



PPS Racial Equity and Social Justice Lens - 2021 22 Budget Application

Updated April 2021

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 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. 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.

In May 2019, PPS adopted our community-informed Vision, [Portland Public Schools reImagined](#). Portland Public Schools is committed to preparing our students to lead change and improve the world for the district we aim to become by 2030. Our community defined our:

- **Vision:** A picture of what we want for our students. The Vision includes the Graduate Portrait, Educator Essentials, Educational System Shifts, and Core Values.
- **Core Values:** The district's enduring beliefs that will guide our action toward our collective Vision.
- **Graduate Portrait:** A clear and ambitious description of what the community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers.
- **Educator Essentials:** The knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait.
- **System Shifts:** Changes to the district's priorities and operations that will help create the conditions required to reach our Vision.





With a community-informed Vision established, we are developing a multi-year **strategic plan** that guides our decisions and investments to realize the Vision for our graduates and the larger learning ecosystem.

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. Surface any assumptions.

The proposed 2021/22 School Year budget reflects the investments that support the system shifts and strategies and Theory of Action that will support the achievement of the Board Goals and ultimately the PPS reimagined.

Assumptions:

The primary assumptions driving the budget proposal were centered around funding availability and projections and the timeline and constraints of the process.

2. How have you intentionally involved external stakeholders who are also members of the communities affected by this policy, program, practice or decision?

In the development of the Budget, PPS leadership engaged several external stakeholders:

- *CBRC - PPS staff regularly update and get feedback from community members on the committee*
- *RESJ Partners - at the second quarterly convening of 16 culturally specific and multi-racial RESJ partner organizations, PPS Deputy Superintendent, Claire Hertz presented budget themes and the group met in break out rooms to discuss the connections between the budget and the emerging strategic plan.*
- *Principals - a diverse team of school leaders were invited to be part of the budget prioritization process.*
- *Students - The DSC....*
- *Parents - Engagement team, focus groups?*

- a. Is there stakeholder support or opposition to the proposal? Why?

The stakeholders who were engaged largely lauded the budget development process as well as the principles for prioritization. In general, stakeholders



encouraged PPS to continue to find ways to target and prioritize effective strategies in alignment with RESJ values.

Stakeholders identified several priorities that are reflected in the budget proposal of which they are particularly supportive:

Additional investments that support social, emotional and behavioral health

Additional staffing to support instructional support for students

Additional investments that support increased academic programming targeted for students most in need of additional supports.

3. How does the proposed action expand opportunities for racial equity and social justice?

Taken together, the proposed budget contains investment strategies that respond to the PPS Theory of Action. The proposal contains targeted strategies aimed at supporting Black and Native students along with other underserved student groups in an effort to provide increased opportunities and reduced barriers for BIPOC students with the impact of strengthening the district as a result.

a. How are Black and Native student groups affected?

The proposed budget includes specific investments to support both academic and social supports for Black and Native students. These include culturally specific academic supports for Native students and continued investments in culturally specific RESJ partnerships as well as increased partnerships with mental and behavioral health providers.

b. How will Black and Native students experience a greater sense of belonging?

The combination of investments will provide additional supports for Black and Native students to experience a greater sense of belonging. These include:

- *Support and provide opportunities for youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking*
- *Support and resources for Community Engagement, such as translation services, supplies, food, and childcare*
- *Increase funding for Racial Equity and Social Justice (RESJ) partnership contracts for culturally specific strategies*
 - *Culturally Specific Family Engagement*
 - *Wraparound Services*
 - *Mentoring and Leadership Development*
 - *Extended Day and Enrichment Activities*
 - *Positive Cultural Identity Development*
- *Increase mental and behavioral health supports; this includes contracts with culturally-specific organizations to provide mental and behavioral health support and additional school psychologists to support case management*



- c. Are there any potential unintended consequences for specific groups/populations? Are there strategies in place to mitigate any negative impacts?

PPS is currently analyzing potential unintended consequences related to the budget that include:

- *The potential impact of one time funding on sustaining promising practices and/or targeted programming*
- *The continued volatility of external circumstances and the ability to respond with adequate resources and specificity amidst continuously changing conditions*

4. How does the proposed action disrupt barriers to equitable outcomes?

- a. What element of systemic racism or cultural narrative is being disrupted?

The proposed budget aims to disrupt historical disinvestment in communities of color by strategically aligning investments to our RESJ values and best practices and research based solutions. The proposed budget specifically increases the amount of resources available to high leverage opportunities to support BIPOC students.

5. What information/data are you basing your decision or action upon?

The proposed budget was developed using a variety of data sources and information including: OR Legislative Financial Office, Council of Great City Schools, Oregon Department of Education, MAP Data, Panorama Successful Schools Survey, PPS Family Surveys, and focus groups held by the Office of Engagement.

- a. What data did you use to establish the need for the proposed action?

The proposed budget was developed by utilizing both quantitative and qualitative data to establish need. Quantitative student demographic, academic and assessment data along with qualitative data from surveys, focus groups and relational data from principals, educators and PPS leaders both formed the basis for establishing a multi-faceted understanding of student need.

- b. What data or metrics will you collect/use to track impacts of the proposed action on the identified populations (baseline and moving forward).

PPS will continue to measure the impact of the investment strategies contained within the proposed budget in a variety of ways. Each department has a set of key performance indicators (KPI's). And upon completion of the emerging strategic plan, a robust performance measurement system will be established that assesses the



effectiveness of cumulative investments. These will all tie into the established board goals, which are the ultimate accountability measure.

6. Describe any changes you have made or will make to the action after applying this lens

PPS is committed to student, family and community engagement in the budgeting process. PPS will continue to utilize the RESJ Lens and will utilize the findings to seek opportunities to refine and strengthen the proposed budget.

Data Driven Prompts

RESJ Dashboard

Please utilize this dashboard to inform your reflections and decision making.

- A. Student and Staff Demographics

How does the proposed action close the disparity between student and teacher diversity?

The current investments identified for Fiscal Year 2021-22 put an emphasis on continuing to work towards providing the necessary resources for student success, however it's important to note that there is also a continued opportunity to structure investments in talent and partnerships with culturally specific elements as identified in the RESJ lens to help support closing the disparity between student and teacher diversity. Examples of how to track this information is to understand ratios of adults to students based on key demographics that pertain to the success of our Black and Native students. Therefore, not only hiring more counselors to improve ratios at middle schools, but being able to understand: how has the ratio of Black middle schools counselors improved to that of Black middle school students? Another example of data we aspire to leverage is if a school has a high percentage of Spanish speakers, then how has the ratio of Spanish speaking adults to families changed over time? Assessing our future investments through these types of questions will help support our efforts to close the disparity between our diverse community of students and the adults that support them.

The investment in culturally specific partners also mitigates the impact of the current staffing disparities by providing staffing that reflective of student demographics. Culturally specific partners have much higher percentages of staff of color than PPS does currently. PPS currently tracks staff demographics in RESJ Partnerships as a way to continue to measure and monitor PPS diversity in hiring goals.



Additionally, PPS staff are leading several workforce diversity initiatives aimed at creating more diverse career and leadership pathways. These include support for administrators of color, para to teacher program, coaches to classroom, and the Aspiring Leaders initiative. This budget proposals maintains these efforts and sustains resources and funding to support this work.

B. Student Math and ELA Achievement

How does the proposed action create opportunities to increase student achievement in Math and ELA for Black and Native students?

The FY2021-22 budget is built with using staffing ratios on pre-pandemic enrollment to provide stability for staff and students; however as it pertains to Black and Native students there are academic supports and interventions such as

- *Instructional specialists for CSI, TSI/Title schools to provide targeted academic support to identified students*
- *Culturally-specific support for Native American students*
- *Technology support and an external grant to continue to expand 1:1 device program in additional Verizon Innovation schools including support to provide community-based school programs*
- *Support the development and implementation of curricular resources for K-12 inclusive K-3 Foundational Skills*

As these investments materialize, key actions will be to benchmark budget, Math and ELA achievement to some point in time to gauge and measure progress. Although it is difficult to attribute achievement solely to one strategy (e.g. math tutoring on its own merits versus success due to some combination of math tutoring and youth mentoring) it will be prudent to lay the groundwork for future metrics.

C. Student Math and ELA Growth

How does the proposed action create opportunities for catalytic growth in Math and ELA for Black and Native students?

In addition to the investments identified above for Math and ELA achievement, to further support growth for next year the K-12 math redesign and curriculum adoption will be implemented in combination with district led efforts in

- *Support and opportunities for youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking*
- *Mentoring and Leadership Development*

Which will be further strengthened by the investment in targeted Learning Acceleration over the summer to help springboard our Black and Native students towards Math and ELA growth. As mentioned before, although it is difficult to attribute achievement solely to one strategy (e.g. Reading tutoring on its own merits versus success due to some



combination of Reading tutoring and athletics) it will be prudent to lay the groundwork for future metrics to better understand overall trends in Math and ELA growth for Black and Native students.

D. Disproportionate Discipline

How does the proposed action disrupt predictable racial patterns in discipline for Pacific Islander, Black and Native students?

The expectation is that disruption of predictable racial patterns in discipline for Pacific Islander, Black and Native students will occur due to investments in

- *Additional social workers for Title middle schools and K-8s while continuing the investments made in 2020-21 for the high schools and K-5/K-8 and Multiple Pathways to Graduation schools (e.g. Alliance, DART)*
- *Further SEL and trauma-informed care initiative. Improve coaching and partnerships by expanding our outreach and professional learning*
- *Increase mental and behavioral health supports; this includes contracts with culturally specific organizations to provide mental and behavioral health support and additional school psychologists to support case management*

The key measure will be tracking exclusion days (inclusive of in-school suspensions) against previous years but it will be important to note that tackling disproportionate discipline practices will be a joint effort in both the academic and whole child dimensions. Supporting the whole child will be driven by additional investments in culturally-specific student & family supports & expanded community partnerships; particularly RESJ partnership contracts for culturally specific services in:

- *Family Engagement*
- *Wraparound Services*
- *Mentoring and Leadership Development*
- *Extended Day and Enrichment Activities*
- *Identity Development*

E. High School Graduation

How does the proposed action create greater opportunities for high school graduation for Native students?

*All of these proposed investments are in actions intended to support our Native students as a whole child, thus both academically (via new math curriculum, tutoring over the summer, maintaining staff ratios, credit recovery for high schools and community based organizations, as examples of academic investments) **and** social-emotionally (by increasing mental and behavioral health supports; this includes contracts with culturally-specific organizations to provide mental & behavioral health support and additional school psychologists to support case management plus identity development. Increased investments are directly to culturally specific supports in the Indian Education program,*



CBO school funding (Many Nations Academy) and RESJ Partnerships with NAYA Family Center to provide positive cultural identity development, culturally specific family engagement, and wrap around services.

Key metrics will not only be Native students' graduation rates, but an understanding of longitudinal progress over the schooling career of our Native students from kindergarten to graduation to continue to inform our understanding of leading versus lagging indicators in order to improve graduation rates before it's too late.



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 - 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.

Targeted Universalism: means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

powell, john, Stephen Menendian and Wendy Ake, "Targeted universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. haasinstitute.berkeley.edu/targeteduniversalism.

Investments identified in the budget book:



Academic Supports & Interventions for Our Most Vulnerable Students

- *Instructional specialists for CSI, TSI/Title schools to provide targeted academic support to identified students*
- *Culturally-specific support for Native American students*
- *Credit Recovery FTE for the high schools and CBOs*
- *Technology support and an external grant to continue to expand 1:1 device program in additional Verizon Innovation schools including support to provide community-based school program equitable per pupil funding*
- *Support to provide Charter schools and CBOs equitable per pupil funding y Learning acceleration*

Social Emotional and Mental Health Supports

- *Continue the improved counselor-to-student ratios at all middle schools*
- *Addition of social workers for Title middle schools and K-8s while continuing the investments made in 2020-21 for the high schools and K-5/K-8 and Multiple Pathways to Graduation schools (e.g. Alliance, DART)*
- *Further SEL and trauma-informed care initiative. Improve coaching and partnerships by expanding our outreach and professional learning*
- *Increase mental and behavioral health supports; this includes contracts with culturally- specific organizations to provide mental and behavioral health support and additional school psychologists to support case management*

More Optimal Student-Teacher Ratios & Class Sizes

- *Commitment to ensuring class size goals in Grades KG-2 in CSI schools*
- *Continued investment in full-time Educational Assistants in Title 1 Kindergarten classrooms y Staffing ratios based on pre-pandemic enrollment to provide stability for staff and students*

Continue Elective Courses at Comprehensive Middle Schools and K-8s

- *Continue investment in staffing allocated to schools to support added elective offerings*
- *Continue FTE for 4 middle schools to provide a seven period day schedule, which expands elective offerings*
- *Additional investment in a seven period day schedule for Kellogg*

Greater Access to Arts Education Opportunities

- *Additional investments in staffing to ensure complete arts discipline pathways exist at elementary-middle-high school levels; expanded from Jefferson and Roosevelt clusters to include Franklin, Cleveland, and Madison*



- *Continued investments supporting a visual and performing arts Teacher on Special Assignment (TOSA) position to support Master Arts Education Plan development and implementation, and to support Visual and Performing Arts (VAPA) teacher network*
- *Identified budget to support arts materials, sheet music, and instrument purchase/repair*

Culturally-Specific Student & Family Supports & Expanded Community Partnerships

- *Support and provide opportunities for youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking*
- *Support and resources for Community Engagement, such as translation services, supplies, food, and childcare*
- *Increase funding for Racial Equity and Social Justice (RESJ) partnership contracts for culturally specific strategies*
 - *Culturally Specific Family Engagement*
 - *Wraparound Services*
 - *Mentoring and Leadership Development*
 - *Extended Day and Enrichment Activities*
 - *Positive Cultural Identity Development*

Curriculum Materials & Professional Development for Educators

- *Plan and implement the K-12 math redesign and curriculum adoption*
- *Support the development and implementation of curricular resources for K-12 Social Studies/ Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills*