



NAVIGATING EdEQUITYVA

VIRGINIA'S ROAD MAP TO EQUITY



VIRGINIA
IS FOR
LEARNERS



VIRGINIA EDUCATION LEADERSHIP



Ralph Northam
Governor of Virginia



Atif Qarni
Secretary of Education



Dr. James F. Lane
Superintendent
of Public Instruction



Jenna Conway
Chief School
Readiness Officer

MISSION

The mission of the Virginia Department of Education is to advance equitable and innovative learning.

VISION

Virginia will maximize the potential of all learners.

VIRGINIA STATE BOARD OF EDUCATION



Daniel A. Gecker
President



Diane T. Atkinson
Vice President

CORE SKILLS

The 5-C's are core skills that students and educators should possess:

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration
- Citizenship



Dr. Francisco
Durán



Anne B.
Holton



Dr. Tammy
Mann

CORE VALUES

Core Values are values that every employee of VDOE should embody:

- Inclusion
- Excellence
- Service
- Optimism



Dr. Keisha
Pexton



Pamela
Davis-Vaught



Dr. Jamelle S.
Wilson

VIRGINIA IS FOR *all* LEARNERS

ACKNOWLEDGEMENTS

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DEPARTMENT OF POLICY, EQUITY & COMMUNICATIONS

Office of Equity and Community Engagement
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Office of Humanities
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Office of Student Services
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African American History Education Commission (VA)
EdEquityVA Community of Practice
PEATC
Side By Side Virginia

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Dr. Ibram X. Kendi
Dr. Bettina Love
Dr. Gloria Ladson-Billings

IDRA Equity Assistance Center-South
New America
Teaching Tolerance
The Education Trust
The National Equity Project

FOREWARD

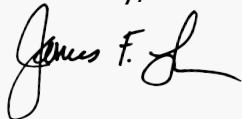
Dear Virginia Educators,

As education leaders, now more than ever, we are called upon to affirm our commitment to advancing equity in Virginia's public schools. Facilitating courageous conversations on social justice, systemic inequity, disparate student outcomes and racism in our school communities is our responsibility and professional obligation. Now is the time to double down on equity strategies and lean into courageous leadership.

As the state agency in charge of our public schools in Virginia it is our responsibility to maximize the potential of every student. But for far too long, students in our communities of color and especially African-American students have faced systemic racism in our public schools. It is our moral duty to be leaders who fight for every child in our schools, especially for the students where our system has failed. We must begin the work of evaluating our policies, regulations, standards, and resource allocations to hold ourselves and our school communities accountable for ensuring that every Virginia student is positioned for success.

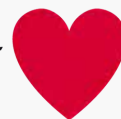
I invite you to join with the Virginia Department of Education in this work with the release of our *Navigating EdEquityVA Roadmap*. It is my hope that the resources and tools provided in this framework support the efforts of local divisions, school leaders, teachers and education stakeholders to fight racial injustice and eradicate systemic inequity from our public education system.

Sincerely,



James F. Lane, Ed.D.

Superintendent of Public Instruction
Commonwealth of Virginia



**VIRGINIA
IS FOR
LEARNERS**



VIRGINIA DEPARTMENT ♥ F EDUCATION

OFFICE OF EQUITY AND COMMUNITY ENGAGEMENT

The Virginia Department of Education's Office of Equity and Community Engagement is charged with leading state efforts to advance education equity, eliminate achievement gaps, and decrease disproportionality in student outcomes. Our vision is strategic and intentionally focused on establishing equity targets, measuring equity outcomes, providing tailored assistance to schools and school leaders, and implementing systemic policy and regulatory changes.

These efforts are collectively known as **#EdEquityVA** and include the following initiatives:

- [Virginia is for ALL Learners Education Equity Summer Institute](#)
- [#EdEquityVA Monthly Webinar Series](#)
- [Mary Peake Award for Outstanding Advancement in Education Equity](#)
- [#EdEquityVA Monthly Newsletter](#)
- [African American History Education Commission established by Governor Ralph Northam](#)
- [#EdEquityVA Community of Practice & Resource Repository](#)

The Office of Equity and Community Engagement recognizes that the work of equity, justice, and anti-racism begins with introspection within our communities. As educators we have an obligation to leverage our unique proximity to young people to articulate a clear commitment to eradicating racism and disrupting systemic inequity. It is our hope that the resources included in this framework support the critical conversations being led in communities across the commonwealth.

Join the conversation and follow our equity work using and searching our hashtag **#EdEquityVA**! For more information contact: [**EdEquityVA@doe.virginia.gov**](mailto:EdEquityVA@doe.virginia.gov).

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CENTERING EQUITY



The Virginia Department of Education recognizes its responsibility to advance racial, social, and economic equity in education throughout the Commonwealth of Virginia. In partnership with the Virginia State Board of Education and Virginia's Secretary of Education we are committed to identifying and dismantling all iterations of racism and inequity that permeate our public education system.

Navigating EdEquityVA - Virginia's Road Map to Equity, establishes our education equity priorities, advances tools and resources to support local school divisions, and affirms our commitment to dismantle any and all forms of inequity in Virginia's public education system.

We remain steadfast in our commitment to the principles of anti-racism, cultural proficiency, resource equity, and high expectations for all students. Further, we recognize that Anti-racist education leaders are critical partners in our efforts to advance our broader equity priorities including; developing a culturally competent educator workforce, eliminating disproportionality in student outcome data, closing opportunity and achievement gaps among marginalized student groups, increasing access to high quality early learning opportunities, and maximizing the potential of every Virginia student.



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.



Our definition of education equity is informed by student centered outcome data.

Most importantly, the definition is measurable and one that we can monitor our progress towards achieving.

It is adapted from the equity definition provided by the National Equity Project.



EdEquityVA KEY TERMS

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.

(Christina Torres and Teaching Tolerance. "All Students Need Anti-racism Education". July 30, 2020.)

Cultural Competency: Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry.

(National Education Association. "Why Cultural Competence?". August 27, 2020.)

Culturally Relevant Pedagogy: Recognizes the importance of including students' cultural references in all aspects of learning.

(Gloria Ladson-Billings, *The Dream Keepers*. 1994)

Culturally Relevant/Responsive Teaching: The behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. An approach that emphasizes using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.

(Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*. 2000).

Cultural Proficiency: Environments that create opportunities for access, empowerment, and achievement by acknowledging, valuing, advocating, and empowering cultural diversity in all aspects of the educational process.

Adapted from: *Cultural Proficiency, A Manual for School Leaders*, 2nd Ed. Lindsey, Robins, and Terrell, 2003)

Disproportionality: A group's representation in a particular category that exceeds the expectations for that group or differs substantially from the representation of others in that category.

(National Association of School Psychologists Diversity & Social Justice Resources)



EdEquityVA KEY TERMS

Disciplinary Disproportionality: The disproportionately high rates at which students from certain racial/ethnic groups are subjected to office discipline referrals, suspensions, school arrests, and expulsion. (*National Association of School Psychologists Diversity & Social Justice Resources*)

Diversity: Recognizes differences and respects and values each individual irrelevant of their background including: age, gender, race/ethnicity, religion, disability, sexual orientation, and national origin. (VDOE. *Adapted from the Global Diversity Project. What is Diversity and Inclusion.*)

Education Equity: Eliminating the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home. (VDOE. *Adapted from the National Equity Project. Educational Equity Definition.*)

Inclusive School Communities: Environments where all students, educators, and families feel supported and are extended a sense of belonging regardless of race, ethnicity, gender, identity, learning preferences, socio-economic status or education. (*Adapted from "Inclusive Classroom Climate". Strategic Resources & Digital Publications. The Yale Poorvu Center for Teaching and Learning.*)

Marginalized Students: Those that have been systematically excluded and relegated to lower educational opportunity. In Virginia specifically, it is those groups of students who are over represented in VDOE's equity gap data and includes; Black and Hispanic students, economically disadvantaged students, English Learners, and students with disabilities. (VDOE review of relevant literature and data)

Opportunity Gap: Describes the complex issues that contribute to achievement gaps and recognizes the historical and societal implications of the way race and class influence the kind of education and access to support a student is likely to receive. (*Adapted from "Let's Stop Calling It an "Achievement Gap" When It's Really an Opportunity Gap". Mike Yates. www.weareteachers.com.*)

Racial Equity (Racial Justice): The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity. (*Racial Equity Tools Glossary. www.racialequitytools.org*)

EdEquityVA IS DATA INFORMED

To ensure equitable opportunities and outcomes for all students, qualitative and quantitative data are both essential tools and important levers for advancing equity outcomes.

Data informed equity strategies are imperative for three reasons. First, shining a light on inequities in the data is just the beginning. The identification, monitoring, and communicating of institutional data, disaggregated by student groups, is critical to making equity gaps visible. Next, a thorough examination of disaggregated data combined with critical reflection that is both personal and organizational, enables the work of redressing equity gaps. Finally, effective and transparent communication of equity data can serve as an impetus for the necessary evaluation of policies, procedures, practices, and habits that contribute to equity gaps and also facilitates the development of the data informed actions and strategies needed to ameliorate gaps.

*Not everything that is
faced can be changed,
but nothing can be
changed until it is faced.*

- James Baldwin

Navigating EdEquityVA - Virginia's Roadmap to Equity, presents a snapshot view of the data analyses that informed the development of this framework and our education equity definition. Equity framed data analyses that drive our EdEquityVA work include:

- School Discipline Disproportionality
- Student & Teacher Demographics
- Resource Allocation
- Academic Achievement
- College & Career Readiness
- Enrollment in Advanced Academic Programs

It is our hope that the visible communication of Virginia's state level education equity gap data in the pages that follow informs the activation of education leaders and stakeholders and creates an urgency to disrupt and eradicate systemic inequity in all forms from public education in Virginia.

To learn more about your school or school division's data please visit:

www.SchoolQuality.virginia.gov.

THE VIRGINIA LANDSCAPE

STUDENT DISCIPLINE

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

Suspensions are 4.5x more likely to involve Black students than White students.

Only 5 school divisions, out of 132 divisions in Virginia, show no disproportionality among Black student suspensions.

Black students comprise 22% of total student enrollment, but 52% of all students 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.



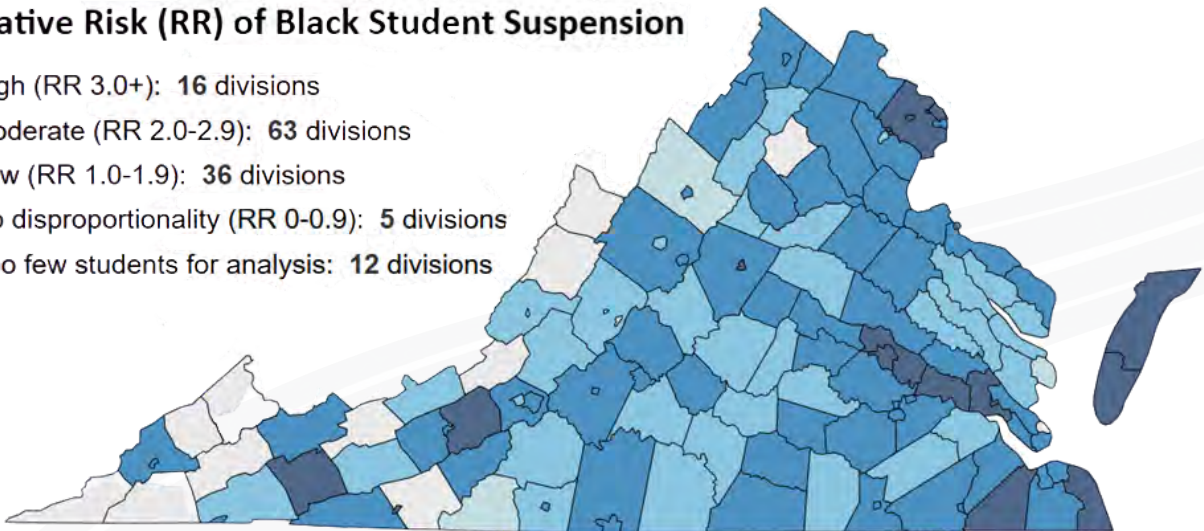
UNPACKING DISPROPORTIONALITY

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

Disproportionality among Black Student Suspensions Compared to Non-Black Students

Relative Risk (RR) of Black Student Suspension

- High (RR 3.0+): 16 divisions
- Moderate (RR 2.0-2.9): 63 divisions
- Low (RR 1.0-1.9): 36 divisions
- No disproportionality (RR 0-0.9): 5 divisions
- Too few students for analysis: 12 divisions



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

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

ATTENTION

In 60% of Virginia's school divisions, Black students are more than twice as likely as their non-Black peers to be suspended.

THE VIRGINIA LANDSCAPE



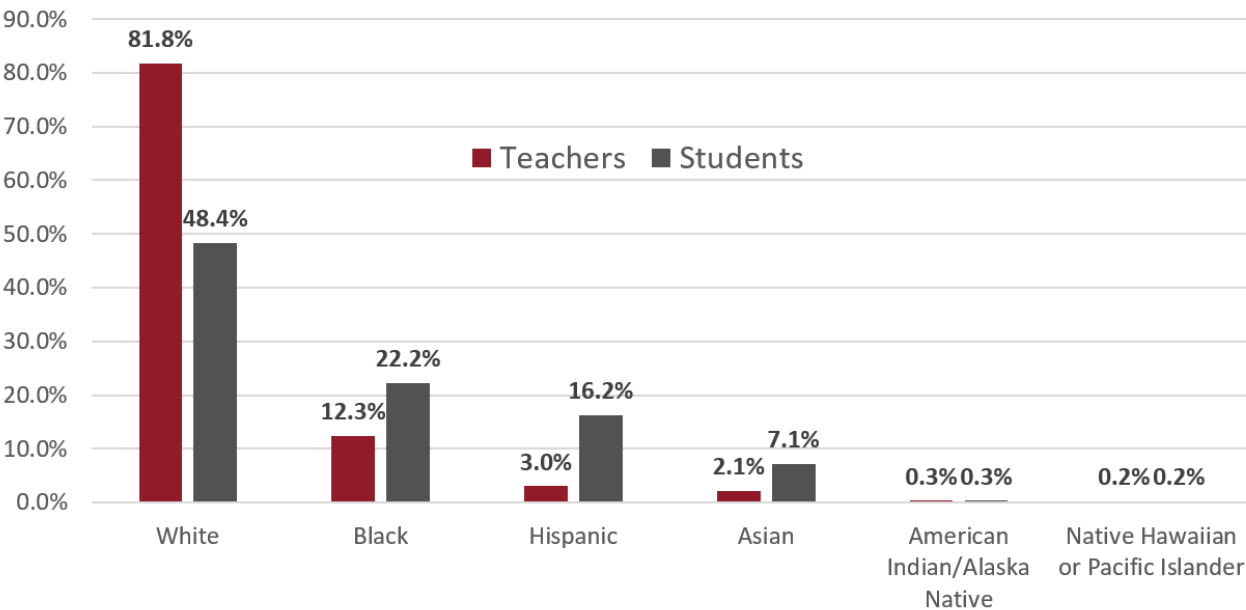
EDUCATOR DIVERSITY

Black students who are exposed to one Black teacher by third grade are 13 percent more likely to enroll in college.

82% of Virginia's teachers are White

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%

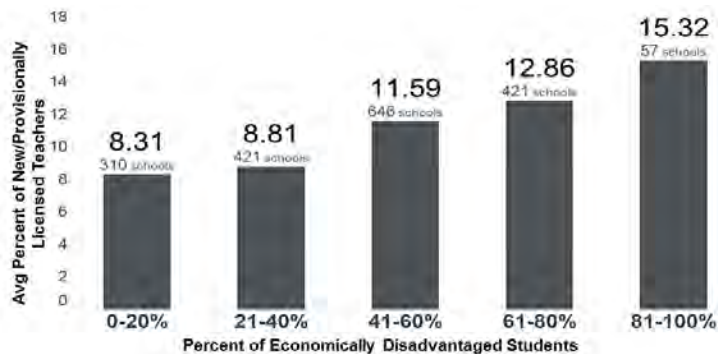
Teacher and Student Demographics (2018-19 SY)



THE VIRGINIA LANDSCAPE

RESOURCE ALLOCATION

New and Provisionally Licensed Teachers are Concentrated in High Poverty Schools



According to the Joint Legislative Audit and Review Commission's report *Virginia Compared to the Other States: 2019 Edition*, Virginia ranks **26th out of 50 for state and local per pupil funding** for Pre K-12 education, and **42nd out of 50 for state per pupil funding**.



- Nationally, Virginia ranked 32nd for average salary of public K-12 teachers, based on 2017-2018 salary data.[1]
- While student enrollment continues to increase, overall staffing levels for Virginia public schools have decreased compared to the 2008-2009 school year. Currently, there are 379 fewer staff in Virginia schools and over 55,000 more students enrolled, many requiring additional supports and services.[2]

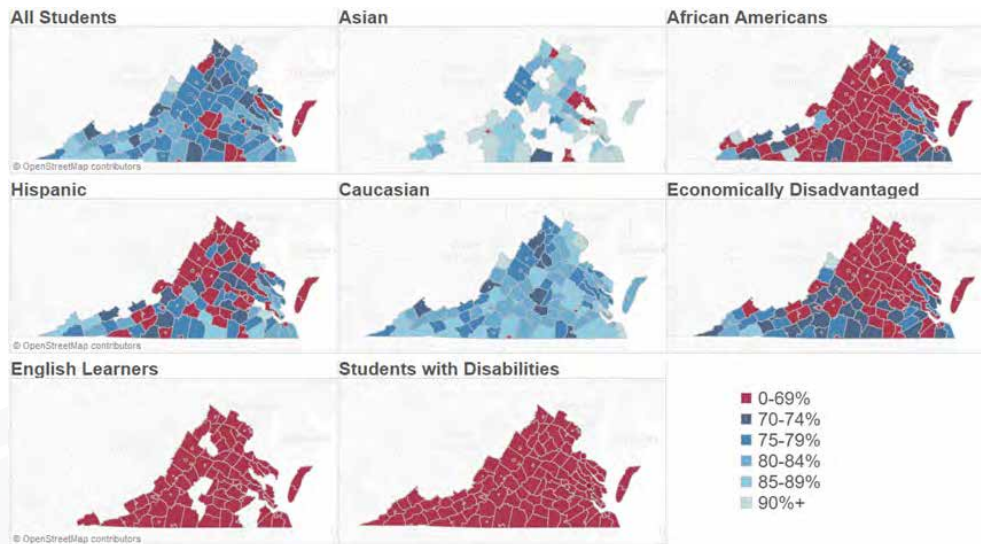
[1] National Education Association, (2019) *Rankings of the States 2018 and Estimates of the States 2019*. Washington, DC.

[2] The Commonwealth Institute for Fiscal Analysis, (2019) *K-12 Funding Trends At-a-Glance: Data for Statewide and All 132 School Divisions (2019-2020)*. Richmond, VA. <https://www.thecommonwealthinstitute.org/2019/09/23/k-12-funding-trends-at-a-glance-data-for-statewide-and-all-132-school-divisions-2019-2020>.

THE VIRGINIA LANDSCAPE

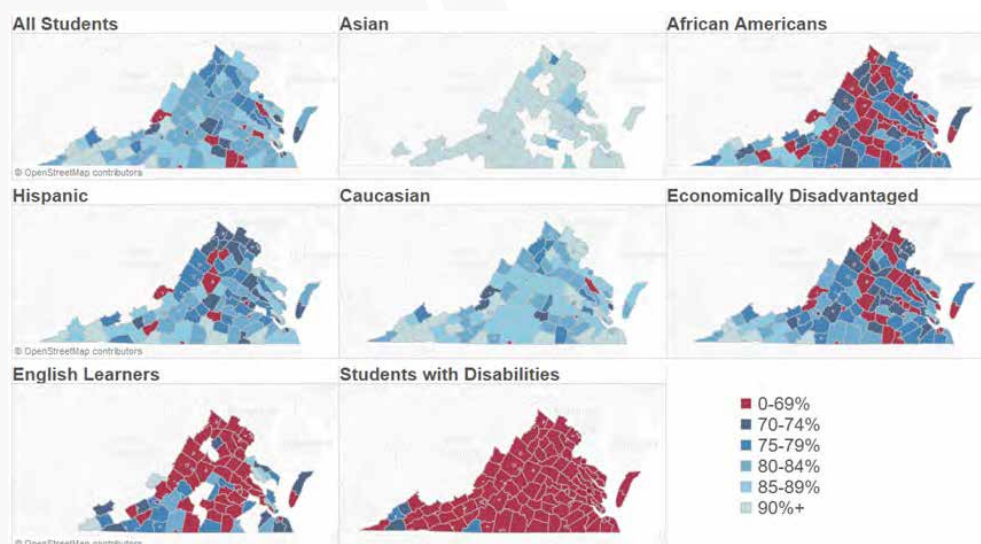
ACADEMIC ACHIEVEMENT

2017-18 ENGLISH PASS RATES (VIRGINIA SOL TESTS)



Red coded divisions represent pass rates below the state benchmark (below 70%).
The lightest blue coded divisions represent the highest percentage pass rates (90%+).

2017-18 MATHEMATICS PASS RATES (VIRGINIA SOL TESTS)



The Board calls on fellow education leaders across the Commonwealth to examine policies, procedures and funding through the lens of racial inequity to implement necessary reform to ensure children of every race have equal access to educational opportunity.

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

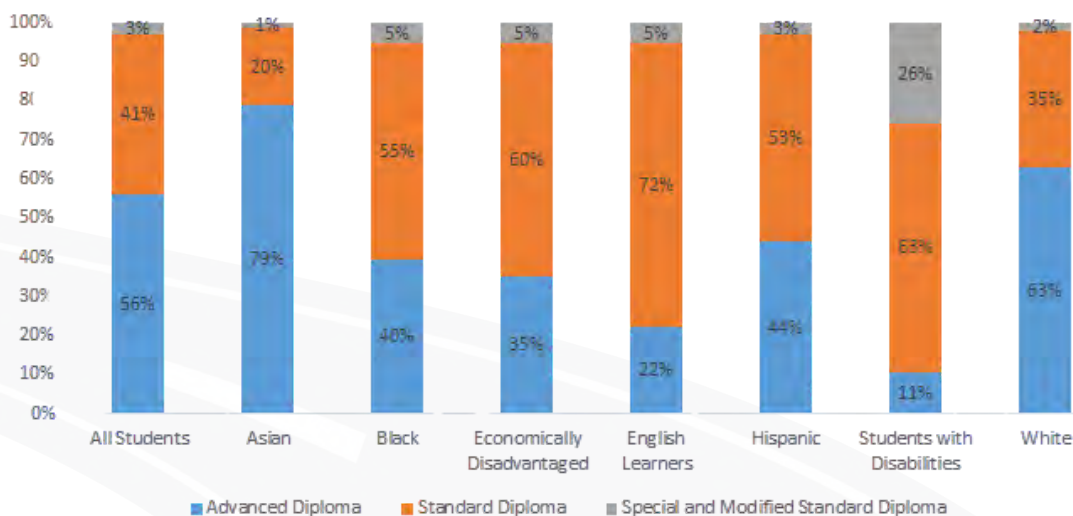
*Pass rates are calculated as the number of students passing the assessment divided by the number of students tested.

Source: VDOE Staff Analysis

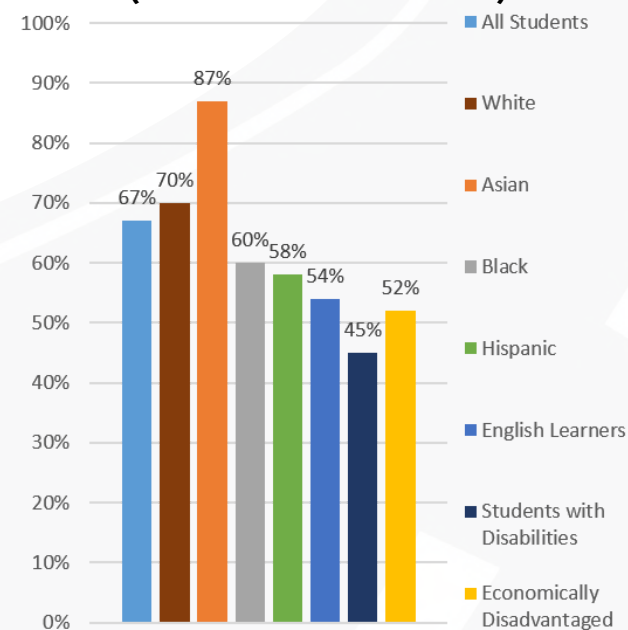
THE VIRGINIA LANDSCAPE

COLLEGE & CAREER READINESS

DIPLOMA TYPE (2019 GRADUATION COHORT)

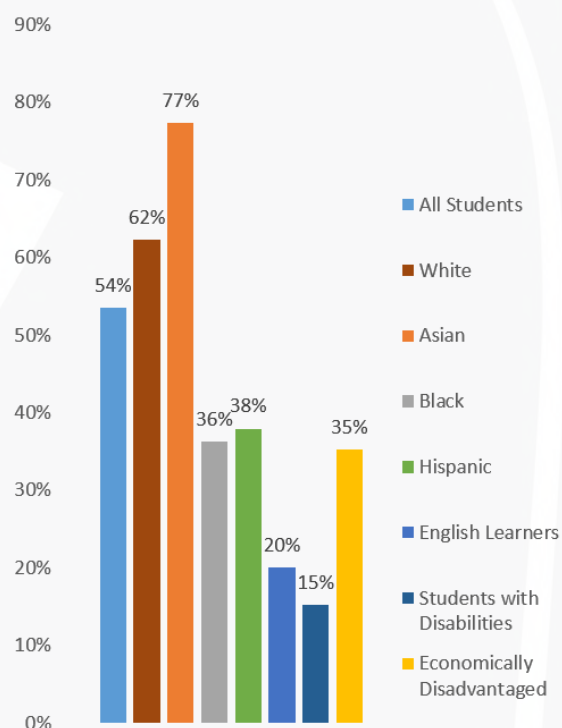


PERCENT ENROLLED IN ANY INSTITUTION OF HIGHER EDUCATION (IHE) WITHIN 16 MONTHS OF EARNING A HIGH SCHOOL DIPLOMA (2017-2018 COHORT)



Source: VDOE Staff Analysis

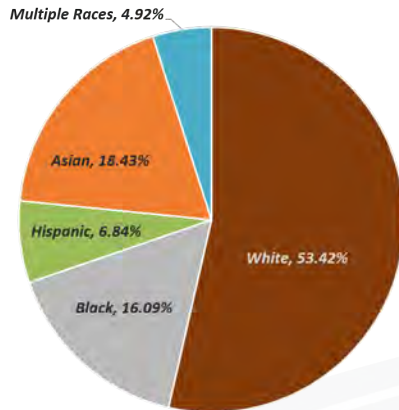
PERCENT AP OR DUAL ENROLLMENT (2019 GRADUATION COHORT)



THE VIRGINIA LANDSCAPE

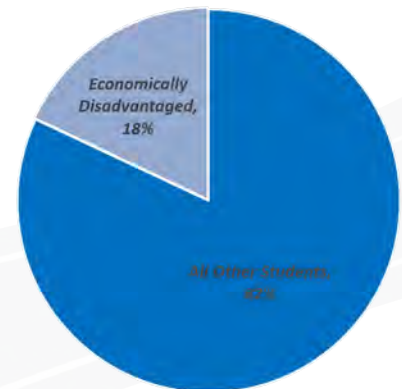
ADVANCED ACADEMIC PROGRAMS

ENROLLMENT IN VIRGINIA'S ACADEMIC-YEAR GOVERNOR'S SCHOOL PROGRAMS BY STUDENT RACE & SOCI-ECONOMIC STATUS



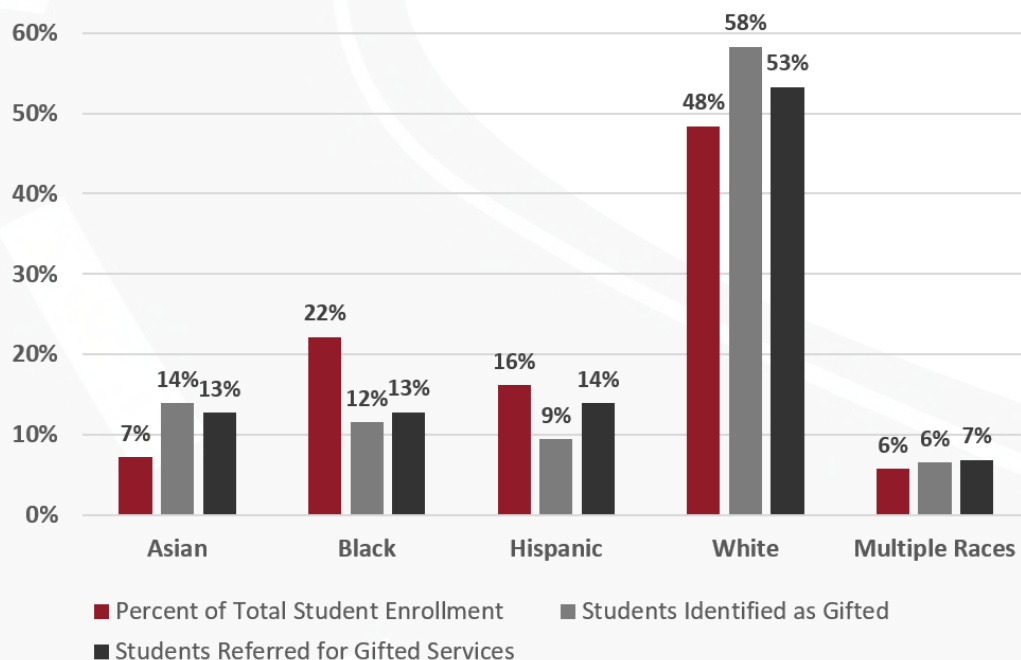
ASIANS ARE 7% OF TOTAL STUDENT ENROLLMENT YET THEY ARE 18% OF STUDENTS ENROLLED IN GOVERNOR'S SCHOOLS.

40% OF VIRGINIA STUDENTS ARE ECONOMICALLY DISADVANTAGED. THEY ARE ONLY 18% OF GOVERNOR'S SCHOOL ENROLLMENT.



Academic-Year Governor's Schools are regionally based programs for gifted high school students. They provide academic, STEM, health, visual and performing arts opportunities beyond those normally available in the students' home schools. Combined these schools serve enroll nearly 11,000 students annually. The Governor's School programs are administered by the Virginia Department of Education, in cooperation with local school divisions, colleges, and universities.

STUDENTS ID FOR GIFTED & REFERRED FOR GIFTED SERVICES 2018-19 SCHOOL YEAR



Source: VDOE Staff Analysis. American Indian/Alaska Native/Native Hawaiian/Pacific Islander were omitted from these analyses due to small enrollment numbers (less than 1%).

OPERATIONALIZING EdEquityVA

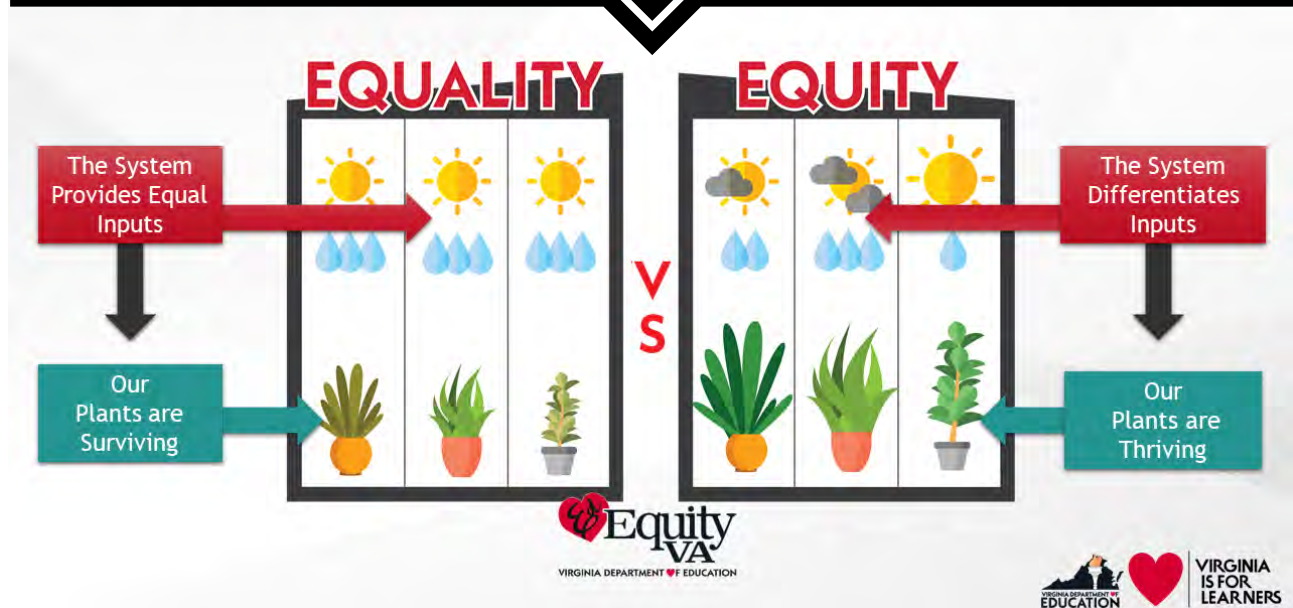
Data informed decision making is foundational to operationalizing equity strategies. The equity centered data outcomes included here represent a sample of the types of analyses that inform both the prioritization of our strategies and the development of the resources and tools included in the Roadmap.

Virginia's Road Map to Equity prioritizes our strategy into two categories: (1) Increasing the Cultural Proficiency of Virginia's Educator Workforce, and (2) Closing Opportunity Gaps for Virginia Students. The Roadmap is guided by the EdEquityVA Compass, which articulates the essential competencies necessary to advance Virginia's equity priorities.

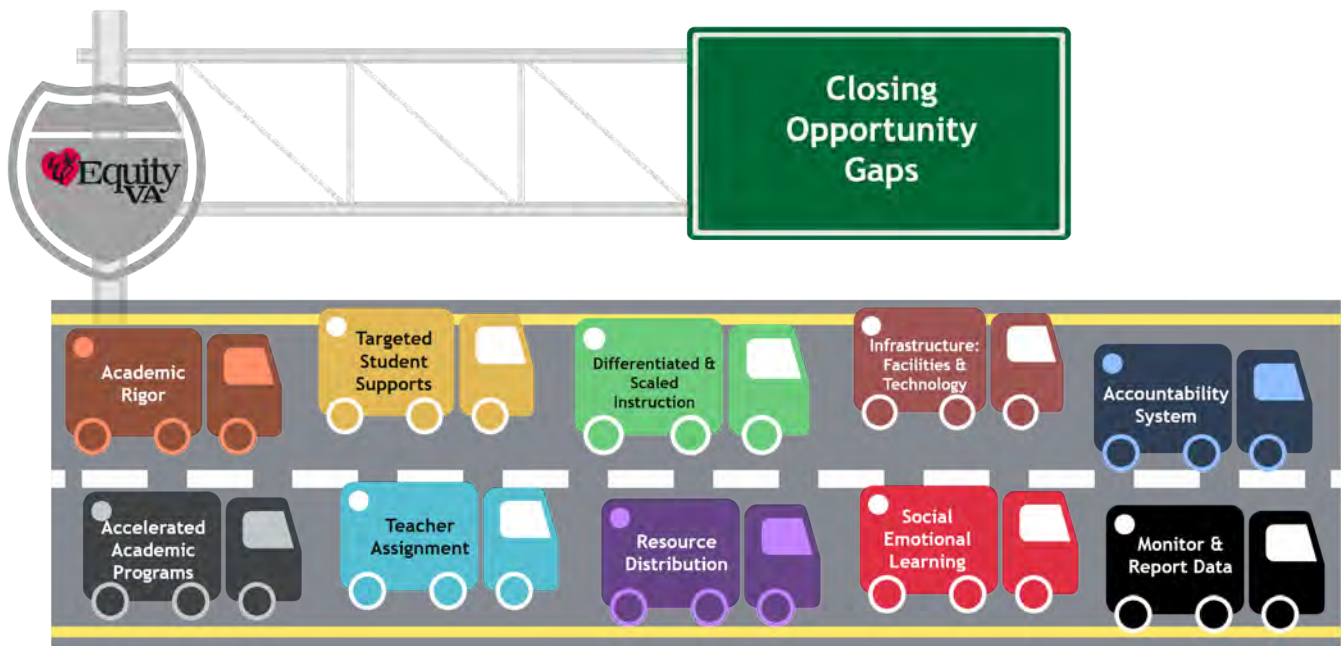
The resources and tools that follow are designed to support Virginia's education leaders in their development and implementation of policies and practices that educate all students effectively and equitably.

Educational equity requires that educational opportunity be calibrated to need, which may include additional and tailored resources and supports to create conditions of true educational opportunity. This idea of equity is different from equality, which connotes the idea that certain goods and services are distributed evenly, irrespective of individual needs or assets.

National Academies of Sciences, Engineering, and Medicine (2019)



VIRGINIA'S EQUITY PRIORITIES



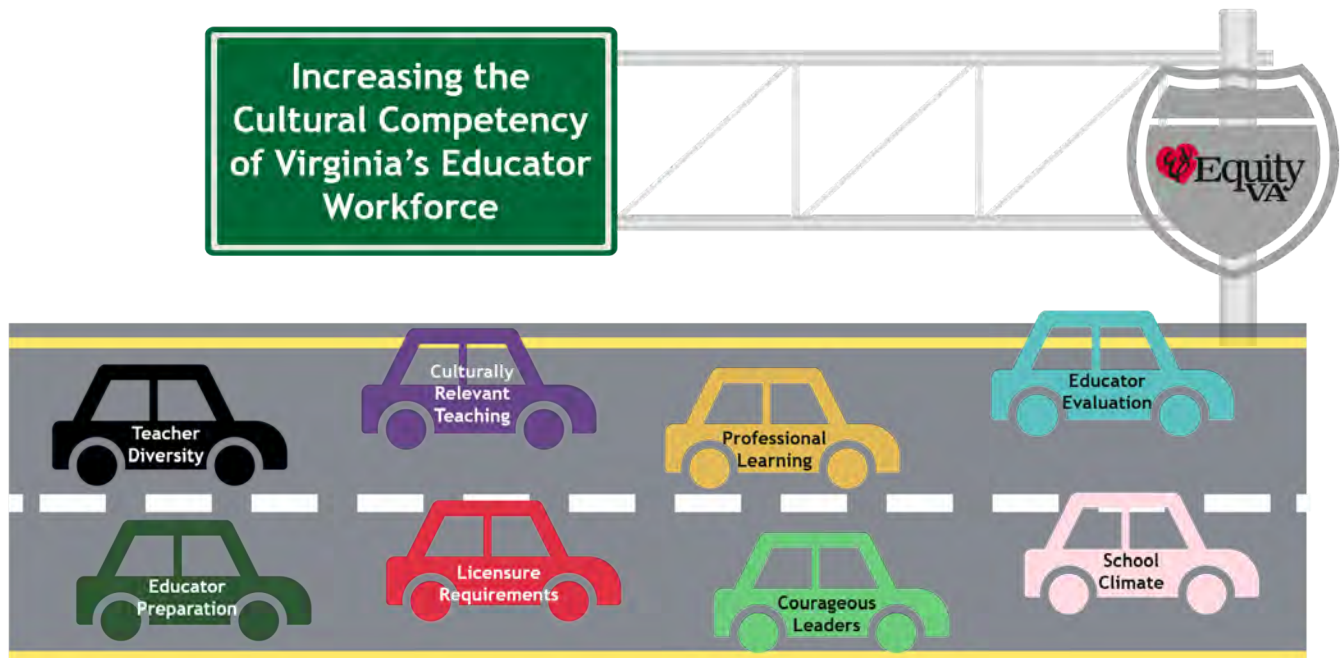
Opportunity gaps often manifest as: 1) lack of equitable and consistent access to rigorous courses and learning opportunities; 2) lack of access to high levels of support that measurably increase achievement levels for all students; and 3) lowered expectations for underrepresented/marginalized students.

Closing opportunity gaps in Virginia schools is the only way we will make progress toward eliminating the academic achievement gaps that separate many Black and Hispanic students from their White and Asian peers.

Our strategy will focus on the following tactics as the primary vehicles for **Closing Opportunity Gaps for Virginia Students**:

- Ensuring Academic Rigor and High Expectations for ALL Students
- Mitigating Enrollment Barriers for Under-represented Students into Accelerated, Advanced, and Selective, Academic Programs
- Resourcing Targeted Supports for Students
- Incentivizing Equitable Assignment of Experienced Teachers
- Tailoring TA to support Differentiated and Scaled Instruction
- Evaluating State Levers to Advance Equitable Resource Distribution
- Ensuring Equitable School Facilities and Technology Resources for ALL Students
- Developing and Implementing Social Emotional Learning Standards for Virginia
- Developing and Implementing Accountability for Equitable Educational Opportunities
- Monitoring & Reporting on Disproportionate Access and Outcome Data (Equity Dashboard)

VIRGINIA'S EQUITY PRIORITIES



Culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process, making culturally responsive educators necessary for the equitable achievement of today's increasingly diverse student population.

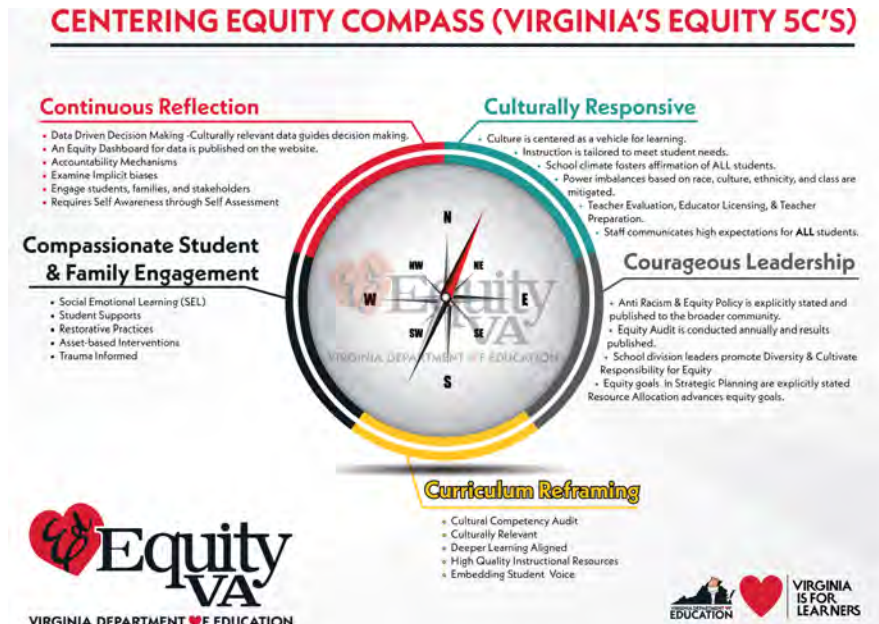
Culturally responsive educators see the diversity in their classrooms as an asset and use their knowledge on students' backgrounds to enrich educational experiences. These educators form a thorough understanding of the specific cultures of the students they teach, how that culture affects student learning behaviors, and how they can change classroom interactions and instruction to embrace the differences.

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to ensuring inclusive learning environments and equitable outcomes for all students. Our strategy will focus on the following tactics as the primary vehicles for ***Increasing the Cultural Competency of Virginia's Educator Workforce:***

- Increasing Teacher Diversity
- Supporting Culturally Relevant Teaching Pedagogy
- Enhancing Teacher Preparation
- Amending Licensure Requirements to include Cultural Competency
- Developing new Professional Learning Opportunities
- Supporting Courageous Leaders
- Revising Educator Evaluation to include Cultural Competency Efficacy
- Incorporating Cultural Responsiveness and Inclusion into School Climate Evaluation

THE EdEQUITYVA COMPASS

VIRGINIA'S EQUITY 5CS



Navigating EdEquityVA - Virginia's Road Map to Equity grounds Virginia's equity strategy with priority placed on (1) increasing the cultural competency of Virginia's educator workforce and (2) eliminating opportunity gaps. The *EdEquityVA Compass - Virginia's Equity 5Cs* serves as a guide for our work and includes the five critical competencies necessary to advance education equity in Virginia. These include: Continuous Reflection, Compassionate Student and Family Engagement, Curriculum Reframing, Courageous Leadership, and Cultural Responsiveness. Together, the Equity 5Cs, represent both the philosophical framing of our road map and the strategic focus of our technical support to local school divisions across the Commonwealth.

NOTICE

Education leaders are encouraged to dedicate the time and human resources necessary to conduct a comprehensive equity audit.

The [Navigating EdEquityVA - Equity Audit Tool](#), was developed to guide critical evaluation of systems and practices through an equity lens. Aligned to Virginia's Equity 5Cs, the audit tool helps schools and divisions identify inequities, establish equity priorities, and target strategic interventions. The essential questions included in this tool facilitate a deeper understanding of the policies, procedures, and practices contributing to disparate outcomes, opportunity gaps, and non inclusive school climates.

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, gender, and class.

RESOURCES

[Culturally Responsive Teaching: A Reflection Guide](https://bit.ly/NACRT)

<https://bit.ly/NACRT>

[EdEquityVA Summit Webinar: Courageous Teaching](https://bit.ly/Vi4LWSC)

<https://bit.ly/Vi4LWSC>

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 policies to ALL stakeholders;
- Establish and communicate clear equity goals;
- Allocate resources to advance equity goals.



RESOURCES

[Equity Leadership Dispositions](#)

<https://bit.ly/EQLD2020>

[EdEquityVA Webinar:
Becoming an Anti-Racist
Education Leader](#)

<https://bit.ly/Vi4LWS1>

CURRICULUM REFRAMING:



- Audits lessons and instructional resources 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](https://bit.ly/NYUCRCS)

<https://bit.ly/NYUCRCS>

[EdEquityVA Summit: Auditing Curriculum for Bias](https://bit.ly/Vi4LWSABCA)

<https://bit.ly/Vi4LWSABCA>

COMPASSIONATE ENGAGEMENT REQUIRES:



- Strategies and initiatives developed and implemented through a cultural and economic competency lens;
- Intentionally engaging 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;
- Instructional practices that sustain the languages, literacies, and cultural practices of multilingual students and students of color.
- Intentional collaboration with families and community stakeholders.



RESOURCES

Connecting with ELL Families:
Strategies for Success

<https://bit.ly/CICELL>

EdEquityVA Webinar:
Advancing Equity Through
Family Efficacy

<https://bit.ly/Vi4LWSCE>

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](#)

<https://bit.ly/ETDIYDS>

[EdEquityVA Webinar:
Applying an Equity Lens to
Data you Already Collect](#)

<https://bit.ly/Vi4LAEQ>

APPENDIX OF EdEquityVA RESOURCES

ATTENTION

Appendix:

1. Navigating EdEquityVA Audit Tool
2. 5 Keys to Ensuring Equity in Advanced Programs
3. 5 Keys to Ensuring Equity Chiefs Succeed
4. EdEquityVA Strategy Notes for Supporting:
 - i. Multilingual Students
 - ii. Racially Marginalized Students
 - iii. Students with Disabilities
 - iv. Rigor for ALL Students
 - v. LGBTQ+ Students
 - vi. Equitable School Discipline

Online Resources:

- Return to School Equity Planning & Audit Tool
<https://bit.ly/Vi4LRRR>
- EdEquityVA Webinar Series Recorded Sessions
<https://bit.ly/Vi4LEQWS>



**VIRGINIA
IS FOR
LEARNERS**

NAVIGATING EdEquityVA --- EQUITY AUDIT TOOL



**OFFICE OF EQUITY &
COMMUNITY ENGAGEMENT
VIRGINIA DEPARTMENT  F EDUCATION**



NAVIGATING EdEquityVA

EQUITY AUDIT TOOL



Navigating EdEquityVA - Virginia's Road Map to Equity, establishes the Commonwealth's shared education equity priorities, advances tools and resources to support local school divisions, and affirms the Virginia Department of Education's commitment to dismantle any and all forms of inequity in Virginia's public education system.

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.

This audit tool is designed to guide school leaders' efforts to center equity in their planning, resource allocation, and strategy implementation. This tool should be completed by multiple individuals/stakeholders who represent the diversity of the school community. This includes administrators, teachers, support personnel, families/caregivers, and, where appropriate, students.

How to use the tool: Check all boxes that your school or division is currently doing. If a box is left unchecked, we have provided space after each section called "Notes & Next Steps" to think through and jot down a plan so they can become checked.

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?



CENTERING EQUITY - NOTES & NEXT STEPS

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 measures 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?

CONTINUOUS REFLECTION - NOTES & NEXT STEPS

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?

- ☐ 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?

VIRGINIA IS FOR *all* LEARNERS

COURAGEOUS LEADERSHIP

NOTES & NEXT STEPS

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 racial and ethnic 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 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 to ensure that people with disabilities are shown in the curriculum (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.

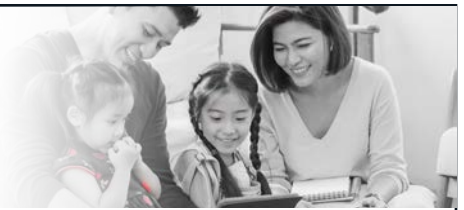
- ☐ Exclusion of stereotypes and perceived deficiencies of historically marginalized/oppressed cultures are avoided in the narrative.
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
- ☐ Problems faced by historically marginalized/oppressed cultures are not resolved through the benevolent intervention of the dominant culture.
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
 - ☐ Increase awareness and counter the past effects of bias and discrimination?
 - ☐ All grade spans.
 - ☐ Specific grade spans. Please list below.
- ☐ Is our curriculum deeper learning aligned?
- ☐ Do we have a protocol to ensure that high quality instructional resources are equitably distributed?

CURRICULUM REFRAMING

NOTES & NEXT STEPS

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, socioeconomic status, 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?

COMPASSIONATE STUDENT & FAMILY ENGAGEMENT - NOTES & NEXT STEPS

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.

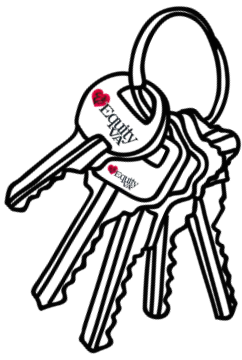


- ☐ Do teacher observations include evaluation of activities that are specifically meant to be culturally responsive, or for general inclusion of culturally responsive lessons (race, ethnicity, language, gender or gender identity, religion, and disability)?
- ☐ Do the curricula infuse culturally responsive 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				

CULTURALLY RESPONSIVE NOTES & NEXT STEPS

NOTES



NAVIGATING EdEquityVA

KEYS TO EQUITY IN GIFTED AND ADVANCED ACADEMIC PROGRAMS

5 KEYS TO ENSURING EQUITY IN ADVANCED PROGRAMS

Advanced Academic Programs in Virginia include; Gifted, IB, AP, Dual Enrollment, Academic Governor's Schools, and other advanced specialty programs.



The Education Trust

The strategies listed here are adapted for local school division leadership from 5 Things State Leaders Should Do to Advance Equity: Access to and Success in Advanced Coursework published by The Education Trust. 2019. Thank you to EdTrust for your partnership and support of EdEquityVA.

1. IDENTIFY BARRIERS

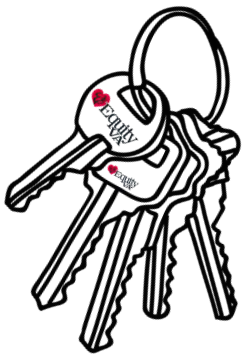
Use data to identify the barriers that prevent students of color and students from low-income families from enrolling:

- Examine representation in advanced coursework, including AP, dual enrollment, IB, gifted and talented programs, Gifted ID in K 3, and eighth grade algebra.
- Publish this data annually for each school by student group.
- Collect information to diagnose the various barriers that different groups of students face to accessing and succeeding in advanced coursework. This includes data about whether students of color and students from low income families attend schools that offer advanced courses, whether there are enough seats in the courses, if these students are being given a fair chance to participate in the courses, or if they are being given the supports they need to be successful.

2. ESTABLISH GOALS

Set clear and measurable goals for advancing access to and success in advanced academic settings:

- Use data to set public goals that, within an ambitious number of years, Black and Latino students and students from low-income families will be fairly represented in access to and success in advanced coursework from elementary school through high school, including gifted and talented programs, eighth grade algebra, IB, dual enrollment, and AP courses.
- Clearly communicate these equity goals – including to underserved families and communities – and publicly report against intermediate targets to monitor progress toward these goals regularly.
- Include these goals in highly visible communications, such as back-to-school messages and state-of-the schools addresses.



NAVIGATING EdEquityVA

KEYS TO EQUITY IN GIFTED AND ADVANCED ACADEMIC PROGRAMS

5 KEYS TO ENSURING EQUITY IN ADVANCED PROGRAMS

3. EXPAND OPPORTUNITIES

Expand advanced coursework opportunities – both courses and seats:

- Provide additional funding to recruit and train teachers (especially teachers of color) to teach advanced courses.
- Provide transportation to students in isolated or underserved schools.
- Purchase necessary curricular and instructional materials to support student success.

4. EXPAND ELIGIBILITY

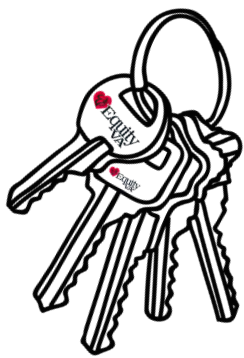
Expand eligibility for advanced courses:

- Reduce the influence of bias by implementing universal screening for gifted and talented programs and to use multiple measures to identify students for advanced coursework. All exams used to identify students for advanced opportunities, especially for gifted and talented programs, must be culturally responsive.
- Require that information about all advanced courses (including waived fees, course offerings, benefits of enrolling, details on admissions test, and course requirements) be shared with students and families and be made available in families' home languages.
- Adopt policies where students identified for advanced coursework through any of the multiple measures above are automatically enrolled in advanced courses, unless their families opt them out.

5. SUPPORT STUDENT SUCCESS

Support Black, Latino, and low-income students' success in advanced courses:

- Require subject matter expertise in teachers who teach advanced courses and prioritize supporting diverse teachers in obtaining such expertise.
- Support teachers while they are teaching advanced courses, including real time, ongoing support from school leaders or master educators and time for teachers of advanced courses to collaborate with their colleagues across the school and district.
- Implement an instructional program that provides an aligned curriculum and teacher professional development that prepares all students for enrollment and success in advanced coursework.
- Provide additional advanced coursework preparation and support for students who need it. This may include free after school or summer school preparation courses, as well as additional during course supports like tutoring.
- Adopt a rigorous, culturally relevant, and engaging curriculum that creates pathways where students are prepared for advanced coursework.



NAVIGATING EdEquityVA

KEYS TO EMPOWERING EQUITY LEADS

5 KEYS TO ENSURING EQUITY CHIEFS SUCCEED

AUTHORITY

Equity Coordinators/Chiefs will need to ask staff in different departments to provide information and to take various actions. They need to have sufficient authority to make these requests. Either designating this position as an executive level or cabinet level position through explicit and clear authorization by the superintendent are ways to accomplish this.



EXPERTISE



Equity Coordinators/Chiefs possess a robust set of skills and important expertise that is enhanced by their personal lived experiences as members of marginalized communities. They are often positioned as the “face” of equity work. This positioning often puts these leaders at risk for increased public scrutiny. Vocal and demonstrated commitment to the work they are championing by leadership is critical. It is important for superintendents and school boards to support and **amplify** their leadership.

FAMILIARITY

Equity Coordinators/Chiefs familiarity with the community’s equity landscape and priorities is imperative. They will need flexibility, latitude and opportunity to facilitate authentic stakeholder, community and family engagement.



TIME



Equity Coordinators/Chiefs should be given dedicated time to advance equity priorities. A position solely dedicated to advancing equity is the ideal structure; if this is not possible, a considerable portion of the equity lead’s job description must be allocated to equity priorities.

COMPOSITION

Equity Coordinators/Chiefs will need to form an “Equity Action Team”, a small group of division leaders who will shepherd the school system through the entire process. Team members should represent the demographic diversity of the school division and be racially diverse.





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.



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, and 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](#) (*Colorín Colorado*)
- [EL Teacher Toolkit](#)
- [Social Emotional Wellness Considerations for English Learners](#)

For more information visit: www.VirginialsForLearners.virginia.gov/EdEquityVA



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*)

For more information visit: www.VirginialsForLearners.virginia.gov/EdEquityVA



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 maintain 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](#) (*Colorín Colorado*)
- [Instructional Resources Supporting Students with Disabilities](#)

For more information visit: www.VirginialsForLearners.virginia.gov/EdEquityVA



SUPPORTING RIGOR FOR ALL STUDENTS

01

Build strong, culturally affirming relationships anchored in mutual respect and validation with ALL students.

02

Differentiate instruction and support teacher collaboration across grade levels and content areas.

03

Communicate and maintain a culture of high expectations for ALL students.

04

Provide students with feedback that affirms their capacity to learn while balancing rigor and expectations with support.

05

Mitigate the impact of microaggressions and structural inequity on students' academic mindsets.

These strategies are informed by *Culturally Responsive Teaching & the Brain* by Zaretta Hammond and the [Ready for Rigor Framework](#).

ADDITIONAL RESOURCE:

- [Differentiated Instruction: Resource Roundup](#) (*Edutopia*)

For more information visit: www.VirginialsForLearners.virginia.gov/EdEquityVA



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*)

For more information visit: www.VirginialsForLearners.virginia.gov/EdEquityVA



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, restorative, 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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