



PUBLIC SCHOOLS of **BROOKLINE**

Office of Education Equity - DEIJ Subcommittee 1.16.23

Tonight's Goals

- To understand and connect PSB vision/goals, and DESE vision to OEE's preliminary roadmap for educational equity
- To align the proposed Equity Audit to PSB Strategic Plan
- To unpack and connect curricular reviews to educational equity work

PSB Vision and Goals

Vision:

Brookline provides every student with an extraordinary education, through enriching learning experiences and a supportive community, so that they may develop to their fullest potential.

Goals:

- Joy in Learning
- Excellence in Teaching
- Culture of Collaboration
- Celebration of Difference
- Commitment to Equity
- Ethic of Wellness

DESE Vision

Department of Elementary and Secondary Education (DESE)

Educational Vision

DESE Vision...the goal of this work is to "support students to thrive by creating affirming environments where students feel seen, engage in deeper learning, and are held to high expectations with targeted support"; to realize this vision, educators must have the mindset, knowledge, and capacity to serve all students well, particularly students from historically underserved groups and communities.

- All Students are known and valued
- Learning experiences are relevant, real-world & interactive
- Individualized supports enable students to excel at grade level (or beyond)



Takeaways and Alignment

High Expectations

Students learn through curriculum and instruction that aligns with Massachusetts curriculum frameworks at or above their grade level, connects to their identities, and utilizes evidence-based practices.



Embracing and Valuing Differences

Students and families have a sense of belonging: they are students have a sense of belonging, known, respected, and valued for who they are and what they engage in deeper learning, and are bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.



Targeted and Supportive Community

Students receive necessary evidence-based supports and accommodations to learn knowledge and skills at grade level (or beyond). Students with disabilities receive carefully designed instruction that accelerates their growth towards learning goals.

Culturally Competent and Responsive Community

A community that is rooted in Equity as the foundation of excellence and achievement



Portrait of a Culturally Competent and Responsive District (CCRD)

To consistently provide each student access to the learning opportunities they need to excel, schools need strong culturally responsive leaders...Culturally responsive leaders focus on academic success, cultural competence, and developing students' and educators' abilities to think critically about the world around them. They create learning experiences intentionally built to meet the needs of every child. Being culturally responsive is the work at the heart of making school systems more equitable.

Portrait of a Culturally Competent and Responsive District (CCRD) cont.



- Equity and access
- Mission, vision, and core values
- Instruction
- Adult learning and development
- Operations and resources
- Personal learning and development
- Strategic change and continuous improvement

Culturally Responsive Practice

CULTURALLY RESPONSIVE PRACTICE: The use of this term is specific and deliberate and requires that education leaders understand and simultaneously attend to:

- A strong foundation of cultural understanding
- The academic success of all students
- Cultivating and deepening the cultural competence of themselves and the adults they lead
- The cultivation of sociopolitical consciousness

Preliminary Plan

Goals For This Year:

- Listening and building trust
- Increase PSB's data collection measures for educators, staff, and families
 - Amend current data collection measures to be culturally relevant and equitable
 - All of this to provide *accurate*, actionable data on the current state of our school system and belongingness from every angle
- Acknowledge and name areas of strength and improvement
- Establish plan for Portrait of a Culturally Competent and Responsive School District and Educator
- Continue to build upon a plan for capacity building
- Establishing consistent communication

What You Get From an Equity Audit

The goal of an equity audit is to identify institutional practices that produce discriminatory trends in data that affect students. Schools and districts conduct audits to analyze data in three key areas: programmatic equity, teaching quality equity, and achievement equity (Skrla, McKenzie & Scheurich, 2009). – Intercultural Development Research Association

Findings Generated by an Equity Audit

Programmatic Equity:

- Discipline procedures/protocols
 - *Who is being disciplined and how?*
- Enrollment of students in Special Education, AP, Honors, standard classes
- Scheduling and staffing – *How are these factors impacting the preparedness of students and the experience students and educators/staff are having across PSB?*

Teaching Quality Equity:

- Educator knowledge of best instructional practices
- Rates of educator turnover across schools
 - *Do certain schools have higher turnover rates than others and why?*
- Rates of educator certification and experience/expertise across all programs and schools

Achievement Equity:

- Analyzes inequities in achievement at each grade level based off of state assessments
- Retention, both grade-level specific and school-wide





Alignment to Strategic Plan

Goal 1: Teaching and Learning

- **Complete equity audit to diagnose issues related to DEIB – 2025**
- Design elementary schedules that allow for consistent time on learning in each content area – 2025
- Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of DEIB – 2026
- Develop strategy to address root causes identified in the equity audit – 2026
- Implementation of MTSS model – 2026
- 75% of PD will be on PLCs – 2026
- Implement equitable K-12 schedules – 2026
- Reform and Monitor - district and school leaders initiate the strategies in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2 – 2027
- Monitor the impact changes in DEIB policy and practices are making with stakeholders – 2027
- Implement PLC model – 2027

Goal 3: Climate and Culture

- Provide professional development and coaching to staff that focuses on inclusion and differentiation. – 2025
- Develop processes and procedures for CST that support belonging, engagement, and inclusion. –2025
- Recommendations from the Climate and Culture working group will be developed to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging. – 2026
- Recommendations from the Attendance and Engagement working group will be developed to strengthen practices and supports across all schools that focus on increasing attendance and engagement. – 2026
- Use the annually conducted Panorama Teacher/Staff and Family Surveys to develop new strategic initiatives related to staff belonging. – 2027
- Use the tri-annually conducted Panorama Student Survey to develop new initiatives related to belonging, engagement, and mental health. –2027

Goal 2: Community & Connections; Goal 4: Management and Capacity; Goal 5: Governance

- Goal 2: Review and identify new district partnerships – 2025 and 2026
- Goal 4: Implement best practices, policies, and procedures in developing, articulating, monitoring and reviewing the financial plan aligned with the educational plan (Strategic plan and SIP's, vision, values, mandates, etc.) – 2026
- Goal 4: Review, develop and implement employee induction, mentoring, and other employee support programs to reduce staff turnover, build employee capacity to be leaders within their profession, support employee well-being, and create esprit de corps within the organization around the shared values articulated in the strategic plan. – 2026
- Goal 5: OEE will design an organizational structure that meets the needs of the district. – 2025

SY 2024 **Foundational Year**

- Completed schedule of curricular reviews
- Conduct reviews in ELA and World Language
- Complete 85% of Teacher Evaluations
- Complete plan for providing PD around MTSS (Multi-Tiered Systems of Support)
- Design middle school schedules that allow for consistent time for learning in each content area
- Contract for equity audit
- Establish working group to reduce impact of bias in the 8th to 9th transition process
- Identify consultant to assist with a *Vision of a BHS Graduate*

SY 2025 **Year 1**

- **Complete equity audit to diagnose issues related to DEIB**
- Selection, or creation, of curriculum materials in ELA and WL
- Complete 90% of Educator Evaluations
- 75% of PD will be on MTSS
- **Design elementary schedules that allow for consistent time on learning in each content area**
- Design clear process for *vision of a BHS Graduate* work with timeline and benchmarks

SY 2026 **Year 2**

- **Comprehensive root cause analysis to understand the influences on the outcomes observed in the Year 1 analyses of DEIB**
- **Develop strategy to address root causes identified in the equity audit**
- Completed scope and sequence with common assessments in ELA, math and World Language
- Selection or review of high quality, bias free curriculum materials in science
- Complete 100% of educator evaluations
- **Implementation of MTSS model**
- **75% of PD will be on PLCs**
- **Implement equitable K-12 schedules**

SY 2027 **Year 3**

- **Reform and Monitor - district and school leaders initiate the strategies in the Equity Framework, and implement research-based practices to address the inequities identified in Years 1 and 2**
- **Monitor the impact changes in DEIB policy and practices are making with stakeholders**
- Complete scope and sequence with common assessments in science
- Complete 100% of educator evaluations on time
- **Implement PLC model**
- Develop and implement standards-based equitable report cards that reflect the changes in ELA, Math, Science, World Language

Goal 2: Community and Connections – Develop and implement a culturally responsive community engagement plan that fosters connections among caregivers, schools, the district and the greater community

SY 2024 **Foundational Year**

- Rebuild and relaunch the district website

SY 2025 **Year 1**

- Develop equitable, consistent systems of protocols and expectations for communication to effectively inform caregivers at the school and district levels
- Build a comprehensive system to obtain input from caregivers
- Review district partnerships

SY 2026 **Year 2**

- Ensure universal access to information for all stakeholders through multiple platforms
- Execute a comprehensive system to obtain input from caregivers about important district matters including *Vision of a BHS Graduate*
- Identify new partnerships that will meet the needs of PSB caregivers

SY 2027 **Year 3**

- Improve upon communication of student progress to caregivers and the broader community
- Inform the community of the *Vision of a BHS Graduate* to guide future planning and goals



Goal 3: Climate and Culture – Develop and implement a culturally responsive community engagement plan that fosters connections among caregivers, schools, the district and the greater community

SY 2024 Foundational Year

- Measure staff and family belonging using the Panorama Teacher/Staff and Family Surveys (to be done annually).
- Select a core Tier 1 SEL curriculum to use in all Pre-K to 5 classrooms.
- Select a core middle school SEL curriculum to use in all middle school advisories.
- Finalize the Life of the School Policy.
- Develop or revitalize relationships with at least 3 new community-based organizations that provide guardians and caregivers with access to resources and mental health support.
- Provide training to CST leaders that focus on interventions and practices that support belonging, engagement, and inclusion.
- Develop procedures and practices for providing targeted support to students experiencing low school belonging.

SY 2025 Year 1

- Implement the identified Tier 1 SEL curriculum in at least 70% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 70% of middle school advisories.
- Establish district Climate and Culture working group to incorporate results from the staff and family Panorama surveys into strategic initiatives.
- Develop procedures and practices to enact the Life of the School Policy.
- Provide professional development and coaching to staff that focuses on inclusion and differentiation.
- Establish district Attendance and Engagement working group.
- Implement recommendations from Tiered Focused Monitoring (TFM) review to increase access to educational programming that protects students' civil rights.
- Develop processes and procedures for CST that support belonging, engagement, and inclusion.

SY 2026 Year 2

- Implement the identified Tier 1 SEL curriculum in at least 85% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 85% of middle school advisories.
- Recommendations from the Climate and Culture working group will be developed to strengthen practices and supports across all schools that focus on increasing student, staff, and family school belonging.
- Recommendations from the Attendance and Engagement working group will be developed to strengthen practices and supports across all schools that focus on increasing attendance and engagement.

SY 2027 Year 3

- Implement the identified Tier 1 SEL curriculum in at least 95% of Pre-K to 5 classrooms.
- Implement the identified middle school SEL curriculum in at least 95% of middle school advisories.
- Use the annually conducted Panorama Teacher/Staff and Family Surveys to develop new strategic initiatives related to staff belonging.
- Use the tri-annually conducted Panorama Student Survey to develop new initiatives related to belonging, engagement, and mental health.



Goal 4: Management and Capacity Building – Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

SY 2024
Foundational Year

- Develop a building based budget that includes 3 years of financial data, two years of staffing, enrollment assumptions, all funding source that support recurring educational expenses, an executive summary, and narratives connecting spending to the strategic plan and SIPs.
- Develop a 10 year enrollment projection to guide program and staffing decisions and align strategic plan and school improvement plan (SIP) process to the budget development process.
- Develop and implement a Human Resource model that is designed to recruit, retain, and sustain talent in all positions.
- Create a space for centralized professional development and district resources at Baldwin.

SY 2025
Year 1

- Add additional year of enrollment, staffing, and financial data and other information to assist readers in understanding the relationship between spending and the District programming and improvement efforts.
- Develop and memorialize budgetary processes and procedures that support predictability and transparency in developing and monitoring the budget that includes roles and responsibilities of administrators and the Finance/School Committee as well as timelines and expectations for preparing and sharing information.
- Develop and implement a recruitment plan that includes strategies to attract and create a robust and diversified pool of qualified candidates for all position types, create partnerships with colleges, universities, associations, and employment agencies as well as develop a compelling marketing plan.
- The OAF will develop employee induction and mentoring programs for all OAF positions to support new employees as the transition into the organization.

SY 2026
Year 2

- Add additional year of enrollment, staffing, and financial data and evaluate the budget document using K-12 industry budgeting standards to identify possible areas for additional improvements.
- Implement best practices, policies, and procedures in developing, articulating, monitoring and reviewing the financial plan aligned with the educational plan (Strategic plan and SIP's, vision, values, mandates, etc.)
- Review, develop and implement employee induction, mentoring, and other employee support programs to reduce staff turnover, build employee capacity to be leaders within their profession, support employee well-being, and create esprit de corps within the organization around the shared values articulated in the strategic plan.
- The OAF will implement an employee induction and mentoring program for all OAF staff.
- OAF will work with the OEE, OSS and OTL to develop a leadership academy for new and emerging leaders.

SY 2027
Year 3

- Development of an onboarding and orientation program to assist new school officials and administrators in understanding processes, timelines, roles, and responsibilities related to budgeting.
- Reflect on the degree to which the HR model, recruitment plan, and retention programming has improved the experience of staff, the culture and climate within the organization, and staff turnover.
- The leadership academy will welcome the first cohort to this multi-year, program.

Goal 5: Governance – Develop resource management and capacity-building systems that will ensure educational and organizational goals are accomplished timely and with transparency.

SY 2024
Foundational Year

- The Offices of Administration and Finance and Student Services will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OAF will -
 - assess and modify existing systems, workflows, policies and procedures related to recruiting, hiring, onboarding and separation to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
 - implement and train staff to use these systems and procedures; and
 - create an administrative guidebook in Google Classroom with forms, policies, procedures, and how to videos.

SY 2025
Year 1

- **The Office of Educational Equity will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.**
- The OEE will -
 - assess and modify existing systems, workflows, policies and procedures related to the office of Educational Equity and realign duties to make workflow and positions function at optimal levels.
 - asses and modify existing systems, policies and procedures related to recruiting, hiring, and onboarding of BIPOC and LGBTQ staff.
 - implement mentoring program targeting BIPOC and LGBTQ staff.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2026
Year 2

- The Office of Teaching and Learning will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OTL will -
 - assess and modify existing systems, workflows, policies and procedures related curriculum instruction and assessment so that they are user friendly, effective, efficient and achieve intended outcomes;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.

SY 2027
Year 3

- The Office of the Superintendent will design an organizational structure that will meet the current and future needs of the district and develop job descriptions for all non-aligned positions.
- The OS will -
 - assess and modify existing systems, workflows, policies and procedures related to use of facilities, maintenance and repairs, work order systems, emergency response, security and safety, and transportation practices to ensure they are simple, user friendly, effective, efficient and achieve intended outcomes;
 - Realign duties to make the workflow and positions function at optimal levels.
 - implement new staffing models and job descriptions to achieve the goals of the organization and strategic plan.



What Reviews Have Been Done So Far?

(all reviews linked in titles)

RTI (Response to Intervention) Review

- 2021
- Grades K-8
- New Teacher Center
- District's Response to Intervention and Child Study Team implementation

Middle School Review

- February 2023
- Grades 6-8
- K-12 Solutions
- Scheduling, staffing across PSB middle schools

Social Studies Curriculum Equity Audit

- October 2022- April 2023
- Grades 6-12
- New Teacher Center
- State of Social Studies instruction and culturally relevant pedagogy across the district (SS only)

World Languages Review

- June 2023
- K-8
- PEARLL (Professionals in Education Advancing Research and Language Learning)
- Strengths and high-leverage changes to strengthen WL program

What Was Yielded From These Reviews

Note: MS Review did *NOT* take into account schedule for English Language Learners and students receiving Special Education services.

- Each school operates autonomously and has varying levels of RtI implementation. ([RTI](#), pg 6)
- Schools are aligned in the core curriculum and literacy interventions, but there is a great deal of variation across schools and a need for District wide curriculum expectations and the use of evidence-based interventions. ([RTI](#), pg 9)
- **Schools have varying degrees of parent/guardian/student engagement and participation in the CST process. ([RTI](#), pg 10)**
- **SEL and Behavioral tiered intervention implementation does vary by school and the allocation of Counselors, BCBAs and Social Adjustment Counselors varies by school. ([RTI](#), pg 11)**
- Enacted lessons are not meeting the standards of rigor or cultural responsiveness. ([SS](#), pg 8)
- **The experiences of METCO students are varied, and other identifying factors provide more insight into student success. ([SS](#), pg 8)**

What Was Yielded From These Reviews (cont'd)

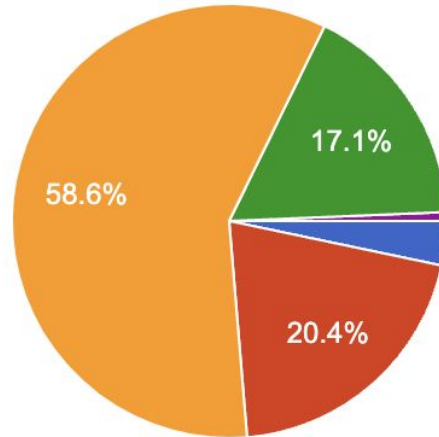
- **Students in the same courses are having inequitable learning experiences. ([SS](#), pg 12)**
- Teachers are responsible for the majority of the cognitive lift during instruction and students opt in or out of a productive struggle. ([SS](#), pg 15)
- **The amount of annual time on learning a student receives in a given subject can vary considerably between schools and across grade levels in the same school. ([MS](#), pg 10)**
- There is no universal expectation or definition of what constitutes a “full” workload for middle school classroom teachers, resulting in uneven use of teacher time and talent. ([MS](#), pg 36)
- Program does not provide equitable access to world language learning experiences for all students. ([WL](#), pg 15)
 - “Students who have service on their IEPs are not able to participate in language classes to the extent of their non-disabled peers.”

Why We Need an Equity Audit

8. To what extent do students of historically marginalized backgrounds feel a sense of belonging at your school?



152 responses



- Very strong sense of belonging
- Strong sense of belonging
- Some sense of belonging
- Little sense of belonging
- No sense of belonging

76.4% Some to No Sense of Belonging

Data pulled from OEE Educator and Staff Feedback Form on Tuesday, January 16th, 2024