

ACPS Educational Equity Glossary

Alexandria City Public Schools (ACPS) is participating with the City of Alexandria in the DMV Regional Cohort of the Government Alliance on Race and Equity (GARE). GARE is a national network of government working to achieve racial equity and advance opportunities for all. One of the goals of ACPS' GARE participation is to provide equitable access and services across the city through a shared understanding of race and equity and the use of common language.

Additional information on GARE can found at <https://www.racialequityalliance.org/> The glossary of terms listed below includes definitions from (1) GARE, (2) Gary Howard (national leader in equity work) and (3) ACPS (2018 *Equity in ACPS – Definitions* document).

DEFINITIONS

ADVANTAGE/PRIVILEGE: A set of conditions or immunities that allow a group of people to benefit on a daily basis beyond those common to others. Advantage can exist without a person's conscious knowledge.³

BIAS: Prejudice toward one group and its members relative to another group.¹

CULTURAL COMPETENCE: Authentic relationships across differences of individual, group and institutional levels.²

CULTURAL COMPETENCIES³

- Recognizing the influence of one's own cultural worldview on interactions with others
- Developing an openness towards cultural differences
- Acknowledging different cultural practices and worldviews
- Modeling cross-cultural skills

CULTURALLY RESPONSIVE TEACHING²

Teaching students in such a way that:

- More of our students across more of their differences achieve at a higher level
- Engage at a deeper level more of the time without giving up who they are

EQUALITY: Treating all people the same.³

EQUITY: Empowering students, families and staff by providing relationships and nurturing capability to collectively remove barriers that prevent anyone from achieving their aspirations.³

EQUITY RESULT: The condition we aim to achieve in the community.¹

EDUCATIONAL EQUITY: Educational disparities based on race, economics and other dimensions of difference are reduced and eliminated. Positive school outcomes are distributed equitably proportionally across all demographic and identity groups. Negative outcomes and disproportionality are reduced for all groups.²



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EXCELLENCE: We keep the bar high in all we do. We educate students for life and for reflective citizenship. We empower students and employees in the preservation of their identity and culture. Substance, depth, and critical thinking are more important than compliance or test scores.²

EXPLICIT BIAS: Biases that people are aware of and that operate consciously. They are expressed directly.¹

IMPLICIT BIAS: Biases people are usually unaware of and that operate at the subconscious level. Implicit bias is usually expressed indirectly.¹

INDIVIDUAL RACISM: Pre-judgment, bias, or discrimination based on race by an individual.¹

INSTITUTIONAL RACISM: Policies, practices, and procedures that work better for white people than for people of color, often unintentionally.¹

INTERSECTIONALITY: The ways social identifiers contribute to a person's experiences. Each identity is interconnected, interrelated and contributes simultaneously to a person's experience; therefore, no one identifier can be examined independently.³

OPPRESSION: A situation in which a person or a group of people is subjected to unjust treatment or control that prevents opportunities and freedom.³

RACIAL EQUITY: Race can no longer be used to predict life outcomes and outcomes for all groups are improved.¹

RACIAL INEQUITY: Race can be used to predict life outcomes, e.g., disproportionality in education (high school graduation rates), jobs (unemployment rate), criminal justice (arrest and incarceration rates), etc.¹

STRUCTURAL RACISM: A history and current reality of institutional racism across all institutions, combining to create a system that negatively impacts communities of color.¹

WORKFORCE EQUITY: The workforce of a jurisdiction reflects the diversity of its residents, including across the breadth (functions and departments) and depth (hierarchy) of government.¹

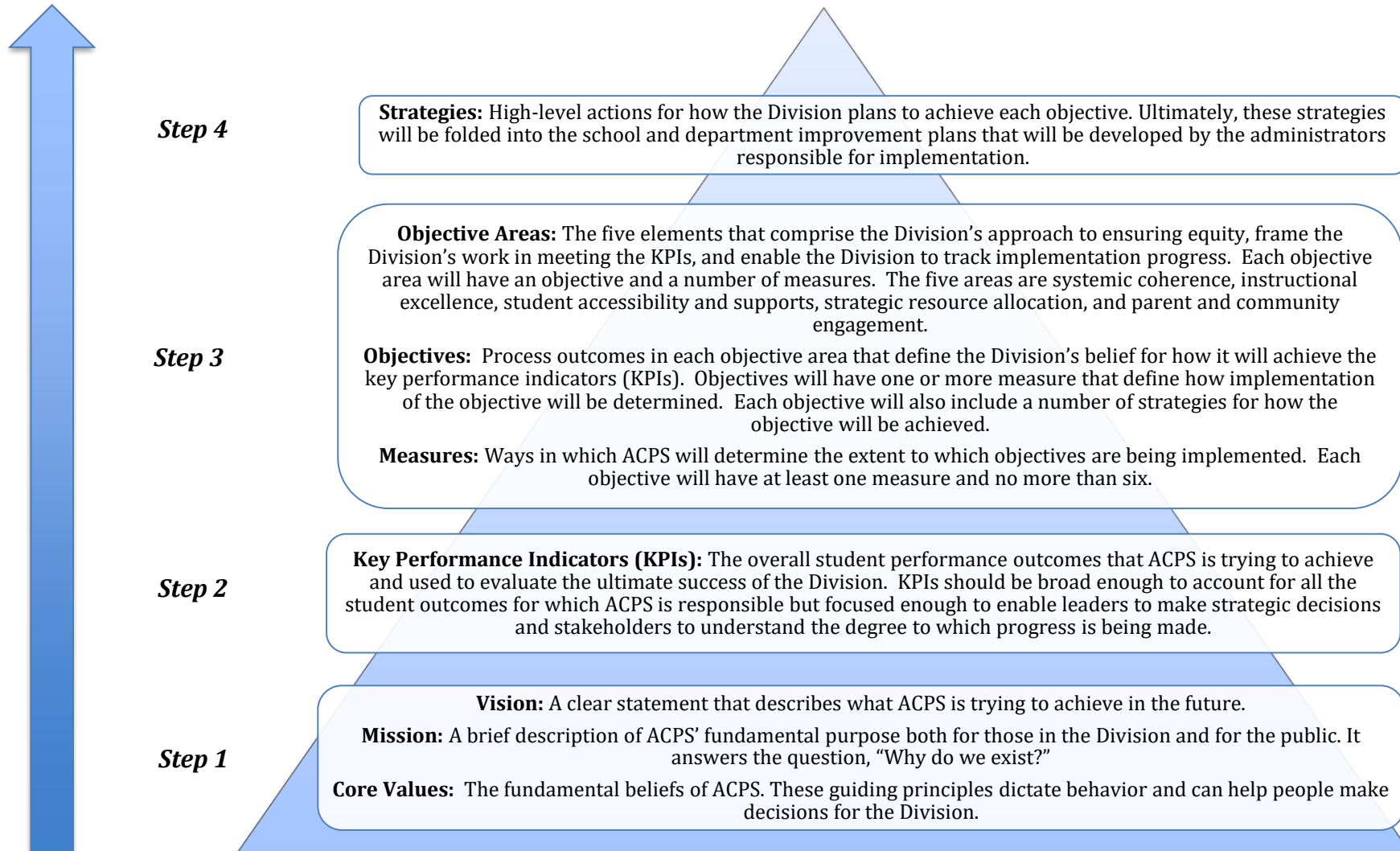
Resources

1. Government Alliance on Race and Equity (GARE)
2. Gary Howard
3. *Equity in ACPS - Definitions* (2018) document



ACPS Strategic Plan Glossary

Building on the findings of the needs assessment, a strategic plan formalizes the school district’s mission, vision, core values, KPIs, and objectives. This enables stakeholders to voice and agree on the same priorities and focus on the same path to improvement. As illustrated below, the Strategic Planning Committee will now build on the mission, vision, and core values updated by the School Board, by identifying the key performance indicators (KPIs), objectives, and strategies needed to achieve the desired improvements in student outcomes.



Draft Objectives & Measures from Needs Assessment Report

(Starting Points for Discussion)

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| 1. Systemic Coherence | |
| <p>Objective: Create and implement a plan for school and instructional improvement that is:</p> <ul style="list-style-type: none"> • aligned to a clear theory of action • based on a limited number of strategic initiatives that all schools implement with fidelity • well understood by educators and administrators • supported and monitored by the central office in collaboration with school leadership • based on a clear definition of instructional leadership | <p>Measures:</p> <ul style="list-style-type: none"> • Educator and administrator support for and knowledge of theory of action and strategic initiatives (survey) • Implementation of strategic initiatives by each school (rubric) |
| 2. Instructional Excellence | |
| <p>Objective: Ensure that all students have access to high-quality instruction that is:</p> <ul style="list-style-type: none"> • aligned to an instructional framework and high-quality curricula • engaging, rigorous, culturally relevant, and sensitive to students' strengths and needs • focused on a few high-leverage instructional strategies • supported and monitored by school and Division administrators and instructional coaches | <p>Measures:</p> <ul style="list-style-type: none"> • Student performance on formative assessments at school and Division levels • Percentage of classrooms in each school demonstrating use of high-impact strategies (observation) • Percentage of teachers agreeing that they feel well supported (survey) |
| 3. Student Accessibility and Support | |
| <p>Objective: Ensure students have access to programs and supports that will enable them to meet their full potential.</p> | <p>Measures:</p> <ul style="list-style-type: none"> • Percentage of students completing specified grade-level steps for academic and career planning • Percentage of students in TAG, honors, and AP by school and student demographics • Number of students chronically absent by school and student demographics • Percentage of students referred to special education by school and student demographics • Quality of implementation of selected programs (external or internal evaluation) • Percentage of students who feel safe, valued, and knowledgeable about key transitions (survey) |
| 4. Strategic Resource Allocation | |
| <p>Objective: Provide resources and supports to schools based on the strengths and needs of the students they serve.</p> | <p>Measures:</p> <ul style="list-style-type: none"> • Size of projected annual deficit • Resource allocation to each school • Quality of data entry (periodic mini audits) • Timeliness and safety of buses |
| 5. Parent and Community Engagement | |
| <p>Objective: Ensure that parents and other stakeholders feel welcomed in schools and empowered to support the delivery of education and services to students</p> | <p>Measures:</p> <ul style="list-style-type: none"> • Percentage of parents feeling welcomed and empowered to help their children be successful (survey) • Percentage of service providers and volunteers feeling welcomed and empowered to support the delivery of education and services to students (survey) • Percentage of students who feel safe, valued, and cared for (survey) |