

Increasing Equitable Access to Opportunity

**BPS English Learner Task Force
Thursday April 12th**

The Opportunity Index

Guided by our North Star...

North star

Our graduates are college, career, and life ready

Mission

Close opportunity and achievement gaps

Every student, in every classroom, in every school of the BPS system must have the same opportunity to achieve the greatness within them.²

Closing opportunity and achievement gaps is the district's driving priority. It is the catalyst for the hard work we are doing to attack the structures, practices, and mindsets that perpetuate our system's marginalization of students.

Priorities

Instructional coherence

Goal: bring coherence to instructional practices through the Essentials for Instructional Equity⁵

Prioritize adult learning

Goal: prioritize adult learning through a personalized approach for principals and teacher leaders

District reconfiguration

Goal: provide predictability for families and minimize transitions for students⁷

Allocate funds more equitably

Goal: continue to find ways to more equitably distribute resources to schools based on the students they serve

Support our lowest performing schools

Goal: customize supports for schools and incubate new models to improve low performing schools⁹

Improve customer experience

Goal: improve and unify our approach to serving schools and families¹⁰

Theory of change

School as unit of change

BPS believes school leaders with the right supports and systems will propel their schools and communities forward."¹¹

Why Do We Need an Opportunity Index?

We know, and research supports, that there are many variables outside schools' control that affect student achievement. The better we match these needs with resources, the closer we get to closing opportunity gaps.

Although many of our measures (eg. WSF) align to national best practices, we feel our current measures of student need are too blunt...and we lack a common equity framework that we use as a tool for making equity-driven decisions.

What is The Opportunity Index?

The Opportunity Index is a tool that serves to more equitably distribute resources to schools. Opportunity Index scores are school-level scores based on the neighborhood, family, and individual characteristics of the school's students. The score intends to measure variables outside of schools' control to account for the needs and challenges of their student populations.

The Opportunity Index (FY2019)

Indicators of Schools' Student Populations:

Neighborhood Characteristics

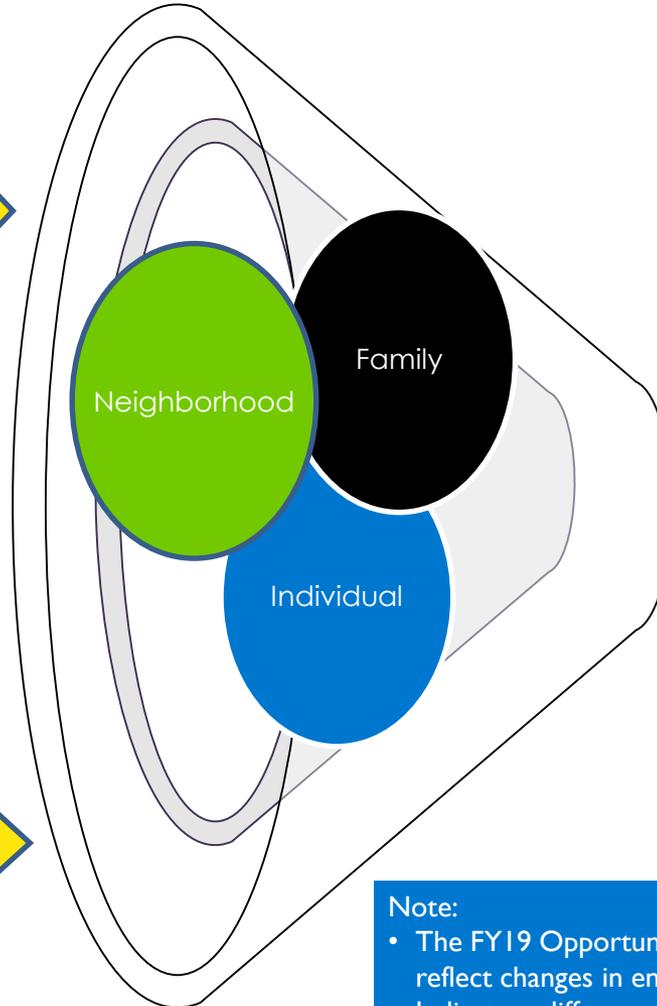
- Academic Achievement of Adults
- Socioeconomic status
- Public Safety
- Physical disorder (condition of structures and spaces)
- Custodianship (resident efforts to improve spaces)

Family Characteristics

- Economic Disadvantage

Individual Student Characteristics

- Math or ELA course performance
- Math or ELA MCAS test performance
- Attendance
- Suspensions



OPPORTUNITY INDEX SCORE

Each school receives an Opportunity Index Score between .01-.99; this score is a weighted composite of the individual, family and neighborhood characteristics of each school's student populations.

Note:

- The FY19 Opportunity Index will be recalculated for FY20 to reflect changes in enrollment and refinements to the model.
- Indicators differ somewhat by grade-level based on relevance.

Drill down on Opportunity Index Measures

Neighborhood Categories	Grades Included	Indicator	Data Source	Definition
Academic Attainment	All Grades	Postsecondary attainment	American Community Survey (ACS)	Percent of census tract adults who have earned a Bachelor’s degree or higher
Neighborhood Safety	All Grades	Gun Use	Boston Area Research Initiative (BARI)	Rate of events that involve the use of guns (e.g. shooting)
		Private Crime	BARI	Rate of events that reflect interpersonal conflict in the neighborhood (e.g. domestic violence)
		Public Crime	BARI	Rate of events that reflect interpersonal violence that do not involve a gun (e.g. fight)
Socioeconomic Status	All Grades	Family Poverty	ACS	Rate of poverty at the Census Tract level
		Median Household Income	ACS	Median household income of Census Tract
		Public Assistance	ACS	Rate of receipt of SNAP benefits at the Census Tract
		Unemployment	ACS	Rate of unemployed individuals 16 years of age and older at the Census Tract
Custodianship	Elementary	Custodianship	BARI	The likelihood that residents will use 311 to call in an issue in the public domain (e.g. pothole)
Physical Disorder	Elementary	Physical Disorder	BARI	The deterioration to and denigration of neighborhood structures and spaces, a combination of two measures from 311 reports regarding <i>private neglect</i> and <i>public denigration</i>

The Opportunity Index Indicators

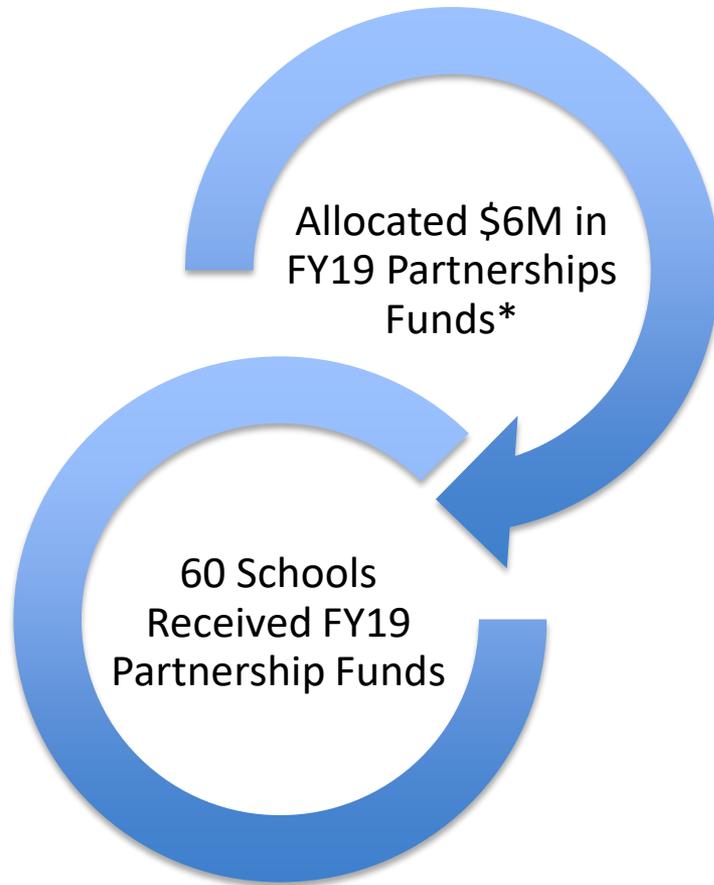
	Elementary	Middle	High
Neighborhood			
academic attainment	√	√	√
custodianship	√		
physical disorder	√		
public safety	√	√	√
socioeconomic status	√	√	√
Individual			
Econ. Disadvantaged	√	√	√
Leading/Risk			
chronic absenteeism		√	√
course failures			√
MCAS ELA failures			√
MCAS Math failures			√
one or more suspensions		√	√

Applying the Opportunity Index: The Partnership Fund

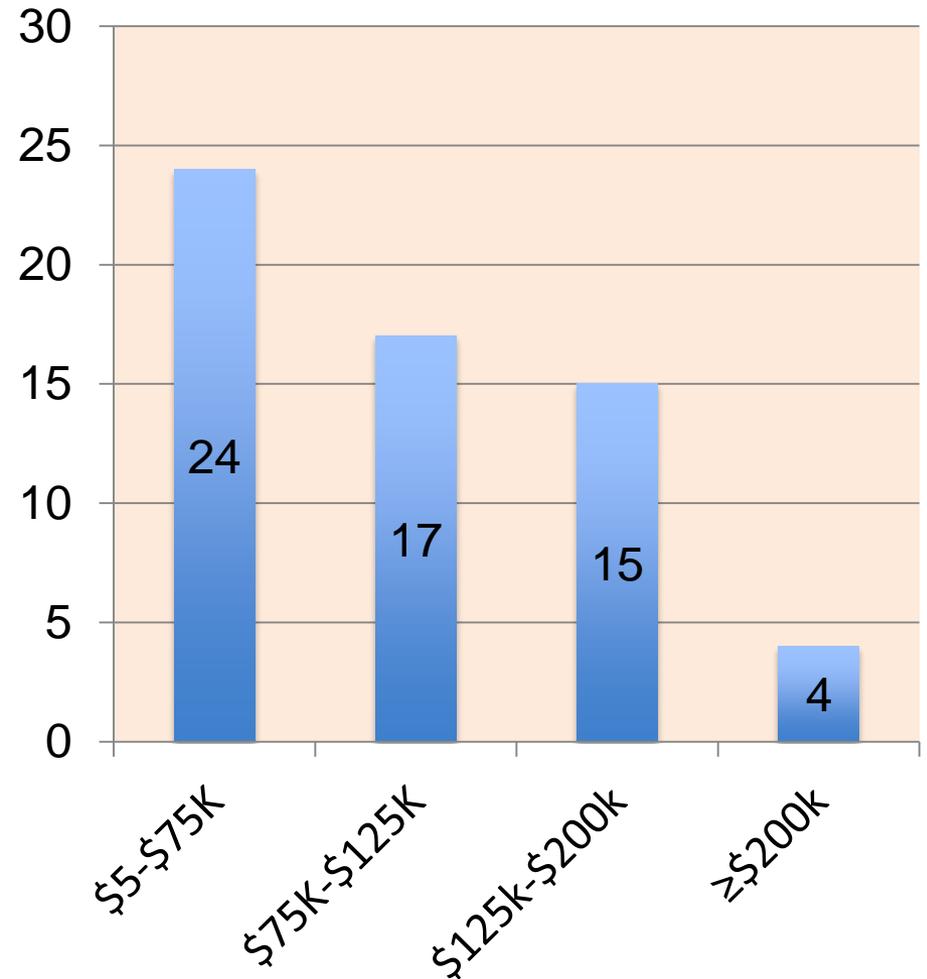
Changes to partnership funding model

	Old model	New model
Which schools get resources?	Primarily schools with legacy partnerships that developed over time on a case by case basis	Schools with the highest concentration of student need
Who selects partners?	Central office determines which partners to fund and which schools they partner with. (many other partners work in BPS funded in other ways)	Schools make partnership decisions based upon which partner(s) best meet the needs and priorities of their school community
What supports are provided to schools?	No formal supports in place for schools	Schools receive comprehensive, personalized supports , such as ongoing technical assistance, Partnership Liaisons, menu of vetted partners and partner showcases.
How much money?	\$5.8M	\$6+M

\$6M in FY19 Partnership Funds to 60 Schools



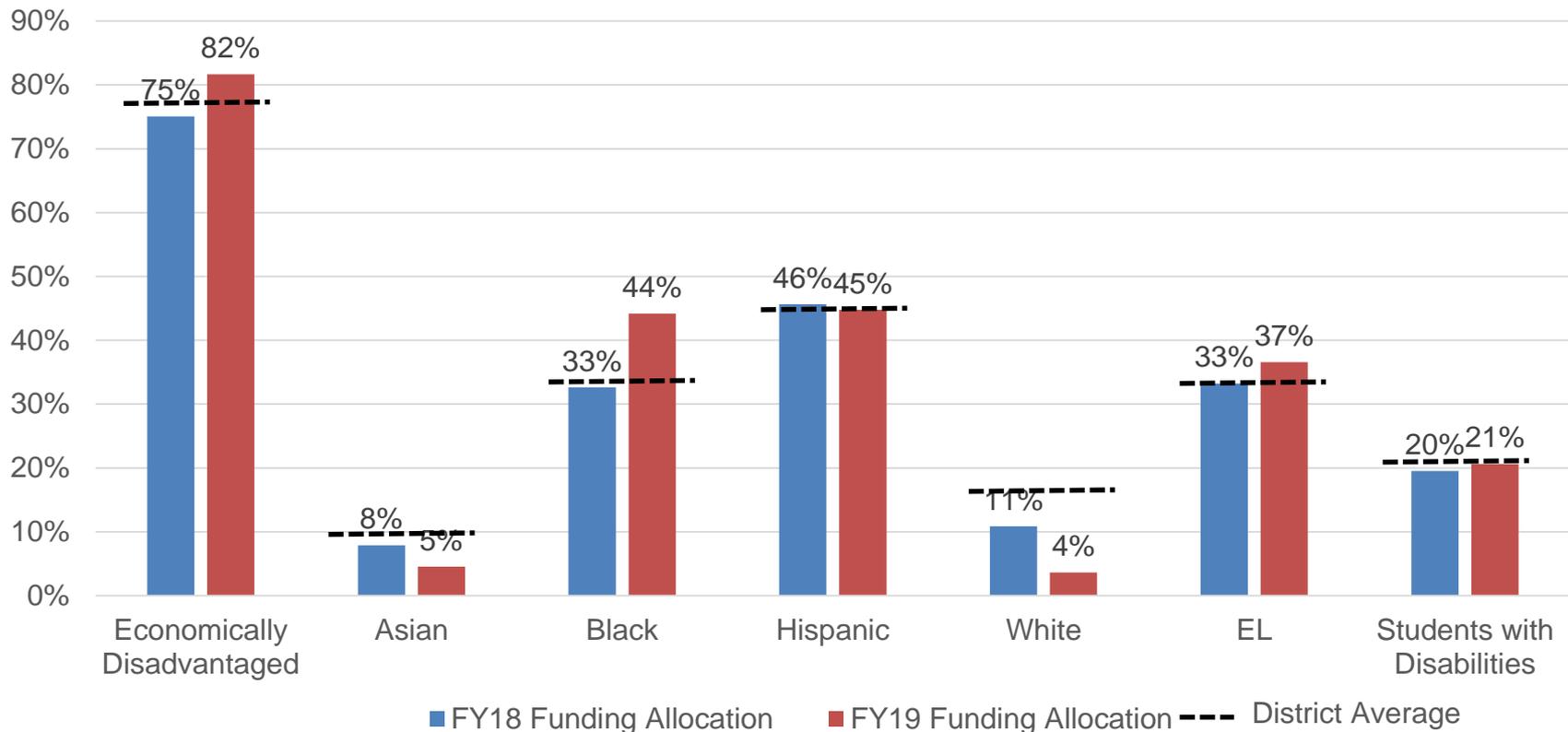
of schools by ranges in Partnership Funds



*Partnership Funds were allocated to schools with ≥ 0.57 Opportunity Index Scores.

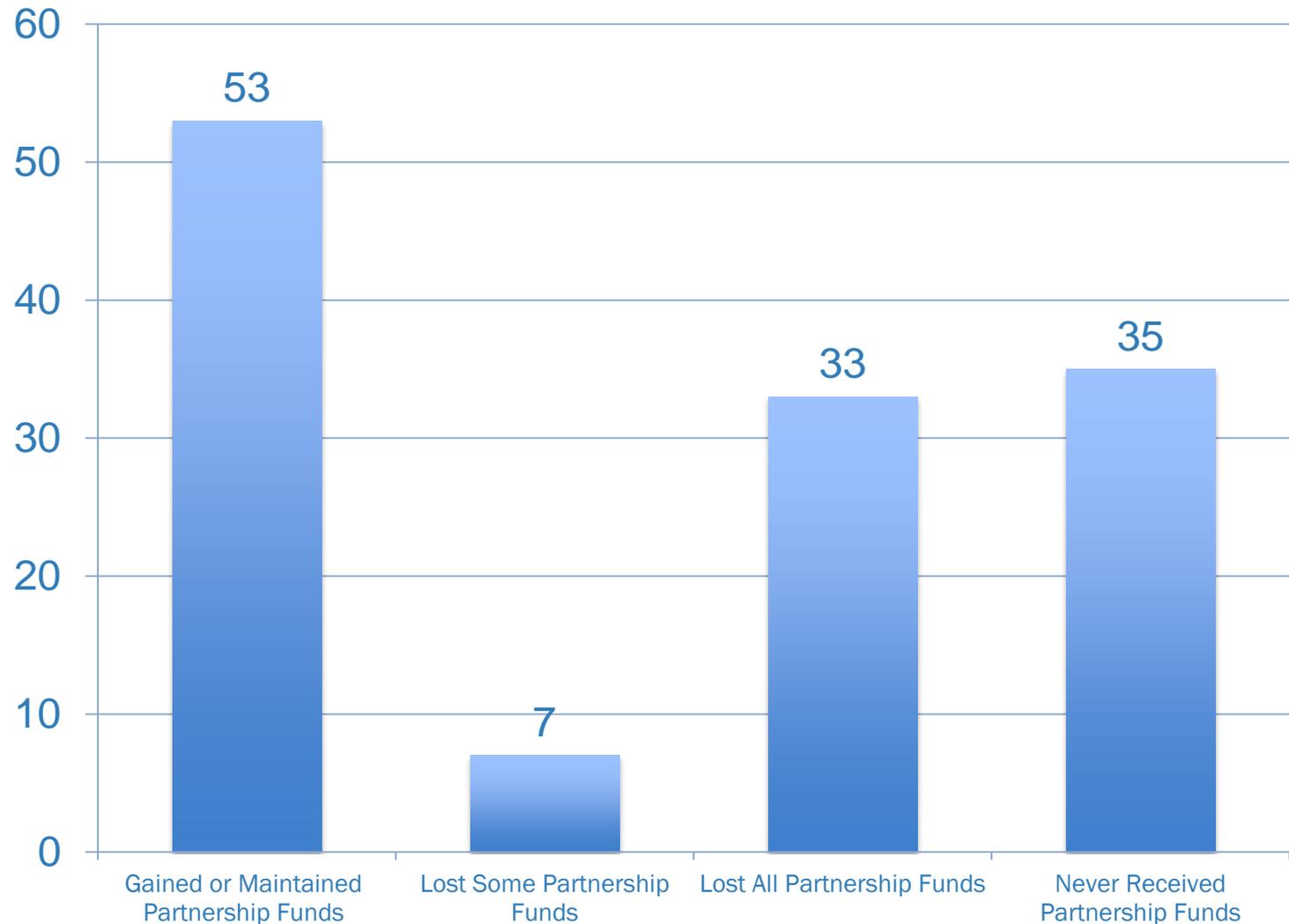
Equity Analysis of Partnership Funding

Demographics of Schools Funded by Partnership Funds, FY18 vs. FY19



The Partnership Fund Implementation

The Impact of the Shift on Schools



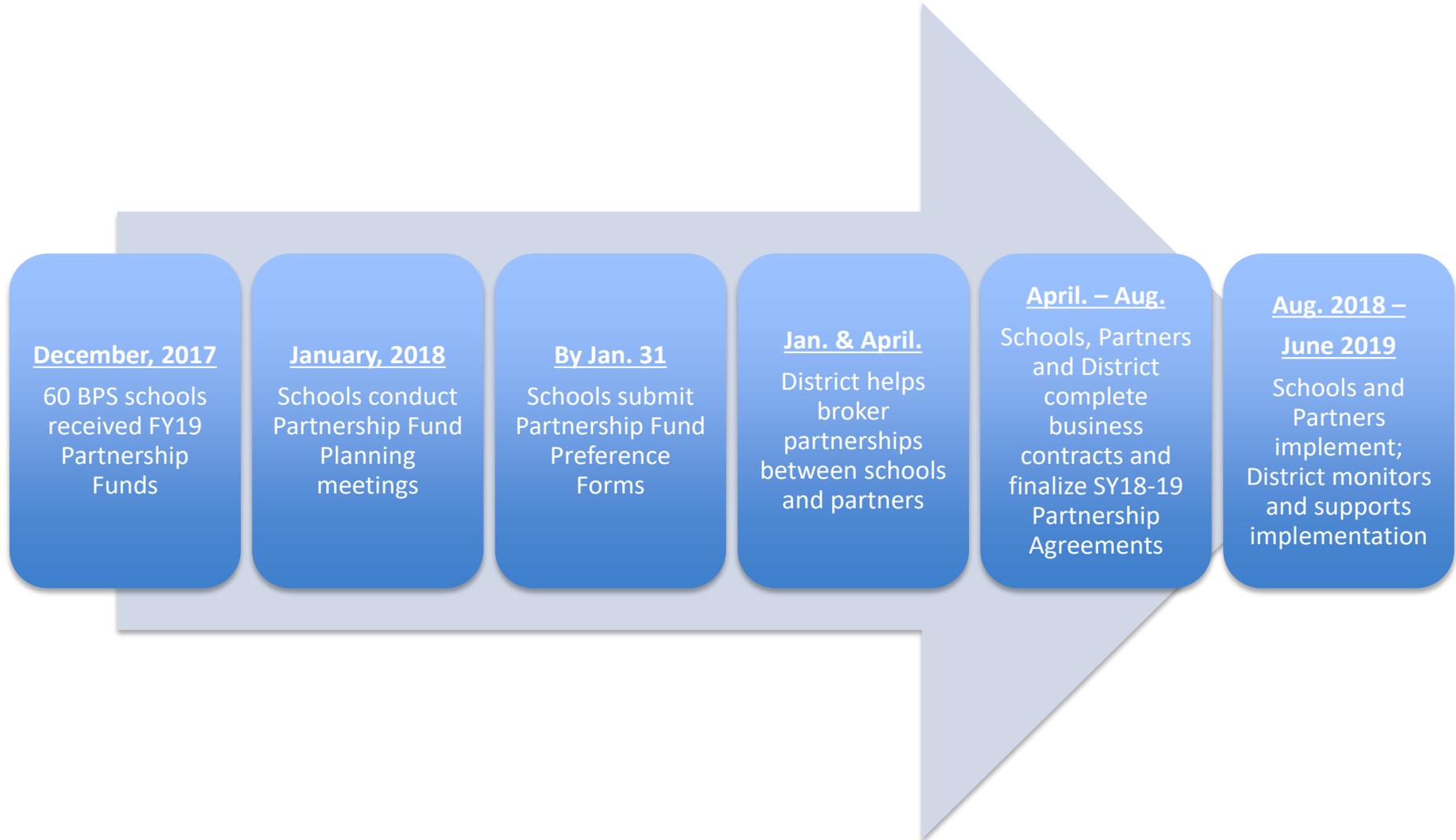
Our Goal: To Effectively Support all Schools



Partnership Options for Schools & Partners

	Schools Gaining/ Maintaining Partnership Funds	Schools Losing Partnership Funds	Partners
Maintain existing partnerships	√	√	√
Establish new partnerships	√	√	√
Formalize Program Cost Model			√
Modify Program Model			√
Find Lower Cost Alternatives		√	
Cost-share with another school	√		
Apply for high needs soft landing, if applicable		√	
Use School Support Funds or other school funds to increase investment towards partnerships	√	√	
End partnership	√	√	√
Fund a portion of a Partnership Coordinator	√		

Implementation Timeline



Questions & Feedback