



## UP Academy Boston Equity Impact Statement

UP Academy Boston (UAB) Memorandum of Understanding (MOU) and UAB and UP Academy Dorchester (UAD) Date:

Title: Management Contract

July 14, 2021

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><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>With the renewal of UAB's charter, several documents are required to reflect the dates of the new charter term - namely UAB's MOU with BPS and UAB, and UAD's joint Management Contract with the UAB/UAD Board of Trustees. Because these were last updated in August 2020 as a part of the charter renewal process, changes to both documents are minimal and are primarily to dates, terms, and conditions now that the Department of Elementary and Secondary Education (DESE) has renewed UAB's charter. The one substantive update to the MOU is the specific inclusion of the words "Equity policies" to formalize UP's alignment with and implementation of BPS Equity policies.</p> <p>Broadly, the MOU and Management Contract provide the framework for UAB's relationship with BPS and the Board, and enable UAB to continue to provide a strong college and career preparatory education to our highly racially and ethnically diverse student population. We work to provide and sustain equitable outcomes for all students by identifying and addressing personal and institutional bias, and reexamining practices and policies through an anti-racist lens. Results for our students have been positive relative to the rest of the BPS. Enrollment is by lottery and open to all Boston residents. Current enrollment at UAB is 97% students of Color, 28% students with Individualized Education Plans, and 24% English learners (ELs). Both of the school's co-leaders are people of Color, and these proposed amendments are approved by the UAB Board of Trustees (4 of 8 members are people of Color).</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>The BPS strategic direction around academics revolve around:</p> <ul style="list-style-type: none"> <li>● Strengthening instruction and school leadership.</li> <li>● Replicating success and turning around low-performing schools.</li> <li>● Deepening partnerships with parents, students, and the community.</li> <li>● Redesigning district services for effectiveness, efficiency, and equity.</li> </ul>

	<p>At UAB and UP, we are completely aligned in this direction. We have built a model teacher, teacher leader, and principal fellow program to ensure our instruction and school leadership is excellent. We invest in school-based family coordinators and have a Managing Director of Equity and Engagement at the network level. And we have partnered with the district on both data system alignment and data sharing to increase efficiency.</p>
<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>UAB student performance data is reviewed regularly by school and network staff and the UAB UAD Board, and is disaggregated by race, special needs status, and EL status. The student performance data for Black and Latinx students are comparable to their White and Asian peers. While the performance of students with special needs and English learners lags behind that of other subgroups, UAB is actively engaged in professional development to better address their needs. The school, network, and Board also regularly review disaggregated culture, attendance, and survey data, leading to improved strategies to maximize learning time, particularly for students from historically marginalized populations.</p>
<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>UP consistently engages students and families to gather feedback on our programming. This includes surveys, focus groups, coffee hours, parent council, and community events. We are also currently facilitating a long-term strategic planning process that has deeply engaged our students, families, and staff, including dedicated focus groups representative of our student/family populations.</p>
<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>UAB is part of a district-wide strategy to mitigate opportunity gaps. Specifically, BPS asked UAB to turn around a struggling middle school with a student body that is predominantly of Color. Approving UAB's updated MOU and Management Contract will support smooth and seamless operations for students and families, and ensure UAB continues to provide a quality option for students, particularly students of Color, through an accessible lottery assignment system within the district's open application process. In addition, this MOU specifically names UAB's alignment with the district's Equity policies and protocols.</p>
<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>Funding for UAB has been included in the core BPS budget every year since 2011, and is included in the FY22 budget. Approval of these amendments will not alter costs. UAB and UP Education Network leadership is increasingly representative of our students, and brings a racial equity lens to all decisions.</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>UAB's updated MOU and the UAB UAD Management Contract have both been approved by our Board of Trustees and received preliminary approval from DESE. If the School Committee approves these amendments, they will need final approval from the Boston Teachers Union and DESE. DESE, BPS, and the UAB Board of Trustees are responsible for supervision and accountability. The DESE accountability system for all schools, their specific Charter School Performance Criteria, and BPS and UP's internal systems provide ongoing monitoring and standards.</p>
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