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NAVIGATING EdEquityVA:

Virginia's Road Map to Equity

Leah Dozier Walker, Equity Director
Virginia Department of Education

@VDOE_News
@LeDWalk
#EdEquityVA

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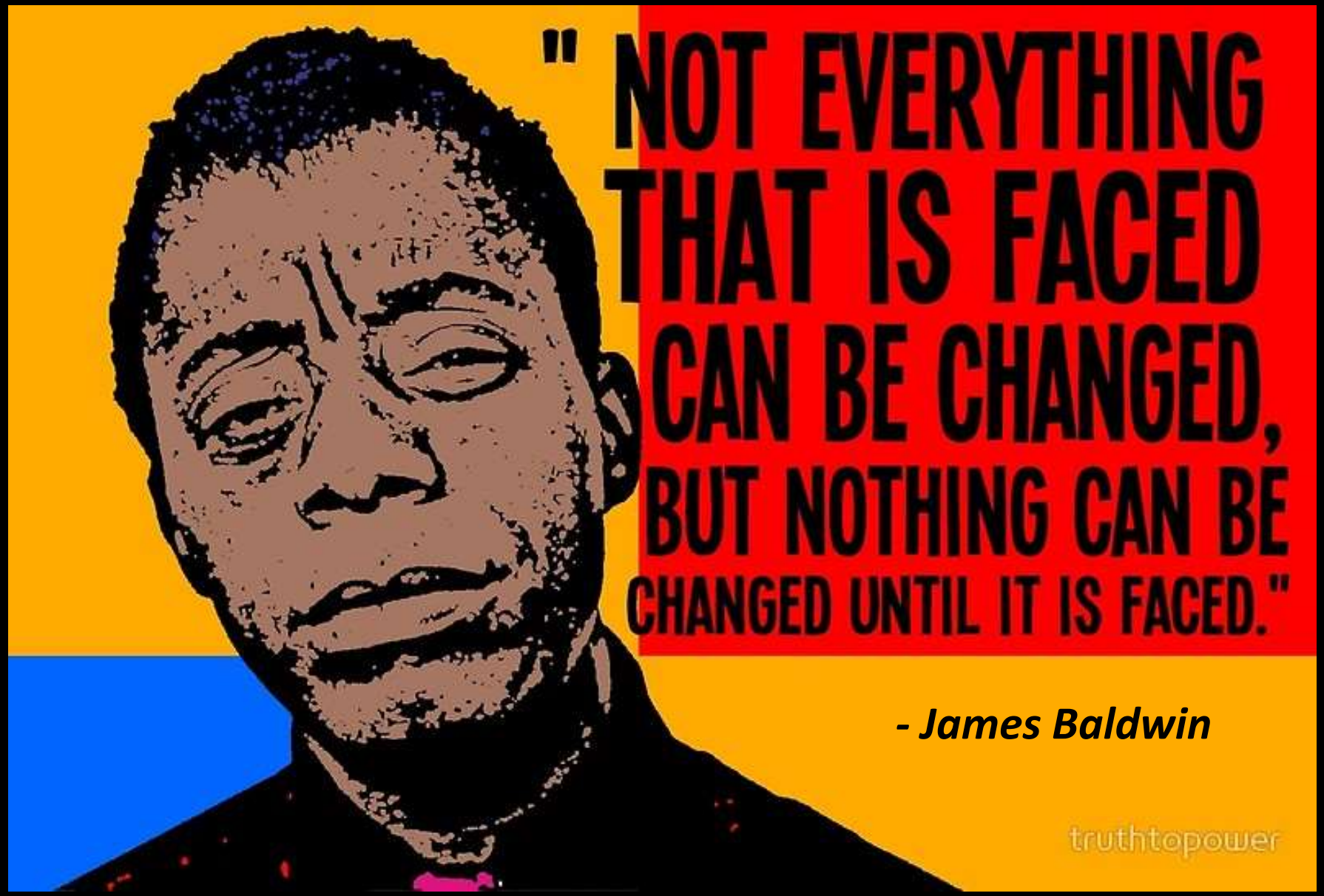

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The Virginia Landscape

- In Virginia, **Black students comprise** 22% of total student enrollment, but **52% of all students suspended**.
- In 60% of Virginia's school divisions, **Black students are more than twice as likely** as their non-Black peers **to be suspended.**
- In 30% of Virginia's school divisions, **Black female students are more than three times as likely as their non-Black peers to be suspended.** (*compared to just 9% of school divisions for Black male students*)

Source: VDOE Staff Analysis

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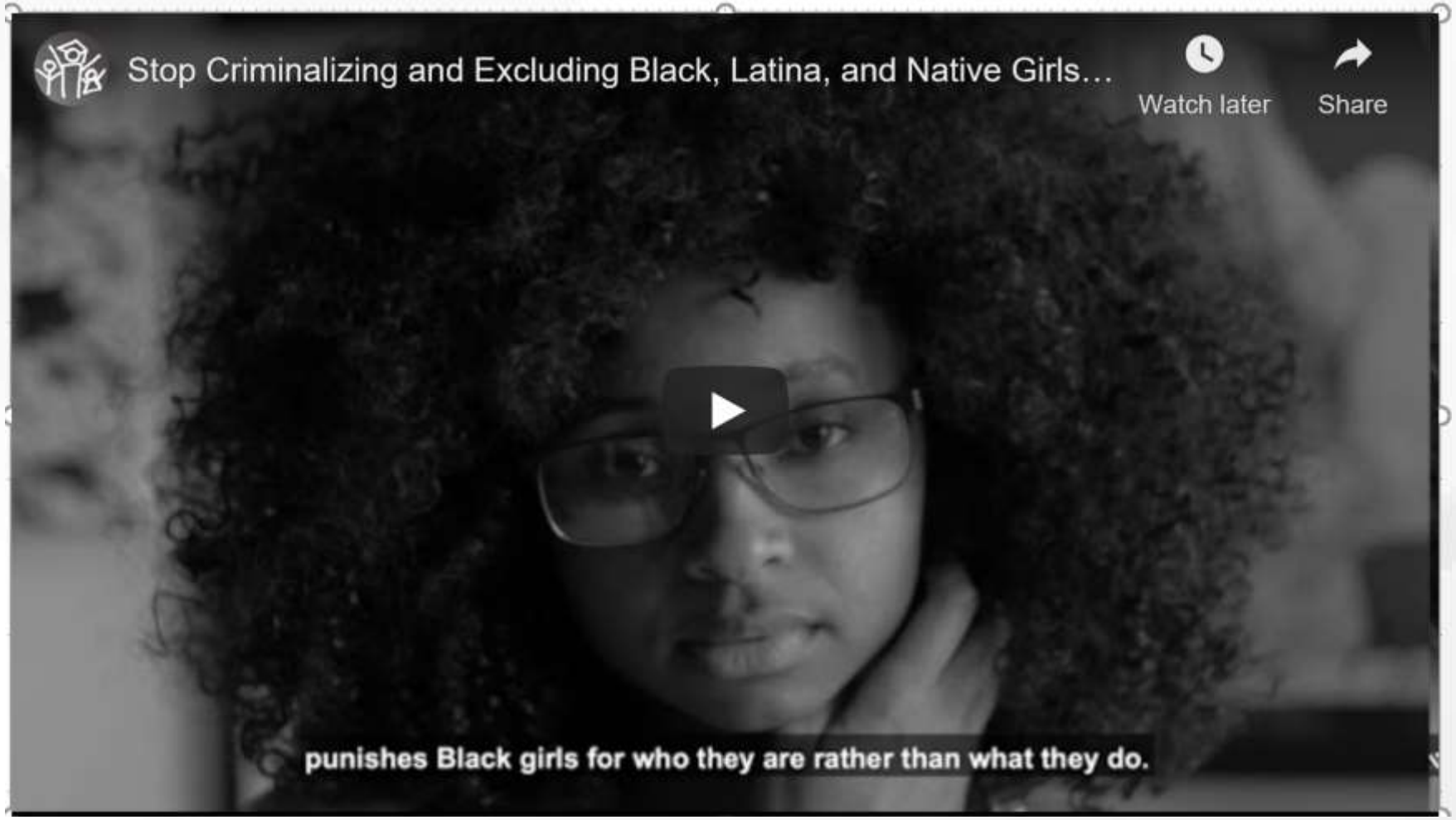
The Criminalization of Black Girls In Schools



https://youtu.be/8WIZYsV6pwA

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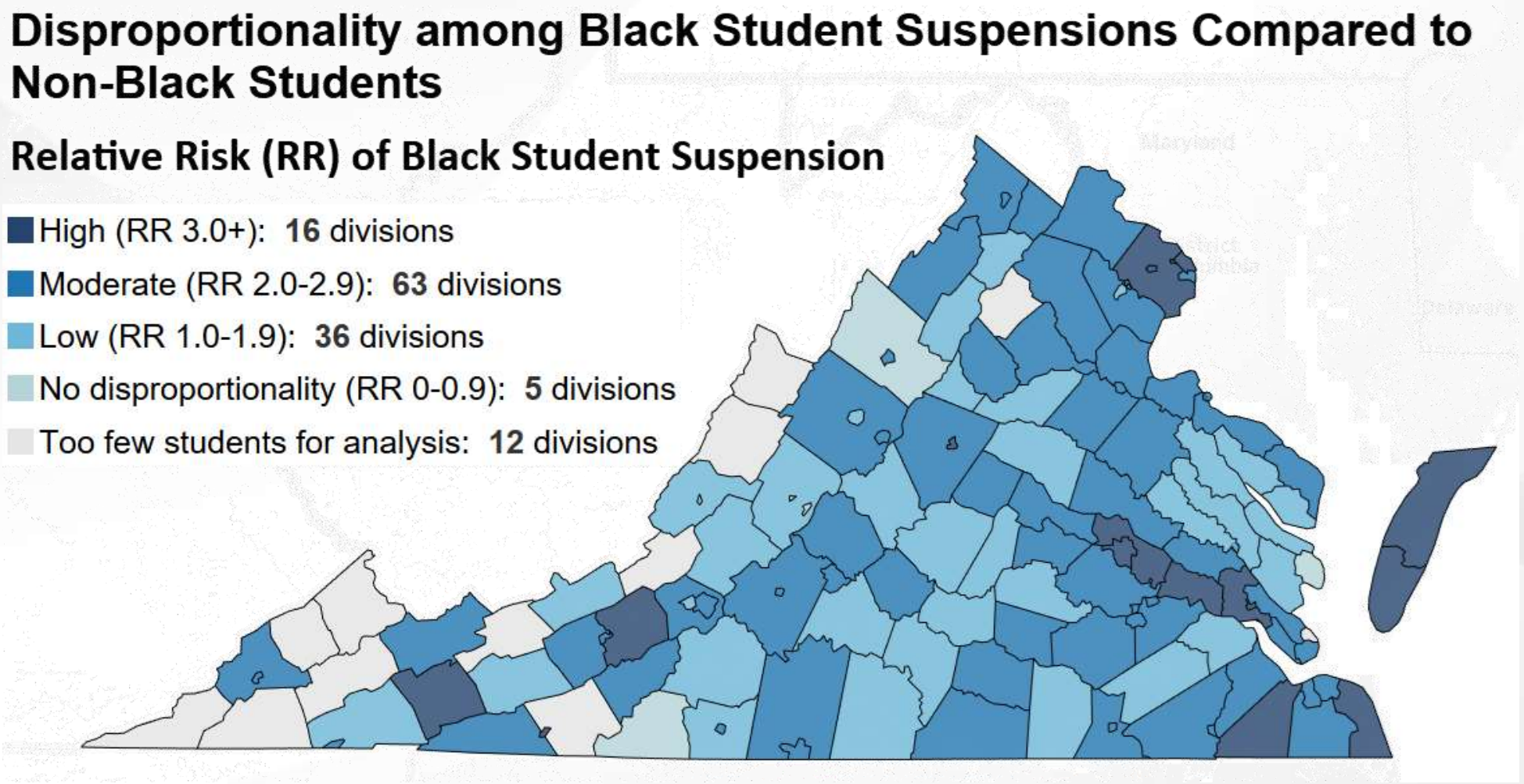
More than half of Virginia school divisions have moderate or high disproportionality among Black student suspensions



Relative Risk: *the increased likelihood that a Black student will be suspended, compared to a non-Black student*

Source: 2018-2019 Discipline, Crime and Violence Data Collection, Virginia Department of Education

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Unpacking Disproportionality

- Schools with **higher Black student suspension rates** are more likely to have:
  - Higher overall student suspension rates
  - Lower percent of Black students
  - Lower percent of Black teachers
  - Higher student poverty rates
  - Serve secondary grades
  - Be located in an urban setting

- Specific to teacher race, the VDOE analysis indicates that for every 1% increase in the percent of Black teachers in a school, the suspension rate for Black students decreases by 0.03%

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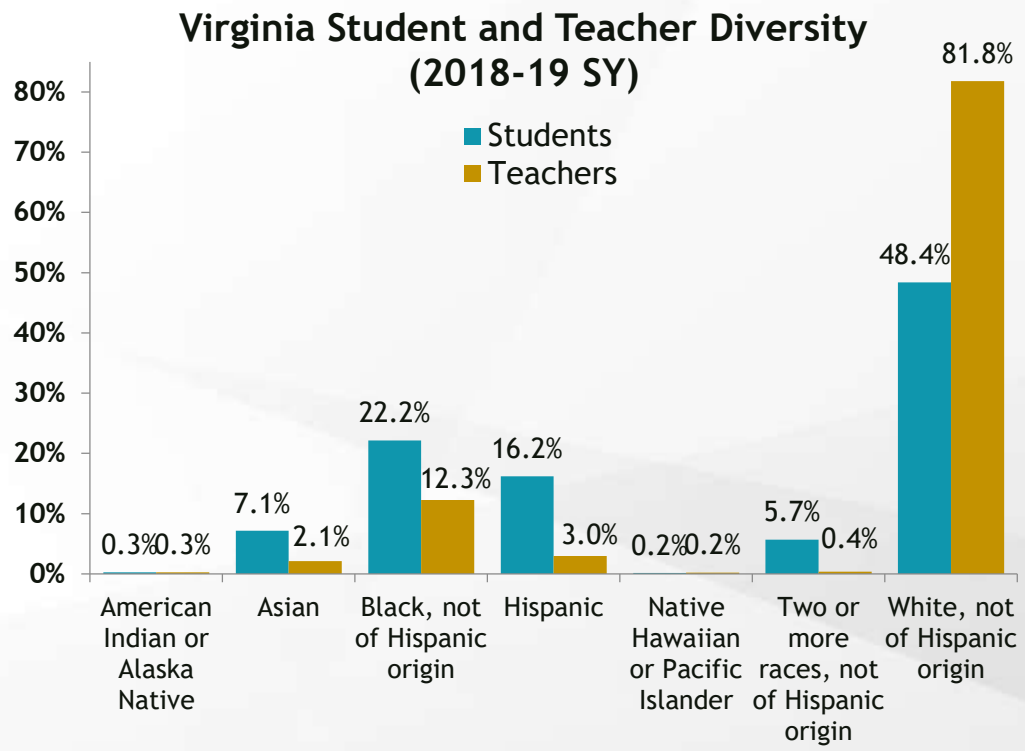
Teacher Diversity: *Does it Matter?*

- Black students who are exposed to one Black teacher by third grade are 13 percent more likely to enroll in college. Those who had two Black teachers are 32 percent more likely to enroll in college[1].
- Black teachers produce greater benefits for Black students in the South, relative to other regions[2]
- Consistent evidence that exposure to same-race teachers is associated with reduced rates of exclusionary discipline for Black students[3]



Source: VDOE Staff Analysis

1. *Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay, Nicholas W. Papageorge (2018). The Lon-Run Impacts of Same-Race Teachers.*
2. *Grissom, J. A., Nicholson-Crotty, J., & Nicholson-Crotty, S. (2009). Race, region, and representative bureaucracy. Public Administration Review, 69, 911-919.*
3. *Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. Educational Evaluation and Policy Analysis, 39, 485-510.*

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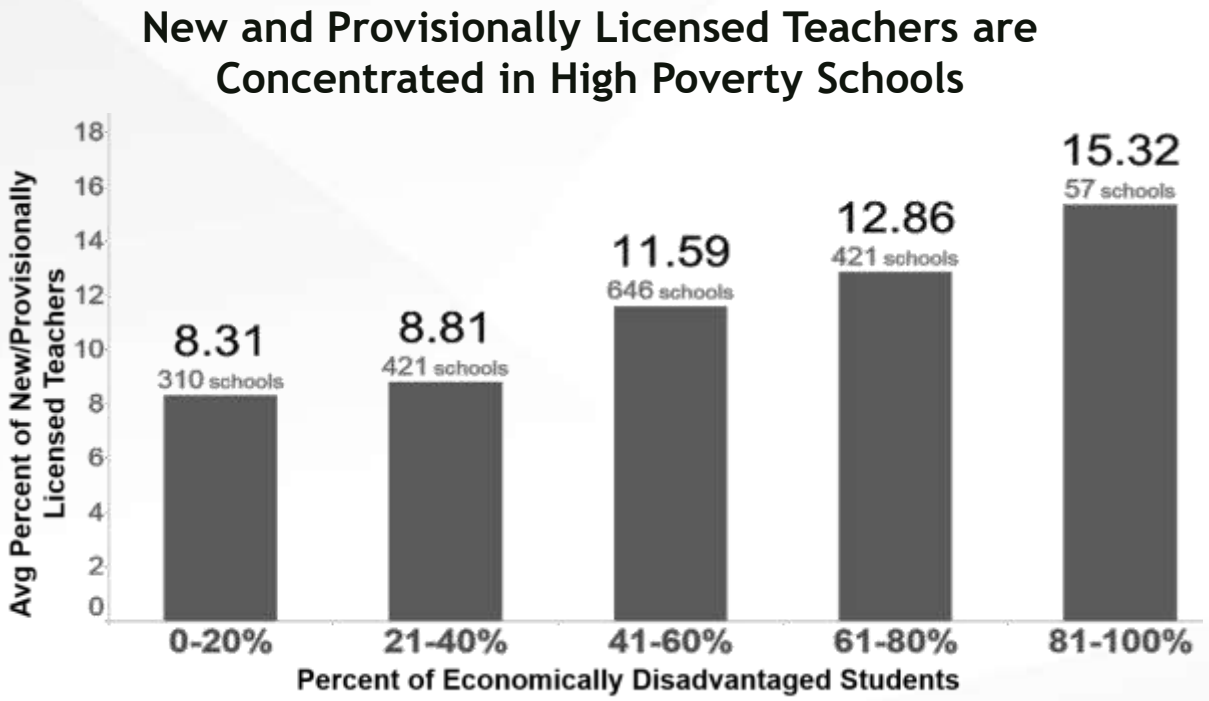
Resources & the Educator Workforce



Out of 50 States Virginia Ranks:

- 26th for state and local per pupil funding for Pre K-12 education[1]
- 42nd for state per pupil funding[1]
- 32nd for average salary of public K-12 teachers (2017-2018 salary data)[2]

[1]Source: Joint Legislative Audit and Review Commission's report "Virginia Compared to the Other States 2019 Edition".
[2] National Education Association, (2019) Rankings of the States 2018 and Estimates of the States 2019.

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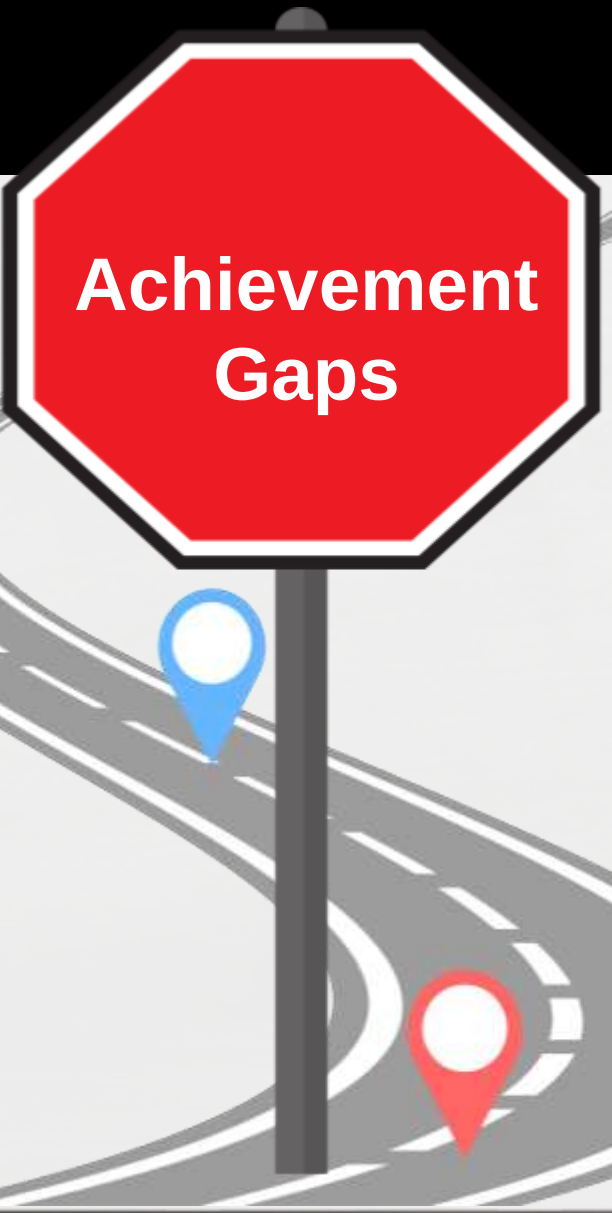
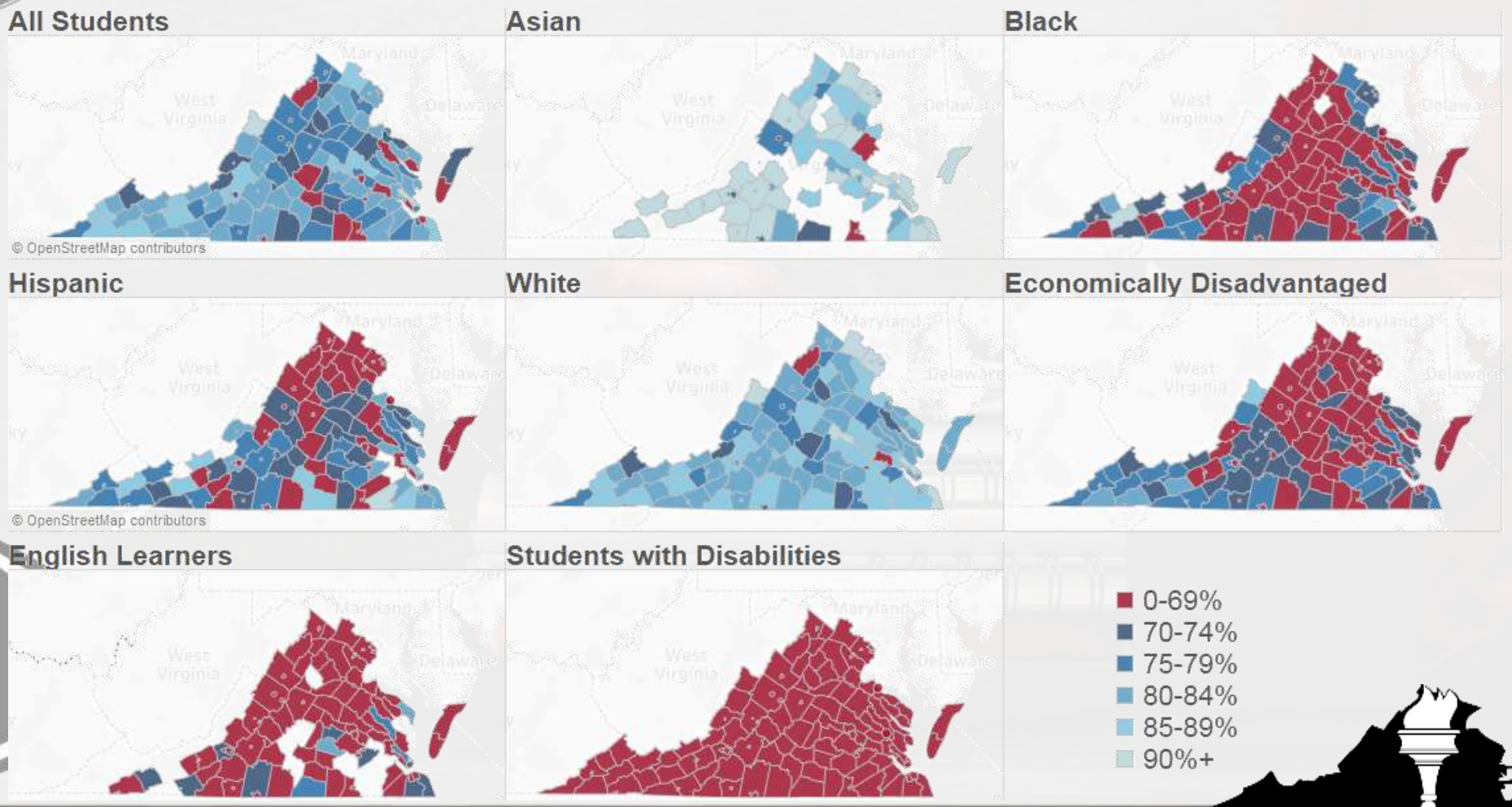
English Pass Rate (Virginia SOL Tests)





Source: VDOE Staff Analysis

Note: Reading pass rates are calculated as the number of students passing the assessment divided by the number of students tested.

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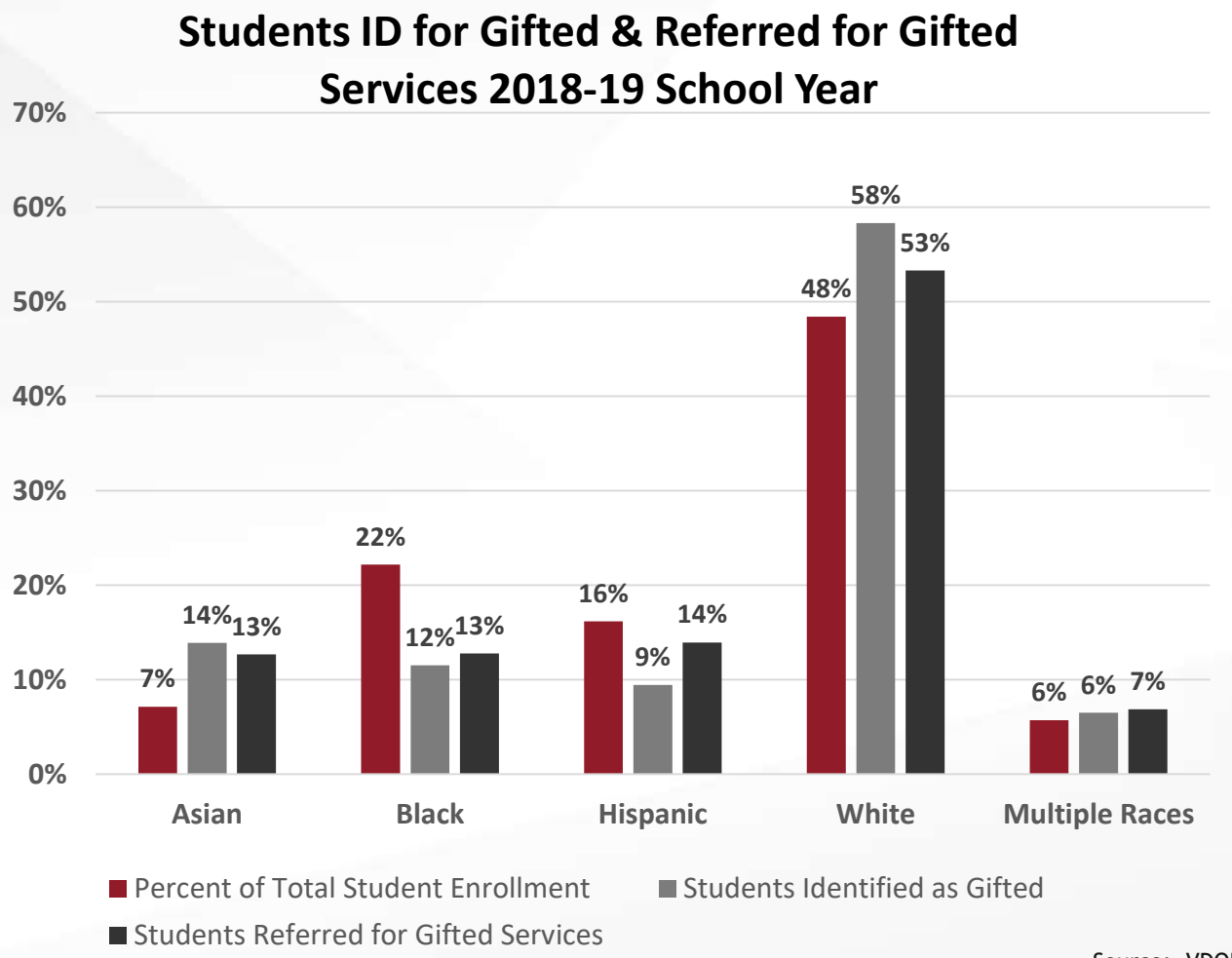
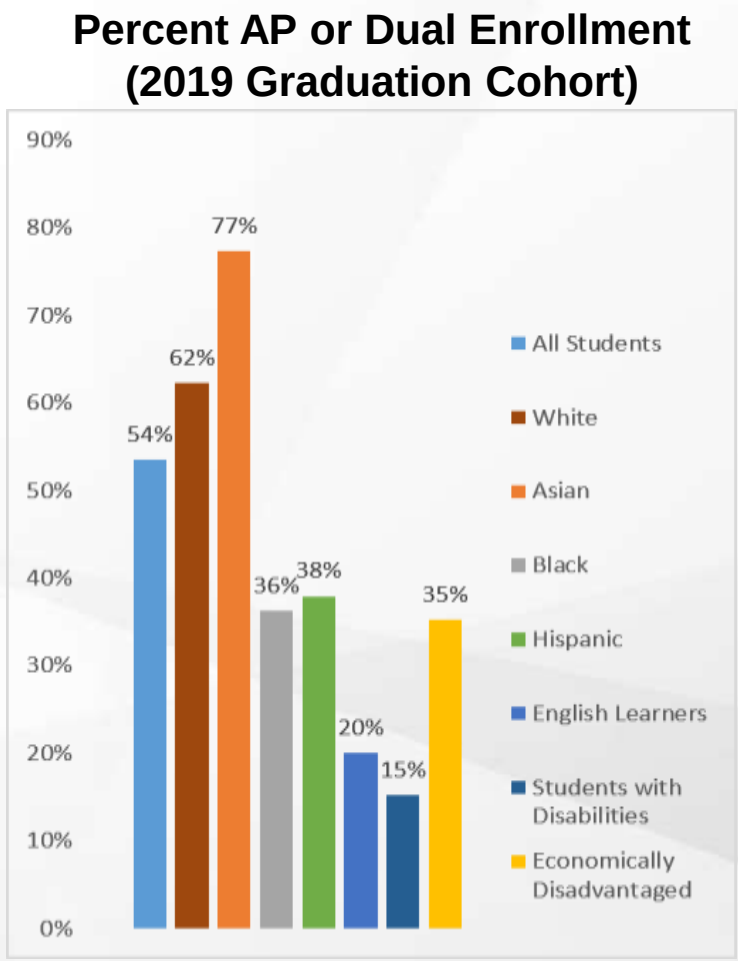
Access to Advanced Academic Opportunities





Source: VDOE Staff Analysis

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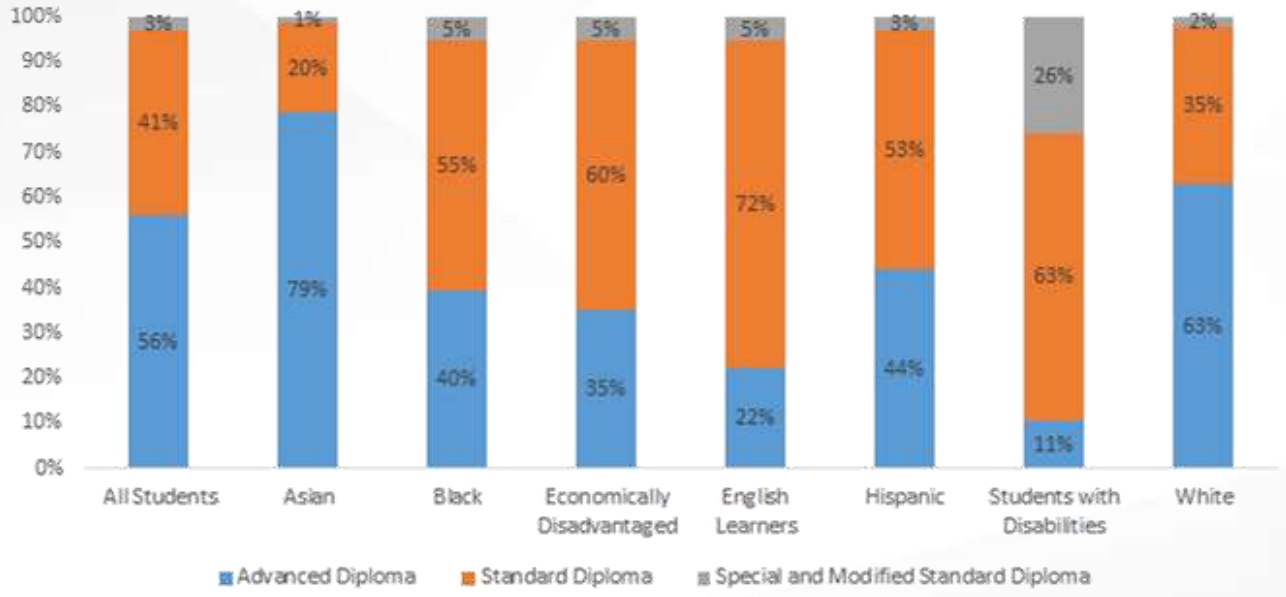
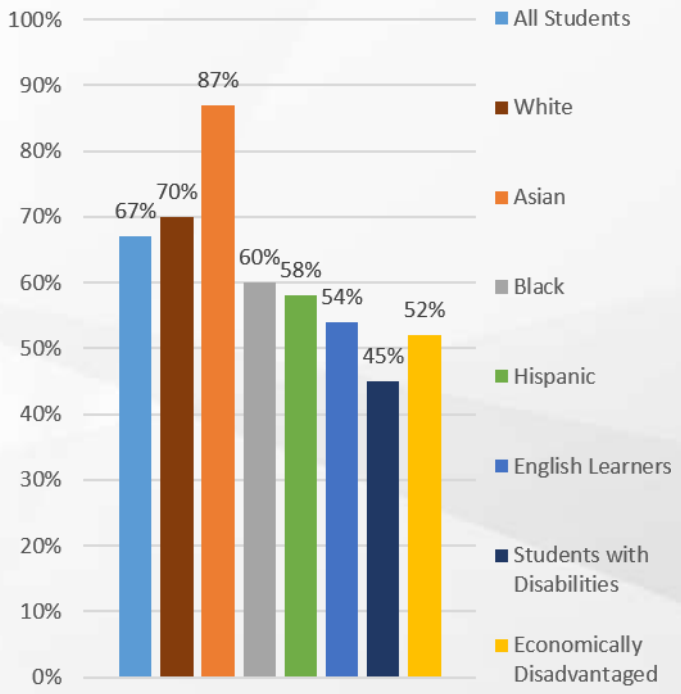
College & Career Readiness

Diploma Type (2019 Graduation Cohort)



Percent Enrolled in any Institution of Higher Education (IHE) within 16 months of Earning a High School Diploma (2017-2018 Cohort)



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Get on the EdEquityVA Bus

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Closing educational achievement gaps between Black and Latinx children and their White counterparts would result in **$2.3 trillion benefit** to the US economy by 2050.

Source: The National Skills Coalition. The Roadmap for Racial Equity: An Imperative for Workforce Development Advocates. Sept. 2019.

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Education Equity in Virginia

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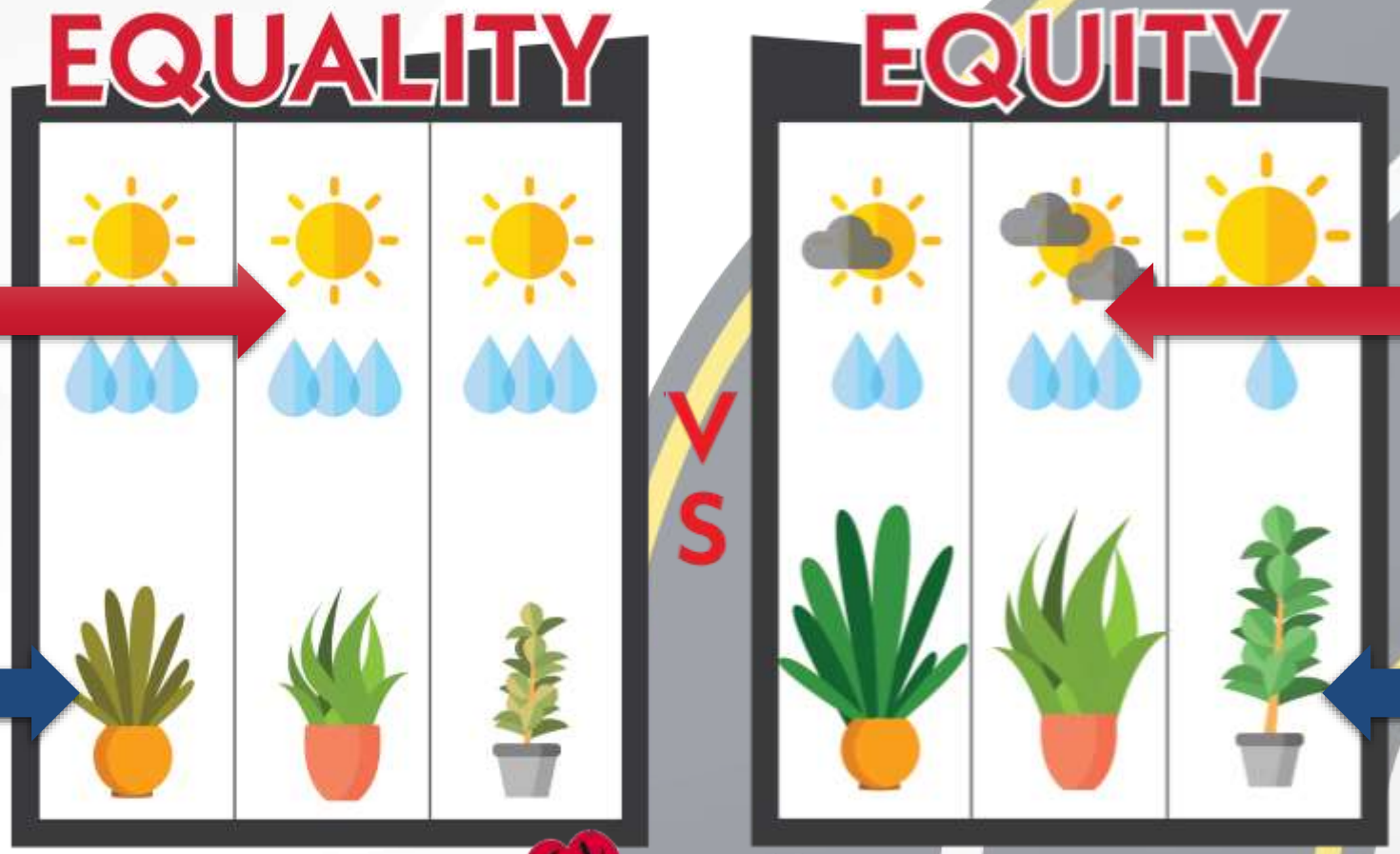
Education Equity is achieved when we ***eliminate the predictability of student outcomes*** based on race, gender, zip code, ability, socioeconomic status or languages spoken at home.

Operationalizing Systemic Equity



The System Provides Equal Inputs

Our Plants are Surviving

The System Differentiates Inputs

Our Plants are Thriving

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We Advance Equity When:

- Students are at the center (*student voices are empowered and affirmed*)
- School environments are connected, culturally affirming, and restorative
- Curriculum is reflective of students and inclusive of the true histories of genocide, enslavement, and resistance
- Student and family voice, are centered and valued in decision making
- Schools attract and retain educators of color and require culturally competent teachers and staff
- Funding and resource allocations are equitable on a statewide level and within districts
- There is a clear and continuous process to identify and address inequities
- Administrators, educators and other school staff are racially and socially competent

Adapted from: *http://re-center.org/why-we-do-it/our-strategies/theory-of-change/*

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Closing Opportunity Gaps

Increasing the Cultural Competency of Virginia's Educator Workforce

Virginia's leaders have a shared responsibility to deliver on the promise of a high-quality education for every child, and together, with intentional action to dismantle racism and eliminate achievement gaps, we can fulfill that promise for every learner.

- Virginia Board of Education

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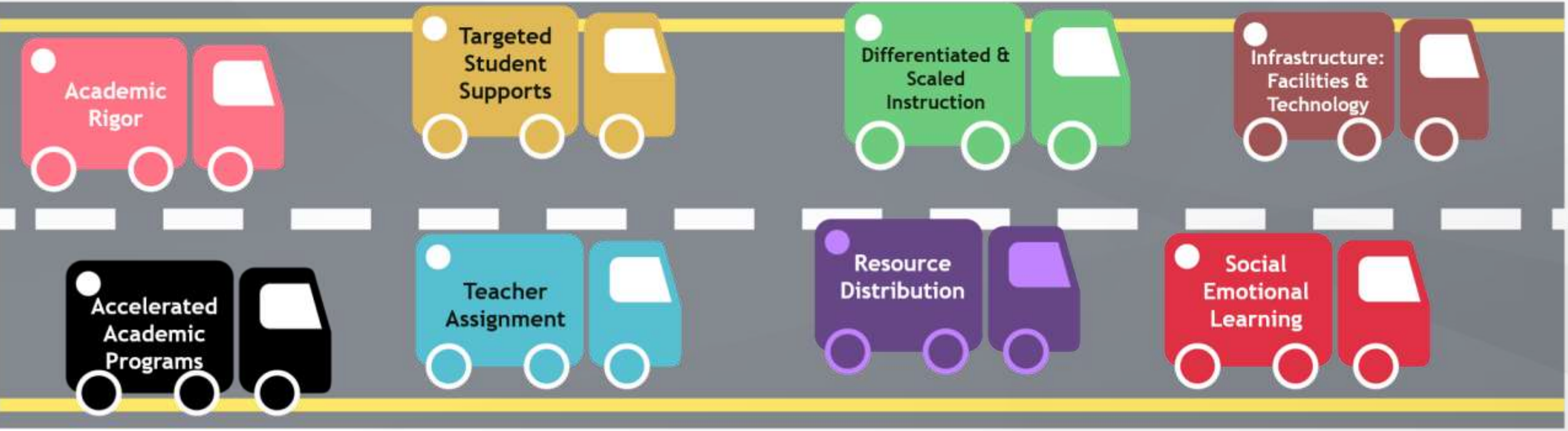
Closing Opportunity Gaps



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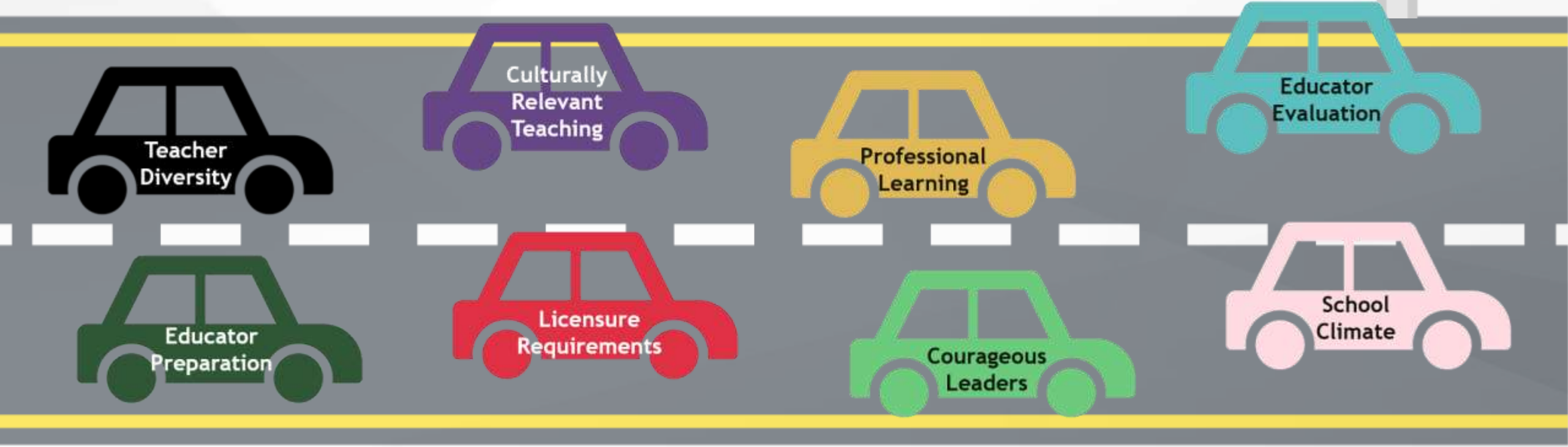
Increasing the Cultural Competency of Virginia's Educator Workforce



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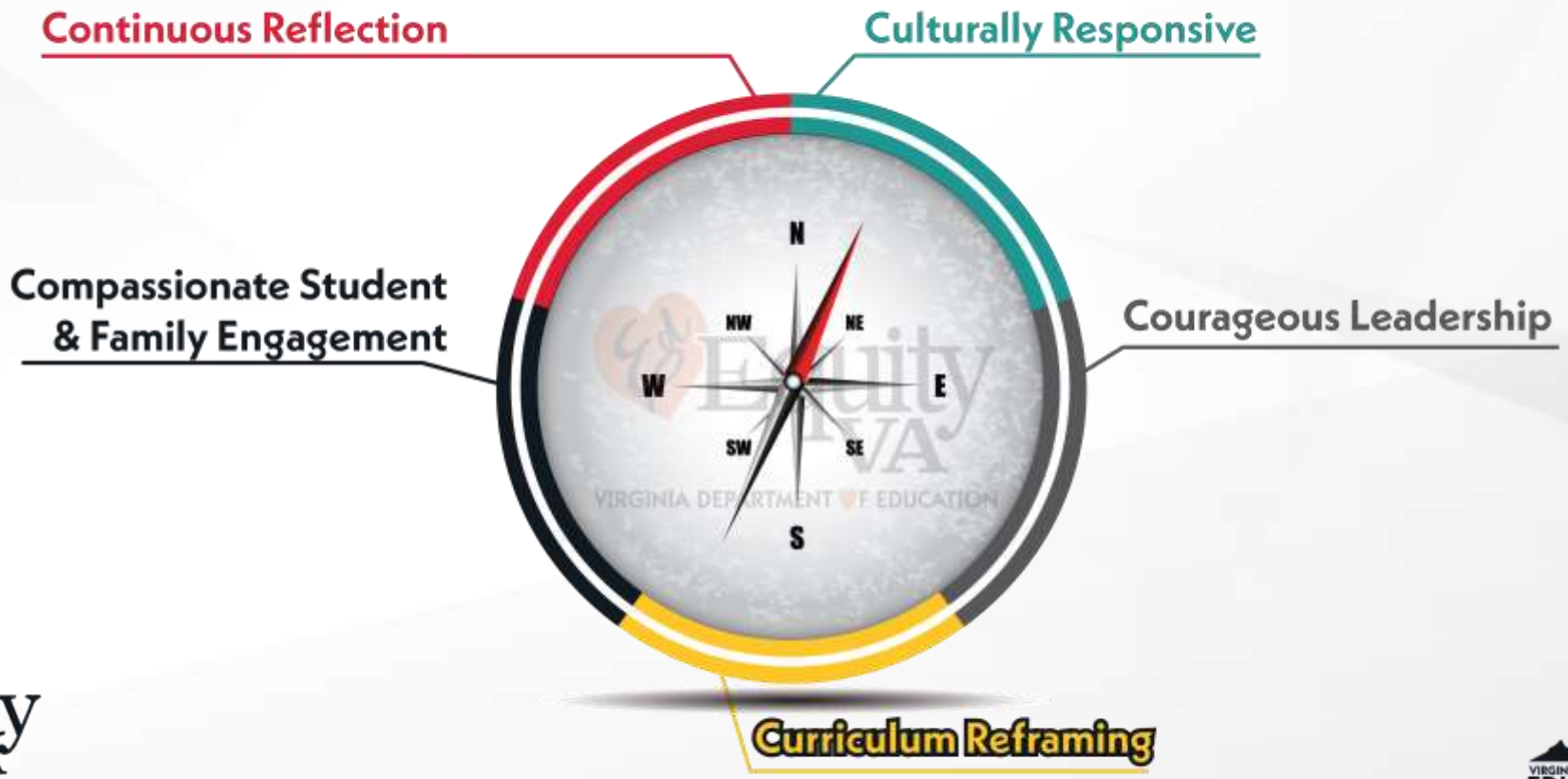
5C's of EdEquityVA



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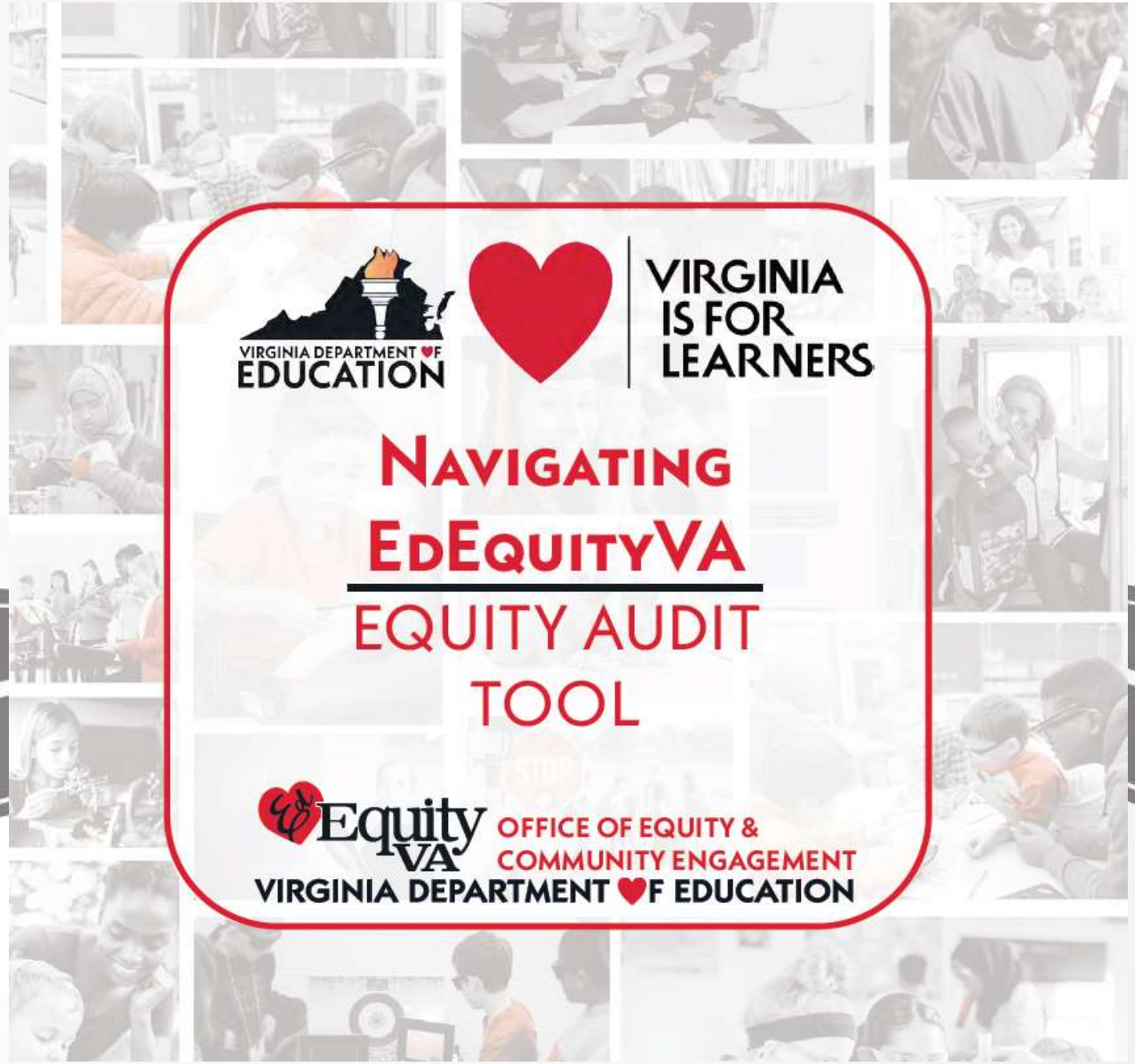

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NAVIGATING EDEQUITYVA

EQUITY AUDIT TOOL

EdEquityVA

OFFICE OF EQUITY & COMMUNITY ENGAGEMENT

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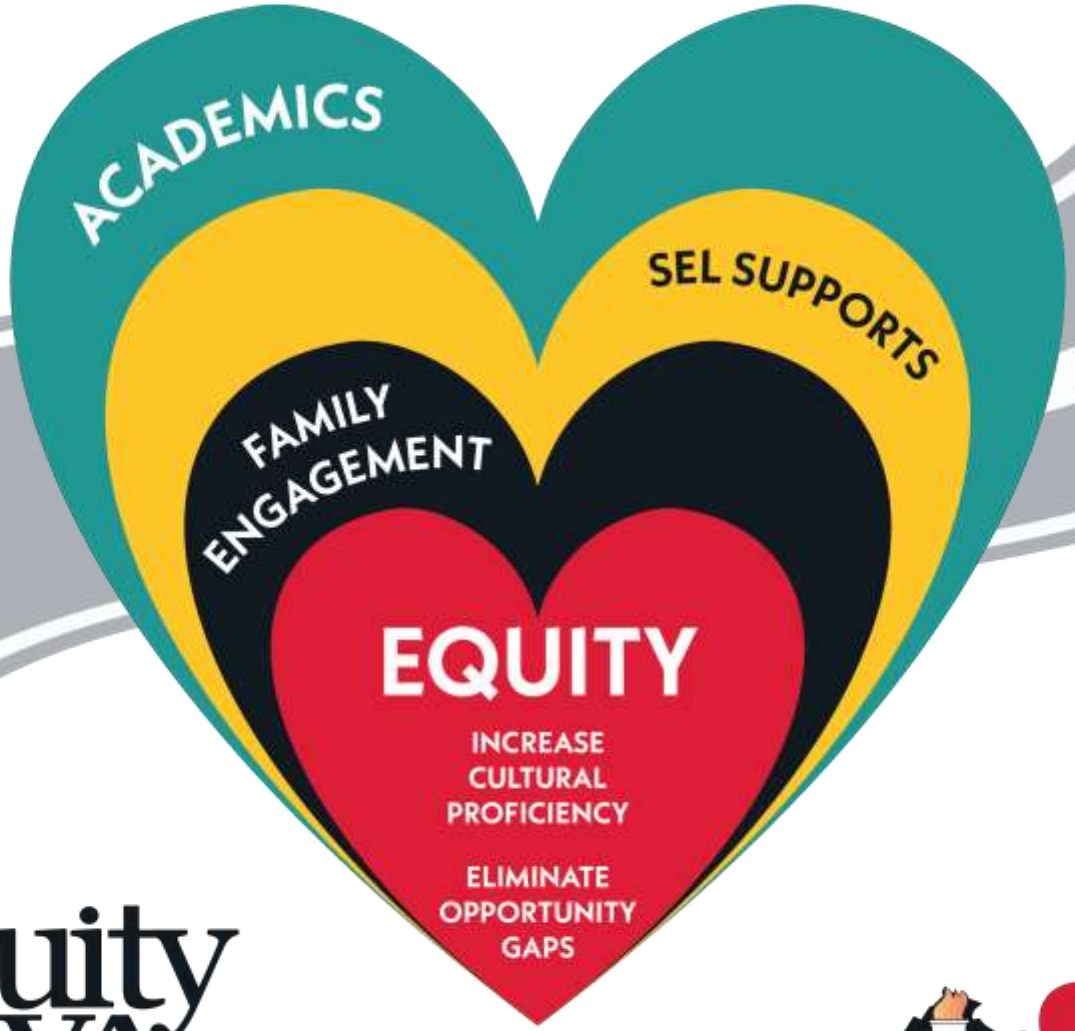
CENTERING EQUITY



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CENTERING EQUITY

Equity is layered and evidenced in all decision-making. Education equity is clearly defined and reflected in the mission, strategic planning, and resource allocation.

- ☐ Do we have a mission that clearly articulates our equity goals?
- ☐ Does our mission statement articulate equitable outcomes for all students, regardless of:
  - ☐ Race/Ethnicity?
  - ☐ Gender?
  - ☐ Native language?
  - ☐ Ability/Disability?
  - ☐ Gender identity?
  - ☐ Sexual orientation?
  - ☐ Socioeconomic status?
- ☐ Is the mission statement shared regularly with:
  - ☐ Staff?
  - ☐ Students?
  - ☐ Families?
  - ☐ Community Stakeholders?
- ☐ Did all component groups (the staff, parents, students, and community stakeholders) participate in the development of the mission statement?
- ☐ Has our school board adopted an equity policy?
  - ☐ If yes, did all component groups (the staff, families, students, and community stakeholders) participate in the development of the equity policy?
- ☐ Is the equity policy shared regularly with:
  - ☐ Staff?
  - ☐ Students?
  - ☐ Families?
  - ☐ Community Partners?
- ☐ Do we have an equity plan?
  - ☐ If yes, is our equity plan aligned to our mission statement, and does it reflect our current equity gaps?
  - ☐ Do we make our plan available in multiple languages?
  - ☐ Did we use disaggregated data to inform our planning?
  - ☐ Did we evaluate how our current system of resource allocation contributes to disparities in outcomes?
  - ☐ Did all component groups (the staff, families, students, and community stakeholders) participate in the development of the equity plan?

- ☐ Did we share our equity plan with all component groups: the staff, families, students, and community stakeholders?
- ☐ Did we evaluate our plan to ensure that it does not perpetuate lower expectations for particular student groups?
- ☐ Did we include measurable goals to monitor progress that narrows gaps between student groups?
- ☐ Did we clearly indicate which groups or individuals are accountable for implementing our equity plan?
- ☐ Did we establish a process and schedule for reviewing and updating our equity plan?
- ☐ Is our equity plan reflected in and aligned to our strategic plan?
- ☐ Have we allocated resources to support the implementation of our plan?

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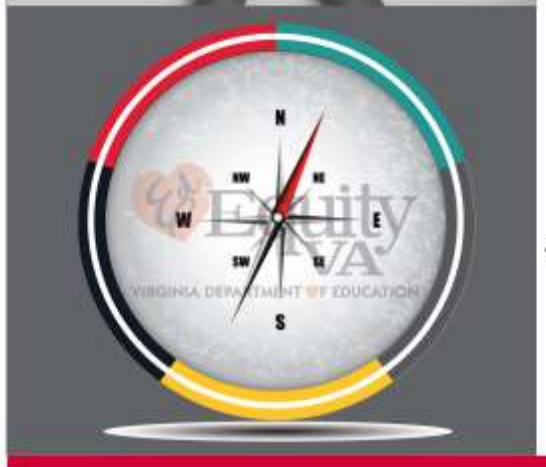
Compassionate Engagement Requires:

- Strategies and initiatives developed and implemented through a cultural and economic competency lens;
- Utilizing intentional strategies to engage non-English speaking families;
- Acknowledging that the acquisition of language is a difficult process;
- Respecting families' cultural and linguistic practices and customs;
- Ensuring that students, families and caregivers have access to information and understand expectations of students;
- Advancing instructional practices that sustain the languages, literacies, and cultural practices of multilingual students and students of color.



RESOURCES

Connecting with ELL Families: Strategies for Success
colorincolorado.org

EdEquityVA Webinar: Advancing Equity Through Family Efficacy
VirginiaIsForLearners.virginia.gov/EdEquityVA

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COMPASSIONATE STUDENT & FAMILY ENGAGEMENT

Students and families' voices are valued in decision making. Engagement is culturally and economically competent, asset based, and trauma informed.

FAMILY ENGAGEMENT

- ☐ Have we established protocols to ensure that family engagement strategies and initiatives are developed and implemented through an:
  - ☐ Economic competency lens?
  - ☐ Cultural competency lens?
- ☐ Have we established a process to ensure that engagement and communication strategies are inclusive of the language, dialects, and literacy needs of all families?
- ☐ Have we established a process to ensure that engagement and communication strategies can meet the practical needs of all families (e.g. families that work non-traditional hours)?
- ☐ Does our family & student engagement plan build the capacity of caregivers to support instruction?
  - ☐ If yes, do these supports adequately reflect our instructional delivery model (hybrid, in person, remote/virtual)?
- ☐ Does our family & student engagement plan prioritize outreach to:
  - ☐ Marginalized families and caretakers?
  - ☐ Non-English speaking families?
  - ☐ Families and students experiencing housing insecurity?
  - ☐ Families and students experiencing poverty?
  - ☐ Students and families disconnected as a result of COVID-19 School Closures?
- ☐ Have interpreters been identified for the varied languages needs present in the school community?
- ☐ Do our strategies aim to ensure that students, families and caregivers have access to information AND understand expectations of students?
- ☐ Have we offered training to our teachers and administrators on engaging with families post COVID school closures?

COMMUNICATION & COMMUNITY ENGAGEMENT

- ☐ Have we established protocols to ensure collaboration between our Family Engagement Team and Communications Office?
- ☐ Do we have strategies and procedures to engage non-traditional education stakeholders (i.e. civil rights organizations, out of school providers, health agencies, etc.)?
- ☐ Do we work in partnership with diverse and representative families, businesses, civic and community organizations to:
  - ☐ Enrich curricula?
  - ☐ Develop support and opportunities for all students?
  - ☐ Inform decision making?
  - ☐ Deepen engagement with families?
  - ☐ Do we have procedures to require an accessibility review process for all communication materials?

STUDENT ENGAGEMENT

- ☐ Is there a formalized procedure for receiving and incorporating student voice into decision making?
- ☐ Are there policies and procedures to assure that no student is denied participation in extracurricular or co-curricular activities because of race/ethnicity, language, gender or gender identity, socioeconomics, disability status, or transportation limitations?
- ☐ Are high expectations for all students clearly articulated?
- ☐ Is guidance and counseling provided starting in elementary school to encourage ALL students to participate in gifted or advanced programming if eligible?
  - ☐ If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
  - ☐ Do we communicate these opportunities to families in multiple languages?
  - ☐ Do we provide scaled support to students to ensure success?
- ☐ Is guidance and counseling provided to encourage ALL students to take higher level courses, particularly in the critical filter areas of Honors, STEM, AP, and IB courses?
  - ☐ If yes, do we have procedures to regularly communicate these opportunities to families, students, and staff?
  - ☐ Do we communicate these opportunities to families in multiple languages?
  - ☐ Do we provide scaled support to students to ensure success?
- ☐ Do we have established procedures for communicating student progress and growth to families?
- ☐ Do teacher observations evaluate student engagement efficacy?
- ☐ Do teacher evaluations evaluate implementation of scaled and differentiated instruction?

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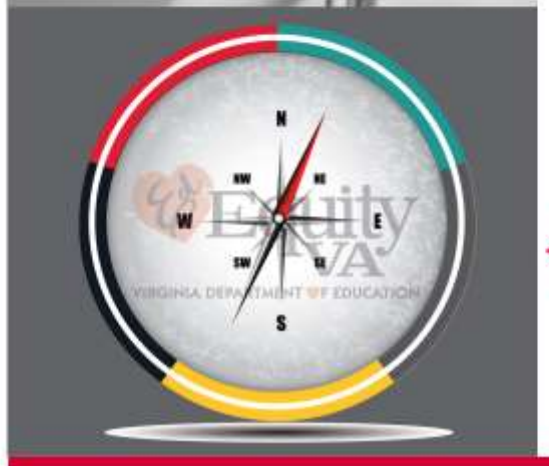
Continuous Reflection Includes:

- Accepting that Cultural Responsiveness is endemic to effectiveness in all areas of learning for students from all ethnic groups;
- Establishing, communicating, and monitoring performance measures aligned to equity goals;
- Identifying and communicating equity gaps and disparate impacts using relevant data.
- Conducting equity informed assessments of school climate and using the data in decision making;
- Critical self assessment through ongoing examination of implicit explicit biases;
- Reviewing and allocating the human and financial resources required to advance equity and inclusion in school communities.



RESOURCES

Data Equity Walk Toolkit

west.ednet.org/do-it-yourself-data-slides

EdEquityVA Webinar: Applying an Equity Lens to Data you Already Collect

VirginiaIsForLearners.virginia.gov/EdEquityVA

CONTINUOUS REFLECTION

Ability to reflect on actions, strategies, outcomes, and processes to achieve desired results and goals. Advances continuous learning and improvement.

- ☐ Is data regularly analyzed and disaggregated by student groups? (check all which apply)
  - ☐ Kindergarten readiness (Virginia Kindergarten Readiness Program or VKRP)
  - ☐ Preschool participation
  - ☐ Course level enrollment (accelerated, honors, AP, Gifted, etc.)
  - ☐ Grade point average/achievement scores
  - ☐ Benchmark test scores
  - ☐ Standardized test scores
  - ☐ Referrals for special education evaluation
  - ☐ Special education identification by disability category
  - ☐ Attendance (chronic absenteeism and truancy)
  - ☐ Student discipline referrals
  - ☐ Student suspensions and expulsions
  - ☐ Referral to SRO / law enforcement
  - ☐ Bullying or harassment
  - ☐ Participation in school activities
  - ☐ Per-student funding
- ☐ Have we established a process to:
  - ☐ Identify equity gaps?
  - ☐ Communicate equity gaps?
  - ☐ Establish data informed equity performance measures?
  - ☐ Communicate equity performance Mmeasures to all stakeholders?
  - ☐ Publish equity performance measures?
- ☐ Do we have an Equity Dashboard?
- ☐ Have we identified an equity lead for our school/ division?
  - ☐ If yes, have we clearly defined their role and communicated it to other staff?
- ☐ Have we evaluated our school climate survey results?
  - ☐ If yes, is the data disaggregated and analyzed by race/ethnicity?
  - ☐ If yes, is this information used to inform decision making/resource allocation?

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Culturally Responsive Educators:

- See cultural differences as assets;
- Validate the inequities impacting students lives;
- Cultivate relationships beyond the classroom anchored in affirmation, mutual respect, and validation;
- Believe that ALL students can succeed and communicate high expectations for all students;
- Engage in reflection of their beliefs, behaviors, and practices;
- Utilize students' cultures as vehicles for learning;
- Challenge racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Mediate power imbalances in classrooms based on race, culture, ethnicity, and class.

RESOURCES

Culturally Responsive Teaching: A Reflection Guide
NewAmerica.org

EdEquityVA Summit Webinar: Courageous Teaching
Virginiaisforlearners.virginia.gov/EdEquityVA/#2020

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CULTURALLY RESPONSIVE

Culture is centered as a vehicle for learning. School climate fosters affirmation of ALL students. Challenges racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression. Validates the inequities impacting student's lives.

- ☐ Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?
- ☐ Do the curricula infuse culturally responsive information into instructional approaches and prepare students for a diverse society and workplace?
- ☐ Have we allocated resources to support strategies to diversify our educator workforce?
- ☐ Have we allocated resources (human and fiscal) for initiatives designed to support teachers of color?
- ☐ Do we examine school and organizational culture periodically to evaluate inclusive practices (i.e. student and employee survey)?
- ☐ Have we established expectations and accountability to ensure that schools provide an inclusive visual environment (halls, displays, and classrooms exhibit pictures and information about diverse students and cultures)?
- ☐ When staff members are evaluated, are competencies in educational equity an integral part of their assessment?
- ☐ Is professional development required or offered as follows: (check all that apply)

	ANTI-RACISM		CULTURAL COMPETENCY	
	REQUIRED	OFFERED	REQUIRED	OFFERED
TEACHERS				
COUNSELORS				
ADMINISTRATORS				
CENTRAL OFFICE PERSONNEL				
SUPPORT STAFF				
TRANSPORTATION STAFF				
ALL SCHOOL DIVISION PERSONNEL				

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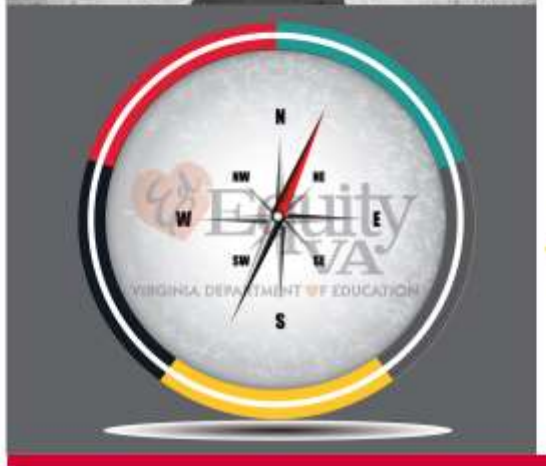
Curriculum Reframing:



- Audits for cultural and ethnic inclusivity;
- Embeds culturally relevant content and pedagogy;
- Aligns to Deeper Learning competencies;
- Embeds student voice;
- Requires diverse groups from all rings of culture be represented, validated, and affirmed;
- Ensures that diverse ethnicities and nationalities are authentically portrayed;
- Excludes stereotypes and perceived deficiencies of historically marginalized and oppressed cultures in the narrative;
- Ensures that female and differently abled characters are portrayed in a variety of roles.

RESOURCES

Culturally Responsive Curriculum Scorecard

steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecard

EdEquityVA Webinar: Becoming an Anti-Racist Education Leader

VirginiaIsForLearners.virginia.gov/EdEquityVA/9/2020

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CURRICULUM REFRAMING

Mitigates bias and ensures that diverse groups from all rings of culture are represented, validated, and affirmed. Ensures historical accuracy and reflection of diverse perspectives.

- ☐ Do we include in our textbook review process, evaluation of the content to ensure that it reflects the experiences and perspectives of diverse racial, ethnic, language, religious, and gender groups?
- ☐ Do we provide training to instructional leads on culturally relevant curriculum auditing practices?
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for cultural inclusivity and accuracy?
  - ☐ If yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans), Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for gender bias?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for gender bias (select all that apply):
    - ☐ Preschool / Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans) Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subject (specific grade spans) Please list on next page.
    - ☐ Other, please specify on next page
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our curriculum for racial and ethnic bias?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans), Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, have we evaluated our curriculum to ensure that people with disabilities are shown in the curriculum actively interacting alongside people with and without disabilities?
  - ☐ If Yes - Select the subjects and grade levels in which curriculum was audited for cultural inclusivity and accuracy (select all that apply):
    - ☐ Preschool/Early Childhood
    - ☐ History & Social Science (all grade spans)
    - ☐ History & Social Science (specific grade spans), Please list on next page.
    - ☐ English & Language Arts (all grade spans)
    - ☐ English & Language Arts (specific grade spans), Please list on next page.
    - ☐ Fine Arts (all grade spans)
    - ☐ Fine Arts (specific grade spans), Please list on next page.
    - ☐ STEM Subjects (all grade spans)
    - ☐ STEM Subjects (specific grade spans), Please list on next page.
    - ☐ Other, please specify on next page.
- ☐ In the last 12 months, has our division used an audit or tool to evaluate our history curriculum for: (select all that apply)?
  - ☐ Historical Accuracy
    - ☐ All grade spans.
    - ☐ Specific grade spans. Please list on next page.
  - ☐ Diverse cultures have representation, validation, and affirmation of diverse cultures:
    - ☐ All grade spans.
    - ☐ Specific grade spans. Please list on next page.

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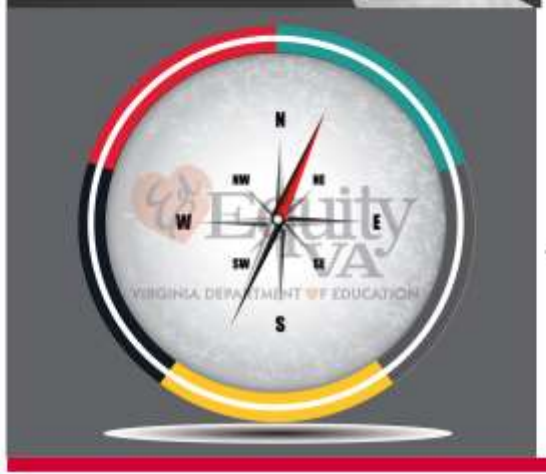
Courageous Leaders:

- **Make inequities visible;**
- Disrupt discourse, practices and policies that perpetuate inequities;
- **Encourage programs that support multi-lingual language and literacy development;**
- Normalize conversations about race, racism, and inequity;
- **Support teachers and building level administrators in efforts to address equity and racism;**
- Promote diversity and cultivate responsibility for equity;
- **Establish and communicate anti-racism and equity polices to ALL stakeholders;**
- Establish and communicate clear equity goals;
- **Allocate resources to advance equity goals.**



RESOURCES

Equity Leadership Dispositions

NYCLeadershipAcademy.org

EdEquityVA Webinar: Becoming an Anti-Racist Education Leader

VirginiaIsForLearners.virginia.gov/EdEqtyVA

COURAGEOUS LEADERSHIP

Makes inequities visible. Normalizes conversations about racism and inequity. Disrupts practices that perpetuate inequities. Supports efforts to address equity and racism.

IDENTIFYING INEQUITIES

- ☐ Are enrollments monitored in gifted education and advanced courses for disproportionate representation of student groups (race, language, ability)?
  - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
  - ☐ Are administrators required to develop a plan to ameliorate these disparities?
  - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are identifications for special education monitored for disproportionate representation of student groups (race, language, disability)?
  - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
  - ☐ Are administrators required to develop a plan to ameliorate these disparities?
  - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are school discipline referrals monitored for disproportionate representation of student groups (race, language, ability)?
  - ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
  - ☐ Are administrators required to develop a plan to ameliorate these disparities?
  - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?
- ☐ Are enrollments monitored in CTE (especially high demand pathways) for disproportionate representation of student groups (race, language, ability)?
- ☐ If yes, are these data shared with all component groups: staff, families, and community stakeholders?
  - ☐ Are administrators required to develop a plan to ameliorate these disparities?
  - ☐ Are administrators held accountable for decreasing disproportionate rates of student group representation?

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Courageous Leaders:

- ☐ Do we have procedures in place to ensure equitable identification procedures for gifted education and/or other advanced academic programs (e.g. AP, IB, etc.) starting in elementary school?
- ☐ Have we implemented strategies/policies to increase access for students of color in gifted programs or advanced coursework (AP, IB, Dual Enrollment, Specialty Centers, etc.)?
  - ☐ If yes, do we provide targeted support to these students to ensure their success?
- ☐ Does our student code of conduct policy include an equity statement?
- ☐ Has our student code of conduct dress and grooming policies been audited for (please select all that apply):
  - ☐ Gender bias?
  - ☐ Racial bias?
  - ☐ Ethnic bias?
  - ☐ Cultural bias?
  - ☐ Disability bias?

ANTI-RACISM

Anti-racism acknowledges that racist beliefs and structures are pervasive in all aspects of our lives and requires action to dismantle those beliefs and structures. This requires that school leaders hold educators and students accountable when they say and do things that make school unsafe, and that they dismantle systems perpetuating inequitable access to opportunity and outcomes for students historically marginalized by race. [1]

- ☐ Has our school board adopted an anti-racism policy?
- ☐ If yes, does our anti-racism policy (please select all that apply):
  - ☐ Identify, remedy, and prevent racially inequitable outcomes?
  - ☐ Examine, remove, and reject all forms of racism?
  - ☐ Prohibit racial discrimination?
  - ☐ Mitigate harassment of students and employees based on race that are both explicit and indirect?
- ☐ Did all component groups the staff, families, students, and community participate in the development of our anti-racism policy?
- ☐ Do we regularly share our anti-racism policy with all component groups the staff, families, students, and community stakeholders?
- ☐ Are school emblems, mascots, team names, nicknames and other symbols free from racial/ethnic bias?
- ☐ Do we have a formalized process to investigate student and family reporting of discrimination, racism, or bias in instruction?
  - ☐ If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- ☐ Does your student code of conduct policy include an anti-racism statement?
- ☐ Do we have a formalized process to investigate student and parent reporting of discrimination, racism, or bias in disciplinary practices?
  - ☐ If yes, do we have procedures to regularly communicate this process to families, students, and staff?
- ☐ Does our student code of conduct include language prohibiting wearing of clothing that displays (please select all that apply):
  - ☐ Confederate symbols or idolatry?
  - ☐ Any item that denotes any racial hate group (Aryan Nations, Aryan Brotherhood, Neo-Nazi, Klu Klux Klan, or other hate groups tracked by the Southern Poverty Law Center)?
- ☐ Have we removed language from our student code of conduct that categorizes racial justice movements (Black Power, Black Lives Matter, La Raza, etc.) as racist, hate speech, or controversial?
- ☐ Do we provide support to encourage participation and the formation of student led affinity groups/clubs for students historically marginalized by race?

RESOURCE ALLOCATION

- ☐ Is there an equitable distribution of experienced teachers among high poverty and low poverty schools?
  - ☐ If yes, what metrics are used to measure this?

_____

- ☐ Is there an equitable distribution of experienced teachers among high minority and low minority schools?
  - ☐ If yes, what metrics are used to measure this?

_____

- ☐ Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?
- ☐ Are opportunities provided for staff at all levels and in all job descriptions to obtain in-service training on our equity priorities?

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You must be BOLD, BRAVE, and COURAGEOUS and find a way... to get in the way.

- Congressman John Lewis

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CENTERING EQUITY COMPASS (VIRGINIA'S EQUITY 5C'S)

Continuous Reflection

- Data Driven Decision Making -Culturally relevant data guides decision making.
- An Equity Dashboard for data is published on the website.
- Accountability Mechanisms
- Examine Implicit biases
- Engage students, families, and stakeholders
- Requires Self Awareness through Self Assessment

Culturally Responsive

- Culture is centered as a vehicle for learning.
- Instruction is tailored to meet student needs.
- School climate fosters affirmation of ALL students.
- Power imbalances based on race, culture, ethnicity, and class are mitigated.
- Teacher Evaluation, Educator Licensing, & Teacher Preparation.
- Staff communicates high expectations for **ALL** students.

Compassionate Student & Family Engagement

- Social Emotional Learning (SEL)
- Student Supports
- Restorative Practices
- Asset-based Interventions
- Trauma Informed

Courageous Leadership

- Anti Racism & Equity Policy is explicitly stated and published to the broader community.
- Equity Audit is conducted annually and results published.
- School division leaders promote Diversity & Cultivate Responsibility for Equity
- Equity goals in Strategic Planning are explicitly stated Resource Allocation advances equity goals.

Curriculum Reframing

- Cultural Competency Audit
- Culturally Relevant
- Deeper Learning Aligned
- High Quality Instructional Resources
- Embedding Student Voice

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FUELING

- Model Policies
- Audit Tools
- Research & Resources
- Technical Assistance

- Equity Audit Tool
- Model Anti-Racism Policy
- Model Transgender Policy
- Equity Curriculum Audit Resources
- School Discipline Equity Audit
- Model Equity Dashboard
- Social Emotional Learning (SEL) Best Practice Guide(CASEL)
- EdEquityVA Strategy Notes

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EdEquityVA

Navigating EdEquityVA Strategy Notes:

- Supporting Multilingual Students
- Supporting Racially Marginalized Students
- Supporting Students with Disabilities
- Supporting Rigor for ALL Students
- Supporting LGBTQ+ Students
- Supporting Equitable School Discipline

RESOURCES FOR SCHOOL LEADERS

Centering equity in actions and decision-making requires strategic intentionality. The ***Navigating EdEquityVA Strategy Notes*** identify the essential strategies that will advance equity outcomes for Virginia's most marginalized student populations. Each strategy note includes VDOE and external resources to support successful implementation for school leaders.

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5 Strategies for

SUPPORTING MULTILINGUAL STUDENTS

01

Use a variety of supports graphic, sensory, interactive) to make content accessible and engage ELs in meaning-making and higher-order thinking tasks.

02

Provide linguistic supports (sentence and paragraph frames, language models) for student language production.

03

Consider student's current proficiency level when planning lessons, focusing on what they can do

04

Encourage and support the use of primary language (as possible) within meaning-making activities

05

Create and explicitly teach the functional academic language needed in the lesson.

Additional Resources:

- Strengths-Based Instruction for English Language Learners *(Colorin Colorado)*
- EL Teacher Toolkit
- Social Emotional Wellness Considerations for English Learners

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5 Strategies for SUPPORTING RACIALLY MARGINALIZED STUDENTS

01

Commit to Equity and Anti-racism:
consciously and deliberately act to eliminate the gap between the goal of high levels of achievement for all students, and the policies, practices, and structures within a school system that may perpetuate inequities based on race.

02

Build Culturally Competency:
develop individual and organizational knowledge, attitudes, and practices to create culturally responsive learning environments that expect and support high academic achievement for ALL learners.

03

Student-Centered Learning:
identify, develop, and systematically apply instructional practices that make a significant difference in the education of children of color.

04

Strategic Family Engagement:
engage families as essential thought partners in supporting academic achievement for learners from all racial groups.

05

Community Collaboration:
partner with local organizations to promote and achieve racially integrated schools where students and families from diverse racial backgrounds feel welcomed, supported, and experience academic success.

Additional Resources:

- Anti-Racist Work in Schools: Are You in it for the Long Haul? *(Teaching Tolerance)*
- Understanding Culturally Responsive Teaching *(New America)*
- What Anti-racism Really Means for Educators *(Teaching Tolerance)*

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5 Strategies for SUPPORTING STUDENTS WITH DISABILITIES

01

Increase data literacy. Disaggregate and analyze data by multiple factors including; race and ethnicity, gender, disability type, age, grade, etc. Engage stakeholders in conversation about what those data may mean with direct implications to students with disabilities and their outcomes both in school and post-school.

02

Identify, plan, and support the implementation and maintenance of evidence-based practices for teaching and learning for students with disabilities. Incorporate culturally sound instruction that mitigates the effects of unconscious bias by establishing clear expectations of all staff involved and continuously assessing fidelity of use and efficacy.

03

Promote and support self-determination for students with disabilities, as their direct involvement is key to K-12 as well as post-secondary success.

04

Utilize positive preventative and restorative school discipline practices and maintaining a focus on equity while establishing prevention and intervention in a tiered system of supports.

05

Evaluate systems and policies to ensure that educational equity is established as a foundational platform for the success of every student with an understanding and belief that the needs of all students are not the same.

Additional Resources:

- What are My Choices? Facilitating Meaningful Conversations with Families of Culturally and Linguistically Diverse Students during the Disabilities Referral Process *(Colorin Colorado)*
- Instructional Resources Supporting Students with Disabilities

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5 Strategies for SUPPORTING LGBTQ+ STUDENTS

01

Provide on-going professional development for teachers, counselors, administrators, and support staff on how to best support LGBTQ+ students and families.

02

Ensure that curriculum, especially Family Life curriculum, is inclusive and provides positive portrayals of LGBTQ+ people.

03

Facilitate the establishment of and on-going support of Gender & Sexuality Alliances (GSAs) and LGBTQ+ student clubs.

04

Implement inclusive policies for all students (i.e. using transgender students' chosen names) that includes accountability when these policies are not followed.

05

Ensure that visible support for LGBTQ+ people such as flags, stickers, posters is permissible and that LGBTQ+ resources are available for students and their families.

Additional Resources:

- Side by Side VA
- GLSEN
- LGBTQ Best Practices: Classroom Culture and Curriculum *(Teaching Tolerance)*
- Understanding the Experiences of LGBTQ Students *(WestEd)*

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5 Strategies for

SUPPORTING EQUITABLE SCHOOL DISCIPLINE

01

Collect, use, and report disaggregated discipline data that clearly identify disparate discipline outcomes. Utilize this data to inform professional development planning.

02

Implement a behavior framework that is preventive, restoritive, multi-tiered, and culturally responsive.

03

Evaluate student code of conduct and school discipline policies for gender, racial, ethnic, linguistic, and cultural biases.

04

Develop policies that include accountability for discipline disproportionality.

05

Provide implicit bias training and implement protocols to mitigate bias in discipline decisions.

Additional Resources:

- A 5-Point Intervention Approach for Enhancing Equity in School Discipline *(Center on PBIS)*
- Model Guidance for Positive, Preventative Code of Student Conduct Policy and Alternatives to Suspension
- Addressing The Root Causes Of Disparities In School Discipline *(NCSSLE)*

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