



Equity Impact Statement: Boston Green Academy Charter Amendments

Title: Boston Green Academy Charter Amendments

Date: June 21, 2022

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>Boston Green Academy (BGA) received a new five-year charter in 2021, our third successive charter. The Department of Elementary and Secondary Education (DESE) requires a new Memorandum of Understanding (MOU) and Accountability Plan for each new charter term. BGA's school leadership and Board of Trustees has been working with the Boston Public Schools (BPS) for over six months to draft this new MOU, and with DESE for almost a year to develop the Accountability Plan. Both documents include the required regulatory elements. Approval by the BGA Board of Trustees, Boston Teachers Union (BTU), Boston School Committee (BSC), and DESE is required for both documents, which are treated as charter amendments. For both documents, BGA and the BTU have already approved, and DESE has given conditional approval.</p> <p>The goal of BGA's MOU is to codify terms of operation as an autonomous school to provide a strong college and career preparatory education to our highly diverse student population. The Accountability Plan outlines the self-determined measures BGA wishes to be assessed upon beyond DESE's existing MCAS and accountability frameworks.</p> <p>The modification of these amendments was led by the BGA Board of Trustees (7 of 11 members are people of color) and the BGA administrative team (6 of 12 are of color), and coordinated by the head of school. The Board also includes parents who are former English learners (ELs), and parents of students with disabilities. Our administrative team includes our special education director (herself a former EL), and others with EL and Special Education experience.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>BGA is a successful and highly chosen grade 6-12 school. It aligns with the high school redesign, grade 7-12 configuration, career and technical education, and college preparatory priorities in the district's Strategic Plan.</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>BGA enrolls a highly diverse student population that is representative of the district as a whole (93% students of color, 34% students with disabilities, 17% ELs, 79% low income, and 88% high needs as defined and reported by DESE). Student outcomes have improved over several years. Enrollment is by lottery, and is equitably accessed across the city.</p> <p>BGA data disaggregated by race and subgroups is reviewed regularly by our administrative team, Student Support Team, Instructional Leadership Team,</p>

	<p>grade level teams, and content teams. BGA's most recent Charter Renewal Application, approved by the BSC in 2020, contains numerous examples of data that guides our improvement work, and is reflected in the MOU and Accountability Plan. Several historically marginalized populations are successful at BGA, including African-Americans and students with disabilities, while Latinx and ELs struggle the most.</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>As part of our strategic planning, focus groups of students (10 participants, 90% of Color) and families (20 participants, 90% of Color) were surveyed and consulted. All stakeholders unanimously support BGA's charter amendments as a BPS "in-district" charter school.</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>BGA is an autonomous secondary school, and serves a diverse high needs population with a rigorous equity lens. BGA provides a strong, highly selected option for students and families, advancing access to a quality education in Boston. Like all BPS schools, it is important for BGA to continually monitor student outcomes, and address any disparities with innovation and dedication.</p> <p>BGA remains committed to our significant diversity, equity and inclusion initiatives, and has continued to invest in this area. Based on recent data that reflected disparities for our Latinx and ELs, we have focused our recent racial equity strategies on increasing resources for these distinct but overlapping populations at our school. These efforts include hiring a Latina bilingual social worker and an additional ESL teacher (now four in total), creating an EL tutoring program, increasing cultural programming focused on Latinx students, launching an affinity group open to all Latinx staff (as part of a broader affinity group initiative), and establishing a standing team to monitor our EL and Latinx students' progress. These efforts will continue next year and beyond.</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>Approval of the MOU and Accountability Plan will not add any costs. BGA has an equitable admissions policy and enrolls a representative population of Boston students. BGA's Board and administrative team largely reflects our student population, and brings a racial equity lens to all decisions.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>If BGA's MOU and Accountability Plan are approved by the School Committee, they will be submitted to DESE for final approval.</p> <p>The BGA Board and administrative team will be responsible for continuing to assess student outcomes, and communicate progress to our school community and the district.</p>