



Equity Impact Statement: High School Redesign

Title: HIGH SCHOOL REDESIGN

Date: January 26, 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>The High School Redesign project aims to increase rigor and advanced learning opportunities for historically underserved and marginalized students. It will create seats in high quality, joyful classrooms across seven high schools, with an emphasis for SY 2022-23 on schools engaged in Phase 2—English High School, Burke High School, Brighton High School. The King School, and Trotter School are K-8 schools which will become K-6. These schools will set specific goals to eliminate opportunity and achievement gaps, especially for Black, Latinx, and Asian students, as well as English learners, students with disabilities, and other historically underserved populations.</p> <p>This proposal includes recommendations to shift the English, Burke, and Brighton High Schools to 7th through 12th grades; shift the King and Trotter to kindergarten to 6th grades; and place Charlestown High School, McKinley K-12, and Madison Park High School into intervention status for school improvement. All schools in this cohort will create access and remove barriers for our most vulnerable student bodies through accelerating learning. The High School Redesign process is led by Dr. Lindsa McIntyre (African-American) and Dr. Elia Bruggeman (Latinx, former English learner) with the collaboration of various stakeholders who also reflect the diversity of the BPS student population.</p> <p>This presentation will include an introduction to the process for providing every student with a quality guaranteed education, including academics, enrichment, upgraded facilities, and student and family support. All secondary school students will have access to the Core Four:</p> <ol style="list-style-type: none"> 1. Pre-Advanced Placement and Advanced Placement 2. International Baccalaureate 3. Early College and Dual Enrollment 4. Career and Technical Education <p>Grade reconfiguration will expand quality experiences and predictable pathways for all students, and allow for fewer transitions by moving to a K-6/7-12 or K-8/9-12 model. The Redesign will roll out in phases to mitigate the impact of COVID on school communities. With the implementation of the MassCore, students will be afforded standards-based learning, and have more opportunity to engage in extracurricular activities, such as sports, visual art,</p>

	<p>music, theater and career exploration.</p> <p>The Intervention process at Charlestown, Madison Park, and the McKinley will include assembling a team of stakeholders, amplifying their voices, a targeted analysis of each school program, and working together to ensure that students and educators get what they need. School improvement intervention recommendations will be made to the Superintendent following the quality review process.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>High School Redesign is intentionally aligned to the BPS <i>Commitments and Priorities</i> as outlined in the Strategic Plan, with a focus on Commitment 1 - Eliminate Opportunity and Achievement Gaps 1.9; Commitment 2 - Accelerate Learning 2.1; Expand Opportunities 4.4; and Activate Partnerships 6.3.</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>After analyzing academic outcome data for the BPS high schools, the three comprehensive schools in this Phase of High School Redesign were selected based on the need to increase quality for our most marginalized students, location in various Boston neighborhoods, and right sizing to accommodate middle school students in the expansion from 9-12 to 7-12.</p> <p>We prioritized East Boston and Charlestown for Phase 1 Because of the physical space available to add 7th and 8th grade due to the closure of Edwards Middle School. The priority for Phase 2 is to add 7th and 8th grade at the Burke, English and Brighton based on readiness, and the need to add rigor and quality experiences to 7th and 8th grade students from the King and the Trotter.</p> <p>The data used for this purpose can be viewed on slide 17 of the School Committee Presentation. The data summarizes that there are high populations of Black, Latinx, English Language Learners, Students with Disabilities and economically disadvantaged students. The data further suggest that all students will benefit from access to rigorous curriculum based on graduation rates.</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>During the entire Redesign process, we have created equitable opportunities to lift and amplify the voices of varied stakeholders. This work included engaging heads of school and principals in a Professional Learning Community (PLC) in the redesigning efforts. The PLC also included Build BPS staff, planning and analysis, members of the district's executive team, and other stakeholders.</p> <p>Meetings to gather input were held with the English High School (EHS) Site Council on 12/6/21 and 1/6/22); Irving Middle School Family Open House on 12/20/21 and 1/4/22; EHS Open Community Meeting on 1/18/22; and at school staff meetings at Brighton, the Burke, Madison Park, the Trotter and the</p>

	<p>King. Secondary School Equity Roundtables were employed to engage all voices in the decision-making process. Parents, community members and students voiced many questions around school offerings, pathways and types of services available for special needs students and English Learners. The response from the school administrator was positive and affirmative.</p> <p>Central Office planning meetings have included members of the Offices of Special Education, English Learners, Office of Enrollment, Budget, Academics, Engagement, and Secondary Schools, as well as the Boston Student Advisory Council, external college and career partners, and the leadership of the Boston Teachers Union.</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>High School Redesign is centered in strategies for racial equity aligned with the BPS <i>Commitments and Priorities</i> outlined in the Strategic Plan.</p> <ul style="list-style-type: none"> ● <i>Eliminating Opportunity and Achievement Gaps</i> through creating the conditions for equitable and excellent student outcomes. The Redesign will implement rigor through the Core 4, creating greater access to advanced learning opportunities for students who have been disproportionately underrepresented. An unintended consequence will include new transitions for middle school students. ● <i>Accelerate Learning</i> by cultivating a 7-12 reconfiguration to offer greater resources to middle and high school students. These resources will include Exploratory Pathway programs for middle schoolers, and increased Pathway opportunities for high schoolers across all 3 schools. ● <i>Amplify all Voices</i> through increasing partnerships and elevating the voices of all constituents. The Redesign work will broaden our partnerships to include college and career, sports, arts, heritage language, and Science, Technology, Engineering, Art, and Math. ● <i>Cultivate Trust</i> through the engagement of caring and competent staff that reflects our students and are focused on servant leadership within their lens of transformation. The Redesign process will include the continued opportunity of the Equity Roundtable. In addition, we will commit to a Grow Our Own Educator Program that reflects the diversity of our scholars through engaging the Teacher Cadet Program. Unintended consequences in this area would include the loss of relationships that were built for 7th and 8th grade students with teachers and community at their current K-8 schools. Secondary school communities receiving the students must build new opportunities for relationship development and trust.
<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>Members of the Budget Office will determine the cost of this reconfiguration in the coming months and each school will have an additional probable org to address any additional cost related to students, supplies, instruction and other resources such as facilities.</p> <p>The Secondary School Superintendents leading the High School Redesign initiative implementation are representative of the Black and Latinx community, and will bring a consistent equity lens.</p>



<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The Department of Elementary and Secondary Education includes advanced coursework as a metric of accountability on all school profiles. Thus, implementing the Core 4 will be advantageous to our School Accountability reporting. To improve instruction and ensure all students have access to grade level curricula, we will focus on results through a Multi-Tier System of Support, instructional leadership, and data-driven decision making. Results will be monitored through Measuring Adequate Progress Assessments and Panorama data. Reflection, intervention and course corrections will take place throughout Redesign implementation. We will continue communications with stakeholders through school leader meetings, Equity Roundtables, family and student engagement, professional development, and individual and group supervision, using data to inform practice.</p> <p>Accountability for this work will include teachers, school leaders, and school superintendents, and regular progress reports will be provided to the School Committee.</p>
--	---