

Division of Accountability

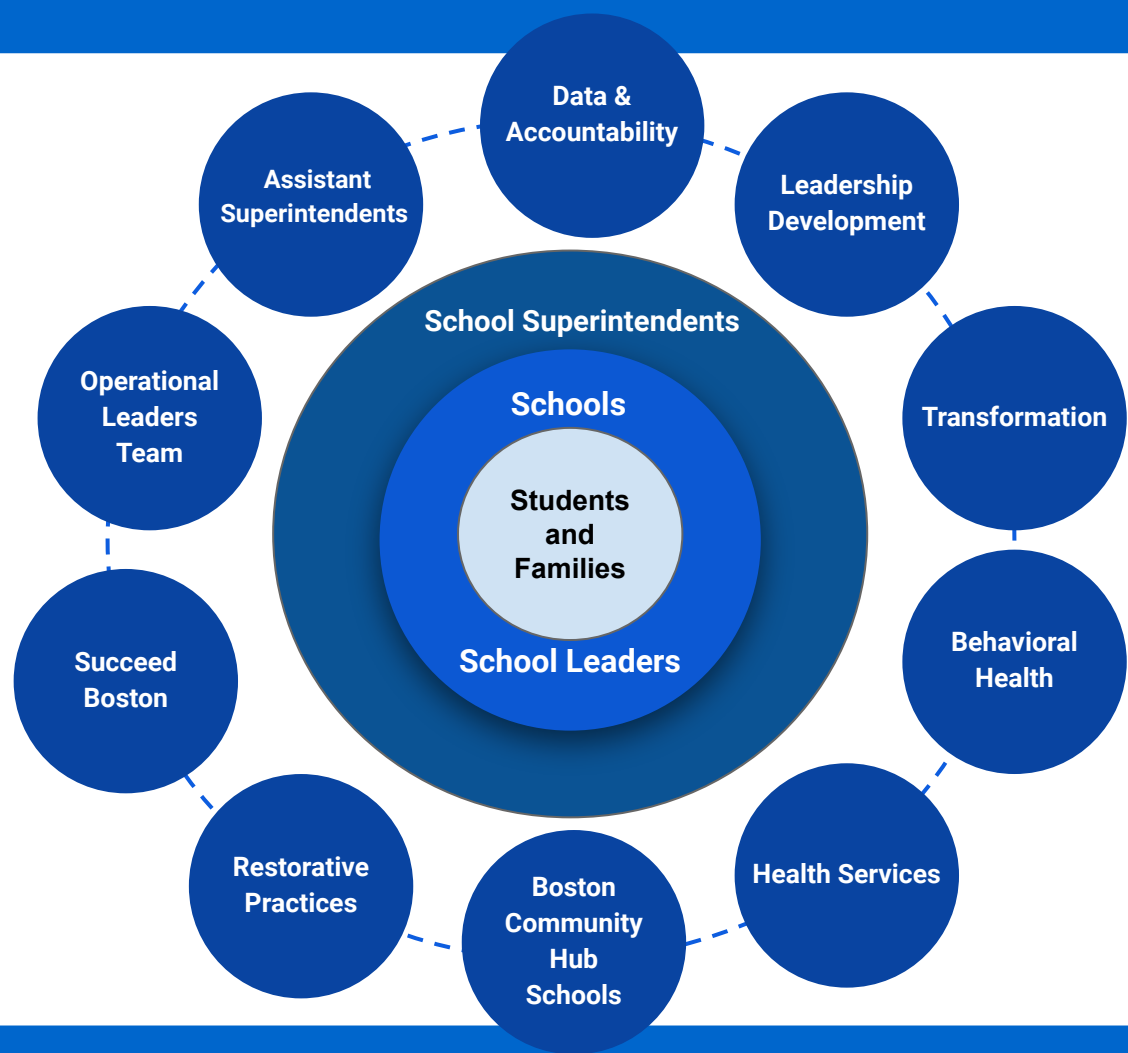
OAG Policy Goals 2020-2025

March 2021

BPS Division of Accountability

The Division of Accountability comprises **12 offices** with a staff of **389** working to

1. **Build** a culturally and linguistically sustaining, anti-racist community that works interdependently within our division and across divisions
2. **Learn** how our individual and collective work supports students, families and school communities by advancing Culturally & Linguistically Sustaining Practices (CLSP) (BPS Mission & Vision)
3. **Mitigate** obstacles through our actions to advance CLSP and antiracism actively and deliberately throughout the year





Division of Accountability

HGSE Doctoral Resident
Shahara C. Jackson

Chief of Accountability
Corey Harris

Administrative Assistant
June Ramjattan

Department of School Support (33)

Assistant Superintendent
Kelly Hung

Data & Accountability (25)
Monica Hogan

School Transformation (5)
Shira DeCovnick

Leadership Development (2)
Megan Reed

Dept of Student & Community Impact (319)

Assistant Superintendent
Ilyitch Nahiyel Tábora

Boston Community Hub Schools (2)
Joane Etienne
Renée Omolade

Restorative Justice (3)
Arthur Collins

Health Services (168)
Dr. Djenny Lobo Lopes

Behavioral Health (145)
Dr. Andria Amador

Elementary School Superintendents (6)

Natalie Diaz Ake
Mary Driscoll
Marjorie Soto
Ana Tavares
Dr. Thomas Welch
Dr. Grace Wai

Elementary Assistant Superintendent
Dacia Campbell

Office of Secondary Schools (16)

Secondary School Superintendents (2)
Dr. Elia Bruggeman
Dr. Lindsa McIntyre

Career/Technical Ed & Post-Secondary Initiatives (6)
Ted Lombardi

Guidance (2)
Catherine Chiu

Alternative Ed (5)

IB and AP (1)

Principal on Assignment
Dr. Geoff Rose

Operational Leaders (5)
Jeichael Henderson
Monique Carter
Ann Callahan
Rui Gomes
Diego Alvarado

Succeed Boston (8)
Jodie Elgee



BOSTON PUBLIC SCHOOLS

OAG Policy

Every child in every classroom is entitled to an equitable, world-class, high-quality education. Every student should have the same unfettered access to every conceivable resource to unlock the greatness within them.

BPS MISSION: Every child, in every classroom, in every school gets what they need.

Our Strategic Plan

#1: ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS

#2: ACCELERATE LEARNING

#3: AMPLIFY ALL VOICES

#4: EXPAND OPPORTUNITY

#5: CULTIVATE TRUST

#6: ACTIVATE PARTNERSHIPS

[Master List of Commitments
& Priorities](#)



BPS-DESE MOU

BPS priority initiatives outlined in the MOU:

1. **33 lowest performing schools:** Teaching and learning: Make specific improvements in the district's 33 lowest performing schools, which will be defined as "transformation" schools.
2. **Equitable access to student supports:** Adopt MassCore as a uniform high school graduation requirement for all BPS schools and reduce chronic absenteeism overall, especially at the high school level.
3. **Supporting students with disabilities:** Increase the percentage of students with disabilities who are served in the least restrictive environment and reduce the disproportionate placement of students of color in substantially separate programs.
4. **Transportation:** Improve the student transportation system.

DESE/BPS supporting initiatives outlined in the MOU:

1. **Teaching and learning:** Prepare a cohort of 15 BPS schools for entrance into DESE's Kaleidoscope Collective for Learning, a professional development initiative designed to engage students and teachers in deeper learning.
2. **Equitable access to student supports:** Help broker partnerships for schools that do not have strong partners.
3. **Educator diversity and effectiveness:** Help BPS recruit and retain a diverse and effective educator workforce by providing additional staff capacity and developing programs that could include such programs as home buying incentives or signing bonuses.
4. **Facilities:** Provide a DESE employee(s) to work with BPS on upgrading essential facilities such as student bathrooms.



CALL TO ACTION

BPS *must* consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. Our failures lead to disengaged students and significant achievement gaps

Adapted from the BPS Problem of Practice, 2016

That was no typo: The median net worth of black Bostonians really is \$8

By Akilah Johnson Globe Staff, December 11, 2017, 4:24 p.m.

The household median net worth in 2015 in Greater Boston was:

\$247,500 for Whites

\$8 for Blacks

\$12,000 for Caribbean Blacks

\$3,020 for Puerto Ricans

\$0 for Dominicans

*The sample size for Cabo Verdeans was too small to calculate net worth.



After examining previous OAG Policy goals, DESE review, and other data and having engaged members of your team and other stakeholders, detail the most critical/glaring opportunity gaps in relation to your division/department

Guiding Questions

What are potential solutions to mitigate or eliminate gaps?

What unintended impact or challenges do you anticipate in implementing these solutions?

What budget allocations, resources, capacity or other implementation factors should be considered?

Are there other offices that play a role in the execution of your goals?

How does this work align to the OAG Policy and Strategic Plan?

How will this work ensure positive student outcomes?

Division of Accountability – 3 Goals

01

Systems Change

Support and hold accountable each member in the Division of Accountability to take deliberate action to identify and dismantle cultural, structural, racial, and social barriers that create opportunity gaps for students

02

Targeted Supports for the 33 Transformation Schools

Make investments, provide targeted professional learning, materials and ongoing support to eliminate opportunity and achievement gaps

03

Equitable Student Supports

Develop and implement a student-centered strategy for organizing the resources of school, family, and community to transform schools into healing-centered spaces of innovation and liberation and transform student outcomes

Division of Accountability - Goal 1

OAG Policy Goals Alignment

System Change - support and hold accountable each member in the Division of Accountability to take deliberate action to identify and dismantle cultural, structural, racial, and social barriers that create opportunity gaps for students.

- 2.2 Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion, and create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity.
- 3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

Overarching Goal 2020-2025

Ensure all staff in the Division of Accountability are trained and calibrated in the implementation of the CRIOP such that they can observe, support and align their procedures, practices and programs in support of equitable and Culturally and Linguistically Sustaining Practices.

Through this strategy, all schools will advance the principles of equity and cultural and linguistic proficiency via the operationalization of the Culturally Responsive Instruction Observation Protocol (CRIOP) with fidelity. All schools will generate a baseline in SY21-22 and set yearly targets for SY2022-2025. By 2025, all schools will sustain a holistic score of 4 in all indicators of the CRIOP.

Systems Change

SYSTEMS CHANGE
Central Office

**TARGETED
TRANSFORMATION**
Schools

EQUITABLE SUPPORTS
Students, Families & Community

July 2020 - funded a new position in ESOG, [Director of CLSP](#)

- work cross functionally with other departments who support the Transformation Schools to consult, co-design, and deliver professional learning and support focused on equity, antiracism, and CLSP
- consult, co-design, and deliver professional learning focused on equity, antiracism, and CLSP for staff in the Division of Accountability
- support the grounding of school improvement efforts in equitable and CLSP practices
- advance the principles of equity and CLSP through supporting the operationalization of the [CRIOP](#)
- align the CRIOP to CLSP competencies
- build district capacity by identifying and coaching key staff in CLSP best practices and support certification of high potential individuals in the district to become CLSP coaches

August 2020 - launched All Roles Professional Development for the School Leaders, Instructional Coaches, Social Workers, and Family Liaisons in the [33 Transformation Schools](#)

January 2021 - launched [Quarterly Division retreats](#)

Division of Accountability - Goal 2

OAG Policy Goals Alignment

Targeted supports for the 33 Transformation Schools - make investments, provide targeted professional learning, materials and ongoing support to eliminate opportunity and achievement gaps

- 1.0 To create a District where every person in every department is responsible and accountable for the education of all students at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color, English Language Learners, students with disabilities, and students of low socioeconomic status.
- 3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.

Overarching Goal 2020-2025

By June 2025, the 33 schools will have realized sustainable, transformative changes in student experience and academic outcomes. These changes will be indicated by each school demonstrating progress - and the cohort collectively outpacing the district average in their rate of improvement - on the following measures:

- *Culturally proficient instruction as defined and measured by CRIOP*
- *Student perception of their Sense of Belonging per the Student Climate Survey*
- *Accelerated growth in literacy skills for high needs students as measured by MAP Growth*

Targeted Supports for the 33 Transformation Schools

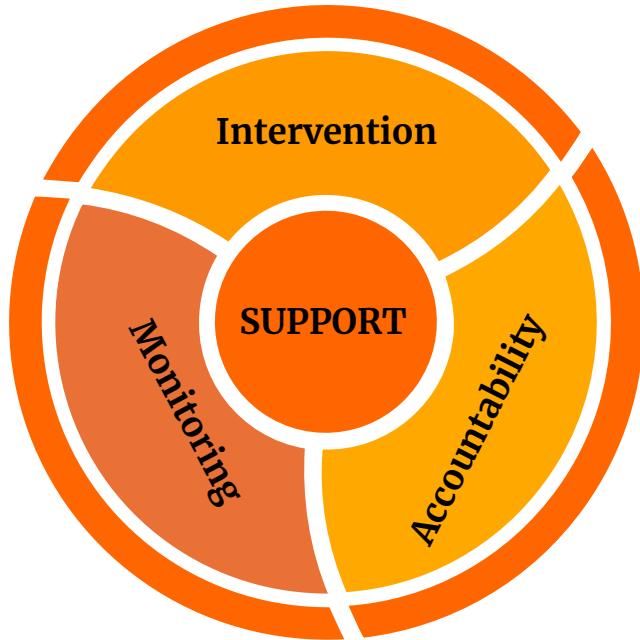
SYSTEMS CHANGE
Central Office

**TARGETED
TRANSFORMATION**
Schools

EQUITABLE SUPPORTS
Students, Families & Community

Identify and address systemic barriers and conditions that disproportionately impact Transformation Schools and their students

- Infuse resources including investment positions, grant funding, high quality curriculum
- Provide targeted support from central office, high quality professional learning
- Focus school planning and continuous improvement on effective, equitable practices



Investment Positions

41
Instructional
Coaches

57
Social Workers

33
Family Liaisons

Division of Accountability - Goal 3

OAG Policy Goals Alignment

Equitable student supports - Develop and implement a student-centered strategy for organizing the resources of school, family, and community to transform schools into healing-centered spaces of innovation and liberation and transform student outcomes.

- 5.5 Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent- community- school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.
- 6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.

Overarching Goal 2020-2025

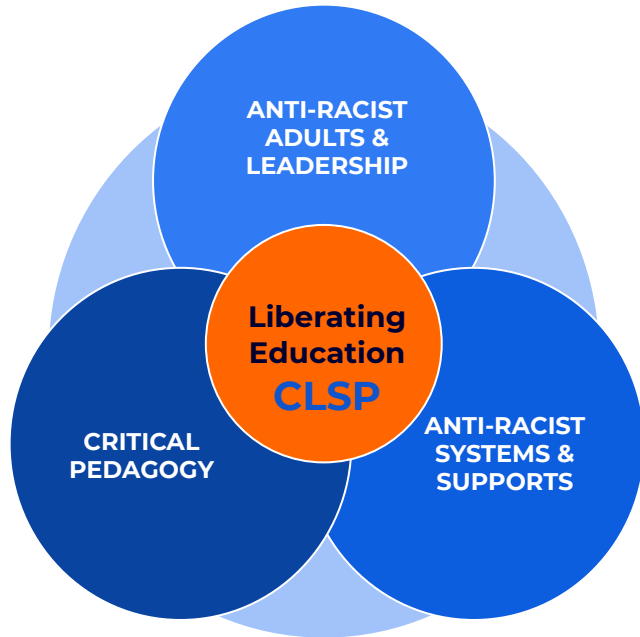
By June 2022, we will implement the Boston Community Hub Schools (BCHS) Strategy pilot with the Grove Hall Alliance and Dual Language Schools cohorts, grounded in CLSP, wherein schools will advance student outcomes through critical pedagogy, the continuous development of antiracist capacity in adults and leaders, and through opportunities and supports that build off the assets of students, families and communities, connect to their aspirations, address their aspirations and expressed needs, and activate agency to engage in and transform their world. Through this strategy, all BCHS schools will generate a baseline in year 1, set yearly targets 2023-2025, work with City and community partners, central office teams, and school communities to develop a sustainable expansion strategy with the ultimate goal of every BPS school becoming a BCHS.

Equitable Student Supports

SYSTEMS CHANGE
Central Office

**TARGETED
TRANSFORMATION**
Schools

EQUITABLE SUPPORTS
Students, Families & Community



By June 2022, the Division of Accountability will

- Hire 12 BCHS school-based managers, who bring a strong CLSP and racial equity lens to school teams, to engage students, families in participatory planning and decision making towards the goals of BCHS.
- Hire 95 new Social Workers who receive consistent PD on Restorative Practices and antiracist systems work to embed these in school communities.
- Develop a BCHS Steering Committee of stakeholders across the city and an outcomes framework informed by students and families.

By June 2025, the Division of Accountability will

- Develop revamped structures, processes and guardrails that mitigate the pathologization of students across the district's
 - Students Success/Support Teams (SST)
 - Multi Tiered Systems of Supports (MTSS)
- Vett all health screening tools for bias and worked with city partners towards alternative culturally responsive tools and practices.

Q & A



Addendum



OAG Policy Goals Alignment

- 1.0 To create a District where every person in every department is responsible and accountable for the education of all student at every school, and devoted to eliminating the opportunity and achievement gaps facing students of color English Language Learners, students with disabilities, and students of low socioeconomic status.
- 2.2 Continue and expand efforts aimed at increasing dialogue and transparency around issues of racism and inclusion, an create a system for reporting allegations of racial bias and discriminatory practices through the Office of Equity.
- 3.1 Increase the diversity of administrators in Schools and Central Office
- 3.2 Provide long-term ongoing professional development and coaching for staff at all levels of the district on eliminating gaps, transforming and improving instructional practices and beliefs, and building a culture of high expectations and achievement for all students.
- 4.4 Demonstrate how assessments are used to drive deeper learning, eliminate redundant testing, and disaggregate data by ethnicity in addition to race and gender in order to identify and address opportunity an achievement gaps.
- 5.5 Demonstrate how, in collaboration with the City of Boston, BPS fosters strong parent-community-school ties to mitigate the effects of concentrated poverty and institutional racism citywide as a strategy to eliminate gaps.
- 6.3 Demonstrate how community partners are engaged with the District to eliminate opportunity and achievement gaps.