

Equity Impact Statement for Fiscal Year 2024-25 Budget Proposal

Title: FY25 Budget Development

Date: February 7, 2024

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

If yes, insert date(s) of REPT meetings and link to completed REPT here: [Inclusive Education _Reimagine School Funding](#)

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. Proposal & Impact <i>What are the proposal'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, Latina/o/x, Asian, indigenous, immigrant, multilingual, and have Specialized Services experience)?</i></p>	<p>The FY25 budget aims to build the foundation to transform the Boston Public Schools' student outcomes.</p> <p>To meet our long-term goals of high quality schools that prepare students for college, career, and life, all BPS stakeholders need to think strategically about how to best support our schools in FY25, but more importantly, over the next three to five years. To achieve the necessary transformational shifts to the way we currently operate, we must reimagine school funding and transition away from Weighted Student Funding; make historic investments to ensure all BPS schools effectively implement inclusive education; and shift the district's physical footprint to better enable the High-Quality Student Experience.</p> <p>This year's budget is in the context of a broader effort to Reimagine School Funding by redesigning the district's funding policy to more equitably support each child to achieve and thrive, with a focus on students and families who have been historically marginalized. School funding is one dimension of resource equity that impacts student experience and outcomes. We aim to establish a new structure to prioritize funding to students and schools with the highest needs, including Black and Latina/o/x students, students with disabilities (SWDs), multilingual learners (MLs), and economically disadvantaged students.</p> <p>The Finance Division leads the development of the budget. The teams most involved are the Budget, Planning and Analysis, Grants and ESSER teams. The teams and leadership are comprised of 10 staff who identify as White; 8 who identify as Black or African-American; 4 who identify as Latina/o/x; 1 who identifies as North African; 1 who identifies as Asian and Native Hawaiian; 1 who identifies as Black and Latinx; and 1 who identifies as Black and White.</p>
<p>2. Alignment with the Strategic Plan <i>How does the proposal/effort align with the district's strategic plan?</i></p>	<p>The FY25 Budget is rooted in the Strategic Plan. While the connections are numerous, the following items are most clearly centered in this budget proposal:</p> <p>1.4 Implement specific supports for English learners by implementing the LOOK Act to expand programs that promote bi/multilingualism including bilingual education, dual language, and cultural heritage programs.</p> <p>1.10 Develop and monitor progress toward achieving explicit goals for SWDs and implementing strategies to increase inclusionary practices and address disproportionality in sub-separate settings.</p> <p>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.</p> <p>4.2 Improve funding formulas and create mechanisms to ensure equitable distribution of resources generated through fundraising, partnerships, and grants.</p>

<p>3. Analysis of Data <i>What data was analyzed? Was it disaggregated by race and other key groups? What did it show regarding disparities?</i></p>	<p>The equity analysis of the BPS budget takes the dollar amount per school for certain investments, and calculates the per pupil expenditure for the school’s currently enrolled students. Using racial and other key student demographics, we then calculate the district’s average per pupil investment by each demographic. This analysis is disaggregated by SWDs, MLs, family income, and race.</p> <p>As part of the Inclusive Education REPT linked above, SWD and ML data analysis found:</p> <ul style="list-style-type: none"> • BPS’ rate of students in substantially separate classrooms is over twice the state and national rates. • During SY 2021-22, Black male students were over 3 times more likely to be placed in a substantially separate setting than their peers. • MLs are 2.5 times more likely to be identified with a communication disability and placed in a substantially separate setting. • 81% of English Language Development (ELD) Level 2 MLs, 56% of Level 3 MLs, and 67% of MLs with disabilities are not meeting expectations on the ELA MCAS (Grades 3-8). <p>As part of the Reimagine School Funding REPT linked above, data analysis regarding enrollment, student performance, budget allocations, staffing, and facilities found:</p> <ul style="list-style-type: none"> • Some student subpopulations have stronger academic outcomes than others, regardless of school attended. • School-level expenditures do not consistently correlate with outcomes by student grade or demographic. • Some schools have stronger outcomes for similar populations with similar per pupil expenses. • There is no apparent correlation between enrollment size and outcomes, nor the number of students within a school with particular identities or learning needs and outcomes.
<p>4. Stakeholder Engagement <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>The Division of Finance sought feedback from key constituencies at the following meetings:</p> <ul style="list-style-type: none"> • 11/23 to 12/23 Regional Superintendents Budget Preparation Feedback • 12/7/23 New School Leader Training • 12/14/23 to 2/7/24 School Site Council/Governing Board meetings at schools • 12/14/23 All Leader Budget Preparation Session <p>We will continue to seek and incorporate feedback over the next two months, including Boston School Committee (BSC) on 2/7/24 and Public Budget Hearings on 2/15, 3/4, and 3/20/24.</p> <p>Much of the Inclusive Education family and community engagement work to date has occurred at the school level as schools plan, adopt and implement new inclusive opportunities (including through family representatives on Inclusion Planning Teams). Other groups engaged as part of the Inclusive Education REPT include the Inclusion Working Group, Special Education Parent Advisory Council (SpEdPAC), English Language Learners (ELL) Task Force, School Leader Cabinet, and District English Learners Advisory Council (DELAC).</p> <p>Steering Committee - This group of 12 BPS community members engaged as critical stakeholders in the BPS Reimagine School Funding Project, including representatives of BSAC, SpEdPAC, DELAC, CPC, and ELL Task Force. This group is empowered to make a recommendation for the new BPS school funding policy to the Superintendent that is representative of community voice and desired outcomes for BPS students.</p> <p>Principals Working Group - This group of 12 school leaders offers insight and expertise on the funding policy from the perspective of their respective schools and by gathering input from their peers. The group represents multiple school types including transformation schools, K-8 schools, elementary schools, and high schools, and schools that vary by student racial demographics, geographic location, and other factors.</p>

	<p>Funding Policy Design (FPD) Committee - The 18 FPD members are key internal stakeholders committed to disrupting historical inequities and with expertise in goals that are critical to reimagining a new funding policy, product, and process. The group includes representatives from Finance, Inclusion, Specialized Services, and Regional Superintendents.</p> <p>Engagement and Communications Group - This group of key internal stakeholders provides guidance on engagement methodologies for this project (e.g., communication channels, protocols, engagement groups, messaging, and timing). They provide expertise on connecting with BPS community members and families, supporting access via translation services, and designing engagement for historically marginalized groups. They are providing feedback on the decisions and deliverables of all working groups connected to the BPS Reimagine School Funding Project.</p> <p>In addition to the working groups above, the following engagements took place:</p> <ul style="list-style-type: none"> ● 50 initial interviews with BPS community stakeholders, including families, and school-based and Central Office staff ● Survey of over 250 community members ● Analysis of input from BPS ESSER Listening Series, Community Equity Roundtable meetings, and BSC meetings ● Focus group conversations with members of the Transformation Schools department, Citywide Parent Council (CPC), Boston Student Advisory Council, SpEdPAC, and a Hernandez K-8 School student group.
<p>5. Racial Equity Strategies <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>To achieve racial equity, BPS needs to think about how to best support our schools in the coming year, but more importantly, we need to plan for the next three to five years. We need to shift away from “hold harmless” funding where schools with declining enrollment do not receive corresponding funding reductions, and instead close excess classrooms to reinvest in our schools.</p> <p>The FY25 budget proposal includes the following investments focused on direct student impact and support for our students with the highest needs.</p> <p>Inclusive Education Investments:</p> <ul style="list-style-type: none"> ● \$15.1M for Inclusion Planning Team (IPT) requests for staffing to meet the needs of SWDs and MLs ● \$2.7M to increase specialized services and supports for MLs with disabilities in substantially separate classrooms ● \$2.2M in reserves to provide additional funding to schools later in the rollout process <p>Additional School Investments:</p> <ul style="list-style-type: none"> ● \$6M to continue building the foundation for the future, including increases in: <ul style="list-style-type: none"> ○ Coordinators of Special Education ○ School psychologists and school counselors ○ Instructional coaches and specialist teachers in new Transformation Schools ○ MassCore implementation (High School graduation requirements) ● \$4M Transitioning money from the previous years ESSER Hold Harmless for those schools that are seeing increasing enrollment projections for FY25

<p>6. Budget & Implementation <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>In addition to the investments outlined above, we anticipate the City’s FY25 Budget Proposal will include an \$81M increase for BPS to be used for:</p> <ul style="list-style-type: none"> ● School-directed Investments for our highest needs students (\$30M total, \$20M for Inclusive Education) ● Planning Beyond ESSER (\$6M) - Equitable Literacy, Student Supports, Capital Planning, etc. ● Building Our Foundation: Universal Pre-K (\$11M), BTU Collective Bargaining Agreement from ESSER (\$17M) ● Increased Costs: Facilities (\$11M), Transportation (\$12M), Extended Learning Time Costs (\$8M), Food Services (\$4M), Other (\$9M) <p>Cost Savings:</p> <ul style="list-style-type: none"> ● Efficiencies in Central Office budgets (-\$17M) ● Classroom consolidation and reconfigurations (-\$10M) <p>The budget implementation team includes all school and district leaders, in partnership with the Office of Finance, and is generally representative of student and family demographics. Team members including regional superintendents, and members of the Offices of Finance, Human Capital, Specialized Services, Multilingual and Multicultural Education, and School and District Transformation.</p>
<p>7. Accountability & Communication <i>How will impacts be assessed, documented and communicated to stakeholders? Who will be responsible?</i></p>	<p>The impacts of various budget initiatives will be monitored by their respective departments. For example, the Office of Specialized Services will provide updates on the inclusive planning rollout throughout SY25.</p> <p>The Finance department will return to the BSC to share updates on progress in initiatives funded by district investments in December 2024. There will be 3 budget hearings held in February and March in addition to regularly scheduled BSC meetings to get public comment and feedback.</p> <p>Each school community will continue to work with their School Site Council and IPT to implement the SY25 investments.</p>