

Equity Impact Statement Template for School Committee Proposals and Presentations

Title: K-2nd Equitable Early Literacy Instruction

Date: 2/24/20

Was the [BPS RACIAL EQUITY PLANNING TOOL](#) used? (Yes or No):

While the REPT was not formally used, racial equity was the impetus for the project and that lens was applied throughout planning. The Summary of the REPT is linked.

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p>1. Proposal/Presentation & Impact <i>What is the proposal's/presentation's desired outcomes and impact? Who led this process and do they reflect the diversity of BPS students/families?</i></p>	<p>K-2nd Equitable Early Literacy Instruction involves new early literacy curricular and assessment tools, as well as professional learning and coaching for schools towards implementation of these tools alongside anti-racist instructional practices. As part of this project we are shifting the way the teaching of reading is taking place in the district. This shift is based on years of research in the field of cognitive science.</p> <p>Our intended outcome is for children in BPS, particularly Black, Latinx, English Learners and children with special rights, will leave 2nd grade meeting or exceeding expectations in reading, writing, and speaking, thus creating conditions for students to arrive in grade 3 ready to thrive in school. Another intended outcome is to build the capacity of our educators so that they can deliver high quality reading instruction to all learners.</p> <p>The work aims to close opportunity gaps as measured by the Early Literacy assessment results of BPS' youngest students by aligning K-2 Focus materials with Foundational Skills and expanding professional learning and coaching.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>This work is explicitly aligned with BPS' strategic plan, including 2.2, 2.4, 2.5 & 2.8 for targeted instruction, 3.7 for engaging families, and 6.2 & 6.5 for partnerships. It is also aligned with the BPS Department of Early Childhood's strategic plan.</p>
<p>3. Analysis of Data <i>What data did you use to analyze the issue/subject? Was it disaggregated by race? What did it show regarding disparities of historically marginalized populations?</i></p>	<p>We used three sources: MAP early literacy data, MCAS data, and longitudinal data that explores K0 to 2nd student progress. Data are disaggregated by students' race, income, language, special education status, and neighborhood. Black (31%) and Latinx (27%) students score significantly lower on Oral Reading Expectations than White (58%) and Asian (57%) Students. Similar disparities exist by family income, and for students with disabilities (18%).</p>
<p>4. Stakeholder Engagement <i>Who was engaged (quantity, demographics, and roles), how and what did it yield? What did the students/families most impacted by the proposal/presentation say?</i></p>	<p>Teachers, principals, community-based directors/teachers, families, and central office staff (such as the Offices of Special Education, English Learners, and Academics and Professional Learning) have contributed to the design and implementation of the Focus curriculum, a key component of the Early Literacy Road Map. The</p>

	<p>data also guide our work as students are doing significantly better in vocabulary development (important for conceptual development) than in phonological awareness and word recognition.</p>
<p>5. Racial Equity Strategies <i>How does this proposal/ presentation mitigate disparities and increase equity, particularly racial equity? What are the unintended consequences? What complementary strategies will further advance equity?</i></p>	<p>This work is centered in mitigating racial and other disparities. The data specifically identifies areas of need related to phonics awareness and oral reading, and the strategies are designed to improve these outcomes for Black, Latinx, English learners and students with disabilities. Coaching and professional learning will bolster teachers’ knowledge, and help them implement new strategies. The Focus curriculum has been revised to incorporate the district’s focus on culturally sustaining practices and essentials.</p>
<p>6 Budget & Implementation <i>What are the budget impacts? How will implementation ensure equity objectives are met? Are there leadership and personnel who are Black, Latinx and bring a racial equity lens?</i></p>	<p>We estimate that this initiative will cost \$7 million over four years. Costs are for curriculum materials, books for school libraries, professional learning and coaching, and reading specialists. These positions are needed to assure fidelity to the curriculum, and better support for students who continue to struggle with reading and writing (Tier 2). The BPS Department of Early Childhood will hire staff that represent the students we serve.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>The Department of Early Childhood will measure yearly progress, make continual course corrections, and work with school-based and Central Office staff to implement change. Annual reports will be provided to the School Committee.</p>