

# Update on Equity Activities

October 10, 2019



**EVERY STUDENT SUCCEEDS**

# Essential Question

What steps are being taken by ACPS to achieve racial equity and eliminate areas of disproportionality?



# Why Lead with Race?

Race is the root cause.

- Racial anxiety is on the rise – race is often an elephant in the room
- Institutional and structural approaches to racial equity can be used with other areas of marginalization (*e.g. gender identity, religious expression, disability status, language proficiency*)

-GARE-

Racism shows up in structures, policies and practices that contribute directly to inequities in scheduling, facilities and additional areas.

# Equity in ACPS Definitions



### PROVIDE PROCESSES FOR SUCCESS

- Identify what stakeholders will know and do
- Communicate the desired goals and expectations through existing communication channels
- Focus on race and intersectionality
- Use a shared vocabulary
- Use data to inform school-based and district level planning and decision-making
- Create opportunities to build internal capability

### MODEL INTENTIONALITY

- Focus on what is within your sphere of influence that contributes to interpersonal, institutional and structural inequalities
- Conduct equity audits and include the diversity that exists within student groups
- Increase awareness of equity as a part of a larger social issue
- Talk about implicit and explicit bias, the role of whiteness and its effects on all stakeholders
- Use equity assessment protocols when reviewing policies and practices

### ENGAGE ALL STAKEHOLDERS

- Focus on improving systems and practices so that each child experiences success
- Support staff as they develop the awareness, knowledge and skills to create safe, positive learning communities that result in students:
  - Mastering core academic content and critical thinking skills
  - Communicating effectively and working collaboratively
  - Developing a love of learning

### DISCUSS THE ROLE OF EQUITY IN EVERYDAY LIFE

- Use the experiences of students, staff and families to enrich experiences in schools and in the community
- Diversify learning to meet the needs of each stakeholder group
- Provide explicit strategies for challenging biases, building relationships across and within stakeholder groups and creating relevance through curriculum and strategies
- Ensure learning experiences serve as a mirror for each stakeholder group and a window into the experiences of others
- Keep growing — As communities evolve, so does the work centered in equity



**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.

**CULTURAL COMPETENCE:** Being aware of and using knowledge and skills to create and maintain effective interactions across differences at individual, group, and institutional levels. Demonstrating cultural competence results in consistently modeling personal and professional interactions that are respectful, inclusive and that create equitable relationships, treatment and systems.

#### CULTURAL COMPETENCIES

- 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

**EQUALITY:** Treating all people the same.

**EQUITY:** Empowering students, families and staff by building relationships and nurturing capability to collectively remove barriers that prevent anyone from achieving his or her aspirations.

**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.

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

#### TYPES OF RACISM

- Internalized Racism - The personal racial beliefs, prejudices, biases or blind spots held by an individual
- Interpersonal Racism - Acting out internalized beliefs, prejudices or biases against another person
- Institutional Racism - Practices, procedures and policies that occur routinely within an institution and produce unjust outcomes for people of color or other marginalized groups
- Structural Racism - Practices and policies across societal institutions that result in cumulative discriminatory treatment, unfair policies and inequitable opportunities

References available upon request

2018-2019

- Develop common knowledge among administrators and school board members
- Pilot site-based professional learning
- Conduct equity audits

2019-2020

- Redesign professional learning as needed
- Incorporate equity audit results in department and school planning

2020-2021

- Support the implementation of the new ACPS Strategic Plan
- Expand professional learning opportunities



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# Why We Do the Work

ACPS academic and discipline data reveals inequities across the division that are rooted in systemic and institutional oppression.

*(Problem statement developed by Equity Logic Model Team)*



# Equity Partnerships in Alexandria 2019

- Government Alliance on Race and Equity (GARE)
- *Equity in Alexandria* group including city and school staff, Parent Leadership Training Institute (PLTI) and *ACT for Alexandria*
- Unified Planning Process with the Community Health Improvement Plan and Children and Youth Master Plan

# Equity Audit 2019

**Why:** To uncover stakeholders' perspectives to:

- Improve the culture and climate of our schools
- Inform ACPS Strategic Planning Process, School Improvement Plans & Department Improvement Plans

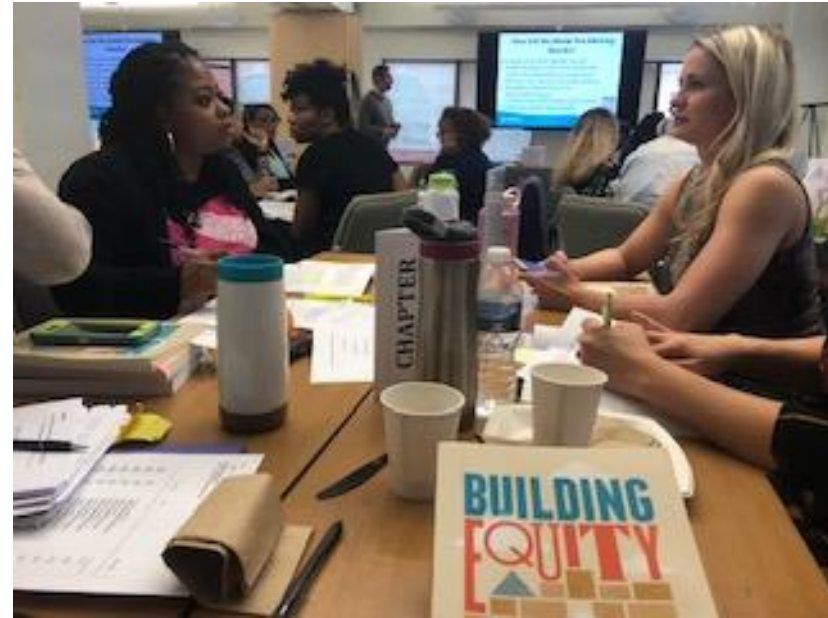
**Who:** Grade 3-12 students and school-based instructional staff

**How:** Survey format via KickUp

**Findings:** [KICKUP EOY report](#)

# ACPS Equity Activities

- ACPS Equity Team (*advisory committee*)
- 2025 Strategic Plan process
- Spring 2020 Equity Audit development
- MSAN
- GARE participation
- Inter-departmental collaboration





# Moving the Work Forward

## Fall 2019

- Equity Audit review
- Educational equity staffing and budget review
- Professional Learning (PL) with internal stakeholders
- Monthly training at 3 elementary schools

## Spring 2020

- 2020 Equity Audit *(to include families)*
- Revise district-wide Equity PL Plan

# Moving the Work Forward

## Summer 2020

- School-based equity-focused PL planning session
- Target equity training at Leadership Academy
- Completion of GARE

## 2020 - 2021 school year

- Monitoring ACPS 2025 Key Performance Indicators
- School-based equity PL plans implemented
- School-based equity PL
- Continue PL for internal stakeholders



# Questions and Comments?

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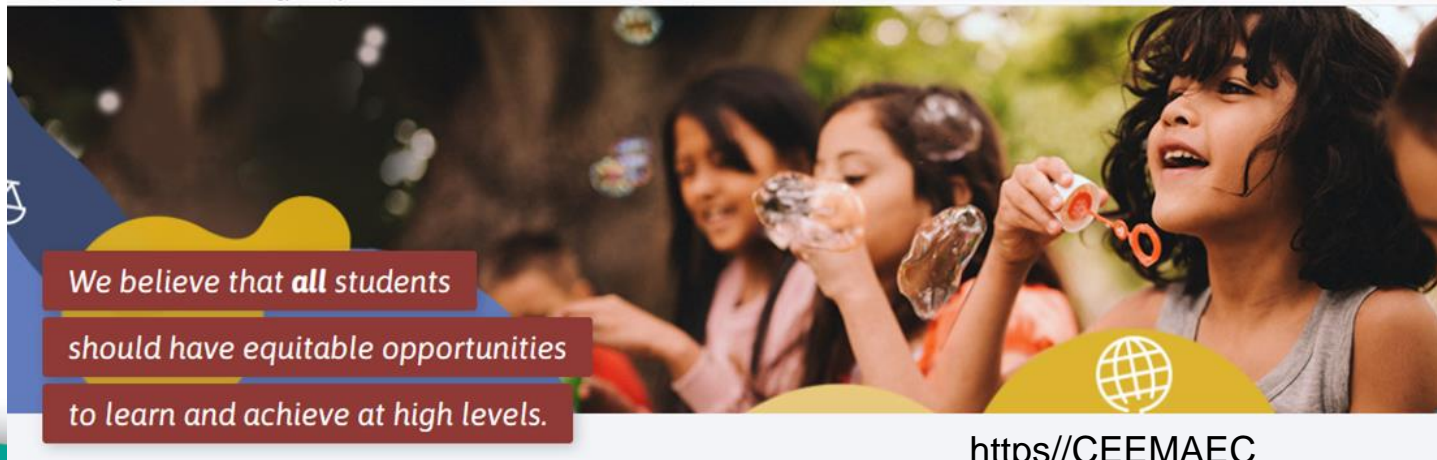
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