

Equity Impact Statement: Burke Innovation Plan

Title: Burke High School Innovation Evaluation and Renewal

Date: June 8, 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 |
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| <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>The Burke High School is petitioning to renew its current Innovation Plan, and maintain the same four autonomies granted with the original application. These four autonomies support our whole child approach, and allow us to make gains towards closing opportunity and achievement gaps, despite challenges experienced by all schools during and post COVID-19.</p> <ul style="list-style-type: none"> ● Curriculum flexibility supports the use of relevant, contextualized content organized by grade level standards that allow students multiple opportunities to show competency. Teachers engage Culturally Responsive Instruction pillars, and must demonstrate strategies for students to learn individually and in diverse groupings. ● School schedule autonomy builds in longer teaching periods to allow sufficient time for group work and independent practice to develop students' communication skills and critical thinking. In addition, teachers are assigned fewer sections, working with a smaller number of students and allowing for more personalization. Maintaining this autonomy will support our transition to MassCore graduation requirements, and a varied inclusion model according to the needs of our students. ● Hiring autonomy gives the Burke the freedom to hire staff representative of our student population, and with the will and disposition to engage our student body. Through early recruitment, we hire the strongest candidates by open-posting positions indicating specific qualities we desire beyond required certifications. ● Professional development (PD) flexibility allows us to implement an annual two-day retreat, including a deep data dive, identifying areas of need, and planning the PD sequence for the year. Our educational model and school improvement strategies drive the PD content. <p>Our Innovation Plan design team included three members of our leadership team, three parents, and three staff members. The design team included Black, Latinx, Cabo Verdean and White members representative of our student body.</p> |
| <p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p> | <p>These two themes of the Burke Innovation Plan align with commitments in the district's Strategic Plan.</p> <p><i>Amplifying All Voices:</i> We aim to engage all Burke stakeholders in the Grove Hall area and beyond: families, partners, community leaders and students.</p> <p><i>Anti-Racism & Closing Opportunity Gaps:</i> The Burke Innovation Plan uses the four autonomies to imagine, design, and operate a learning environment that will close academic and opportunity gaps experienced by students from traditionally marginalized populations. We aim not only to strengthen students' academic skills, but to grow their love of learning in a school that provides an equitable, world-class, high-quality education. Using the autonomies outlined in our Innovation Plan will guarantee the flexibility and conditions to remove barriers to equity, and continue our journey to becoming a school that exudes creativity, flexibility, and empathy.</p> |

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| | <p>Our autonomies allow us to engage students in rigorous academic experiences, career pathways, and extracurricular activities. These experiences enhance the development of self-confidence and identity, particularly helping younger students begin to actualize their future and think about their careers.</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>For the past eight years, Burke students’ achievement has consistently improved. According to Department of Elementary and Secondary Education profile data, we have gained 17 points in our accountability percentile since exiting turnaround status. We now rank 7th among Boston high schools according to the U.S. News & World Report.</p> <p>We analyzed accountability data to identify key trends and disparities. The Burke’s attendance data does not show significant disparities based on race; however, last year, our English learner (EL) population experienced an 11% drop in average daily attendance, and had the highest rate of chronic absenteeism. In addition, male students’ attendance is significantly lower than females’. At the same time, male students underperform in promotion and graduation rates. Looking at our advanced placement course completion and college matriculation rates, our male and Latinx students outperformed all other subgroups. While Special Education students’ performance is on par with overall student rates, our ELs underperformed compared to all other subgroups on nearly every data point.</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 Burke’s School-Based Equity Roundtable was attended by a large number of families, students, staff, partners, community organizers, and businesses. Ongoing dialogue with staff includes meetings with our school level Special Education Advisory Team and Language Assessment Team.</p> <p>Families and partners support the renewal of our autonomies, and see the connection between the autonomies and our sustained growth. Teachers agreed that our current flexibility has produced academic gains, and our school schedule – offering daily content planning and weekly grade level team meetings – allowed for embedded opportunities to learn. Students expressed either positive or neutral feelings about the impact of autonomies.</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>Burke High School is located in the Grove Hall “Circle of Promise” neighborhood, one of Boston’s most historically marginalized areas. The school serves one of the most diverse and high-needs student populations in Boston. We currently enroll close to 400 students, many of whom reside in high poverty, high crime areas. Our students thrive because the Burke provides meaningful opportunities to learn, consistent mentoring, and significant social/emotional support rising out of our commitment to serve the whole child and whole family.</p> <p>We will use our autonomies to disrupt systemic racist practices in hiring, provide adult learning opportunities, engage in difficult dialogue to embrace a schoolwide anti-racist pedagogy, and ensure our school structures and resources reflect our commitment to equity. Given the disparities in the attendance data, we will pay particular attention to our EL population’s needs, and seek support from community partners and the Office of Multilingual and Multicultural Educations (OMME). Targeted PD will hone staff skills to provide effective instruction to ELs, community resources will support family engagement, and together, we will disrupt barriers to student success.</p> <p>The Burke’s hiring practices identify candidates with the disposition and will to embrace our Culturally and Linguistically Sustaining Practices (CLSP). Our hiring subcommittees always include family members and students representative of our</p> |

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| | <p>school demographics, and ask candidates poignant and courageous questions. Challenging traditional curricula is always emphasized, and we use our additional PD opportunities to train and refresh staff members' CLSP competencies.</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>These autonomies will not impact our operational budget. However, if decisions around staffing program models and scheduling will affect existing structures and specific student groups, we will work with Planning and Analysis (PandA), OMME, and the Office of Special Education to seek guidance and support. We will also seek grant opportunities to supplement staff development.</p> <p>The Instructional Leadership Team (ILT) and the Leadership Team will lead implementation of our Innovation Plan, and the membership of both teams represent key constituencies at our school. Through regular Equity Roundtables, Parent and School Site Council meetings, partners' symposiums, staff meetings, and student town halls and advisories, we will engage with all stakeholders and make sure every constituent of our school is represented as we review our practices and routinely look at our data to inform feedback.</p> |
| <p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p> | <p>We will monitor progress by analyzing rates of attendance, retention, graduation, Advanced Placement course participation, college matriculation and persistence, and assessments including MCAS, MAP and SAT.</p> <p>We will continue to report achievement data to our stakeholders through our Equity Roundtables, and family meetings and newsletters. We will regularly review our autonomies and inform our stakeholders of instances we have used them to make decisions impacting our staff and students.</p> |