

Equity Impact Statement for School Committee Proposals and Presentations

Title: Reopening Update (Updated Equity Impact Statement))

Date: 1/27/2021

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No): Yes

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What is the proposal's/presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>This presentation will provide an update on: the district's efforts to safely reopen schools for as many students as possible who are prioritized for in-person learning (High In-Person Priority or HIPP); our ongoing collaboration with the Boston Teachers Union (BTU), school leaders, district staff and families towards reopening; remote learning participation data; and the broader context of these efforts in relation to the strategic vision. The broad group leading this process reflects the diversity of BPS students and families.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>Our work to reopen schools and improve the efficacy of remote learning aligns with these strategic plan commitments:</p> <ul style="list-style-type: none"> - Amplify All Voices - Eliminate Opportunity and Achievement Gaps - Accelerate Learning
<p>3. Analysis of Data <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>Reopening options were considered using data disaggregated by race and socioeconomic status. Our decision to prioritize students with disabilities, English learners, and homeless students took into account that these groups are disproportionately of Color. Data related to remote learning, including attendance and online activity, is available in a set of dashboards for schools and district leadership, updated on a weekly basis.</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the proposal/presentation say?</i></p>	<p>Central office staff, including representatives of the Office of Special Education, Office of Data and Accountability, and the Division of Equity, Strategy & Opportunity Gaps supported the HIPP Task Force in weekly meetings beginning November 2. The 28-member Task Force includes parents, students, BTU representatives, and school leaders, and is co-led by a member of the Central Office and a BTU staff member. In addition, the Reopening Task Force began meeting in August as a district and BTU collaboration with nine subgroups to inform reopening; since then, this group has evolved to implement creative scheduling to ensure sufficient staffing for in-person instruction. Two meetings were held with community organizations including Boston Special Education Parent Advisory Council (SPED PAC), Mass. Advocates for Children, Federation for Children with Special Needs, Education Law Project, and the Greater Boston Legal Services.</p> <p>It is important to note ongoing tensions between students' and families' desire for safety amid often high community COVID rates,</p>

	and simultaneously, students’ and families’ desire to return to in-person learning as soon as possible.
<p>5. Racial Equity Strategies <i>How does this proposal/presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>Current in-person learning prioritizes a subset of HIPP students we believe are most negatively impacted by remote learning. This leaves over 50,000 students learning at home, so it is vitally important that we continue to improve the effectiveness of remote instruction. District-wide expectations for remote learning were implemented starting May 4, which included guidelines for structuring learning. During this time, student daily attendance averaged 83%, and student average daily online activity averaged 51%. Experiences varied widely, and only 33% of students indicated they were excited to attend class remotely.</p> <p>Similarly, only 19% of teachers reported feeling confident that they could support students in need of the most academic support. These and other data led BPS to implement various improvements, including procuring a learning management system specifically for younger grades, clearly communicating remote and in-person attendance protocols, launching Panorama Student Success to help teachers develop and monitor student success plans, and providing professional development (PD) for teachers and other school staff on effective remote learning practices. The PD included launching teacher-led Telescope Network professional learning communities (PLCs) this fall focused on quality remote and hybrid practices.</p> <p>On February 1, more students designated as HIPP will return to school in-person, resulting in more members of historically marginalized groups having access. Increased safety measures are now in place to support this increase.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity lens?</i></p>	<p>BPS will continue to implement health and safety measures for in-person learning, including installing thousands of air purifiers, providing weekly Covid testing, offering PPE, conducting air quality testing, and ensuring social distancing during instruction and meal and break times. These efforts created substantial budgetary impacts.</p> <p>The Task Force has completed its initial charge and will reconvene as needed. The superintendent’s executive team will monitor the disaggregated data regarding impacts of remote instruction, current in-person learning, and any continued expansion of in-person learning.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>The superintendent’s executive team will be responsible for these efforts along with the broader district and school leadership. A public disaggregated data dashboard, including student attendance and online activity, will be shared publicly, and analyzed by the Office of Data and Accountability and others, and updates will continue to be provided to the School Committee.</p>