



Equity Impact Statement

Title: Dudley Street Neighborhood Charter School - Charter Renewal

Date: June 30, 2021

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

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>This proposal's desired impact is approval of the Dudley Street Neighborhood Charter School's renewal application. This proposal is being put forth by the Board of Trustees of the school. The process was led by the school Board and Principal Elijah Heckstall, and included feedback sessions with the school's families as well as its staff. The principal of the school is Black. The Board chair is Black. The Board has nine current members; seven are African-American/Black or Latina/o.</p> |
| <p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p> | <p>This proposal is well-aligned with the following priorities from the district's strategic plan:</p> <ul style="list-style-type: none"> • ELIMINATE OPPORTUNITY AND ACHIEVEMENT GAPS: Equitable and Excellent Student Outcomes • ACCELERATE LEARNING: High-quality schools and joyful classrooms district-wide • ACTIVATE PARTNERSHIPS: Expand learning beyond the classroom and connect the community to the classroom. |
| <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 Board and leadership of the school regularly examine and analyze student learning and well-being data in the course of regular operation of the school, at every Board meeting, and in the preparation of the charter renewal application. As part of these analyses, we regularly disaggregate these data by race, as well as by IEP and EL status. While we have lots of work to do to continue building the school our children deserve, one in which every child achieves at high levels, the disaggregated data show that our students in these populations are holding their own when compared with students across the district and across the state. These comparisons are included in our presentation and charter renewal application document.</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>We have engaged families, community partners, and staff over the past six months in the development of the application. Some of the feedback we heard was:</p> <ul style="list-style-type: none"> • Families were satisfied w/ the academic success of the school's program, but want |

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| | <p>more STEAM related classes and/or afterschool programs.</p> <ul style="list-style-type: none"> • Families report that kids are learning and happy to come to school. • Families report that teachers are very responsive when parents call and/or have concerns. • Families were very satisfied with the adult/child ratio- several said that was one of the features that attracted them to choose the DSNCS. • This year, staff conducted home visits; families appreciated receiving chrome books, school supplies & other resources. <p>Families were satisfied w/ home/school communication: teachers calling & being available to support w/tech questions. The principal sent weekly/bi-weekly updates.</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>The first part of the school's mission is to provide a high-quality education for all students, and the school's current student population is DSNCS' current student population is 59% African-American and 35% Latina/o. So this proposal is all about working to increase equity. In particular, as we get ready to start SY21-22 and look ahead into our third charter term, we will be: introducing a high-dosage tutoring corps, adding an intervention block for every student, adding enrichment and after-school opportunities, and hiring additional special populations staff. All those efforts are aimed at increasing equity.</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>There are no budget implications to this proposal. The implementation plan is aimed at the success of every student. The principal of the school is Black. The Board chair is Black. The Board has nine current members; seven are African-American/Black or Latina/o.</p> |
| <p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p> | <p>DSNCS issues an annual report, and has open board meetings at least eight times per year. In addition, the school is closely monitored by DESE for the fulfillment of its charter.</p> |