

Equity Impact Statement Template for School Committee Proposals and Presentations

Title: October 2021 BuildBPS Update Presentation

Date: 10/27/2021

Was the [Racial Equity Planning Tool](#) used? Yes No (Tools for each closure are in progress now that public announcements have been made)

If yes, insert date(s) of REPT meetings and link to completed REPT here: REPTs in progress

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>The October BuildBPS presentation to the School Committee includes updates across many projects; this Equity Impact Statement focuses on the three elements that require a School Committee vote:</p> <ol style="list-style-type: none"> 1) Closure of the Irving Middle School at the end of SY 2021-22 2) Closure of the Timilty Middle School at the end of SY 2021-22 3) Closure of the Jackson Mann K-8 School at the end of SY 2021-22 <p><u>Middle School Closures (Timilty and Irving)</u></p> <p>This proposal's desired outcome is to continue to transition the district to a system of primarily K-6/7-12 and K-8/9-12 schools. This plan will help eliminate disparities as standardized programmatic configurations support more consistent, high quality educational experiences. This belief is rooted in three key developments and observations:</p> <ul style="list-style-type: none"> ● Enrollment in stand alone middle schools declined by 50% between 2011 and 2019 from 4,100 students in 2011 to 2,117 in 2019. Under-enrolled classrooms limit the ability to provide comprehensive academic programming and support. Over the last 10 years, enrollment declined from 509 to 131 students at the Irving, and declined from 688 to 196 students at the Timilty. ● Current grade configurations lead to multiple transitions for many students. BPS students and families deserve fewer school transitions and more predictable pathways. In 2019, BPS had 16 different school grade configurations. Multiple transitions have demonstrated negative impacts on student success and outcomes as relationships and learning are disrupted. ● The quality of physical environments has a direct impact on educational outcomes. Current middle school facilities will be upgraded and repurposed for 21st-century educational design. The majority of BPS buildings, including the Timilty and Irving, need repairs and large scale renovations that require the schools to be emptied before construction. Both will be redesigned as K-6 facilities with technologies to support modern learning. <p>BPS organized approximately 20 community meetings in October, November, and December 2018 regarding the phase 2 approach of standardizing a K-6/7-12 pathway. In June 2019, the School Committee voted to close all standalone middle schools, and movetowards the K-6/7-12 pathway.</p>

	<p>Jackson Mann School Closure</p> <p>The Jackson Mann closure is spurred by the compromised state of the facility. An engineering review conducted by the Boston Public Facilities Department in 2019 determined the building should be taken offline as soon as possible as the majority of systems (heating, electrical, ventilation, air conditioning, etc.) have passed the end of their useful life.</p> <p>In addition, enrollment at the Jackson Mann declined from 780 students in 2016 to 356 students this year, a decrease of 54% in 5 years. While this decline was primarily driven by fewer students enrolling from outside of Allston-Brighton, 40% of remaining students commute from other neighborhoods.</p> <p>The desired outcome of the Jackson Mann closure is for students to attend schools with higher quality buildings, more stable enrollment, and therefore more consistent programming. In addition, it will lead to many students attending school closer to home.</p> <p>The BuildBPS team is comprised of the school district’s Executive Team which includes Chief Financial Officer Nate Kuder, Chief Operations Officer Indy Alvarez, Chief of Academics Drew Echelson, Deputy Superintendent Sam Depina, Senior Advisor Megan Costello, School Superintendents Mary Driscoll, Ana Tavares, and Grace Wai. Data analysis leadership team is managed by Jamie Racanelli. The BuildBPS team has two project managers, Carolyn Meadows Marquez and Danisha Dumornay. The core team is 60% Black and Brown. The team collaborates with the Executive Director of Special Education, Ethan d’Ablemont Burnes and has also worked with members of the Office of English Learners team.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district’s strategic plan?</i></p>	<p>Commitment 4, Priority 4 of the Strategic Plan is to, “Implement BuildBPS to ensure equitable pathways and connectors between schools.” Closing two of the district’s four remaining middle schools and the Jackson Mann School directly aligns to the Strategic Plan by minimizing student transitions, and creating more effective pathways between elementary and secondary schools.</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>Data was analyzed to assess possible configuration options and potential impacts for each school closure, including student demographics and the BPS Opportunity Index.</p> <p>Approximately 327 students will be impacted by the middle school closures. Both the Irving and Timilty Middle Schools have higher proportions of students in the following categories than the district’s overall grade 6 to 8 population: Black or Latinx, economically disadvantaged, English learners, students experiencing homelessness, and students with disabilities. BPS middle schools have typically served more students from historically marginalized groups than other schools serving students in the middle grades, such as K-8 schools and 7-12 schools.</p> <p>For example, in SY19-20, when there were six stand alone middle schools, 89%</p>

	<p>percent of students in those schools were Black or Latinx, compared to 36% of 7th and 8th graders in exam schools and 80% in grades 6 to 8 in all other schools.</p> <p>Approximately 356 students will be impacted by the Jackson Mann closure. The Jackson Mann has a higher proportion of students that fall into the following categories than the district’s overall K to 8 population: Black or Latinx, economically disadvantaged, English learners, and students with disabilities.</p> <p>This data highlights that students impacted by these closures are more likely to come from historically marginalized groups, as well as the broader reality that such students are often enrolled in schools facing multiple challenges such as precipitous enrollment declines and/or inadequate facilities. For example, among schools serving elementary students, the bottom 25 percent of schools in terms of how full their enrollment is are 85% or more Black or Latinx. Additionally, 86% of students in schools that have been closed since SY1415 were Black or Latinx.</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>Across the district, 14 virtual community meetings attended by nearly 800 families and community members were held between May 2021 and October 2021.</p> <p>The feedback and recommendations from these conversations helped shape the BuildBPS team’s strategies to ensure transparency, thorough equity analyses, and supports for impacted school communities. The results of these meetings included requests for a school transition coordinator for students, job placement assistance for staff, and Welcome Services satellite services.</p> <p>The BuildBPS team continues to schedule meetings with students, families, staff, and partners. The team is also discussing future plans and next steps with schools impacted by middle school closures, including the K-5 schools that directly feed/provide a pathway to the Irving and Timilty middle schools. In addition, schools prioritized to expand 7-12/K-6 due to the closure vote in November 2021 have been engaged regarding the proposal and announcement and will continue to be engaged throughout the planning process of converting their schools to the respective configuration.</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>We are keenly aware that closing schools and adding a school transition for Irving, Jackson Mann and Timilty students will be disruptive. While this disruption will ultimately lead to more coherence and fewer transitions for future students, it comes at a cost to students enrolled in these schools now.</p> <p>For the most part, students impacted by these closures will have an opportunity to go to school as close to or closer to home than they do currently. However, one of the unintended consequences of the Jackson-Mann closure is that some students who live in Allston-Brighton and attend the school’s Applied Behavioral Analysis (ABA) program for students with special needs will need to travel farther to access a similar program at another school in the future. The Jackson-Mann program primarily served students commuting from other neighborhoods, and there are not enough students living in Allston-Brighton who require such a program to sustain a new program at another school within the neighborhood.</p>

	<p>In the longer run, the transition to a primarily K-6/7-12 and K-8/9-12 system will increase equity, ensuring that students from historically marginalized groups who are now over-represented at stand alone middle schools have access to a K-12 pathway with only one school transition.</p> <p>To mitigate negative impacts, additional support will be allocated to each school community experiencing closure. While we will engage with families and receiving schools to further tailor supports for students, we anticipate providing:</p> <ul style="list-style-type: none"> • Additional student support staff at the Irving, Timilty, and Jackson-Mann to help students choose new schools, and develop an academic plan that extends beyond this transition. • Dedicated workshops and job fairs for impacted staff in collaboration with the Offices of Human Capital and Recruitment, Cultivation, and Diversity • Welcome Services pop-up satellite offices and extended hours at school sites to provide information on school choice
<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>Specific budget allocations will be announced in fall 2021 for transition support needs for students experiencing school closure.</p> <p>Specific capital funds are reserved for a design study to shape the districtwide standardized K-6 pathway plan. All feasibility and design studies will be shared with the impacted school communities as well as the timeline for when schools can expect to reconfigure. Community engagement sessions will continue throughout implementation to gather input and feedback at every stage.</p> <p>The BuildBPS team will work to ensure all mitigation strategies outlined are implemented, especially in coordination with the three transition coordinators based at each school who will be responsible for case management and developing school transition plans for students.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>School superintendents and school leaders will work closely with the Central Office BuildBPS team and project design teams to ensure benchmarks are met and mitigation strategies are fully implemented.</p> <p>Students who attend the Timilty, Irving, and Jackson Mann will be tracked to analyze the impacts of transitioning to new schools, academically and holistically (i.e. including analysis of chronic absenteeism post-school closure). The newly funded school-based transition coordinators will be key to this effort. We will work to provide reports of post-school closure impacts.</p>