

## Equity Impact Statement Template for School Committee Proposals and Presentations

Elementary and Secondary School Emergency Relief (ESSER) Fund

**Date:**

**Title:** Recovery Strategy

August 21, 2021

Was the [Racial Equity Planning Tool](#) used? In progress.

If yes, insert date(s) of REPT meetings and link to completed REPT here: [ESSER 2021 BPS Racial Equity Planning Tool](#).

Engagement dates shown here: [2021 Federal Relief Funding / 2021 BPS Federal Relief Funding](#).

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? Yes

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b>  <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 desired outcome of the district's ESSER Fund strategy is to (1) Recover from pandemic losses -- academic, social emotional, and physical health-related -- in ways that accelerate learning and close opportunity gaps, while (2) Reimagining BPS systems and practices in ways that set the stage for equity and excellence for all students in the longer term.</p> <p>The Chief Accountability Officer led this work in partnership with the Office of Engagement to lead an engagement and planning process that included all BPS task forces and major stakeholder groups, community equity roundtables, school equity roundtables, and an external group, the appointed Supt. Commission. In total, the leaders of this work and the stakeholders engaged reflect BPS students and families.</p> <p>Each Chief received the community feedback about their Division's body of work ( see feedback received here--it was integrated in their planning process, as a requirement before funding approvals-- <a href="#">ESSER Synthesized Feedback - Internal Version</a> ). Chiefs attended relevant meetings (for example, the Chief of Strategy and Equity attended ESSER engagements with the Community Equity Roundtable and the OAG Task Force). Some Chiefs sent designees (for example, the Assistant Supt of OEL attended DELAC and ELLTF meetings, the Assistant Supt of SELWell hosted the SELWell task force on ESSER.) See the full engagement process here: <a href="#">2021 Federal Relief Funding / 2021 BPS Federal Relief Funding</a>. Racial Equity Planning Tool questions guided the engagements. There was no separate group, that used the tool as a stand-alone process.</p>
<p><b>2. Alignment with the Strategic Plan</b>  <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The district's ESSER strategy is explicitly designed to leverage the funding to implement the district's five-year Strategic Plan goals, focused on those priorities most essential for recovery from pandemic losses. This aligns with all the Strategic Plan goals, especially 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 and 1.10.</p>
<p><b>3. Analysis of Data</b>  <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The data and evidence base used to develop the ESSER strategy is below.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ESSER Data Story Slides</li> <li><input checked="" type="checkbox"/> Table of Evidence for BPS ESSER Funding.xlsx</li> </ul> <p>Data was disaggregated by race; the data story slides show disparities. Black, Latinx, Special Needs, and Low-Income students performed</p>

	<p>lower in categories such as engagement, social emotional, and academic indicators. That means that funding should be sensitive to respond to the needs of their learners. To determine school allocations, the Commission completed a Racial Equity Analysis of allocation formula options to ensure equity based on Special Education, English learner (EL), and socioeconomic status. See slides 8-11 of <a href="#">DRAFT School Committee Meeting on ESSER July 29 2021</a> .</p>
<p><b>4. Stakeholder Engagement</b>  <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 Chief Accountability Officer worked with the Office of Engagement to lead an engagement and planning process that included all BPS task forces and major stakeholder groups, Community Equity Roundtables, and school-based equity roundtables. In addition, the superintendent appointed an ESSER Commission composed of community leaders, parents, and students.</p> <p>BPS Division chiefs or their designees attended relevant engagement meetings. For example, the Chief of Equity, Strategy and Opportunity Gaps attended ESSER presentations to the Community Equity Roundtable and the Opportunity and Achievement Gap Task Force, and the Assistant Superintendent of the Office of Health and Wellness hosted the Social and Emotional Learning/Wellness (SELWell) Task Force meeting on ESSER. See the full engagement process here: <a href="#">2021 Federal Relief Funding / 2021 BPS Federal Relief Funding</a>. Racial Equity Planning Tool questions guided the engagement conversations.</p> <p>Each BPS Division chief received community feedback about their Division’s body of work, and were required to integrate the feedback into their proposals before receiving final approval (see feedback received here: <a href="#">ESSER Initial Feedback Synthesis - Shared</a> )</p> <p>Lastly, we synthesized feedback from stakeholders across BPS, including the Community Equity Roundtable, School-Based Equity Roundtables, community meetings, and the ESSER Commission (see <a href="https://www.bostonpublicschools.org/domain/2958">https://www.bostonpublicschools.org/domain/2958</a>).</p>
<p><b>5. Racial Equity Strategies</b>  <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>We completed a Racial Equity Analysis of school fund allocation formulas to ensure equity in allocations to subgroups (see data analysis above). The selected funding formula, in response to the equity analysis and the community review process provides an allocation of \$744/per pupil with special needs, English learner, or low-income designation, but no funding for students without one of these characteristics.</p> <p>Schools with the highest numbers of Latinx and Black students received the highest amount of dollars. We are continuing to consider how to ensure that schools with higher levels of need within subgroups could receive an additional funding allocation (e.g. students with moderate to severe disabilities, homelessness students, and/or EL Development levels 1 to 3).</p>
<p><b>6 Budget &amp; Implementation</b>  <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</i></p>	<p>The \$400M in ESSER investments (beyond the BPS operational budget) over 3 implementation school years will be fiscally managed by the BPS Chief Finance Officer, and programmatically managed by the Division of Accountability. We anticipate the ESSER Implementation Office will be led by three staff who identify as White, Black, and Latinx respectively,</p>

<p><i>implementation team, and will they bring an equity lens?</i></p>	<p>and managed by the Chief Accountability Officer (African-American). The work will be supported by a cross-division team from Finance (2 white, 1 Asian, 1 Black), Engagement (2 Latinx and 1 Black), and Strategy (2 Black).</p> <p>Across the district investments, funding proposals are being rated for “equitable impact” as a measure in the selection process. A “low’ equity rating means that students receive “equal” dollars or interventions, but the proposal is not targeted to students with the greatest needs.</p>
<p><b>7. Accountability &amp; Communication</b> <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Chief Accountability Officer is responsible for ongoing monitoring and quarterly reporting to the School Committee and public.</p>