



Equity Impact Statement: In-District Charter Schools Extended Learning Pay

Title: Moving Horace Mann Schools to Extended Learning Time Pay

Date: 2/15/22

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 three Horace Mann in-district charter schools serving grades PK-8 (UP Boston, UP Dorchester, and Dudley Street Neighborhood Charter School) are requesting to join the Schedule A pay scale, if teachers work at least the same number of hours as a Schedule A teacher. The Schedule A pay scale is outlined on page 100 of the BTU contract.</p> <p>In addition, Boston Green Academy, a grades 6-12 school, is requesting to increase the compensation of BTU members on staff so that their additional work hours beyond the traditional workday are compensated in accordance with Article III, Section E (paragraphs i and ii only) of the BTU collective bargaining agreement. "...Excess hours up to 46 per school year shall not be compensated. Compensation for hours from 46 to 145 shall be paid by the school department. Compensation for hours beyond 145 shall be the responsibility of the individual pilot school."</p>																																																												
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>This is aligned with the following commitments in the Strategic Plan:</p> <ul style="list-style-type: none"> ● 5.1: Hire, support and retain diverse staff and address barriers to retaining staff of color ● 5.4: BPS is a place where educators and staff want to be employed <p>The four schools mentioned serve high numbers of Black and Latinx youth and are struggling with increased teacher turnover that is impacting the educational experience.</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>Impacted staff self-identify by race as follows:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School</th> <th>Asian</th> <th>Black</th> <th>Decline</th> <th>Latinx</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>Dudley St. Neighborhood School</td> <td>3.45%</td> <td>34.48%</td> <td>0.00%</td> <td>6.90%</td> <td>55.17%</td> </tr> <tr> <td>Boston Green Academy</td> <td>2.00%</td> <td>20.00%</td> <td>6.00%</td> <td>16.00%</td> <td>56.00%</td> </tr> <tr> <td>UP Academy Boston</td> <td>2.22%</td> <td>22.22%</td> <td>4.44%</td> <td>6.67%</td> <td>64.44%</td> </tr> <tr> <td>UP Academy Dorchester</td> <td>1.47%</td> <td>22.06%</td> <td>1.47%</td> <td>5.88%</td> <td>69.12%</td> </tr> </tbody> </table> <p>Student demographic data for the four schools is:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>School</th> <th>Asian</th> <th>Black</th> <th>Latinx</th> <th>Other</th> <th>White</th> </tr> </thead> <tbody> <tr> <td>Boston Green Academy</td> <td>2%</td> <td>44%</td> <td>44%</td> <td>3%</td> <td>7%</td> </tr> <tr> <td>Dudley Street Neighborhood School</td> <td>--</td> <td>60%</td> <td>34%</td> <td>4%</td> <td>2%</td> </tr> <tr> <td>UP Academy Boston</td> <td>5%</td> <td>45%</td> <td>46%</td> <td>2%</td> <td>3%</td> </tr> <tr> <td>UP Academy Dorchester</td> <td>1%</td> <td>53%</td> <td>43%</td> <td>2%</td> <td>--</td> </tr> </tbody> </table> <p>While school level data varies, overall, staff demographics are similar to those of the district as a whole, and students served include high numbers who identify as Black or Latinx.</p>	School	Asian	Black	Decline	Latinx	White	Dudley St. Neighborhood School	3.45%	34.48%	0.00%	6.90%	55.17%	Boston Green Academy	2.00%	20.00%	6.00%	16.00%	56.00%	UP Academy Boston	2.22%	22.22%	4.44%	6.67%	64.44%	UP Academy Dorchester	1.47%	22.06%	1.47%	5.88%	69.12%	School	Asian	Black	Latinx	Other	White	Boston Green Academy	2%	44%	44%	3%	7%	Dudley Street Neighborhood School	--	60%	34%	4%	2%	UP Academy Boston	5%	45%	46%	2%	3%	UP Academy Dorchester	1%	53%	43%	2%	--
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<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>Staff at all four schools as well as their school leadership and boards were engaged. All were supportive of the plan. They believe this will help with teacher retention and allow for a more consistent student experience.</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 schools in question all serve disproportionately high numbers of our Black and Latinx youth. This change would allow them to offer a similar salary to their staff as other BPS schools, which aims to decrease teacher turnover and improve the student experience.</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>The total annual cost of this proposal is approximately \$800,000 depending on final hiring information for teaching staff for the 2022-23 school year.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>Each school will review their attrition data to confirm a decrease in turnover among teaching staff and a greater stabilization of their workforce. This data will be reviewed annually by the school governing boards.</p>