



Equity Impact Statement for School Committee Proposals and Presentations

Title: Boston Day and Evening Academy MOU and Accountability Plan **Date:** December 1, 2021

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: _____

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>This presentation focuses on a new Memorandum of Understanding (MOU) between the Boston Public Schools and Boston Day and Evening Academy (BDEA), an in-district charter school and a new Accountability Plan. The goal of BDEA's charter amendments (Department of Elementary and Secondary Education accountability plan and MOU Parts A and B) is to continue to provide a trusted school environment where young adults can build a vision for their future through supportive relationships and meaningful competency-based learning experiences within our larger strategic priority of becoming an anti-racist institution. Our education model provides a clear pathway towards a career or postsecondary education. Enrollment is open to all City of Boston residents, all applicants are accepted, and 94% of our students are people of Color. Our MOU renewal application process was a collaboration between our Board of Trustees (9 of 14 members are people of Color, three who are bilingual, two who are parents of BDEA students) and the school's leadership team (7 of 11 members are people of Color, one who is bilingual, two with Special Education and EL expertise).</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>BDEA's mission directly aligns with the BPS strategic plan priority to eliminate opportunity and achievement gaps, as we serve an overage and undercredited population of students for whom high school graduation can positively impact the extreme racial wealth and education access gaps in Boston. BDEA also addresses the priority to cultivate trust given our unique investment in an 11-member student support team that cares for the social- emotional needs of our students. Finally, our racial justice strategic priority aligns with the district's commitment to amplify all voices as we incorporate restorative justice practices into all aspects of our work, strengthen our School-Based Equity Roundtable of stakeholders to evaluate policies and programs, and complete a revision of our curriculum to achieve culturally and linguistically sustaining practices with a team of staff and students.</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>BDEA tracks data about our students' progress using our salesforce database, Connects. Staff, teachers and administrators record information on each student's social-emotional wellness, academic performance, attendance and demographics. We have two full- time staff members dedicated to data management and integrity, including our Data and Accountability Analyst (who sits on the Leadership Team). Reviewing disaggregated data is a regular part of each monthly board meeting. We will carry out two student surveys this year: one to track identity development, grit and risk-taking (at both the start and end of the school year), and one to measure overall school experience and the impact of our anti-racist efforts (administered in the spring). All data is</p>

	<p>disaggregated by race.</p> <p>BDEA's self-assessment of Special Education and English learner (EL) students indicates that our students with Individualized Education Plans generally do better (attendance, course completion and retention) than general education students. BDEA's ELs have a bit lower attendance and course completion rates than general education students. The school has modified programming and required all Humanities teachers to be dual-certified in ELL to further support our EL students.</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>All stakeholders have been made aware of our Charter amendment process and requirements, and all constituent groups support BDEA's continuation as a Horace Mann BPS Charter School. Stakeholders include our postgraduate planning team, student support team, administration, teachers, families, students, and Board of Trustees. The MOU Parts A and B were reviewed and approved by the BPS Legal team and president of the Boston Teachers Union. The BDEA accountability plan has been preliminarily accepted by the Department of Elementary and Secondary Education (DESE) Charter School office.</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>Becoming an anti-racist institution drives all our work within our current strategic plan. To work toward this goal, we began a partnership with Diversity, Equity, and Inclusion consultants three and a half years ago. The consultants provide our leadership team with coaching and the full staff with monthly professional development. We also carry out monthly professional development in staff affinity groups based on race.</p> <p>BDEA is currently evaluating and revising our academic competency-based curriculum to be culturally sustaining and anti-racist. We incorporate racial justice consciousness into restorative justice (RJ) practices to build trust throughout our school. RJ circles are a key part of our new student orientation and professional growth for staff, and are used for managing conflict between all members of our community. We hold a biweekly Diversity/Gender and Sexuality Alliance group, women's group, and men's group for students, all of which discuss intersectionality and racism. We have prioritized hiring and onboarding a representative staff and Board.</p> <p>The average BDEA student is 18 yrs old and enrolls with five high school credits. 100% of our students enter BDEA off track for their cohort. Each year, approximately 40-60 BDEA students graduate not only with their high school diploma, but 50% continue in either a two or four year college. 30% enroll in the trades or a career advancing pathway. These are strong outcomes, given that all students who enroll at BDEA are at-risk for dropping out of high school.</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>Funding for BDEA has been included in the core BPS budget since our inception as a school, and is included in the FY21 budget. Approval of these charter amendments will not add any costs. BDEA has an open admissions policy. Our Board is 65% people of color, and includes two parents and two staff members. More than 70% of our staff identify as people of Color, and 65% of our leadership team identify as of Color. Finally, the creation of the BDEA 2.0 program, a work based learning program designed specifically for young men of color, was a direct response to the inequities that impact young Black and Brown men who</p>



	were falling behind their peers based on the unique barriers they face.
7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i>	If BDEA's charter amendments are approved by the School Committee and the Boston Teachers Union, they will be forwarded to DESE for final approval in January 2022 . DESE, BPS, and the BDEA Board are responsible for supervision of and accountability for the school going forward. We will also include our updated charter amendments in our annual report created in summer 2022.