



Equity Impact Statement: UP Academy Amendments

Title: UP Academy Boston and Dorchester Amendment

Date: May 8, 2024

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

If yes, insert date(s) of REPT meetings and [link to first steps of 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, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Special Education experience)?</i></p>	<p>UP Academy Dorchester (UAD) received a new five-year charter in 2023, our third successive charter. The Department of Elementary and Secondary Education (DESE) requires new amendments related to that charter to be approved by the Boston School Committee. The current proposed amendments span across both UAD and UP Academy Boston (UAB). The amendments requiring updating are:</p> <ul style="list-style-type: none"> ● Memorandum of Understanding (MOU) with UAD ● Accountability Plan for UAD ● Management contract with UAB and UAD ● Accountability Plan for UAD <p>These proposals also require approval from UP's Board of Trustees, which includes family members from both schools as well as the Boston Teachers Union representation.</p> <p>Our school communities are reflective of BPS as a whole. Current enrollment at UAB is 96% students of Color, 30% students with Individualized Education Plans (IEPs), and 25% English learners (ELs). UAD's current enrollment is 99% students of Color, 14% students with IEPs, and 37% ELs. Two of the four school leaders are people of Color, and this proposed amendment is approved by the UAB/UAD Board of Trustees (5 of 9 members are of Color).</p> <p>UAD and UAB aim to eliminate opportunity gaps by ensuring ELs and students with IEPs receive services above and beyond what they deserve. UP has a dedicated Director of Student Services that assists schools in implementing programming for these students, and has hired additional special education and multilingual educators at both schools.</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 BPS strategic direction for schools revolves around three areas:</p> <ul style="list-style-type: none"> ● Equitable Literacy ● Culture and Climate ● Attendance <p>UP is aligned to these priorities, and the execution of these priorities will live through the amendments that are up for approval.</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>UAB and UAD student performance data is reviewed regularly by school and network staff and the UAB/UAD Board, disaggregated by race and special needs and EL status. Black and Latina/o/x student performance is comparable to their White and Asian peers'. While the performance of students with special needs and English learners lags behind other subgroups, UAB and UAD are actively engaged in professional development to better address their needs. The school, network, and Board also regularly review disaggregated culture, attendance, and survey data, leading to improved strategies to maximize the effectiveness of learning time, particularly for students from historically marginalized populations. These actions will live through the amendments that are up for approval.</p>
<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>UP has engaged in specific efforts to ensure we are engaging stakeholders in all aspects of our work. We have met with student council groups, family councils, and regularly structured interactions with school staff. We have also created a design team of families and staff that will help shape the future of our organization that meet once a month. We have leveraged all of these groups to get input on relevant aspects of the amendments we are seeking approval for. For example, in our accountability plans, we have modified what we think is important to measure based on input from staff and families.</p>
<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>UAB and UAD serve a diverse, high needs population with a rigorous equity lens. UP provides a strong, highly selected option for students and families, advancing access to a quality education in Boston. Like all BPS schools, it is important for UP to continually monitor student outcomes, and address any disparities with innovation and dedication. Schools have been applying culturally and linguistically sustaining practices that include hiring community members to serve in key positions in the schools as well as using services for translation around all communications to family members.</p> <p>UP remains committed to advancing equity in our schools. We are actively participating in the district's strategies to close opportunity gaps, such as providing staff training on anti-racism and building school-based teams focused on diversity, equity, and inclusion. We have also put a stake in the ground to ensure we are focusing support to our staff of Color to maximize retention.</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>Approval of these amendments will not have any material effect on budgets. The Board of Trustees for both UP Boston and Dorchester regularly reviews outcome data through analysis of all subgroups to ensure measures within the accountability plans are met. The Board, UP network team, and leadership teams at schools are approximately 50% people of color, and that trend has been increasing towards a majority over the last several years.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>If these amendments are approved by the School Committee, they will be submitted to DESE for final approval. The UP Board and administrative team will be responsible for continuing to assess student outcomes, and communicating progress to our school community and the district.</p>