



## **2026 Policy To Advance Academic Excellence and Eliminate Opportunity and Achievement Gaps**

*"Every Student. Every School. Excellence Without Exception."*

### **Preamble**

---

What does it mean to close – to eliminate forever – the systemic opportunity and achievement gaps that continue to impact Boston’s historically underserved children, including students of color (e.g. Black, Latinx), multilingual learners, students with disabilities, and economically disadvantaged students?

At its core, it means this:

***Every child, in every classroom, in every Boston school has the same opportunity to achieve greatness as anybody else, with the same unfettered access to excellent teaching, joyful learning, and every conceivable tool needed to unlock their brilliance.***

If any city can lead the nation in making this vision real, it is Boston – and we must. The future of our economy, our democracy, and solidarity as citizens depends on ensuring that Boston’s youth are not only prepared for success but celebrated as indispensable assets to our city’s future. Together, we must ensure that every child – regardless of race, language, ability, income, or zip code – has the opportunity to access the resources needed to dream, to achieve, and to thrive without limits.

Our measure of success is not in comparing students to one another, but in holding all students to the same high bar of academic excellence: strong literacy and numeracy, critical thinking, and problem-solving skills that open doors to college, careers, and a meaningful, productive life. Yet, we must acknowledge the compounding effects of generational poverty, trauma, and structural racism, which continue to distort the true picture of access and outcomes. Fragmented efforts and inconsistent expectations have, too often, stalled progress. Policies alone cannot change the status quo – only people, united in purpose, can.

Progress will require dedicated resources, intentionality, vigilance, transparency, and unwavering resolve. Leadership will change, and challenges will arise, but our promise to children must remain constant. Boston Public Schools will carry the mantle. The Opportunity and Achievement Gaps Task Force will monitor this work, and a public dashboard will hold us all accountable.

Most of all, success will depend on Boston itself – educators, district and school leaders, government and civic leaders, nonprofit partners, community advocates, the business community, clergy, funders, and neighbors – rallying together with young people and their families/caregivers to insist on educational excellence for every learner. Together, we will show the nation what is possible when a city rallies around its young people, believes in their limitless potential, and acts boldly to unleash it. Let this Policy be both a beacon and a blueprint for the future our children deserve – and our city needs.

# Executive Summary

---

Boston Public Schools (BPS) is proud to present the **2026 Policy To Advance Academic Excellence and Eliminate Opportunity and Achievement Gaps**, with a focus on those historically underserved, including students of color (e.g. Black, Latinx), multilingual learners, students with disabilities, and economically disadvantaged students. Referred to herein as the “OAG Policy,” this document is both a blueprint and a call to action: a commitment to equity, excellence, and urgency in closing opportunity and achievement gaps once and for all.

At its core, this Policy affirms that every child in Boston deserves more than access to school – they deserve access to an excellent, high-quality student experience. Excellence means classrooms led by skilled, culturally-responsive educators; curricula that is rigorous, inclusive, and joyful; schools that partner authentically with families and communities; a network of partners to support students and families, and systems that do not create new barriers, remove barriers that exist, and expand opportunity.

The following six goals provide the overarching framework under which BPS will operationalize this commitment – ensuring accountability, alignment, and measurable results.

This work is urgent. The structural barriers facing students of color, multilingual learners, students with disabilities, and economically disadvantaged students demand sustained, coordinated action. While full implementation will require deliberate effort and time, measurable progress must occur each year. Stagnation is not acceptable. At the same time, the District cannot accomplish every objective simultaneously; thoughtful prioritization will be necessary to ensure that resources, leadership attention, and implementation efforts are focused on the areas of greatest need and impact.

In addition to the formal Objectives, the OAG Task Force has included targeted Recommendations to illustrate high-impact strategies that advance the intent of each goal and accelerate progress. While the district may determine alternative strategies for implementation where appropriate, the outcomes outlined in this Policy are not optional. Whatever approach is taken, progress must be measurable, transparent, and aligned with the purpose of eliminating disparities and advancing educational excellence.

## **GOAL 1: ALIGN AND SUSTAIN DISTRICTWIDE SYSTEMS AND STRUCTURES TO DRIVE ACCOUNTABILITY, OVERSIGHT, AND POLICY IMPLEMENTATION**

BPS shall ensure **coordinated leadership, clear accountability structures, and strategic alignment** districtwide so that every staff member is responsible for eliminating opportunity and achievement gaps and advancing academic excellence. The following objectives outline the responsible leaders within BPS as well as the key tasks required to ensure the Policy’s impact:

### Objectives for Coordinated Leadership:

Objective 1.1: School Committee Oversight

Objective 1.2: Superintendent Responsibility

Objective 1.3: Central Office Leadership Team, School Leaders, and Communications

Objective 1.4: Opportunity and Achievement Gaps Task Force

Objectives for Mutual Accountability:

- Objective 1.5: Reporting and Evaluation
- Objective 1.6: Opportunity and Achievement Gaps Impact Analysis
- Objective 1.7: Data Accountability – Measuring the Gaps
- Objective 1.8: Performance Evaluations
- Objective 1.9: Quality School Plans and School Leader Accountability

Objectives for Strategic Alignment:

- Objective 1.10: Districtwide Implementation Plans aligned with the OAG Policy and Strategic Plan
- Objective 1.11: Equitable Resource Allocation
- Objective 1.12: Policy Review Timeline

**GOAL 2: PROVIDE DISTRICTWIDE PROFESSIONAL DEVELOPMENT IN CULTURALLY AND LINGUISTICALLY AFFIRMING AND SUSTAINING PRACTICES (CLSP) FOR ALL STAFF.**

BPS shall fully embrace and advance culturally and linguistically affirming and sustaining practices in order to ensure student success, recognizing that 90% of BPS students identify as part of at least one or more historically marginalized groups.

- Objective 2.1: Embed CLSP Systemwide
- Objective 2.2: Target Professional Development on Key Priority Areas and Student Groups

**GOAL 3: ADVANCE ACADEMIC EXCELLENCE**

BPS shall view each child as capable of meeting and exceeding the highest standards of learning and achievement by providing highly effective and diverse educators, a relevant and engaging set of curricula, and safe and welcoming school environments with caring adult relationships. To achieve this, BPS shall prioritize the following objectives:

- Objective 3.1: Ensure Access to High-Quality School Leaders
- Objective 3.2: Ensure Access to High-Quality Educators
- Objective 3.3: Provide Rigorous, Relevant, Inclusive, and Joyful Classroom Instruction
- Objective 3.4: Ensure Student Well-Being and Sense of Belonging
- Objective 3.5: Cultivate Reciprocal Partnerships with Families to Instill a Love for Learning
- Objective 3.6: Ensure Equitable Assessment and Grading
- Objective 3.7: Increase Literacy Skills Across Content Area
- Objective 3.8: Accelerate Achievement for Multilingual Learners With and Without Disabilities
- Objective 3.9: Advance Inclusion and Acceleration for Students with Disabilities
- Objective 3.10: Identify and Provide Targeted Support for Students with the Highest Needs
- Objective 3.11: Expand Access to Early Childhood Education, Extended Learning, and Advanced Coursework at the Secondary Level

#### **GOAL 4: INCREASE EDUCATOR AND LEADERSHIP DIVERSITY ACROSS THE DISTRICT**

BPS shall recruit, hire, support, and retain a talented workforce of educators and leaders who reflect the racial and linguistic diversity of our students and advance cultural proficiency in order to ensure effective, inclusive, and affirming learning environments.

Objective 4.1: Ensure Equitable Recruitment, Hiring, and Retention

Objective 4.2: Strengthen Educator and School Leader Preparation and Support

Objective 4.3: Monitor Discrimination and Bias Incident Reporting and Increase Accountability

#### **GOAL 5: ESTABLISH EQUITABLE, RECIPROCAL PARTNERSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY PARTNERS TO ADVANCE OPPORTUNITY AND ACHIEVEMENT**

BPS shall foster a districtwide culture that seeks to build relational trust where students are empowered as leaders in their learning; families are trusted partners whose funds of knowledge are recognized and utilized to ensure student success; and partners are providing services aligned with school priorities.

Objective 5.1: Increase Student Engagement through Agency and Choice

Objective 5.2: Strengthen Family Engagement through Participation, Governance and Decision-Making

Objective 5.3: Strengthen Community Partner Alignment on District Goals

Objective 5.4: Expand University and Industry Partners for College and Career Readiness

#### **GOAL 6: ENSURE EQUITABLE, TRANSPARENT, AND EFFICIENT CENTRAL OFFICE OPERATIONS THAT PROVIDE HIGH-QUALITY SUPPORT TO ALL SCHOOLS, STUDENTS, AND FAMILIES**

BPS shall remove barriers in central operations – including facilities, transportation, food services, enrollment, health and mental wellness services, technology, and safety – in order to increase transparency for families, expand access, and ensure that every child learns in a safe, supportive, high-quality school.

Objective 6.1: Ensure Equity in District Operations

Objective 6.2: Increase Equity and Transparency in Student Assignments, Mergers, Reconfigurations, and School Closures

Objective 6.3: Promote Citywide Collaboration working with the Mayor's Office and Unions

# Goals and Objectives

---

## **GOAL 1: ALIGN AND SUSTAIN DISTRICTWIDE SYSTEMS AND STRUCTURES TO DRIVE ACCOUNTABILITY, OVERSIGHT, AND POLICY IMPLEMENTATION**

To ensure academic excellence for all students, BPS must maintain critical focus on identifying, monitoring and closing structural barriers that prevent opportunity and impede progress for students of color (e.g. Black, Latinx), multilingual learners, students with disabilities, and economically disadvantaged students. Advancing educational excellence requires continuous **coordinated leadership, clear accountability structures, and strategic alignment** across all levels of Boston Public Schools (BPS). Every department, school, staff member, student, family, nonprofit partner, and community advocate must own this work, with the shared understanding that educational equity is not optional – it is central to the mission of BPS.

To make this commitment permanent, BPS shall maintain a governance framework that holds leaders, departments, and schools accountable for measurable progress toward identifying and eliminating disparities. Oversight and accountability ensure that this Policy translates into daily practices that improve outcomes for students who have been historically underserved.

Goal 1 establishes this governance structure for the Policy, with objectives that proactively embed equity into daily operations, planning, and long-term strategy.

### Coordinated Leadership

The Objectives in this Section define ***who leads, how leadership is structured, and how authority is distributed*** across the district. The emphasis here is on setting a foundation of shared responsibility across governance, central office, and schools. These objectives work together to clarify *who owns equity work* and establish a leadership chain of responsibility that endures regardless of staff transitions or internal politics.

### **Objective 1.1: School Committee Oversight**

As essential to improving the BPS experience for students and families for the district, the Boston School Committee (BSC) shall make this Policy the guiding framework and “North Star” for all decision-making across BPS. Eliminating opportunity and achievement gaps negatively impacting students of color (e.g. Black, Latinx), multilingual learners, students with disabilities, economically disadvantaged students, and other marginalized student populations while advancing educational excellence shall remain a core and urgent priority for the BSC, the Superintendent and all levels of district and school leadership, regardless of changes in leadership, budgetary conditions, or shifting strategic priorities. Thus, BSC shall establish goals and priorities for BPS in collaboration with the Superintendent, through the lens of the OAG Policy, and align the Superintendent’s annual goals and performance evaluation to measurable progress in closing opportunity and achievement gaps. This provides alignment and accountability between the BSC and Superintendent in furthering the goals of the OAG Policy.

## **Objective 1.2: Superintendent Responsibility**

The Superintendent shall be directly responsible for implementing this OAG Policy as the district's "North Star," ensuring that all goals and priorities established by the BSC in the spirit of this Policy are enacted through and aligned with the BPS Strategic Plan in both purpose and practice. The Superintendent's Annual Performance Evaluation shall be aligned to the successful implementation of and/or measurable progress toward closing opportunity and achievement gaps, as reflected in BSC goals/priorities as well as DESE standards and rubrics. The Superintendent shall set annual goals for their Leadership Team (e.g. Deputy Superintendents, Chiefs, Regional Superintendents) in alignment with the goals and spirit of this OAG Policy and ensure they, and their direct reports, are fully engaged in this work. As such, goals and expectations of this OAG Policy shall be clearly communicated to all stakeholders, including central office staff, school leaders, educators, families, students, and community partners – in order to foster inclusion and clarity around everyone's role and responsibility in measurably advancing educational excellence and equity.

Finally, the Superintendent shall appoint a senior leader (e.g., Senior Advisor of Strategy and Opportunity Gaps) as their Designee, with authority to coordinate and monitor all aspects of OAG Policy implementation. This Designee shall also be directly involved in developing the district's Strategic Plan so that it is in full alignment with this OAG Policy. The Superintendent's Designee overseeing the OAG Policy should report directly to the Superintendent and collaborate with the OAG Task Force to support implementation systemically.

## **Objective 1.3: Central Office Leadership Team and School Leaders**

The Superintendent and their Designee shall work collaboratively with the Executive Leadership Team to ensure that all central office staff and school leaders have department level goals and Quality School Plans (QSPs) aligned with the OAG Policy.

## **Objective 1.4: Opportunity and Achievement Gaps Task Force**

The Opportunity and Achievement Gaps (OAG) Task Force shall serve as an external advisory and monitoring body for the OAG Policy, functioning as a formal task force of the Boston School Committee (BSC). It is responsible for drafting updates/revisions to this OAG Policy as well as collaborating with the Superintendent's Leadership Team to put forth strategic recommendations to the Superintendent and the BSC. To ensure alignment, there shall be two BSC members on the OAG Task Force, with one serving as Co-Chair. The other Co-Chair shall be a member of the Task Force appointed by the BSC to the Co-Chair role. The Task Force shall comprise BPS stakeholders, including but not limited to school leaders, educators, students, parents and caregivers, higher education and industry partners, funders, nonprofit partners, and community advocates. Members shall serve a three-year term, with the option to be reappointed for up to two consecutive terms. The OAG Co-Chairs, in consultation with the Superintendent's Designee, shall periodically nominate candidates for appointment and reappointment by the Boston School Committee, drawing on recommendations from the Task Force and BPS stakeholders. The Task Force shall meet no fewer than four times annually to provide strategic guidance, input, and monitoring in collaboration with the Superintendent and their Designee in order to support the effective and consistent implementation of this Policy.

## Mutual Accountability

The Objectives in this Section consolidate all mechanisms that ensure **the work is tracked, measured, reviewed, and improved**. It represents the infrastructure of accountability that turns aspiration into action. These components institutionalize transparency, create a feedback loop, and underscore that performance is tied to progress on equity and excellence – not just activity.

### **Objective 1.5: Reporting and Evaluation**

The Superintendent's Designee shall develop and maintain a public-facing OAG Dashboard to track progress on the goals outlined in this Policy and Implementation Plan. Each November, the Superintendent and their Designee shall submit an Annual Progress Report to the OAG Task Force for initial feedback. Following this review, the OAG Task Force and Designee shall submit the Annual Progress Report, along with its recommendations, to the Boston School Committee.

### **Objective 1.6: Opportunity and Achievement Gaps Impact Analysis**

BPS shall proactively embed equity into all decision-making by requiring an Opportunity and Achievement Gaps (OAG) Impact Analysis, currently known as the Racial Equity Planning Tool, for every report, policy, budget, and program proposal presented to the Boston School Committee. *The OAG Impact Analysis shall be used as a proactive and decision-shaping framework, initiated at the earliest stage of any proposal, before recommendations are finalized or publicly presented. Community engagement, particularly from those most directly impacted, must be embedded throughout the decision-making process* Each submission shall include disaggregated data (e.g., race, language, income, etc.) and analyses of how the proposed action will advance or hinder efforts to close gaps and promote educational excellence, when and how progress will be assessed and publicized, along with evidence of stakeholder engagement in the design or review process. *Where budget and equity goals are in tension, that tension must be named transparently, documented, and presented to the BSC alongside any recommendation.* All policies and programs should be periodically reviewed using disaggregated data, to measure impact and recommend adjustments or discontinuation.

### **Objective 1.7: Data Accountability - Measuring the Gaps**

BPS shall act with urgency to transform how it collects, analyzes, and reports student achievement data to make opportunity and achievement gaps fully visible and actionable. The Office of Data and Accountability, in partnership with Central Office and school leaders, will ensure the Boston School Committee receives reports that include: (1) comparative “gap-to-proficiency” bar graphs of student performance disaggregated by race, language, disability, and socioeconomic status; and (2) gap charts that clearly show point differentials across student groups year over year. This dual-reporting method will increase transparency and enable the district and public to see whether gaps are narrowing or widening for each policy or program. School leaders shall receive professional development on using this dual model to analyze and present school-level data effectively. In all cases, all charts presented to the Boston School Committee must include a clear and transparent explanation of what the data is highlighting.

In addition to presenting student data by race, BPS shall also continue to disaggregate racial data by ethnicity, when available – Black (African-American, Haitian, Other Afro-Caribbean, African, Cabo Verdean, Other); Latino (Dominican, Puerto Rican, Mexican, Venezuelan, Other); Asian (Chinese, Vietnamese, Korean, Cambodian, Japanese, Other); Native American, and White/Caucasian – to

ensure that the district captures the full diversity and nuance of its student population in order to better target interventions and support.

**Objective 1.8: Performance Evaluations**

All staff at all levels in BPS including the Superintendent’s Leadership Team, central office staff, school leaders, and educators, shall have an annual performance evaluation with annual goals that are guided by the strategic priorities of the district, which are aligned with the OAG Policy.

**Objective 1.9: Quality School Plans and School Leader Accountability**

BPS recognizes that our schools are the primary unit of transformation for students, and therefore holds each school accountable for creating equitable conditions that enable all students to thrive. Each school shall be required to develop and implement a rigorous, equity-centered Quality School Plan (QSP) aligned with district priorities, in the spirit of the OAG Policy.

Quality School Plans shall articulate clear commitments to academic excellence, culturally and linguistically responsive instruction, inclusive and supportive school climates, and the holistic development and well-being of students. BPS shall establish uniform criteria for QSPs and utilize them as instruments for school-based planning, district oversight, and continuous improvement.

*Recommendation:*

- New QSP metrics such as teacher attendance and student access to academic interventions and enrichment shall be added and systematically monitored, in addition to current QSP metrics that include MAP Fluency and Growth metrics (academic achievement in early literacy, reading, and math); School Climate; Chronic Absenteeism; and Course Performance.

**Strategic Alignment**

The Objectives in this Section encompass **planning, budgeting, and systemic integration**. They reflect how this Policy is embedded into the daily operations of BPS, ensuring this work is not siloed but fully operationalized. Each of these Objectives ensures that equity is woven into district planning, rather than added on as an afterthought.

**Objective 1.10: Districtwide Implementation Plans aligned with the OAG Policy and Strategic Plan**

The Superintendent’s Designee shall work collaboratively with the Superintendent, Deputies and Chiefs to ensure that the OAG Policy and the BPS Strategic Plan are inextricably linked so that the district is moving in one direction. Therefore, the OAG goals and metrics shall be reflected in the BPS Strategic Implementation Plan.

**Objective 1.11: Equitable Resource Allocation**

BPS shall align resource allocation with the Strategic Plan, which is aligned to the OAG Policy, prioritizing investments that directly support the plan’s identified goals and strategies for closing opportunity and achievement gaps. This includes sustaining and fully funding the offices responsible for leading the oversight and systemwide implementation of this Policy (e.g. Office of Opportunity and Achievement Gaps and the Office of Civil Rights).

*Recommendations:*

- BPS should ensure that funding is equitably distributed, with a focus on directing resources to the

schools, students, and communities with the greatest needs, and should examine any disparities in funding allocations to schools.

- Create a system to measure the impact of grants and contracts approved by the BSC to improve student outcomes.
- As part of the annual OAG Progress Report, BPS should provide a detailed accounting of the financial and human resources allocated toward the execution of the OAG Policy and Implementation Plan.

**Objective 1.12: Policy Review Timeline**

The Boston School Committee shall review and update this Policy at least once every five years to reflect new research, best practices, and the evolving needs of BPS students and families.

---

**GOAL 2: PROVIDE DISTRICTWIDE PROFESSIONAL DEVELOPMENT IN CULTURALLY AND LINGUISTICALLY AFFIRMING AND SUSTAINING PRACTICES (CLSP) FOR ALL STAFF.**

BPS shall implement a comprehensive, districtwide professional development strategy focused on Culturally, Linguistically Affirming and Sustaining Practices (CLSP), ensuring all educators, administrators, and Central Office staff receive mandatory, ongoing training that fosters cultural proficiency and high expectations for all students. This work is not optional – it is foundational. With 90% of BPS children identifying as part of at least one or more historically marginalized groups, embedding CLSP across every aspect of BPS is critical to student success.

**Objective 2.1: Embed CLSP Systemwide**

BPS shall institutionalize CLSP through sustained, systemwide professional development. CLSP shall be integrated into relevant district policies, school plans, evaluations, surveys, and daily practice, to build a culture of belonging and academic excellence.

*Recommendations:*

- Training should include ongoing coaching on equity and culturally-responsive instruction, setting and maintaining high academic and behavioral expectations, and creating inclusive learning environments that affirm student identities.

**Objective 2.2: Target Professional Development on Key Priority Areas and Student Groups**

BPS shall provide professional development that accelerates learning for all students while also highlighting student groups needing targeted support, including those impacted by Adverse Childhood Experiences (ACEs). Topics for professional development should include the intersection of race, poverty, and achievement; social determinants such as housing, food security, and healthcare; shifting from deficit-based models to asset-based approaches that affirm and celebrate students' cultures and lived experiences; trauma-informed and healing-centered practices; social-emotional skill-building; restorative approaches; and strategies to infuse joy into learning. This will foster student belonging, affirm identity, and raise expectations for both students and educators.

*Recommendations:*

- Student voice should be included in educator training where appropriate, to ground professional learning in lived experiences.
- Implementation should be aligned across departments, embedded in annual PD plans, and regularly evaluated with feedback from educators, students, and families.

---

### **GOAL 3: ADVANCE ACADEMIC EXCELLENCE**

BPS shall ensure every student has access to a high-quality education that affirms their identity, builds on their strengths, and prepares them for college, careers, and lifelong success. Closing opportunity and achievement gaps and advancing excellence in teaching and learning requires intentional, systemic shifts in teacher expectations, curriculum, instruction, school climate, and family partnership – grounded in culturally-responsive practices and aligned with the district’s strategic priorities.

#### **Objective 3.1: Ensure Access to High-Quality School Leaders**

BPS shall ensure that every school is led by a skillful, equity-driven, and adaptive instructional leader who demonstrates effective management, teambuilding, and culturally responsive practices aligned with the District's Strategic Plan. BPS shall recruit, develop, and retain leaders who advance academic excellence, cultivate inclusive school cultures, engage families as authentic partners, and build staff capacity for continuous improvement.

*Recommendations:*

- BPS should conduct a bi-annual review of its support systems for school leaders in order to ensure effectiveness, well being, and sustainability.
- Newly appointed school leaders should receive targeted training, coaching, and mentorship for no less than one year and have priority access to central office personnel.
- Leadership development should strengthen both operational and instructional capacity and embed the principles of adult learning to cultivate high-performing school teams and sustain high levels of student success.

#### **Objective 3.2: Ensure Access to High-Quality Educators**

BPS shall work with the Boston Teachers Union to ensure that every student learns from effective, equity-centered educators with deep content knowledge and culturally-responsive practices. School Leaders shall hold staff accountable to these principles through ongoing performance reviews and annual performance evaluations. BPS shall also find ways to elevate and celebrate exceptional teachers who can serve as exemplars and coaches to other teachers across the district

*Recommendations:*

- In-district teacher preparation programs should recruit, develop, and retain diverse educators and integrate cultural proficiency training into professional learning.

#### **Objective 3.3: Ensure Rigorous, Relevant, Inclusive, and Joyful Classroom Instruction and Curricula**

School Leaders shall ensure rigorous, inclusive, and culturally-affirming instruction that promotes academic excellence, student well-being, and joyful learning. BPS Central Office shall continuously review curricula for academic rigor, culturally and linguistically relevant content and pedagogy.

*Recommendations:*

- BPS should adopt more real-world assignments and tasks that foster creativity, critical thinking, student agency, thereby engaging learners in coursework that sparks their interests and passions.

### **Objective 3.4: Ensure Student Well-being and Sense of Belonging**

School Leaders and BPS Central Office shall ensure that every school has a safe, inclusive, and affirming environment where students feel seen, supported, and connected. BPS shall embed a comprehensive system of culturally-affirming supports focused on promotion, prevention, and intervention to promote the holistic (e.g. academic, social emotional, etc.) well being of students.

#### *Recommendations:*

- These supports should include but not be limited to social-emotional learning (SEL), trauma-informed practices, restorative practices, school climate and culture to advance equity and academic excellence.
- Educators should use relationship-centered strategies, advising, and systems to ensure each student is connected to a caring adult.
- Student voice, belonging and perception survey results should help shape school climate efforts.

### **Objective 3.5: Cultivate Reciprocal Partnerships with Families to Instill a Love for Learning**

BPS shall partner with families to co-create trusting, rigorous, and culturally and linguistically affirming conditions for student learning, grounded in relational trust. Both at the district and school levels, families shall receive multilingual communication, integrated student support services, and meaningful opportunities to participate in decision-making and academic planning related to their children's learning and development.

#### *Recommendations:*

- BPS should co-design resources with families, drawing upon their funds of knowledge and cultural assets, to share strategies on how to foster a love of learning at home, support their child's academic growth, and create positive routines that reinforce literacy, numeracy, and curiosity beyond the classroom, from early childhood through high school.

### **Objective 3.6: Ensure Equitable Assessment and Grading**

BPS shall use equitable, transparent, and actionable assessments to improve instruction and monitor progress. A coherent PreK–12 strategy shall prioritize meaningful, culturally responsive tools, reduce over-testing, and utilize disaggregated data by race, ethnicity, gender identity, language, disability, and socioeconomic status to identify disparities. The District and schools shall maintain and monitor an equitable grading system that reduces bias in grading and reflects student competency.

#### *Recommendations:*

- Early warning systems should guide timely academic interventions such as tutoring and academic remediation
- BPS should explore increasing the minimum grade needed to demonstrate proficiency in each course, to at least a 70% (C-) across all schools.

### **Objective 3.7: Increase Literacy Skills Across Content Areas**

BPS shall uphold that literacy is key to academic success and creating opportunities for college, careers, and lifelong learning. Schools shall implement a districtwide evidence-based strategy to ensure every student reaches a minimum of grade-level proficiency and experiences joy with reading, writing and communicating knowledge across disciplines. The district shall partner with families, community partners, and the Mayor's Office to ensure that literacy is a citywide focus.

*Recommendations:*

- Educators should integrate literacy practices in science, social studies, math and other subjects
- The District's strategy should effectively use technology and personalized learning in order to complement instruction and literacy goals for students, in accordance with district and state guidelines.
- BPS should include universal screening starting in Pre-K to enable early intervention, structured instruction through the Multi-Tier System of Support (MTSS), and culturally-responsive approaches.
- BPS should also explore making literacy proficiency part of grade level promotion requirements, particularly in foundational Grades 1-5.
- Tier 2 and Tier 3 supports should be made available to all students in Grades K-12 who are not reading at grade level.

**Objective 3.8: Accelerate Achievement for Multilingual Learners With and Without Disabilities**

BPS shall affirm the cultural and linguistic assets of Multilingual Learners (MLs) and move with all deliberate speed to strengthen bilingual education and expand access to high-quality programs that develop academic English while sustaining students' home and native languages. BPS shall encourage the use of home languages as the foundation for literacy. In keeping with research on effective bilingual practices, the district shall advance additive bilingualism by expanding and monitoring two-way dual-language, and one-way transitional bilingual, biliterate and bicultural programming. A long-term plan with clear goals and timelines shall guide the growth of bilingual pathways and the recruitment and training of bilingual educators. Wherein ML's are one of the largest student groups in BPS, all BPS educators shall be able to effectively support multilingual learners.

Recognizing the intersectionality of Multilingual Learners with Disabilities, BPS shall ensure that these students are accurately identified, equitably served, and fully included in the general curriculum through effective, evidence-based instructional strategies, including leveraging home language, supporting language development, and modifying instruction to access curricula.

*Recommendations:*

- BSP should utilize district, nonprofit, and higher education partnerships to recruit and train bilingual/multilingual educators, and afford educators pathways to achieve their licensures and required endorsements.
- Parents of MLs shall be encouraged to use their home language as a foundation for literacy development.
- Students should receive daily English Language Development alongside integrated instruction, with explicit and measurable language and academic targets.
- All BPS educators should receive training in valuing and supporting home languages as part of culturally and linguistically sustaining practices.
- BPS should ensure that MLs are fully included in the general curriculum through effective home language instruction and support.

- The creation of heritage language programming should be routinely monitored to determine programmatic implementation in direct collaboration across bilingual and world language departments.
- BPS should develop a stand-alone plan for MLs with Disabilities, as recommended in The Council of Great City Schools report on Special Education.

**Objective 3.9: Advance Inclusion and Accelerate Learning for Students with Disabilities**

BPS shall ensure that Students with Disabilities – particularly Black, Latino, and Multilingual Learners with Disabilities – have full and equitable access to rigorous, inclusive educational settings and the general education curriculum in the least restrictive environment, consistent with Massachusetts regulations. BPS shall strengthen instructional quality, integrate academic and support services, and accelerate learning through targeted interventions that affirm students’ dignity and agency. BPS shall eliminate bias in identification, placement, and service delivery, and mitigate racial and linguistic disparities, with particular focus on reducing the disproportionate placement of Black and Latino boys in substantially separate settings.

BPS shall reduce the concentration of Students with Disabilities (SWDs) in chronically underperforming and transformation schools. SWDs shall also have access to accelerated learning pathways including advanced coursework, enrichment, and postsecondary preparation. Individualized Education Programs (IEPs) shall be fully implemented with fidelity through evidence-based instructional, behavioral, and therapeutic supports that facilitate access to grade-level standards and meaningful participation in school life. Progress for Students with Disabilities shall be embedded in district accountability systems, including the OAG Dashboard and Annual Progress Reports.

*Recommendations:*

- Reduce disproportionate placement in substantially separate settings by strengthening inclusive instructional capacity, ensuring access to supplementary aids and services, and addressing schools and programs with persistent overuse of restrictive placements.
- Provide training and accountability systems to reduce bias in referrals and placements.
- Conduct annual equity analyses of identification and placement policies for Special Education and Multilingual Learners.
- Build capacity for schools to reduce over referrals to substantially separate placements.
- SWDs should have equitable access to high quality schools and high quality seats.

**Objective 3.10: Identify and Provide Targeted Support for Students with the Highest Needs, Including Those in Alternative Education**

BPS shall ensure that all leaders of schools and alternative education programs use data to identify students in need of academic support, social/emotional support, and mental health services, along with a Multi-Tiered System of Support (MTSS) to ensure that students receive timely interventions. Targeted supports shall prioritize high-need groups including children of incarcerated parents, foster youth, pregnant and parenting students, court or gang-involved students, students experiencing homelessness, and students enrolled in alternative education programs. Students in alternative education often represent intersecting high-need populations and require differentiated, trauma-informed, and flexible supports that recognize their diverse learning pathways. Schools and alternative education programs shall collaborate to ensure equitable access to academic and integrated services, including alternate assessments as stipulated by the Massachusetts Department of Elementary and Secondary Education (DESE), re-engagement plans, and transition supports to

traditional or postsecondary settings. Schools shall utilize data (e.g. attendance and chronic absenteeism, interim and alternate assessments, surveys on sense of belonging) to inform interventions and monitor progress.

*Recommendations:*

- Supports shall include but not be limited to mentorship programs; advisory councils; professional learning for staff to disrupt bias and strengthen inclusion; and partnerships with families, faith-based groups, and community organizations to provide integrated services.
- Each school's Quality School Plan (QSP) shall include measurable goals and strategies to improve outcomes for these students, along with clear accountability for results.

**Objective 3.11: Expand Access to Early Childhood Education, Extended Learning, and Advanced Coursework at the Secondary Level**

BPS shall expand equitable access to high-quality learning opportunities across the full continuum of a student's educational experience, from Pre-K through high school, including a broad range of in-school and out-of-school opportunities to extend learning, foster engagement, and support the development of students' interests and talents.

*Recommendations:*

- In partnership with the City's Office of Early Childhood, BPS should strengthen access to universal Pre-K and high-quality early education from birth through third grade to build a strong foundation for long-term academic success.
- BPS should increase access to athletics, the arts, and extracurricular activities
- The district should also increase access to rigorous, MassCore-aligned advanced coursework such as Advanced Placement, Early College, Dual Enrollment, International Baccalaureate, equitable pathways to Exam Schools, career connected pathways, as well as out of school time and virtual offerings to enrich learning and close opportunity gaps. In addition, BPS should ensure that all students have access to

---

## **GOAL 4: INCREASE EDUCATOR AND LEADERSHIP DIVERSITY ACROSS THE DISTRICT**

BPS is committed to building a racially, culturally, and linguistically diverse workforce that reflects our student population and is rooted in cultural proficiency. Through an equity-focused human resources strategy, the district shall recruit, hire, support, and retain highly qualified educators and leaders who demonstrate a deep commitment to inclusion and academic excellence. In collaboration with higher education and community partners, the Office of Human Resources shall set clear benchmarks to increase workforce diversity, strengthen culturally responsive leadership, and ensure that School Leaders provide inclusive learning environments where every student feels affirmed and supported.

### **Objective 4.1: Ensure Equitable Recruitment, Hiring, and Retention**

BPS shall implement a districtwide strategy to recruit, hire, retain and support a racially, culturally, and linguistically diverse workforce of effective educators, school leaders, instructional coaches, and staff. This shall include expanding the number of bilingual and multilingual teachers and paraprofessionals. The Office of Human Resources shall establish clear benchmarks and accountability measures to track progress, and all recruitment, hiring, and evaluation practices for staff and educators shall be regularly reviewed to ensure they are free of bias and aligned with the district's commitment to diversity, access, and inclusion.

#### *Recommendations:*

- BPS should expand alternative licensure pathways with local universities and nonprofits, and provide mentorship, tuition assistance, and exam preparation for racially and linguistically diverse candidates from underrepresented communities.
- BPS should collaborate with higher education institutions to align teacher preparation programs with district priorities, including Literacy and Inclusion, and promote career advancement for diverse staff to build internal leadership capacity.

### **Objective 4.2: Strengthen Educator and School Leader Preparation and Support**

BPS shall strengthen educator preparation programs in partnership with higher education institutions to ensure that candidates are culturally responsive, equity-minded, and ready to support the academic and social-emotional needs of students in diverse urban settings. The Office of Human Resources shall publish an annual report by Region on recruitment, hiring, and retention with clear and realistic targets – disaggregated by race, gender, and language – along with recommendations for continuous improvement in workforce development.

#### *Recommendations:*

- The district should promote the development of authentic, student-centered relationships in diverse school communities, and should work to reduce bias in educator evaluations through targeted training, calibration, and accountability measures.

### **Objective 4.3: Monitor Discrimination and Bias Incident Reporting and Increase Accountability**

BPS must commit to maintaining a safe, inclusive, and respectful learning and working environment for all members of the school community. The district shall ensure that students, families, and staff have access to confidential, non-retaliatory mechanisms for reporting incidents of racial bias, discrimination, micro-aggressions, and other forms of identity-based harm. BPS shall produce an annual report including Incidents by Region and Districtwide Training efforts to the School Committee, while maintaining personnel anonymity and confidentiality.

*Recommendations:*

- The Office of Civil Rights and the Office of Human Resources should collaborate to monitor and respond to reported incidents, and provide training on recognizing and addressing bias
- The OAG Annual Report should include disaggregated data on incidents, summaries of training efforts, and recommendations to advance inclusion and eliminate bias across the district.

---

## **GOAL 5: ESTABLISH EQUITABLE, RECIPROCAL PARTNERSHIPS WITH STUDENTS, FAMILIES, AND COMMUNITY PARTNERS TO ADVANCE OPPORTUNITY AND ACHIEVEMENT**

BPS shall foster a districtwide culture that seeks to build relational trust where students are empowered as leaders in their learning; families are trusted partners whose funds of knowledge and leadership are recognized and utilized to ensure student success; and partner organizations are providing services aligned with school priorities. Student voice and agency shall be elevated as critical components of academic engagement and identity development. Families shall share leadership in school governance and shaping school improvement. Community partners shall expand access to academic, social-emotional, and enrichment supports. Together, these partnerships shall strengthen equity, close opportunity gaps, and drive student achievement.

### **Objective 5.1: Increase Student Engagement through Agency and Choice**

BPS shall acknowledge the power of student voice and create meaningful opportunities for agency, dialogue, active learning, and leadership as drivers of equity and academic excellence. Student engagement in leadership activities should reflect the racial, linguistic, and disability diversity of the student body. At least one BSAC representative shall also serve on the OAG Task Force to participate in monitoring this OAG Policy and the district shall annually report out on student representation on the Boston Student Advisory Council (BSAC).

#### *Recommendations:*

- Central Office and School Leaders shall identify innovative ways for students to have more choice in their course selections, particularly ensuring choices are culturally sustaining and relevant to students' identities in their core classes and electives.
- School Leaders shall create space for authentic student leadership and dialogue that is age and grade appropriate, and represents the diversity of the student body (e.g., high-school student participation on school site councils and personnel sub-committees.)
- The district should report annually on student engagement with BSAC, youth groups, and community partners to expand student-led initiatives that build a culture of excellence.

### **Objective 5.2: Strengthen Family Engagement through Participation, Governance and Decision-Making**

BPS shall engage families as essential trusted partners in eliminating opportunity and achievement gaps and advancing excellence. Each school and any other public facing office shall develop multiple strategies for partnering with families based on their specific assets and needs as well as ensure a respectful, welcoming and culturally affirming environment. Every school shall include family representation on School Site Councils, Governing Boards, and School Personnel Committees, and this representation must reflect the linguistic and demographic diversity of the school population.

#### *Recommendations:*

- The Office of Family and Community Advancement and the office overseeing Professional Learning should design and implement meaningful and sustained professional development of all staff for Family and School Partnerships, focused on building relational trust and using asset-based and anti-racist practices.
- Each school shall develop a Family Engagement Plan aligned with its Quality School Plan, using multiple strategies for partnering with families based on their specific assets and needs.

- Schools and family-facing offices should develop targeted interventions to support their most vulnerable families (i.e. homelessness assistance, ESL classes, parenting groups, etc.)
- Parents should be encouraged to join the Citywide Parents Council, Boston Special Education Parent Advisory Council (SpEdPAC), and English Learner parent groups, as appropriate.
- BPS should share best practices to strengthen and promote asset-based family-school partnerships across schools.

**Objective 5.3: Increase Strategic Collaboration with Community Partners for Collective Impact**

The Office of Family and Community Advancement shall work to align community-based partners with the district’s strategy to maximize collective impact. All partners should be encouraged to adopt and utilize anti-racist, asset-based practices that demonstrate Cultural and Linguistic Proficiency to support students’ academic growth, persistence, and well-being.

*Recommendations:*

- Each year, all District Partners holding contracts with BPS should be required to participate in professional learning on the District’s gap-closing priorities and strategies for academic excellence, including literacy development.
- Schools and the Office of Partnerships should ensure that each partner’s work is coordinated, evaluated, and aligned with school and district priorities to eliminate gaps and accelerate learning.
- School Leaders should work to ensure that each student in their care is connected to at least one community partner providing high-quality academic or social-emotional support so that, even beyond traditional school hours, no student is ever left behind or overlooked.

**Objective 5.4: Expand University and Industry Partners for College and Career Readiness**

BPS shall expand partnerships with higher education institutions and industry partners to provide clear college and career pathways and career-connected learning opportunities for students including Early College and Dual Enrollment opportunities, school-to-career pipelines, advising, and work-based learning. These opportunities provide students with the knowledge, skills, confidence, and credentials necessary to thrive after high school.

---

**GOAL 6: ENSURE EQUITABLE, TRANSPARENT, AND EFFICIENT CENTRAL OFFICE OPERATIONS THAT PROVIDE HIGH-QUALITY SUPPORT TO ALL SCHOOLS, STUDENTS, AND FAMILIES**

BPS shall ensure that every aspect of district operations – including facilities, transportation, food services, enrollment, health and mental wellness services, technology, and safety – works in service of equity and access. This entails aligning operational decisions with the educational mission, conducting school assignment and closure processes with transparency and genuine community input, and collaborating closely with the Mayor’s Office to ensure that citywide strategies support our students and families. By embedding equity into operations, BPS shall remove barriers and guarantee that every child, no matter their background or neighborhood, learns in safe, supportive, and high-quality schools.

**Objective 6.1: Ensure Equity in District Operations**

Central Office leaders shall ensure equitable access to strong, reliable services for students and staff across all school sites, including facilities, maintenance, transportation, and food services. Department leaders shall develop performance indicators to measure and monitor service effectiveness and ensure these services support, rather than hinder, equitable access to an excellent education. The Superintendent’s Designee shall provide an update on progress toward operational equity in the annual OAG Progress Report.

**Objective 6.2: Increase Equity and Transparency in Student Assignments, Mergers, Reconfigurations, and School Closures**

All proposals related to student assignment, school closures, or mergers must include an an Opportunity and Achievement Gaps (OAG) Impact Analysis, currently operationalized through the Racial Equity Planning Tool, to analyze the the impacts on students of color (e.g. Black, Latinx), multilingual learners, students with disabilities, and economically disadvantaged students.

*Recommendations:*

- On an annual basis, BPS shall update and provide families with a clear picture of their access to high-quality schools, such as the number of available high quality seats in their neighborhood.

**Objective 6.3: Promote Citywide Collaboration**

BPS shall collaborate with the City of Boston, all labor unions, and public, private, faith-based, community-based, and nonprofit organizations to make closing opportunity and achievement gaps, and advancing academic excellence a shared citywide goal. This will include collaborating with partners to provide integrated services and support while also piloting innovative approaches to mitigate the effects of concentrated poverty, institutional racism and other root causes.

*Recommendations:*

- In partnership with advocacy groups, industry leaders, and philanthropic partners, the District should advance policies on education, job training, fair wages, and affordable housing, ensuring that all students and families have the resources and opportunities they need to thrive.