

BPS School-Based Equity Roundtable Progress Rubric

Criteria (Characterics)	1-Beginning	2- Progressing to Proficient	3- Proficient (Progressing to Advancement)
School leadership Engagement	<ul style="list-style-type: none"> School leader is not actively engaged in all aspects of SBERT but has a designated person supporting the work 	<ul style="list-style-type: none"> School leader is actively engaged in some aspects of SBERT but has a designated person supporting the work 	<ul style="list-style-type: none"> School leader is actively engaged in all aspects of SBERT
Meetings maintain active family member, student, and teacher participation of diverse race, ethnic, linguistic, and socio-economic backgrounds.	<ul style="list-style-type: none"> Schools make limited attempts to engage all families but particularly our most marginalized families in the SBERT process 	<ul style="list-style-type: none"> Schools use a variety of strategies with an emphasis on research based non-traditional strategies to engage families in the SBERT process 	<ul style="list-style-type: none"> Families reflect the racial, linguistic diversity of the school community Translations are readily available. Virtual and In-person participation is offered Families are provided opportunities to inform, recommend mitigating and complementary strategies for implementation Families' voices are valued and amplified in the process Schools circle back to the community using the <i>International Association for Public Participation</i> continuum about the SBERT decisions
Meetings are focused on student learning outcomes and strategies for student belonging.	<ul style="list-style-type: none"> Does not discuss analysis of quantitative and qualitative data that specifically describes existing gaps 	<ul style="list-style-type: none"> Discuss some analysis of quantitative and qualitative data that specifically describes existing gaps 	<ul style="list-style-type: none"> Discuss analysis of quantitative and qualitative "street-level data" that specifically describes existing gaps.

<p>Meetings maintain a systemic alignment with other school governing bodies e.g. ILT, SST, SPC,SSC</p>	<ul style="list-style-type: none"> • SBERT is separate from ILT, SST, SPC SSC • Decisions made at SBERT are not reviewed and are not applied to decisions made at ILT, SST, SSC 	<ul style="list-style-type: none"> • There is some alignment and coordination to ILT, SST, SPC and SSC • Decisions made at SBERT are reviewed and not applied to decisions made at ILT, SST, SSC 	<ul style="list-style-type: none"> • Decisions made at SBERT are reviewed and applied to decisions made at ILT, SST, SSC
<p>Shared accountability of SBERT team members through action-ownership and deliberate progress monitoring.</p>		<ul style="list-style-type: none"> • Some meeting notes are taken that identify clear or realistic action items but no timelines are referenced. • Some previously discussed action items are referenced in the meeting. • Some outcomes and decisions made by SBERT are shared with the larger community including but not limited to ILT, SST, SPC and/or SSC. <p>There is some expectation evident in the meeting discussions of informing/engaging the larger community in the process of SBERT in closing gaps but it has yet to become the culture as there is little to no follow-through in meeting discussion.</p>	<ul style="list-style-type: none"> • Action items and progress are reviewed at regular intervals. • Progress reviews address impact and reach. • A culture/ expectation of follow-through is evident in meeting discussions. • There is a cultural/expectation evident in the meeting discussions of inform/engaging the larger community in process of SBERT

Notes

- “Look for’s” - need to be included either linked into the text or as a footnote.
 - Must include measures - what does “actively engaged look like” variety of strategies - how many...