



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

**Title:** College, Career, and Life Readiness (CCLR) Update

**Date:** 3/24/2021

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: MassCore [REPT](#), (1/30/20, 3/5/20, 3/21/20, 4/9/20, 5/5/20) In addition to the dates listed here for the MassCore REPT, we plan to periodically reconvene to update the REPT data.

Did a member of the Division of Equity, Strategy and Opportunity Gaps review this statement? X  Yes  No

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 proposal is to adopt MassCore as a graduation requirement for all BPS students. By adopting this expectation, BPS will:</p> <ul style="list-style-type: none"> <li>- Align graduation requirements across the district for all students</li> <li>- Provide clarity for all students and families on what courses must be completed to graduate</li> <li>- Increase MassCore completion rates for students from historically marginalized populations</li> <li>- Increase rigor across all schools</li> <li>- Reset the expectation that all students graduate prepared for college, career, and life</li> </ul> <p>This adoption would provide consistent coursework and graduation requirements across the district that is rigorous and culturally sustaining. A racially and ethnically diverse and interdepartmental team developed this policy proposal (50% people of Color) over the last two years and was primarily led by Chief Academic Officer Andrea Zayas. The team has engaged all high school leaders across the district, Boston Student Advisory Council (BSAC), and community groups during the policy development process. During SY 2019-20, Assistant Superintendent of Academics Christine Landry led a Professional Learning Community on the adoption of MassCore.</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>- (C1,C2)</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 reviewed in formulating this proposal included:</p> <ul style="list-style-type: none"> <li>- BPS and statewide MassCore completion rate disaggregated by race, school, English learner (EL) status, Special Education status, and socioeconomic status</li> <li>- Current course offerings at every high school</li> <li>- Disaggregated BPS and statewide graduation rate (see above) Initial Course Audit of the current course offerings.</li> <li>- Feedback from families during the Superintendents Community Engagement Tour</li> </ul> <p>In addition, we examined the results of this research:</p> <ul style="list-style-type: none"> <li>- <a href="#">The College, Career and Life Readiness: A Look at High School Indicators of Post-Secondary Outcomes in Boston - Robert Balfanz and Vaughan Byrnes</a></li> <li>- <a href="#">Valedictorian Project, Boston Globe, 2019</a></li> <li>- <a href="#">DESE MassCore Presentation, A state-recommended program of study</a></li> </ul>

	<p><a href="#">intended to align high school coursework with college and workforce expectations, January 2019</a></p> <ul style="list-style-type: none"> <li>- In reviewing this data, both at a District and State level, our historically marginalized youth were disproportionately less likely to graduate with MassCore requirements.</li> <li>- There were district-level inconsistencies in how we label courses as MassCore or not.</li> <li>- The inconsistent graduation requirements were difficult for our families and students to navigate</li> <li>- Graduating college, career, and life ready improved students' ability to complete a college program that directly impacted their lifetime earning potential.</li> </ul>
<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>To formulate this proposal, we consulted the following stakeholder groups.</p> <p>Heads of School/Principals:</p> <ul style="list-style-type: none"> <li>- 8 MassCore Working Group sessions 2018-2019</li> <li>- 1 August Leadership Institute session (August 2019) with all high school leaders</li> <li>- 2 voluntary meetings open to all principals (2019)</li> <li>- 4 high school leaders' professional learning community meetings (SY 2019-20)</li> <li>- High school leader regional team meeting (March 2021)</li> <li>- Bi-weekly high school redesign leadership meetings (SY 2020-21)</li> </ul> <p>These discussions included a review of MassCore requirements in comparison with schools' current class offerings; what would need to happen to adjust the courses to meet MassCore requirements; how MassCore could support schools' current instructional vision; and concerns regarding implementation. The following key themes surfaced as a result of these meetings: 1) Were schools being given an unfunded mandate; 2) What is the plan to support students who are overage and under-credited to prevent the new graduation requirement from being a hurdle instead of a benefit; 3) How would BPS individually support our students with disabilities; 4) How could we leverage the language skills our ELs have toward the graduation requirements; and 5) How can a school keep its identity while still meeting all of the MassCore requirements.</p> <p>Community Engagement</p> <ul style="list-style-type: none"> <li>- During the Fall 2019 Community Engagement tour, themes emerged regarding graduating students' insufficient preparation for college, career, and life. These themes were captured in the community engagement notes taken at each session.             <ul style="list-style-type: none"> <li>- Families voiced concerns about having their child graduate ready for work or college, and wanted their child to have a great learning experience at the high school they chose to attend.</li> </ul> </li> </ul> <p>Further student and family engagement will be held as implementation</p> <p>In addition, Charles Grandson, as then Chief Academic Officer, and Andrea Zayas, as current Chief Academic Officer, met with the following groups to review MassCore planning: BSAC, Student Executive Cabinet, EL Task Force, District English Learner Advisory Council, Special Education Parent Advisory Council, and Opportunity and Achievement Gap Task Force.</p>

<p><b>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>The central purpose of this proposal is to mitigate the disparity across schools around graduation requirements.</p> <p>Key implementation strategies will include:</p> <ul style="list-style-type: none"> <li>- Increasing course rigor and innovative solutions for providing access to credits, particularly for students who currently experience barriers to graduation because they are learning English and/or have a disability. It will be incumbent on the central office and school staff to better design for student access and agency. Students who need to take additional courses due to a disability or English Learner status stand to benefit most from this proposal. As the district implements new expectations for graduation, the current annual increase in graduation rates may slow or plateau as the district re-norms.</li> <li>- Providing professional development and ongoing data analysis throughout rollout, monitoring disaggregated graduation data and CCLR data yearly.</li> <li>- Extending access to credit-bearing opportunities in work- and project-based learning, by we deeply engaging partners.</li> <li>- Engaging the entire BPS community in focusing on rigorous, relevant learning experiences, common language, and experiences across schools, and college, career, and life readiness. Data pertaining to completion rates and quality of instruction will be the key indicators for improvement at the district and school level, and accountability will be shared between the School Committee, Academics, Accountability, school site councils, and governing boards.</li> <li>- Creating opportunities for multilingual and English Learner students to receive credit for their previously acquired linguistic assets through a common, equitable process.</li> <li>- Awarding students credit for demonstrated mastery of content, despite not having acquired “seat time” in a required course.</li> <li>- Enhance out-of-school time learning opportunities to provide a boost toward access to rigor.</li> </ul>
<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 implementation team, and will they bring an equity lens?</i></p>	<p>We believe there will be staffing, space, and materials costs associated with this policy. The impact on each school will be determined through individual needs assessment and budget review. The implementation team will mirror the planning team.</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>We will report out regularly to the School Committee reports using disaggregated data, including state metrics (MCAS), graduation rates, attendance rates, and post-graduation milestones.</p>