Equity & Anti-Racism Implementation Plan

School Year 2023-24

PREPARING STUDENTS FOR LIFE

September 2023
Committee of the Whole

BRAYLON
PRE-K, SAYLER PARK

Board policies require an annual implementation plan

> "The Board directs the Superintendent and Treasurer together to **develop a plan** with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Cincinnati Public Schools **Equity Plan will be submitted annually** to the Board for approval and its subsequent implementation by all departments and school sites will be reviewed by the Board at least semi-annually."

> "The District will identify key benchmarks that demonstrate growth in each area outlined in this policy and to **develop a plan** with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public. The Cincinnati Public Schools **Anti-Racism Plan will be submitted annually** to the Board for approval and the Board will hear quarterly reports from the Superintendent regarding each school and the District's efforts in anti-racism."

Board Policy 2255: Equity and Excellence in Education

Board Policy 2256: Anti-Racism Policy

How is success measured?

- The success of the equity & anti-racism implementation is measured by **progress towards the Goals & Guardrails**.

- Success is also measured by **advancing the expectations in the equity and antiracism policies**.

Equity is a Technical and Adaptive challenge

Pursuing equity (including diversity, inclusion and anti-racism) requires recognizing both the adaptive and technical challenges

Technical Challenges	Adaptive Challenges
Concept: Situations where the problem and the solution are clearly evident and well-defined	**Concept**: Situations where the problem nor the solution are clearly evident or well-defined

Technical Challenges

Concept: Situations where the problem and the solution are clearly evident and well-defined

- ✓ Often process changes that do not infringe on belief systems
- ✓ People generally open to technical solutions and can easily identify them
- ✓ Issues often contained to one or a few areas
- ✓ Change often solved by mandate
- ✓ Change usually can be quick (clear start & end)

Adaptive Challenges

Concept: Situations where the problem nor the solution are clearly evident or well-defined

- ✓ Require changes in values and/or beliefs
- ✓ People may resist acknowledging adaptive challenges
- ✓ Solutions needed in concert with those experiencing the adaptive challenge
- ✓ Change cannot occur through mandate
- ✓ Change usually takes a while (fuzzy end)

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Technical vs. Adaptive Examples

Adaptive challenges require transformation, not just implementation

Technical Examples	Adaptive Examples
➢ changing the dosage of medicine	➢ changing lifestyle around nutrition or exercise
➢ changing a student's course schedule	➢ changing beliefs about the importance of attendance
➢ adjusting school start times	
➢ providing every student a computing device	➢ modifying instruction during COVID
➢ amending the code of conduct	➢ ensuring equity in disciplinary decisions

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2023-24 Equity Plan Overview

The plan takes a Technical and Adaptive approach to pursuing equity and anti-racism

Technical Components
Discrete, bounded actions to take in 2023-24 (more tactical and process focused)

	DESCRIPTION	POLICY ALIGNMENT
T-1	**Standardize disaggregated data analysis aligned to the Goals/Guardrails**	"Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students and groups of students in order to reduce prevalent and persistent learning outcome gaps." (2255) "Develop and conduct an annual Racial Disparities Assessment and Audit to identify processes and practices that cause inequitable outcomes based on race." (2256)
T-2	**Provide data protocol and guidance to LSDMCs in alignment with Goals/Guardrails**	"Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board's own responsibility for effective and equitable governance." (2255) "An ongoing school site committee in each school regarding anti-racism efforts and accountability should be a subset of the LSDMC that includes students, employees, administration, families and community members." (2256)

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Technical Components

Discrete, bounded actions to take in 2023-24 (more tactical and process focused)

	DESCRIPTION	POLICY ALIGNMENT
T-3	**Conduct policy & process reviews for equity in these areas: school discipline (in later years: enrollment & lotteries, grading practices)**	"Eliminate District policies, structures, and practices that perpetuate inequities and contribute to disproportionality of access and outcomes." (2255) "To ensure consistency in student discipline, each school shall collect and report data on all disciplinary actions. Schools shall review data, regularly, with the goal of reducing racial discipline disparities and reducing severity of corrective action by race." (2256)
T-4	**Complete equity index version 1.0**	"Allocate annually the District's many financial, capital and human resources equitably." (2255) "Identify the needed financial and human resources to achieve the goals of the Board's Anti-Racism policy…" (2256)

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Technical Components

Discrete, bounded actions to take in 2023-24 (more tactical and process focused)

	DESCRIPTION	POLICY ALIGNMENT
T-5	**Create community-centric equity roundtable**	"Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board's own responsibility for effective and equitable governance." (2255)
T-6	**Launch a webpage on the CPS site that warehouses and makes transparent the equity and anti-racism work**	"The District will identify key benchmarks that demonstrate growth in each area outlined in this policy and to develop a plan with clear and measurable accountability standards and procedures that can be assessed and reported transparently to the public." (2256)

2023-24 Equity Plan Overview

The plan takes a Technical and Adaptive approach to pursuing equity and anti-racism

Adaptive Components

Holistic, mindset and belief oriented actions to take in 2023-24 (more hearts and minds focus)

	DESCRIPTION	POLICY ALIGNMENT
A-1	**Elevate and align on DEI definitions and language use**	"Foster the universal values as expressed and adopted in *Board Resolution – Adopting Working Definitions for Diversity, Equity, Inclusion and Excellence in Education*" (2255) "The Board holds itself and all District and school site decision makers, faculty, support staff and participants accountable for building a District-wide culture of respect for diversity, equity, and inclusion, which is free of racism." (2256)
A-2	**Launch storytelling campaign highlighting lived experiences related to equity and anti-racism**	"Foster the universal values as expressed and adopted in *Board Resolution – Adopting Working Definitions for Diversity, Equity, Inclusion and Excellence in Education*" (2255) "Embracing the racial diversity within our District while actively eliminating practices that perpetuate the racial disparities among our students so that all students have the opportunity to benefit equally referenced in the District's Board Policy 2255 - *Equity and Excellence in Education.*" (2256)

2023-24 Equity Plan Overview

The plan takes a Technical and Adaptive approach to pursuing equity and anti-racism

Adaptive Components

Holistic, mindset and belief oriented actions to take in 2023-24 (more hearts and minds focus)

	DESCRIPTION	POLICY ALIGNMENT
A-3	**Support LSDMC leaders in engaging their school community in discussing equity & anti-racism**	"Engage, include and collaborate with our families, students, residents, communities, and stakeholders as this Board recognizes that their active involvement is essential to the Board's own responsibility for effective and equitable governance." (2255) "Maintain an ongoing school site committee regarding anti-racism efforts and accountability consistent with Policy 2256 Anti-Racism Policy," (9142)
A-4	**Explore additional development & training options for CPS**	"The Board holds itself and all District and school site decision makers, faculty, support staff and participants accountable for building a District-wide culture of equity." (2255) "All District employees shall be trained in a District-approved program about anti-racism and about how racism produces inequitable practices and outcomes in education within their first year of being hired. Anti-racism training shall be revisited annually for all employees." (2256)

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Technical Components of the Plan

Standardize disaggregated data analysis

Ensure data reviews and Board reports use disaggregated data to show equity insights & needs

Analyze, monitor and report data across equity groups

➔ by student groups (e.g., race, gender, socio-economic status)

➔ by students with and without disabilities

➔ by school type, when relevant

Analyze to understand root cause
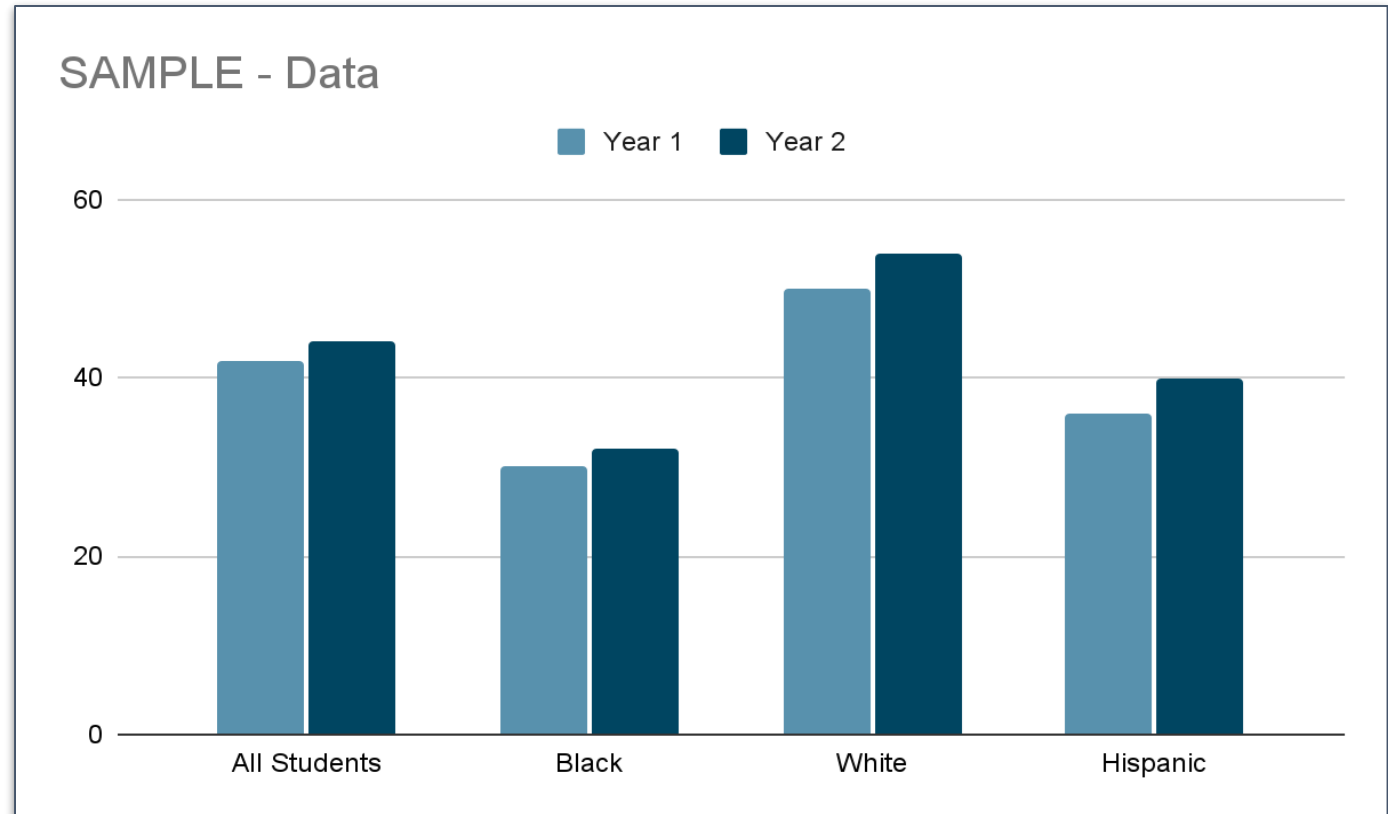
SAMPLE - Data

Provide data protocol & guidance to LSDMCs

Supporting LSDMCs to ensure equitable outcomes in line with the Goals/Guardrails

Recommended Cadence & Data Source	Guiding Questions for Data Review
September ➡️ State Report Card October ➡️ One Plan Review November ➡️ Action 5.1 Implementation Update (LSDMC chairs) December ➡️ One Plan Review *includes look at disaggregated data*	1. Where are the areas to celebrate? 2. As you review the data, what do you notice? What do you wonder? 3. Where are the opportunities for improvement? 4. How can the LSDMC support the work in these areas?

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Provide data protocol & guidance to LSDMCs

Supporting LSDMCs to ensure equitable outcomes in line with the Goals/Guardrails

Recommended Cadence & Data Source	Guiding Questions for Data Review
January ➡ One Plan Review February ➡ Action 1.2 Implementation Update (LSDMC chairs) March ➡ Action 4.3 Implementation Update (LSDMC chairs) April ➡ TBD May ➡ One Plan Review *includes look at disaggregated data*	1. Where are the areas to celebrate? 2. As you review the data, what do you notice? What do you wonder? 3. Where are the opportunities for improvement? 4. How can the LSDMC support the work in these areas?

Conduct policy & process reviews for equity

Analyze and audit high profile areas prone to inequities

Code of Conduct (23-24 focus)

- Are their inconsistencies across schools when applying the code of conduct?
- How are Restorative Practices impacting disciplinary decisions and outcomes?
- How has code of conduct changes (e.g., Promise Center 20-day requirement) impacted outcomes?

Propose any recommended changes by May for the 24-25 code of conduct.

Grading Practices (24-25 focus)

- Are grading practices consistent across same grade level classrooms?
- Are grading practices consistent across schools?
- How are current grading practices impacting student progression?
- How are current grading practices impacting different student groups?

Propose any recommended changes by April 2024 for the 25-26 school year

Enrollment & Lotteries (25-26 focus)

- Does the current practice align with policy requirements?
- How do the current timelines impact equity & access?
- How does the mix of central and campus administered lotteries & selections impact equity?
- What practices have become the norm and how do they impact access?

Propose any recommended improvements by November 2025 for 26-27 lottery windows

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Complete equity index version 1.0

The equity index is a tool used to demonstrate differences in need across schools.

The index will …	The index will not …
✓ guide resource allocations to ensure those who need more get more	✗ impact base allocations of resources or negatively impact compliance
✓ take into account student, school and/or community factors	✗ label individual students
✓ be a key factor in decisions on how best to support schools	✗ be the only factor taken into account on any given decision

The equity index is a necessary tool for implementing the strategies and actions in the district Strategic Plan and achieving the Goals & Guardrails.

Collaborative equity index development process

The equity index will be developed in collaboration with diverse stakeholders and end users.

Work Group Composition

✓ Treasurer & Chief of Staff

✓ Central office staff: treasury, HR, strategy, school leadership, ITM

✓ Union partners: CFT, CAAS, AFSCME

✓ Principals: elementary, secondary, K-12

✓ LSDMC: elementary, secondary, K-12

✓ Community partners

Timeline

Sept.
kick-off meeting

narrow list of data elements to be included

create weighting options

Oct.
review multiple scenarios and refine

gut check with principals & stakeholders

Nov.
finalize version 1.0 to guide 2024-25 budget

Create community-centric equity roundtable

Leveraging and learning from the community to inform equity and anti-racism plans

Roundtable
Diverse perspectives
Rooted in local history & opportunities
Advisory & advocacy purpose
Produce annual equity & anti-racism impact report

Organization	Name(s)
NAACP	
Urban League	
Cradle to Career	
Hispanic Chamber	
Others	
LSDMC	
Principals	

IN PROCESS

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Launch equity webpage

Creating transparency into the district's work in equity and anti-racism

Annual equity & anti-racism plan

Progress reports on implementation & impact

Data & analytics

Engagement opportunities
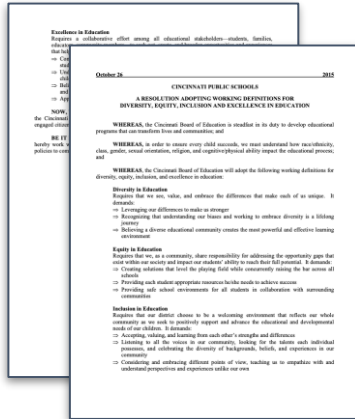
Adaptive Components of the Plan

Level-set and elevate on DEI definitions

Equity implementation is limited by the boundary of shared language and understanding of DEI

Working Definitions for DEI

developed October 26, 2015

provides working definitions for diversity, equity, inclusion and excellence in education

Each month will explore a DEI term & definition, bringing clarity and alignment throughout the district

- What does the term mean to you? (voices of teachers, students, families, leaders, community partners)

- Where do we see this term in action in CPS?

- What can we do to bring this idea to reality in more places for more people?

Launch storytelling campaign

Stories highlight the lived experiences of CPS stakeholders related to equity and anti-racism

- Explore how equity (& inequity) has impacted lived experiences

- Highlight and celebrate what stakeholders are doing to promote equity & anti-racism

- Elevate local history and the context in which CPS pursues equity and anti-racism

- Celebrate local pioneers for equity & anti-racism

Profiles & Stories of …

- ✓ Students & Families
- ✓ Teachers, Staff & Leaders
- ✓ Community Members
- ✓ Key moments & milestones in Cincinnati history
- ✓ Other topics

Support LSDMCs in implementing anti-racism policy

Providing LSDMC chairs training, guidance and protocols to advance equity and anti-racism

Structured Sequence of Learning

Participating in a structured set of modules and engagement opportunities will better position LSDMC chairs to engage their school communities to advance equity and anti-racism

✓ Regularly scheduled sessions

✓ LSDMC chairs plus ones

✓ Principals & APs

✓ Expert facilitation & turn-key resources

● Exploring grant funds to support this programming

● Will offer direct, staff-led programming as well

● Considering various evidence-based programs, including:

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KINDRED communities

FACING HISTORY & OURSELVES

final partner(s) will be determined through an RFP process

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Explore additional development opportunities within CPS (part 1)

Increasing access for personal and collective growth in DEI

Structured Sequences of Learning

To fully embed equity and anti-racism into CPS, internal team members need opportunities for continued learning and development.

- ✓ Multi-module courses
- ✓ Specific topic deep dives (e.g., anti-bias, LGBTQ+)
- ✓ Cross team and intra-team trainings
- ✓ Article & book studies
- ✓ Topics requested by the field

- Exploring grant funds to support this programming

- Will launch a cadre of "CPS champions" who take active leadership roles in equity and anti-racism (by application)

- Considering various evidence-based programs, including:

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Explore additional development opportunities within CPS (part 2)

Increasing access for personal and collective growth in DEI

Speaker Series

A speaker series will enable the focus on equity and anti-racism to be ongoing in the district while also connecting to other leaders and organizations in the work.

- Quarterly symposiums

- Highlighting local voices and context

- Open to all stakeholders

- Topics ranging across DEI areas

The Plan Continues to Support ...

Continuing to focus on these key equity areas

Recruitment → Strengthening pipelines for teachers and leaders of color

Curriculum → AP African-American History course and cultural integration into curriculum