



## Equity Impact Statement for School Committee Proposals and Presentations

Engagement with the Racial Equity Planning Tool (REPT) is an iterative process. The REPT is a living document that guides and documents equity work. The content and language in the REPT will grow and evolve with the work and understanding of the team. Equity work is complex. Our vision is using the REPT as a mediating tool to situate and advance equity for our most marginalized students as Philbrick-Sumner designs a joined school community.

**Title:** Philbrick-Sumner Merger

**Date:** April 14, 2023

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

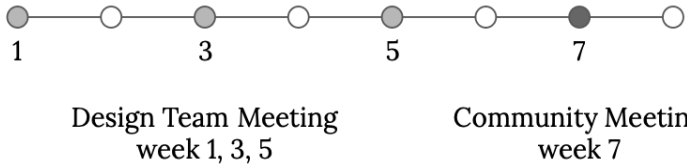
If yes, insert date(s) of REPT meetings and link to completed REPT [Engagement Dates Philbrick-Sumner:REPT is in progress as we need to unpack and create a proposal for the 4 identified Core Values](#)

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>The Philbrick/Sumner merger proposal is an inclusive process that aims to create a <b>safe nurturing environment</b> that aligns with our broader civic goals of equity, opportunity and engagement that values the different cultures within our community and City. Guaranteeing high quality curricula, instruction and career pathways with access to arts, sports, and student government that serves to close gaps and accelerate learning for ALL students. This proposal reflects the ongoing work of the merger design team to uplift their <a href="#">Draft Core Values</a> which will inform their desired results and outcomes for the merged school communities.</p> <p>The Philbrick/Sumner design team created four buckets that represented their core values: <b>1. Academic Learning Experience, 2. School Community Feeling, 3. Family as Partners, 4. Enrichment Opportunities and Community Partners.</b> The school community, e.g. students, families and the broader communities, were engaged in this process via surveys (Sumner/Philbrick Partnerships, Sumner/Philbrick Design Team Update Outreach, Sumner Student Survey: School Partnerships, Philbrick Student Survey: School Partnerships Feedback and Sumner-Philbrick Community Feedback Survey). A virtual community meeting was held to garner feedback on the draft Core Values crafted by the design team. As a result, the design team is finalizing their desired results and outcomes for the school merger. Most importantly the merged schools are focused on closing gaps of their most underserved students; Black, Latinx, English Learners and Students with Disabilities while also accelerating the learning of all students.</p> <p>The Design Team is made up of school leaders, academic superintendents, teachers and parents that represent the racial and linguistic demographics of each school. Additionally, the Office of</p>

	<p>Opportunity Gaps, the Office of Capital Planning and members from the City meet weekly with the Design Team. and their racial and linguistic representation also represents the demographics of the Summer and Philbrick school communities.</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>This <i>iterative</i> engagement process aims to align with the following components of the strategic plan:</p> <ul style="list-style-type: none"> <li>● 2.3 Provide rigorous culturally and linguistically affirming curriculum and instruction that includes learning opportunities in the arts, science, literacy, world languages, physical education, health education, and civics, access to athletic programs and technology, and fully integrates student wellness into the educational experience.</li> <li>● 2.6 Reduce chronic absenteeism by ensuring that students are welcomed into joyful and engaging classrooms and where their unique needs can be met.</li> <li>● 2.7 Make every school a safe space for every BPS student, offering the support and protection needed to learn, grow, and thrive</li> <li>● 3.3 Welcome and value all families and students in our schools, including them as partners in school improvement and student learning.</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>● 4.1 Fund all schools in a manner that meets the unique needs of the students they serve, with consideration given to English Learners, students with disabilities, economically disadvantaged students, students at risk of dropping out, off-track youth and other historically marginalized groups.</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>● 4.4 Make substantive progress with BuildBPS to create equitable, 21stCentury, safe and nurturing learning spaces and ensure safe, equitable pathways and connectors between schools.</li> <li>● 6.1 Connect every student to high quality before and after school, summer, and transition programs, and high school work experiences and internships in order to activate learning, build skills, and develop social capital.</li> <li>● 6.5 Engage key partners in decision making in order to guide and develop coherent year round wraparound services, and learning experiences and programming for students.</li> </ul>

<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>The merger team analyzed demographic and academic data disaggregated by grade level, race, gender, Language, EL status, ELD Level, SWD. The initial data analysis showed that 12% of the students have disabilities and 18% are multilingual learners compared to 19% of the students at Sumner are students with disabilities and 41% are multilingual learners. There were disparities in academic outcomes for students who attend both school communities. MCAS data for both ELA and Math for both school communities show on average a 40 point discrepancy in scaled scores between Latinx, African American, English Learners and Students with Disabilities compared to their White peers. The analysis also identified increased chronic absenteeism since the pandemic at both schools at the lower grade levels. We will continue to revisit this data and seek additional data as we engage in the planning for the merged school community.</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>Prior to this iteration of engagement these communities were collaborating: <i>historical REPT engagement</i>: Currently the Office of Opportunity Gaps, Capital Planning Team, Philbrick/Sumner parents, teachers, families and students. The broader community meetings were held on November 17, 2022 with 105 attendees, April 4, 2023 with 121 attendees.</p> <p>Community engagement began in May 2022, but has been both broader and deeper in recent months. School-based meetings and Design Team meetings include:</p> <ul style="list-style-type: none"> <li>● May 26, 2022 - Sumner Community Meeting</li> <li>● May 26, 2022 - Philbrick Community Meeting</li> <li>● January 26, 2023 - Planning meeting with school leaders, School Superintendent, and Central Office and Mayor’s office staff</li> <li>● February 7, 2023 - Design Team Meeting</li> <li>● February 13, 2023 - Design Team meeting (REPT training)</li> <li>● February 27, 2023 - Design Team meeting</li> <li>● March 6, 2023 - Design Team meeting</li> <li>● March 13, 2023 - Design Team meeting</li> <li>● March 15, 2023 - Design Team walk-through of Irving building</li> <li>● March 20, 2023 - Design Team meeting</li> <li>● March 27, 2023 - Design Team meeting</li> <li>● April 3, 2023 - Design Team meeting</li> <li>● April 4, 2023 - Philbrick-Sumner Community Meeting</li> <li>● April 10, 2023 - Design Team meeting</li> <li>● April 24, 2023 - Design Team meeting</li> </ul>

	<a href="#">Philbrick/Sumner 4/4/23 Community Meeting Jamboards</a> <a href="#">Philbrick/Sumner Design Team Jamboards</a>
<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>The proposal being presented is a plan of action to authentically engage in the REPT process to ensure that the agreed upon Core Values are actualized while elevating intentional and targeted strategies to close gaps for our Black, Latinx, EL and students with disabilities. In order to do this effectively, the plan of action includes working with both central office staff, the merger team and our broader school communities to identify specific programming, strategies and resources that will result in actualizing each of the four core values identified. We are currently in the <i>concept design phase</i> of the work, as this is an iterative process, this first stage of the work will inform the proposal to the Boston School Committee to merge Philbrick and Sumner school communities.</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>As we're still in the <i>concept design phase</i> of the study, there are no budget implications at this time. The team is being intentional about unpacking each identified core value. The core values/desired results and outcomes will drive implications and implementation of the budget. This will involve engaging the design team and broader community after the vote to shape what needs to occur with each core value/desired results and outcomes.</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>Pending School Committee approval of the proposed merger, the Design Team will shift to meeting bi-weekly in an 8 week cycle that includes 3 Design Team Meetings and a Community Meeting.</p> <div style="text-align: center;">  <p>1                      3                      5                      7</p> <p>Design Team Meeting                      Community Meeting  week 1, 3, 5                                      week 7</p> </div> <p>Additional working groups will be formed which will include racially and linguistically diverse members of each school community. These working groups will work alongside and be supported by key BPS central office departments to plan for a joined school community by engaging in the work identified in the buckets listed below. Throughout, impacts will be assessed, documented and communicated to stakeholders/collaborators.</p> <p>These buckets include <b>1. Shared Core Values</b> - What are the grounding values of the joined school community to guide the creation of the desired results and outcomes? <b>2. Academics, Culture and Climate</b> (Academic Programming, Enrichment,</p>

	<p>Continuum of Services/Inclusion, Before and After School, Assets, Shifts ) - What does this academic learning experience look like for our students? What are the assets each school community is bringing? What are the strengths and successes we might build off of? What isn't working well? What are we ready to release? <b>3. Budget Planning, Resource Advocacy &amp; Allocation, and Community Partnerships</b> How do we align resources to our mission and desired outcomes? <b>4. Staffing</b> How will we align staffing to our missions and desired outcomes? <b>5. Operations</b> How do the operational processes and systems speak to each other and how are they managed to bring out the vision/desired results and outcomes? <b>6. Preparing for Transition Staffing and Educator Support</b> How do we ensure that students, staff and families transition successfully?</p>
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