



Solicitation for Written Quotes

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25 Gile Road
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Project Background:

The Milton Public Schools serves just over 4,200 students in four elementary schools- Collicot Elementary School, Cunningham Elementary School, Glover Elementary School, and Tucker Elementary School; one middle school- the Pierce Middle School; and one high school- Milton High School. Relative to other suburban school districts in the Metro West and South Shore areas of Massachusetts, the Milton Public Schools is uniquely diverse, proudly serving students with the following demographics- 14.2% African-American; 7.2% Asian; 4.4% Hispanic; .1% Native American; 69.4% White; .1 Native Hawaiian, Pacific Islander; and 4.6 % Multi-Race (doe.mass.edu). In addition, approximately 14% of our students qualify for free and reduced priced lunch.

The Milton Public Schools has made a firm commitment to diversity, equity, and inclusion, such as the work described in the Milton Public Schools Strategic Plan, its active membership in the Massachusetts Partnership for Diversity in Education (a consortium of districts committed to recruiting and retaining educators of color) and the Coalition of Schools Educating Boys of Color (COSEBOC), its dedicated Diversity Committees at each school, its professional development opportunities for educators focused on cultural proficiency, as well as other initiatives.

That said, district data show longstanding and persistent race and income-based disparities in student test scores on state standardized tests and similar differences in most other measures of academic attainment. Further, the diversity of educators, at 9% teachers of color, is not representative of the student population. Structurally, BIPOC students are unevenly represented in the district, with the highest percentage at one elementary school and the other schools with relatively small percentages. The district recognizes that some of its policies and practices may exacerbate, rather than reduce, racial inequities in opportunities to learn. We acknowledge that disparities in learning and other measures are the result of racial inequities in children's opportunities to learn and develop that begin as early as infancy and then continue into elementary, middle, and high school. The district further recognizes the need to address a lack of robust public discussion of the potential range of experiences of students, parents, and educators of color within the Milton Public Schools. Equipped with this understanding, the district has committed to identifying and eradicating (to the best of its ability) all racial inequities in opportunities to learn that fall within the sphere of influence of the school system. A final important contextual factor is that during the summer of 2020, the parent community organized to form a Milton Anti-Racist Coalition (MARC) of parents, and developed a platform (signed by over 400 community members) for transforming the district into an exemplar antiracist, excellence-with-equity district that was recommended to the School Committee and Superintendent. The School Committee and Superintendent have publicly pledged their support and intent to adopt this platform.

Scope of Work:

The Milton Public Schools seeks an experienced external consultant who has done extensive work in public education institutions to assess student access to programming, high quality teaching, equitable discipline practices, curriculum, and equitable distribution of resources. Those who submit proposals should be well versed in critical race theory and the tenets of anti-racist education and have extensive experience in fostering racial and social justice in schools.

The district is seeking a consultant to serve as a thought partner to design and conduct a systematic districtwide review, with an anti-racist and equity lens, that will establish the required baseline understanding of the root causes and drivers of (i) any racial inequities in learning opportunities for children that can be addressed by the district, and (ii) any racial differences in student, family, and educator experiences within the district that affect sense of belonging and achievement identities. The findings of this baseline analysis will culminate in a set of strategic recommendations from the consultant that identify a set of systemic reforms and implementation strategies (with a strong focus on establishing internal educator and student supports and public accountability systems) and identify areas of strength and best practices in the district on which to build that will move the district towards its goal of being an exemplar anti-racist, excellent, and equitable educational system.

We look to the expertise of the external consultant to design and propose the systematic review structure and methodologies that the consultant believes will most comprehensively and effectively examine the relevant aspects of the district's functioning from an anti-racist and equity perspective. We expect the design will include all standard components of systematic school district policy and document reviews, administrative data analysis of all available data kept in the district (and identification of data/information gaps due to incomplete data and information systems for tracking issues of racism and equity and assist in efforts to secure the missing information), and analysis of a rich set of primary data to be collected through key stakeholder interviews, focus groups and surveys (of students, educators, parents, principals), and to the extent possible observations of practice and classrooms/learning settings (which may be in-person and/or virtual at the time of the review).

We expect the consultant's project design and methods will rigorously examine root causes and drivers of any inequities in institutions of learning including (but not limited to):

- Racial bias in policies
- Racialized definitions and measures of academic potential and evidence of learning
- Lack of adequate educator support, training, and appropriate accountability for educators from school principals and district leadership
- Racially biased curriculum
- Under-qualified and/or under-skilled educators, inclusive of school and district leaders, and related inadequacies in hiring practice
- Inadequate monitoring of and attention to inequities in disciplinary practices, instructional quality, and student supports
- Attitudes and mindsets of all educators
- Normalization of racist ideas and behaviors amongst staff and/or students
- A context/culture that does not support the identification and confrontation of racist ideas and practices and the promotion of anti-racist ideas and practices
- Inequitable use/allocation of resources

We further expect the consultant's project design and methods will include a plan to **rigorously examine and identify areas of strength on which the district can capitalize.**

Essential Elements of this Review Include:

Analysis of all available administrative data that can be analyzed by race/ethnicity (for racial/ethnic groups overall, and for race/income subgroups), going beyond student test score data on state assessments, including other measures of evidence of student learning and growth, including student growth measures and non-state test based measures (e.g. unit assessment data). Beyond evidence-of-learning measures, analysis of all other administrative student outcome data (including but not limited to: all discipline data, beyond just suspensions and expulsions; honors/AP and special program (i.e. French immersion) placement data, IEP referrals and placements, attendance and chronic absenteeism, dropout/district student exit data). This analysis should also produce a list of data and information gaps related to effective monitoring of issues of equity and racism.

Primary data collection and analysis of measures of student engagement, student experiences, and issues related to belonging and achievement identity development, including primary data collection and analysis of student engagement and student experience measures collected through student perception surveys, by race (for race groups overall and for race/income subgroups where possible), grade and gender, for all grade levels, starting in elementary school.

Review of district's use of data to inform decision-making and practice: Review all aspects of the district's use of data including: how data are used by the school committee to evaluate the district's progress towards the goals in the strategic plan (with special focus on data related to equity goals), how data are used as part of public accountability structures, how data are used for administrative decision-making, how data are used to inform, review and monitor practices related to discipline, review of how teachers and instructional support coaches use data to reflect upon and inform their practice as well as support students.

Anti-racist curriculum review and examination of the newly adopted curriculum review process with an anti-racist and equity lens

In-depth analysis of leadership (central administration and principals) and educator attitudes and perceptions about race as well as their preparedness, readiness, and capacity to adopt reforms

Review the of adequacy of hiring and teacher development practices for attracting and retaining educators of color as well as their capacity to assess and develop anti-racist educators

Review of existing teacher professional development and ongoing teacher training/support/coaching model to prepare teachers to equitably educate and prepare racially diverse students.

Analysis of early childhood outcome data and learning opportunities, including, but not limited to kindergarten preparedness data by race/ethnicity and analysis of early educational experiences by race/ethnicity and income/class as well as referrals for special education evaluation

Summary and analysis of promising or emerging practices in the Milton Public Schools as well as in comparable district contexts for anti-racist and equitable educational practices; connection to any peer networks of suburban districts undertaking equity-focused and anti-racist educational reforms.

The scope of work will also include gathering information to provide feedback related to the following key questions:

Anti-racist education and equity office: How can the newly approved position- Senior Director for Educational Equity- be leveraged to support the district as it moves towards its goal of being an exemplar anti-racist, excellent, and equitable educational system? What staff are necessary to expand the position to an equity office? What should the power and functions of this office be? How should this office be structured and funded to most effectively empower it to execute its functions?

Defining and measuring success: In examining the district’s existing goals and methods for measuring outcomes progress, and evidence of learning, how does the district need to redefine its goals and its vision of the success of individual students, schools, and the district overall? Do the district’s core values support or prohibit the district from becoming anti-racist, excellent, and equitable educational system? If the core values are prohibitive, then how could the district redefine its core values and how are they operationalized in its definitions and measures of success? What other measures besides MCAS scores does the district need to carefully monitor and evaluate to assess whether or not it is an anti-racist, excellent, and equitable educational system? What are the intermediary indicators that impact student learning about which schools should be collecting data? How do we define and track progress towards educating and attending to the needs of the whole child?

Restorative justice: To what extent are the restorative justice principles and approaches included in the MPS policy framework integrated into the district’s practices, and used on a routine basis across the district? What supports are necessary to shift the district toward policies and practices that are rooted in restorative justice?

Deliverables:

Note: All reports will be made publicly available and all presentations will be open to the public. The target date for completion of the Findings Report and public presentation of results is December 1, 2020. Monitoring and evaluation would take place through June 30, 2021.

Initial update report: Initial report and public presentation about the design and scope of the review. This will inform district stakeholders about the intended outcomes of review and to provide initial updates at the end of Month 2 of the review (or at alternate time point recommended by consultant and agreed to in writing by the district).

Interim update report: Report and public presentation about progress of review at midway point of the review (as recommended by the consultant). –

Findings report and presentations/meetings: Report and multiple presentations to and/or meetings with teachers, school committee/administrators, parents/public to present findings of systemic review that engages diverse stakeholders in the district. Report should include an overview of the conceptual and research framework used to guide the review design, a list of all primary and secondary qualitative and quantitative data sources, methodologies, and data collection instruments (for primary data collection), detailed description of findings (including detailed data analysis and summary of all quantitative and qualitative data analyzed), identification of key areas for early/immediate prioritization for strategic planning and implementation efforts, existing promising practices, and a strategic roadmap for improvements/reforms based on strategic recommendations informed by the findings of the review that details concrete next steps and preliminary proposed implementation steps and considerations.

Ongoing technical assistance and implementation support for a period of up to 6 months (December 2020 through June 2021). This technical assistance will include 1) the co-development of an implementation plan (co-developed with the district and school committee) that builds on the strategic recommendations of the findings report, and 2) providing advisory and external monitoring of the district’s implementation of the planned reforms.

Implementation monitoring and evaluation report(s): Monitoring and evaluation reports related to the district’s implementation of reform efforts. Mid-course and final public report and presentation of implementation progress to teachers, school committee/administrators, and parents/public. These reports should provide an overview of the implementation monitoring and evaluation approach, and analysis and summary of key external and internal implementation and evaluation metrics tracked.

Solicitation for Quotes Process

Milton Public Schools solicit written quotations in response to this service description from contractors beginning on **September 11, 2020** (M.G.L. c. 30B, § 4, as amended by Chapter 218 of the Acts of 2016). Written quotations will be reviewed by **September 25, 2020** to determine if the responsible person offering the service is “a person who has the capability to perform fully the contract requirements, and the integrity and

reliability which assures good faith performance” (M.G.L. c. 30B, § 4). The contract will be awarded to the lowest proposer who does meet the qualities laid out in the service description.

Qualifications:

1. Three years of demonstrated experience providing consulting services for projects of similar scope and funding (\$45,000 to \$50,000) to schools and/or school districts including systematic school or districtwide quality reviews with an equity and/or anti-racism focus, equity audits or in-depth school- or system-wide assessments of racial equity/diversity/inclusion/cultural competency as evidenced by client references or written reports.
2. Experience conducting systematic school or districtwide quality reviews with an equity and/or anti-racism focus in at least 3 schools or school districts completed in the last five years.
3. A project team who collectively has experience as public school or district leader(s), graduate level study in education and anti-racist and/or culturally responsive teaching practice or critical race studies, and with at least one member who has at least 3 years of experience conducting reviews, equity audits (or similar analysis).
4. Demonstrated capacity to serve as a systemic implementation and external monitoring/evaluation partner, including experience serving in this role in at least one prior school or district.
5. Capacity to conduct analysis of the items listed below (either as a single organization or in partnership with another organization):
 - o Stakeholder (administration, faculty, families, and students grade 3+) climate and student perception surveys, interviews, and focus groups
 - o School policy review for biases
 - o Review of formative assessment data in at least ELA and math at critical grades (e.g., 3,8, and 10) with an equity focus
 - o Review of summative assessment data (MCAS) in at least ELA and math at critical grades (e.g., 3,8, and 10) with an equity focus
 - o Review of trends as to which teachers BIPOC students are assigned to and their academic outcomes
 - o Curriculum review for racial exclusion or biases, racialized definitions and measures of academic potential and evidence of learning
 - o Review of district-wide professional development opportunities in the fields of cultural competency and anti-racist practices
 - o Assessment of district administrator leadership competencies and skill gaps in the areas of cultural competency and anti-racist practices
 - o Assessment of faculty (e.g., content administrators, teachers) for knowledge and preparedness of cultural competency and anti-racist practices
 - o Assessment of faculty attitudes and mindsets such as the normalization of racist ideas and behaviors amongst staff and/or students
 - o Hiring practices for BIPOC candidates
 - o Review of retention practices of BIPOC faculty
 - o School disciplinary data trends review (by school, grade, teacher, race, behavior, and disciplinary response)
 - o Special education referral data (by school, grade, referring teacher, race, referral reason, and assessment outcomes)
 - o Special education outcome trends review (by school, grade, referring teacher, race, academic growth, and disciplinary response)
 - o Review of systems meant to track and monitor family and student complaints of racist behavior and district response
 - o Review of professional development to differentiate or supplement instruction for student impacted by the achievement gap
 - o Review of student academic enrichment opportunities to close the racial achievement gap
 - o Review of financial resources assigned to support BIPOC students
 - o Review of Title I fund allocation to students meant to receive additional services

Proposal Submission Requirements

A description of and reference to the research-based framework that explains their approach to conducting an equity audit and evidence of implementing the framework with 3 or more districtwide implementations

- A project plan that includes methodologies, rationale for the selection of those methodologies, and how the equity audit and systemic implementation support would be conducted
- Professional training and short bios of the proposed project team members
- A written statement with evidence of candidate's qualifications responsive to items #1-#4 under Qualifications section above.
- A minimum of two sample reports and/or presentations for public schools districts that include analysis of at least 15 of the 20 possible analysis areas noted above (see #5 in Qualifications section above)Evidence of successful implementation of at least one recommendation given to a district client
- A sample list of past and current public school clients
- Cost proposal
- Proposal should be limited to 15 pages (excluding supplemental attachments) and emailed by 5:00 PM on September 25, 2020 to Michael Kelly, Chief Procurement Officer Town of Milton, mkelly@townofmilton.org.

The Milton Public School system does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, gender identity, transgender status, gender transitioning, age, national origin (ancestry), disability, pregnancy/parenting status, marital status, sexual orientation, homelessness, or military status, in any of its programs, activities or operations. These include, but are not limited to, admissions, equal access to programs and activities, hiring and firing of staff, provision of and access to programs and services, as well as selection of volunteers, vendors and employers recruiting at the Milton Public Schools. We are committed to providing an inclusive and welcoming environment for all members of our staff, students, volunteers, subcontractors, and vendors. The following

person has been designated to handle inquiries regarding the non-discrimination policies: Dr. Karen L. Spaulding, Asst. Superintendent for Curriculum & Human Resources, 617-696-4812.