DESIGN TEAM LEAD

SCHOOL/OFFICE/ORGANIZATION

NETWORK CHIEF/OTHER SENIOR LEADER

CHICAGO PUBLIC SCHOOLS

RACIAL EQUITY IMPACT ASSESSMENT

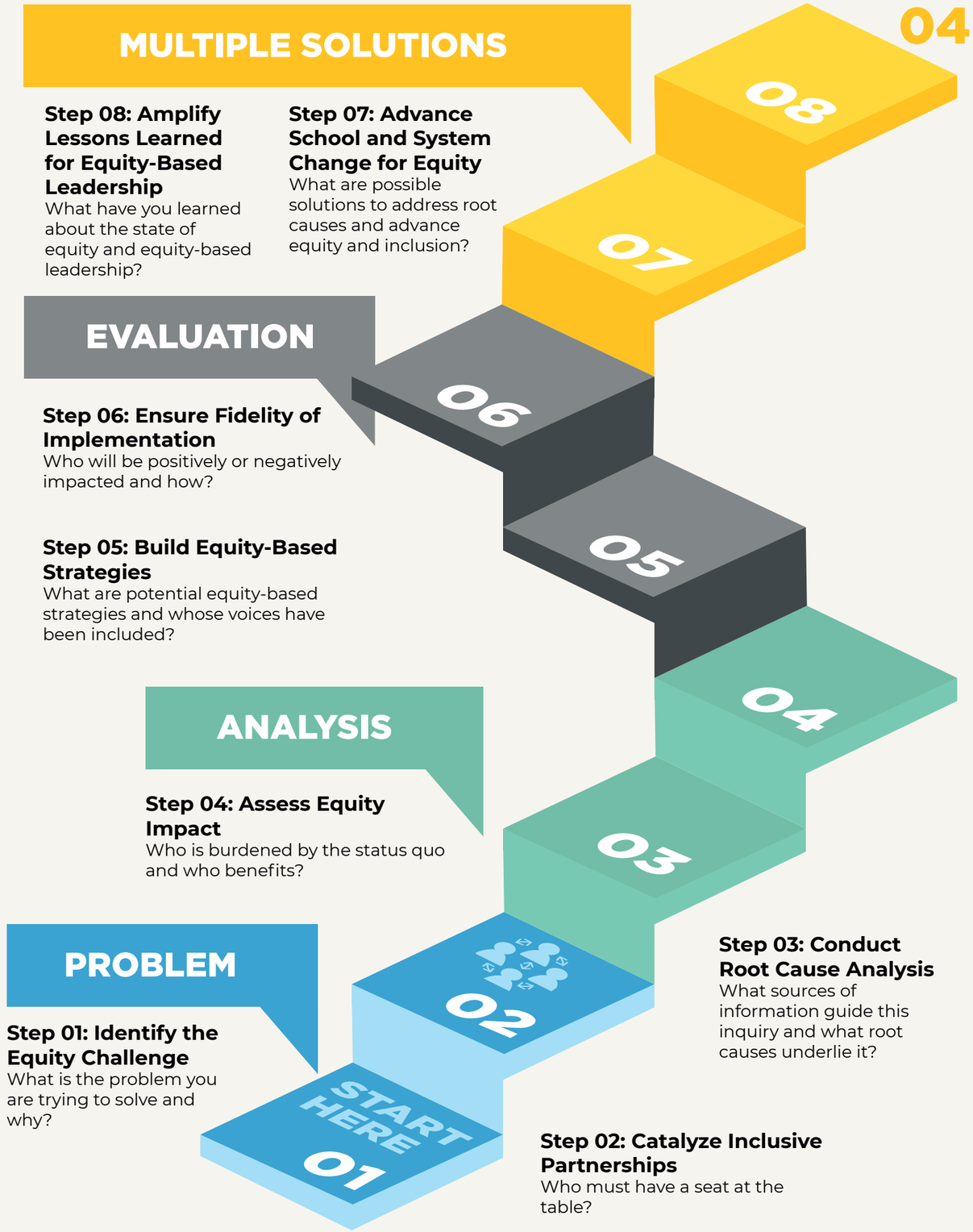
OFFICE OF EQUITY Chicago Public Schools

VALUE STATEMENT

We believe everyone benefits when all students succeed, and that we all lose when students are left behind. Equity means redesigning a system by eliminating the barriers and unfair practices that prevent historically underserved students from receiving the educational opportunities they need and deserve. An equitable school district provides all students the appropriate resources, supports, and opportunities to meet students' different needs and aspirations; and celebrates and embraces the individual cultures, talents, abilities, languages, and interests of each student. Equity requires us to reflect deeply on our own attitudes and biases and to rethink the systems and structures that shape student outcomes.

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Designed by Lorelei Miyamura

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Office of Equity, Chicago Public Schools
District



REIA STEP-BY-STEP

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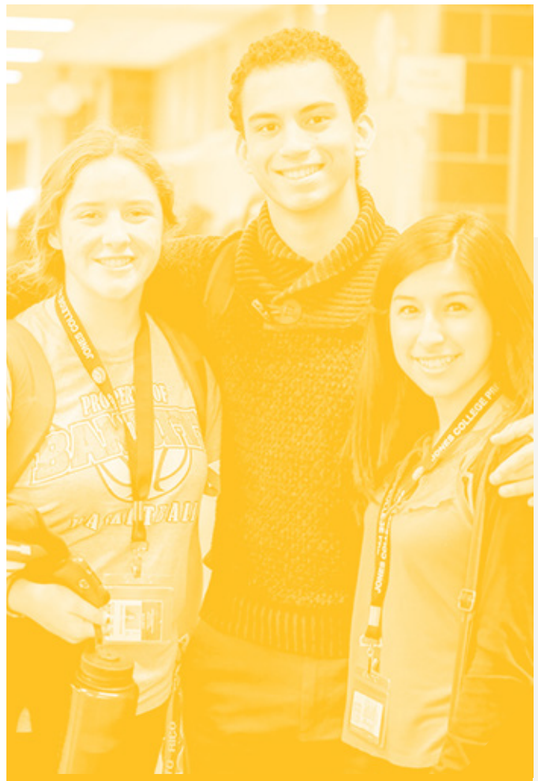
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BECAUSE ALL OF US ARE SITTING AT THE SAME TABLE ARE ALL OF US DINERS? I'M NOT A DINER UNTIL YOU LET ME DINE. THEN I BECOME A DINER. JUST BEING AT THE TABLE WITH OTHERS WHO ARE DINING DOESN'T MAKE ME A DINER. *MALCOLM X (1965)*

PURPOSE

The purpose of the REIA is to operationalize the CPS Equity Framework in relation to the **Fair Policies and Systems** dimension at CPS, improving student experiences is at the core of our equity work. We are committed to looking at all of our work through an equity lens in order to eliminate barriers to success and ensure equitable opportunities for all students. We know those most impacted by inequity must have a seat at the table in the creation and implementation of any decision affecting their lives.

The REIA process uses a set of conditions and questions to guide the development, implementation, and evaluation of a practice, policy, decision, proposal, or action through a racial equity lens. **We start with race** because racial and ethnic minorities have been historically prohibited and structurally excluded from educational opportunities. Race impacts social capital, which is crucial for educational opportunity (*Why Race?* by Ching, 2013).

What is a Racial Equity Impact Assessment?
"A Racial Equity Impact Assessment (REIA) is an examination of how racial and ethnic groups will likely be affected by a proposed action or decision," (Race Forward, 2017). A REIA is used to authentically evaluate the state of racial equity in your classroom, school, department, or office. REIAs aid school teams and departments in "establishing an expectation that all [stakeholders] share responsibility to talk about race, hold each other accountable for racial disparities, find and point out policies [and systems] that maintain racialized inequities, and continue to develop their skill, will, knowledge, and capacity to eliminate racial disparities," (Feldman & Winchester, 2015). REIAs have been used extensively to drive equity in cities such as Chicago, Portland, Boston, and Seattle such as boosting the number of Women and Minority Owned Businesses and shining the light on policies impacting classrooms.

The CPS REIA process is used to

Systematically centralize equity in all work throughout the district to address opportunity differences and prioritize the needs of our least-served CPS community members.

Prioritize the voices of those who are impacted by inequity in the district.

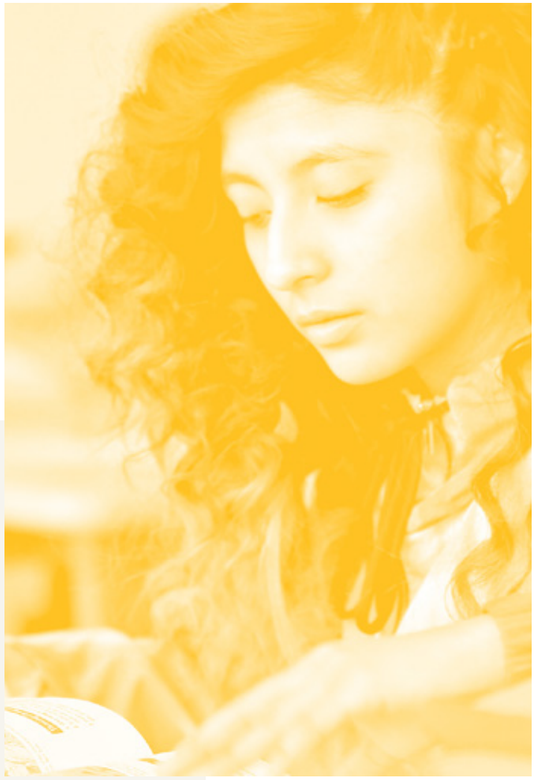
Redesign educational systems to meet the needs and aspirations of our least-served CPS community members.

Institutionalize internal reflection practices to foster and make accomplices across difference and move toward personal, collective, and system transformation.

REIA PRE-ASSESSMENT

Pre-Assessment Purpose
The CPS Racial Equity Impact Assessment (REIA) is a rigorous, formal protocol for using evidence, especially community voice and professional judgment, to conduct a school, Network, or Central Office equity-based inquiry process to advance racial equity. The REIA process is most effectively implemented in the context of ongoing professional learning with a skilled facilitator. Use the pre-assessment to examine the extent to which your team can carry out the necessary conditions.

Use the REIA Pre-assessment to examine your design team's readiness and prepare for the REIA process. A design team consists of a multitude of diverse stakeholders with an emphasis on participants' social identity, professional and personal role, and content knowledge. Inclusive Partnerships, part of the CPS Equity Framework, emphasizes stakeholders most impacted by inequity, those accountable for making decisions, and those with institutional memory.



Conditions Necessary to Ensure Rigor & Legitimacy
Conditions provide the structures necessary for actual and perceived legitimacy of the findings of the process. Please assess the extent to which your REIA team has established the conditions below:

1 = Inadequate/Not Addressed/ Achieved
2 = Insufficiently Addressed/ Achieved
3 = Sufficiently Addressed/Achieved
4 = Exemplary Practice

CONDITION	DESCRIPTION	TOTAL
Team Composition	The team is purposefully composed with a focus on a diverse, representative, passionate composition; see Inclusive Partnerships in the CPS Equity Framework.	
Inclusive Partnerships	The team has committed to creating an inclusive partnership strategy - including a listening campaign schedule, design of engagement and/or observation strategy, and use of time.	
Professional Learning	The team should be immersed in equity learning experiences and/or have attended them. The team must be committed to holding up the mirror to examine themselves, their identities, their practices from an equity lens. All team members attend a 3 hour training on the CPS Equity Framework with the Office of Equity.	
Norms	The team has established norms for alliance across difference to set conditions for trust; expectations for team-deliberated consensus are established and clear to all team members.	
Capacity	The team has the necessary capacity to manage the REIA process effectively, including time, culturally relevant facilitation and data skills.	
Commitment to Co-Design	The team is committed to co-designing the framing and identification of the problem, inclusive partnership strategy, root cause analysis, conclusions driven by evidence, and accountability to advance equity.	
Equity-based Facilitator	At least one team member has participated in a REIA, PBI visit, or other intensive inquiry-based school action research protocols.	
Rigor of Methodology	The team has ensured the methodology of the REIA is a match for your problem given the strengths and weaknesses of the process. Confer with a trained facilitator at this step. Ensure the political landscape won't impact the objectivity of the process.	
Equitable expectations	At least one team member has participated in a REIA, PBI visit, or other intensive inquiry-based school action research protocols.	
Process for Sharing Findings	The team is committed to leveraging findings for school, and/or office improvements for equity. The community engaged can respond to and/or challenge the REIA findings. The accountable institution can respond also.	
	1 = Inadequate/Not Addressed/Achieved 2 = Insufficiently Addressed/Achieved 3 = Sufficiently Addressed/Achieved 4 = Exemplary Practice **TOTAL**	/40

OVERVIEW OF REIA PRECONDITIONS

SUMMARY OF NECESSARY CONDITIONS FOR THE REIA PROCESS

Complete all foundational elements and ensure inclusive partnerships at each step. Team members and those engaged include stakeholders most impacted by inequity, those accountable for making decisions, and those with institutional memory, while acknowledging an individual's content knowledge, social identity, and role.
Team members and those engaged are reflective of the community being served.
The conduct of the REIA process is monitored, and team findings can be challenged.
The editing, distribution and ownership of the REIA findings are clear.
We consider a team scoring above 25 to be ready for the REIA.

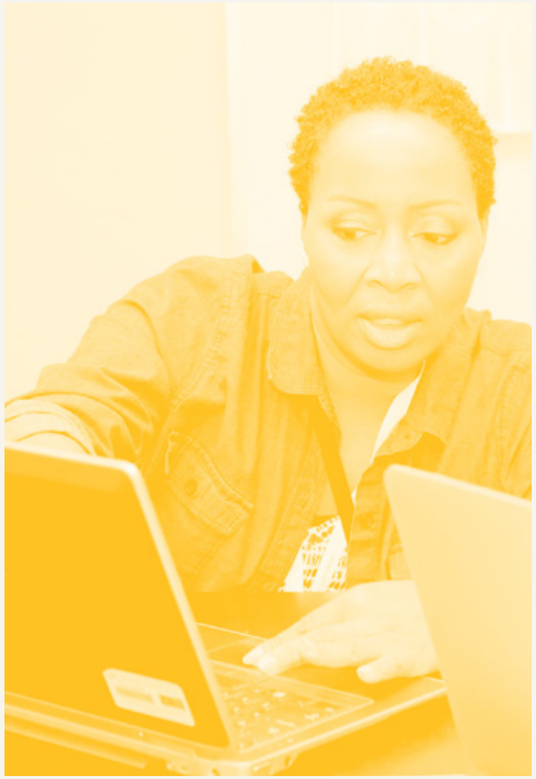
NECESSARY REIA STEPS

The 8 steps above are non-negotiable aspects of the CPS REIA Process to investigate the equity impact of a policy or practice. The REIA Team must champion all foundational steps and necessary conditions to ensure rigor and legitimacy of the findings.

Resources

For more information about an organizational or team self-assessment related to racial equity readiness, please see the Race Forward Ready for Equity in Workforce Development tool (available on their website).

Commitments and Preconditions:
We believe it is important that we establish preconditions to ensure every person is looking at this work through an equity lens. The REIA process is most effectively implemented in the context of ongoing professional learning with a skilled facilitator. Review the CPS Equity Framework for more information.



CPS REIA

STEP 01

IDENTIFY THE EQUITY CHALLENGE

Lead Question
What problem are you trying to solve? What is your equity challenge?

Additional Questions

- What is the timespan of the REIA and who is involved?
- Why did you choose this problem over others?
- What numbers and community narratives situate the problem?
- How do you know?

Develop a problem statement including context, problem (in the form of a question), evidence, and process. Ensure the problem is co-identified with those most impacted by inequity (Step 2). See the CPS REIA Pre-assessment for more regarding structuring your REIA design team. As you bring stakeholders to the table in Step 2, remember to return to the problem you have identified to calibrate with those who must be at the table.

STEP 02

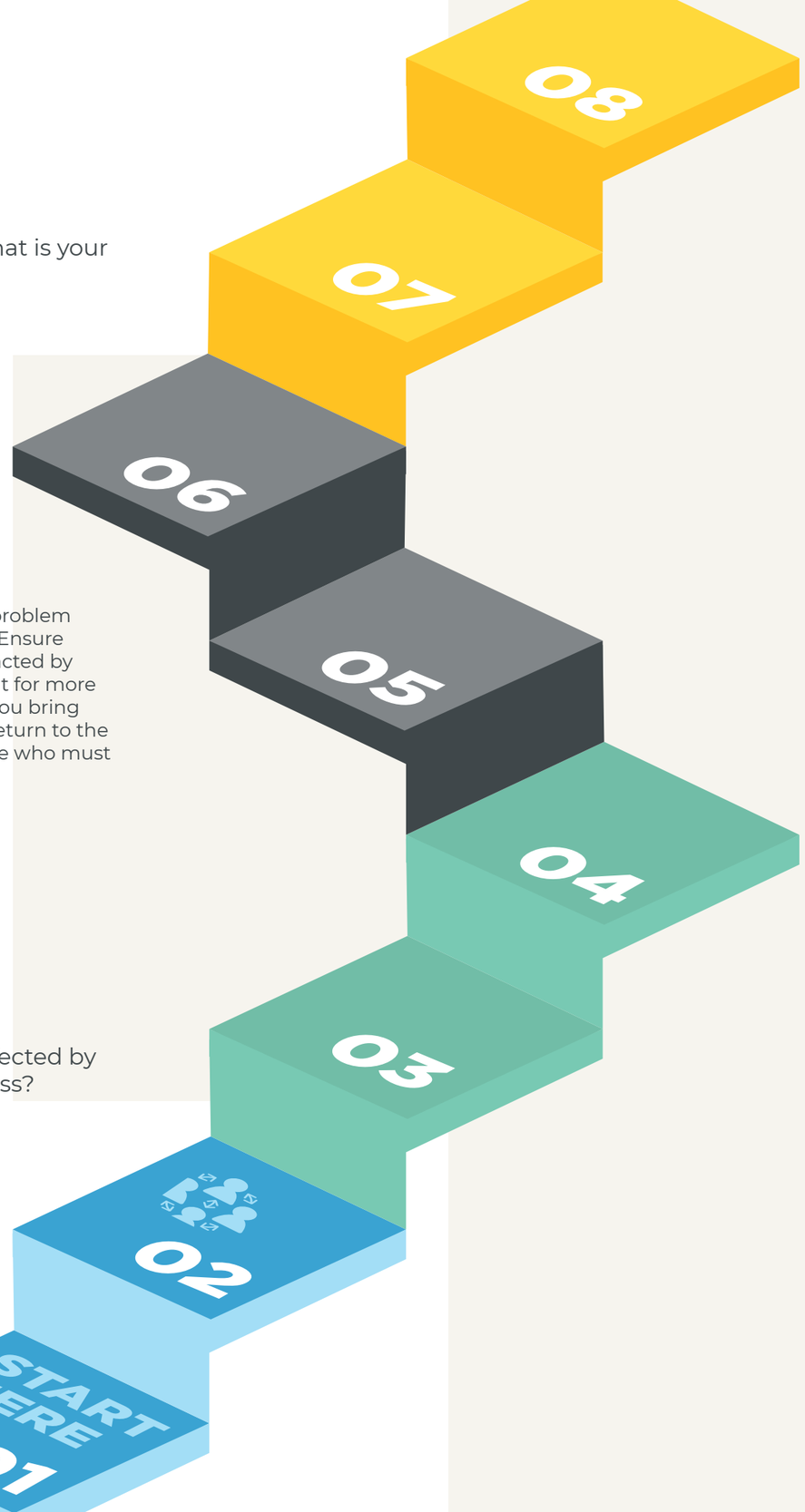
CATALYZE INCLUSIVE PARTNERSHIPS

Lead Question
Who must be at the table?

Additional Questions

- How will you ensure those most affected by inequity are prioritized in the process?
- How will you include those with institutional memory and those with decision-making power?

Ensure those most impacted by the problem you are trying to solve are empowered in the REIA process. Use evidence-based data (see UIC Hardship Index 2017) including school and community indicators situating who is most impacted by inequity. Include those with institutional memory and those who are accountable in your context. Use the CPS Spectrum of Inclusive Partnerships to plan and monitor your efforts.



STEP 03

CONDUCT ROOT CAUSE ANALYSIS

Lead Question
What sources of information will guide this inquiry? What are the underlying root causes?

Additional Questions

- In what way does your community seek change for more racially equitable outcomes? How do you know?
- How will you determine causes and symptoms?
- How will you build consensus on root causes?

Identify multiple sources of information - including non-binary academic sources - while prioritizing student and staff lived experience. Outline the root causes and symptoms or effects using the Moving Toward Equity Root-Cause Analysis Workbook from the American Institute of Research (AIR) or a related resource and build consensus using a protocol such as the Fist to Five protocol.. Build consensuson root causes with multiple stakeholders implicated in both the root causes and the effects.

STEP 04

ASSESS EQUITY IMPACT

Lead Question
Who is burdened by the status quo and who benefits? Why?

Additional Questions

- What is the relationship between opportunity differences and root causes?
- Who experiences accumulated burden?
- Which pathways and users experienced success?

Outline who is burdened by or benefits from the root causes of the problem you are trying to solve. Use a listening campaign and empathy interviews at this step to garner stakeholder perspective. Example: Ask students how a certain policy impacts their lived experiences. The purpose of the listening campaign is to engage in a sensitive dialogue with a wide array of stakeholders whose lived and occupational experiences can inform decision-making." after "Example: Ask students ... lived experiences.

STEP 05

BUILD EQUITY-BASED STRATEGIES

Lead Question
What are potential equity-based strategies? Whose voices have been included while identifying potential strategies?

Additional Questions

- What are potential ways to improve the experiences of those adversely impacted by your equity challenge?
- What learning cycles and monitoring goals could be established to measure the progress of potential strategies?

Use a protocol, such as Fist to Five, to conduct a listening campaign and gather potential ideas to address your equity challenge. Ensure you are building inclusive partnerships and avoid 'solutionitis' meaning jumping to a proposed solution. Please see the CPS Equity Policy Guidebook for more information about listening campaigns, community organizing theory, and how to identify equity-based strategies aligned to your context.

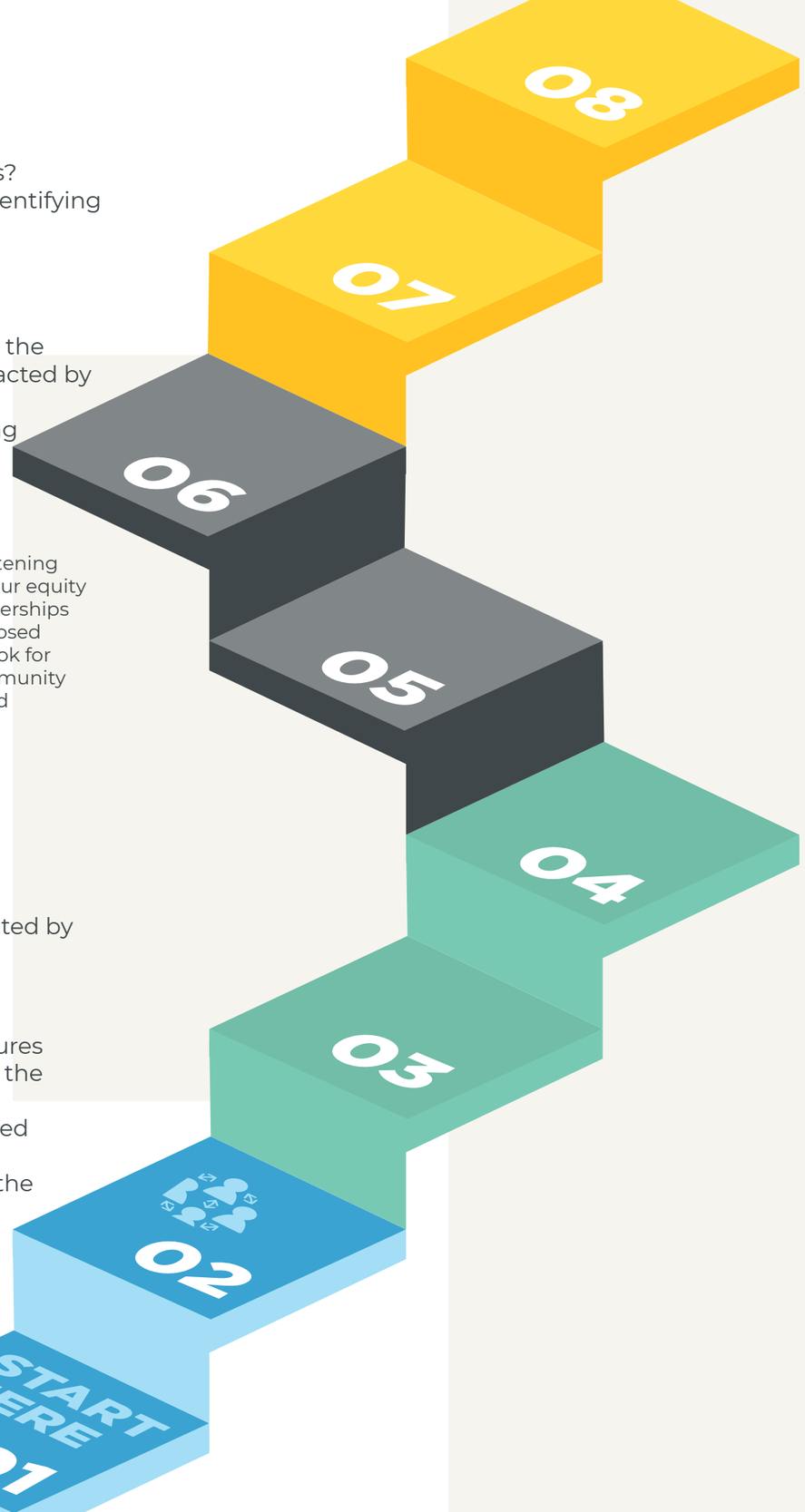
STEP 06

ENSURE FIDELITY OF IMPLEMENTATION

Lead Question
Who will be positively or negatively impacted by this proposal and how?

Additional Questions
- What reliable strategies and structures can be used continuously to assess the proposal's effect on equity?
- How do you account for accumulated burden?
- How will you create buy-in around the change?

Outline who may benefit or be burdened by your strategy to promote equity. Explain some considerations to mitigate known and unknown risks to adjust the strategy or implementation to ensure equitable outcomes for greatest-needs groups. Use the CPS Spectrum of Inclusive Partnerships to plan and monitor your efforts.



STEP 07

ADVANCE SCHOOL AND SYSTEM CHANGE FOR EQUITY

Lead Question
What are possible solutions or next steps to advance equity and inclusion?

Additional Questions
- How will the plan generate the most leverage, momentum, or benefit?
- What narratives and numbers drive the future state you envision?
- Who will be involved in the success of your plan?

Make a plan based on the strategies identified in Step 5 and the implementation plan in Step 6. Use a protocol like Back to the Future (SRI). Identify strategies prioritized in the listening campaign and co-design plan with your greatest-needs partners.

STEP 08

AMPLIFY LESSONS LEARNED FOR EQUITY-BASED LEADERSHIP

Lead Question
What have you learned about the state of equity and what leadership for equity should look like?

Additional Questions

- Who will implement the change idea?
- What leadership team will be held accountable for the plan's implementation?
- Who needs to be informed about what you have learned?

Outline next steps related to your plan. Decide how to communicate with those who need to be informed, including those who can support institutional change. Outline what you have learned about equity with context to inform others how to catalyze change. Host a focus group and invite those you engaged with throughout the campaign to give feedback on a presentation of findings from the REIA process. The findings should include a report brief and PPT presentation for your focus group to respond to. As a final step, develop the implementation plan and change strategy in light of the REIA process. Report findings to relevant stakeholders including those accountable for change.

POSSIBLE USES OF A REIA

Here are suggestions about how you can use a REIA to apply an equity lens in your work in the district. We believe, as Dr. King asserted, “all meaningful change begins on the inside.” It is imperative we each engage in “Liberatory Thinking” about ourselves, our biases, our intentions, and our actions. Please refer to the CPS Equity Framework.

PARENT GROUP

Assess your school’s budget and make recommendations to promote equity.

Evaluate how school or district policies impact your school.

STUDENT GROUP

Inquire about your classmates’ experiences, especially your least-served peers’, seek change, and present findings to school leadership.

Talk to your peers about how to foster equity and inclusion at your school.

PRINCIPAL OR ASSISTANT PRINCIPAL

Work with stakeholders in your school to collaboratively assess a proposal.

Center an equity goal, vision, or mission at your school.

Assess your own leadership and who benefits or is unintentionally burdened by your actions and proposals.

NETWORK

Evaluate school funding within your network and consider differences in available opportunities and specific hardships schools and students face.

Recognize and recommend changes to institutionalized practices and policies that may be perpetuating inequity.

COMMUNITY ORGANIZATION

Design a change in practice that might allow your organization to better serve particular students.

Participate in listening campaigns among diverse stakeholders to better understand your equity ecosystem.

INSTRUCTIONAL STAFF

Engage in a root cause study about how to foster an inclusive classroom.

Reflect on how your instructional plan might affect your least-served students.

SCHOOL DEPARTMENT

Inquire about where inequity exists in your locus of control and identify next steps.

Engage in a listening campaign with diverse stakeholders to better understand your equity ecosystem.

DISTRICT OFFICE

Implement an inquiry process for potential equity-based Continuous Improvement priorities

Engage in a listening campaign to understand the impact of your work on your least-served students.

PURPOSE

The REIA process uses a set of questions to guide the development, implementation, and evaluation of a practice, policy, decision, proposal, or action through a racial equity lens. Complete the CPS REIA Pre-assessment first. Take notes about the REIA process here. Access the CPS REIA Interactive Workbook at the Office of Equity website.

STEP 01 IDENTIFY THE EQUITY CHALLENGE

What problem are you trying to solve? What is your equity challenge?
What is the timespan of the REIA and who is involved? Why did you choose this problem over others? What numbers and narratives situate the problem?

STEP 02 IDENTIFY THE PROBLEM FOR INQUIRY

How will you ensure those most affected by inequity are prioritized in the process?
How will you include those with institutional memory and those with decision-making power?

PURPOSE

STEP 03 CONDUCT ROOT CAUSE ANALYSIS

What sources of information will guide this inquiry? What are the underlying root causes?
In what way does your community seek change for more equitable outcomes? How will you determine causes and symptoms? How will you build consensus on root causes?

STEP 04 ASSESS EQUITY IMPACT

Who is burdened by the status quo and who benefits? Why?
What is the relationship between opportunity differences and root causes? Who experiences accumulated burden? Which pathways and users experienced success?

STEP 05 BUILD EQUITY-BASED STRATEGIES

What are potential equity-based strategies?
Whose voices have been included while identifying potential strategies?
What are ways to improve the experiences of those adversely impacted by your equity challenge? What learning cycles and monitoring goals could be established to measure the progress of potential strategies?

STEP 06 ENSURE FIDELITY OF IMPLEMENTATION

What reliable strategies and structures can be used continuously to assess the proposal's effect on equity?
How do you account for accumulated burden?
How will you create buy-in around the change?

STEP 07 ADVANCE SCHOOL AND SYSTEM CHANGE FOR EQUITY

What are possible solutions or next steps to advance equity and inclusion?
How will the plan generate the most leverage, momentum, or benefit? What narrative drives the future state you envision? Who will be involved in the success of your plan?

STEP 08 AMPLIFY LESSONS LEARNED FOR EQUITY-BASED

Who will implement the change idea?
What leadership team will be held accountable for the plan's implementation? Who needs to be informed about what you have learned?

GLOSSARY

Accomplice Across Difference: A person not from the same affinity group as you with whom an honest, open, communicative relationship is necessary to foster discussions and move toward educational equity goals (Source: Race & Equity in Education Seminars: Glossary of Commonly Used Words and Ideas).

Affinity Groups: This term refers to a group of people who choose to meet to explore a shared identity such as race, gender, age, religion, and sexual orientation. These groups gather both formally and informally in school, community, and workplace settings. For the purpose of Race and Equity in Education Seminars, groups are designated based on racial affinity, broken first into 'Dominant Culture/White Affinity' and 'People of Color Affinity' groups. These groups can be further broken down into smaller groups within the two major affinities (Source. Race & Equity in Education Seminars: Glossary of Commonly Used Words and Ideas).

Anti-racism: The work of actively opposing racism by advocating for political, economic, and social life changes. Anti-racism tends to be an individualized approach set up in opposition to individual racist behaviors and impacts (Race Forward. Race Reporting Guide).

Change Idea: A way of doing something differently that you think will result in increased equity, particularly one that would help our most underserved students reach a goal we hold for all students.

Co-design: people come together to conceptually develop and create things/Things that respond to certain matters of concern and create a (better) future reality. People come together despite, or because of, their different agendas, needs, knowledge and skills. The task may involve academics, practitioners and communities of place/interest that work together in order to make sense of certain situations and conceptually develop ideas into solutions (Connected Communities: Co-design as Collaborative Research 2018).

Community Indicator: The means by which we can measure socioeconomic conditions in the community. If possible, all community indicators should be disaggregated by race.

GLOSSARY

Equity: Ensuring all students and stakeholders have access to opportunities and resources that meet their needs and aspirations and embrace the individual cultures, talents, abilities, languages, and interests of each student.

Equity Challenge: A specific problem or practice that a school, department, or district identifies in order to develop strategies to address the root causes of an inequity. The dilemma is directly observable, is actionable, and connects to a broader strategy of improvement.

Fair Policies and Systems: Systematic policies and structures that promote equitable opportunities to reach equal outcomes for all students and stakeholders with an emphasis on those who are most impacted by structural inequality and inequity. Fair policies and systems can be created after examining the impact of key policies on students and communities followed by recommending actions for change. Because policies and systems exist at the classroom, school, district, and city level, examining connections between policies and systems is critical for transformation.

Future State: The equitable future you hope to foster through your change idea and other strategies, especially in regards to race relations.

Greatest-needs groups: Groups of people who have been historically and are presently marginalized due to systems of oppression and resource inequity. Greatest-needs groups include, but are not limited to, English Learners, diverse learners, students in temporary living situations, and African American, Latinx, LGBTQ, low-income, and special education students.

Hardship: Socio-economic conditions and other factors reflected in a measure that correlates with quality of life. Beyond economic hardship, additional community indicators, such as health and other quality of life measures, can be considered when assessing hardship.

Inclusive Partnerships: values and prioritizes the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences. This relationship requires the people and institutions who hold power to account for past inequities and

GLOSSARY

to create conditions for healing to advance solutions through co-designing an equitable future. In the process of creating inclusive partnerships, an equity leader will always acknowledge and publicly recognize communities and cultures, and their solutions and ideas - which may have previously been ignored - will be leveraged for shared benefit. The outcome will be both authentic engagement and diversity, as well as more equitable decisions as a result of the engagement process. The outcome will be both authentic engagement and diversity, as well as more equitable decisions as a result of the engagement process. We prioritize three key stakeholder groups:

- People with institutional or historical memory,
- People most impacted by inequity, and
- People responsible for implementing and driving change.

Inclusion: More than simply diversity and quantitative representation, inclusion means authentic and empowered participation within a group or structure, with a true sense of belonging and full access to opportunities *(Race Forward. Race Reporting Guide)*.

Institutional Memory: the stored knowledge and learned experiences of a group within an organization. When creating or recreating a policy or proposal, we will prioritize those with institutional memory, which includes and is not limited to parents, community members, veteran educators, students and alumni to ensure inclusive partnerships.

Least-served: Students or groups who have been/are oppressed or marginalized and have received less resources than their peers.

Liberatory Thinking: Deep, self-reflective transformation work that can empower us to act with courage in disrupting internal and external system inequities.

Liberation: Liberation occurs when each of us are free from all forms of oppression at the individual, interpersonal and institutional level whereby forms of inequity are uprooted and the redesigned future state meets the unique needs and aspirations of all with an emphasis on greatest needs groups by people, place and period. Liberation at each level necessitates a freedom

GLOSSARY

for all to exist, act, envision and flourish unhinged by systems of oppression. Liberation goes beyond closing opportunity gaps and achievement differences to opening opportunity windows through intentional efforts guided by our most impacted to advance a more equitable future state through a process of operationalizing our equity lenses. (Young Women Envisioning Liberation: Move to End Violence).

Listening Campaign: A Listening Campaign is a community engagement strategy designed to connect with and interview people who have lived experience- those who will be impacted the most by the outcome of this work- students, teachers, principals and parents, as well as other cross sector stakeholders leaders from higher education teacher prep programs, the business community, local government, and arts organizations (CREATE Alameda County, 2016).

Opportunity gap: Refers to the inequitable distribution of resources and opportunities that sustains achievement differences.

People, Place, and Period (PPP): Our assessment looks at these three variables to identify least-served populations in order to correct for historical inequity.

Race: A powerful, socially-constructed idea that gives people different access to opportunities and resources. Race is not biological, but it is real because it significantly impacts people's lives.

Resource Equity: Resource equity means prioritizing and allocating people, time, and money to align with level of opportunity. Resource equity recognizes that providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will perpetuate unequal achievement. Resource equity creates opportunities to share resources within a school or institution or across schools to meet the diverse needs of all students.

Root Cause: The deepest underlying cause(s) of positive or negative symptoms within any process that, if dissolved, would result in elimination or substantial reduction of the symptom.

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