**Title:** Systemic Improvement Plan Implementation Update  
**Date:** 8/10/22

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

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<tr>
<th>Section</th>
<th>Summary/Rationale</th>
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| **1. Proposal/Presentation & Impact**  
*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)?* | This presentation will provide a comprehensive update on implementation of the Boston Public Schools’ Systemic Improvement Plan (SIP). The SIP was developed by the Department of Elementary and Secondary Education (DESE), City of Boston, and BPS in response to the results of DESE’s follow up review in spring 2022. The SIP includes seven focus areas: English learners, special education, transformation schools, facilities, transportation, student safety, and data. Each focus area has one or two implementation leads and a cross-functional team designated. |
| **2. Alignment with the Strategic Plan**  
*How does the proposal/effort align with the district’s strategic plan?* | The focus areas in the SIP are all included in the district’s strategic plan. As stated in the SIP: "While the May 2022 district review report notes that BPS has made progress since March 2020, key findings include significant, persistent challenges in BPS. The City of Boston and BPS agree that urgent action must be taken to address the long-standing challenges facing BPS. They further agree to immediately address systemic barriers to educational opportunity, build the operational capacity to implement systemic change, and support Boston’s most vulnerable students including students with disabilities and English learners in achieving their full potential.” |
| **3. Analysis of Data**  
*What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?* | Each implementation team will review key data to guide their implementation planning, and in assessing the effectiveness of their work. This data will be disaggregated by race, Special Education status, English learner status, and other key factors to ensure implementation is deliberately designed to close opportunity gaps. Three of the seven focus areas require an external party to review and provide recommendations to BPS. These reviews will include an analysis of disaggregated quantitative data as well as qualitative interviews with key stakeholders. |
| **4. Stakeholder Engagement**  
*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?* | SIP implementation will include stakeholder engagement to inform a variety of focus areas. Specific examples include:  
- A McKinley School working group will be formed to implement the Intervention Team’s recommendations, and guide the facilities’ needs assessment.  
- The Office of Multilingual and Multicultural Education will conduct robust external engagement to gather input into their strategic plan for multilingual learners prior to presenting the proposed plan to the School Committee in October. |
|   | 5. **Racial Equity Strategies**  
*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?* |
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<td>Each working group is charged with ensuring racial and other forms of equity are at the center of the implementation process. The REPT will be used by all seven SIP implementation teams, ensuring that unintended consequences are identified and mitigated, and complementary strategies are designed and executed. For example, the Facilities team used the Racial Equity Planning Tool (REPT) to inform their phased implementation of bathroom renovations.</td>
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|   | 6. **Budget & Implementation**  
*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?* |
|   | DESE committed $10 million to support the implementation of the SIP (see SIP Appendix B). These funds will be used for external contracts, implementation staff, and other items based on mutual agreement between DESE and BPS. |
|   | Three positions have been created to support implementation:  
- Assistant Superintendent, Data Strategy and Implementation (White)  
- Implementation Manager, Academics (not yet hired)  
- Implementation Manager, Operations (not yet hired)  
These staff will be charged with ensuring the REPT is completed by each implementation team, and that equity-related objectives are met. |
|   | The team leads of each focus area identify as 62.5% Black; 12.5% Latinx; and 25% White. |
|   | 7. **Accountability & Communication**  
*How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?* |
|   | The SIP provides clear deliverables and a timeline for each. The Assistant Superintendent for Data Strategy and Implementation will be responsible for this work in collaboration with the Implementation Managers and seven working groups. |
|   | The School Committee will receive a weekly update memo on SIP implementation. Both the School Committee and the public will receive updates during the Superintendent’s Report at each School Committee meeting. Specific progress reports for each focus area will also be scheduled. |
|   | BPS will inform the public of the ongoing status of all SIP deliverables on our website at this address: www.bostonpublicschools.org/strategicprogress. |