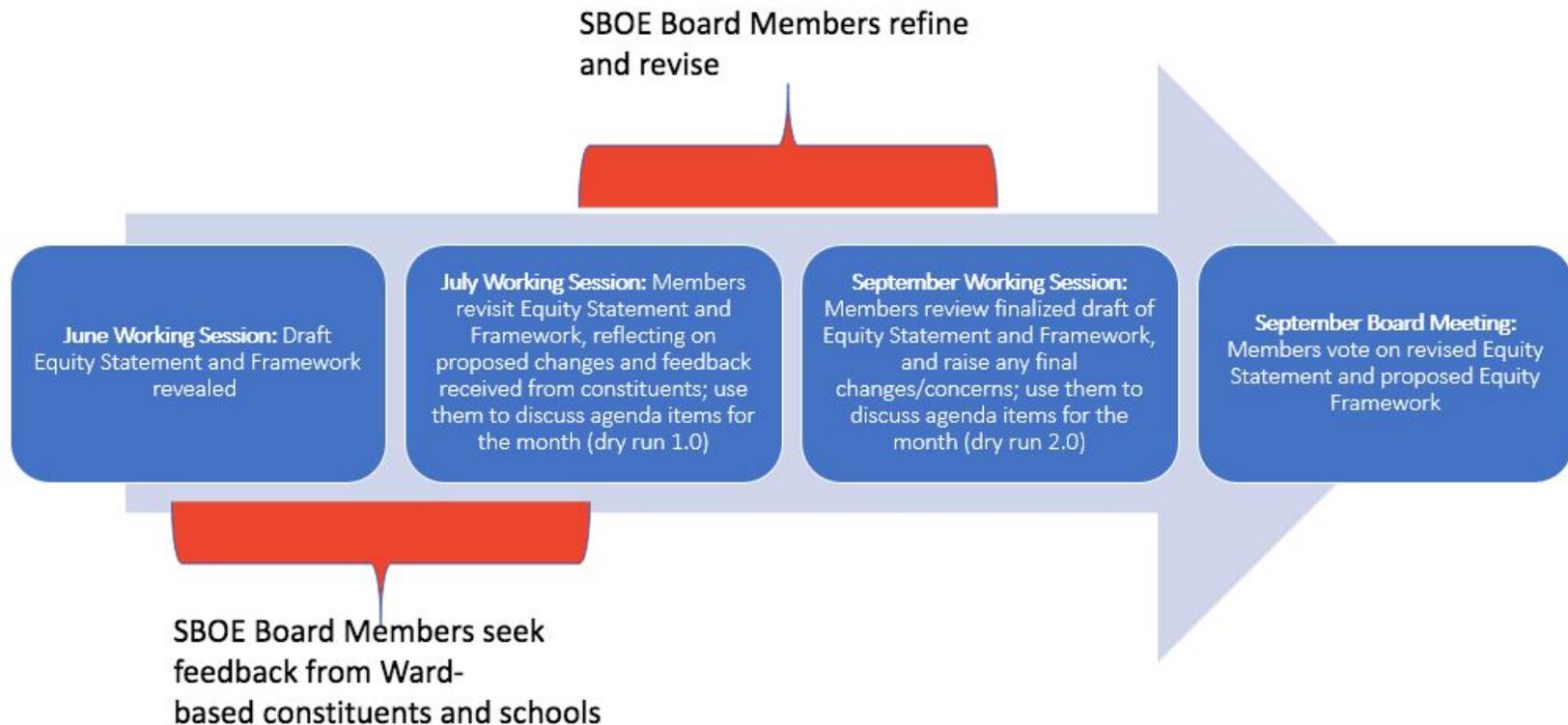


DC State Board of Education Equity Statement and Framework

Purpose: The SBOE aims to revise its Equity Statement to make it more practical and relevant to the realities students face in Washington, DC. The SBOE aims to build on work previously done to center equity in its discussions and decisions, and to ensure its work supports equitable outcomes in DC. By utilizing an equity framework, the SBOE will develop a common vocabulary and protocol for evaluating and filtering policies, proposals, and decisions.

Process: The plan is to incorporate all SBOE members and staff in the process of revising the SBOE Equity Statement and developing an Equity Framework.



DC State Board of Education Equity Statement

Last Updated: August 2020

The DC State Board of Education acknowledges that institutional racism and inequitable policies have contributed to uneven outcomes and opportunity gaps for various student groups.

The State Board believes all students deserve access to high-quality instruction and necessary support to meet their full potential according to a range of academic and 21st-century learning standards. The State Board believes all children, with the right support, can achieve at high levels and become well-rounded individuals who are engaged in their communities and have the freedom to choose the college or career of their liking: the primary objective of Pre-K–12 education.

To ensure the success of every public school student in the District of Columbia and the reduction of disparities between students, the State Board will:

- Identify priority issues that disproportionately hurt and hinder the educational experience of vulnerable students;
- Use its platform to generate public attention and a public policy focus on these issues and their solutions;
- Support and promote the equity-focused work of the Office of the Student Advocate and Office of the Ombudsman for Public Education;
- Promote and support state-level education policies that address these needs; and
- Promote transparency that allows the State Board and others to ensure that schools adhere to state policies.

The State Board will use its Equity Framework to decide on its actions and the issues it advocates for, focused on:

- Improving outcomes for students designated as at-risk through high-quality instruction and necessary support.;
- Increasing the representation of groups that have been historically marginalized in the District's teacher and administrator workforce and through the functions of the State Board;
- Expanding **access** to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.

DC State Board of Education Equity Framework

Last Updated: August 2020

SBOE Equity Framework: By utilizing an Equity Framework, the State Board aims to provide a common vocabulary and protocol for evaluating and filtering policies, proposals, and decisions. By adopting such a framework, the State Board acknowledges these areas as priority on a perpetual basis. The Equity Framework stands to serve as an institutional guiding force for the State Board’s work through changes in its leadership from year to year or the numerous issues that arise any given year. There are **three framework focus areas** that organize the State Board’s Equity Framework, including:

- 1) improving student learning and academic outcomes for students designated as at-risk
- 2) increasing the representation of groups that have been historically marginalized, and
- 3) expanding access to culturally relevant pedagogy and anti-racist professional development.

The Equity Framework’s focus areas are intentionally broad so as to not overly limit the State Board’s actions. Understanding the limitation of the State Board’s authority over the District’s public schools, the State Board’s focus on the Equity Framework will be used primarily to inform internal functions and decisions—though there will be times the State Board will seek to influence related discussions and decisions in the broader District education landscape.

Framework Focus Area	Guidance
Student Learning and Academic Outcomes	The DC State Board of Education will advocate for and take action to improve outcomes for students designated as at-risk through high-quality instruction and necessary support.
Student, Educator, Community, and Human Capital Representation	The DC State Board of Education will advocate for and take action to increase the representation of groups that have been historically marginalized in the District’s teacher and administrator workforce and through the functions of the State Board.
Educator and Team Cultural Competency	The DC State Board of Education will advocate for and take action to expand access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.

Framework Focus Area	Guidance	Justification	Example <i>This could look like....</i>
Student Learning and Academic Outcomes	The DC State Board of Education will advocate for and take action to improve outcomes for students designated as at-risk through high-quality instruction and necessary support.	Despite the District’s improving schools, numerous student groups continue to lag behind their peers on nearly all performance metrics and there is disparate access to well-rounded curricula. In order to achieve true education equity in the District and contribute to a greater balance of life outcomes for residents, accelerating performance for students identified as at-risk is paramount.	As the State Board weighs important decisions, the Board will examine and work to explain how said decisions work to improve outcomes for severely disadvantaged student groups. Or As part of its regular functions, the Board will regularly examine student academic achievement and growth data; making connections to other important data points (i.e., attendance data).
Student, Educator, Community, and Human Capital Representation	The DC State Board of Education will advocate for and take action to increase the representation of groups that have been historically marginalized in the District’s teacher and administrator workforce and through the functions of the State Board.	Fair and equitable representation is essential for the State Board to affirm all student identities, reflect a range of constituent voices, and ensure the State Board reviews educational decisions in a comprehensive way. The same is true for DC’s public schools. Research is clear: numerous student groups perform better as they see themselves reflected in their teachers, curricular materials, and a school’s culture and environment.	As the State Board works to revamp DC social studies standards, the Board will work to increase the representation of historically marginalized groups in DC’s learning standards. Or As the State Board convenes a panel on a topic, the Board will ensure there is an adequate representation of women, people of color, LGBTQ+ individuals. Or The State Board will work to highlight shifting demographics in DC schools’ workforce.
Educator and Team Cultural Competency	The DC State Board of Education will advocate for and take action to expand access to culturally relevant pedagogy within DC schools and anti-racist professional development opportunities for DC educators and State Board staff.	Culturally relevant education is a conceptual framework that recognizes the importance of including students’ cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school (Ladson-Billings, 1994, 2009; Milner, 2017). Culturally relevant education is viewed as critical in improving student engagement and achievement, and college readiness and success for all youth, particularly for youth of color. In order for parents, educators, and elected officials to affirm students’ backgrounds and work to dismantle inequitable systems, equity-focused, anti-racist professional development is essential.	As the State Board ‘s leadership engages in discussion with external stakeholders (e.g., DCPS Chancellor), there will be efforts to understand and influence expanding access to culturally relevant pedagogy for teachers (emphasis here is on influence since the State Board doesn’t have authority to make this decision) Or The State Board will ensure team members have access to ongoing professional development opportunities and will treat this as a top budgetary priority.

Key Terms	Definition
21st-century learning standards	Learning, literacy, and life skills that bridge knowledge, skills, and dispositions of students from the core academic areas to real-life applications in the areas of critical thinking, collaboration, communication, media literacy, technology literacy, leadership, flexibility, and productivity.
Anti-racist	A person who actively opposes racism and promotes racial tolerance.
Education Equity	Based on the principles of fairness and justice in allocating resources, opportunity, treatment, and success for every student, educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focus on the core of the teaching and learning process.
Historically marginalized groups	Various groups of people, including people of color, women, and LGBTQ+, low-income, and, disabled individuals, who have historically been oppressed.
Institutional Racism	The systematic distribution of resources, power and opportunity in our society to the benefit of people who are white and the exclusion of people of color.
Severely disadvantaged student groups	Represented as the District’s “at-risk” student group, comprised of students whose families qualify for government assistance programs Temporary Assistance for Needy Families or the Supplemental Nutrition Assistance Program; who are identified as homeless or in foster care; or who are high school students at least one year older than the expected age for their grade.
Opportunity Gap	The difference in opportunities and resources available to a person and their white and/or more affluent peers based on arbitrary circumstances in which said person was born – such as their race, ethnicity, gender, zip code, and/or socioeconomic status.
Outcomes	The desired learning objectives or standards that schools and teachers want students to achieve, as well as the educational, societal, and life effects that result from students being educated.

Ways for the Board to Utilize its Equity Statement and Framework

<p>Equity Discussions and Learning</p>	<p>The State Board will engage in ongoing equity-focused conversations.</p> <ul style="list-style-type: none"> ● Board retreat (bi-annual) ● Voluntary Board book club ● Staff discussions
<p>Board Representation/Communication</p>	<p>The State Board will inform and update the public on its equity work.</p> <ul style="list-style-type: none"> ● Share updates about equity work via newsletter ● Post Equity Statement and Framework on SBOE website ● Print Equity Statement and Framework on public agenda documents
<p>Review Bylaws</p>	<p>The State Board will make changes to its bylaws to embed the Equity Framework as a central tool for monitoring and evaluating its functions.</p>
<p>Guidance to Board members on using Framework</p>	<p>The State Board will create a guidance resource document for members that will detail the purpose and function of the Board’s Equity Statement and Framework and answer frequently asked questions.</p> <ul style="list-style-type: none"> ● See protocol drafts here: <ul style="list-style-type: none"> ○ Annual Priority Analysis Protocol (Rep. O’Leary to draft) ○ Policy Analysis Protocol (Rep. Sutter to draft) ○ Annual Review Analysis Protocol (Rep. Wattenberg to draft)
<p>SBOE Research</p>	<p>The State Board will fund research to advance issues related to its Equity Framework (as resources are available).</p> <p>Examples of what this could look like:</p> <ul style="list-style-type: none"> ● Retention of teachers of color (Teacher Attrition Committee) ● DC educational historical analysis: a review of changing demographics, school options, federal and local policies (i.e., redlining) from home rule to present

DC State Board of Education Equity Statement and Equity Framework Resource Guide

Frequently Asked Questions (FAQs):

- What is the purpose of updating the SBOE Equity Statement and developing an Equity Framework?
- How did the SBOE identify the three focus areas of the Equity Framework?
- Will these equity focuses restrict the Board's work?

Annual Priority Analysis Protocol (Rep. O'Leary)

- 1.x
- 2.x
- 3.x
- 4.x

Policy Analysis Protocol (Rep. Sutter)

- 1.x
- 2.x
- 3.x
- 4.x

Annual Review Analysis Protocol (Rep. Wattenberg)

- 1.x
- 2.x
- 3.x
- 4.x