



## Equity Impact Statement: UP Academy Dorchester Charter Renewal

Title: UP Academy Dorchester Charter Renewal

Date: 6/21/22

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>1. <b>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>The goal of UP Academy Dorchester's (UAD's) charter renewal application is to continue to provide a strong college and career preparatory education to our highly racially and ethnically diverse student population. We are working to provide and sustain equitable outcomes for all students by identifying and addressing personal and institutional bias, and reexamining our practices and policies through an anti-racist lens.</p> <p>UAD enrollment is by lottery and open to all Boston residents. Our school community is reflective of the Boston Public Schools (BPS) as a whole, with a current enrollment that is 99% students of color, 14% students with Individualized Education Plans, and 37% English learners (ELs). Four of the seven members of the school leadership team are people of color, and our renewal is approved by the UP Academy Boston (UAB)/UAD Board of Trustees (5 of 9 members are of color). The leadership team includes our Dean of Student Supports, who provides expertise and oversees our Special Education (SpEd), EL and student support teams.</p>

<p>2. <b>Alignment with the Strategic Plan</b>  <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>Our strategic plan as an organization and priorities as a school align almost perfectly with BPS. This includes:</p> <ul style="list-style-type: none"> <li>● 1.2 Hire and retain a workforce that reflects the racial, ethnic, and linguistic diversity of the students and families we serve.</li> <li>● 2.2 Support and coach educators to deliver high-quality inclusionary learning opportunities to ensure students with disabilities are well-served in the general education setting.</li> <li>● 3.7 Engage families and community to understand needs and engage in shared decision making through texts, on-line, surveys, and calling.</li> <li>● 4.3 Uphold a standard of organizational effectiveness and excellence to ensure that we are meeting students' needs and define the foundational academic and support services that every school must provide.</li> <li>● 5.3 Support and hold school leaders accountable for creating inclusive, culturally and linguistically sustaining, high-performing school communities, and leveraging teacher leadership.</li> </ul> <p>Our current three priorities are:</p> <ul style="list-style-type: none"> <li>● <b>Responding to student learning:</b> Using more efficient and effective data cycles, with a focus on student subgroups, to ensure we know exactly what students have learned, and can quickly adapt and apply best practices to meet their needs.</li> <li>● <b>Becoming a more equitable organization:</b> We are providing professional development training for our leadership team on equity, as well as for all supervisors on managing across lines of difference.</li> <li>● <b>Developing and training our people:</b> We are building a model teacher, teacher leader, and operations and principal fellow programs to ensure excellent instruction and school leadership. Our team includes school-based family liaisons and a managing director of equity and engagement to facilitate this vital work across all local UP schools. In addition, we are continually improving our recruitment, cultivation, and hiring processes to ensure students see themselves reflected in our staff.</li> </ul>
<p>3. <b>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>UAD student performance data is reviewed regularly by school and network staff and the UAB/UAD Board, disaggregated by race, and special needs and EL status. Black and Latinx students' performance is comparable to their White and Asian peers.' While the performance of students with special needs and ELs lags behind other subgroups, UAD is actively engaged in professional development to better address their needs.</p> <p>The school, network, and Board also regularly review disaggregated culture, attendance, and survey data, leading to improved strategies to maximize the effectiveness of learning time, particularly for students from historically marginalized populations. The UAD Charter Renewal Application includes numerous examples of disaggregated data that guides our work.</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>As part of our strategic planning related to this application, student and family focus groups representative of our school population were consulted. All stakeholders unanimously support UAD's application for charter renewal.</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>UAD is part of a district-wide strategy to mitigate opportunity gaps. Specifically, BPS asked UAD to turn around a struggling school with student populations that are predominantly of color. Approving UAD's rechartering amendment will ensure a quality option will continue to be available to students, particularly students of color, through an accessible lottery assignment system incorporated into the district's application process. We will continue to invest in supports for all students, including high quality student focused curricula, instruction, data review, and support structures, including a dean of student supports. This year, we are adding a dedicated director of literacy and director of multilingual learners; each will work with our dean of student supports to create a clear vision for improving academic achievement for all students, including our SpEd and EL students.</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 UAD has been included in the core BPS budget every year since 2013, and is included in the FY23 budget. Approval of this rechartering application will not add additional costs.</p> <p>UAD 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>UAD's application for charter renewal has been approved by our Board of Trustees, and is in process for approval by the Boston Teachers Union. If UAD's application for charter renewal is approved by the School Committee, it will be forwarded to the Department of Elementary and Secondary Education (DESE) for final approval in January 2023.</p> <p>DESE, BPS, and the UAD Board of Trustees are responsible for supervision and accountability of the school going forward. The DESE accountability system for all schools, their specific Charter School Performance Criteria, and BPS and UP's internal systems provide ongoing accountability.</p>