

OPPORTUNITY AND ACHIEVEMENT GAPS (OAG) POLICY IMPLEMENTATION

(For the 2016 Policy of the Boston Public Schools to Eliminate Opportunity & Achievement Gaps for students of color, multilingual learners, students with disabilities and students of low socio-economic status)

This Circular will remain in effect unless rescinded or superseded by a subsequent version.

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The Boston Public Schools is committed to ensuring that every child in every classroom has unfettered access to all the opportunities needed to be successful academically and social emotionally. In order to meet this mission, it's important that every district employee reads, understands, embodies, and implements the 2016 Opportunity & Achievement Gaps Policy.

I. OAG POLICY GOALS

The OAG Policy aspires to achieve the following goals:

- **Goal 1:** Districtwide Implementation and Oversight
- **Goal 2:** Districtwide Focus on Cultural Proficiency as Central to the Work of the Boston Public Schools
 - **Objective 2.1:** Develop a clear, shared vision for cultural proficiency with Cultural Proficiency Standards, and promote culturally and linguistically sustaining and affirming practices districtwide.
 - **Objective 2.2:** Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion and create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity.
- **Goal 3:** Diversity and Cultural Proficiency in Leadership and Human Capital
 - **Objective 3.1:** Increase the diversity of teachers, administrators, and staff in schools and the Central Office.
 - **Objective 3.2:** Provide long-term, ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

- **Goal 4: Holistic, Culturally Affirming Approach to School and Teacher Quality**
 - **Objective 4.1:** Provide a culturally proficient and highly effective teacher in every classroom and give cultural proficiency standards greater weight on the Teacher Evaluation Rubric.
 - **Objective 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.
 - **Objective 4.3:** Demonstrate how Social and Emotional Learning (SEL) is used to develop student identity and an appreciation of race, ethnicity, culture, language, gender, and social class among students and teachers; and foster comfort in discussing these issues explicitly in school.
 - **Objective 4.4:** Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender to identify and address opportunity and achievement gaps.
 - **Objective 4.5:** Demonstrate how appropriate identification, placement, and support services are provided for students with disabilities and English Language Learners.

- **Goal 5: Dismantling Structural Barriers and Providing Greater Access to Opportunities**
 - **Objective 5.1:** Demonstrate how equity is addressed within the district's operations.
 - **Objective 5.2:** Demonstrate equity in student assignment, enrollment, and school closings.
 - **Objective 5.3:** Demonstrate equity, quality, and impact in funding and resources.
 - **Objective 5.4:** Demonstrate how opportunities such as access to rigorous curriculum, early childhood education, and extended learning time are being expanded to all students of color and other marginalized groups.
 - **Objective 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.
- **Goal 6: Students, Family, and Community as Authentic Partners**
 - **Objective 6.1:** Demonstrate how students are engaged as partners in eliminating opportunity and achievement gaps, while promoting student engagement and agency in active learning.
 - **Objective 6.2:** Demonstrate how parents are engaged as partners in eliminating opportunity and achievement gaps.
 - **Objective 6.3:** Demonstrate how community partners

are engaged with the District to eliminate opportunity and achievement gaps.

II. OAG POLICY OVERSIGHT AND IMPLEMENTATION

The Office of Opportunity Gaps of the Division of Equity, Strategy and Opportunity Gaps (ESOG) has the authority to oversee the implementation of the OAG policy as designated by the superintendent of schools.

- To ensure that all “*departments and schools [demonstrate] equity in all facets of district operations,*” each department and school is expected to develop annual goals that advance the goals of the OAG policy under their purview.
- For central office departments, each OAG policy goal should be developed in consultation with a designated member of the Office of Opportunity Gaps before the beginning of each school year.
- For schools, school leaders, in consultation with their school superintendent, should develop goals advancing the OAG policy as a part of their annual Quality School Plan (QSP). The school superintendents should have the goals reviewed by the Office of Opportunity Gaps for consultation and feedback for finalization by November 1 of each year.
- The Office of Opportunity Gaps and the Office of Strategy & Innovation will work in partnership to ensure alignment of strategy plan implementation goals and OAG policy implementation goals across central office departments. Each department's OAG goal(s) shall also serve as one or

more of its strategic plan implementation goals.

III. OAG POLICY SMARTIE GOALS / ALIGNED WITH STRATEGIC PLAN IMPLEMENTATION GOALS

*“Implementation and Evaluation: Within six months of the Boston School Committee (BSC) adoption of this policy, Boston Public Schools (BPS) will develop and present to BSC an interdepartmental implementation plan for this policy. The Implementation Plan must include SMART Goals which are Specific, Measurable, Attainable, Realistic, and Time-Bound. Each October, beginning in 2017, BPS will submit an annual report on the Plan’s progress which will include SMART Goals for the subsequent calendar year. BPS will develop an **Opportunity and Achievement Gaps (OAG) Dashboard**, publicly available on the **BPS website**, which monitors and assesses the District’s progress towards meeting the goal of eliminating the opportunity and achievement gaps facing students of color and other marginalized groups.”*

- **Superintendent Goals:** At the beginning of each school year, the superintendent’s goals, objectives, and implementation of activities will be aligned with the goals and objectives of the Opportunity and Achievement Gap Policy.
- **Central Office Goals:** At the beginning of each fiscal year, each division-office must develop an Opportunity and Achievement Gap Goal and Strategy(s) that elevates student disproportionality within their workstreams. Goals are reviewed quarterly to determine progress on implementation for student achievement.

- **School-Based Goals:** At the beginning of each school year, School Leaders and their teams must develop an Opportunity and Achievement Gap Goals and Strategy(ies) within their Quality School Plans that elevate student disproportionalities within teaching, learning, operational, and social emotional supports. Quality School Plans are reviewed every 90 days to determine progress on implementation for student achievement.

IV. TRANSPARENCY & PUBLIC ACCOUNTABILITY

“The Boston School Committee must ensure that eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socio-economic status is a primary and urgent priority that will not change with new leadership, fluctuating budgets, and shifting priorities. All District policies, budgets, strategic plans, and school improvement plans shall advance the goal of eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socio-economic status.”

RESPONSIBILITY OF DISTRICT LEADERSHIP

Equity Impact Statements:

All reports, policy recommendations, and budgets presented to the Boston School Committee shall be accompanied by an **Equity Impact Statement** that explicitly shows a comparison of the gaps for students of color, multilingual learners, students with disabilities, and students of low socio-economic status, disaggregated by ethnicity, to the extent possible. This Achievement Gap Impact Statement will give an explicit

examination of how the report, policy recommendation, and/or budget will help or hinder eliminating gaps and increase or decrease opportunities for students of color, Multilingual learners, students with disabilities, and students of low socio-economic status.

All new policies will be automatically reviewed in one year to present disaggregated ethnic and program data to show that the policy is having its intended impact, along with lessons learned and future recommendations.

Other Provisions / Excerpts From the OAG Policy:

- **Leadership and Oversight:** The superintendent and their designee (e.g., the assistant superintendent for the Opportunity and Achievement Gap) will have the responsibility, authority, and accountability to lead, facilitate, and monitor the implementation of this policy so that it is fully embedded in the operations and practices of the district.
- **Resource Allocation:** BPS shall base resource allocation decisions on the OAG Implementation Plan, and target resources to meet the specific gap closing goals of the plan, including fully funding the Office of the Opportunity and Achievement Gap and the Office of Equity. As part of the annual report, BPS will indicate the resources it has allocated to implement the OAG plan.
- **Monitoring:** The Opportunity and Achievement Gaps Task Force shall continue as a monitoring body, meeting no less than quarterly, providing guidance and input, and working in partnership with the Boston School

Committee, and BPS to help ensure that the Implementation Plan is developed, and the policy is being implemented with consistency and fidelity across the district. The task force will give an annual State of the Opportunity and Achievement Gaps Report to the Boston School Committee and shall make recommendations as needed to influence the budget process and planning for each subsequent school year.

- **Performance Reviews:** Beginning in SY22-23, annual performance reviews for the superintendent and all BPS staff shall include goals related to cultural proficiency and eliminating opportunity and achievement gaps.

For more information about this circular, contact:

Name:	Assistant Superintendent, Office of Opportunity Gaps
Department:	Office of Opportunity Gaps
Mailing Address:	Bruce C. Bolling Building, 2300 Washington Street, Roxbury, MA 02119
Phone:	617-635-9650
Fax:	617-635-7940
Email:	ofca-staff@bostonpublicschools.org

OR

Owner:	Assistant Superintendent, Office of Opportunity Gaps
Department:	Equity Strategy, Opportunity Gaps
Mailing Address:	Bruce C. Bolling Building, 2300 Washington Street, Roxbury, MA 02119
Phone:	617-635-9650
Fax:	617-635-7940
Email:	ofca-staff@bostonpublicschools.org

Mary Skipper, Superintendent