WORKING TOWARD EDUCATIONAL EQUITY:
EDEQUITY VA

https://www.virginiaisforlearners.virginia.gov/navigating-edequityva-virginias-roadmap-to-education-equity/
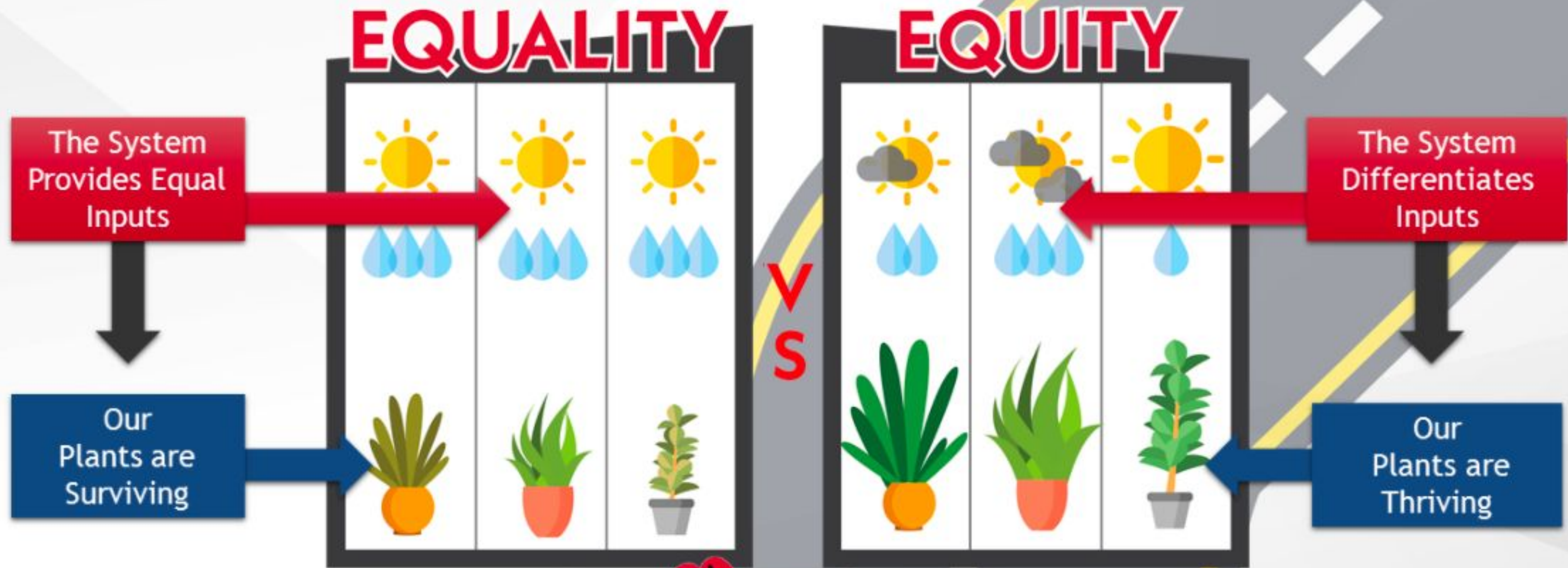
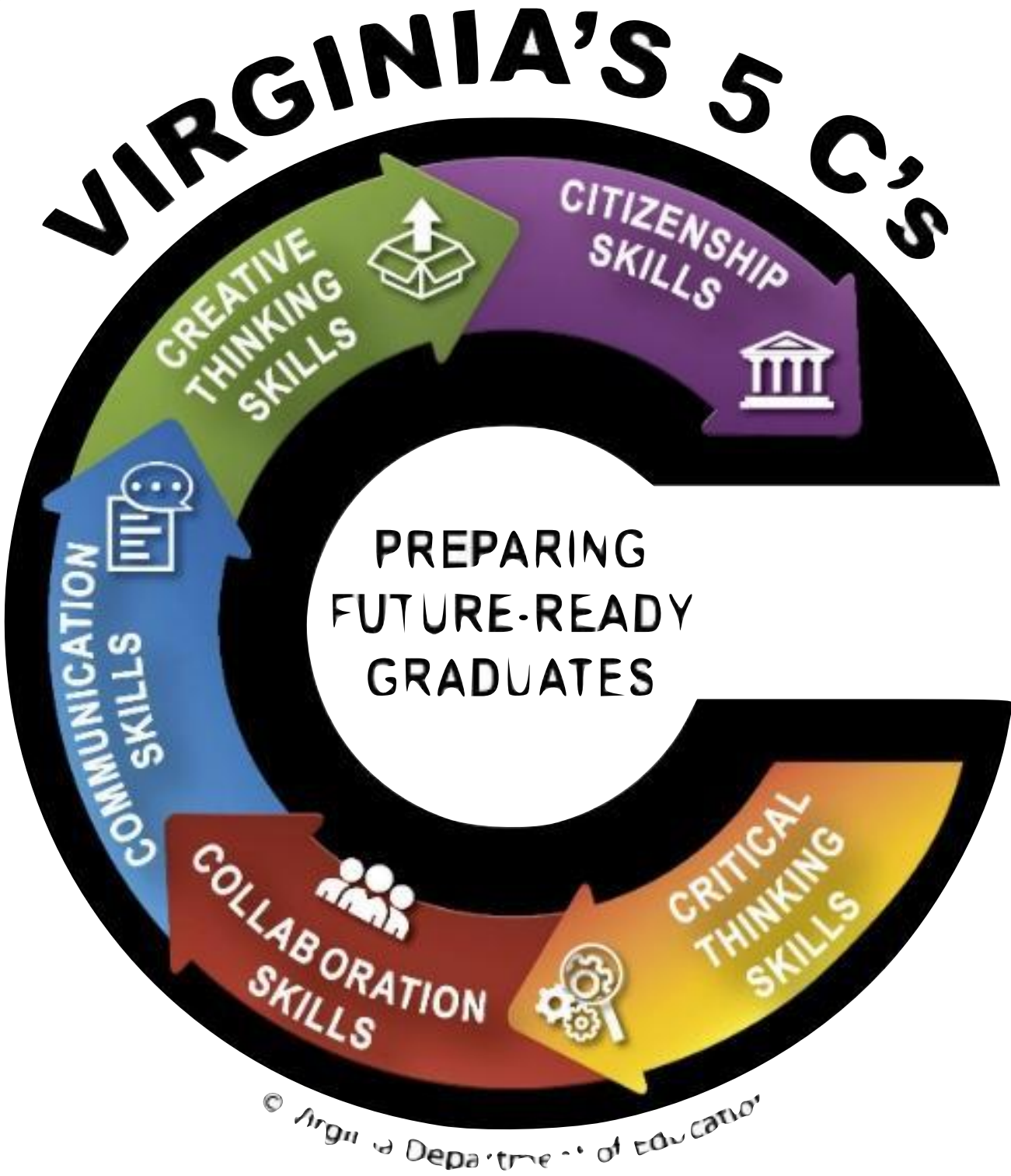# WHAT IS OUR DEFINITION OF EQUITY?

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

A NEW SET OF 5C'S

VIRGINIA'S 5 C'S

CREATIVE THINKING SKILLS

CITIZENSHIP SKILLS

COMMUNICATION SKILLS

PREPARING FUTURE-READY GRADUATES

COLLABORATION SKILLS

CRITICAL THINKING SKILLS

© Virginia Department of Education

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

Equity VA
VIRGINIA DEPARTMENT OF EDUCATION

VIRGINIA IS FOR LEARNERS

CENTERING EQUITY - THE EQUITY AUDIT TOOL

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.
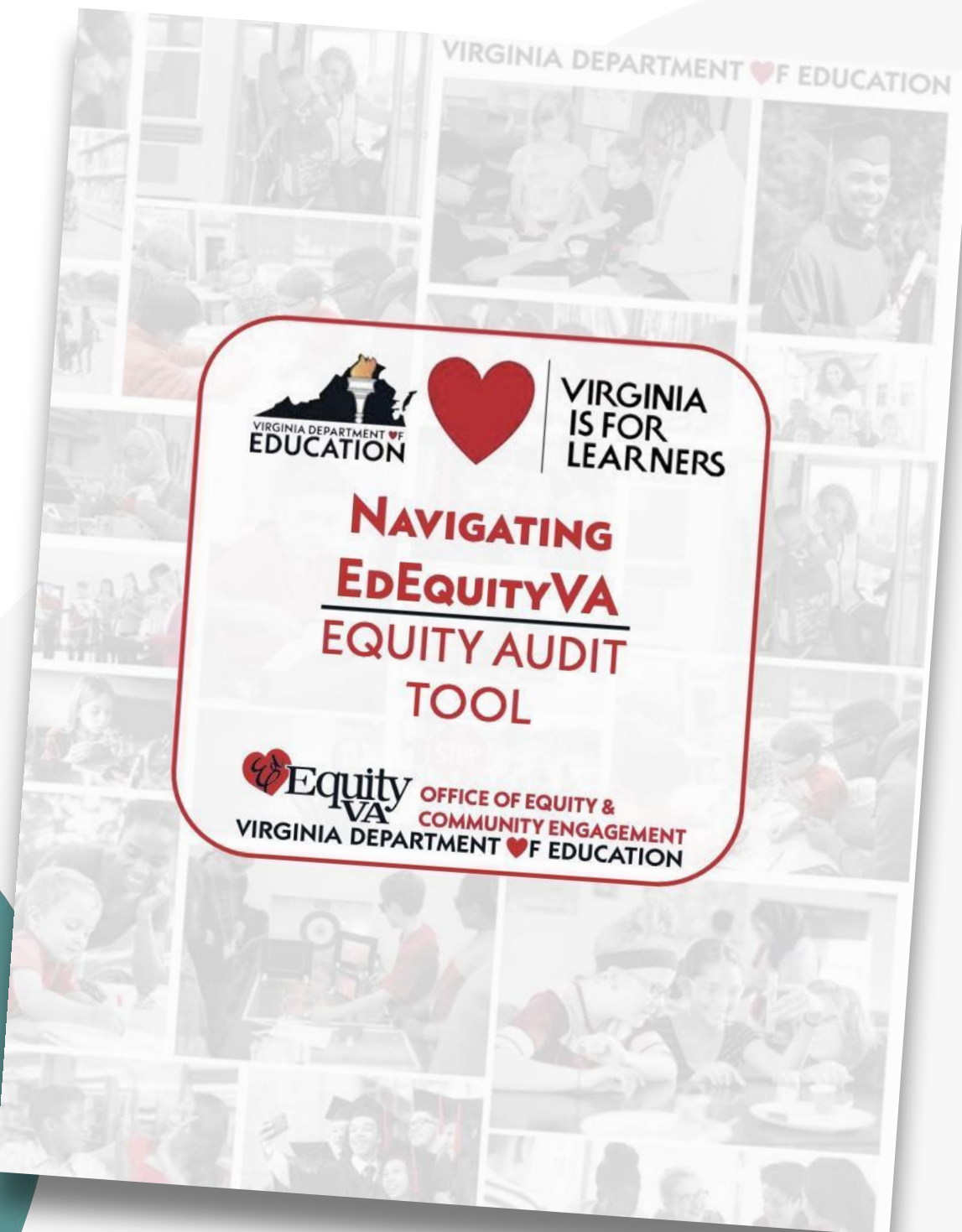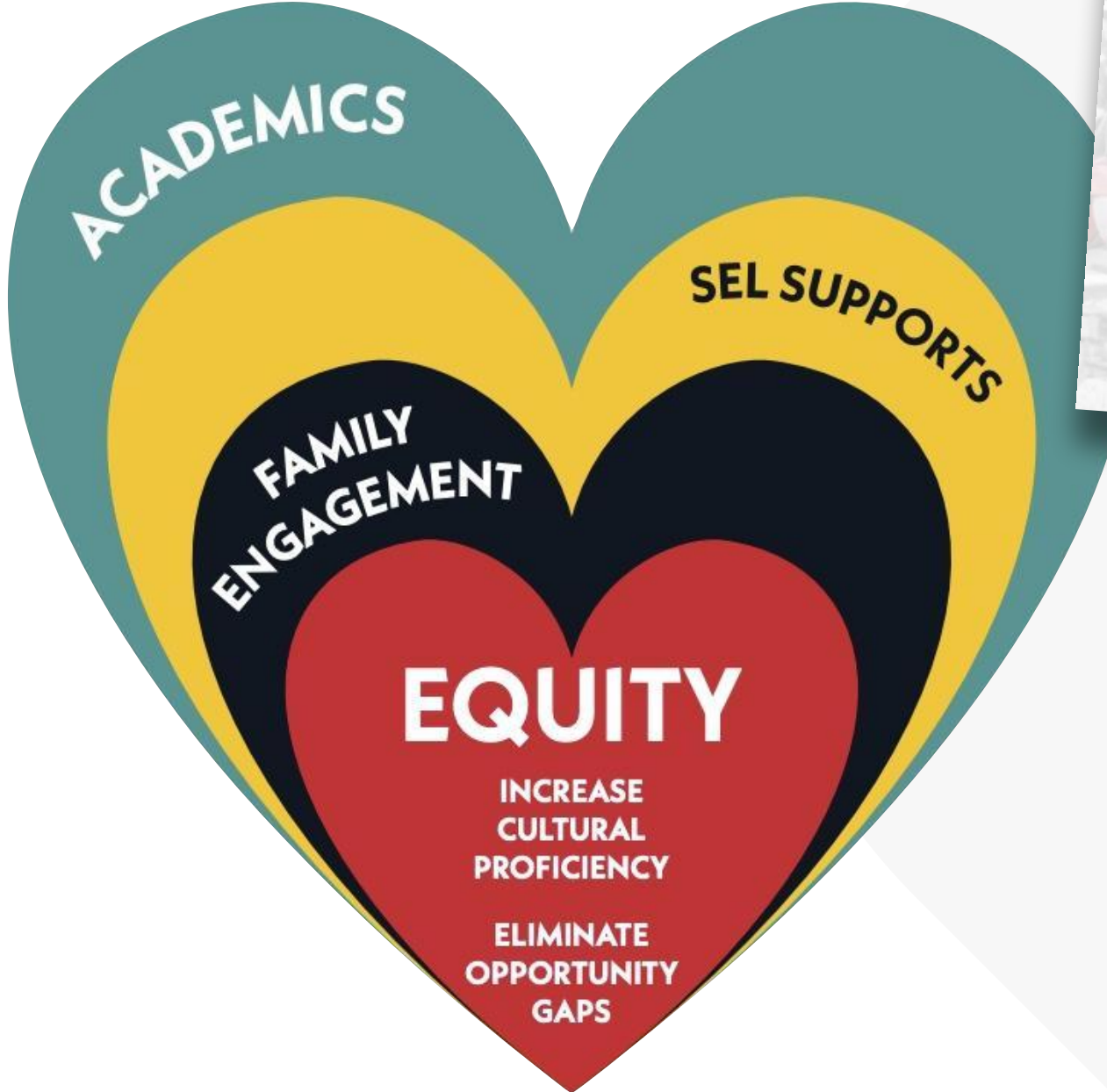

CENTERING EQUITY

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

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

☐ 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

LEARNING MORE

2020 Schedule

Date	Topic	Details	Recorded Webinar Link
February 25	**Black History Year Round**: Strategies to Incorporate Black History into Teaching and Learning Throughout the Entire Year	Casssandra Newby-Alexander of NSU and Derrick Alridge of UVA, *Co-chairs of the Governor's African-American History Education Commission*	**Play Video**
March 5	**Reframing School Discipline Part 1**: A Virginia Profile of School Discipline Disproportionality and Variables Making an Impact	Dr. Jennifer Piver-Renna, *Director of Research, Virginia Department of Education*	**Play Video**
June 23	**Culturally Relevant Remote Instruction**: Strategies to Support Culturally Relevant Teaching in Remote Settings	Dr. Jaime Aquino, *Senior Vice President for Curriculum and Instruction at Discovery Education* Leah Dozier Walker, *Director of Equity, Virginia Department of Education* Robin Porter, *Vice President for Digital Content at Discovery Education* Matthew Woods, *Principal, Fieldale-Collinsville Middle School, Henry Co., VA*	**Play Video**
July 14	**Multilingual/English Learner Students and Remote Learning**: Strategies to Support Multilingual/English Learner Students in Remote Learning Environments	Jessica Costa, *English Learner Instructional Specialist, Department of Learning and Innovation, Virginia Department of Education* Jose A. Velazquez, *Director of Academic Instruction & School Support, Education Service Center-Region 19* Presented in Partnership with IDRA	**Play Video**
July 21	**COVID-19 Slide Recovery**: What Summer Learning Loss Can Tell Us	Dr. Aaliyah Samuel, *Executive Vice President of Government Affairs & Partnerships, NWEA* John A. Caggiano, Ed.D., *Deputy Superintendent for Curriculum, Instruction, and Assessment, Hampton City Schools, Hampton, VA* Angela Byrd-Wright, *Mathematics Curriculum Leader, Hampton City Schools, Hampton, VA*	**Play Video**

In addition to doing some internal training with VCU with agency leaders, we produce a webinar series for all educators—free of charge.

Topics for 2021 thus far have included:

• Collaboration for Equity
• Supporting Younger Multilingual Learners
• Schools as Racial Justice Engines – Trauma Informed Care
• Culturally Relevant Teaching
• Grading for Equity

https://www.virginiaisforlearners.virginia.gov/edequityva–webinar–series/

CULTURALLY RELEVANT INSTRUCTION

Pedagogy that recognizes the importance of including students' cultural references in all aspects of learning

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

CULTURAL PROFICIENCY CONTINUUM

REACTIVE	TOLERANCE	PROACTIVE	TRANSFORMATION

CULTURAL DESTRUCTIVENESS	CULTURAL INCAPACITY	CULTURAL BLINDNESS	CULTURAL PRECOMPETENCE	CULTURAL COMPETENCE	CULTURAL PROFICIENCY

Cultural Destructiveness: Educating in a manner that seeks to eliminate the cultures of others in all aspects of the school and in relationship to the community served.
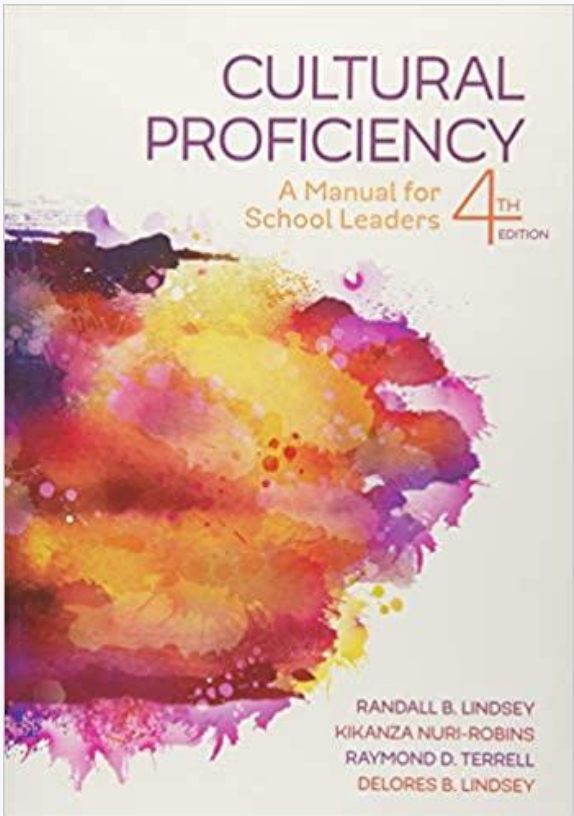
Cultural Incapacity: Education in a way that trivializes other culture and seeks to make the cultures of others appear to be wrong.

Cultural Blindness: Educating so that you don't see or acknowledge the culture of others; choosing to ignore the discrepant experiences of cultures within the school.

Cultural Precompetence: Educating with an increasing awareness of what you and the school don't know about working in diverse settings. At this level of development, you and the school can move in a positive, constructive direction, or you can falter, stop, and possibly regress.

Cultural Competence: Educating with your personal values and behaviors and the school's policies and practices being aligned in a manner that is inclusive of cultures that are new or different from yours and those of the school.

Cultural Proficiency: Educating as an advocate for lifelong learning for the purpose of being increasingly effective in serving the educational needs of the cultural groups in your school and community; holding the vision that you and the school are instruments for creating a socially just democracy.

CULTURAL PROFICIENCY
A Manual for School Leaders
4TH EDITION

RANDALL B. LINDSEY
KIKANZA NURI-ROBINS
RAYMOND D. TERRELL
DELORES B. LINDSEY

Lindsey, D. B., Lindsey, R. B., Nuri-Robins, K., Terrell, R. D. (2018). Cultural Proficiency: A Manual for School Leaders. United States: SAGE Publications.

MARY PEAKE AWARD

Beginning in the 2019–2020 school year, the Virginia Department of Education will honor Mrs. Peake's legacy of courage and determination with the annual recognition of outstanding work toward our shared goal to advance equitable outcomes for all students. Those eligible to be nominated for the **Mary Peake Award for Excellence in Education Equity** include school board members, superintendents, and legislators.

WHY IS THIS WORK SO IMPORTANT?

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.**
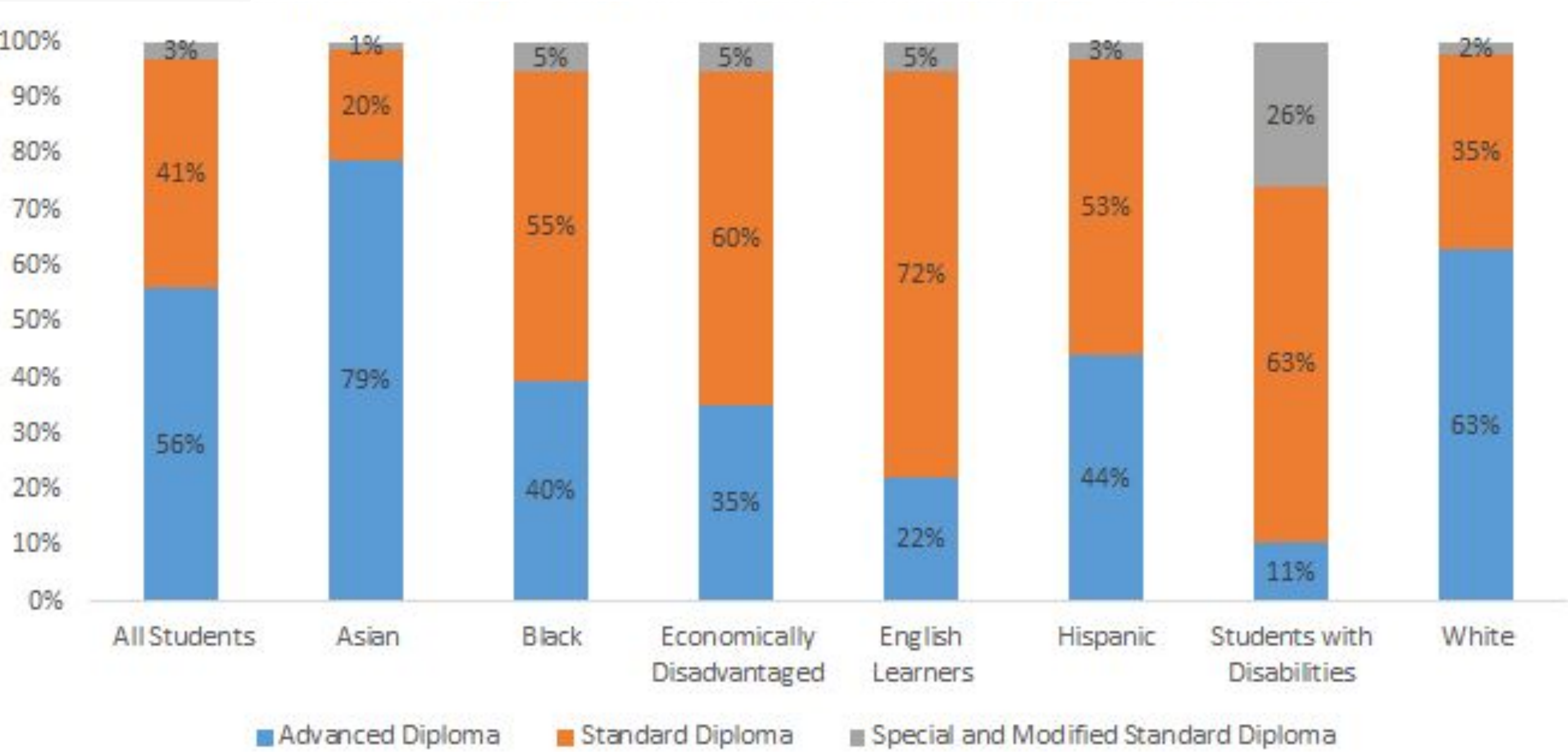
In 30% of Virginia's school divisions, Black female students are more than three times as likely as their non-Black peers to be suspended.

Equity VA
VIRGINIA DEPARTMENT OF EDUCATION
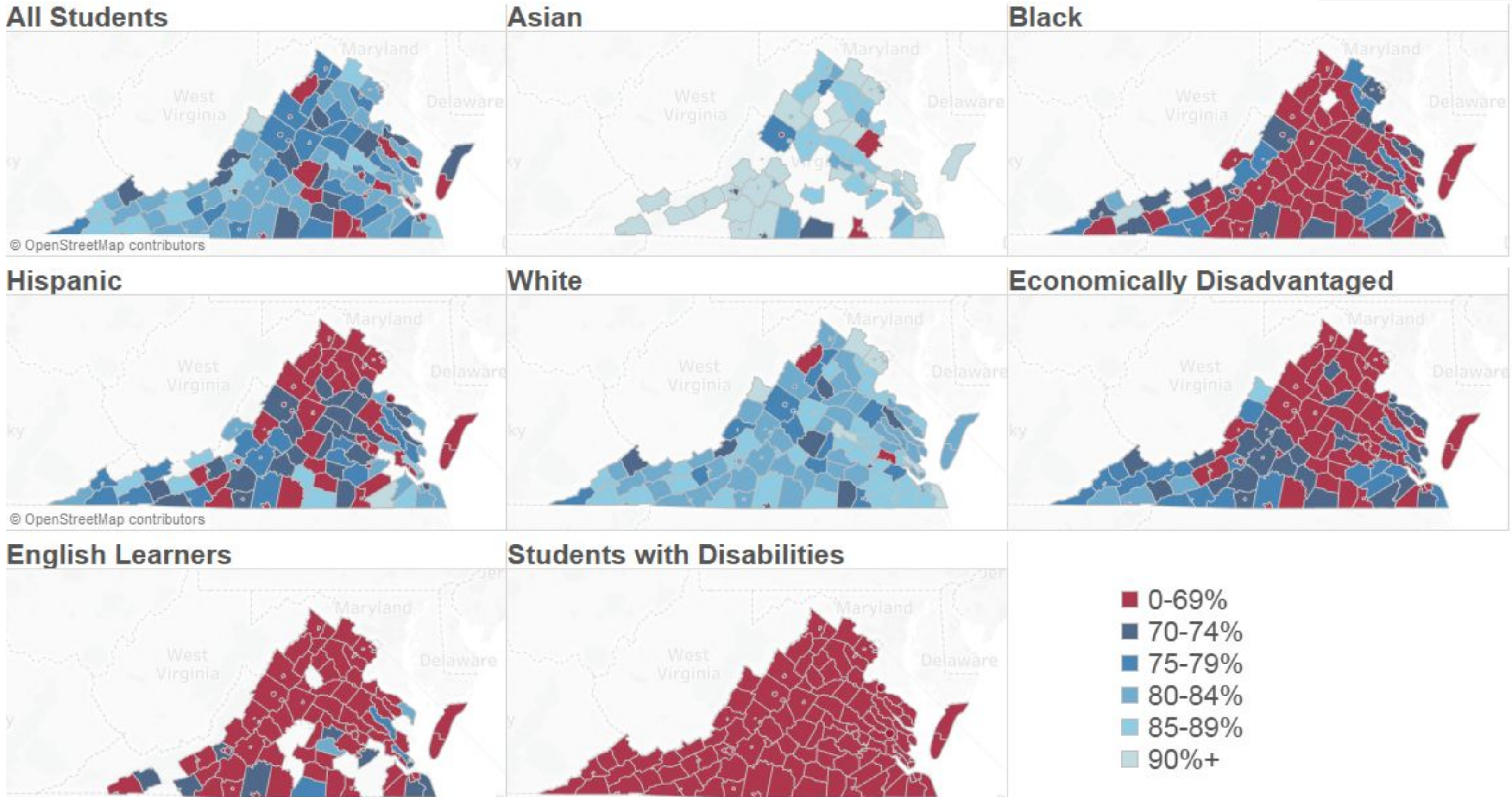
English Pass Rates on Virginia SOL Tests

COLLEGE AND CAREER READY?

Diploma Type (2019 Graduation Cohort)
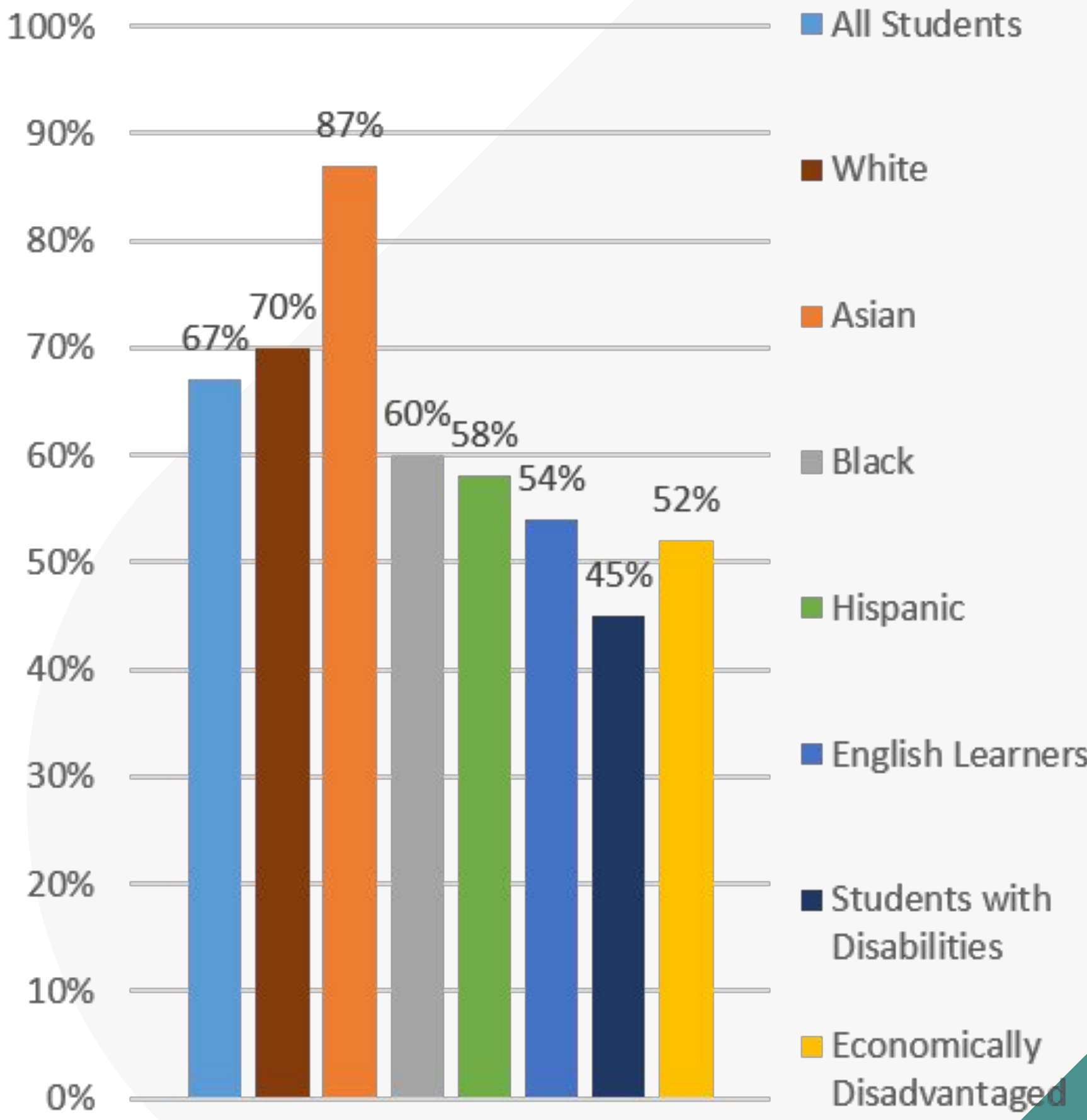
Percent Enrolled in any Institution of Higher Education (IHE) within 16 months of Earning a High School Diploma
(2017-2018 Cohort)

SCHEV and VDOE should create a statewide equitable goal for student attainment, post graduation.

*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.

POST-SECONDARY TRANSITIONS

UNFINISHED LEARNING

Since schools closed in March 2020, today's senior class has had a challenging year. Even though every school division has had a plan for some kind of in-person learning since March 15, each division has had a percentage of virtual students by choice even when in-person learning was taking place.
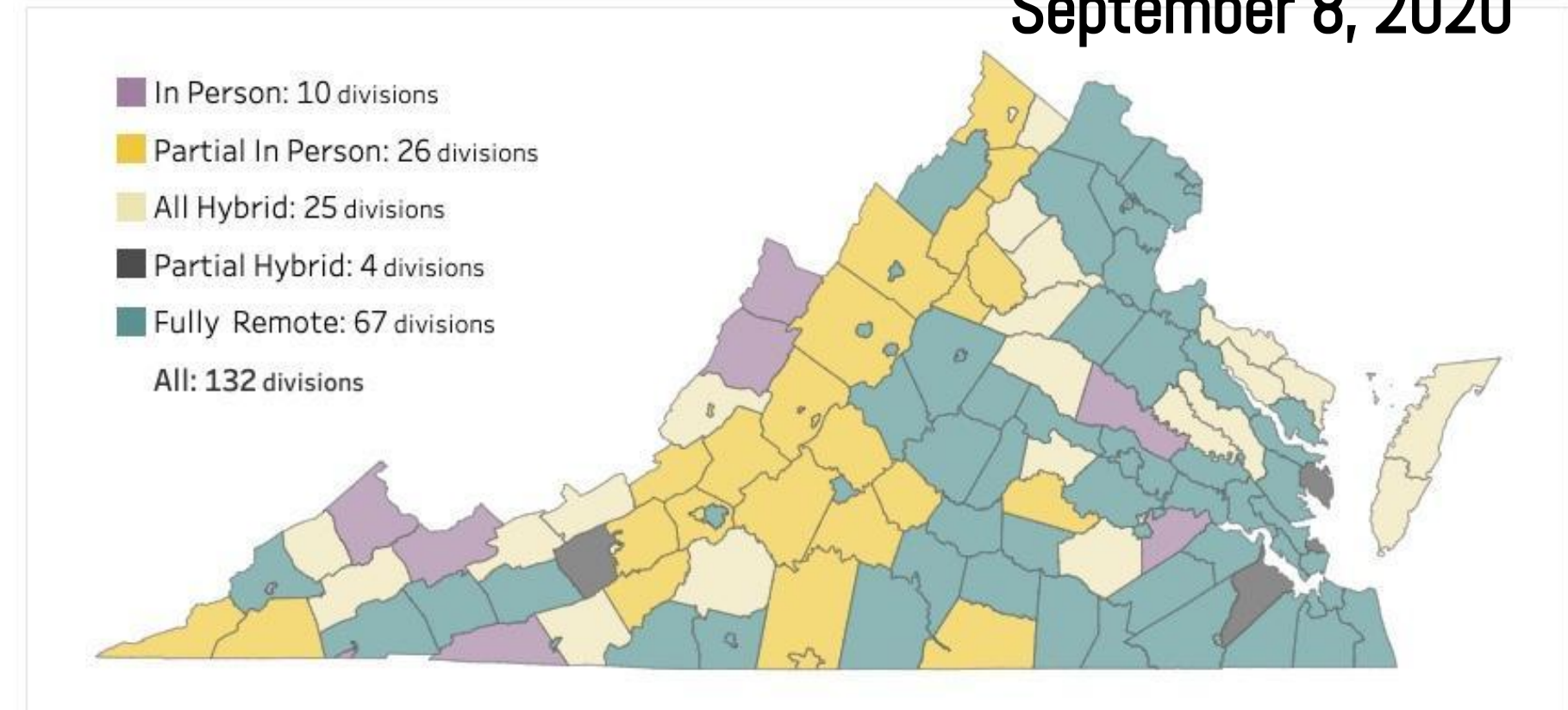
Students missed the social aspect of school and many likely developed new habits to deal with social isolation.

Virtual learning for some was helpful; but not all virtual instruction was equal. Many of our teachers had not had experience teaching in virtual settings, nor had students experienced virtual instruction at this level.

We'd recommend setting clear expectations around required coursework and course routines. We'd also recommend using diagnostic assessments to fill in the gaps of unfinished learning.

Students will need the opportunity to make up for unfinished content and skills attainment over the past year.

In Person: 10 divisions
Partial In Person: 26 divisions
All Hybrid: 25 divisions
Partial Hybrid: 4 divisions
Fully Remote: 67 divisions
All: 132 divisions

March 22, 2021

In Person: 38 divisions
Partial In Person: 50 divisions
All Hybrid: 34 divisions
Partial Hybrid: 7 divisions
Fully Remote: 3 divisions
All: 132 divisions
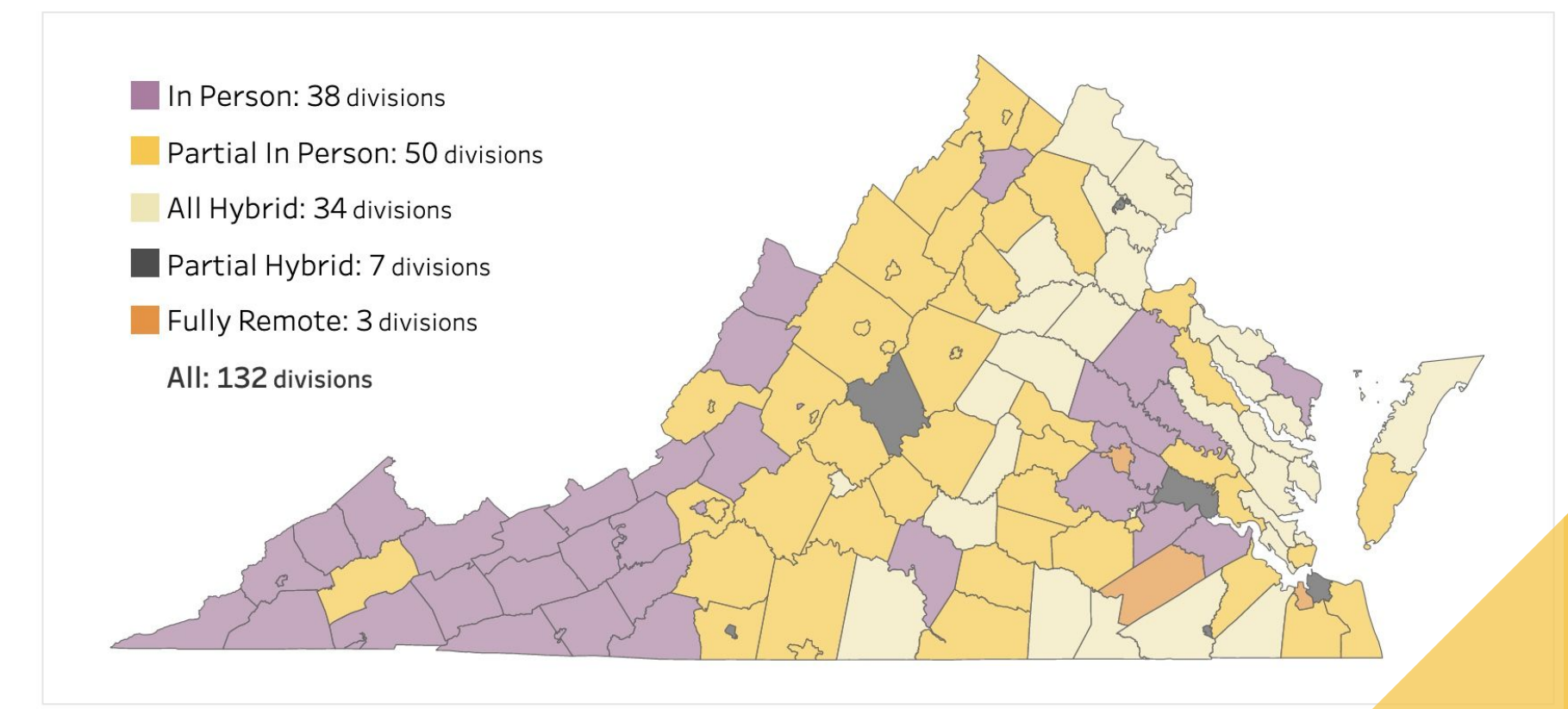
WHAT DID HS VIRTUAL LOOK LIKE?

Each school division had access to our state Learning Management System, which is Canvas, through Virtual Virginia. While every school division ended up using some aspect of our Virtual Virginia offering (courses, training, and access to the LMS), not every student necessarily experienced working with a learning management system or through the same virtual format.

Other school divisions provided other solutions such as Schoology or Google Classroom.

It's fair to say, however, that most students have had some experience with a learning management tool.

Many students may also have experienced different versions of synchronous instruction through video.

We'd recommend talking with students about their experiences—and not assuming they were all the same. For this group of students, find out what virtual features worked for them and which did not.

PARTNERING ON VIRTUAL/BROADBAND

CONNECTIVITY

- Providing reliable, high-speed broadband has never been the responsibility of school divisions beyond school walls, per se, however…

  - This year we provided $27M in Vision Grants to assist school divisions in technology and broadband initiatives;

  - The Governor has sponsored a number of broadband initiatives in communities;

  - 1:1 initiatives were initiated this year quickly to address remote learning;

- The issues of cost, access, and reliability remain for many locations in Virginia and are viewed as local issues.

- Community partnerships have been effective in bringing in access and keeping costs reasonable.

- The next round of federal relief provides significantly more funding in this space.

# COLLEGE ATTAINMENT OPPORTUNITIES FOR ALL

ENSURING OPTIONS

The age old question has been: *Does every student need to go to college?* Should students be grouped, academically, into a career or a college pathway?

What we've found is that putting students into one bucket or the other ultimately served as a disservice to which options they could pursue after high school.

The truth is, preparation for many jobs today is similar to the preparation students need for pursuing higher education.

While jobs in in CTE fields can be skills-based, these skills are changing all the time. Applied mathematics finds its way into many fields. Soft skills are are expected by employers.

Our answer is to produce students who are both college and career ready, but more importantly, with the 5 critical skills for success.
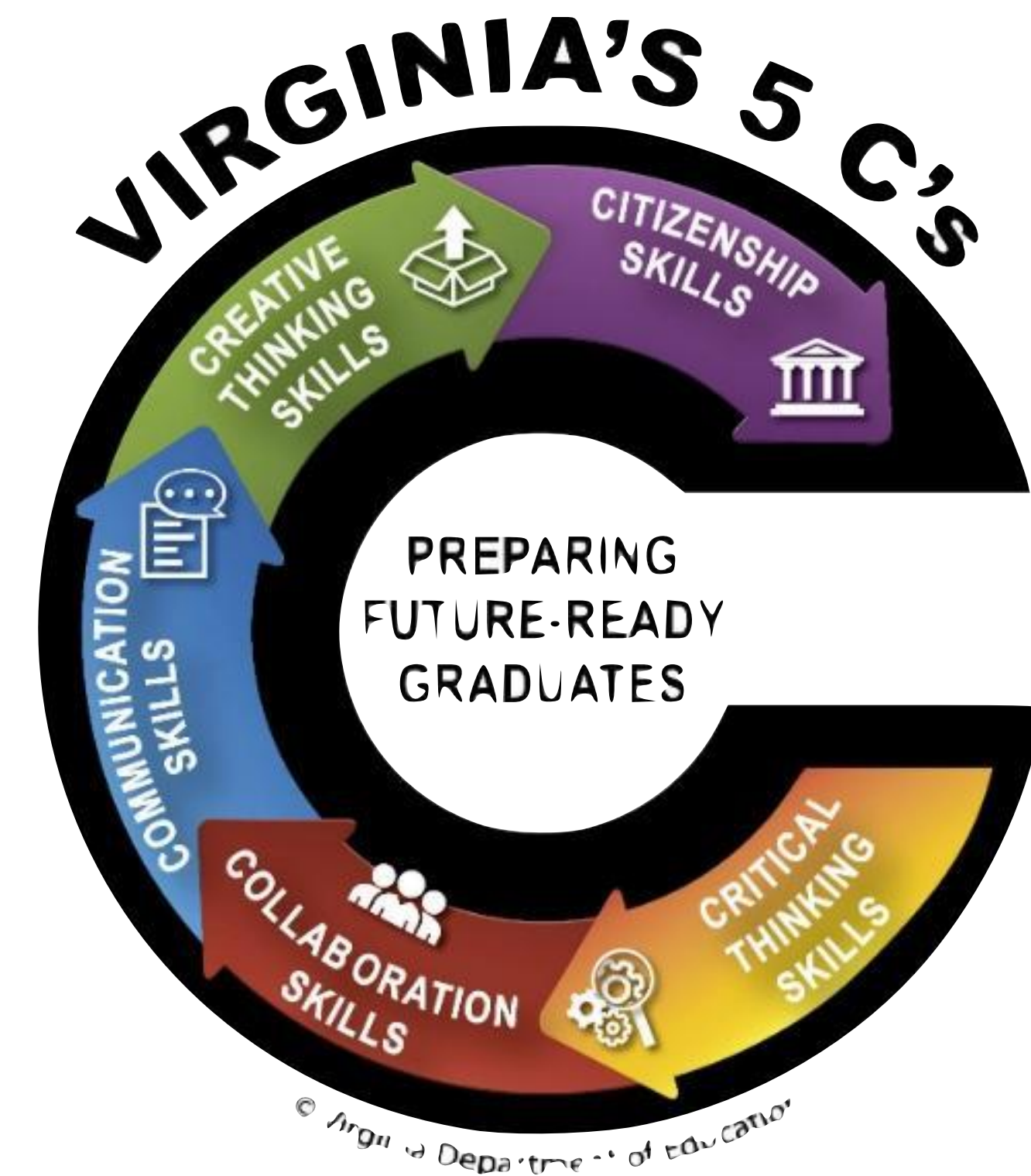
COLLEGE BOARD TRENDS

Number of Students Taking SAT, AP and PSAT-Related Assessments
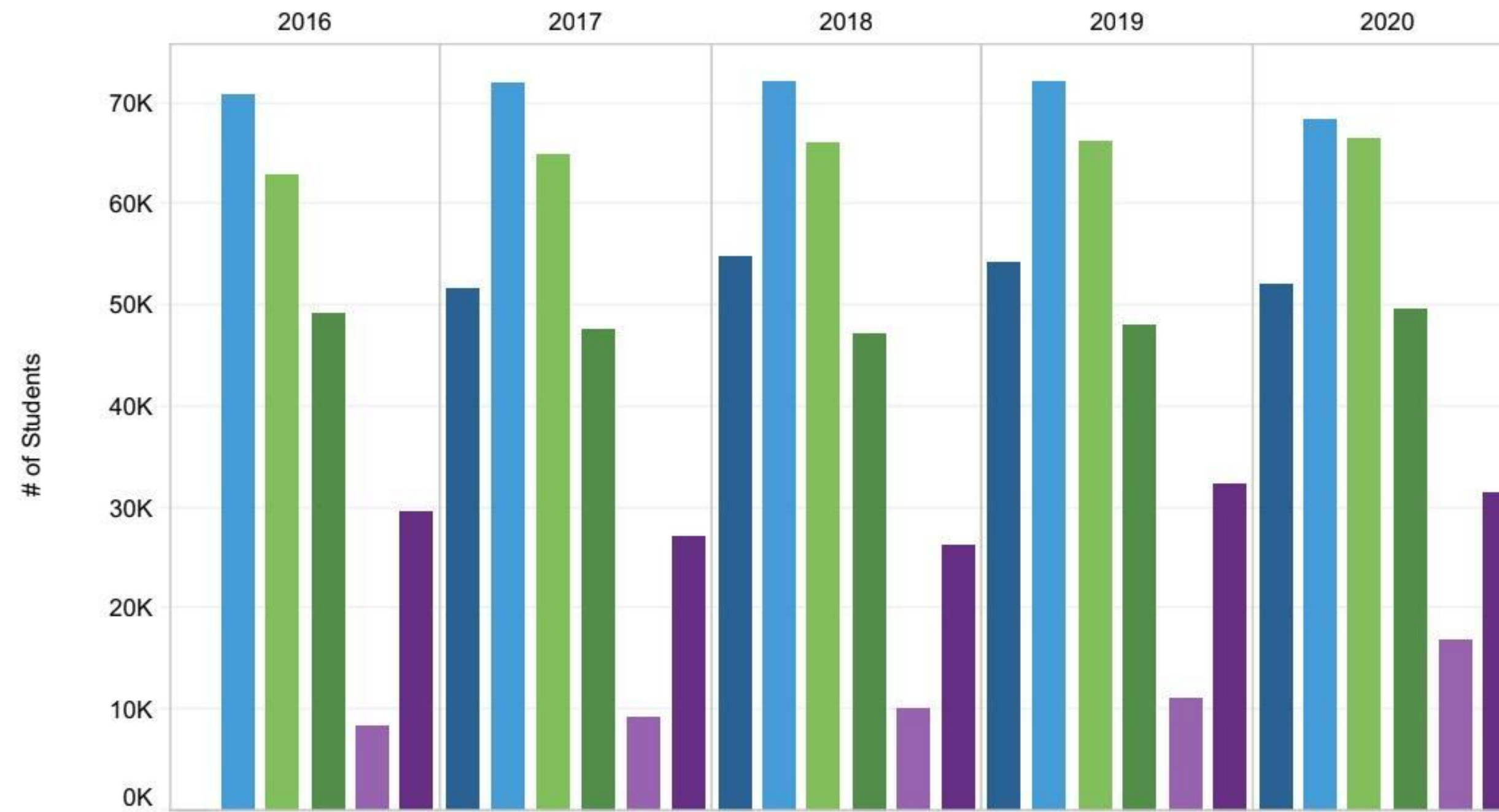
	2016	2017	2018	2019	2020
SAT Graduating Seniors		51,613	54,902	54,292	51,991
AP All Students	70,877	71,938	72,209	72,113	68,376
PSAT NMSQT/PSAT 10 - 10th Grade	62,940	64,931	66,043	66,268	66,332
PSAT NMSQT/PSAT 10 - 11th Grade	49,204	47,722	47,205	48,176	49,570
PSAT 8/9 - 8th Grade	8,286	9,229	10,087	11,246	16,741
PSAT 8/9 - 9th Grade	29,426	27,097	26,278	32,292	31,484

COLLEGE BOARD TRENDS

SAT Participation by Race/Ethnicity

	2017	2018	2019	2020
American Indian	136	143	117	111
Asian	3,995	5,148	5,215	5,388
Black	10,799	10,993	10,216	9,392
Hispanic or Latino	5,557	5,840	6,202	6,420
Pacific Islander	75	61	77	68
White	26,938	28,449	27,754	25,968
Two or more races	3,126	3,309	3,733	3,600
No Response	987	959	978	1,044

SAT Performance by Race/Ethnicity

	2017			2018			2019			2020		
	ERW	Math	Total	ERW	Math	Total	ERW	Math	Total	ERW	Math	Total
American Indian	535	512	1047	534	519	1053	517	494	1011	508	488	996
Asian	593	607	1200	608	630	1239	612	637	1249	609	629	1238
Black	491	467	958	498	473	971	494	473	967	493	469	963
Hispanic or Latino	538	518	1057	543	525	1068	540	524	1064	538	521	1059
Pacific Islander	536	527	1063	554	536	1090	543	532	1075	538	526	1064
White	584	561	1146	586	566	1152	588	568	1156	586	564	1150
Two or more races	562	539	1102	568	547	1115	566	544	1110	568	545	1112
No Response	515	494	1010	525	507	1032	513	495	1008	550	535	1086

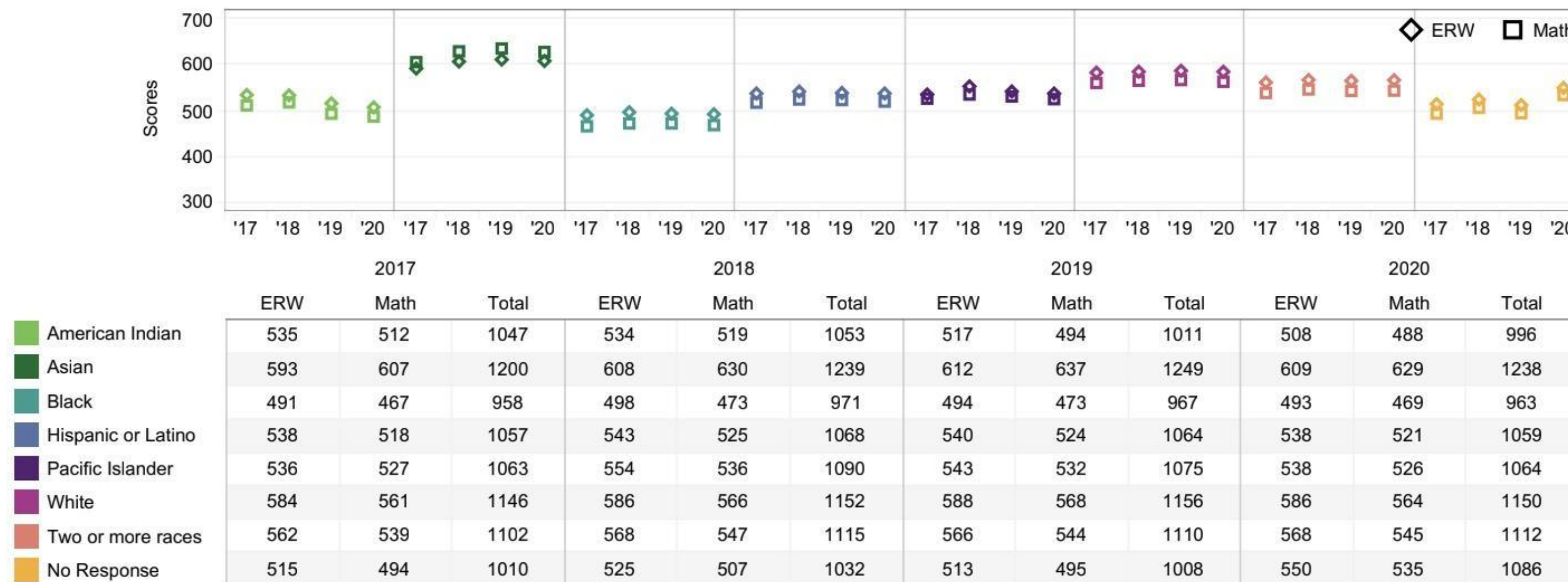**Source: College Board, Virginia 2020**

Race and Hispanic Origin	
White alone, percent	⚠ 69.4%
Black or African American alone, percent (a)	⚠ 19.9%
American Indian and Alaska Native alone, percent (a)	⚠ 0.5%
Asian alone, percent (a)	⚠ 6.9%
Native Hawaiian and Other Pacific Islander alone, percent (a)	⚠ 0.1%
Two or More Races, percent	⚠ 3.2%
Hispanic or Latino, percent (b)	⚠ 9.8%
White alone, not Hispanic or Latino, percent	⚠ 61.2%

Source: US Census Bureau, Virginia

FAFSA PARTICIPATION

We've promoted FAFSA with a Supts Memo and through social media.

We must get more students that qualify to apply for the FAFSA if we are going to meet any joint attainment goal.

We appreciate the support now being provided by SCHEV to support FAFSA completion.

For Immediate Release: March 22, 2021
Contacts: Office of the Governor: Alena Yarmosky, Alena.Yarmosky@governor.virginia.gov

Governor Announces New Service to Assist Virginia Students Applying for Financial Aid

Sets goal for every eligible student to complete FAFSA application

RICHMOND—Governor Ralph Northam today announced the launch of a new free advising service to assist Virginia students and families applying for financial aid and help address the COVID-19 related decline in completion rates of the Free Application for Federal Student Aid, or FAFSA. Governor Northam also set forth a long-term goal for every eligible student in Virginia to complete a FAFSA application each year.

The Virginia College Access Network (VirginiaCAN) and the State Council of Higher Education for Virginia (SCHEV) have partnered on a statewide effort to offer free, one-on-one FAFSA completion assistance. From March 22 through June 30, 2021, students and families can go to virginiacan.org/fafsa to schedule a virtual meeting and connect with an advisor who can answer questions and walk them through filling out the FAFSA application.

"The FAFSA is the first step in helping Virginia students qualify for thousands of dollars in state and federal grants and scholarships," **said Governor Northam**. "Completing the FAFSA can be difficult under normal circumstances, and the ongoing COVID-19 pandemic and shift to remote learning have added to the challenge of assisting our high school seniors with filling out their forms. This free one-on-one advising service will support our goal of ensuring every eligible student in our Commonwealth completes an application, and open the doors to affordable higher education and technical training for even more Virginians."

So far in 2021, 4,315 fewer Virginia high school seniors have completed the FAFSA, which is down nearly 10 percent compared to last year and mirrors the nine percent decline in FAFSA completion rates nationally. For students attending

#046-21

Commonwealth of Virginia
Virginia Department of Education
Superintendent's Memo #046-21

DATE: February 19, 2021
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: Financial Aid Awareness Month - Free Application for Federal Student Aid (FAFSA)

February is Financial Aid Awareness Month. The U.S. Department of Education's Office of Federal Student Aid (FSA) provides more than $120 billion in financial aid to help pay for college or career school each year.

In this time of widespread financial need, the Virginia Department of Education asks that each school division and high school in Virginia develops a plan to ensure that every high school senior submits the Free Application for Federal Student Aid (FAFSA®) which can help defray, and in some cases, completely cover the costs of their postsecondary education. FSA has made it easier than ever for students and families to access resources available on their digital platform. These resources can assist them in filing a FAFSA through a computer, tablet, or mobile phone. **This year is even more important to ask your students to complete this application because Virginia is seeing a significant decline in applications versus prior years.**

Virginia schools may employ various strategies to promote the FAFSA® among high school seniors through informational campaigns (social media, newsletters, and email distributions), individual student counseling, and by implementing the Financing Education after High School section within the curriculum of a student's Economics and Personal Finance class.

Throughout the month of February, @SCHEVnews has been tweeting videos from Virginia college financial aid experts sharing their financial aid tips, mistakes they see in the process,

EFFECTS OF SCHOOL RE-OPENING

ASSESSMENT

While the USED gave us flexibility over the past month to delay SOL testing until the fall, we believe assessing now is critically important in knowing some of the effects of unfinished learning.

New legislation will provide an opportunity to start a new growth-based assessment initiative this fall across the commonwealth. This multi-year project will begin with fall and spring assessments. We're hoping school divisions can use this to help understand the impacts of unfinished learning.

Many school divisions will be implementing summer programs this year. They will be targeting students who have the most to gain in terms of unfinished learning.

You will want to know what students are missing, in preparation for your courses.

Students may need support in a variety of skill areas. You will want to cull together resources to help students catch up during their first year.

These could be special seminars, a catalog of online resources appended inside course modules, or summer sessions.

We'd recommend using a variety of diagnostic assessment options, over grades, to understand what students will need to be successful.

COLLEGES MAY NEED TO THINK DIFFERENTLY THIS SUMMER DUE TO UNFINISHED LEARNING

Type of Learning	# Divisions	% Divisions	# Students	% Students	Delta - % Students
All Hybrid	34	25.76%	569,632	45.47%	39.78%
Fully Remote	3	2.27%	42,666	3.41%	**-76.01%**
In Person	38	28.79%	232,660	18.57%	**15.67%**
Partial Hybrid	7	5.30%	44,143	3.52%	2.39%
Partial In Person	50	37.88%	363,655	29.03%	18.18%
Totals	**132**	**100%**	**1,252,756**	**100%**	

WHAT WILL BE OUR SHARED GOAL FOR EQUITABLE STUDENT COLLEGE ATTAINMENT FOR THE NEXT 5 TO 10 YEARS?

James F. Lane, Ed.D.
james.lane@doe.virginia.gov
@va_supt