



Equity Impact Statement: Exam Schools Admissions Update

Title: Exam Schools Admissions Policy Implementation Update

Date: June 21, 2022

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	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>Tonight's presentation will provide a brief review of the approved policy, an analysis of SY22-23 implementation, an initial evaluation of the policy's impact, and an update on SY23-24 policy implementation.</p> <p>The Exam Schools Admissions Policy, approved by the Boston School Committee (BSC) on July 14, 2021, aims to create an admissions process for Boston's three exam schools that support student enrollment such that rigor is maintained, and all three student bodies better reflect the racial, socioeconomic, and geographic diversity of all Boston students.</p> <p>The new policy was developed by the BSC's Exam Schools Admissions Task Force. Task Force membership was 23% Asian, 31% Black, 15% Latinx and 31% White. It included individuals who educate students with disabilities and English learners (ELs), two student representatives, and four current BPS parents. The policy was informed by public feedback, including during listening sessions held by the Task Force and the BSC.</p> <p>For SY22-23 admissions, students were required to have a B average or higher during the first two terms of 6th and 8th grade of English language arts, math, science, and social studies.</p> <p>Given the data from admissions over the past two years, and current achievement data, the Policy is meeting its goal to support student enrollment such that rigor is maintained, and all three student bodies better reflect the racial, socioeconomic, and geographic diversity of all Boston students.</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 Policy aims to advance Strategic Plan priority 1.1 (<i>Ensure that BPS policies, plans, and budgets advance the Opportunity and Achievement Gaps Policy so that our schools...provide robust academic programming and social-emotional supports, giving every child what they need.</i>), as it addresses entrance to three of the district's highest performing schools. The central purpose of the new Policy is to provide more equitable access for students by increasing geographic, programmatic, socioeconomic, and racial representation. The data presented this evening will demonstrate that it has accomplished this goal.</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>Tonight's presentation includes extensive data on enrollment at the exam schools following the implementation of the approved Exam School Admissions Policy. The data demonstrates the Policy's goal was achieved as follows for invitations to rising seventh graders from SY20-21 to SY22-23:</p> <ul style="list-style-type: none"> ● Students experiencing homelessness or in the care of the Department of Children and Families increased from 1% to 7%. ● ELs increased from 1% to 6%. ● Students with disabilities increased from 3% to 6%.

	<ul style="list-style-type: none"> • Students who are economically disadvantaged increased from 35% to 45%. • Black students in 7th grade increased from 13% to 24%. • Latinx students in 7th grade increased from 21% to 26%. <p>Regarding the impact of the 10 and 15 points given to applicants based on the number of economically disadvantaged students at their sending schools:</p> <ul style="list-style-type: none"> • Students attending a school with 40% or more economically disadvantaged students over the last five years received an additional 10 points on their composite score. 83 BPS schools and 15 non-BPS schools qualified for the additional 10 points. • For rising 7th graders, of the six BPS schools not receiving 10 points, 96 (50%) of 192 applicants received an invitation, with percentages by school ranging from 38% to 80%.
<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>Stakeholder engagement included:</p> <ul style="list-style-type: none"> • The Exam School Admissions Policy implementation team held multiple public engagement sessions during SY21-22 to provide information on the application, invitation, and testing process and answer questions from families. This included four community meetings in December 2021, and two in April 2022. 953 individuals attended the registration meetings in April 2022, and 974 attended the Exam School information sessions held in December, 2021. In addition, a FAQ document was created in multiple languages, and up-to-date exam school information was provided on the BPS Welcome Services website. • All meetings were on Zoom and simultaneously interpreted. In all, meetings were held in nine spoken languages and American Sign Language. All materials were translated and posted on the website. • The district’s Family Engagement team continues to support families through the admission and invitation process on a daily basis.
<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 Policy allocated 100% of invitations using straight rank within socioeconomic tiers, helping to ensure geographic, socioeconomic and racial diversity. Additionally, students may qualify for additional points on their composite score (ranging from 1-100) if they meet any of the following criteria:</p> <ul style="list-style-type: none"> • Homelessness, in the care of the Department of Children and Families, or living in Boston Housing Authority residences (15 additional points). • Attending a school with 40% or more economically disadvantaged students (10 additional points). <p>BPS students will continue to take the required test during the school day, as was initiated in the fall 2019. The three exam school leaders will continue to offer differentiated opportunities to support incoming students, and the Office of Opportunity Gap will continue to hold its summer Exam School Initiative program to prepare students from under-represented populations to earn admission.</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>BPS added an Exam School Policy implementation project manager position to the Office of Family and Community Advancement, and has dedicated Office of Data and Accountability staff time related to testing and the admissions process. In addition, the district has invested in a testing contract to deliver MAP testing for the purpose of exam school admissions.</p> <p>The interdepartmental implementation team will continue to ensure that the Policy’s central purpose – to achieve equity in exam school admissions – is realized.</p>



<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>This presentation is part of the required policy implementation annual report to the BSC. In addition, there is a required full policy review every five years. The Division of Academics, Office of Family and Community Advancement, and Office of Data and Accountability is responsible for this reporting.</p>
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