Boston Public Schools Equity Impact Analysis Tool[1]

It is the top priority for the Boston Public Schools to provide equity, access, and opportunity for every student, eliminating opportunity and achievement gaps. Research indicates that racial disparities exist in virtually every key indicator of child, family, and community wellbeing. Individual, institutional and structural impacts of race, racism, and other biases are pervasive, and significantly affect key life indicators of success.

The BPS Equity Impact Analysis Tool lays out a clear process and a set of questions to guide the development, implementation and evaluation of significant policies, initiatives, professional development, programs, instructional practices and budget issues to explicitly and intentionally create equity. To do this requires ending individual, institutional, and structural racism/bias, and deliberately, thoroughly, and consistently apply a rigorous equity lens to foster a barrier-free environment where all students, regardless of their race or background have the opportunity to achieve. This includes differentiating resource allocations, within budgetary limitations, to provide students with the support and opportunities they need to succeed academically and thrive.

Why and when should I use it?
Use this tool every time you are making or reviewing a significant decision as a school or district leader: The Equity Analysis Toolkit provides a set of guiding questions to determine if existing and proposed policies, budgetary allocations, programs, professional development and instructional practices are likely to close the opportunity gap for historically marginalized populations in the Boston Public Schools.

Department/School _____

Facilitator: _____ Date: _____

Committee/Community Members:
_____

Decision/Policy/Protocol Under Discussion: _____

Are you: Making a new decision? _____ Reviewing an existing decision? _____

Have you had any training on this tool? _____

How many times have you used the Equity Impact Analysis Tool prior to today? _____

---

[1] Adapted from the Seattle Public Schools Racial Equity Analysis Tool, and the Government Alliance on Race and Equity Racial Equity Toolkit (see http://www.racialequityalliance.org/resources/racial-equity-toolkit-opportunity-operationalize-equity/).

Glossary:

Race: Race is a powerful social idea that gives people different access to opportunities and resources. Race is not biological but is real. Race affects everyone, whether we are aware of it or not.

Individual racism/bias: Prejudgment, bias, stereotypes about an individual or group based on race or other markers. The impacts of racism on individuals include members of certain racial groups internalizing privilege and people of color internalizing oppression.

Institutional racism/bias: When organizational programs or policies work to the benefit of certain racial groups and to the detriment of people of color and other marginalized groups, even if such action is unintentional or inadvertent.

Structural racism/bias: The interplay of policies, practices, and programs of multiple institutions which leads to adverse outcomes and conditions for people of color and other marginalized groups compared to members of dominant groups. This occurs within the context of racialized historical and cultural conditions.

Accountable: Responsive to the needs and concerns of those most impacted by the issues you are working on, particularly to communities of color and those historically underrepresented in the civic process.

Educational Equity: Providing equitable access to opportunities, resources and support for each and every child by intentionally recognizing and eliminating historical barriers, as well as the predictability of personal and academic success based on race, background and/or circumstance.

Inequity: When historically marginalized/oppressed communities do not have access to opportunities and a person's race/circumstance can predict their social, economic and political opportunities and outcomes.

Stakeholders: Those students, families and community groups impacted by proposed policy, program or budget issue who have potential concerns or issue expertise. Examples might include: specific racial/ethnic groups, governmental institutions, community-based organizations, staff and families.

Culture: The ways that we each live our lives; including values, language, customs, behaviors, expectations, ideals governing childrearing, the nature of friendship, patterns of handling emotions, social interaction rate, notions of leadership, etc.

Expected Outcomes: A measurable result that is planned for, using the equity tool.

Racial Equity Tool Worksheet

Step #1: What is the proposal under consideration, and the desired results and outcomes?

a. Describe the policy, program, practice, or budget decision (for the sake of brevity, we refer to this as a "proposal" in the remainder of these steps).

b. What are the intended results and outcomes, internally and externally, including in closing opportunity and achievement gaps?

c. What does this proposal have an ability to impact?

Step #2: What does the data tell us?

a. What does quantitative and qualitative data tell us about existing racial inequities? What does it tell us about root causes or factors influencing racial inequities?

b. How will the proposal impact historically marginalized populations, particularly students of color?

c. What performance level data do we have available for the proposal? This should include data associated with existing programs or policies.

d. Are there data gaps? What additional data would be helpful in analyzing the proposal? If so, how can we obtain better data?

Step #3: How have parents, communities, and other key internal and external stakeholders been engaged? Are there opportunities to expand engagement?

a. Who are the students, parents, and community members most concerned with or with the most relevant experience related to the proposal? How have we involved them in developing the proposal?

b. What has our engagement process told us about the burdens or benefits for different groups?

c. What has our engagement process told us about the factors that produce or perpetuate racial inequity related to this proposal?

Step #4: What are our strategies for advancing racial equity?

a. Given what we learned from data analysis and stakeholder involvement, how will the proposal increase or decrease racial equity? Who would benefit from or be burdened by the proposal?

b. What are potential unintended consequences? What are the ways in which the proposal could be modified to enhance positive impacts or reduce negative impacts?

c. Are there complementary strategies that we can implement? How can existing partnerships be strengthened to maximize impact? How will we partner with stakeholders for long-term positive change?

d. Are the impacts aligned with our desired outcomes defined in Step #1?

Step #5: What is our plan for implementation?

a. Describe the plan for implementation.

b. Is the plan:
   - Realistic?

   - Adequately funded?

   - Adequately resourced with personnel?

   - Adequately resourced with mechanisms to ensure successful implementation and enforcement?

   - Adequately resourced to ensure ongoing data collection, public reporting, and community engagement?

- If the answer to any of these questions is no, what resources or actions are needed?

Step #6: How will we ensure accountability, including evaluating and communicating results?

a. How will impacts be documented and evaluated? Are we achieving the anticipated outcomes? Are we advancing racial equity and closing opportunity and achievement gaps?
b. What are our messages and communication strategies to help advance racial equity?

c. How will we continue to partner and deepen relationships with students, parents, and communities of color to make sure our work to advance racial equity is effective and sustainable for the long-haul?