



Equity Impact Statement: Academic Vision

Title: Academic Vision

Date: 11.3.21

Was the [Racial Equity Planning Tool](#) used? Yes No (In process)

If yes, insert date(s) of REPT meetings and link to completed REPT here: 10.1, 8, 13, 22 and 29 [Racial Equity Planning Tool](#)

Did a member of the Division of Equity, Strategy, and Opportunity Gaps review this statement? Yes No

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What are the proposal's/effort's desired outcomes, including in eliminating disparities? Who led this work/planning, and do they reflect BPS students' and families' group identities (key groups include individuals who are Black, Latinx, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>BPS is in the process of creating an Academic Vision that puts the needs of our English learners (ELs) and our students with disabilities (SWDs) at the center. We are focused on strengthening Tier 1 instruction across the district, which will impact all students. We believe stronger Tier 1 instruction will increase inclusive opportunities for our SWDs, support our ELs, and help decrease the number of students identified for special education services, particularly sub-separate classroom placements. We are concentrating on ensuring students have access to native-language instruction, inclusion opportunities, Equitable Literacy, and robust recovery support.</p> <p>This work is being led by Dr. Drew Echelson, Deputy Superintendent of Academics; Farah Assiraj, Deputy Chief Academic Officer; Christine Landry, Assistant Superintendent of Academics and Professional Learning; Shakera Ford-Walker, Assistant Superintendent of Teacher Leadership; Jill Carter, Executive Director of Health and Wellness; Ethan d'Ablemont Burnes, Assistant Superintendent of Special Education; and Kristen Daley, Director of Special Projects and Initiatives for the Deputy Superintendent of Academics. This group is less racially diverse than our students but includes individuals with expertise in culturally and linguistically sustaining instruction, and SWDs' and ELs' learning needs.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The draft Academic Vision aligns with the following priorities of the BPS 2020-2025 Strategic Plan: 1) Robust Recovery Strategies, Inclusion in Every Classroom, Increase Access to Native Language Instruction align with 01 ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS Equitable and Excellent Student Outcomes; 2) Robust Recovery Strategies, Increase access to Native Language Instruction, BPS Ambitious Teaching and Learning Equitable Literacy Across All Disciplines align to 02 ACCELERATE LEARNING High-quality schools and joyful classrooms district-wide; 3) Inclusion in Every Classroom, Increase access to Native Language Instruction, Equitable Literacy Across All Disciplines and Quality Guarantees for Every Classroom/School align to 04 EXPAND OPPORTUNITY Fair and equitable funding and welcoming environments, and; 4) Quality Guarantees for Every Classroom/School aligns with 05 CULTIVATE TRUST Fair and equitable funding and welcoming environments.</p>
<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The team that developed the draft Vision looked at disaggregated historical MCAS data and current MAP growth data. We see that our ELs, SWDs, and Black and Latinx students' scores lag behind our non-EL, General Education, White, and Asian students. Our SWDs who are also ELs have historically scored below all other demographics, and this trend continued in our latest MAP Growth data. In addition, we reviewed placement data based on setting and disability and disaggregated by race and sex. Our data indicates that we disproportionality identify our Black and Latino boys as having emotional impairment and we are more likely to place our Black and Latino boys in sub-separate settings.</p>



<p>4. Stakeholder Engagement <i>Who was engaged (quantity, key groups, and roles) and how, and what did that yield? What did students/families most impacted by this proposal/effort say?</i></p>	<p>The Academics team met with the Community Equity Roundtable on October 29, 2021. Individual Academic offices have met with the Special Education Parent Advisory Council and EL Task Force regarding departments’ visions and priorities. In addition, on 10.28.21, OEL will be meeting with the EL Task Force to discuss the Academic Vision as it relates to our multilingual learners. We will continue to solicit feedback from our external and internal stakeholders.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/effort mitigate disparities and increase racial and other equity? What are possible unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>By strengthening Tier 1 instruction across the district, we believe we will positively impact academic outcomes for our students from historically marginalized populations. In every classroom you should see: 1) safe and inclusive practices; 2) access to native language materials; 3) student engagement with complex texts; 4) exemplary instruction; and 5) teachers who are self-reflective and know their students.</p> <p>Based on the district’s most recent MCAS data (see question 1), we need to redesign our support for SWDs, ELs, and Black and Latinx youth. The historical academic narrative in BPS for our marginalized students must change.</p> <p>We need to further think through possible unintended consequences. As we look for complementary strategies for equity, we will further unpack Equitable Literacy, Recovery Strategies, MTTS, Acceleration Academies, online and in-person tutoring, and expanding dual language programming.</p>
<p>6. Budget & Implementation <i>What are the budget impacts? How will implementation ensure all objectives, particularly equity-related objectives, are met? What are the group identities of the implementation team, and will they bring an equity lens?</i></p>	<p>The draft Vision remains a work in progress, including planning for budgetary impacts. However, we have made initial investments in academic recovery for our students with disabilities and ELs with Acceleration Academies, out-of-school learning time, and compensatory services. We will make investments in native language materials to support Instruction. We will need to invest in professional learning to strengthen Tier 1 instruction and expand inclusive opportunities.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Our end goal is to improve academic outcomes and ensure students have access to a world-class education system. Accountability will begin with stakeholder feedback from the central office and school leaders, school-based staff, students, and families. In addition, we will monitor MAP assessments and MCAS data, graduation rates, composite gap scores, and the Culturally Responsive Instruction Observation Protocol across regions. The Deputy Superintendent of Academics will be responsible for the implementation of this vision, and persistent evaluation and communication of results.</p>