

To: Members of the Boston School Committee  
From: Donna E. Muncey, Ph.D., Deputy Superintendent of Strategy  
Date: April 11, 2017  
Re: Plans for the Equity Analysis of the Home Base Assignment Plan

The Boston Public Schools (BPS) Office of Engagement is managing a project to design and execute an equity analysis of the Home Base Assignment Plan. Currently, the Office is in the process of (1) convening an Equity Analysis Committee and (2) crafting a Request for Proposals (RFP) for an external consultant to conduct a preliminary equity analysis for the district's Home Base Assignment Plan using data for the past three school years.

The Office of Engagement is currently finalizing the membership of the Equity Analysis Committee. The role of this committee will be to oversee the equity analysis (and any future analyses) with each member drawing from their own professional perspective. The membership of the Equity Analysis Committee will include members of the Offices of Engagement, Equity, English Language Learners, and Special Education, as well as members of the OAG Task Force, Executive Cabinet and School Quality Working Group.

Together, the Office of Engagement and members of the Equity Analysis Committee are crafting an RFP to hire an external consultant who will conduct a preliminary independent formative equity analysis of Home Base using data from the past three school years (2014-15, 2015-16 and 2016-17). The analysis and report will be completed this summer and presented to the Boston School Committee in the fall. The findings of this preliminary analysis will inform the full equity analysis to be conducted during school year 2017-2018 and future annual equity analyses.

The preliminary analysis will focus on the challenges BPS initially sought to address with Home Base including providing students access to high quality schools, closer to home, while, at the same time, preserving racial integration of the schools. This analysis will be achieved by analyzing the following list as a function of neighborhood, socioeconomic levels, racial /ethnic group and subgroup overlays (Special Education, English learners, specific languages, middle school pathways):

1. Equity of Access to Quality
2. Proximity to home
3. Probability (Likelihood) of Assignment
4. Actual Enrollment
5. Changes to school diversity

The MIT School Effectiveness and Inequality Initiative, the creators of the assignment system, had asserted that preliminary, formative analysis of the Home Base Assignment Plan would not be feasible until three complete years of data had been collected. In spring of 2016, Peng Shi, the researcher who created the plan, provided an update to the School Committee, using five years of enrollment data, from 2010 to 2015. This update included two years of data from Home Base.

The Office of Engagement will provide the Boston School Committee periodic updates about the progress of the work. Please contact Monica Roberts, Assistant Superintendent of Engagement, or me if you have any questions, comments or concerns.