gaps is vital not only for the success of our school district but more importantly, for the survival of our democratic, pluralistic society

Targeted Universalism

Instead of targeting “all students”, targeted universalism would have us take action for the most marginalized groups to insure that all levels of impediments for these students are addressed- along the way removing barriers for everyone.

OAG Policy as Logic Model

1. Focus on cultural proficiency across the district (Goals 2, 3, and 4)
 - a. Diversity and cultural proficiency in leadership and human capital
 - b. Holistic, culturally affirming approach to school and teacher quality
2. Dismantling structural barriers and providing greater access to opportunities
3. Ecological Supports: Students, family, and community as authentic partners

Process for Building Implementation Plan

To date, the implementation process has logged hundreds of hours of meeting time alone:

1. Initial meeting with the Assistant Superintendent of Opportunity and Achievement Gaps and SMART/Process Goal Drafting
–Policy and “Draft #8”
2. Department Leaders presented in feedback sessions with the OAG Task Force
3. Editing and finalizing: Multiple Rounds depending on department

Oversight and Continuation

OAG Task force charged as a main monitoring body as the implementation plan continues as a living document:

- Sub-committees overseeing priority areas and related objectives
- Quarterly meetings: monitoring, review/tuning of strategies, and next steps

OAG Objective 1: District Governance

- Superintendent and Assistant Superintendent of OAG will have the responsibility, authority, and accountability to lead, facilitate and monitor implementation plan
- Impact statements and constant review of policy for impact on subgroups

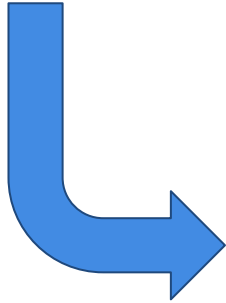
Body of Implementation Plan

- Priority Area and Objective Number
- Background on Strategy/ Changes in practice or policy
- Success Metrics - Alignment with District Measurement Tools, including the Performance Meter and School Quality Framework
- SMART/Process Goals
- Alignment to State Priorities
- Plans for Sustaining Action

Example SMART Goal: Objective 4.1

Process Goal:

By SY 2017-2018, in coordination with the Office of Human Capital, update the teacher and principal rubrics to reflect CLPS competencies throughout all of the domains (not simply relegated to a single element as cultural proficiency is currently) (OAG)



Department: Office of Opportunity and Achievement Gaps				
Department: Office of Opportunity and Achievement Gaps		Department Head: Dr. Colin Rose	Date: January 15, 2017	
Team Members: Hayden Frederick-Clarke, Regine Pierre, Donkor Minors, Deandra Robinson				
OAG Goal/Objective: 4.1				
SMART Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
By SY 2018, in coordination with the Office of Human Capital, update the teacher and principal rubrics to reflect CLSP competencies throughout all of the domains (not simply relegated to a single element as cultural proficiency is currently)	Meet with OHC and other stakeholders on competencies	OHC, OAG, ASSET	January 2017 - September 2017	Draft look fors and supports to be outlined on rubric
	Socializing and editing new look-fors with principals and teacher leaders	OHC, OAG, Instructional Superintendents	SY 2017-2018	Feedback from interest groups
	Operationalize new look-fors/ supports in teacher and principal rubrics	OHC, Instructional Superintendents, Principals	September 2018	Changes in official rubrics

Building Momentum and Promising Practices

- CLSP work - From no definition of cultural proficiency to action plans for all schools around CLSP, cabinet/central office work, partners, etc.
- Convening and renewed fervor of multiple stakeholders around the OAG work (advocates, school leaders, teachers, families, community, activists, academics, students, etc.)
- Unit of change at the school/community level -practices and accountability

Priorities and Limitations

- Knowledge/Targeting of students through Culturally and Linguistically Sustaining Practices (CLSP) and Data Systems
 - CLSP as the cycle of learning to operationalize targeted universalism
 - Building the systems for equity
- Movement on stubborn issues and areas not traditionally explored
 - staff diversity, disproportionality, coherent and equitable K-12 programming, budget equity, operational units
- Need to deepen work on ecological supports and advocacy
 - e.g. city, unions, colleges/universities, etc.

Changes for Cultural Proficiency

3.1: Increase the diversity of teachers, administrators, and staff in schools and Central Office.

- More supports for schools/offices struggling with diversity of staff
- More accountability to individual schools/offices around retention/hiring practices (eg: bottom quartile of schools/offices > 50% of hires POC)
- Hiring/retention targets at all schools connected to evaluation of principal
- More financial support and increase in matriculation from alternative pipeline programs that aim for diverse candidates

SMART/Process Goal Owners: Office of Human Capital, Superintendents Office

3.2: Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps...

- CLSP for all staff entering BPS
- CLSP infused into all district professional development
- OAG/CLSP action plan at all schools (connected to Quality School Plan)
- Analysis of PD/coaching model
- Creation of rubric/tool as leading indicator to identify, celebrate, and support schools around OAG structures/practices

SMART/Process Goals Owners: OAG, APL, Transportation, Office of Chief of Schools, Superintendent's office

Changes for Cultural Proficiency

4.1: Provide a culturally proficient and highly effective teacher in every classroom ...

-Changes in priority standards for teacher and principal evaluations to reflect CLSP (competency based and visible throughout rubrics)

-Changes in climate survey to reflect CLSP

-CLSP as key part of all central office evaluations

SMART/Process Goal Owners: OAG, OHC, Superintendent

4.5: Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

-Strategy and targets around reducing identification of boys of color and ELLs for special education

-Increased accuracy in identification of students to special education

-Annual analysis for equity for ELLs

-Targeted goals around expansion of dual language

SMART/Process Goal Owners: OELL, OSE

Changes to Remove Structural Barriers

5.3: Demonstrate equity, quality, and impact in funding and resources

- OAG representation in long-term financial planning
- Opportunity Index for resource decision making
- Annual Equity analysis for budget and grants

SMART/Process Goal Owners: Finance, OAG, Grants

5.4: Demonstrate how opportunities such as access to rigorous curriculum...

- Excellence for All Model- bring rigour to all elementary and middle schools classroom
- Targeted strategies to increase participation in pre-k for families of color and increase out of school time and summer school learning in early childhood
- Comprehensive review of courses and graduation requirements that mandate access to rigorous coursework for all
- More equitable access to the innovation process and targeted support of personalized learning for schools serving high needs populations

SMART/Process Goal Owners: APL, OAG, ELT, Innovation

Changes to Ecological Supports

6.1: Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps...

- Reaching 100% student participation on SSC across the district (high schools)
- BSAC townhalls (including other student groups from across Boston)
- Student leaders in professional learning side by side with teachers

SMART/Process Goals Owners: Engagement

6.2: Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.

- Explicit funding streams to accompany family engagement plans – district/school leaders
- Expanding opportunities for parents to be partners in closing OAGs
- Expand support for educators for family engagement
- A renewed focus on holding schools accountable for family engagement structures that have been mandated but not always practiced

Smart/Process Goals Owners: Engagement

Recognitions and Next Steps

OAG Task Force Chairs:

- Jeri Robinson, Sam Acevedo, and Ayele Shakur

Task Force members

Department Heads

Other Stakeholders

Immediate Next steps:

- Finalize online version of plan: Living, breathing document
- Finalize oversight model with Task Force: Subcommittees by areas
- Finalize reporting mechanism for offices: What and when

APPENDICES

Changes for Cultural Proficiency

2.1: Develop a clear, shared vision for cultural proficiency ...

-Culturally and Linguistically Sustaining Practices (CLSP) will be the model for cultural proficiency across the district. It will be the foundation for the measurements of cultural proficiency for teachers, administrators, staff, and partners, guiding both professional development and accountability systems. It is the cycle of learning that operationalizes Targeted Universalism.

SMART/Process Goals Owners: Office of Opportunity and Achievement Gaps

2.2: Continue and expand efforts aimed at increasing dialogue and transparency ... create a system for reporting allegations of racial bias ...

-Creating a new system to collect and report equity complaints and investigations, so systematically we can see trouble area

SMART/Process Goal Owners: Office of Equity

Changes for Cultural Proficiency

4.2: Demonstrate how curricula are vetted for bias and cultural proficiency, and ensure that the curriculum and instructional strategies used in all subjects at all levels are rigorous, highly engaging, culturally affirming, and foster student identity and voice.

-Examination of all our current curriculum for bias (7-forms of Bias Protocol)

-Review of any new curriculum for bias

-Augmentation/creation of curriculum to decolonize

SMART/Process Goal Owners: OAG, APL

Changes for Cultural Proficiency

4.3: Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture...

- Creation of explicit SEL standards in coordination with CLSP and measurement tools and supports to target student need

- Creation of strategic plan for trauma

- Expansion of supports for alternatives to punitive discipline

- Creation of new coursework and expansion of mentoring and 10 boys programming for students of color

SMART/Process Goal Owners: OSELW, OAG

4.4: Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity....

- Collecting ethnic data beyond major race categories

- Policy on formative assessment

- Centrally supported and school utilized early warning system embedded in BPS assessment and data systems

- Incorporate partner data into data system to better illuminate gaps in opportunity and assess partner effectiveness

SMART/Process Goal Owners: OAG, OIIT, ODA, APL, OSE

Changes to Remove Structural Barriers

5.1: Demonstrate how equity is addressed within the District's Operations

- More nutritious, more local and culturally affirming meals
- New systems for transparency in maintenance and building quality
- Equity analysis in transportation in both access and quality
- More transparency in technology measures in schools and ways in which to better match need and support around technology

SMART Goal Owners: OIIT, Food Services, Facilities, Transportation

5.2: Demonstrate equity in student assignment, enrollment, and school closings.

- Equity analysis of assignment process - by seat and probability metrics

SMART Goal Owners: Engagement

Changes to Remove Structural Barrier

5.5: Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent-community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps

-In coordination with Chief of Education and Chief Resilience Officer, solidified strategy/platform to address issues of racism and equity that aligns the work of BPS and City Hall

SMART/Process Goal Owners: OAG

Changes to Ecological Supports

6.3: Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.

- Vetting process for partners that includes its ability to align to CLSP
- Create and conduct courses for partners around CLSP
- Collecting data for partner landscape and disaggregated analysis of service quality and equity

SMART/Process Goals Owners: Engagement

Department and Policy Objective Matrix

Priority Area	Objective	ASSET					Strategy					Chief of Schools			Finance			Operations				Total by Objective			
		Superintendent	OAG	OSELW	OSE	OELL	APL/Early Childhood	ODA	OHC	ELT	Equity	Engagement	Chief of Schools/ ISs	New Teacher Development	New Principal Development	Finance	Grants	Innovation	OiIT	FNS	Facilities		Transportation		
Cultural Proficiency	2.1		1																					1	
	2.2									1															1
	3.1	1						10		1		1													13
	3.2	1	2				2						4	1						1			1		12
	4.1	1	1				1	1																	4
	4.2		1				5																		6
	4.3		1	5																					6
	4.4	1	1		1		1	3			1								2						10
4.5					5	4																		9	
Structural Barriers	5.1																	2	6	4	2			14	
	5.2									1														1	
	5.3									1					1	3								5	
	5.4		2				4		4								2							12	
	5.5		1																					1	
Ecological Supports	6.1									3														3	
	6.2									7														7	
	6.3									4														4	
Total By Department		4	10	5	6	4	12	4	11	4	2	17	1	4	1	1	3	2	4	7	4	3	3	109	

Key:	
#	Department owns specified number of SMART/Process goals
	Department is responsible for action step(s) in this objective, but does not own any SMART goals