



## Boston Public Schools Equity Impact Statement for School Committee Proposals and Presentations

One-Year Suspension of the Maximum Age Enrollment and  
**Title:** Assignment Policy (AMT-5)

**Date:** June 29, 2020

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

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 alignment with the steps that the Boston Public Schools has taken to “do no harm to students” as we navigate the unprecedented district closure, the Office of Secondary Schools is requesting a temporary suspension of the Maximum Age Assignment and Enrollment Policy (AMT-5).</p> <p>In an abundance of caution, the Office of Secondary Schools (Linda McIntyre, Elia Bruggeman, Manny Allen, Ted Lombardi, and Carlos Diaz, with support from Tommy Welch - a racially and ethnically diverse team) is specifically requesting that students currently expected to age out of their school assignment due to the Maximum Age Assignment and Enrollment Policy (AMT-5) be allowed to remain at their current school through the end of the 2020-21 school year or until graduation requirements are satisfied, <b>whichever happens first</b>. This policy suspension applies to all students who attend alternative education or high schools who would otherwise be ineligible to continue their enrollment because of their age (21 years old on or before August 31, 2020).</p>
<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>The one-year suspension of AMT-5 aligns with several key commitments in the Strategic Plan, including Commitment 1 (Eliminate Opportunity and Achievement Gaps) and priorities included in Commitment 3 (Amplify All Voices) that highlight the importance of meeting the needs of students of color, English learners, and students with special needs.</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>	<p>In response to a request to suspend AMT-5 initiated by Boston Adult Technical Academy (BATA), members of the Office of Secondary Schools team analyzed the impact on all BPS students who will turn 21 years old on or before August 31, 2020. In total, the team analyzed the demographics of <b>68 students</b> in the data report. It should be noted that 17 additional students in the 21+ category are enrolled at Boston Day and Evening Academy (BDEA), which permits students to be enrolled until their 23rd birthday</p>

	<p>based on their charter agreement with DESE. Furthermore, 61 students were also omitted from the analysis because a transition plan outlined in their IEP already allows the students to remain enrolled until their transition to postsecondary options with adult services agencies. This group of 61 students are typically enrolled in our most supportive and high-service special education programs.</p> <p>The data analysis revealed that a disproportionately high number of students belonging to traditionally marginalized subgroups would benefit from the suspension of the policy. Of the 68 students included in the initial data report, 83.8% are English Learners and 95.5% are socioeconomically disadvantaged. 70.6% identify as Latinx and 26.5% identify as Black, together representing 97% of the 68 students who would benefit from a policy suspension for SY21.</p>
<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 BATA community originally requested to suspend AMT-5 This initiative rose out of discussions at BATA's Equity Roundtables, driven by the interests of students, parents, and teachers. BATA community stakeholders recognized suspension of AMT-5 will allow a subset of their students more time to meet graduation requirements and help mitigate the unforeseen challenges of the past three months. In addition, all high school leaders were engaged in this discussion to waive the policy as a result of COVID-19.</p> <p>Drawing from the representative stakeholders at BATA and from our discussion with the high school leaders, the Office of Secondary Schools determined this policy suspension will benefit students across the district.</p>
<p><b>5. 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>This policy suspension will greatly increase the likelihood that 68 of the district's highest needs students will graduate from their home school, rather than requiring other adult programs to attain their diploma. This racial equity strategy will provide additional support for our students who were most adversely impacted by the pandemic.</p>
<p><b>6 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</i></p>	<p>While the early June data report identified 256 students who were potentially eligible for the enrollment extension, outreach to school leaders revealed that many of the students were on track to successfully graduate in June or August 2020. Omitting the 2020 graduates and 17 BDEA students from the report significantly lowered the total number of students who will ultimately benefit</p>



<p><i>and bring a racial equity lens?</i></p>	<p>from the suspension of AMT-5 to 129. The number of students was further reduced to 68 after omitting all Special Education students with a transition plan outlined in their IEP (already allowing the students to remain enrolled until their transition to adult assisted services).</p> <p>Of the 68 remaining students in the analysis, 44 are currently enrolled at BATA, an alternative education school that serves a high percentage of overage and under-credited English Learners who are new to our country. It was determined that the additional costs of maintaining the enrollment of 44 BATA students who will benefit from the suspension of AMT-5 for SY2020-21 would be minimal to none. The level-funding budget model used for BATA (one of the few schools that doesn't use the weighted student formula) will eliminate the need to provide additional staffing or funds for SY 2020-21. Retaining the 44 additional students would have minimal fiscal impact on BATA for the upcoming school year since the school has the capacity to serve 250 students and currently has a projected enrollment of 164 students for SY21. Retaining the 44 students will bring BATA's September expected enrollment to 208, affording the school 42 open seats for future enrollees.</p> <p>The remaining 24 students in the analysis hail from seven different schools, all funded through the district's weighted student funding model. Of the seven WSF schools that have students who would benefit from the policy suspension for SY 2020-21, only two have more than five students who would remain enrolled. With this information, the expected budget impact is minimal or none for the upcoming school year and the assignment of additional teachers would be unnecessary. If in the fall, the additional 21+ year old students present a negative impact on the master schedule or instructional model, an appeal for additional resources can be made to the Strategic Enrollment Action Team (SEAT). However, this is an unlikely scenario.</p> <p>Additional costs related to the approval of this policy may include continuing to provide students with an MBTA M7 pass and school meals through the end of SY 2020-21 or their graduation, whichever occurs first.</p>
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	<p>The school and district leadership who will support application of the policy suspension are racially and ethnically diverse teams, and will continue to bring a racial equity lens to implementation.</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>The impact of this policy suspension will be measured by the resulting number of students who continue their education and meet graduation requirements in February or June 2021. The Office of Data and Accountability high school data analyst will generate reports for the Office of Secondary Schools. The High School Superintendents will offer impact reports as requested by the School Committee and/or Superintendent.</p>