

Equity Impact Statement for School Committee Proposals and Presentations

Title: Closure of the McCormack and Edwards

Date: 12/02/2020

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No):

Yes (previously for McCormack/BCLA merger; in progress for McCormack and Edwards closure implementation)

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What is the proposal's/presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>The BuildBPS presentation includes updates across many projects; this Equity Impact Statement focuses on the two elements that require a vote from the School Committee: the McCormack Middle School closure and the Edwards Middle School closure. For both school closures, the desired outcome is to achieve district-wide consistency in school grade configurations by eliminating middle schools, and provide students access to a high quality learning environment by supporting their transition to a different school that will support their academic achievement.</p> <p>The McCormack School will merge with Boston Community Leadership Academy (BCLA). This process has been underway for over two years, and is currently led by a design team that includes teachers, school leaders, and central office staff, and reflects the diversity of the BPS community. The team aims to support a smooth merger of these two communities by designing a 7-12 high school that reflects their individual and shared values and assets.</p> <p>Edwards students will choose which school with open seats they would like to attend, and be supported to make the selection most appropriate for their individual learning needs. Charlestown High School (CHS) is expanding to serve students in grades 7-12, and will welcome Edwards students, as well as other students from their neighborhoods and beyond. This work is primarily being led by the school leaders, School Superintendents, and central office staff, and will broaden to include teachers, students, and community members in the coming months.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>Commitment 4, Priority 4 of the Strategic Plan is to "Implement BuildBPS to ensure equitable pathways and connectors between schools." Closing two of the district's six middle schools is directly aligned to the Strategic Plan by creating more equitable pathways between elementary and secondary schools.</p>

<p>3. Analysis of Data <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>Both quantitative and qualitative data were used to assess possible configuration options and potential impacts for each school closure. Data analyses included school performance, student performance, student demographics (race/ethnicity, program type, home neighborhood, transportation), and the BPS Opportunity Index.</p> <p>An Equity Analysis was performed in Spring 2019 to determine which partner school would be the most equitable partner selection for the McCormack. The results of that Equity Analysis indicated that BCLA would be the most appropriate partner school. The analysis determined that the selection of BCLA would provide more equitable opportunities for students and families in BPS because the merged school community will serve populations identified by the district as high needs populations, without simultaneously requiring the disruption or reduction of services to any other high needs population.</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the proposal/presentation say?</i></p>	<p>Middle school closures, including the planned closure of the Edwards, were announced in May 2019 to the School Committee and the school communities.</p> <p>Leading up to that announcement and since then, the McCormack community has been engaged multiple times during the past few years, including meetings with teachers and other staff, UMASS Boston leadership, partners, and community members.</p> <p>The Edwards staff and families have been engaged to a limited extent around the upcoming closure. Further engagement is needed, especially with families, partners, and schools likely to receive transfer students.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/ presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>A robust process is kicking off to redesign BPS secondary schools led by the McCormack/BCLA, Charlestown, and East Boston High School heads of school, School Superintendents, central office teams, and will soon include school communities. The design of the expanded schools will be based on application of the Racial Equity Planning Tool, and strategies to ensure equity, particularly racial equity. Specifically, the team will look at student impacts related to specialized programs (assessing what services students receive, such as substantially separate Special Education settings or differentiated instruction for English Learners), transportation times (aiming for students to have an equal or shorter commute), and the potential for students transferring as cohorts.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity</i></p>	<p>Schools that are adding new grades will be allocated additional funds, and in some cases additional positions, to support the expansion. Specific budget allocations will be defined during the budget process in early 2021.</p>

<p><i>lens?</i></p>	<p>Design teams are being intentionally created to reflect the diversity of our BPS community. Design teams are co-creating metrics of success for the expanded secondary schools and student transitions to hold the teams accountable in the months ahead.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>The BuildBPS team plans to launch an engagement series in 2021 to gather more input across the city about the changes for the 2021-2022 school year as well as longer range planning. School Superintendents, Principals, and Heads of School will work closely with the central office BuildBPS team and project design teams to ensure stated benchmarks are met.</p> <p>Students who attend the Edwards and McCormack will be tracked to ensure they are transitioning effectively to their new schools, academically and holistically. These supports will be differentiated based on student choices, demographics, and profiles.</p>