BOSTON PUBLIC SCHOOLS

STRATEGIC PLANNING DRAFT 2020-2025

FOR

PRESENTATION TO THE BOSTON SCHOOL COMMITTEE

February 26, 2020

INTRODUCTION

Imagine a school district where every child has the opportunity to achieve their dreams. A district where every school, in every neighborhood, in every part of the city is equipped to help every student unlock their unlimited potential.

Imagine Boston's future leaders sitting in a Boston classroom today. And imagine that we all have absolute confidence that they will graduate from our schools ready: ready to pursue their dreams, ready to succeed, ready to lead, and ready for a future that will call on them to meet challenges we can't even imagine today.

Imagine that this is the Boston Public Schools.

As the birthplace of America's public education system, Boston Public Schools (BPS) has a long, rich tradition and commitment to education. BPS is a leader in urban education. Nationally recognized programs and initiatives such as universal preschool, early childhood education, an equitable school-based funding formula, and policies specifically focused on creating greater racial equity are but a few of BPS's signature accomplishments.

Even with this rich history, there is a growing sense of impatience to address longstanding, systemic barriers that hamper our students' ability to reach their full potential. The Mayor, School Committee, Superintendent, staff, and community are collectively committed to urgent, courageous action that will advance our best hopes and aspirations for our students.

Our definition of educational equity is clear. At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. Each child should have the same unfettered access to every conceivable tool to unlock the greatness within them. For this to happen, we must eliminate the structural and institutional obstacles to educational opportunity based on race, socioeconomic status, special learning needs, and other historically marginalized groups. This requires a commitment to systemic change in the way we allocate funding, provide access to information, deliver instruction, and make resources available to meet students' needs.

Providing all students access to opportunities to learn and develop their full potential must be guaranteed. This plan aims to accelerate our efforts to offer excellent, equitable, highly relevant education for all.

A COMMUNITY-CREATED PLAN

Students, families, staff, and community members were our inspiration and collaborators. Over the past four months, the Superintendent and district staff conducted an extensive process of community engagement to solicit input and ideas from a broad range of stakeholders. The Superintendent visited every BPS school to gather information about our school buildings and learn from students, teachers, and school staff about the needs of their school community. The plan also draws on a broad range of resources including the Opportunity and Achievement Gap Policy and Taskforce, English Language Learner Taskforce, 2018-19 High School Working Groups, 2018 EY-Parthenon Report, and the Boston School Committee's 2014 strategic plan, which will be included in an appendix in the final strategic plan document.

125 school visits across 135 school buildings

102 stakeholder and community meetings

Input from more than 2,100 members of the Boston community

NEEDS ELEVATED MOST FREQUENTLY

- Modernized schools buildings with gymnasiums, libraries, cafeterias, fine arts centers, and well-maintained heating, ventilation, and cooling systems

- Fair and equitable funding across schools

- Clear and predictable pathways from preschool to graduation

- Reliable, accessible and on-time transportation and effective operations

- Caring and competent staff reflective of our students

- Rigorous and culturally and linguistically affirming student-centered curricula

- Improved programming and increased bi/multilingual educational opportunities for English learners

- Enhanced programming and increased inclusive opportunities for students with special learning needs

- Social-emotional skill development, trauma-informed instruction, and mental health supports

- A full range of programming including arts, physical education, athletics, and tutoring during and outside of school

- Access to 21st century technology for all students

PATHWAY TO A BETTER BPS

Mission: Every child in every classroom in every school receives what they need.

Vision: A nation-leading, student-centered public school district providing an equitable and excellent well-rounded education that prepares every student for success in college, career, and life.

Values: Joy **U**nity **I**nclusion **C**ollaboration **E**quity

Theory of Action:

If we give every student what they need, earn the trust and true partnership of families, community members, and stakeholders through authentic engagement and shared leadership, deliver excellent service to students and families, and provide educators and staff with professional development and clear expectations...

Then we will be a high-performing, nation-leading district that closes gaps and improves life outcomes for each student.

COMMITMENTS AND PRIORITIES (SUMMARY)

1. **ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS: Equitable and excellent student outcomes**
   - 1.1. Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy to ensure that our schools are equitably funded to provide robust academic programming and social-emotional supports to give every child what they need
   - 1.2. Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve
   - 1.3. Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, and ensure that new purchases are culturally and linguistically relevant.
   - 1.4. Implement specific supports for English Learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs
   - 1.5. Support schools by implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff
   - 1.6. Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminating opportunity and achievement gaps - especially for English learners and students with disabilities - and central office will be responsible and accountable for monitoring progress and providing support
   - 1.7. Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms and applying restorative practices
   - 1.8. Develop capacity to address health and social contributors to opportunity gaps, such as - hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identify
   - 1.9. Focused intervention in the thirty-four (34) lowest performing schools
   - 1.10. Develop and monitor progress toward achieving explicit goals for students with disabilities and implementing strategies to increase inclusionary practices and address disproportionality in sub-separate settings

2. **ACCELERATE LEARNING: High-quality schools and joyful classrooms district-wide**
   - 2.1. Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life
   - 2.2. Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting
   - 2.3. Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience
   - 2.4. Fully implement universal pre-kindergarten through a mixed delivery model that leverages district and community options and ensures a high quality educational experience for all early learners
   - 2.5. Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school including strong science and math programming
   - 2.6. Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met
   - 2.7. Make every school a safe space for every student, offering the support and protection needed to learn, grow, and thrive
   - 2.8. Implement a comprehensive district-wide professional development plan for paras, teachers, counselors, school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan

3. **AMPLIFY ALL VOICES: Shared decision-making, mutual accountability, and partnerships**

3.1. Engage youth voice in decision-making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners

3.2. Engage parent voice in district level decision-making and leadership in a timely and transparent manner by supporting and leveraging the Citywide Parent Council, District English Learner Advisory Council and Special Education Parent Advisory Council

3.3. Welcome and value all families and students in our schools, including them as partners in school improvement and student learning

3.4. Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district and school based leaders during regional, school-based and district level meetings.

3.5. Fully engage teachers, school staff, families and students in School Site Council to ensure representation of voices in school based decisions and management

3.6. Publicly share school progress towards implementation of the district's engagement standards and school climate survey results

4. **EXPAND OPPORTUNITY: Fair and equitable funding and welcoming environments**

4.1. Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups

4.2. Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants

4.3. Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide

4.4. Make substantive progress with BuildBPS to create equitable, 21st-Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools

4.5. Ensure that every BPS school and central office department collaborates with families, local youth- and family-focused partners and service agencies to ensure family awareness of and access to the resources they need to support student growth inside and outside the classroom

5. **CULTIVATE TRUST: Caring and excellent staff that reflect the diversity of our students and are focused on customer service**

5.1. Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color

5.2. Restructure central office for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities, with child and family friendly services

5.3. Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership

5.4. Make BPS a place where educators and staff *want* to be employed because they are focused on serving our students and feel valued and supported in their work

5.5. Revamp central office operations to ensure the highest quality of services to families, including school registration, transportation, food and nutrition services, and safety

6. **ACTIVATE PARTNERSHIPS:** *Expand learning beyond the classroom and connect community to the classroom*

6.1. Connect every student to high quality before and after school, summer, and transition programs, and high school work experiences and internships in order to activate learning, build skills, and develop social capital

6.2. Collaborate with partner organizations and agencies to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success.

6.3. Coordinate partner organizations with school personnel to enrich learning and services during the school day including student support, college readiness and advising, dual enrollment and early college pathways

6.4. Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, <mark>trades</mark> and career opportunities

6.5. <mark>Engage key partners in decision-making in order to guide and develop coherent year round wraparound services, and learning experiences and programming for students</mark>

COMMITMENTS AND PRIORITIES

1. ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS:
Equitable and Excellent Student Outcomes

Every student - regardless of race, ethnicity, gender, disability, sexual orientation, religion, citizenship status, socioeconomic status, or zip code - deserves an excellent, culturally relevant education and opportunities that help them achieve their full potential. BPS serves highly talented students who are impacted by social, systemic and social barriers, and racism in and outside of school. Nearly 30,000 BPS students (more than 50% of our student population) have specific needs as English Learners and/or students with disabilities, and/or experience economic disadvantage. Black and Latinx students comprise 76% of BPS enrollment. Historically, Black and Latinx boys, English Learners, and students with disabilities have been excluded from access to more rigorous coursework and inclusive general education settings at disproportionate rates. We will take bold, deliberate, and explicit action to eliminate opportunity and achievement gaps for our most vulnerable students.

PRIORITIES

1.1. Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps (OAG) Policy to ensure that our schools are equitably funded to provide robust academic programming and social-emotional supports to give every child what they need

1.2. Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve

1.3. Empower and partner with educators to review curriculum for cultural and linguistic bias and relevance, and ensure that new purchases are culturally and linguistically relevant.

1.4. Implement specific supports for English Learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs

1.5. Support schools by implementing culturally and linguistically sustaining practices and Ethnic Studies through professional development focused first on classroom educators, and subsequently other staff

1.6. Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminating opportunity and achievement gaps - especially for English learners and students with disabilities - and central office will be responsible and accountable for monitoring progress and providing support

1.7. Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms and applying restorative practices

1.8. Develop capacity to address health and social contributors to opportunity gaps, such as - hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identify

1.9. Focused intervention in the thirty-four (34) lowest performing schools

1.10. Develop and monitor progress toward achieving explicit goals for students with disabilities and implementing strategies to increase inclusionary practices and address disproportionality in sub-separate settings

1. **ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS (CONT.)**

ANCHOR GOAL 1: BPS graduates will be ready for success in college, career, and life.

Data Definition: The percentage of high school graduates who meet a combination of GPA (2.7+), attendance (94%+), MassCore completion plus advanced coursework enrollment, and "Anytime learning" (access to additional learning experiences such as volunteering and internships). Students will be considered on-track for success in college, career, and life if they demonstrate at least two of the three achievement measures (i.e., GPA, attendance, course completion) as well as anytime learning.

Aligned progress measures: (All measures disaggregated by EL, SWD, EL/SWD, race, economic disadvantage, and other groups)

Early literacy	The percentage of K2 students who meet or exceed grade level expectations on the NWEA MAP Reading Fluency assessment at the end of the year[1]
Grade level promotion	The percentage of students promoted to the next grade level
Graduation	The percentage of students who graduate with a high school diploma within four years
ELA achievement	Average ELA scaled score[2]
Math achievement	Average math scaled score
Science achievement	Average scaled score (grades 5 and 8) and average CPI (high school)[3]
EL progress	Mean Student Growth Percentile on the ACCESS for ELLs test
Suspension	The percentage of students who were suspended one or more times in a given school year
OAG implementation for central departments	The percentage of central office departments successfully implementing the OAG Implementation Plans
OAG implementation for schools	The percentage of schools successfully implementing the OAG Implementation Plans

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[1] MAP Fluency assesses student progress in the progression of phonological awareness from sounds to decoding words. At the end of K2, students are expected to either Meet or Exceed grade level expectations for the Phonological Awareness task of Foundational Reading Skills or take the oral reading portion of the MAP Fluency Reading Assessment.

[2] Students receive an scaled score for each Massachusetts Comprehensive Assessment System (MCAS) test they take in English Language Arts (ELA) and Mathematics, ranging from 440 to 560. Scores of 500 or higher indicate that a student has met grade level expectations and is on track to succeed in the current grade in the subject. To calculate an average MCAS score in ELA or mathematics, all of the MCAS test scores for the group/school are added together and divided by the number of students with scores.

[3] Students take the MCAS Science and Technology/Engineering (STE) tests in grades 5, 8, and high school. For grades 5 and 8, scores range from 440 to 560, just as they do in ELA and mathematics. High school science scaled scores range from 200 to 280, and may also be reported using the 100-point Composite Performance Index (CPI). The CPI assigns 100, 75, 50, 25, or 0 points to each student based how close they came to scoring Proficient or Advanced. All students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points. Average CPI is calculated by dividing the total number of points by the number of students in the group.

2. ACCELERATE LEARNING:
High-quality schools and joyful classrooms district-wide

All of our schools should be joyful learning environments that leverage the rich assets that exist in every community. BPS has a working definition of "quality," as expressed through the School Quality Framework (SQF). However, from our work with communities and through our listening sessions, we know that our aspirations for quality are not experienced or available to our city's many cultures, neighborhoods, and communities. We believe high-quality schools should include core elements that meet the needs of the whole child, including health education and physical education, arts programming, and social-emotional skill development. We will transform the way we fund, support, and offer programming to our schools in a way that establishes consistent standards of quality, leverages unique community assets, and meets the needs of every student.

PRIORITIES

2.1   Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.

2.2   Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting

2.3   Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience

2.4   Fully implement universal pre-kindergarten through a mixed delivery model that leverages district and community options and ensures a high quality educational experience for all young learners

2.5   Implement rigorous and consistent elementary learning expectations and curriculum that prepare all students for high school including strong science and math programming

2.6   Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met

2.7   Make every school a safe space for every student, offering the support and protection needed to learn, grow, and thrive

2.8   Implement comprehensive district-wide professional development plan for paras, teachers, counselors, school and central leaders to develop capacity and expertise to change student outcomes as outlined in this plan

2. ACCELERATE LEARNING (CONT.)

ANCHOR GOAL 2: BPS schools will demonstrate strong growth in ELA and Math

Data Definition: The proportion of BPS schools with a mean student growth percentile of 50.0+ in English Language Arts and mathematics. The mean student growth percentile for a school is a representation of "typical" growth on MCAS for students in that school. An SGP of 50 or better indicates that MCAS growth of students in that school are on par or better than the growth of their academic peers across the state.[4]

Aligned progress measures: (All measures disaggregated by EL, SWD, EL/SWD, race, economic disadvantage, and other groups)

ELA growth	Mean ELA student growth percentile (SGP) across grades
Math growth	Mean Math student growth percentile (SGP) across grades
Algebra participation	The percentage of students enrolled in 8th grade Algebra I
School quality	Number of School Quality Framework (SQF) Tier 1 and 2 schools district-wide[5]
Advanced coursework	The percentage of 11th and 12th graders who pass at least one advanced course[6]
Inclusion	The percentage of students with disabilities in grades K0-12 in full or partial inclusion[7]
Chronic absenteeism	The percentage of students chronically absent (missing at least 10% of days enrolled regardless of whether the absences are considered excused, unexcused, or for disciplinary reasons)

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[4] Massachusetts reports growth for ELA and mathematics for grades 4 through 8, and grade 10. The Massachusetts growth model uses students' historical MCAS results to calculate growth percentiles. As such, no results will be available for grade 3 (the first grade of MCAS testing) or for science (because science is tested only in grades 5, 8, and high school). Massachusetts measures growth for an individual student by comparing the change in their MCAS achievement from one year to a subsequent year to that of all other students in the state who had similar historical MCAS results (the student's "academic peers"). This change in achievement is reported as a student growth percentile and indicates how that student's growth compared to that of their academic peers. For a school or district, the growth percentiles for all students are averaged to create a mean student growth percentile.

[5] The School Quality Framework (SQF) evaluates school quality in five areas: student performance, teaching and learning, family, community and culture, leadership and collaboration, and access and opportunities. Within each area, BPS has identified outcomes and measures relevant to these diverse aspects of school quality. Under the SQF, a school will receive a score from 0-100 based on measurements in the five areas. These scores correlate to a school quality tier from 1-4 that is used for the purpose of school choice.

[6] Massachusetts includes completion of advanced coursework as an indicator in the state accountability framework. The indicator measures the percentage of all students enrolled in 11th and 12th grade that complete at least one advanced course, including Advanced Placement (AP), International Baccalaureate (IB), Project Lead the Way (PLTW), dual enrollment for credit, Chapter 74-approved vocational/technical secondary cooperative education programs and articulation agreement courses, and other DESE-selected rigorous courses such as Computer Science Principles, Microbiology, Organic Chemistry, Multivariate Calculus, Analytic Geometry, etc.

[7] The specific reporting definitions for inclusion vary by age: For students ages 6-21, full Inclusion constitutes an environment wherein the student with disabilities is inside the general education classroom 80% or more of the school day, whereas a student is considered as receiving partial inclusion if the student is inside the general education classroom 40-79% of the school day. For students ages 3-5, full Inclusion constitutes an environment wherein a student with disabilities is in an inclusive early childhood program and receives >50% of their special education and related services in that setting, while partial Inclusion is defined as a student participating in an inclusive early childhood program and receiving their special education and related services in that setting 0-50% of the time.

3. AMPLIFY ALL VOICES:
Shared decision-making, mutual accountability, and partnerships

Students, families, and communities are integral partners in all decisions made in the service of students' social-emotional and academic development. Parents and caretakers are their child's first teachers and bring critical knowledge needed by schools to create relevant and culturally-affirming learning experiences. Our community, nonprofit, faith-based, higher education, philanthropic, corporate, and city partners serving our youth and families are essential to their social, emotional, and cognitive development. Every school and central office will proactively engage and incorporate the voices of students, families, and their communities, and strategically collaborate with and leverage partners to ensure strong student and school outcomes.

PRIORITIES

3.1   Engage youth voice in decision-making and leadership in a timely and transparent manner by leveraging BSAC, the Superintendent's Youth Cabinet, focus groups and other forums organized to give voice to BPS learners

3.2   Engage parent voice in district level decision-making and leadership in a timely and transparent manner by supporting and leveraging the Citywide Parent Council, District English Learner Advisory Council and Special Education Parent Advisory Council

3.3   Welcome and value all families and students in our schools, including them as partners in school improvement and student learning

3.4   Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district and school based leaders during regional, school-based and district level meetings.

3.5   Fully engage teachers, school staff, families and students in School Site Council to ensure representation of voices in school based decisions and management

3.6   Publicly share school progress towards implementation of the district's engagement standards and school climate survey results

3. AMPLIFY ALL VOICES (CONT.)

ANCHOR GOAL: BPS schools will implement the core elements of family engagement

Data Definition: The percentage of schools implementing 80% or more of eligible Core Elements of Family Engagement. High schools may have up to eight family engagement elements; schools serving grades K-8 may have up to six elements. Measuring the proportion of schools with 80%+ elements in place would effectively allow for schools to miss one element but still be considered implementing. The elements captured by the BPS Office of Family and Student Advancement include: School Site Council (SSC) Roster, School Parent Council (SPC) Roster, SSC Meeting Notes, SSC Bylaws, Family Engagement Plan, Home School Compact, SSC Student Rep (HS only), and Boston Student Advisory Council (BSAC) Representative (HS Only).

Aligned progress measures: (All measures disaggregated by EL, SWD, EL/SWD, race, economic disadvantage, and other groups)

Parent perception	Average scores on select scales (group of related items) from the parent climate surveys related to perceptions of school quality and culture[8]
Student perception	Average scores on select scales (group of related items) from the student climate surveys related to perceptions of school quality and culture.[9]
Teacher perception	Average scores on select scales (group of related items) from the teacher climate survey related to perceptions of school quality and culture.[10]
Voice in district decision-making	The number of public meetings held by district advisory councils (i.e., Boston Student Advisory Council, Citywide Parent Council, District English Learner Advisory Council, and Special Education Parent Advisory Council) in which members provided input on specific upcoming district-level decisions.
School choice	The percentage of families that receive at least one of their top three choices in the Home-based School Choice student assignment process for K1 or K2

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[8] Example parent climate survey scales under consideration for inclusion include Overall Perception of School ('My child's school is a good place for my child to learn', 'My child's school is responsive to the needs of all students') and Safe and Welcoming School Environment ('My child's school makes me feel welcome whenever I visit', 'My child feels safe at this school'), among others.

[9] Example student climate survey scales under consideration for inclusion include Valuing of Learning ('How much do you enjoy learning in school'), Student Engagement ('How excited are you about going to this class'), and Civic Participation ('How important is it to you to get involved in improving your community'), among others.

[10] Example teacher climate survey scales under consideration for inclusion include Teacher-Principal trust ('To what extent do you trust your principal at his or her word'), Community Engagement ('To what extent are all groups of parents represented in the governance of the school'), Access/Quality Resources ('How adequate is your access to the materials you need to effectively teach'), and Quality Professional Development ('Overall, how strong has support for your professional growth been').

4. EXPAND OPPORTUNITY:
Fair and equitable funding and welcoming environments

Ensuring that our schools receive fair and equitable funding and investment will provide students greater access to more rigorous and enriching learning opportunities. How schools are resourced greatly affects student outcomes. Each community and neighborhood has different needs, which requires a tailored approach to meet them. Resources will be equitably and transparently allocated based on the unique needs of each school, community, and neighborhood. We will strategically, equitably, and responsibly transform our budget and facilities landscapes to ensure access to high-quality education in 21st-century learning environments.

PRIORITIES

4.1   Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other marginalized groups

4.2   Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants

4.3   Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide

4.4   Make substantive progress with BuildBPS to create equitable, 21st-Century, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools

4.5   Ensure that every BPS school and central office department collaborates with families, local youth- and family-focused partners and service agencies to ensure family awareness of and access to the resources they need to support student growth inside and outside the classroom

4. EXPAND OPPORTUNITY (CONT.)

ANCHOR GOAL 4: BPS schools will be funded to meet the unique needs of the students they serve

Data Definition: The percentage of school budget allocations made based on student need categories. Student need categories pertain to both individual characteristics that impact WSF allocation, as well as aggregate measures pertaining to the concentration of certain student characteristics within the school community. Student need categories include grade level, level of resource room support, type of disability (e.g., Autism, Emotional Impairment, etc.), level of English language development, SLIFE status, high need status and concentration, Opportunity Index score, projected number of students in poverty, projected number of students experiencing homelessness, and Programmatic Supports (e.g., students in vocational or inclusion settings).

Aligned progress measures: (All measures disaggregated by EL, SWD, EL/SWD, race, economic disadvantage, and other groups)

Facilities condition	Average score on facilities condition index.[11]
Joyful school environment	School quality as measured by the Joyful School Environment Inventory, which identifies the extent to which a school's learning environment is engaging, healthy, supportive, inclusive, challenging, and safe.
Budget allocation	The percentage of school budget allocations made via weighted student funding (WSF), including funds allocated to schools based on Opportunity Index (OI) scores.
Core academic support	The percentage of schools where student to staff ratios are aligned with guidance to meet the academic needs of all students (e.g. 20:1 in SEI).
Social emotional support	The percentage of schools where the ratio of social emotional supports (e.g., social workers, school psychologists, school counselors) to students is aligned with best practice (1:250).
Instructional leadership	The percentage of schools where the ratio of instructional leadership (e.g., principal/headmaster, assistant principal, instructional coach) to teaching staff is aligned to district guidance.
Family engagement	The percentage of schools with presence of parent and family engagement staff who racially and linguistically reflect the community they serve.

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[11] The Facilities Condition Index (FCI), which is in development, will be utilized to objectively assess the current and projected condition of all BPS school buildings on an annual basis. The FCI will indicate the approximate condition of a building. It is shown as a decimal between 0 and 1, with lower scores reflecting better facility conditions.

5. CULTIVATE TRUST:
Caring and excellent staff that reflect our students and are focused on service

Every student deserves to have caring, excellent, and professional educators and staff to help them reach their full potential. Research continuously proves that effective educators enable better outcomes for students. The district will continue to recruit, retain, and develop talent that is culturally proficient and diverse and demonstrates the skills and knowledge necessary to serve our diverse student body effectively. Our culturally and linguistically diverse, talented, and well-trained workforce will be highly engaged, high-performing, and recognized for their exceptional care towards our students and families. We will transform the central office by ensuring the organizational structure supports the work of schools in a way that is collaborative and easily navigated. We will invest in the development of staff to create a culture of culturally proficient and welcoming service for our students, families, and community. We will successfully pursue operational excellence by identifying performance challenges and implementing solutions that address inefficiencies and ineffectiveness. Addressing these areas will help us re-establish trust with students, families, educators, leaders, and community stakeholders.

PRIORITIES

5.1   Hire, support, and retain a workforce at every level that reflects our students' diverse cultures and languages; and address the structural barriers which impact staff and educators of color

5.2   Restructure central office for effectiveness and accountability in ways that provide appropriate engagement, support and accountability for school communities, with child and family friendly services

5.3   Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, that values, cultivates and leverages teacher leadership

5.4   Make BPS a place where educators and staff *want* to be employed because they are focused on serving our students and feel valued and supported in their work

5.5   Revamp central office operations to ensure the highest quality of services to families, including school registration, transportation, food and nutrition services, and safety

5.6   Engage in organizational culture transformation to establish a customer service mindset in meeting the needs of all community stakeholders

5. CULTIVATE TRUST (CONT.)

ANCHOR GOAL 5: BPS school and central office staff will reflect the students we serve

Data Definition: The racial and linguistic representation gaps between BPS staff members and students (e.g., the percentage of school-based and centrally-based staff members who speak Spanish compared to the percentage of students who identify Spanish as a home language).

Aligned progress measures: (All measures disaggregated by SL, SWD, EL/SWD, race, economic disadvantage, and other groups)

Teacher diversity	Average Teacher/Student Parity Index Score.[12]
New hire diversity	Average representation gap by race and language between BPS staff members hired each year and the proportion of BPS students enrolled by race and language category.
Teacher perception	Average scores on select scales (group of related items) from the teacher climate survey related to perceptions of school quality and culture.[13]
Student perception of teacher effectiveness	Average scores on the Pedagogical Effectiveness scale from the student climate surveys.[14]
School staff perception of central office service	Average scores on select scales (group of related items) from the teacher climate survey related to central office service, effectiveness, and accountability for results.
Organizational culture survey	(TBD)

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[12] The Teacher/Student Parity Index is calculated by dividing the percent of teachers who identify as teachers of color by the percentage of all students who identify as students of color. A value of 100 would mean perfect parity or representation between the two populations. A value lower than 100 means that teachers of color are under-represented compared to students of color in the school.

[13] Example teacher climate survey scales under consideration for inclusion include Teacher-Principal trust ('To what extent do you trust your principal at his or her word'), Community Engagement ('To what extent are all groups of parents represented in the governance of the school'), Access/Quality Resources ('How adequate is your access to the materials you need to effectively teach'), and Quality Professional Development ('Overall, how strong has support for your professional growth been').

[14] Example items from the Pedagogical Effectiveness scale include 'How clearly does this teacher present the information that you need to learn', 'How well can this teacher tell whether or not you understand a topic', How comfortable are you asking this teacher questions about what you are learning in his/her class', 'How often does this teacher give you feedback that helps you learn.'

6. ACTIVATE PARTNERSHIPS:
Expand learning beyond the classroom and connecting community to the classroom

Schools can't close opportunity gaps on their own. In order to address these gaps, we must adopt a broader perspective on when and where learning happens. We recognize that there are important skills that cannot be developed fully within the classroom and during the school day, and topics such the arts and wellness that deserve more time than most schools can provide.

We will engage community organizations, higher education, philanthropy, and the business community to make the entire city a classroom. In doing so, we will draw on Boston's diverse array of resources, talent, and expertise in order to enrich learning for our students. In addition, partnerships with community-based organizations can help schools be more culturally and linguistically responsive to students and families.

PRIORITIES

6.1 ==Connect every student to high quality before and after school, summer, and transition programs, and== high school work experiences and internships in order to activate learning, build skills, and develop social capital

6.2 Collaborate with partner organizations and agencies to provide learning and skill-building, focusing on social and emotional skills essential for youth development and professional skills critical to college and career success.

6.3 ==Coordinate partner organizations with school personnel to enrich learning and services during the school day including student support, college readiness and advising, dual enrollment and early college pathways==

6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, ==trades== and career opportunities

6.5 ==Engage key partners in decision-making in order to guide and develop coherent year round wraparound services, and learning experiences and programming for students==

ANCHOR GOAL 6: BPS schools will have established partnerships with community, employer, and higher education organizations that expand learning beyond the classroom and create pathways to college and career success.

Data Definition: The percentage of schools with at least one partnership with an organization included in the Opportunity Portfolio. All organizations included in the Opportunity Portfolio go through a comprehensive vetting and assessment process that identifies exceptional School-Community Partners that provide quality learning opportunities.

Aligned progress measures: (All measures disaggregated by SL, SWD, EL/SWD, race, economic disadvantage, and other groups)

Summer learning	The percentage of students participating in summer learning programs and activities, including jobs and internships for high school students.
After-school services	The percentage of students receiving after-school services from partner organizations by partnership category (Academic Support and Enrichment; Arts Programming; College and Career Readiness; Family Engagement and Support; Physical Health and Wellness; Social, Emotional and Behavioral Health).
In-school services	The percentage of students receiving in-school services from partner organizations by partnership category (Academic Support and Enrichment; Arts Programming; College and Career Readiness; Family Engagement and Support; Physical Health and Wellness; Social, Emotional and Behavioral Health).
Access to partnerships	The percentage of schools with at least one partnership with an organization listed on PartnerBPS.
Career and academic planning	The percentage of students in grades 9-12 who have completed the MyCAP priority tasks for their grade level.
Postsecondary enrollment	The percentage of high school graduates enrolled in a postsecondary program within 16 months of graduation.

Presentation of Data

In order to ensure that all students are successful, it is critical that we address opportunity and achievement gaps that exist across and within any given progress measure. For this reason, rather than narrowly identifying a single "gap-closing" measure, we will ensure that all progress measures include thoughtful disaggregation by key groups, paired with data visualizations that highlight any disparities between groups. Such reporting will ensure that equity and gap-closing are paramount for every progress measure and commitment.

There are some groups by which student results will be consistently presented, such as by race, English learner status, special learning needs, both English learner status/ special learning needs, and economic disadvantage. Likewise, for measures that focus on school-specific outcomes, performance will be provided by school and school type. In addition, depending on the progress measure, data will be disaggregated and reported in additional ways to provide greater nuance and surface meaningful comparisons.

Please consider these illustrative examples of how reporting and presentation of data will vary by progress measure. For each of these examples, reporting will also include the standard disaggregation by EL status, disability status, race, and economic disadvantage:

- For the *graduation* measure, which is focused on on-time four-year graduation rate, we will contextualize performance with side-by-side reporting on the five-year high school graduation rate as well as the extended engagement rate (the percentage of students who graduate within five years plus the percentage of students who are still enrolled) by student group and school.

- For the *EL progress* measure, which calculates the mean student growth percentile for students taking the ACCESS for ELLs assessment to gauge progress in English language acquisition, we will disaggregate data by student ELD level, grade span, and crosstab EL status and disability status.

- For the *teacher diversity* measure, which calculates the Teacher/Student Parity Index by dividing the percentage of teachers who identify as teachers of color by the percentage of all students who identify as students of color, we will contextualize performance with side-by-side reporting on the representation gaps by race (e.g., the percentage of teachers who identify as Black compared to the percentage of students who identify as Black).

In addition to desegregating and contextualizing data, multiple years of data will be presented to support members of the public in understanding performance over time.

[END]