

OPERATIONALIZING EdEQUITYVA

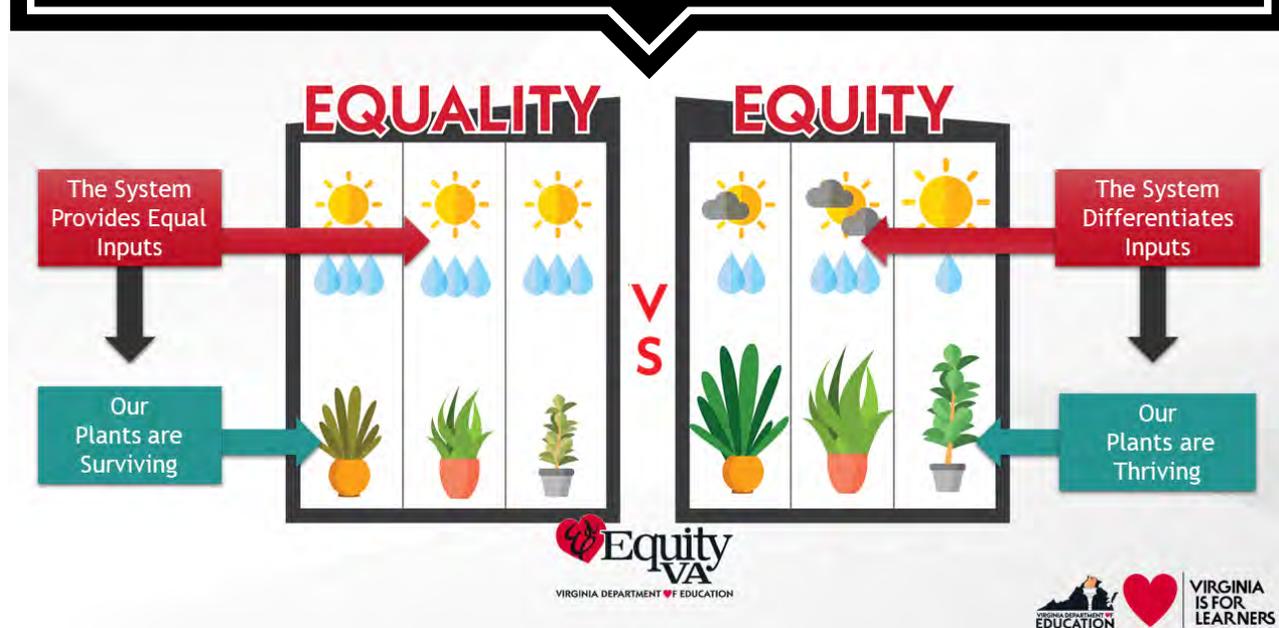
Data informed decision making is foundational to operationalizing equity strategies. The equity centered data outcomes included here represent a sample of the types of analyses that inform both the prioritization of our strategies and the development of the resources and tools included in the Roadmap.

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