



The BPS Racial Equity Planning Tool





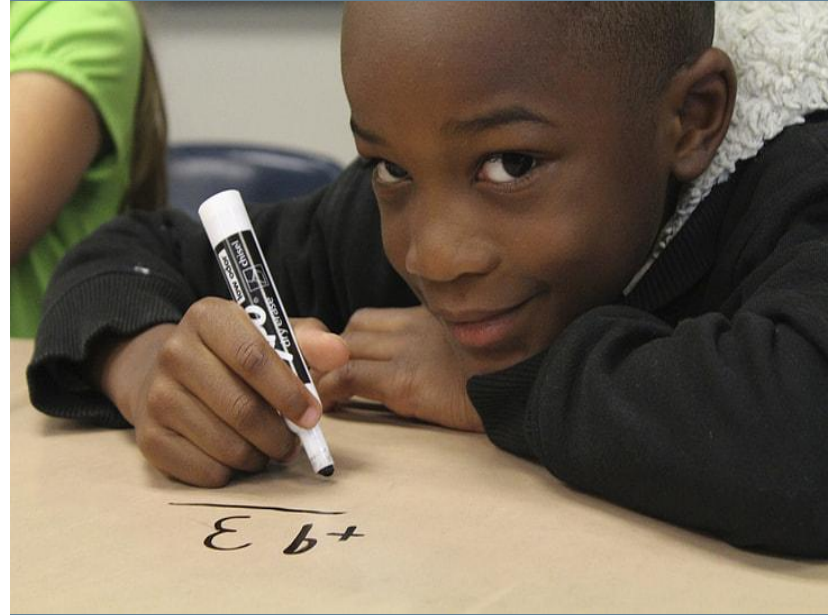
By the end of this training, participants will be able to:

Learning Objectives

- **Frame** the tool in the district's broader anti-racism efforts.
- **Understand** the components of the BPS Racial Equity Planning Tool and its alignment with the OAG Policy
- **Discuss common challenges** with the use of the REPT and strategies to overcome those challenges
- **Practice** applying the REPIC rubric to a current REPT

There is no higher priority for the Boston Public schools than providing equitable access, and opportunity for every student. Advancing racial equity is **OUR** work. Every member of every community is expected to share an awareness of inequities, and a personal commitment to eliminating them through deliberate.

The BPS Racial Equity Planning Tool lays out a clear six-step process to operationalize this commitment to ensure that each decision we make is aimed at closing opportunity gaps and advancing racial equity.



AVOIDING
RACIAL
EQUITY
DETOURS

Article





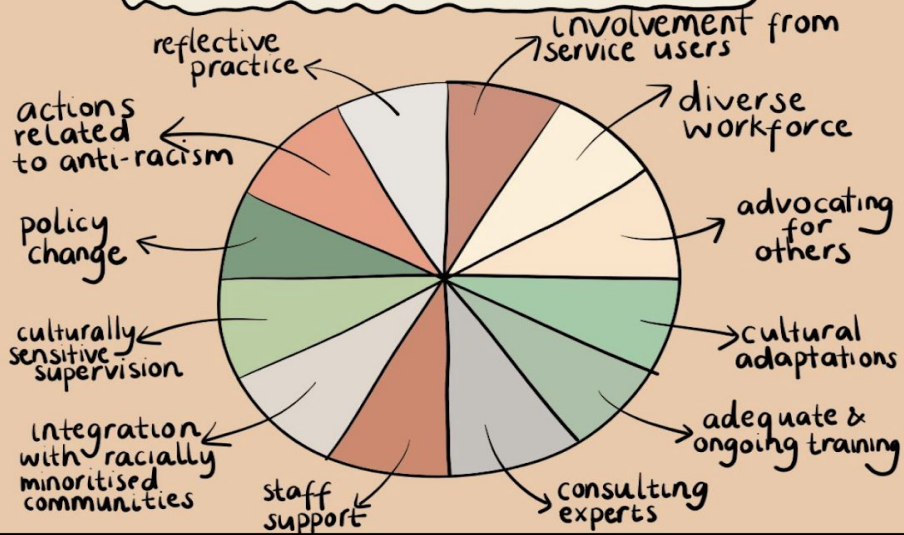
“Americans have long been trained to see the deficiencies of people rather than policy. It's a pretty easy mistake to make: People are in our faces. Policies are distant. We are particularly poor at seeing the policies lurking behind the struggles of people.”

Ibram X. Kendi
How to Be an Antiracist

WHAT SOME SERVICES THINK ANTI-RACISM IS



WHAT ANTI-RACISM ACTUALLY IS



Anti-Racist Practices

We will:

- Make fundamental shifts in our thinking, structures, and actions.
- Leverage decision-making processes -- who makes decisions and how -- to advance anti-racism.
- Unlearn White supremacy culture, and move toward restorative systems change and healing.

Problem of Practice

BPS does not consistently provide authentic learning opportunities for our students who are most marginalized to develop into self-determined, independent learners, able to pursue their aspirations. **Our failures lead to disengaged students and significant opportunity gaps.**

Definition of Equity

Equity is providing people what they need to achieve a desired outcome. In light of equity, the desired outcomes can be debated, but what is indisputable is that people bring different assets and require different supports to achieve it. **This calls for targeted universalism.**

Targeted Universalism and BPS

Targeted Universalism designs programs so that people, or groups, can accomplish a collective goal, such as all first graders achieving literacy. These policies do more than close gaps; they address barriers to achieving the universal goal for different groups.

BPS examples include the Opportunity Index and Weighted Student Funding.



Community Engagement and Decision-Making Spectrum

INCREASING IMPACT ON THE DECISION 

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

What is the BPS Racial Equity Planning Tool?

PROCESS

Clear goals & measurable outcomes

Authentic community engagement

Ensures data is disaggregated

Elevates unintended consequences



PRODUCT

Strategies to advance racial equity

Strategies to mitigate unintended consequences

Mechanisms for implementation and impact evaluation



RACIAL EQUITY

The tool is both a process and a product to actively insert racial and other forms of equity into decision-making, and ongoing implementation of initiatives and policies.

BPS RACIAL EQUITY PLANNING TOOL COMPONENTS



Key Constituencies to Consider

Students with the highest needs are always central

- Students of Color (Black, Latina/o/x, Asian, and Indigenous) - **race is a key determinant of outcomes for BPS students** in nearly every arena
- Students with Individualized Education Plans
- Multilingual Learners

Students, families, and staff from other historically marginalized groups must also be elevated depending on the context, for example:

- Families who are undocumented
- Low income families
- LGBTQ+ students
- Schools with high needs (Opportunity Index)
- Female students
- Employees of Color

OAG Policy and the Racial Equity Planning Tool

Goal 5: Dismantling Structural Barriers and Providing Greater Access to Opportunities: To create a District that prioritizes its capacity to give each child equitable access to opportunity and achievement, while vigilantly identifying and dismantling cultural, structural, racial and social barriers that could hinder their access to high quality learning environments.

Goal 6: Students, Family, and Community as Authentic Partners: To create a District that views students and families as incalculable assets and optimizes opportunities for each school across the District to productively engage its students, families, and the array of community partners within and around them.

REPT Mandates

Training:

- Central Office supervisors and managers, and school leaders, required to attend

Application:

- Must be completed for all work plans, policies, initiatives, budgets and other significant decisions
- Used for initial planning and progress assessments
- Aligned with Strategic Plan, and Opportunity and Achievement Gap Policy
- **Departments, offices and schools must submit ≥ 2 completed REPT's each year**

School Committee:

- All proposals and presentations must include [Equity Impact Statement Template](#) summarizing completed REPT and reviewed by ESOG
- ≥ 1 slide must highlight how proposal/report advances equity goals

Strategies to Overcome Implementation Challenges

- Designate a clear lead who will facilitate an inclusive process
 - Ensure shared leadership, responsibility and expertise to **lead** each process
- Ask for exemplars and coaching from ESOG, including co-facilitation
- Partner with other key departments, such as ODA and Engagement for data, and OSE and OMME for expertise
- Contact ESOG liaison if considering streamlining the Tool
- Plan REPTs at the start of each school year, including setting calendar reminders
- Public accountability - new dashboard

#1 Desired Results & Outcomes

By the end of this section, you should be able to:

- Describe proposal and its intended **results** - as experienced by students and families
- Intended **outcomes** - measurable at the office/school or program level
 - Does it close opportunity gaps?
- Identify the potential **impacts** of the proposal

Produces shared understanding/agreement

#2 Analysis of Data

By the end of this section, you should be able to:

- Identify the qualitative and quantitative **data necessary** to understand issue and impact
 - Know the sources; ensure accuracy
 - What do we have? Does it include **disaggregated** data?
 - What is missing and can we obtain it?
- Describe the existing **racial inequities**
- Identify how the proposal will **impact** historically marginalized populations, particularly students of Color

Grounds decision in data

#3 Stakeholder Engagement

By the end of this section, you should be able to:

- Identify **who is at the table** - is it a racially/ethnically diverse group?
- Identify **who will be most affected** by the decision and how we will involve/ have involved them in the decision-making process
- Identify how the proposal will **impact** historically marginalized populations, particularly students of Color
- Identify factors that produce or maintain **racial inequities**
- Describe **how we engaged stakeholders**, how they influenced the proposal, and any shortcomings or future efforts necessary

**Centers and elevates the voices and experiences of
historically marginalized**

#4 Strategies for Racial Equity

By the end of this section, you should be able to:

- Describe how the proposal and how its strategies will
 - Decrease or increase **inequities**
 - **Benefit and burden** specific subgroups
- Elevate **unintended consequences**, and provide strategies to mitigate them to the greatest extent possible
- Elevate **complementary strategies** to maximize impact, including identifying collaborations with other departments/partners necessary to advance equity
- Confirm that the **impacts** align with desired results/outcomes (#1)

Targets strategies to positively impact historically marginalized

#5 Implementation Plan

By the end of this section, you should be able to:

- Describe the implementation plan and identify...
 - Is it adequately resourced: **personnel with racial equity lens**, time, budget, tools, data collection/reporting mechanisms, engagement strategies?
 - What additional resources are needed for successful implementation?

#6 Accountability and Communications

By the end of this section, you should be able to:

- Describe how impacts will be documented, evaluated and shared with leadership, stakeholders, and community.

Helps ensure sustainability and raise awareness around racial equity



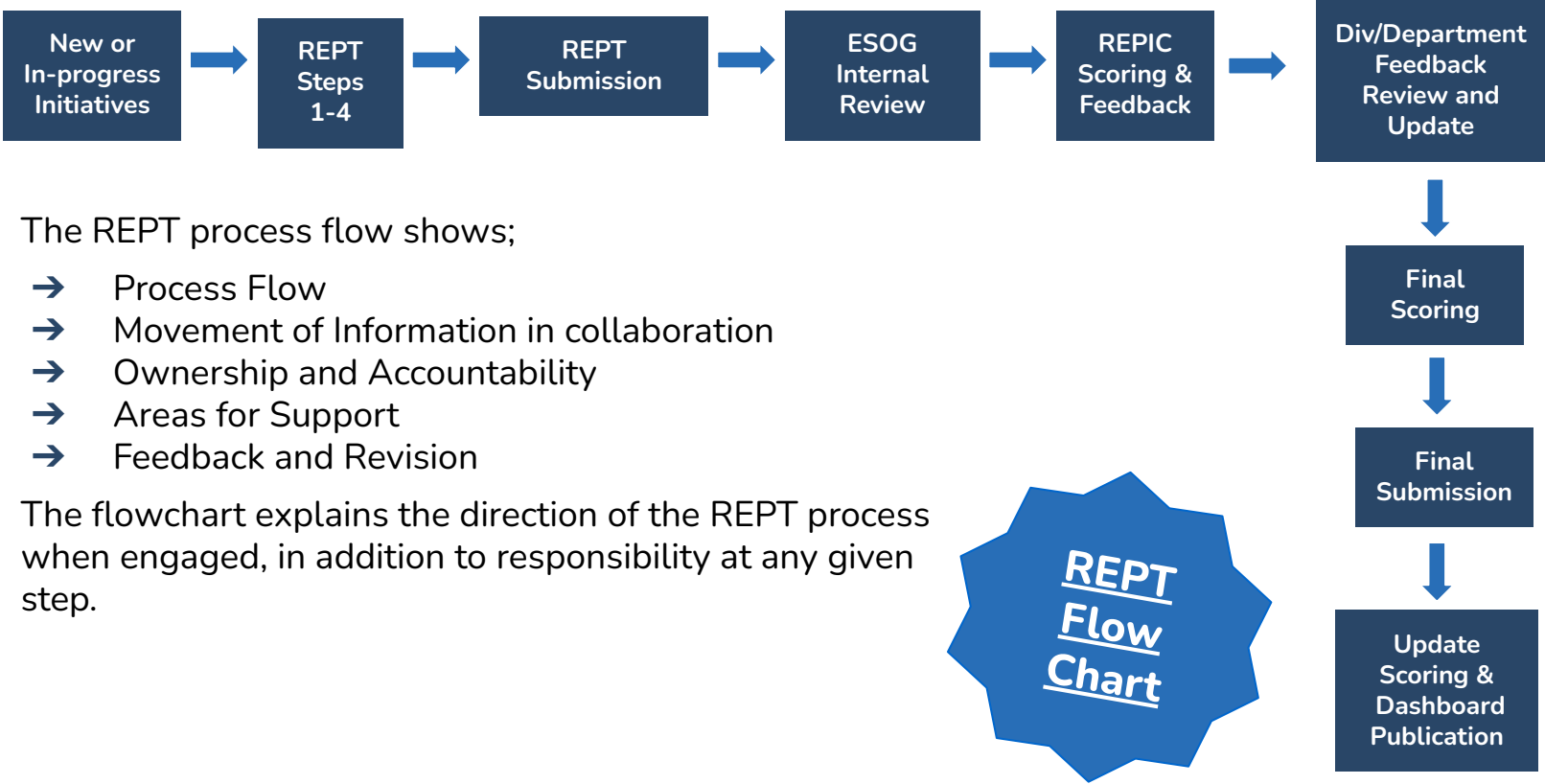
REPT Scoring & REPIC (Racial Equity Planning Impact Committee)

From our last presentation of the REPT Dashboard, we identified the need to present to stakeholders the impact of different initiatives from a qualitative and quantitative perspective towards closing opportunity gaps.

The REPIC is tasked with a **mission to work towards the goal of reducing racial and opportunity gaps in equity within the BPS community, through responsible and informed implementation of the REPT and ongoing evaluations of our initiatives and programs to ensure transparency and accountability at all levels.**

The REPT Scoring Rubric; which rates and evaluates the use of the REPT tool as a foundation in systematically vetting submitted REPTs (Initiatives) through an equity lens. To support this scoring, a committee has been carefully curated and engaged to meet the equity standards as stipulated in the REPT.

REPT Process Flow



Updates

- REPIC has **completed all their training** to prepare them for training.
- REPIC was addressed by the **Superintendent to engage with the community** and to show that **this is a process change is top down.**
- The REPIC cohorts **were assigned** their respective REPTs to score independently.
- The Cohorts were broken down into **7 color groups.**
- REPIC team members were asked to complete independent scoring before the **12th of May** (Deadline)
- The REPIC cohorts where **scheduled to meet virtually to discuss and calibrate** their scores to the groups averages.
- Group discussions are scheduled to run from **15th of May to 25th of May**
- We have **completed 5 Sessions** out of 7 Sessions.

REPTs in Review

- Equitable Literacy
- Grading Policy
- Issues, Resolutions, Committee (IRC)
- Regional Support Model
- Transformation (RSM) Strategies (TS)
- Transformative Mentoring (TM)
- Facilities Conditions Assessment

