

## **EDUCATIONAL EQUITY - AR**

Educational equity promotes the academic success and social/emotional well-being of each student. Equity strategies are intentional, systemic, and focused on the core of the teaching and learning process. To achieve educational equity, all TCPS district level offices and schools will:

1. Create and maintain environments that are equitable, fair, safe, diverse, and inclusive. Welcoming environments at the district and individual school level should promote respect, empathy, and understanding between and among students, staff, families, and community.
2. Provide equitable access to high-quality, culturally relevant instruction, curriculum, support, educational resources, and enriching educational opportunities with the goal of eliminating the predictability and disproportionality in student outcomes. This includes access and opportunity for all students to successfully read on level by the end of grade 2 and continue to meet grade level standards towards College and Career Readiness.
3. Collect and analyze data on student achievement, school climate, discipline, and other relevant factors to identify areas of inequity and to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally competent procedures and practices at the district level and in each school.
4. Ensure equitable allocation of resources required to close opportunity and achievement gaps so that all students have access to the tools and support they need to succeed, including equitable access to effective teachers.
5. Ensure that the recruitment, hiring, support, and retention of diverse administrative, instructional, and support personnel to better reflect our diverse student population.
6. Provide tailored and differentiated professional learning to all staff to build capacity for cultural responsiveness to address implicit biases and areas of inequity.
7. Require that an equity lens be used in reviews of staff, curriculum, pedagogy, professional learning, instructional materials, and assessment design.

8. Identify partnerships with the Maryland State Department of Education, local government agencies, and stakeholders to support educational equity. This includes actively seeking input and feedback from families and community members to ensure that their perspectives are considered in decision-making as well as promoting student voice and agency in the decision-making processes that affect their education.
9. Address educational equity in the Local Every Student Succeeds Act Consolidated Strategic Plan.
10. Designate the appropriate staff to facilitate, monitor, and implement TCPS equity initiatives within the Local Every Student Succeeds Act Consolidated Strategic Plan.
11. Identify and implement a method of evaluation to measure the effect of equitable practices in TCPS and individual schools.
12. Include in all plans for new construction and/or renovation of existing facilities, considerations of equitable access.

#### **DEFINITIONS:**

1. Educational Equity: Providing access to academic, social, emotional and economic resources, support and opportunities to engage each student and maximize educational success. Educational Equity also maximizes academic success for each student through rigorous instruction, with appropriate educational resources, to achieve their highest potential, their social emotional well-being, and to ensure that their individual characteristics are valued as assets.
2. Individual Characteristics: Demographic factors identified as, but not limited to, race, color, sex, gender, gender identity, sexual orientation, age, national origin, religion, socio-economic status or disabling condition
3. Accountability Measures: Those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources and educational rigor that will lead to achievement for each student.
4. Implicit bias: the attitudes and stereotypes that affect our understanding, actions, and decisions. These biases, which encompass both favorable and unfavorable assessment, may be activated involuntarily and without an individual's awareness or intentional control.
5. Educational Opportunities: Each student has access to rigorous well-rounded academic programs and experiences that enrich their educational career.

6. Achievement Gap: Significant and persistent disparities in academic performance or educational attainment between different groups of students.
7. Opportunity Gap: Perpetuation of lower educational expectations, aspirations, participation, and achievement for certain groups of students often as the result of factors such as race, ethnicity, socioeconomic status, wealth, or familial situations.
8. Equity Lens: The deliberate consideration of how any program, practice, decision or action affects all students and staff, with an emphasis on addressing the needs and reducing the barriers faced by marginalized or underserved populations. The Maryland Association of Boards of Education has developed the following questions to promote an equity lens:
  - Who are the underrepresented groups affected by this policy, program, practice, decision, or action? What are the potential impacts on these groups?
  - Does the policy, program, practice, decision, or action worsen existing disparities or produce other unintended consequences?
  - How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice, decision, or action? Can you validate your assessment in the above questions, having considered this stakeholder reaction?
  - What are the barriers to more equitable outcomes (e.g. mandated, political, emotional, financial, programmatic, or managerial)?
  - How will you (a) mitigate the negative impacts and (b) address the barriers identified above?

**Legal Reference:**

COMAR 13A.01.06

**Additional Resources:**

Maryland Association of Boards of Education, Sample Policy: Educational Equity

Maryland Association of Boards of Education, Looking Through the Equity Lens

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