



Equity Impact Statement for School Committee Presentation on Strategic Plan Annual Report SY20-21

Title: Annual Report on Strategic Plan Implementation

Date: October 27, 2021

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: _2/7/20_ [Strategic Plan REPT](#)

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>The BPS Strategic Plan was adopted and approved April 29th, 2020. School year 2020 -2021 was the first year of its implementation. This presentation will provide an implementation update and specify the progress we have made towards the six commitments in the Strategic Plan.</p> <p>The Strategic Plan aims to ensure that “every child in every classroom in every school gets what they need.” Implementation is led by the superintendent, Executive Team, and department heads; these leaders are somewhat representative of BPS students and families, and include individuals with experience with English learners and Special Education. The presentation will include a brief review of the planning process to date and an outline of the next steps.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's Strategic Plan?</i></p>	<p>The presentation is the annual report on Strategic Plan implementation. The Plan aligns with the 2016 Opportunity and Achievement Gap Policy.</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>Data reviewed included state assessment and accountability results (disaggregated), and qualitative data from stakeholder engagement (not disaggregated). The state results reveal significant disparities, based on race, special needs, and English learner status.</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>On-going Engagement: Leading up to the January release of the Annual Report, focus groups of internal and external community stakeholders will be convened in conversation on strategic plan progress to inform on the on-going implementation of the plan.</p> <p>Original Engagement: Over 102 stakeholder meetings and other parent meetings; citywide, neighborhood-based, and culturally- and linguistically-based community meetings; youth-driven community forums, a School Committee retreat; and the superintendent's visits to all BPS schools. Taken together, well over 2,000 voices were heard, though demographic information was not consistently collected. Key resulting themes include: Modernized schools</p>

	<p>buildings with gymnasiums, libraries, cafeterias, fine arts centers, and well-maintained heating, ventilation, and cooling systems</p> <ul style="list-style-type: none"> ● Fair and equitable funding across schools ● Clear and predictable pathways from preschool to graduation ● Reliable, accessible, and on-time transportation and effective operations ● Caring and competent staff reflective of our students ● Rigorous and culturally and linguistically affirming student-centered curricula ● Improved programming and increased bi/multilingual educational opportunities for English learners ● Enhanced programming and increased inclusive opportunities for students with special learning needs ● Social-emotional skill development, trauma-informed instruction, and mental health supports ● A full range of programming including arts, physical education, athletics, and tutoring during and outside of school ● Access to 21st-century technology for all students
<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 Strategic Plan and commitments have equity at their center, starting with Commitment #1: Eliminating opportunity and achievement gaps to achieve equitable and excellent student outcomes. This foundational principle means every student — regardless of race, ethnicity, gender, sexual orientation, religion, immigration status, socioeconomic status, or zip code — will receive the excellent education and opportunities they need and deserve to fulfill their potential. Achieving this vision requires us to address glaring disparities consistent with the Opportunity and Achievement Gap Policy, particularly based on race, and for our students who are English learners and/or have special needs. The Plan has also been updated to include emerging priorities in the context of the district’s equity-focused response to COVID-19.</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>The SY21 and SY22 budgets were aligned with the strategic plan. The implementation of the plan is led by the superintendent, Executive Team, and Equity and Strategy Division. The majority of this group are Black, Latinx, Asian and all will be held accountable to applying a rigorous equity lens to implementation using the racial equity lens.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented, and communicated to stakeholders? Who will be responsible?</i></p>	<p>The implementation and impacts of the strategic plan will be consistently documented and publicly reported. The resulting outcomes will be assessed based on specified measures included in the plan. The superintendent, Executive Team, Equity and Strategy Division, and School Committee will be responsible for this ongoing evaluation and communication. Quarterly presentations to the school committee and the annual report serves as the impact</p>



	assessment and communication mechanism for stakeholders.
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