EQUITY
Framework

EQUITY DEFINITION: Equity at DCPS means creating an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color. To promote equity, DCPS will provide access, inclusion, and affirmation, offering the most support where the greatest disparities have persisted.

This is a living document that will continue to evolve. If you have questions or feedback, contact dcps.equity@dc.gov.

Equity Lens

Our Capital Commitment strategic plan states the vision of DCPS is that every student feels loved, challenged, and prepared to positively influence society and thrive in life. Furthermore, ambitious goals have been set to raise achievement for all students, while accelerating growth for students experiencing the greatest disparities.

To achieve these bold and necessary goals, staff in DCPS must affirm our students' cultures and communities, incorporate social-emotional learning (SEL) and culturally responsive practices, increase access to rigorous academic content and financial resources, and change policies to promote equity and remove barriers. There are both individual and collective dimensions to these actions, as well as simultaneous foci on people and systems. Our equity work is aligned with the CASEL competencies and will leverage SEL to create conditions that foster affirmation and access for students. Furthermore, equity is bolstered by our additional DCPS values of students first, excellence, teamwork, courage, and joy.

	👥 OUR PEOPLE	⚙ OUR SYSTEMS
TEAM/SCHOOL/DISTRICT	**Culture of Equity and Excellence** Acknowledge the historical and social context of bias and inequity in schools and intentionally lead teams and schools with an equity lens. • History & Critical Race Theory • Power & Privilege • Interrupting Interpersonal Bias • Adaptive Leadership • Leadership Coaching **SEL:** Social Awareness, Relationship Skills **VALUES:** Values-Based Leadership, Excellence	**Equity in Policy** Establish policies and systems that promote equitable outcomes for marginalized groups. • Data Through an Equity Lens • Equity in School Discipline • Equity in Hiring Practices • Interrupting Institutional Bias **SEL:** Responsible Decision-Making **VALUES:** Foster Courage and Stakeholder Feedback
INDIVIDUAL	**Identity and Mindsets** Team members and students will consider the aspects of their identities, public perceptions and stigmas associated with various groups, and how their identities and experiences affect their work as educators. • Group Membership • Intercultural Competence • Power & Privilege • Implicit Bias and Stereotypes **SEL:** Self-Awareness **VALUES:** Identity and Core Values	**Equity in Practice** Team members will learn and develop practices that infuse equity into their daily work. • Culturally Responsive and Trauma-Informed Teaching • Strengthening Student/Family Relationships • Service & Supports for Equity • Social Justice in the Classroom • Empowering Student Voice **SEL:** Self-Management, Relationship Skills **VALUES:** Students First, Teamwork, Joy

Naming Institutional Bias and Persistent Disparities

"The educator has the duty of not being neutral."
— PAULO FREIRE

The DC Human Rights Act makes discrimination illegal based on 20 protected traits for people who live in or work in the District of Columbia. Yet, longstanding societal inequities persist both nationwide and across our city. Below are identities for which our intentional support is most urgently needed. While race and ethnicity are the overwhelming and predominant factors driving disproportionate outcomes, they are not a monolith. We must acknowledge and affirm additional specific identities for which our students experience intersectionality and compounded marginalization.

- **Race:** Despite overall progress in achievement as measured by the PARCC and NAEP, an opportunity gap between students of color and their White peers in DCPS has persisted. Black students in particular, have the lowest participation and pass rates in AP courses, reported the lowest levels of school satisfaction, and have the lowest attendance rates. Although suspension rates have decreased overall in DCPS since 2012, Black students are suspended at a rate that is more than five times their Latino or White peers.

- **National origin:** The DC Language Access Act of 2004 requires that all District agencies ensure limited English proficient (LEP) and non–English proficient (NEP) residents have full access to services. More than 1 in 20 individuals residing in DC over the age of 5 is LEP/NEP. Also, while 85% of LEP/NEP people living in the District are foreign-born, a substantial proportion (15%) are US-born. DCPS strives to meet the growing need for language within schools and communities in our district.

- **Disability:** As of 2016, 92% of students with disabilities in DCPS were students of color. The overall district proficiency in English and math was five times that of students with disabilities. Additionally, the reported graduation rate for students with disabilities was two-thirds that of the district overall.

- **Sex:** As of 2014, Black girls in DC were 18 times more likely to be suspended than their White female peers. Meanwhile, in 2016 Black and Latino boys had the lowest early literacy levels in DCPS as measured by DIBELS. Additionally, males are identified as students with disabilities at twice the rate of female peers.

- **Sexual orientation:** In the 2017 YRBS Survey for DC, nearly a fifth (18.4%) of high school students identified as lesbian, gay, or bisexual, and 2% identified as transgender. Additionally, student behaviors are even more fluid than their self-reported identities suggest, as more than a third (34%) of high school females and 12% of high school males reported sexual contact with same-sex partners. Meanwhile, LGB-identified students had more than double the rate of suicidal behaviors than their heterosexual peers. Furthermore, in 2017 more than half of DC's homeless youth were LGBTQ.

- **Gender identity or expression:** In the same 2017 YRBS survey, transgender high school students reported three times the rate of suicidal behaviors as their gender conforming peers. The DCPS Transgender and Gender Non-Conforming Policy outlines expectations for creating more safe and affirming environments.

- **Family responsibilities:** Approximately 10% of teenage students in DCPS are parents. As reported in the 2017 YRBS data, high school students who have received mostly Ds and Fs reported having been pregnant or gotten someone pregnant at three times the rate of students with mostly As.

- **Place of residence:** High-performing schools and effective teachers are not equally distributed across DCPS. Furthermore, homeless students across DC experience myriad educational barriers including lower attendance rates, more frequent school transfers, and incomplete or inaccurate student records, all of which affect reading levels, promotion rates, and graduation rates.

Shared Commitments

Below are key levers to promote equity across DCPS, in alignment with our strategic plan. These levers are informed by equity initiatives in public school districts nationwide including Minneapolis, Denver, Oakland, and Seattle.

CULTURE OF EQUITY	IDENTITY	POLICY	PRACTICE
OE — Leveraging school leader training and support structures (MJP, EML, SLA) to focus on school climate — ensuring that students are consistently affirmed and engaged throughout the day **OTL** — Curriculum reflects students' communities **OTL** — Ensure early literacy (4.3) **OTL** — Strengthen instruction for Special Education and ELLs (4.6) **OTL** — Provide standards-aligned formative assessments to inform instructional practices and student-centered learning goals **SDCI** — Increase % of schools that are highly rated or improving (3.1) **Districtwide** — Students reach ambitious goals • Triple % of at-risk and students of color who are college and career ready • Improve graduation rates	**OE** — Foundational equity training for all DCPS staff on the key tenets of the equity framework (1.1). These trainings include: • SEL/Equity sessions on teacher PD days • SEL/Equity sessions with principals at SLA • Courageous Conversations • Lunch and Learns with central staff • MT Book Study • Summer Leadership Institute **OE/OTL** — Ensuring that all PD experiences for all teachers (including Gen Ed teachers) includes a focus on supporting students with learning differences, those with disabilities, those who are far below grade level **OTL** — Providing training for school leaders in Inner Core curriculum and the role of Inner Core subjects in child development	**OTL** — Implement the DSI Inclusion Blueprint ("The Inclusive Way") **OTL** — Increase advanced and accelerated coursework offerings and participation rates **OTL** — Ensure that all schools understand and provide a "baseline" set of offerings that are non-negotiable and available to all students regardless of achievement challenges **OTC** — Equitable access to Effective and diverse teachers (including but not limited to 2.2) **OTC** — Equitable hiring and retention practices across schools and central office **OTC/CBO** — Setting "non-negotiable" staffing minimums (e.g., all elementary schools have 1 FTE science teacher) **OCOO** — Equitable access to operations and facilities support **CBO** — Prioritize budget resources for students with the greatest need (1.3) **CBO** — Explore more equitable distribution/collection of PTA/PTO funding **SEAD** — Provide targeted supports and acceleration for students at school level (requires extensive cross-office collaboration)	**OE/OTL** — Supporting culturally responsive pedagogy and instruction through LEAP **OE** — Embed SEL into curricular resources and culture (4.2) **OE** — Sustain and expand restorative practices in schools **OE** — Launch and expand school based equity teams **OE** — Student Empowerment and Equity Programming (1.2) • EMOC • Reign • Innovation grants • Critical Conversations course **OTL** — Ensuring that curricula, classroom resources, classroom environments, and classroom/school activities reflect the students, their families, and their experiences **OFPE** — Engage and partner with families for children's learning (5.1, 5.2) **Secondary Schools** — Expand college and career experiences and preparation (4.5)

ADDITIONAL RESOURCES

- Building Equity: Policies and Practices to Empower All Learners *https://bit.ly/2KfhVCT*

- Courageous Conversations About Race *https://bit.ly/2KqVLwF*

- Culturally and Linguistically Responsive Teaching and Learning *https://bit.ly/2KaPmGw*

- Culturally Responsive Teaching and the Brain *https://bit.ly/2txxYkT*

- Dreamkeepers: Successful Teachers of African-American Children *http://bit.ly/2MowD79*

- Pushout: The Criminalization of Black Girls in School *http://bit.ly/2KmdBAW*

- Schooling for Resilience: Improving the Life Trajectory of Black and Latino Boys *http://bit.ly/2tz5mYw*

- When Middle-Class Parents Choose Urban Schools *http://bit.ly/2tz94lc*

- Why Are All the Black Kids Sitting Together in the Cafeteria *http://bit.ly/2txfQb2*