

## Equity Impact Statement for School Committee Proposals and Presentations

**Title:** Request for Policy Flexibility during COVID- 19 Pandemic

**Date:** 01/27/21

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

Yes (AWC, Attendance)

BPS Racial Equity Planning Tool Sections	Summary/Rationale
<p><b>1. Proposal/Presentation &amp; Impact</b> <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>In the context of the negative and disparate impacts of the pandemic on Boston Public Schools students, the superintendent is requesting temporary flexibilities in School Committee policies as it relates to the following:</p> <ol style="list-style-type: none"> <li>1) Promotion/Retention Policy</li> <li>2) Graduation Policy</li> <li>3) Admissions process for Advanced Work Classes (AWC)</li> </ol>
<p><b>2. Alignment with the Strategic Plan</b> <i>How does the proposal/presentation align with the district's strategic plan?</i></p>	<p>Temporary flexibilities in these policies are aligned to the BPS strategic plan:</p> <p>1.6 Develop and monitor progress toward achieving explicit goals for schools and central office around implementing strategies to eliminate opportunity and achievement gaps (especially for English Learners and students with disabilities) and central office will be responsible and accountable for monitoring progress and providing support...for shared accountability and problem-solving.</p>
<p><b>3. Analysis of Data</b> <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>	<ol style="list-style-type: none"> <li>1. Promotion/Retention Policy: 1,117 students were identified to be retained between June and October 2020. Black and Latinx male students, students with disabilities, and English learners account for a disproportionate share of retention. Attendance, and assessment data was disaggregated by race/ethnicity and demonstrated similar trends.</li> <li>2. Graduation Policy: Graduation rates for White and Asian students were 92%, while Black and Latinx students rates were 76% and 74% respectively.</li> <li>3. AWC: Black and Latinx students were disproportionately underrepresented in enrollment historically and for the SY 20-21 school year. For SY 20-21, 453 students received invitations and <b>116 enrolled</b> in 4th grade AWC. 60% of invitations went to White and Asian students, and 71% of students enrolled are White and Asian, though Whites and Asians comprise only 24% of BPS students.</li> </ol>
<p><b>4. Stakeholder Engagement</b> <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>The proposal is to provide immediate, but temporary, flexibility to the superintendent around promotion/retention, attendance, assessment, and graduation policies. Ongoing engagement with stakeholders will occur simultaneously, including engaging students, families, educators, and school leaders, and creating working groups to develop and recommend revised policies</p>

	<p>applicable for this school year only.</p> <p>AWC: Approximately 100 stakeholders were engaged at a Community Equity Roundtable on January 22nd, including community organizations, families/parents, advocates, and BPS partners. School leaders (two white, one Asian, and one Black) at four schools with the largest AWC programs were engaged throughout December and January as well.</p> <p>Additionally the school leaders of the remaining schools have been engaged in the process, and started school-based conversations with AWC teachers, School Parent Council and/or School Site Council.</p>
<p>5. <b>Racial Equity Strategies</b>  <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>Flexibilities will provide relief to the mainly Black, Latinx, English learners, and Special Education students who are disproportionately negatively impacted by the existing policies during the pandemic. Working groups will consider strategies that advance racial equity as they develop new proposed policies.</p>
<p>6. <b>Budget &amp; Implementation</b>  <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>Budget impact and implementation to be determined. Superintendent’s executive team and others charged with implementation will bring a racial equity lens to every stage. For school selecting to provide AWC rigor across grade 4, we anticipate cost related to expansion of world language and educator supports.</p>
<p>7. <b>Accountability &amp; Communication</b>  <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible for this?</i></p>	<p>Through the charge of the working groups, clear measures and plans will be set to assess, document, and communicate impacts.</p>