



## Equity Impact Statement: Madison Park Technical Vocational High School Admissions Policy

**Title:** Madison Park Technical Vocational High School Admissions Policy

**Date:** August 30, 2023

Was the [Racial Equity Planning Tool](#) used?  Yes  No

If yes, insert date(s) of REPT meetings and link to completed REPT [here](#): 10/5/22, 12/19/22, 3/20/23, 3/21/23

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><b>1. Proposal/Presentation &amp; Impact</b> <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><b>The adoption of an admissions policy at Madison Park Technical Vocational High School (MPTVHS) that will go into effect in the fall of 2024. Desired outcomes include:</b></p> <ul style="list-style-type: none"> <li>● Increasing career/vocational technical education (CVTE) opportunities for current and future students, and increasing awareness of CVTE.</li> <li>● Ensuring every MPTVHS student knows that they attend a CVTE school, and desires that type of education. Because MPTVHS is currently an “open enrollment” school, students are not always aware it is a CVTE school. This policy seeks to change this so that enrolled students select MPTVHS because of its CVTE programs, and therefore have increased engagement with CVTE.</li> <li>● Eliminating the disparity between the percentage of Boston residents who are Black and Latinx, and the percentage employed in the fast growing and high wage careers that MPTVHS prepares students for. Black and Latinx students comprise over two-thirds of BPS. By increasing awareness of and opportunities at MPTVHS, more Black and Latinx students will graduate with the requisite skills for these careers.</li> </ul> <p>The MPTVHS admissions policy working group was led by two school-based administrators and one teacher (2 Black, 1 White), in partnership with central office administrators (1 Black, 1 White, and 1 Latinx). One of the MPTVHS administrators leads vocational instruction and one leads academic instruction. The teacher has extensive experience in Special Education and embedded English as a Second Language (ESL) instruction, in addition to teaching students who have Individualized Education Plans and are multilingual learners.</p>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p><b>This proposal aligns with the following Strategic Vision Commitments:</b></p> <ul style="list-style-type: none"> <li>● Eliminate Opportunity and Achievement Gaps: Creates an equitable admissions policy that incorporates an annual demographic review of admitted students.</li> <li>● Accelerate Learning: Ensures all MPTVHS students desire CVTE and increases recruitment efforts. Under the current procedure, many students enroll without knowledge of the school's CVTE focus. Under the proposed policy, all students will have knowledge of the CVTE nature of the school and have actively chosen to enroll. This will increase student engagement, and accelerate their learning in both vocational and academic areas.</li> <li>● Activate Partnerships: MPTVHS currently offers students cooperative and internship opportunities through a wide variety of partnerships, including with Mass. General Hospital, International Brotherhood of Electrical Workers Local 103, and local salons. By expanding recruitment and ensuring all students desire CVTE, the school will be able to offer these opportunities to more young people and increase the number and diversity of partnerships.</li> </ul>

<p><b>3. Analysis of Data</b>  <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p><b>Data from the Department of Elementary and Secondary Education (DESE) school profile was analyzed and indicated:</b></p> <ul style="list-style-type: none"> <li>• In contrast to both BPS and the state, MPTVHS currently enrolls a significantly higher percentage of Black and Latinx students, and a significantly lower percentage of White and Asian students.</li> <li>• MPTVHS enrolls a significantly higher number of students with disabilities than both BPS and the state.</li> <li>• MPTVHS enrolls a similar percentage of multilingual learners as the district as a whole, and a significantly higher percentage than the state.</li> <li>• Data analysis indicates that while MPTVHS student demographics differ from the BPS average, these numbers fluctuate greatly from school to school. To maintain equity, this policy will use demographic data to determine if a discrepancy exists. If a discrepancy is found, a root cause analysis will be performed and appropriate actions will be taken.</li> </ul>
<p><b>4. Stakeholder Engagement</b>  <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><b>Students, families, staff, and community members were engaged in the process of modifying the admissions policy</b> through surveys, focus groups, and a series of meetings. This engagement yielded the following input that was incorporated into the proposed policy:</p> <ul style="list-style-type: none"> <li>• Stakeholders suggested including an option to include an artifact in the application process to demonstrate the applicant’s desire for a CVTE education. The artifact could be a project, paper, or interview completed for school or on their own that they believe shows their interest in pursuing CVTE.</li> <li>• Participants recommended a protocol to reach out to students and families who submit an incomplete application to assist with completion.</li> <li>• Students and families made it clear the MPTVHS admissions policy should aim to increase awareness of CVTE, and change the perception that CVTE schools are somehow inferior to traditional schools. Both groups want MPTVHS students to be excited about and proud of attending. At the same time, it was expressed that there should be no barriers to entrance based on disability, multilingual learner status, past conduct infractions, or middle school grades.</li> </ul>
<p><b>5. Racial Equity Strategies</b>  <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><b>The proposed admissions policy:</b></p> <ul style="list-style-type: none"> <li>• Does not evaluate middle school grades, attendance, or conduct as a factor in admissions, ensuring all BPS students may attend.</li> <li>• Advocates for greater exposure to CVTE to ensure that all students across the city have access to MPTVHS. DESE recommends, and we have included, plans for increased recruitment efforts that focus not only on BPS 7th and 8th graders, but also on local organizations such as the Boys’ and Girls’ Clubs, YMCAs, and places of worship.</li> <li>• Uses a lottery system to support equal access.</li> <li>• Maintains current educational programming, such as inclusion classes co-taught by a content licensed teacher and a Special Education licensed teacher, Special Education small group instruction, the Occupational Social Development Skills Center, Reaching Independence through Structured Education (RISE) program, and Students with Limited or Interrupted Formal Education program (SLIFE). In addition, multilingual learners are supported through appropriate courses based on their English Language Development level, including embedded ESL instruction.</li> <li>• Includes an annual student demographic review to assess equity. The percentage of Black, Latinx, and Asian students, multilingual learners, low-income, and Special Education students will be compared to the district average. If the proportion of students in any of these categories falls below the district average, a root cause analysis will be conducted and appropriate actions will be taken. One possible action if discrepancies are found would be to adjust the weight of particular categories in the lottery.</li> </ul>

<p><b>6 Budget &amp; Implementation</b> <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><b>Budgetary impacts include:</b></p> <ul style="list-style-type: none"> <li>Hiring an admissions coordinator who will be the MPTVHS administrator responsible for implementing the new admissions policy.</li> </ul> <p><b>Implementation:</b> The head of school, who identifies as Black, will be responsible for successful implementation and ensuring equity in partnership with the admissions coordinator. An equity lens will be one of the qualifying factors in the hiring of the admissions coordinator.</p>
<p><b>7. Accountability &amp; Communication</b> <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The head of school, admissions coordinator, and other school administrators will assess whether the MPTVHS admissions policy is being effectively implemented, and report outcomes to the school's students, families, staff, and board.</p>