



## Equity Impact Statement: UP Academy Schedule Change

**Title:** UP Academy Boston and Dorchester School Year Schedule Change      **Date:** 5/11/22

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

If yes, insert date(s) of REPT meetings and [link to first steps of 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>We propose shifting the UP Academy Boston (UAB) and UP Academy Dorchester (UAD) school year from 185 days to 180 to align with the rest of Boston Public Schools (BPS). This change is in response to feedback from families, students and staff at both schools who have expressed that this alignment will ease the logistical burden on families who have students in other BPS schools, and create a school year with a more sustainable length for students and staff.</p> <p>Our school communities are reflective of BPS as a whole. Current enrollment at UAB is 96% students of Color, 30% students with Individualized Education Plans (IEPs), and 25% English learners (ELs). UAD's current enrollment is 99% students of Color, 14% students with IEPs, and 37% ELs. Two of the four school leaders are people of Color, and this proposed amendment is approved by the UAB/UAD Board of Trustees (5 of 9 members are 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 regarding academics revolves 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 UAD, consistent with 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 liaisons, and a Managing Director of Equity and Engagement who facilitates this vital work across all local UP schools. We partner with the district on data system alignment and data sharing to increase efficiency.</p> <p>We believe that aligning our school calendar with the district's will strengthen instruction by supporting staff retention, and deepen partnerships with students and families by adopting a proposal rooted in their specific feedback.</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</i></p>	<p>UAB and 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 English learners lags behind other subgroups, UAB and UAD are actively engaged in professional development to</p>

<p><i>regarding disparities?</i></p>	<p>better address their needs. 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.</p> <p>As we considered this calendar change, we analyzed data around length of year and instructional minutes to ensure that moving from 185 to 180 days would not sacrifice the opportunity to provide additional instructional time during the school year - a tenet of UAB and UAD's charters. Even with this shift, we will still provide additional instructional time because UAB and UAD's school days are ~55 minutes longer than most district schools.</p>
<p>4. <b>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>We have received repeated requests for a shorter school year in staff and family surveys. We ran focus groups at each school to gather further feedback from families about this proposed change, and 100% of those who attended were supportive of and excited by the possibility. They shared a number of compelling reasons for wanting this change, including easing the burden when juggling multiple schedules when siblings attend other schools, more time and flexibility to visit extended family, increased opportunities to participate in summer camps and summer jobs, and fewer transportation challenges each fall.</p>
<p>5. <b>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 and UAD are part of a district-wide strategy to mitigate opportunity gaps. Specifically, BPS asked UAB and UAD to turn around struggling schools with student populations that are predominantly of Color. Approving this schedule amendment will align their schedule with the rest of BPS, which will support smooth and seamless operations for students, families and staff. This will in turn ensure UAB and UAD will continue to provide quality options for students, particularly students of Color, through an accessible lottery assignment system within the district's open application process.</p> <p>An unintended consequence of moving to 180 days could be a loss of instructional time. However, with an extended school day already in place, UAB and UAD students will continue to have increased instructional minutes over the course of each school year.</p>
<p>6 <b>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>This change will reduce the BPS Transportation budget, as the district will no longer need to cover the cost of an additional week of buses for each school.</p> <p>The schedule change will be implemented starting immediately upon approval. UAB, UAD, and UP Education Network staff will all support rolling out communication to families. This will include written communication and leveraging various communication platforms each school regularly uses with their school community. Communications will be appropriately translated to ensure accessibility for all stakeholders.</p>



<p>7. <b>Accountability &amp; Communication</b> <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>UAB and UAD's updated schedule amendment have been approved by our Board of Trustees and the BTU. If the School Committee approves these amendments they will be submitted to DESE for final approval. DESE, BPS, and the UAB UAD Board of Trustees are responsible for supervision and accountability of UAB and UAD. 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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