

Equity Impact Statement for Fiscal Year 2023-24 Budget Proposal

Title: FY24 Budget Development

Date: February 1, 2023

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 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 Fiscal Year (FY) 2024 budget for the Boston Public Schools is guided by the belief that every child, in every classroom, in every school deserves the opportunity to learn, grow, and thrive. We aim to move the district towards a sustainable budget beyond Elementary and Secondary School Emergency Relief (ESSER) funding that meets the current needs of our students, and lays a foundation to take on long-needed changes in literacy, inclusion, and bilingual and secondary education critical to delivering on our promise of educational equity and excellence.</p> <p>The FY24 budget aims to balance multiple strategies, including spending ESSER funding, identifying sustainable funding sources, shifting from a focus on “hold harmless¹” to strategic investments, and maintaining critical student services and programs.</p> <p>This budget will leverage the work that is making a direct difference in meeting students’ needs, and create a fully inclusive, high-performing district for all. Six key areas will receive funding increases: Inclusion Strategy, Multilingual Education, Equitable Literacy, Restorative Justice/Social Work/Student Safety, High Schools & Alternative Education, and Family and Community Engagement.</p> <p>The Finance Division leads the development of the budget. The Division includes the staff listed below. The Division is comprised of 9 staff who identify as White; 8 who identify as Black or African-American; 5 who identify as Latino or Latina; 1 who identifies as North African; 1 who identifies as Asian; 1 who identifies as Asian and Native Hawaiian; 1 who identifies as Black and Latinx; and 1 who identifies as Black and White.</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 district's budget is a statement of our values, and each investment proposal is aligned to a Strategic Plan item. Specifically, proposals are focused on:</p> <p><i>Inclusion Strategy</i></p> <p>1.10 Develop and monitor progress toward achieving explicit goals for students with disabilities and implement strategies to increase inclusionary practices and address disproportionality in sub-separate settings.</p> <p>2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.</p> <p><i>Multilingual, Multicultural Education</i></p> <p>1.4 Implement specific supports for English learners to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.</p> <p>1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities).</p>

¹ “Hold harmless” refers to a policy of maintaining a school’s funding even when enrollment has declined.

	<p><i>Equitable Literacy</i></p> <p>2.3 Provide rigorous culturally and linguistically affirming curriculum/instruction that includes learning opportunities in the arts, science, literacy, world languages, physical/health education, and civics, access to athletics and technology, and fully integrates student wellness.</p> <p><i>Social Work, Restorative Justice, & Mental Health</i></p> <p>1.8 Develop capacity to address health and social contributors to opportunity gaps, such as hunger, chronic illness, mental health, sexual health, homelessness, and LGBTQ+ identity.</p> <p>1.7 Eliminate disproportionality in the implementation of the Code of Conduct by ensuring welcoming and affirming classrooms while applying restorative practices</p> <p><i>High Schools & Alternative Education</i></p> <p>2.1 Redesign secondary schools, including alternative schools, in alignment with MassCore, career preparedness, and other advanced coursework opportunities to prepare students for college, career, and life.</p> <p>6.4 Champion college and career awareness and work experiences creating visible pathways to postsecondary education, training, trades and career opportunities.</p> <p><i>Family and Community Engagement</i></p> <p>3.4 Increase feedback systems for families and central office and other staff through tech-based communication portals, and regular access to district- and school-based leaders during regional, school-based and district level meetings.</p> <p>4.1 Fund all schools to meet the unique needs of the students they serve, with consideration given to English learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.</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>Equity analysis of investments takes the dollar amount per school for each investment, calculates a per pupil investment, and applies that to the school's currently enrolled students. Using racial and other key demographics of the students, we then calculate the district's average per pupil investment by each demographic. This analysis includes students with disabilities, English learners, students from low income families, and Asian, Black, Latina/o/x and White students.</p> <p>For the third year, we will make major investments to maintain programming in all schools, especially those with declining enrollment. Investments serving students with disabilities and English learners exceed the average investment for all students. Academic performance data shows disparities by race, and English learner and Special Education status. We believe to close opportunity gaps, the district must increase support to students from traditionally marginalized groups and educators who provide critical services.</p> <p>This year the district's strategic investments will include:</p> <ul style="list-style-type: none"> \$9.6M Inclusion \$6.3M Multilingual Education \$3.5M Equitable Literacy \$1.2M Social Work, Restorative Justice, & Mental Health \$1.1M High School & Alternative Education \$1.9M Community Engagement <p>These investments were informed by critical feedback and analysis through the Department of Elementary and Secondary Education review process, and recommendations from the Council of Great City Schools regarding Special Education, Transportation, and Safety, and the Office of Multilingual and Multicultural Education's (OMME) new strategic plan. In addition, the district is working with external partners to finalize recommendations from the transformation schools equity analysis, a data audit, and a facilities condition assessment and dashboard.</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>The Division of Finance sought feedback from key constituencies at the following meetings:</p> <ul style="list-style-type: none"> • 11/15/22 School Superintendents Budget Preparation Session • 12/5/22 New School Leader Training • 12/13/22 to 2/1/23 School Site Council/Governing Board meetings at every school • 12/15/22 All Leader Budget Preparation Session <p>Community and School Site Council members emphasized the importance of school-led engagement sessions, and making budget materials accessible and promptly available. School leaders and community members asked BPS to integrate the ESSER budget process with the operational budget process as much as possible. Community members asked for equity analyses based on student demographics. Lastly, they requested a thorough review of the equity impacts of the current Weighted Student Funding (WSF) strategy.</p> <p>We will continue to seek and incorporate feedback over the next two months, including the following meetings: 2/1/23 Boston School Committee (BSC) Meeting 2/16, 3/1, and 3/15 Public Budget Hearings</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>The Weighted Student Funding (WSF) allocation is the district’s primary strategy for ensuring equitable distribution of resources. WSF distributes funds based on the number of students at each school, providing supplementary funds for each student with an Individualized Education Plan and each student who is currently an English learner.</p> <p>The FY24 budget continues to incorporate a “hold harmless” mitigation strategy that supports schools with declining enrollment. Enrollment reductions have disproportionately impacted schools that serve the highest proportion of students of Color.</p> <p>The FY24 budget proposal includes the following investments focused on direct student impact and support for our most marginalized student groups:</p> <ul style="list-style-type: none"> • Inclusion Strategy - Through the new Boston Teachers Union contract, BPS committed to increasing inclusive practices. Multiple years of investment will expand student support and change practices, beginning with investing in a subset of schools to pilot new ways to engage students in Tier 1 core instruction. As we construct a district-wide inclusion expansion plan, we will also lay the foundation for all schools with Multi-Tiered System of Support training. • Multilingual, Multicultural Education - Implementation of the OMME Strategic Plan to meet the needs of our increasing multilingual learner enrollment will include expanding native language access and bilingual education, leveraging students’ home language, and reshaping multilingual education. • Equitable Literacy - Following the peak of the pandemic, the district is redoubling efforts to implement explicit evidence-based reading and writing support for all students. Through our equitable literacy strategy, students engage in culturally and linguistically responsive, standards-aligned grade-level tasks and texts daily. These efforts provide an opportunity to prevent and close gaps. • Restorative Justice/Social Work/Student Safety - Strengthening access to social-emotional supports and ensuring student safety will provide our students and staff with physically and emotionally safe learning and teaching environments. • High Schools & Alternative Education - Last year, enrollment declined by approximately 600 students; the same year, 600 students dropped out or timed out of our district. We are investing in high quality career and technical education and early college pathways. • Family and Community Engagement - It is crucial to ensure that districtwide projects, including the Green New Deal for BPS and Hub Community Schools, are carried out with comprehensive family and community engagement to help shape their direction and hold BPS accountable to fully meeting the needs of our students.

	<p>The Finance team is committing to more frequent, thorough use of the REPT in formulating and implementing the budget.</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>We expect the City’s FY24 Budget Proposal to include a \$65M increase for BPS.</p> <p>Budget Collaboratives (“Collabs”) are meetings for school leaders and liaisons from central office departments to co-construct a school’s expected budget for the upcoming school year to ensure it meets the needs of all projected students, and complies with state and federal law and district policy. Budget Collab and implementation team members including school superintendents, and members of the Offices of Finance, Human Capital, Special Education, Multilingual and Multicultural Education, and School and District Transformation.</p> <p>Starting in FY23, BPS developed the School Budget Review Committee (SBRC) to evaluate schools’ supplemental budget requests and make recommendations to the Chief Financial Officer. These requests include updates to WSF factors, exemptions from compliance rules, and other exceptions to the district’s standard budgeting guidance. The SBRC, composed of central office and school-based staff, applies an equitable, consistent, and transparent decision-making process. The SBRC highlights key themes across school requests, allowing the district to react swiftly and diligently to schools’ evolving needs.</p> <p>The budget implementation team includes all school and district leaders, in partnership with the Office of Finance, and is generally representative of student and family demographics.</p> <p>The Office of Finance is actively engaged in a process to reimagine our school funding policy. The new strategy will be implemented in FY25.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Finance Division will continue to engage with the community through the City Council budget process, Community Equity Roundtables, and updates to the School Committee.</p> <p>In addition, we will update the Explore Budget website with additional data for public engagement.</p> <p>The Finance Division will be responsible for assessing and communicating impacts of the FY24 budget, and incorporating lessons learned for FY25.</p>