DESE Review Update

Superintendent Dr. Brenda Cassellius
# Timeline for 2020 MOU/Covid-19

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td><strong>Fall 2019</strong></td>
<td>● DESE conducted initial district review</td>
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<td><strong>March 13, 2020</strong></td>
<td>● BPS enters into MOU with DESE with specific focus areas</td>
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<td><strong>March 17, 2020</strong></td>
<td>● BPS moves all schools to remote learning in response to the pandemic</td>
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<td><strong>March 2020 - June 2021</strong></td>
<td>BPS responds to COVID-19 and implements remote/hybrid learning:</td>
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<td>○ <strong>Food:</strong> More than 7 Million meals to students and families</td>
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<td>○ <strong>Technology:</strong></td>
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<td>■ Hand-delivered 20,000 Chromebooks, 7000 hotspots, 1000 Comcast</td>
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<td>■ 6000 new teacher laptops, video cameras in every classroom, 40,000</td>
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<td>■ additional Chromebooks for hybrid learning</td>
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<td>○ <strong>Instructional supports:</strong></td>
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<td>■ Clear expectations for instructional support, blended learning PD</td>
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<td>■ Cloud based learning supports including Lexia, ST Math, Nearpod</td>
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<td>■ Imagine Learning</td>
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<td>○ <strong>Health and safety supports:</strong> Investment in school based</td>
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<td>Infrastructure, air filters</td>
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Priority Areas in the 2020 MOU

BPS priority initiatives:

- Teaching and learning in Transformation School
- **Equitable access** to student support through MassCore and a reduction in chronic absenteeism
- Supporting _students with disabilities_ by increasing number students in least restrictive environment and reducing the disproportionate placement of students of color in substantially separate programs
- Improve the student _transportation system_
- **Improve** interpretation and translation services and develop and launch a plan to improve supports for English Learners

DESE priority initiatives:

- **Teaching and learning:** Prepare a cohort of 15 BPS schools for entrance into DESE’s Kaleidoscope Collective for Learning
- **Equitable access** to student supports by brokering partnerships for schools that do not have strong partners
- Educator diversity and effectiveness: Help BPS recruit and retain a diverse and effective educator workforce
- **Facilities:** Assist with upgrading essential facilities such as student bathrooms
- Develop an _earned autonomy model_ for BPS schools.
Strategic Initiatives and Responses

Quality Guarantee
1. **Academics**: High quality ethnically and culturally responsive curriculum, instruction and career pathways
2. **Enrichment**: Access to arts, sports, student government, and safe places to go before and after school
3. **Facilities**: Modern buildings with access to science labs, technology, libraries, gymnasiums, and performance, supportive and green spaces
4. **Student & Family Supports**: Resources for families so our students, families, and communities can thrive

Equity-Centered Policy Development
- Removing unfair barriers and shifting the approach to [attendance](#) and [grade level retention](#),
- [MassCore college and career ready graduation standards](#),
- [Exam Schools](#) admissions,
- Seal of Biliteracy
- [Student privacy and data sharing policy](#)
- Updating the [code of conduct](#),
- New grading practices
- Accountability practices to hire a [diverse workforce](#)
Evidence of Impact of Strategies

- BPS is outperforming most other urban districts across the Commonwealth
- BPS is far outperforming its urban peers on NAEP
- There is evidence of successful movement and implementation of literacy practice consistent with the Science of Reading and Mass Literacy Guidance.
  - High-quality standards-aligned and culturally-sustaining curriculum materials
  - Strong tier 1 phonics grade K-2 and tier 2 and 3 across K-12
  - Daily work with complex, enabling, and culturally affirming and relevant text including reading, writing and speaking from grade level materials across every class
  - Intentional knowledge and language building across all academic disciplines
  - Job-embedded professional development and coaching
  - Investments in tier 2 and tier 3 resources
MA DESE Commissioner articulated two reasons for the 2nd BPS review:

1. The BESE requested an update from the Commissioner about the status of BPS and the progress the district has made under the MOU. The Commissioner felt he needed a review to support his team’s preparation and analysis for that update.

1. The review would provide an instructive roadmap for an incoming Superintendent.
Review of progress in six standards:

1. Leadership and Governance
2. Curriculum and Instruction
3. Student Support
4. Data and Assessment
5. Human Resources and Professional Development
6. Finance and Asset Management

DESE submitted a set of targeted Questions by standard to help focus the review which can be found here.
Positive Findings

Leadership and Governance:
- District Strategic Plan
- Advancement of instructional priorities, use of the district’s Racial Equity Planning Tool, and increased accessibility for families and community members.

Curriculum and Instruction:
- Significant investments to strengthen core instruction
- Adoption of MassCore

Student Support:
- Enhanced English learner supports and outcomes through effective stakeholder engagement and investments in professional development, personnel, and infrastructure.

Human Resources and Professional Development:
- Strong pipeline, recruitment, and retention programs to increase the diversity of the educator and school leader workforce
- Robust menu of professional development offerings aligned to the district’s Equitable Literacy focus

Assessment:
- Use of balanced assessment system
- Robust data inquiry coaching

Financial and Asset Management:
- Leveraging city capital funds, grants, and other one-time funds to support targeted school and student needs
- The “Quality Guarantee” framework
- Process and Engagement for ESSER funds
Areas Identified for Growth

**Leadership and Governance:**
- Special education and transportation
- Transformation schools
- Leadership instability at the school committee, superintendent, and department level
- District-wide system for tracking strategic plan

**Curriculum and Instruction:**
- Variation in school-level implementation and lack of system to monitor quality of implementation
- Instructional quality and equitable access to advanced coursework at high schools
- Classroom practices were inconsistent in a way that did not benefit all students

**Student Support:**
- Special education in systemic disarray, lacking consistent policies and procedures and inconsistent learning opportunities in the least restrictive environment for all SWD
- Not all English learners receiving appropriate ESL instruction: no comprehensive ESL curriculum or clear instructional expectations, no systems to support and monitor the quality of EL instruction at the school level.
- School choice and assignment system does not provide equal access to high-quality schools for all students
- System for managing, responding to, and resolving complaints is not responsive to parent and guardian concerns
Areas Identified for Growth

**Human Resources and Professional Development:**
- Use of the educator evaluation system does not accomplish its essential goals
- Lack of mechanism to ensure that all educators receive high-quality professional development

**Assessment:**
- Lacks the necessary systems and internal controls at the central office and school levels to ensure accurate data reporting on key indicators, impacting BPS graduation and dropout rates

**Financial and Asset Management:**
- On-time bus arrival rates and uncovered buses remain unacceptable with a disproportionate impact on students with disabilities.
- Lacks a comprehensive long-term master facilities plan and a coherent preventive/deferred maintenance plan.
BPS Opening Reflection to Review
BPS Post Review Reflection
DESE Draft Review
BPS Cover Letter outlining proposed edits
Final DESE Follow-Up Report
We agree that BPS has significant work to do. We also agree on the areas where the most dramatic improvement is necessary:

- Special Education
- Multilingual Learners
- Transportation
- Facilities
Next Steps

→ The City of Boston and the MADESE are in discussions about next steps and will share an update in about one week.
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<th>Areas Identified for Immediate Improvement</th>
<th>by Commissioner Riley at the BESE Board Meeting May 24th</th>
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<tr>
<td><strong>Student Safety</strong></td>
<td>● Improve the district’s system for parental complaints</td>
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<td>● Respond in a timely manner to parent and guardian concerns</td>
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<td>● Conduct an independent safety audit</td>
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<td><strong>Transportation</strong></td>
<td>● Improve transportation on-time arrival rates</td>
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<td>● Address uncovered bus routes</td>
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<td><strong>Special Education</strong></td>
<td>● Onboard high-quality leadership for special education</td>
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<td>● Improve special education policies and procedures</td>
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<td>● Reduce disproportionality of black and brown students in substantially separate programs</td>
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<td><strong>English Learners</strong></td>
<td>● Develop a system to ensure all English Learners received their federally-required services</td>
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<td>● Meet the terms of the U.S. Department of Justice successor agreement</td>
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<td><strong>Data Transparency</strong></td>
<td>● Embed an independent data auditor at the BPS central office</td>
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<td>● Establish a DESE-appointed data advisory board</td>
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<td><strong>Facilities</strong></td>
<td>● Finalize a comprehensive master facilities plan</td>
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<td>● Continue bathroom renovations</td>
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