



**OFFICIAL MINUTES OF THE BOSTON SCHOOL COMMITTEE
OPPORTUNITY AND ACHIEVEMENT GAPS TASK FORCE
VIRTUAL MEETING**

October 14, 2025

The Boston School Committee Opportunity and Achievement Gaps (OAG) Task Force held a virtual meeting on Zoom on October 2, 2025 at 4:00 p.m. For more information about any of the items listed below, visit www.bostonpublicschools.org/gaps, email lparvex@bostonpublicschools.org, or call the Boston School Committee Office at (617) 635 - 9014.

ATTENDANCE

Task Force Members Present: Dr. Lisa Gonsalves; Carline Dr. Pignato; Marinell Rousmaniere; Dr. Gil Noam; Co-Chair Jeri Robinson; and Co-Chair Ayele Shakur.

Task Force Members Absent: Rev. Willie Bodrick; and Filiberto Santiago-Lizardi.

BPS Staff: OAG Policy Director Senior Advisor for Strategy and Opportunity Gap Dr. Colin Rose.

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: October 2, 2025

Draft 2025 Policy

CALL TO ORDER

Ms. Robinson called the meeting to order and welcomed everyone. A quorum was present.

APPROVAL OF MINUTES

Approved - Task Force unanimously approved the minutes of the October 2, 2025 OAG Task Force meeting.

SUMMARY OF DISCUSSION

The members and nominees of the Task Force went around the table and introduced themselves.

Updates from Dr. Colin Rose, Senior Advisor for Strategy and Opportunity Gaps - Dr. Rose gave a brief presentation of the draft strategic priorities and implementation process.

Dr. Rose emphasized that the path forward involves strategy, focus, and acceleration, and said that the team is not starting from scratch but building on many of the current strategic initiatives. He also said that as the OAG Policy is in the process of being updated, some language might change to ensure alignment.

Dr. Rose reminded the public that when the OAG Policy was created in 2016, its preamble stated: *“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 resource to unlock the greatness within them.”*

In the years since, the district has been working to define what this means in practice. The High-Quality Student Experience (HQSE) brings this vision to life through:

1. Rigorous and culturally affirming learning experiences
2. Wellness and enrichment
3. A supportive network of caring adults
4. Physical spaces that support learning

In order to move towards this vision and student experience, the district must focus on a small number of priorities to ensure coherence and long-term impact.

- The OAG Policy and the district vision provide a comprehensive framework for how work will be carried out across the district;
- The strategic plan must concentrate on the most impactful priorities for the next several years, aligned with both the policy and the vision.

Dr. Rose explained that this work connects to a living, breathing implementation plan designed to engage the entire community, the “whole village.” He emphasized a strategic approach to involving partners and families. The theory of action is that by aligning efforts and resources across all groups, the district can achieve stronger collective impact.

1. Focus Area #1: Equitable Literacy Including Asset-based Approaches for Multilingual Learners (MLs) and Students with Disabilities (SWD) - Increase Literacy Proficiency Across All Grades Levels, Subjects, and Student Groups (Tier I).
2. Focus Area #2: Holistic Student Supports - Ensure students are in school and ready to engage in grade level work by increasing the access to and effectiveness of holistic student supports
3. Focus Area #3: High Quality Programming and Facilities - Growing access to a high quality student experience (HQSE) through better programming and facilities.

Dr. Rose provided an overview of each focus area and its objectives. He said that cross-functional teams are aligned by objective, with each team having a defined strategy. Additionally, regions and schools utilize the village process to enhance the impact of their Quality School Plan (QSP planning). He explained that, as part of implementation, the district is

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engaging experts in each objective area and he had aligned each team member to a specific objective.

Ms. Shakur asked if the teams had started meeting. Dr. Rose said each team has about 15 district members with different focus areas and confirmed that meetings have begun, with early engagement underway to inform content ahead of the budget process.

Ms. Robinson asked where groups like SpEdPAC and school parent councils fit into the plan. Dr. Rose said conversations have already taken place with students and principals, and groups like SpEdPAC and School Parent and Site Councils have not yet begun meeting.

Ms. Robinson asked how parents, especially multilingual families, would be engaged. Colin said the approach varies, simplified for families, with some information shared through conversation rather than formal presentations.

Ms. Rousmaniere noted the lack of focus on school leadership and asked about the district's strategy. Dr. Rose agreed, emphasizing the need for strong, representative staff. Ms. Shakur added that the OAG policy does reference school leaders.

Mr. Morris asked about outputs versus outcomes. Dr. Rose responded that, process-wise, the strategic plan is already set, the focus now is on implementation using SMART goals, action steps, and measurable outcomes. He added that identifying resources early is key to preserving strategies ahead of the budget season.

Dr. Pignato asked about measuring high-quality (HQ) experience, specifically whether there are indexes similar to the Opportunity Index, and how outcomes can be made public-facing. Dr. Rose said that while SMART goals are in place, defining and measuring HQ experience for students is complex and will require further conversation. Dr. Alkins said it was a complex issue across schools and asked how the group will prioritize efforts, such as between mental health support and teacher diversity. Dr. Rose said leadership must go through a process to ensure alignment with district philosophy and suggested this group could play a role in assessing whether plans meet that standard.

Dr. Noam emphasized learning from past efforts and building prioritization into the process. Dr. Rose responded that there will be administrative oversight, cross-group collaboration, and a focus on impactful outcomes through the process. Ms. Rousmaniere said the implementation plan is important and needs leaders or stakeholders engagement with longevity to ensure lasting impact.

Dr. Pignato asked about baseline data. Dr. Rose said the Office of Data and Accountability (ODA) provided an overview of disproportionality in the district, including historical and current data context.

Dr. Alkins asked about the focus on inputs and using MAP assessment as the key metric, stressing the need to clearly communicate how this work leads to outcomes and the transformation timeline. Dr. Rose said the question is how to consistently measure those leading indicators.

TASK FORCE BUSINESS

Review and discussion of the revised 2025 Policy To Advance Academic Excellence and Eliminate Opportunity and Achievement Gaps - Ms. Shakur invited members to continue revising the Opportunity and Achievement Gaps policy, and said it will be presented at the School Committee meeting on November 5.

The members discussed the wording. Members agreed on key points like social-emotional support, community partnerships, and the need for prepared, supported school leaders, suggesting leadership readiness be included in the policy.

Ms. Shakur invited Mr. Mudd to comment on measuring the achievement gap. He urged clear gap analysis, noting the 2025 MCAS lacks this data. According to his analysis, the gap has widened since pre-pandemic, closing in math only due to declining scores among white students. Ms. Robinson emphasized the need for disaggregated data. Dr. Pignato said they should look at multiple sources for data other than the MCAS. The group discussed difficulties obtaining clear, disaggregated data and noted that the state has better tracking capabilities.

PUBLIC COMMENT

John Mudd, Cambridge resident and advocate, testified in support of bilingual instruction and asked about language for expanding bilingual education and teachers in the long-term plan.

ADJOURNMENT

Ms. Robinson thanked everyone and announced the next Task Force meeting will be on Zoom Thursday, November 13.

Approved - At approximately 6.09 p.m. the Task Force unanimously approved a motion to adjourn to the meeting.

Attest:



Lena Parvex
Executive Secretary