



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

December 9, 2025

The Boston School Committee Opportunity and Achievement Gaps (OAG) Task Force held a virtual meeting on Zoom on December 9, 2025 at 4:00 p.m. For more information about any of the items listed below, visit www.bostonpublicschools.org/gaps, email lpavex@bostonpublicschools.org, or call the Boston School Committee Office at (617) 635 - 9014.

ATTENDANCE

Task Force Members Present: Co-Chair Jeri Robinson; Co-Chair Ayele Shakur; Dr. Stephen Alkins; Dr. Lisa Gonsalves; Pamela Leins; Dr. Ambrizeth Lima; Dr. Harold L. Miller, Jr., Devin Morris; Carline Dr. Pignato; Filiberto Santiago-Lizardi; Lea Serena; and Student Representative Kevin Louis.

Task Force Members Absent: Rev. Willie Bodrick; Dr. Brandy Brooks; Dr. Gil Noam; Marinell Rousmaniere; and Student Representative Nayla Hicks.

BPS Staff: OAG Policy Director Senior Advisor for Strategy and Opportunity Gap Dr. Colin Rose; Director of Policy Tamika Estwick Buckmire; OAG Director of Finance and Operations Adetunji Onamade; and Manager of Policy Stacy Guerrero.

DOCUMENTS PRESENTED

Agenda

Meeting Minutes: November 13, 2025

OAG Task Force Update: Implementation Process PowerPoint

Draft 2025 Policy

CALL TO ORDER

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

APPROVAL OF MINUTES

Approved - On roll call, the Task Force unanimously approved the minutes of the November 13, 2025 OAG Task Force meeting.

SUMMARY OF DISCUSSION

Co-Chair Robinson welcomed the new Boston Student Advisory Council (BSAC) student representative Kevin Louis. Mr. Louis, a Junior at John D. O'Bryant School of Math & Science, said he is grateful for the opportunity to share his ideas on how schools can continue to improve and better serve students.

Updates from Dr. Colin Rose, Senior Advisor for Strategy and Opportunity Gaps - Dr. Rose gave a brief presentation of the strategic plan work. He said that although key initiatives, equitable literacy, long-term facilities, and inclusion, were underway, there was no structure tying them together. He explained that the theory of action is that by unifying the work and setting clear goals and steps, the district can make stronger progress.

Dr. Rose outlined the district's three focus areas:

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)

Objectives:

1. Increase effective and equitable literacy strategies across all subjects in the schools, central office and the surrounding BPS community, with a general emphasis on those strategies that are effective for Black and Latinx students as well as explicit strategies for MLs and SWD.
2. Increase and improve the use of high quality instructional materials and resources (rigorous and culturally responsive) for all students in all settings.
3. Align professional learning, coaching and evaluation to the literacy practices identified across the curriculum including targeted approaches for MLs and SWD.

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

Objectives

1. Increase student attendance and engagement in school through aligned school, central office and community-based strategies.
2. Increase student readiness to engage with grade level tasks by growing clear, aligned and effective Multi-Tiered System of Support (MTSS) including academic and whole-student supports.
3. Produce less disproportionality, better services and more accountability for students reaching universal goals in substantially separate and specialized settings- especially Black/Brown boys.

Focus Area #3: High Quality Programming and Facilities - Growing access to a high quality student experience (HQSE) through better programming and facilities.

Objectives:

1. Grow the percentage of students who have access to programming and school buildings that align to the HQSE.
2. Ensure students and communities who are directly impacted by the LTTP arrive in schools that align to the HQSE.
3. Coordinate with and utilize more community resources to extend access to HQSE.

Dr. Rose said the implementation process should strengthen the district's overall ecosystem by improving coherence, collaboration, and shared accountability across schools, central office, and the community. This includes aligning budgets, resources, facilities planning, inclusion work, and data. He highlighted two priorities: embedding culturally and linguistically sustaining practices (CLSP) across all district functions and increasing staff diversity to better reflect students.

The district formed ten cross-functional teams aligned to strategic objectives to create a living implementation plan. These teams have met with students, school leaders, families, and community partners to shape preliminary SMART goals. They will use a tracker to monitor progress and key performance indicators (KPIs) and support ongoing implementation and improvement. His team is now synthesizing goals across objectives and will share a draft plan with teams, OAG Task Force, stakeholders, and the School Committee. The cross-functional teams will continue supporting improvement, and Task Force members will be consulted individually before broader review.

Ms. Shakur asked how each implementation plan goal connects to its corresponding policy goal. Dr. Rose shared a document that served as a crosswalk that showed how Strategic Plan objectives aligned with the OAG policy.

Dr. Gonsalves asked how the implementation teams were formed and chosen. Dr. Rose said teams included central staff, school-facing representatives, and community partners, with principals and others consulted via focus groups and interviews.

Dr. Pignato asked about the SMART goals to align them with measurement criteria and review projections for meeting them within three years. Dr. Rose explained the goal is to reduce entry into subseparate programs and increase exits measured by attendance, behavior, and coursework (ABC), ensuring exits reflect meaningful progress.

Mr. Morris asked whether Culturally and Linguistically Sustaining Practices (CLSP), and teacher diversity were explicitly numbered and how they connect to the bigger picture. Dr. Rose said those are key enabling conditions supporting all objectives.

Mr. Morris asked how the team is addressing gaps, competing priorities, and time constraints in implementation. Dr. Rose said there are two mitigations: including central office staff in each group to aid implementation, and reviewing synthesized goals with responsible owners. Some issues will require negotiation with finance to align goals, timelines, and resources.

Mr. Morris asked where the Task Force members fit in. Dr. Rose said goals will be synthesized, reviewed by contact owners and others, checked with the groups, and then presented to the Task Force and School Committee.

Dr. Alkins asked how cross-functional teams will sustain goals, especially in case of turnover. Dr. Rose said cross-functional teams will oversee each objective, maintain continuity, and handle implementation and continuous improvement, supported by professional development.

Dr. Alkins asked how often groups will present to the Task Force and how that will align with updates to the School Committee. Dr. Rose said the goals will be presented as a coherent plan in February–March, allowing the Task Force to review before the School Committee sees them. The members talked about possible dates for the next Task Force meeting.

TASK FORCE BUSINESS

Revision Process and Updates to the revised OAG Policy - Ms. Shakur said the policy has been reviewed by department heads, the Superintendent, and all Task Force members, and will go to the School Committee in January as the official 2026 Opportunity and Achievement Gaps Policy.

Discussion of Metrics and Key Performance Indicators (KPI's) tied to the OAG Policy - Ms. Skakur asked the members to select three KPI's that matter most to monitor progress.

Dr. Alkins identified three metrics: improvement in MAP scores; growth in bilingual programs aligned with the policy's emphasis on additive bilingualism and native language instruction; and teacher credentialing, particularly special education and bilingual certifications.

Dr. Gonsalves identified three metrics: incremental growth in student achievement over the six-year policy period; improved academic and social-emotional outcomes in community schools; and increases in teacher racial and linguistic diversity across all subject areas.

Dr. Lima identified three metrics: districtwide classroom observations tied to key standards; language acquisition data from ACCESS and STAMP; and audits of dual-language and heritage language programs to ensure quality and proper funding.

Mr. Morris identified three metrics: improved retention rates for educators of color; growth percentiles on reading assessments; and family survey results on satisfaction and cultural responsiveness.

Mr. Santiago-Lizardi identified three metrics: ensuring equity in district operations; monitoring discrimination and bias incidents, increasing accountability; and performance data (MAP, climate, teacher, and parent surveys) for high-need students to ensure targeted support.

Dr. Pignato identified three metrics: early literacy success for all Pre-K–3 students on or above grade level; 100% on-time transport, especially for students with special needs; and codifying identity-safe schools and central office departments to reduce suspensions and unnecessary special education placements.

Mr. Louis identified three metrics: ensuring rigorous, balanced, and inclusive instruction; expanding life-readiness opportunities; and increasing student voice and agency. He also said that the student climate survey doesn't really reflect student perspectives.

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Dr. Miller identified three metrics: high-quality academics, arts, and athletics, career and life opportunities; reducing disproportionate placement using disaggregated data on ethnicity, disability, and English Language Development (ELD) levels; fair accountability measures for different school types.

Ms. Shakur added that, based on her conversations with Mr. Mudd, there is a need for annual disaggregated data on ethnicity, student growth, advanced course enrollment, separate class placement, absenteeism, and graduation/dropout rates.

Ms. Shakur shared the key priorities including student MAP growth, bilingual programs, school climate surveys, teacher diversity and retention, early literacy success, and career readiness pathways. Mr. Morris said that teacher diversity and retention, disaggregated by race, ethnicity, and language, are key data points within existing goals, not separate goals.

Dr. Pignato added the importance of conducting exit interviews with educators of color to support identity-safe schools.

Dr. Lima highlighted the need for Massachusetts Department of Elementary and Secondary Education's (DESE) alternative assessments to track growth in alternative education students.

Dr. Alkins talked about integrating student voice into surveys on belonging and engagement, tracking postsecondary and career options, and having a district-wide conversation about competency and grade progression.

PUBLIC COMMENT

Barbara Fields, Mattapan resident and advocate, urged the task force to address closures, mergers, and budgets using the racial and ethnic planning tool to support marginalized students.

John Mudd, Cambridge resident and advocate, called for disaggregated student outcome and staff data, ACCESS test results, a direct superintendent designee, and greater community engagement in school planning.

ADJOURNMENT

Dr. Alkins thanked everyone and announced the next Task Force meeting will be on Zoom March 31, 2026.

Approved - At approximately 5.58 p.m. the Task Force unanimously approved a motion to adjourn to the meeting.

Attest:



Lena Parvex
Executive Secretary