



PORTLAND PUBLIC SCHOOLS



Portland Public Schools

Leading with

Racial Equity

& a bold commitment to

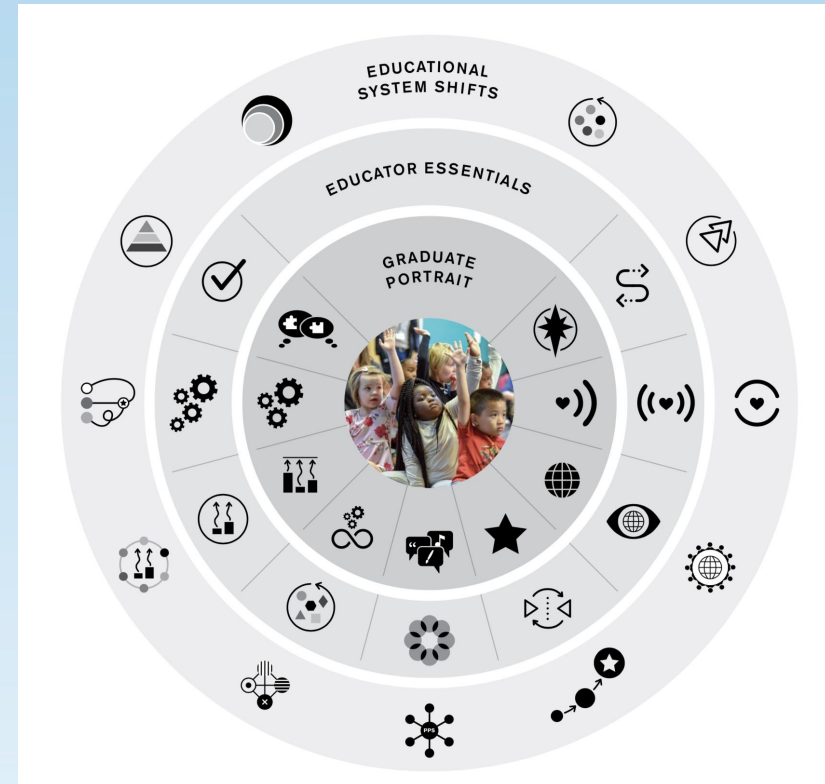
Social Justice

10/29/2019



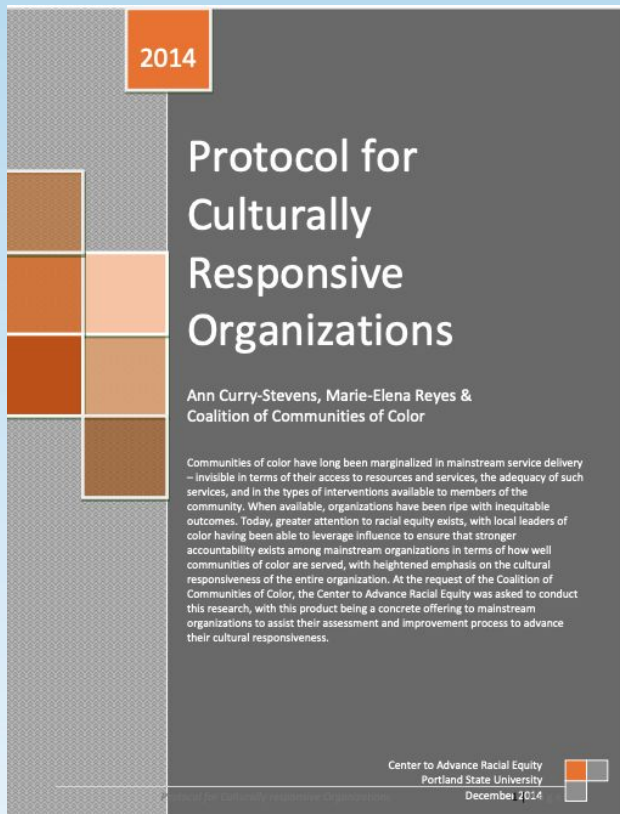
PPS reImagined

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.





Protocol for Culturally Responsive Organizations



- Commitment, Governance and Leadership
- RESJ Policies and Implementation Practice
- PPS Organizational Climate, Culture and Communications
- RESJ Partnerships
- Student, Family and Community Voice and Influence





Commitment, Governance and Leadership



- Superintendent Guerrero
- Visioning
- Board Goals, Strategic Plan, Student Success Act (SSA)





RESJ Policies & Implementation Practice

- Updated RESJ Lens and Protocols
- Racial Educational Equity Policy





PPS Organizational Climate, Culture and Communications



1. **Individual Readiness** – Individuals throughout the organization are self aware and proactively take personal responsibility to learn, grow and adapt to support Racial Equity and Social Justice. Individuals are aware of the potential impact of Racial Equity and Social Justice to drive meaningful change and increase outcomes and student success.
2. **Organizational Culture** – A culture that proactively works to counteract inequities inside and outside of the organization. The culture is transformative and relies on adaptive leadership to impact behaviors, mindsets, practices, programs and processes. Programs are culturally responsive and make explicit ties to Racial Equity and Social Justice practices to increase outcomes and student success. Students, families and communities are valued as leaders and assets to the work.
3. **Racial Equity and Social Justice Systems** – Equity and Social Justice practices and principles are embedded throughout all of the systems in the organization. Decision making, investments, continuous improvement efforts and policies reflect the values and principles of equity and social justice. Data and Research efforts incorporate those values and principles as well.





RESJ Professional Development Framework

Knowledge Taxonomy	RESJ Professional Development Framework	
	Organizational Levels of Application	
6. Creating 5. Evaluating 4. Analyzing	<p>Implementing Strategies for Student Success</p> <p>Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes</p>	<p>Problems of Practice</p> <p>The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)</p>
3. Applying 2. Comprehension 1. Knowledge	<p>Identity</p> <p>New learning and comprehension of identity issues relating to RESJ.</p>	<p>Culturally Responsive Organization & Practices</p> <p>Shared understanding and analysis of opportunities for application.</p>





RESJ Professional Development

2019-20 Pilot Training with Center for Equity and Inclusion

- 8 cohorts: SLT, Departments, Leadership teams, School Site
- 1 Full day, 4 follow up
- December - focus groups, design and strategies to bring to scale





RESJ Partnerships

- Culturally Specific Family Engagement
- Wrap Around Services
- Mentoring/ Leadership Development
- Extended Day/ Enrichment





Student, Family and Community Voice and Influence

- Office of Community Engagement - Chief Jonathan Garcia
- Director of Community Engagement - Director Shanice Clarke





RESJ Plan

Temporary RESJ Teams



Teaching and Learning

Examined all aspects of instruction, support and student learning.



Student Initiatives

Examined all student led initiatives, conferences, leadership programs, mentoring and clubs to support student success.



Community Partnerships

Examined all of the culturally specific and culturally responsive networks of organizations and community groups that support student learning and success.



Talent Diversity

Examined all of the professional development, retention and recruitment efforts aimed at diversifying and strengthening the PPS workforce.





RESJ Advisory Team



RESJ Advisory Goals



Develop into a community of thought leaders on district wide RESJ approaches and practices at PPS who provide leadership support to the organization.



Provide leadership, support and project management of the RESJ Work Plan 2019 – 2022



Provide a venue for meaningful opportunities for feedback and suggestions for district wide RESJ work for all departments at PPS.



Collaborate with the SLT to review RESJ Lens protocols and information and make recommendations based on emerging themes and needs of the district and ensure the success of the RESJ Action Plan.





RESJ Community Advisory Committee

- Transparency and Accountability
- Communication between staff and board
- Representative of culturally specific community partner organizations, parents and families





PPS Racial Equity and Social Justice Lens

Updated October 2019

Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is the support of racial equity and social justice. Dedicated policy, people, and practice are necessary to create a culturally responsive organization that ensures the success of students who can navigate and compete in a culturally complex society and global economy.

We must ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. Universal access to quality education not only benefits students from all backgrounds, but strengthens our communities and promotes societal prosperity. It is through racial equity and social justice that PPS will become a premiere school district and significantly contribute to Portland becoming a place of economic, technological and cultural innovation.

In 2011, PPS adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district's role in eliminating them. Since then, PPS embarked on a five-year plan that resulted in several achievements. However, there is collective acknowledgement that there is still much work remaining to ensure all student experience equitable outcomes. Under the leadership of Superintendent Guadalupe Guerrero, PPS has embarked on an inclusive planning process to identify the most urgent areas of opportunity to continue this important work and incorporate our efforts into our five-year road map for Racial Equity and Social Justice.

Our aim is to elevate PPS Racial Equity and Social Justice practices to a comprehensive, defined framework with clear system-wide equity and social justice actions and measurable results.

The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.



Beliefs

We believe the district should adopt a student-centered, racial equity and social justice focused lens in all decisions.

We believe all students should have equitable access to enriched opportunities in school.

We believe we have a collective responsibility to ensure our schools provide a caring, supportive environment. School communities should support healthy, positive development of students and help them grow their unique gifts and talents.

We believe the district must work in aligned and coherent ways and in close partnerships with families and communities. We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe that we are uniquely positioned to effect change broadly across our community because of our role in educating and caring for close to 50,000 Portland children every day. We believe in being courageous and bringing a sense of urgency to this important work.

We believe in setting measurable and audacious goals. Embedded in each goal is the provision of a culturally relevant and responsive pedagogy, with clearly defined racial equity and social justice based practices and curriculums.

We believe in accountability in all areas of school and student performance, including the areas of Racial Equity and Social Justice

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."



Racial Equity and Social Justice Lens

The PPS RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

The following questions are a guide and will be considered when making decisions and contemplating our strategies.

1. Describe the proposed action, desired results and outcomes, and connection to PPS' Vision: A graduate of Portland Public Schools will be a compassionate, critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.
2. How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision?
 - a. Is there stakeholder support or opposition to the proposal? Why?
3. How does the proposed action expand opportunities for racial equity and social justice?
 - a. Who are the demographic groups affected?
 - b. How will each group be impacted/affected by the decision or action?
 - c. Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?
4. Does the proposed action address barriers to equitable outcomes?
 - a. How will you track progress toward reducing disparities?
 - b. What information/data are you basing your decision or action upon?
 - c. a. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations
5. What information/data are you basing your decision or action upon?
 - a. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations
6. Describe any changes you have made or will make to the action after applying this lens



DEFINITIONS

Diversity: Any and all differences between and among people.

Educational Equity: Educational equity means raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. (from the PPS Racial Equity Policy narrative)

Equity: The state, quality or ideal of being just, impartial and fair. The concept of equity is synonymous with fairness and justice. It is helpful to think of equity as not simply a desired state or lofty value. To be achieved and sustained, equity needs to be thought of as a structural and system concept

Inclusion: The action or state of including or of being included within a group or structure. Inclusion involves authentic and empowered participation and a true sense of belonging.

Social Justice: Elimination of performance variability between student groups and accelerated achievement for underserved populations.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system



**Racial Equity and Social Justice Lens Protocols
2019-2020**

Who will use the Racial Equity and Social Justice (RESJ) Lens?

The goal is for everyone at Portland Public Schools to regularly apply the updated RESJ Lens beginning in January 2019. All employees will continue to practice utilizing the critical thinking and evaluation skills developed while using the lens as part of PPS’s commitment to racial equity and social justice. We believe this practice will continue to inform our organizational development and strengthen our collective impact. The result of creating an organizational culture where the RESJ lens is regularly utilized and the results are analyzed will focus everyone on achieving measurable outcomes addressing our internal barriers and practices.

When will the RESJ Lens be applied?

To effectively roll out the use of PPS’s updated RESJ Lens all departments will identify scenarios for use in 2019. It is expected that departments will complete the RESJ for at least the identified scenarios, however, it is likely that departments will also find it useful for additional scenarios.

PPS Department	Scenarios	Estimated Month Completed
Superintendent’s Leadership Team	2018/19 Work Plan Development	January
	Decision to provide system wide evaluation of focus option schools	March
	2019/20 Budget Development	May
Human Resources	Talent Diversity Recruiting Strategy	March
	Principal/Building Administrator Comp Review	April
	Pay equity audit and compliance plan	May
Finance	New procurement process (Flexible Services Contractor Pool)	April

	Construction spend review for Certified Firms	May
Custodial/Maintenance	Recruit talent diversity in our custodial and maintenance workforce.	Ongoing
Facilities Asset Management	Parks Collaboration Agreement review	Fall start
	Setting CUB fees Childcare	Late fall start
	Assessment of educational adequacy of school facilities	Summer
	Adoption of ADA Transition Plan Update	Summer
	Finalize project and budget priorities to include equity metrics including, but not limited to, Title 1 schools.	Summer
School Modernization	Identify process to identify barriers to Certified Business for contracting with PPS, with emphasis on barriers to (i) opportunity awareness; (ii) solicitation participation; and (iii) procurement award.	March
Security	RFP Development for Private Security provider	August
Transportation	Driver workforce recruitment	Ongoing
	Transportation Office Staff and Management Diversification	Ongoing
	Transportation Service Eligibility Model development	Summer
Technology	Technology Department Diversity Hiring Strategy	March
	Working in collaboration with instruction to RFP and implement new data systems for interventions and student data	August
	Updating technology ed spec and bond request for equitable technology distribution	June
	Online registration to ease the burden of registration on families, particularly those who are not native English speakers	August
Nutrition	All internal and external hiring practices and decisions. Student/school access to available USDA programs	Ongoing

	<p>and implementation of these services. Family access to meal benefits. Recipe and menu development and design, including procurement of foods, supplies..</p>	
<p>Office of Instruction and School Communities (Updated 09/2019)</p>	<p><u>Leadership Development:</u> strengthening our collective impact on leaders and ultimately students.</p> <ol style="list-style-type: none"> 1. Leadership Institute: building throughline, ensure alignment with OTL, OSP, OSSS projects GVC, MTSS, Leadership Development through the RESJ lens <p><u>Interdepartmental Cohesion and Alignment:</u> Responsible for establishing highly effective processes and structures that enable the departments of OSP, OSSS and OTL to collaborate and perform at an optimal level in the service of schools.</p> <ol style="list-style-type: none"> 1. Weekly meetings consisting of data analysis, professional learning, school visits to provide targeted support to schools 2. Examining achievement and culture/climate data disaggregated by race and subgroups. CO-ILT teams will provide differentiated support based on needs <p><u>Intentionally Involving School Leaders and Instructional Staff:</u> The Office of Instruction and School Communities works closely with school leaders, and builds understanding of school needs with input from stakeholders. With this internal knowledge ISC can then represent stakeholders at the SLT level.</p>	<p>Work goes through June, 2020</p> <p>August 2019-June 2020</p> <p>August 2019-July 2020</p>
<p>Office of Teaching and Learning (Updated 09/2019)</p>	<p>Improvement Science as a model of continuous inquiry and improvement across the school system, with racial equity and social justice underlying the components used in School Improvement Plans and cycles of continuous inquiry and improvement</p> <ol style="list-style-type: none"> a. Applying Improvement Science (IS) principles and strategies in the development of CSI/TSI/ School Improvement Plans b. Reflecting on IS as a tool for the OTL Cycle of Continuous Inquiry and Improvement <p>The MS Middle School Task Force as the group to</p>	<p>April, 2019 - June, 2020</p> <p>July, 2019 -</p>

	<p>study and recommend on future middle school strategies has resulted in the Middle School Redesign Initiative. The initiative is designed to address the marginalization and gap in opportunities and achievement for students of color, English language learners, and students with special needs.</p> <p>College and Career Readiness audit and planning will focus on the high school plan redesign, the CTE pathways, and student options, to ensure that all students have equitable access to the choices and programs offered by PPS</p> <ul style="list-style-type: none"> a. M98 has been updated to reflect the priorities for 2019-20 b. The CTE Plan enhances the CTE Pathways and programming <p>Planning for GVC, assessment and professional development will continue to be critical elements in our OTL work, to ensure that all students have access have equitable access to a comprehensive, rigorous, and supported instructional program, with classroom practices that reflect the application of culturally relevant and sustaining pedagogies in collaboration with MTSS</p> <ul style="list-style-type: none"> a. Professional Development will continue to be provided for teachers and administrators in the areas of language arts, math, science, physical education, visual and performing arts, and early learning. b. Foundational skills resources will be procured for our elementary school language arts programs c. Dyslexia will be addressed inside of the Comprehensive Literacy System Work. d. The ATLAS platform will be used to manage the curriculum e. MAP assessment will continue during the 2019-20 school year - year 2. Changes to assessment expectations will be based on analysis of SBAC and MAP data. 	<p>June, 2020</p> <p>April, 2019 - December, 2019</p> <p>July, 2019 - June, 2020</p>
<p>Office of Student Support Services (Updated 09/2019)</p>	<p><u>Multi-Tiered System of Supports:</u> Student Support Services will focus on the implementation of the MTSS framework, process and structures in partnership with OTL and OSP. MTSS</p>	<p>July 2019 - July 2021</p>

	<ul style="list-style-type: none"> ● Provide parent information / education ● Provide prevention education through the Health Dept. and around the state 	
Office of School Performance (UPDATED, 09/2019)	<p>School Visit Schedule and Agendas</p> <ol style="list-style-type: none"> CSI schools are visited weekly by the ASD TSI and Title I schools are visited every two weeks at minimum by ASD All other schools are visited every three weeks at minimum by ASD Agendas for ASD visits included observations of classrooms, PLCs, ILTs, Site Council, SIT meetings, principal coaching, etc. <p>Plan for supporting CSI, TSI and Title I schools</p> <ol style="list-style-type: none"> UVA-PLE training and supports for CSI schools <ul style="list-style-type: none"> ○ All CSI principals will attend UVA-PLE training in July Preferential staffing for these sites All CSI schools have an assigned School Support Instructor All administrators of these school sites participated in an Improvement Science course to develop SCIP plan <p>Self Development and Professional Learning amongst Office of School Performance</p> <ol style="list-style-type: none"> CO-ILT Lab visits to schools every two weeks. NYCLA training for administrative pipeline LSI training for principal supervisors. LSI conditions walks at all schools 	<p>August 2019-July 2020</p> <p>July 2020</p> <p>June 2020</p>
Research, Assessment, Evaluation & Accountability	<p>Department work plan</p> <p>Use RESJ work plan reporting</p>	February
Communications	Evaluation of Language Access services and service levels to schools	March
Legal	<p>New Policy adoptions revise processes and implement for policies for December goal.</p> <p>Administrator surveys of student discipline</p>	December

	procedures	December
Government Relations	State funding allocation; implication of legislation	July
Strategic Partnerships and Engagement	Franklin Naming Process	June
	Benson campus engagement	March
	Strategic Philanthropic Efforts	April
School Board	Budget adoption process	May
	Balanced Enrollment and Transfer Community Engagement Plan	October
	Review of Strategic Plan Goals	September

What do we do with the information and data from the RESJ Lens?

1. By December 2018, the RESJ Lens will be finalized. Departments will utilize the fillable form version of the RESJ Lens available.
2. Completed RESJ Lens documents will be completed and saved to the Team Drive: PPS Racial Equity and Social Justice Lens.
3. The Superintendent’s Senior Leadership Team (SLT) will review completed forms quarterly, beginning in April 2019.
4. SLT will collaborate with departments and present an annual report/synthesis of RESJ Lens themes. The report will also include process and use improvement recommendations for the tool.
5. In December 2019, SLT will update the PPS RESJ Lens Protocols.

Professional Development Framework

In 2011, Portland Public Schools launched a Racial Educational Equity Policy to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The policy requires that PPS provide professional development to strengthen employees' knowledge and skills for eliminating racial and ethnic disparities in achievement.

In January 2019, PPS launched a district wide Racial Equity Social Justice planning process to work to evolve PPS' RESJ practices to a comprehensive, defined framework with clear system-wide racial equity and social justice actions and measurable results that lead to improved outcomes for all students.

The RESJ plan intends to build on the successes of the initial Racial Educational Equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system-wide coordination. To improve outcomes for all students, a comprehensive set of strategies should be implemented across PPS. System change at this level requires an understanding and current assessment of where all parts of the organization are in the change process. This plan endeavors to examine all stages along the continuum of organizational change to assess strengths and opportunities for RESJ.



Stages of Organizational Change

Individual Readiness

We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

We proactively take personal responsibility to learn, grow and adapt in order to support the implementation of anti-racist practices.

We are individuals aware of the potential impact of RESJ to drive meaningful change and increase student outcomes and student success.

Organizational Culture

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

We champion programs and initiatives that are culturally responsive and make explicit ties to RESJ practices in order to increase student outcomes and student success.

Lastly, we hold a culture in which students, families and communities are valued as leaders and assets to our collective work.

RESJ Systems

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.

As participants and constructionist of our system, we uphold that every decision-making, investment, continuous improvement effort and policies reflect the values and principles of RESJ.

How we conduct research, use and manipulate data must incorporate and bring forward RESJ values and principles as well.

As part of the district wide work to update the policy and resulting plan and in alignment with PPS' vision and strategic plan, PPS will adopt a plan for professional development to support all employees as they develop their Racial Equity and Social Justice Skills. As a learning organization, our goal is to increase the capacity of our district by providing opportunities for exploration, learning, reflection and growth for all employees to support our goals for Racial Equity and Social Justice.



As part of the district wide work to update the policy and resulting plan and in alignment with PPS' vision and strategic plan, PPS will adopt a plan for professional development to support all employees as they develop their Racial Equity and Social Justice Skills. As a learning organization, our goal is to increase the capacity of our district by providing opportunities for exploration, learning, reflection and growth for all employees to support our goals for Racial Equity and Social Justice.

The RESJ Professional Development Competencies are designed around a multi-dimensional capacity building framework that combines a knowledge taxonomy with organizational levels of application. The framework of competencies contains four subject areas with varying levels of application and six levels of knowledge.

Knowledge Taxonomy	RESJ Professional Development Framework	
	Organizational Levels of Application	
6. Creating 5. Evaluating 4. Analyzing	System Integration Implementing Strategies for Student Success Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes	System Refinement Problems of Practice The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)
3. Applying 2. Comprehension 1. Knowledge	Individual Information Acquisition Identity New learning and comprehension of identity issues relating to RESJ.	Individual and Team Application and Coherence Culturally Responsive Organization & Practices Shared understanding and analysis of opportunities for application.



1. Identity

- 1.1 Knowledge and comprehension of critical race theory and its application to racial equity and social justice in education.
- 1.2 Understanding of personal identity and ability to analyze and evaluate personal relationship to power, privilege and oppression in education.
- 1.3 Knowledge, comprehension and application of practices for positive cultural identity development.
- 1.4 Knowledge and comprehension of intersectionality and the multidimensionality of oppressions.
- 1.5 Ability to analyze and evaluate one's own actions and decision making and system structures to identify root causes of institutional racism and oppression.

2. Culturally Responsive Organization and Practices

- 2.1 Knowledge and comprehension of foundations of culturally responsive practices and pedagogy.
- 2.2 Knowledge and comprehension of the history, assets and issues of racial and ethnic groups in Portland.
- 2.3 Knowledge and comprehension of developmentally, racially and culturally responsive practices and strategies with students and families related to gender identity, sexual orientation, and gender expression
- 2.4 Ability to analyze and evaluate current practices and system structures to identify barriers, challenges and opportunities for the application of culturally responsive practices.





3. Implementing Strategies for Student Success - Closing the Opportunity Gap

- 3.1 Ability to integrate understanding of critical race theory, positive intersectional identity development and culturally responsive practices and pedagogy into daily professional life to advance racial equity and social justice.
- 3.2 Ability to identify and apply high leverage RESJ driven practices to accelerate student, school and organizational outcomes.
- 3.3 Ability to integrate culturally responsive and gender-inclusive practices into strategies to increase student success.
- 3.4 Policies and practices reflect research and evidence based, culturally responsive practices to improve outcomes across student groups.

4. Problems of Practice

- 4.1 Ability to identify, analyze and evaluate practices, policies and structures that need adjustment/correction to achieve RESJ outcomes.
- 4.2 Ability to engage in professional dialogue and collaboration with colleagues to address deeply entrenched issues.
- 4.3 Ability to extend and refine knowledge and practices in cycles of improvement.



Leading with

Racial Equity & a bold commitment to Social Justice

Our Collective Plan & Framework



We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

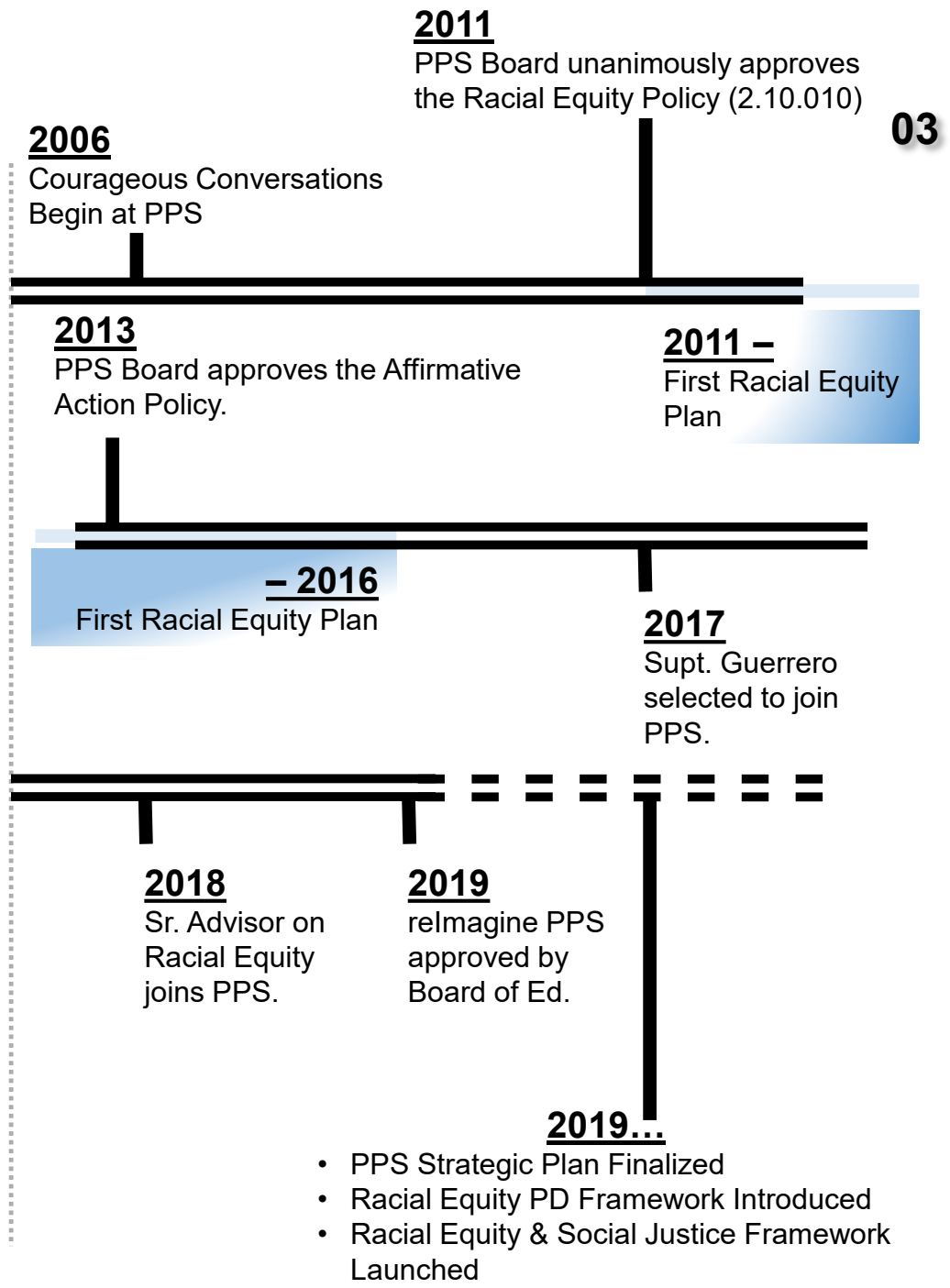
History and Timeline



In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The five year plan sunset in 2016 and today PPS has the opportunity to continue this important work.

The RESJ framework and plan intends to build on the successes of the initial Equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination. We intend to braid high leverage racial equity and social justice strategies into all aspects of our instructional core.

In the fall of 2018, PPS hired a district wide senior advisor responsible for the planning process and development of a framework that would integrate RESJ throughout all of PPS.



Planning Goals

1

Evolve PPS' RESJ practices into a comprehensive, defined framework with clear system-wide actions and measurable impact that ensure improved outcomes for every student.

2

Refine PPS' decision support tool (Equity Lens) and corresponding protocols that lead to measurable positive impacts for students.

3

Update the PPS RESJ Policy to reflect our newly defined framework.

4

Identify staffing and investment strategies to accomplish PPS RESJ framework.

5

Coordinate and align PPS RESJ framework with the PPS Vision (PPS reimagined) and subsequent multi-year Strategic Plan.

1

Employ the collective wisdom, expertise and experience of the PPS community to inform the direction, update and development of the RESJ Plan.

2

Identify diverse voices from across departments, school sites and the broader community to participate in temporary teams that will develop a comprehensive and inclusive review of existing RESJ practices and support the development of the RESJ framework and subsequent strategies, goals and plan.

3

Coordinate, facilitate and surface existing and new innovations, strategies and plans through a continuous improvement cycle with impacted communities.

4

Focus on bold results in our system wide RESJ practices that lead to improved outcomes for every student.

Planning Approach

Stages of Organizational Change at Portland Public Schools

To improve outcomes for every student, a comprehensive set of strategies will need to be implemented across the organization. System change at this level requires an understanding and current assessment of where all parts of the organization are in the change management process.

Our plan endeavors to examine all stages along the continuum of organizational change to assess strengths and opportunities for RESJ.



We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

We proactively take personal responsibility to learn, grow and adapt in order to support the implementation of anti-racist practices.

We are individuals aware of the potential impact of RESJ to drive meaningful change and increase student outcomes and student success.

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

We champion programs and initiatives that are culturally responsive and make explicit ties to RESJ practices in order to increase student outcomes and student success.

Lastly, we hold a culture in which students, families and communities are valued as leaders and assets to our collective work.

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.

As participants and constructionist of our system, we uphold that every decision-making, investment, continuous improvement effort and policies reflect the values and principles of RESJ.

How we conduct research, use and manipulate data must incorporate and bring forward RESJ values and principles as well.





Commitment, Governance & Leadership

Relevant literature tells us organizations that effectively lead with and integrate racial equity and social justice are better positioned to make and sustain transformational change leading to increased outcomes which strengthen the culture and performance of the organization. Leadership influence supported by cohesive governance structures to ensure the commitment to racial equity also bolsters a system's ability to increase equitable organizations and systems.

Since his arrival at PPS in October 2017, Superintendent Guerrero focused on ensuring that racial equity and social justice are foundational values as well as the driving motivation to improve PPS. His steadfast commitment to ensuring the success of every PPS student led him to structure the district to maximize opportunities to realize our shared aspirations for racial equity and social justice.

- The Superintendent assembled a leadership team with a deep commitment to and experience in operationalizing racial equity in education. The Superintendent's Leadership team is comprised of nearly 50% leaders of color.
- The Superintendent has reorganized the central office to support an environment in which to support transformation. He hired a Senior Advisor for Racial Equity and Social Justice to lead planning and implementation of the integration of district strategies, practices and policies with measurable results to improve outcomes for students of color. He also established a new Office of Strategic Partnerships and Engagement to support deeper engagement with communities of color and to support student led initiatives.
- In the fall of 2018, the district launched a visioning process which engaged over 16,000 responses to articulate our "north star" to inspire collective action, guide strategies and drive our future growth. In June 2019, the Board adopted Portland Public Schools reimagined which includes a Graduate Portrait, Educator Essentials and Educational System Shifts. Throughout the vision, tenets of racial equity and social justice are braided throughout all elements of the vision areas. Racial Equity and Social Justice is specifically called out in our core values, the Graduate Portrait, Transformative Racial Equity Leaders, the Educator Essentials, and System Shifts, Racial Equity and Social Justice Centered, Racial Equity Aligned Systems and Structures.
- PPS is currently aligning its strategies to support Board goals that align with the vision in a Strategic Plan that will be adopted in 2019. The Racial Equity and Social Justice Work Plan will inform and be informed by the strategic plan.

RESJ Policies & Implementation Practice

Policies addressing racial equity ensure that organizations sustain progress through leadership changes while also providing a transparent vehicle for accountability.

In January of 2019, PPS adopted an updated RESJ Lens and corresponding protocols. The updated lens builds upon work done during the 5-year Racial Equity Plan, by connecting the application to the lens with specific high leverage scenarios for every department at PPS.

The information and answers from the lens will be utilized in the following ways in 2019:

What do we do with the information and data from the RESJ Lens?

- By December 2018, the RESJ Lens will be finalized. Departments will utilize the fillable form version of the RESJ Lens available.
- Completed RESJ Lens documents will be completed and saved to the RESJ Lens 2018 Folder.
- The Superintendent's Leadership Team (SLT) will review completed forms quarterly beginning in April 2019.
- SLT will collaborate with departments and present an annual report/synthesis of RESJ Lens themes. The report will also include process and use improvement recommendations for the tool.
- In December 2019, SLT will update the PPS RESJ Lens Protocols.



PPS Organizational Climate, Culture & Communications

To continue to build a culture that supports continuous learning, professional development and leadership in racial equity and social justice, knowledge acquisition must be accompanied by practical application opportunities.

In spring of 2019, in coordination with the Office of Teaching and Learning, PPS developed a RESJ Professional Development Framework which describes both the knowledge needed and application desired for all PPS employees. This set of competencies will provide the basis for future training, coaching and development in racial equity at PPS.

In the fall of 2019, PPS will engage with the Center for Equity and Inclusion to pilot training cohorts to increase our collective knowledge in the identity and culturally responsive organization and practices domains.

Knowledge Taxonomy		RESJ Professional Development Framework Organizational Levels of Application	
6. Creating 5. Evaluating 4. Analyzing 3. Applying 2. Comprehension 1. Knowledge	System Integration	Implementing Strategies for Student Success Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes	Problems of Practice The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)
	Individual Information Acquisition	Identity New learning and comprehension of identity issues relating to RESJ.	Culturally Responsive Organization & Practices Shared understanding and analysis of opportunities for application.
		Individual and Team Application and Coherence	



RESJ Partnerships

PPS has partnered with culturally specific organizations for nearly a decade to support students, families and staff to increase student outcomes. Relevant literature asserts that culturally specific services provide better outcomes for students of color. The ability to partner with these key organizations is a critical component to the success of our students and transformation of PPS.

- PPS has maintained and strengthened strategic partnerships with culturally specific organizations who partner with PPS to support student success, parent and family engagement, high school graduation and extended day programs.
- The Senior Advisor for RESJ has launched a contract review process to continue to develop aligned and coherent ways to partner with organizations and ensure we invest in high leverage, high impact strategies to support student success. This contract review will include both programmatic and administrative considerations including impact of programming, relationship development, community and family engagement, services and educational alignment, efficient contract development processing and management, process transparency and data collection, reporting and evaluation.



Student, Family and Community Voice and Influence

PPS aspires to provide concrete strategies to enable student and community voice and to ensure these perspectives influence improvements at all levels of the organization. Relevant literature points to the importance of authentic community and stakeholder involvement as critical to the ability of an organization to demonstrate cultural responsiveness and that organizations that give consumer voice an impactful role accelerate their progress in becoming culturally responsive.

- Over the last 10 months, a shared vision was co-developed by our Guiding Coalition, a group of approximately 90 people from across Portland, representing diverse communities and viewpoints. This group of stakeholders represented the true diversity of our community--language, socioeconomic status, geographical location, race, gender. Moreover, we hosted over 35 city-wide and targeted community meetings, doubling down on our effort to hear the perspectives of our large, but historically silences communities, communities of color. This included meeting communities in safe spaces where their voices could be amplified in our process. This level of engagement will set the tone for being increasingly targeted and intentional with galvanizing the power and wisdom of our communities of color.
- In the summer of 2019 PPS hired a Director of Community Engagement who will oversee the district's implementation of strategies to effectively engage families and communities who historically have not had the same opportunities to participate in policy and administrative decisions.

Beginning in January 2019, four temporary teams met to surface bright spots, provide analysis and recommendations for the RESJ Plan.

Nearly **100** staff members from various school sites and departments participated in the three month planning process.

Temporary RESJ Teams



Teaching and Learning

Examined all aspects of instruction, support and student learning.



Student Initiatives

Examined all student led initiatives, conferences, leadership programs, mentoring and clubs to support student success.



Community Partnerships

Examined all of the culturally specific and culturally responsive networks of organizations and community groups that support student learning and success.



Talent Diversity

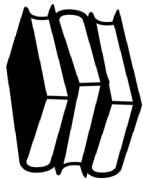
Examined all of the professional development, retention and recruitment efforts aimed at diversifying and strengthening the PPS workforce.



These teams were responsible for the development and vetting of a comprehensive catalog of promising RESJ practices, an analysis of high leverage opportunities that would inform the RESJ framework and policy updates.

The framework includes goals organized by four areas: Teaching and Learning, Student Initiatives, Community Partnerships, and Talent Diversity. A detailed work plan will be developed to support these goals by department after the completion of the district Vision and Strategic Plan.

To support the development, progress monitoring and accountability of the RESJ work plan, a district wide RESJ Advisory Team comprising of representation of all PPS departments will be established.



Curriculum

Implement Guaranteed and Viable Curriculum (GVC) across all content areas, ensuring equitable access and opportunity for all PPS Students by implementing a comprehensive, rigorous, and culturally responsive and sustaining core program and integrating culturally and linguistically sustaining teaching practices.

Successfully implement Oregon K-12 Ethnic Studies Standards.

Ensure completion of PPS Board mandate for ethnic studies electives at every high school.

Apply PPS RESJ lens to all new curriculum adoptions and instructional materials.



Instruction

Identify, adopt, support and implement culturally responsive instructional practices.

Eliminate disparities in HS Graduation rates.

Increase representation of students of color in Talented & Gifted programming.

Decrease over representation of students of color in Special Education.



Student Support

Implement culturally responsive Multi-tiered Systems of Support (MTSS).

Implement and support Restorative Justice practices throughout PPS.

Provide a comprehensive, culturally responsive and systematic continuum of supports.

Apply our racial equity and social justice lens in responding to diverse needs of students through PLCs and SIT team processes.

Use data analysis and data-driven decision making to inform academic, social emotional and behavioral supports.



Student Identity Development and Affirmation

Increase opportunities for students to develop a positive social identity and develop language and historical and cultural knowledge that affirms and accurately describes their multifaceted identity.

Increase experiences outside of the classroom for students to express pride, confidence and healthy self-esteem without denying the value and dignity of others, recognizing that people's multiple identities interact and create unique and complete individuals, all while being able to negotiate their own personal identity in multiple spaces.



Student Leadership

Increase the activity participation of students of color in leadership opportunities (i.e. student government, clubs/affinity spaces, site council) across each PPS middle and high school campus.

Establish district-wide alignment and equitable representation in support of affinity groups based on race and ethnic representation (i.e. MECha, Black Student Unions, Native American Student Unions, etc.)

Facilitate intentional and intersectional group gatherings (i.e. student summits/conferences) that increase leadership and professional skills of all students, and in particular students of color.



Student Voice

Center student voice in the districts decision making processes so that they (1) have ample opportunity to discuss how they experience school, (2) engage in facilitated discussions where they can express various viewpoints even if they are counter to dominant narratives, (3) have a system for providing feedback to district leadership regarding school issues, suggestions and desires and 4) have multiple means of expressing their perspectives regarding district or school issues.

Increase Increase opportunities for students to identify and work on equity issues impacting their educational experiences with District leadership.

Actively involve students in district improvement efforts and meetings, developing the capacities to address the issues they identify alongside district leadership.

Ensure historically marginalized youth have ample of opportunities to re-engage in their education through leadership and civic engagement rather than



Goals: Talent Diversity



Recruitment & Hiring

Incorporate RESJ expectations into all job descriptions.

Increase the demographic diversity of PPS Workforce.



Retention

Develop incentive system to increase RESJ capacity of PPS Workforce.

Increase employee retention for people of color.



Professional Development & Learning

Develop RESJ PD scope and sequence to support development for all employees.

Implement mentoring program for new leaders.





Community Engagement

Develop coherent frameworks that embolden more community participation in relevant and substantive ways, informing district policy and administrative decisions.

Elevate the importance of interdependence among PPS and the broader community, ensuring decisions embody our community's voice.

Create opportunities that build our families' capacity to be informed and actively engaged in their children's education and in school improvement efforts, especially students and families of color.

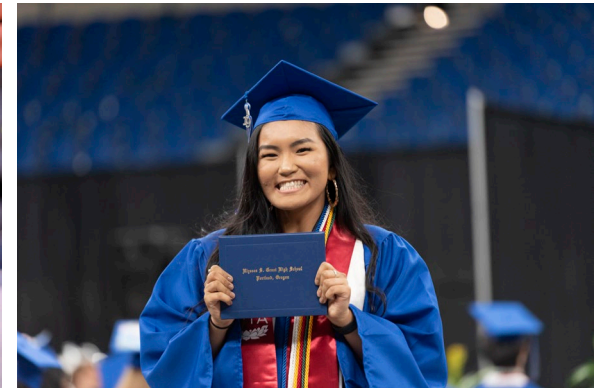


Business and Philanthropy

Drive financial, in-kind and human capital resources to district priorities that increase the academic and socio-emotional wellbeing of historically marginalized students and their families.

Forge connections between the broader community and the district to benefit the learning experience of students and families of color.

Leverage data and insights to drive innovation, change and shared value of closing the pervasive achievement and opportunity gap between various social identity markers.



Contracting

Increase effectiveness and alignment of PPS investment in education partnership contracts.

In the fall of 2019, PPS will institute a district wide RESJ advisory body consisting of all levels of leadership and staffing across all departments.

Membership of the RESJ Advisory Team will consist of at least two members from every school cluster and department across PPS. Members will apply and must have the approval of their supervisor. The final team will be approved by the Superintendent's Leadership Team.

The Executive Sponsor of the RESJ Advisory team is the Superintendent and the RESJ team will be staffed by the Senior Advisor for Racial Equity and Social Justice.

The RESJ Advisory team will meet monthly and report to the Superintendents Leadership Team and the School Board annually.

RESJ Advisory Goals



Develop into a community of thought leaders on district wide RESJ approaches and practices at PPS who provide leadership support to the organization.



Provide leadership, support and project management of the RESJ Work Plan 2019 – 2022



Provide a venue for meaningful opportunities for feedback and suggestions for district wide RESJ work for all departments at PPS.



Collaborate with the SLT to review RESJ Lens protocols and information and make recommendations based on emerging themes and needs of the district and ensure the success of the RESJ Action Plan.



Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them. (*Center for Assessment and Policy Development*)

Racial Justice

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. (*Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report*, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.)

Social Justice

Those who strive for social justice believe in the triumph of our shared humanity. Social Justice is a process, not an outcome that calls for both personal reflection and social change to ensure that each of us has the right and the opportunity to thrive in our community regardless of our identities. It calls on us to design and continually perfect our education institutions by challenging the roots of oppression and injustice, empowering all people to exercise self-determination and realize their full potential and building social solidarity and community capacity for collaborative action.

Targeted Universalism

Targeted Universalism alters the usual approach of universal strategies to achieve universal goals, and instead suggests we use targeted strategies to reach universal goals.

(<http://haasinstitute.berkeley.edu/targeteduniversalism>)

Inclusivity

Portland Public Schools strives to be inclusive and cultivate a sense of safety and belonging for every student, family and community. We believe that, experiencing a sense of belonging occurs when the design of societal level arrangements is inclusive to all, being especially sensitive to the most marginalized and multiply disadvantaged. Belonging-related activities encourage positive group and intergroup relations, creating and maintaining conditions of safety, healing, and restoration, creating social trust across group boundaries, and expanding the circle of human concern. Othering of the self, of each other, and of the environment decrease the experience and reality of a sense of belonging.

(Adapted from powell, john a., and Menendian, Stephen. "The Problem of Othering: Towards Inclusiveness and Belonging." Haas Institute.)

Intersectionality

The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary) Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

In other words, intersectional theory asserts that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "female" and "black") do not exist independently of each other, and that each informs the others, often creating a complex convergence of oppression. Understanding intersectionality is essential to combatting the interwoven prejudices people face in their daily lives. (Crenshaw, Kimberly Columbia Law School)



PPS leads with race, with the recognition that the creation and perpetuation of racial inequities has been baked into education institutions, and that racial inequities across all indicators for education success are deep and pervasive. We have to design our work to have a focus on race because when we lead with race we ensure we are capturing students of color. Defaulting to regular practices without an articulation of racial inequities leaves students of color behind.

Leading with race is grounded in the strategy of Targeted Universalism which is a powerful way to make the transformational changes we need. Changes we need to improve life chances, promote inclusion, and enhance and sustain equitable policies and programs.

“In its name, targeted universalism signals flawed policies that are either targeted policies or universal policies. Targeted universalism addresses the weaknesses and strengths of these two types of policies. In so doing, targeted universalism is conceptually and operationally different—it is not simply an amalgamation of each type.”

Neither universal or targeted approaches are able to accomplish swift, lasting, and large scale transformative change. We refer to targeted universalism as equity 2.0 because the framework puts equity into practice while bringing to fruition the full potential of focusing on equity over equality—one of many critical distinctions necessary to respond to the diverse forms of othering that we have to dismantle.” (John Powell, Haas Institute)

We also know that other groups of students are still oppressed, including based on ability, sexual orientation, gender and income. Focusing on racial equity provides the opportunity to introduce a framework, tools and resources that can also be applied to other areas of marginalization. A racial equity framework that is clear about the differences between individual, institutional and structural racism, as well as the history and current reality of inequities, can address other marginalized groups.

It is critical to address all areas of inequity, and an institutional approach is necessary across the board. As other public institutions deepen their ability to eliminate racial inequity, PPS will be better equipped to transform our systems and structures impacting other marginalized groups.



Leading with **Racial Equity** & a bold commitment to **Social Justice**.