



MSAAC ANNUAL REPORT

Systemic Needs and Recommended Actions 2021-23 School Year

TABLE OF CONTENTS	
Mission Statement.....	3
Executive Summary	3
Context	3
Approach	4
Overview of Recommendations	6
General	6
Policy	6
Office of Equity AND EQUITY PROGRAMS	6
Review of Equity Committee Recommendations	8
MSAAC Recommendations: Policy.....	9
Policy Transparency	9
Policy Enforcement.....	9
Strategic Plan-Aligned Recommendations	16
MSAAC LCPS Budget and Outcome Review	25
Overview.....	25
Data Analysis.....	25
Conclusions	26
Recommendations.....	26
APPENDIX A – EQUITY COMMITTEE ON LIST OF RECOMMENDATIONS TO THE SCHOOL BOARD, HISTORICAL SUMMARY	27
.....	27
APPENDIX B – UNDERUTILIZATION OF THE DEPARTMENT OF EQUITY, GOAL 2, CONTINUED	32
APPENDIX C – MSAAC MEETING TOPICS AND GUEST SPEAKERS: 2021-2023.....	34

TABLE OF TABLES	
Table 1 – Incidents Reported to the Office of Equity, Sept 2021- May 2022.....	11
Table 2 – Incidents Reported to the Office of Equity, Aug 2022- Jan 2023.....	11
Table 3 – Total Number of Racial Incidents or Offensive Language, Disaggregated by Type	12
Table 4 – Racial Incidents or Offensive Language in Elementary School, Disaggregated by Type	12
Table 5 – Racial Incidents or Offensive Language in High School, Disaggregated by Type	13
Table 6 – Racial Incidents or Offensive Language in Middle School, Disaggregated by Type.....	13
Table 7 - Strategic Plan Aligned Recommendations.....	23
Table 8 - School Improvement Plan (SIP) Inconsistencies	24

MISSION STATEMENT

The Minority Student Achievement Advisory Committee (MSAAC) is dedicated to partnering with Loudoun County Public Schools, parents, and the community to acknowledge and promote the needs of minority students. MSAAC is also dedicated to building a school system that is culturally and socially competent and positioned to provide fair and equitable learning experiences for all students.

EXECUTIVE SUMMARY

This annual report adopts the framework laid out by the [One LCPS 2027 Strategic Plan for Excellence](#) and delivers recommended actions for improvements to the policies, practices, and procedures governing the learning environment within LCPS. Its goal is to remove access and opportunity gaps preventing higher rates of minority student achievement and to protect historically minoritized and underrepresented students from discrimination, harassment, and/or abuse to promote equitable learning for students in LCPS. MSAAC applauds recent strategic initiatives, such as the 5-year Strategic Plan, installment of the Offices of Ombuds and Auditor General, and the enhancement of programs designed to improve student mental health, school climate, and overall student achievement outcomes. MSAAC feels these programs show promise for a more transparent and accountable school system.

However, MSAAC remains concerned that more targeted and comprehensive planning, inquiry, and oversight are lacking that would advance the academic achievement prospects of minority* and underrepresented students and bring collective awareness to this problem to enable the proper support from families and the community. In addition, LCPS has been undergoing rapid increases in racially motivated incidents over the past year, and reports from families suggest that the lack of sustained, strategic oversight and action have given way to a climate that leaves already marginalized students at a disadvantage. In summary, more aggressive action at the School Board and division level is needed in order to fulfil the promises of the [Divisionwide Equity Statement](#) and witness improvements that support a better equipped, more capable LCPS student prepared to work collaboratively in any context.

** Note: For the purposes of this report, a minority is a definable category of people who share an identity or status and, by virtue of that shared identity or status, are subject to prejudice, discrimination, and oppression.¹*

CONTEXT

The conversation of minority student achievement takes on a new context in light of the last 5 years. In early 2020, COVID-19 claimed the lives of over 100 million worldwide, according to the World Health Organization.² Generations of families confined to their homes during the pandemic presented new challenges and required swift adjustments in all areas of practice. The 2021-22 school year was the first in-person year since the start of the pandemic, trademarked by dramatic changes throughout LCPS to restore a state of normalcy.

¹ Open Education Sociology Dictionary

² <https://covid19.who.int/region/amro/country/us>

In addition to the known obstacles everyone experienced globally, national and local events complicated the efforts of schools and families to rebuild. They included a nationwide mental health crisis affecting students; heightened political, racial, and social tensions stemming from the presidential election; the murder of George Floyd and protests that followed; mainstream media coverage of hostile Loudoun County School Board meetings; a controversial student sexual assault case and subsequent removal of LCPS administrators; and attempts at the state level to influence School Board governance and makeup.

Due to the complexities facing the administration throughout 2021-22, MSAAC themes and speakers focused on topics that supported family resiliency, mental health, and awareness of advocacy practices in education. The committee encouraged a community-wide focus on student wellness that resonated with families of all backgrounds (see Appendix C). The Strategic Plan, then under development, held the promise of equitable treatment of minority students for years to come, but MSAAC notes that several foundational promises remain unfulfilled. Therefore, MSAAC has used the framework of the 2027 One LCPS Strategic Plan as our approach for initiating discussion and providing feedback.

APPROACH

This report covers a two-year period, beginning with the 2021-2022 school year, in which students were returning to in-person learning post-pandemic, and the Strategic Plan was under development. It also relies heavily on previous advocacy work by MSAAC, the NAACP and the Ad Hoc Equity Committee, the forerunner to the Equity Committee, as well as observations during and after the development of the Strategic Plan. This approach does not presume that the Strategic Plan is sufficient to address all MSAAC focus areas and the needs of marginalized students. In fact, far more dialogue and recent data are needed in the areas concerning diversity in hiring, discipline disproportionality, and closing access and achievement gaps. MSAAC looks forward to greater advancements in these three key areas in the coming year. Nevertheless, the Strategic Plan provides a useful tool to mediate initial conversations, taking into account the need for in-depth treatment of MSAAC focus areas, student voice, which could shift the conversation, and greater insight into LCPS systems and processes where MSAAC insights can support new levels of progress.

MSAAC's primary focus areas include the following:

1. Closing opportunity, access, and achievement gaps
2. Discipline disproportionality
3. High school graduation rates
4. Parent input into LCPS policies, procedures
5. Community awareness of MSAAC
6. Family-school partnerships
7. Overcoming biases and increasing cultural competency
8. Diversity in hiring

MSAAC welcomes dialogue across all focus areas to ensure a meaningful and effective approach to student education inclusive of the insights and perspectives of students and their families. We also invite suggestions for additional focus areas that might assist with school board decision making.

OVERVIEW OF RECOMMENDATIONS

In light of the changes in school climate and school operations over the past several years, MSAAC recommends the school board take the following changes to the policy process and policy enforcement measures to facilitate a stable learning climate:

GENERAL

1. Provide a budget line item for equity reassessments every 5 years by an independent organization beginning in 2025.³
2. Install a strategic campaign targeting racism and discrimination divisionwide, promote equity best practices to unify schools, and reinforce the One LCPS concept.
3. Enforce mandatory reporting and tracking of racial incidents, including hate speech, to ensure more accurate data and help assess the current racial climate.
4. Analyze divisionwide use of VA Codes (discipline classifications)⁴ and school improvement plans (SIPs) to assure responsible reporting, consistent planning, and greater partnership between schools and families.

POLICY

1. Revise the Strategic Plan and enhance equity-aligned policies to include enforcement provisions and safeguards to prevent abuses by students and adults.
2. Pursue policy-driven solutions to address racial and hate speech incidents and build a more diverse, culturally competent staff.
3. Promote greater policy transparency for receiving and applying input, and enforcement standards for equity-relevant policies.

OFFICE OF EQUITY AND EQUITY PROGRAMS

1. Optimize the Office of Equity (O/E) and implement sound equity practices with the help of expert consultants and in accordance with best practices in K-12 education.
2. Empower the O/E with the appropriate oversight authorities to improve outcomes in offices and systems across the division.

³ INITIAL REPORT Systemic Equity Assessment: A Picture of Racial Equity Challenges and Opportunities in Loudoun County Public School District available at

https://www.lcps.org/cms/lib/VA01000195/Centricity/domain/60/equity_initiative_documents/LCPS_Equity_Report_FINALReport12_2_19.pdf

⁴ See VDOE Student Behavior Categories and Codes as captured in the Loudoun County Public Schools Standards of Student Conduct

3. Enact policy protections that would prevent retaliation against the O/E for carrying out its oversight and reporting responsibilities.
4. Initiate regular inquiries and discussions at all levels concerning efforts to close access and opportunity gaps, overcome discipline disparities, and defuse the racial climate within the division in open meetings and with input from MSAAC.
5. Set a recurring schedule for the O/E to provide comprehensive and situational reports to the School Board and the public.
6. Ensure the O/E remains accountable for enhancing and overseeing the provisions outlined in the [2020 Comprehensive Equity Plan](#)⁵ and for annually evaluating and reporting on all equity-relevant programs and outcomes as outlined in the Final [Comprehensive Equity Plan Evaluation Report](#)⁶ to the School Board and in an open meeting.

MSAAC implores the School Board and division administration to review each of the recommendations carefully and take them into consideration during future policy, planning, and budgetary talks. MSAAC stands ready to partner in all efforts to clarify and implement these recommendations.

⁵ <https://drive.google.com/file/d/10uGhsRIQ8VdsovSIQWkJvHZ3vzUbkr5c/view>

⁶ https://www.lcps.org/cms/lib/VA01000195/Centricity/domain/32555/documents/Final-Comprehensive-Equity-Plan-Eval-Report-Year-2_9-6-2022.pdf

REVIEW OF EQUITY COMMITTEE RECOMMENDATIONS

This report includes references to historical advocacy work, including previous recommendations by the Equity Committee. (See Appendix A, *Equity Committee on List of Recommendations to the School Board, Historical Summary*, for a list of recommended actions and their status.) In light of this work and ongoing deliberations within the Committee, MSAAC supports the following unaddressed recommendations made by the Ad Hoc Equity Committee:

1. E – Create a clear discipline policy that works to address necessary changes in discipline practices across the division with input from school-based student groups to include student voices.
2. I – School Board Resolution Regarding Equity.

Note: Although this recommendation has been marked “complete” as of March 2022, MSAAC feels that the changing nature of the Board and a motion during FY24 budget meeting to dissolve equity programs necessitate a call to reaffirm the Board’s commitment to equitable learning.
3. S – Identify an MSAAC Officer or MSAAC delegate to work directly with LCPS Human Resource and Talent Development to troubleshoot, problem solve, or answer questions concerning minority recruitment and hiring processes. *Note:* MSAAC recommends this item be expanded to include offices such as the Office of School Administration to support solutions to help overcome discipline disparities.
4. U – Establish and implement hiring practices that allow for all candidates to be fairly considered for licensed and classified positions; remove opportunities for preferential treatment and circumventing the candidate identification and selection process.

MSAAC RECOMMENDATIONS: POLICY

In light of the changes in school climate and school operations over the past several years, MSAAC recommends the School Board make the following changes to the policy process and install the appropriate policy enforcement measures to facilitate a stable climate in which all students can learn and grow.

POLICY TRANSPARENCY

MSAAC would like the school board to enable greater transparency and accountability with regard to policy processes and procedures.

Critical updates to policies and regulations do not include a clear reason for change. Policies sent for feedback most often state the reasons necessitating board review (i.e., 5-year Review, or VA Regulation Change) rather than the justification behind the changes. This is particularly relevant to revisions that represent a critical change in systemic practice. Specifics on why certain changes are being recommended are not provided when a policy is submitted for feedback.

- a. **Recommendation 1:** Each policy should include a separate document or within the policy (e.g., inserted comment) explaining the “reason for change” on all updates made to the policy, less administrative changes.
- b. **Recommendation 2:** The policy process should include clear identification of text (e.g., via color coding) that is taken directly from a Virginia School Boards Association (VSBA) template or a VA Code so that all stakeholders, including the public, are aware of any language that is not subject to comment or less likely to change.
- c. **Recommendation 3:** Consider adoption of a database, exclusive of BoardDocs that is accessible to all subcommittees and advisory committees, allowing for easy tracking of policy status and policy disposition.

POLICY ENFORCEMENT

MSAAC would like to see a shift toward policy language that articulates conditional and punitive language to prevent abuses. In addition, MSAAC would like to see the School Board unified in its commitment to ensure proper enforcement of policies that protect marginalized students and preserve the integrity of the learning environment.

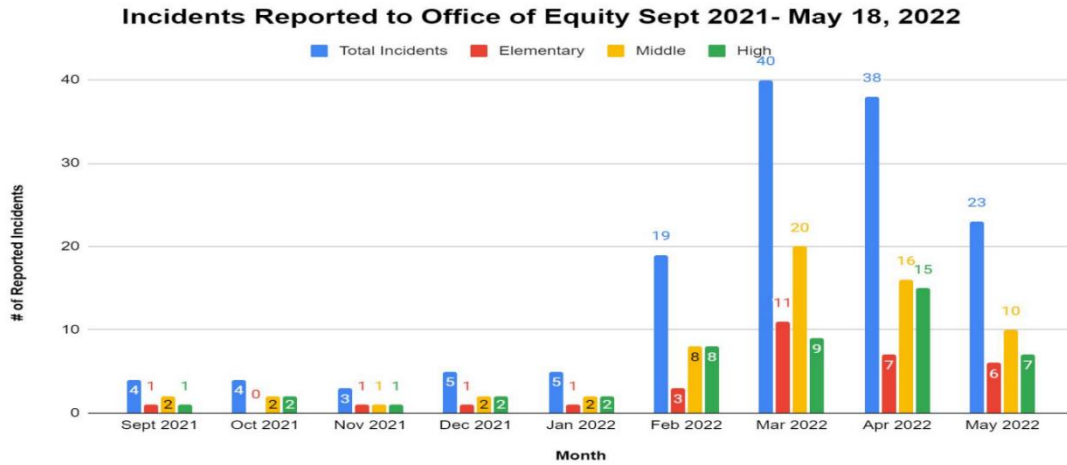
Policy 8030: Student Discrimination and Harassment: As outlined in the Systemic Equity Assessment, and stated in the Comprehensive Equity Report, “establish a clear policy with built-in accountability for addressing racially motivated acts and create proactive leadership measures to address the student use of racial insults. Name that the N-word is not tolerated by anyone in LCPS.” Over the past several years, in the spirit of fostering an environment free from harassment, discrimination, and abuse, past and present leaders within MSAAC, the NAACP, parents, and students have called for a zero-tolerance policy banning the use of the “N” word in schools. This behavior threatens to harm all students, including perpetrators, victims, and bystanders. It is not uncommon for non-minority students to seek out ways to use of this harmful word through what

is known as the “N-Word Pass” – an exchange in which a non-African-American student requests a document that gives the student permission to use the term freely.

Moreover, the latest statistics outlined in the report entitled, *Actions to Address Racial Slurs and Hate Speech*, presented by the Office of Equity in early 2023 demonstrate accelerated uses of racial and hate speech across the division, suggesting a toxic culture has arisen in schools, while the “One LCPS” moniker is featured proudly across all LCPS media channels, direct from the pages of the Strategic Plan. Nevertheless, recent statistics show the use of this harmful slur in an offensive context makes up over 60 percent of all offensive language used across LCPS schools as of early 2023.⁷ The following are pages taken directly from that report:

⁷ Actions to Address Racial Slurs and Hate Speech, Feb 9, 2023 (Slide Presentation). Refer to BoardDocs for more Information.

**Incidents Reported to Office of Equity
Sept 2021 - May 18, 2022**



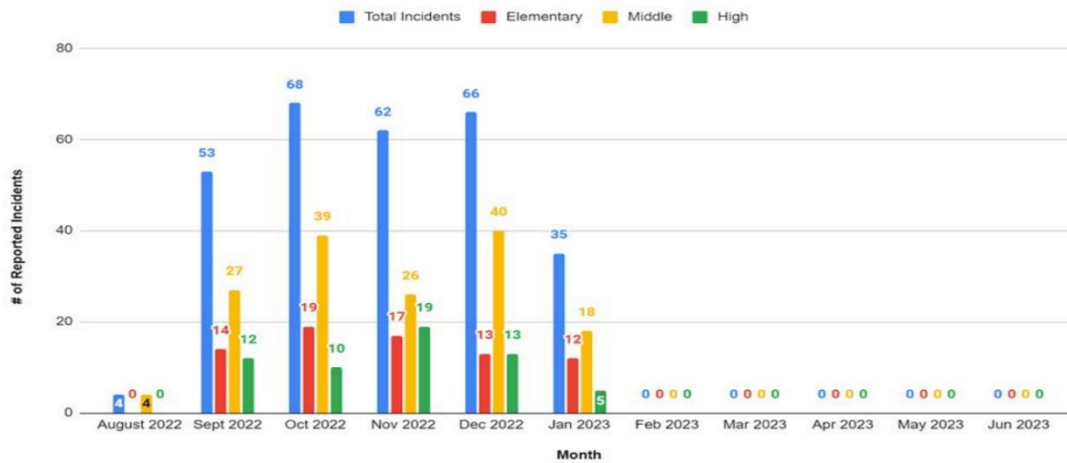
Department of Instruction

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February 9, 2023

Table 1 – Incidents Reported to the Office of Equity, Sept 2021- May 2022

**Number of Incidents 2022-2023
(Based on Date Incident Occurred)**



Department of Instruction

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February 9, 2023

Table 2 – Incidents Reported to the Office of Equity, Aug 2022- Jan 2023

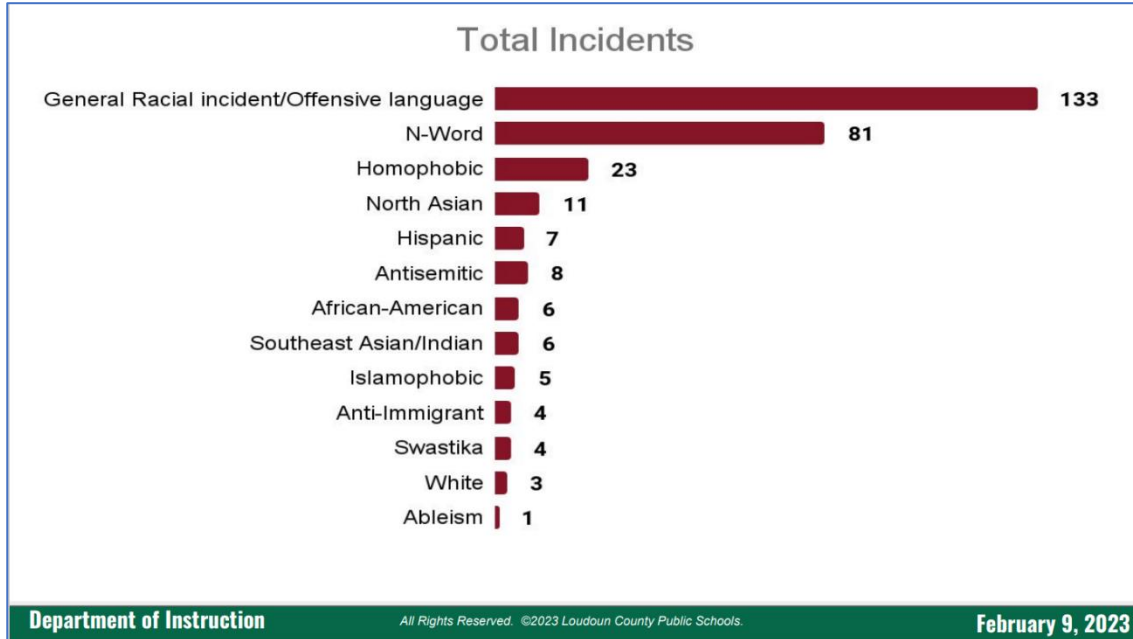


Table 3 – Total Number of Racial Incidents or Offensive Language, Disaggregated by Type

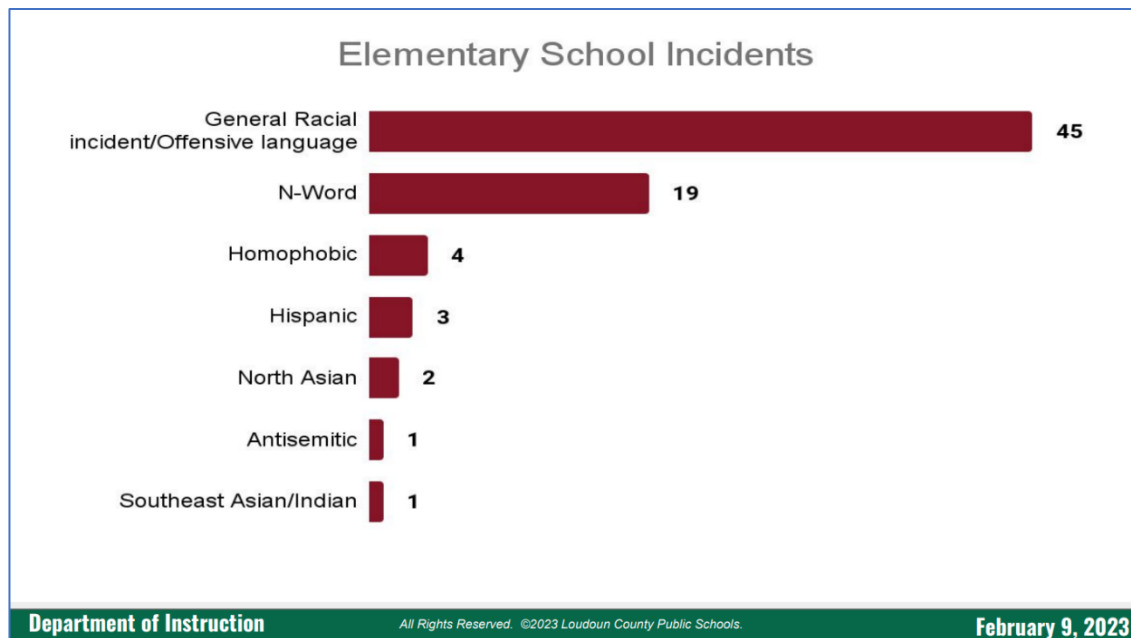


Table 4 – Racial Incidents or Offensive Language in Elementary School, Disaggregated by Type

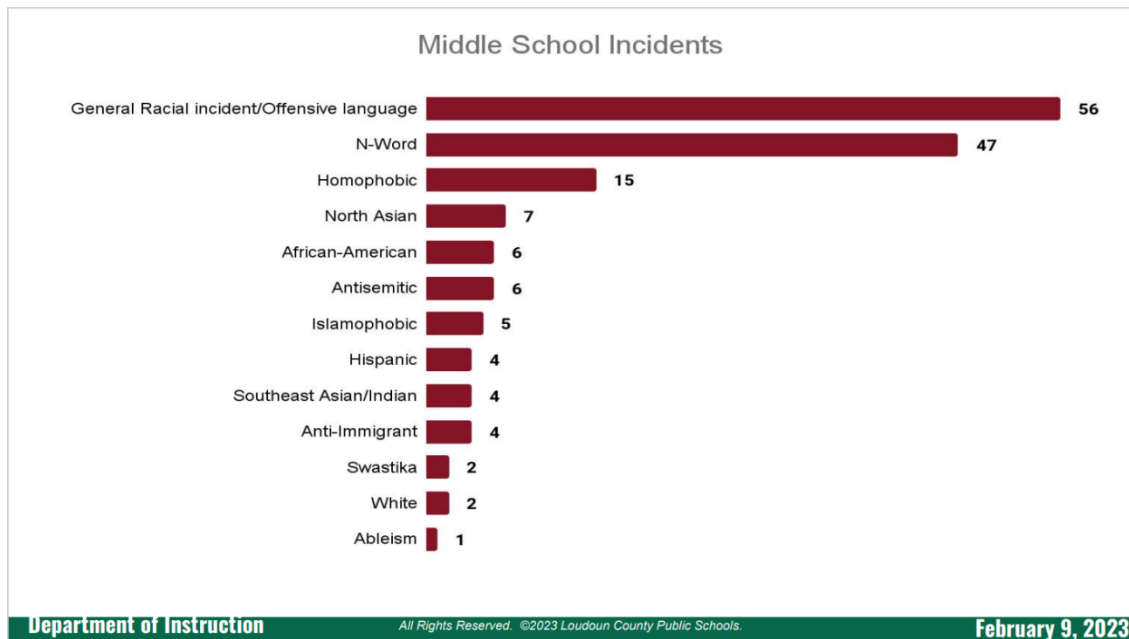


Table 6 – Racial Incidents or Offensive Language in Middle School, Disaggregated by Type

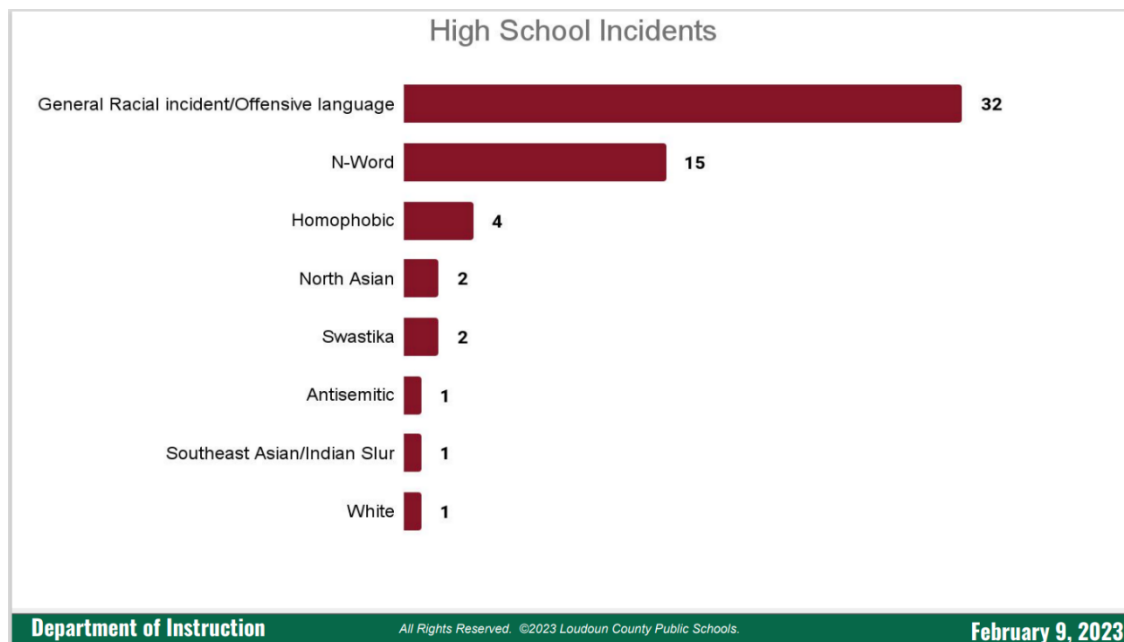


Table 5 – Racial Incidents or Offensive Language in High School, Disaggregated by Type

In every grade, and in all *reported* cases since 2022, the N-word consistently shows up as the most frequently used term in incidents when offensive language is used in schools. Despite disturbing statistics, which were also captured and shared by the media,⁸ this report was not featured before the School Board, but rather at the subcommittee level. This type of behavior threatens to indoctrinate non-minorities into racist behavior while discouraging and degrading minority students, causing harmful effects to both. MSAAC strongly recommends that the School Board update Policy 8030 and Regulation 8030-3 to include a zero-tolerance clause banning the use of this word with proper enforcement.

Policy 8650: Student Technology Acceptable/Responsible Use. MSAAC has heard from parents and students alike that relaxed technology standards in classrooms post-pandemic have led to widespread abuses. Students say that their peers are using personal technology and LCPS-assigned technical devices to bully, intimidate, and spread racial propaganda in school. MSAAC would like the school board to amend this policy to include additional punitive provisions for the abuse of technology, despite ownership, when used for sexual harassment, racially motivated hate speech, and/or bullying.

Policy 1040: Equal Opportunity for Equitable, Safe, and Inclusive Environment. MSAAC requests updates to this policy to ensure the Office of Equity and MSAAC or equivalent parent-led body remains in place. Based on recent efforts by members of the School Board to eliminate equity programs, and previous organizational shifts that negatively impacted the Office of Equity, MSAAC requests an update to this policy that specifically protects equity programs from attempts at defunding without proper justification, the Office of Equity from retaliation, and MSAAC from attempts to narrow its effectiveness. These actions would align the strategic actions of the School Board and the division with the language in the Divisionwide Equity Plan and the Strategic Plan, both of which name equity as a core value. Further, MSAAC requests updates to this policy requiring the Office of Equity to produce and publish a comprehensive, public-facing report of equity programs and their effectiveness throughout the division. Alternatively, a new policy might be created to satisfy this recommendation.

Policy 1020: Strategic Framework. The Strategic Plan represents a formal means by which the School Board holds the division accountable for meeting goals and sustaining shared values elevated by all LCPS stakeholders, including staff, students, families, and members of the community. However, MSAAC noted and remains concerned about inconsistencies throughout the Strategic Plan.

1. ***School Board Accountability.*** The Strategic Plan is missing any actions that would hold the School Board accountable for potential abuses, such as unilateral efforts to defund equity programs. There is no mention of the School Board being included in Goal 3, Division, where it may be most appropriate. MSAAC would like the School Board to revise the Strategic Plan to factor in controls to avoid abuses by its own members. MSAAC would

⁸ *Hate Speech, Slurs Spike at LCPS.* Evan Goodenow, Loudoun Times Mirror, Feb 14, 2023 at https://www.loudountimes.com/news/education/hate-speech-slurs-spike-at-lcps/article_82266488-aca6-11ed-8883-a3ae74e5f1b0.html

like to see revisions to include its own aligned actions, strategies, and measures; accountabilities to the public and related mechanisms to ensure controls; and actions that are sustained outside the election cycle.

2. **Staff Accountability.** The Strategic Plan states, “LCPS will see that staff are esteemed, exemplary, supported, and accountable.” Within Goal 2 (Exemplary Staff) is the following statement: “*LCPS teachers, administrators, and staff are the most important factor in helping our students after their parents; seeing that staff are esteemed, exemplary, supported, and accountable is vital to student success.*” The identified Actions 2.1 – 2.3 and their associated strategies address building a staff that is esteemed, exemplary, and supported; however, it does not cover measures that would hold staff accountable. This leaves a gap in the Strategic Plan in identifying specifics on implementing staff accountability, such as actions, strategies, measures, and key performance indicators (KPIs). This is particularly important when taking into account that individual schools are held responsible for implementing policy, making and implementing plans for improvement, installing equitable climate controls, and carrying out reforms as stated in the LCPS Resolution Agreement,⁹ among other systemic measures.

⁹ <https://www.lcps.org/Page/225786>

STRATEGIC PLAN-ALIGNED RECOMMENDATIONS

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
<p>Goal 1: EMPOWERED STUDENTS</p> <p>Prepare students to be knowledgeable critical thinkers, communicators, collaborators, creators, and contributors. This would be accomplished by providing (1) rigorous instruction, (2) diverse programming, (3) a safe and affirming learning environment, and (4) opportunities to amplify student voice, listening to students and taking action.</p>	<p>PROBLEM: RAMPANT INCREASE IN RACIALLY BASED INCIDENTS IN SCHOOLS</p> <p>Problem Statement LCPS suffers from a racially charged climate in which high rates of racial slurs and hate speech, violence, and vandalism directed toward minority and underrepresented students persist.¹⁰¹¹ Responses at the school level lack consistency. Further, there is no uniform, strategic response in place to address this behavior systemically across schools. Policy responses are needed with greater enforcement protocols.</p> <p>Description</p> <ol style="list-style-type: none"> 1. In December 2019, the Department of Student Services, in response to equity reforms across LCPS, drafted the <i>Protocol for Responding to Racial Slurs and Hate Speech</i> (rev. 2/22), later codified in Regulation 8030-3, <i>Discrimination and Harassment Based on Racism and Hate Speech</i> (3/8/22). MSAAC is concerned that not many students, parents, or staff are aware of this regulation or its implications. For students and parents, the regulation is nested within the Students Rights and Responsibilities Handbook rather than set apart in a separate document for both students and parents to read and acknowledge. It is highly likely that most LCPS families are not reviewing the handbook annually for changes. 2. For LCPS staff, Policy 7560, <i>Professional Conduct</i>, provides one (1) paragraph dedicated to racial slurs, compared to the student protocol, which covers racial slurs and hate speech in its own specific regulation. In addition, this policy lacks adequate enforcement, as it

¹⁰ Actions to Address Racial Slurs and Hate Speech, Equity Committee Meeting, Feb 9, 2023 (Slide Presentation). See <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public#>

¹¹ *Hate Speech, Slurs Spike at LCPS*. Evan Goodenow, Loudoun Times Mirror, Feb 14, 2023 at https://www.loudountimes.com/news/education/hate-speech-slurs-spike-at-lcps/article_82266488-aca6-11ed-8883-a3ae74e5f1b0.html

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
	<p>provides more protections for violators than assurances to parents and safeguards for the student(s) harmed.</p> <p>3. LCPS lacks discrete strategic goals that hold the division accountable for overturning the upward trend in racial incidents and hate speech in schools. At its most senior levels of leadership, LCPS has stated publicly that it is aiming for a consistent response to racial incidents that includes an administrative review; public denunciation by principals; conferences with parents, perpetrators, and victims; and intervention through restorative practices. MSAAC feels that this largely tactical, localized approach undermines the goal of consistency. Further, several families have shared with MSAAC that certain measures, such as conferences and restorative practices facilitation, are sometimes refused and / or deemed counterproductive, including those belonging to both violators and victims.</p> <p>a. At the February 2023 Equity Committee meeting, LCPS leadership presented metrics on racial slurs and hate speech. In their remarks, it was noted by an LCPS administrator that a principal had failed to add the racial/hate speech incident into the tracking system. There was no accompanying statement making mention of any remedy applied to the situation, such as disciplinary measures, additional training, or any assurances that appropriate preventative actions would be applied to avoid similar mishaps in the future.</p> <p>b. Due to the pervasive nature of racial and hate speech in schools, MSAAC is concerned that punishments for these incidents have not been significant enough to serve as a deterrent to appropriately curb repeat offenses. This undertreated behavior is likely empowering children to continue to engage in racially motivated behavior, some of which has escalated toward violence.</p>

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
	<p>c. At a 2023 MSAAC meeting, remarks from student leaders of affinity groups said that racist behavior is not being taken seriously, and in some cases, staff responses only serve to encourage repeat behavior.¹²</p> <p>Recommendations:</p> <ul style="list-style-type: none"> A. Take proactive measures to ensure that <i>Policy 8030, Student Discrimination and Harassment</i> and <i>Policy 7560, Professional Conduct</i> are properly enforced. B. Include Regulation 8030-3 as an item within the Student Rights and Responsibilities Handbook, and as a standalone document that students and parents must read and sign annually. Also recommend that each revised version of the Student Rights and Responsibilities Handbook include a section that calls out key changes, especially those relating to student behavior. C. Similar to Regulation 8030-3 for students, create a regulation based on for Policy 7560 providing protocols to address racial slurs and hate speech by staff/employees, and require it to be read and signed by all employees annually. D. Develop a division-wide campaign led by senior administration in coordination with the Office of Equity and MSAAC condemning racism and discrimination and elevating the “One LCPS” theme in school media platforms, social media, leveraging all resources of the Communications Department as required. E. Provide an in-depth analysis of levels of responses to racial slurs (RB9 behavior) at levels 3-5 rather than at the lower (1-2) levels. This analysis should review whether the levels of responses are being appropriately applied for each incident. Quantitative and qualitative data suggest that LCPS is not punishing this behavior at the higher levels, enabling repeat behaviors.¹³ In fairness to victims, require schools to provide the level response to parents for incidents of racism and discrimination.

¹² MSAAC General Body Meeting, February 2023

¹³ 2022-2023 LCPS Student Code of Conduct

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
	<p>F. Enforce accountability measures to ensure a school’s tracking system captures racial slurs and hate speech incident within 24 hours.</p> <p>G. Incentivize adoption of best practices of inclusive practices at the school level, such as programs undertaken at Willard Middle School.¹⁴</p>
<p>Goal 2: EXEMPLARY STAFF</p> <p>Cultivate high-performing teams of professionals committed to realizing our mission and goals. This would be accomplished by providing (1) high-quality growth and development opportunities, (2) developing dedicated resources to improve professional collaboration, (3) serving as an employer of choice committed to recruiting, developing, and supporting diverse talent.</p>	<p><u>PROBLEM: INADEQUATE PROTECTIONS FOR AND UNDERUTILIZATION OF THE OFFICE OF EQUITY (See Appendix B)</u></p> <p>Problem Statements</p> <ol style="list-style-type: none"> 1. The current Office of Equity (O/E) responds to incidents of racial slurs and hate speech largely through reactive measures rather than proactive measures and integrative planning. 2. In its current state, the O/E is subject to reprisal, hindering its effectiveness. 3. LCPS reduced the effectiveness of the office by dissolving the Comprehensive Equity Plan and eliminating a key requirement for the office to oversee, report annually, or provide formal recommendations to the School Board on equity-related programs and their effectiveness. <p>Description</p> <ol style="list-style-type: none"> 1. The Office of Equity (O/E) as part of its normal duties, interfaces with principals and other staff to mediate racial incidents after the fact. Equal time should be devoted to oversight duties that fall within the purview of the O/E, such as proactively coordinating divisionwide initiatives to ensure equitable outcomes are considered at the planning stages or assessing programs and providing valuable feedback and recommendations to drive progress.

¹⁴ See <https://go.boarddocs.com/vsba/loudoun/Board.nsf/Public#>, Nov 15, 2022 - 2nd Tuesday School Board Meeting 4:00 p.m. One LCPS Spotlight: Willard Middle School Student Voice

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
	<p>2. LCPS performance on equity must be the protected responsibility of the Office of Equity. LCPS must ensure the O/E remains empowered to verify that all departments within LCPS manage its processes, procedures, and programs with equitable outcomes in view. This level of exposure will undoubtedly come with some resistance and make the office vulnerable to backlash, as equity is a politically sensitive topic that needs a clear, balanced scope and defined terms of operation.</p>
	<p>Recommendation</p> <ul style="list-style-type: none"> A. Update Policy 1040 or draft a separate policy vehicle to define the scope and duties of the O/E and protect the office from retaliation, similar to the Offices of the Ombuds and Auditor General. B. Add three (3) Equity Coordinator positions in order to ensure local and strategic level oversight and integration activities. C. Task the Office of Equity to continue producing the Comprehensive Equity Plan and Evaluation Report and similar deliverables that provide an assessment of LCPS's equity-based programming, relay stakeholder feedback, and provide recommendations to inform future planning. D. Optimize the O/E and implement sound equity practices with the help of expert consultants and in accordance with best practices in K-12 education. E. Initiate regular inquiries and discussions at all levels concerning efforts to close access and opportunity gaps and assess the racial and cultural climate within the division in open meetings and with input from MSAAC.
<p>Goal 3: ENRICHED DIVISION</p> <p>Maintain an inclusive, safe, caring, and rigorous learning environment as the foundation for student growth. This goal would be realized</p>	<p><u>PROBLEM: FAILURE TO INSTITUTE DIVISIONWIDE ACCOUNTABILITY FOR EQUITY VIA SCHOOL IMPROVEMENT PLANS</u></p> <p>Problem Statement LCPS has not instituted uniform accountability standards for equity in schools by leveraging the School Improvement Plan (SIP). **</p>

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
through: (1) an aligned division culture, (2) straightforward communication practices, (3) and safe, productive learning environments designed to support high-quality education for all.	<p>Description</p> <p>The SIP should be a seminal vehicle for equity enforcement, as it can uniformly and transparently address this issue. While it is understandable that SIPs are school-specific, there should be a level of continuity with regard to the naming conventions assigned to it, its placement on school websites, and the level of detail of descriptions and stated accountability measures. All of these factors currently differ from school-to-school. See <i>Table 8 - School Improvement Plan (SIP) Inconsistencies</i></p> <p>Recommendations:</p> <ul style="list-style-type: none"> A. Perform a lessons learned exercise to determine which School Improvement Plans are working the best, and provide enough level of detail and planning to improve school performance. Use these School Improvement Plans as guides for all schools to follow so there is an increased level of continuity across the plans. B. Require all schools to include a line item within their school improvement plans (SIPs) that demonstrate a commitment to minority student achievement with common language and recommended actions, using SMART¹⁵ guidelines, subject to Office of Equity review. In addition, schools should be required to have two (2) outcome and process goals in Strand 2: Safe and Supportive Environments. <p>** Note: LCPS has provided the following response to this recommendation: “MSAAC’s recommendations for this goal are consistent with work in-progress at the school level as monitored by the School Improvement office, the level offices, and in collaboration with the Office of Equity.”</p>
<p>Goal 4: ENGAGED COMMUNITY</p> <p>Enhance educational excellence through building meaningful relationships with families and the community.</p>	<p><u>PROBLEM: DIMINISHING ACCOUNTABILITY FOR DIVISIONWIDE EQUITY REFORMS</u></p> <p>Problem Statement</p> <p>LCPS insists on removing a Comprehensive Equity Plan that served as the only clear accountability vehicle for equity in favor of decentralized, disaggregated, high-level reporting captured in the Strategic Plan and reported out by various offices.</p>

¹⁵ https://en.wikipedia.org/wiki/SMART_criteria

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
<p>This goal is marked by (1) inclusive opportunities for divisionwide conversation, (2) new and strengthened business community partnerships, and (3) increased opportunities for data sharing and dialogue to build trust and support decision making.</p>	<p>Currently there is data gap between school-level data and division level data. Some relevant information collected at the school-level is not being tracked in division-level systems. As a result, this limits division level analysis of data which can aid in enacting policy, regulation, or procedural changes.</p> <p>Description</p> <ol style="list-style-type: none"> 1. Comprehensive Equity Plan: LCPS has removed the Comprehensive Equity Plan and installed metrics that fall within the applicable goals of the Strategic Plan as an alternative. Administrators have said that it is addressing the metrics found in the Comprehensive Equity Plan and Evaluative Report within the Strategic Plan, though it agrees that some elements of the Comprehensive Equity Report are missing. <p>MSAAC maintains that this approach, by design is inadequate and does not hold the division accountable for protecting minority students or curbing the behavior of offenders, nor does it address the needs of equity programs as they evolve. Eliminating the Comprehensive Equity Plan only serves to conceal the sole accountability vehicle for equity within the division; it undermines the findings of the Systematic Equity Assessment and diminishes the hard work of MSAAC, the NAACP, and other parent and community advocates for minority and underrepresented students.</p> <p>Survey responses published in the Comprehensive Equity Report's Final Report before the start of the 2022-23 school year, suggest minority students feel their race is a factor in how they are disciplined. It is MSAAC's expectation that this kind of reporting will be presented to the board and taken for action at their insistence and that of senior administration in the spirit of realizing Goal 4 of the Strategic Plan.</p> <ol style="list-style-type: none"> 2. School and Division-level Data Alignment: Based on our discussions, there appears to be gaps in data collected at the school-level compared to data collected at the division level. <p>At the February 2023 Equity Committee meeting, LCPS administrators mentioned they do not collect data that would flag repeat offenders of racial slur and hate speech incidents</p>

MSAAC RECOMMENDATIONS	
GOAL	PROBLEMS AND RECOMMENDATIONS
	<p>since that data was only available at the school-level. MSAAC is awaiting data to determine whether LCPS has any way to measure at the division level whether it has sufficient data to amend policy and the degree to which this process has been effective in recommending policy updates based on changes in the data.</p>
	<p>Recommendation:</p> <ul style="list-style-type: none"> A. Revive the Comprehensive Equity Plan and require an annual assessment drafted by the Office of Equity to be shared with the School Board at open meetings. The annual Comprehensive Equity Report deliverables should be in a centralized format, include all relevant metrics in the Strategic Plan and be used to inform strategic solutions. B. Add to the O/E responsibilities the requirement to submit quarterly reports on the state of the racial climate and minority student performance divisionwide, with recommendations to the School Board in public meetings. C. Perform an analysis of school-level equity reform data currently not captured at the division level, and work with the O/E to determine what data will be beneficial at the division level to aid in continuous improvement of LCPS equity goals. *** D. Undergo an equity reassessment by an independent organization beginning in 2025 and every 5 years thereafter. <p>***Note: LCPS has provided the following response to this recommendation: “This process and work is already in progress and is led through the Research, Assessment and School Improvement office. A meeting schedule is in place for ongoing collaboration between the Research, Assessment, and School Improvement team and the Division of Equity.”</p>

Table 7 - Strategic Plan Aligned Recommendations

School SIPs taken from school website (Safe and Supportive Environment)	Outcome Goal	Process Goal
School A	Increase percentage of students who feel that students treat other students with respect regardless of race or other differences.	School A will use tiered strategies and interventions based in the MTSS framework to support the behavioral and social-emotional needs of all students through Advisory, clubs, and the UMHT
School B	We will achieve 70% implementation of Social-Emotional Learning (SEL) at School B in order to result in improved outcomes in social emotional learning in our school community.	Through the implementation of Second Step Curriculum and the ongoing use of Social Emotional Learning practices, we will see marked improvement outcomes in social emotional learning by 70%.
School C (2 Goals in Strand 2)	<p>Students will complete the annual LCPS secondary student survey in the spring with 85% or more students either agreeing or strongly agreeing to questions regarding equity, student relationships, and student-teacher relationships.</p> <p>Based on data from the Annual Staff Survey, 85% of School C staff members will either agree or strongly agree with questions related to equitable practices according to the LCPS culturally responsive framework.</p>	<p>Teachers will utilize the MTSS library and culturally responsive framework when creating challenging coursework and building safe, inclusive, and welcoming environments where all perspectives and cultures are valued.</p> <p>School C staff will complete the Annual Staff Survey in the spring with 85% or more of staff members either agreeing or strongly agreeing to questions related to equity, student-teacher relationships; and learning environment.</p>
School D	School D will provide opportunities for students to participate in activities, clubs, activity offerings, school counseling groups, affinity groups to increase connection with school community and each other.	Staff will monitor groups and activities accommodating the interests of School D students.

Table 8 - School Improvement Plan (SIP) Inconsistencies

MSAAC LCPS BUDGET AND OUTCOME REVIEW

OVERVIEW

As part of the MSSAC Annual Report, the MSAAC Budget Subcommittee has performed a review of the LCPS 2021-2022 budget with a lens on allocations and spending to evaluate the alignment with the One LCPS: 2027 Strategic Plan for Excellence. The review focused on the budgetary spending as it relates to providing the resources required to address deficiencies resulting in poorer outcomes for students of color.

The LCPS School Board has presented the results of the second-year equity report with chosen metrics. The LCPS Budget and Outcome Review report evaluates those metrics to highlight the work that is being done and the opportunities for improvement in spending to ensure that monies are being effectively allocated to support the needs of all students, while acknowledging the needs of all students are not the same. This budget review seeks to evaluate the budget data for indicators of movement towards the advancement of diversity, equity and inclusion as LCPS advances towards achieving the Strategic Plan for Excellence.

DATA ANALYSIS

What the data showed was that the average budget per school did not have a positive outcome on the achievement tests, higher spending per school didn't mean higher test scores, often the opposite. This is a notable statistic however, as the higher home prices indicate:

1. A 50% less diverse student population in richer neighborhoods (most prevalent in the Elementary School level).
2. Over 50% less chance of English Learners (students whose primary language isn't English).
3. Average 45-50% chance of passing Academic Achievement Levels and Test Scores across Elementary, Middle and High Schools.

Using the different levels of schools to break down the data, you can see the following highlights of the data. Among elementary school students, we noted the following:

1. Students with a higher minority population had an average 33% less chance of scoring well on achievement tests.
2. Economically disadvantaged students had an average 73% less chance of passing achievement tests; English learners averaged 76% less chance.
3. Students in older schools on average had a 23% less chance of passing achievement tests.

For students at the middle school level, we found characteristics that did not seem to indicate an equitable outcome for all students:

1. The whole minority student population had a 14% chance of having fewer passing scores for achievement tests.
2. English learners had an 83% chance of not passing the achievement tests.
3. Even with an Individualized Education Program (IEP) in place, those same students still had an average 48% less chance of passing achievement tests.

At the high school level, we saw different views, as these students were taking SAT and advanced placement (AP) tests, and preparing for graduation:

1. The high school English learners tended to be 30% male, but at this level of study, the chances of scoring well on the achievement tests ranged from 26% to 96%.
2. The minority student population had an average 18% better chance of scoring well on the achievement tests, but 11% less chance of taking the AP test.
3. A student who is economically disadvantaged had a 92% chance they would not graduate on time.

CONCLUSIONS

MSAAC concludes from findings in this report is that the 499 pages of the \$1.5 billion budget from Loudoun County Public Schools does not seem to take the identified inequalities into account. The Equity Surveys performed by the county present an overview of improvement in scores on surveys and selected test score improvements. However, the correlation of specific items was not addressed, such as standardized test scores based on poverty status of students in a specific school or level.

RECOMMENDATIONS

Our primary recommendation is to ask that LCPS specifically address this issue where correlation was found to be evident, and identify the association with causality to establish a relationship and path forward to resolving mathematically determined inequalities.

APPENDIX A – EQUITY COMMITTEE ON LIST OF RECOMMENDATIONS TO THE SCHOOL BOARD, HISTORICAL SUMMARY

Equity Committee on List of Recommendations to the School Board, Historical Summary

Recommendation	Source (MSAAC, Equity Collaborative, Ad Hoc, School Board)	Current Status (Complete, In Progress, Ongoing, Not Started)
A) School Board Formation of an Ad Hoc Committee on Equity Permanent Select Committee	<ul style="list-style-type: none"> School Board action MSAAC supported - Feb 2019 Ad Hoc Committee on Equity 	Complete: Extended January-June 2020
B) POLICY 1040: Equal Opportunity for Equitable, Safe, and Inclusive Environment: Adopt Revised Policy 1040 to include "sexual orientation" and "gender identity" to the current policy	<ul style="list-style-type: none"> Legislative and Policy Committee / School Board Action Supported by MSAAC 	Complete: Adopted Feb 26, 2019
C) Equitable discipline policy and procedures revisions and amendments: To improve school discipline policies to eliminate discipline disproportionality. Review and design policies that remove all discriminatory practices, remove or reduce exclusionary practices and account for the use of positive proactive behavior support practices. Ensure that all stakeholders are aware of given policies for desired improvements to be effective (Green et al., 2015)	<ul style="list-style-type: none"> MSAAC - Feb 2019 Ad Hoc Committee on Equity 	Recommending to the School Board March 2020 Update: Discipline Committee of the school board met on Feb 22, 2022, for a discipline policy work session. Policy discussed: Policy 8030, Student Discrimination and Harassment

Equity Committee on List of Recommendations to the School Board, Historical Summary

D) School Administrators establish proactive measures that intervene and mitigate the occurrence and impact of discrimination bias and hate incidents experienced by marginalized students in order to build an inclusive culture that doesn't tolerate harassment. (p. 13 - equity assessment)	• The Equity Collaborative-June 2019	<p>Recommending to the School Board</p> <p>September 2020 Update - Committee Action: Equity Committee reviewed and offered feedback on <i>Protocol for Responding to Racial Slurs and Hate Speech</i> -July 2020 and September 2020 meetings.</p> <p>Complete, March 2022 Update: The protocol has been in use by school administrators and staff. The protocol was on the 2/15/2022 school board meeting agenda as part of a regulation for Policy 8030.</p>
E) Create a clear discipline policy that works to address necessary changes in discipline practices across the division with input from school-based student groups to include student voice. (p.13)	• The Equity Collaborative June 2019	<p>Recommending to the School Board</p>
F) Establish a culturally responsive framework to inform curricular and instructional efforts across the division.	• The Equity Collaborative June 2019	<p>Recommending to the School Board</p> <p>September 2020 Update - Committee Action: Equity Committee reviewed and offered feedback on the LCPS Culturally Responsive Framework</p> <p>Complete, March 2022 Update: The Culturally Responsive Framework has been in use by school leaders and staff since 2020. Several professional learning opportunities have been made available to Equity Leads and school administrators and teachers. Professional learning on supporting families in a Culturally Responsive manner has been the focus for the 2021-2022 year.</p>

2

Equity Committee on List of Recommendations to the School Board, Historical Summary

G) Review current efforts and further establish short-and long-range action plans to address challenges related to hiring for diversity, equity, and inclusion. (p. 4 and p. 20)	• The Equity Collaborative	<p>Recommended to the School Board</p> <p>September 2020 Update: goal included in Comprehensive Equity Plan and Action Plan to Combat Systemic Racism</p> <p>Ongoing, March 2022 Update: HRTD continues to focus on revising recruitment, hiring and retention practices.</p>
H) Superintendent's Equity Statement	<ul style="list-style-type: none"> • The Equity Collaborative June 2019 • Ad Hoc Committee on Equity reviewed 	<p>Complete: Issued August 19, 2019 after being previewed by the Equity Committee. Principals have been advised to send this message out to the parent community at the beginning of first and second semester and have done so since 2019. This message was included in the Comprehensive Equity Plan adopted by the school board in September 2020.</p>
I) School Board Resolution Regarding Equity	• Ad Hoc Committee on Equity; September 2019	<p>Complete: School Board approved on September 24, 2019</p> <p>March 2022 Update: Complete: Superintendent Ziegler asked the school board for a recommitment to equity as he began the role of superintendent on July 1, 2021.</p>

3

Equity Committee on List of Recommendations to the School Board, Historical Summary

J Common Language for Diversity, Equity, and Inclusion. Per Equity Assessment: Recommendation- Develop and socialize a shared understanding of the meaning of diversity, equity, and inclusion among educators. (p. 20)	<ul style="list-style-type: none"> Equity Collaborative Ad Hoc Committee on Equity 	<p>Recommended to the School Board (stand-alone document)</p> <p>Complete</p> <p>This recommendation was presented first as an information item in December 2019, then on the consent agenda for the January 28, 2020 school board meeting. This specific language was embedded into the Comprehensive Equity Plan for future reference. Definitions for Diversity, Equity, and Inclusion are listed on the LCPS Equity webpage.</p>
K All Licensed and Classified staff will receive Implicit Bias, Diversity, and Equity and Inclusion training.	<ul style="list-style-type: none"> MSAAC - Feb 2019 The Equity Collaborative - June 2019 	<ul style="list-style-type: none"> All Admin trained by August 2019 ½ of schools trained Last group of teachers in March <p>September 2020 Update: Included as goal in the Comprehensive Equity Plan; Professional Learning Update to be provided at September 22, 2020 School Board meeting</p> <p>Ongoing: March 2022 Update: Licensed staff from all schools received updated versions EIC, module 1 and 2 in 2021 and EIC: Family Engagement in 2022</p>
L Require ongoing and differentiated professional development opportunities for all LCPS staff, targeting Implicit Bias, Diversity, Equity, Inclusion, and Cultural Responsiveness.	<ul style="list-style-type: none"> Ad Hoc Committee on Equity 	<p>Recommended to the School Board</p> <p>September 2020 Update: Included as goal in the Comprehensive Equity Plan and Action Plan to Combat Systemic Racism; Professional Learning Update to be provided at September 22 School Board meeting</p> <p>Ongoing: March 2022 Update: Ongoing professional learning occurs at the division</p>

4

Equity Committee on List of Recommendations to the School Board, Historical Summary

		level, various departments and schools.
M Offer / Provide Equity in the Center like Training to parents	<ul style="list-style-type: none"> Small group dialogue at Ad Hoc Committee on Equity 	<p>This specific recommendation was made at the January 23, 2020 Equity Committee meeting; then presented as an information item at the February 25, 2020 School Board meeting.</p> <p>Recommendation: Offer/provide Equity in the Center-like Training to parents. No further action occurred.</p>
N Provide K-12 student version of implicit bias and diversity, equity and inclusion training	<ul style="list-style-type: none"> Small group dialogue at Ad Hoc Committee on Equity 	<p>This specific recommendation was made at the January 23, 2020 Equity Committee meeting; then presented as an information item at the February 25, 2020 School Board meeting</p> <p>Recommendation: Provide K-12 student version of implicit bias & diversity, equity, inclusion training.</p> <p>No further action has occurred.</p>
O Develop a formal division-wide equity policy.	<ul style="list-style-type: none"> Ad Hoc Committee on Equity 	<p>Recommended to the School Board</p> <p>In-progress: March 2022 Update: The Equity Committee sent the proposed policy to the school board on November 30, 2021 as an Information Item. The item was moved to action on December 14, 2021 where the board voted to table consideration of the draft policy until the School Board's Strategic Planning Process has been completed and Strategic Actions have been adopted by the board.</p>

5

Equity Committee on List of Recommendations to the School Board, Historical Summary

P) Require that all LCPS procedures and systems be reviewed on a regular basis by a neutral, third party to ensure fairness and equity for all students.	<ul style="list-style-type: none"> From 12/12/2018 Address to the School Board 	Recommended to the School Board
Q) Ensure that the screening and/or referral and identification of students for Gifted Education, Advanced Placement, Dual Enrollment, Honors and the Academies of Loudoun are more equitable within LCPS for students who have been historically marginalized.	<ul style="list-style-type: none"> From 04/2018 Address to the School Board 	<p>Recommended to the School Board</p> <p>In Progress, March 2022 Update:</p> <ul style="list-style-type: none"> The Gifted Education Office has implemented changes to the gifted evaluation process to make the process more equitable for students who have been historically marginalized. The changes include universal screening for 3rd and 4th grade students, the inclusion of talent development lessons prior to the evaluation process, newly developed creative problem-solving portfolio performance assessments, and the use of school norms for ability and achievement testing. The Gifted Education Office continues to provide support to school staff to enhance EDGE at every elementary school. Professional learning has been offered to gifted resource teachers, classroom teachers, and administrators on talent development and best practices for identifying and serving gifted learners from underrepresented populations

6

Equity Committee on List of Recommendations to the School Board, Historical Summary

R) Expand implementation of the PROPEL programs in LCPS schools, where data demonstrates underrepresentation; consider other best practices for school systems that have successfully addressed this issue.	<ul style="list-style-type: none"> From 12/12/2017MSAAC Address to the School Board 	<p>This specific recommendation was made at the January 23, 2020 Equity Committee meeting; then presented as an information item at the February 25, 2020 school board meeting. Recommendation: Expand implementation of the PROPEL programs in LCPS schools, where data demonstrates underrepresentation; consider other best practices for school systems that have successfully addressed this issue.</p> <p>September 2020 Update: included as a goal in the Comprehensive Equity Plan</p> <p>In Progress March 2022 Update: PROPEL (a 2017 grant-funded), after-school STEM program that closes the "opportunity gap" by targeting highly capable, economically disadvantaged students. These students are engaged in tasks designed to build computational and analytical thinking skills within the context of intensive, long-term STEM investigations. The program now includes Level Up at the middle school levels and will soon include a similar program at the high school level. Currently, PROPEL serves 250 students at 10 elementary schools and Level Up serves more than 300 students at 4 middle schools. In the 22-23 school year, the expansion is to add 1 middle school, 5 elementary schools and 1 high school.</p>
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Equity Committee on List of Recommendations to the School Board, Historical Summary

S) Identify a MSAAC Officer or Parent Delegate to work directly with LCPS Human Resource and Talent Development to troubleshoot, problem solve, or answer questions concerning minority recruitment and hiring processes.	<ul style="list-style-type: none"> From 01/2009-05/2010 MSAAC Annual Report: Phyllis Randall, MSAAC Chair 	Recommended to the School Board December 2019
T) Require Loudoun County School Resource Officers to receive LCPS Diversity Training.	<ul style="list-style-type: none"> From Joint Summer 2009 MSAAC/LCPS Work Session 	<p>Recommended to the School Board December 2019 Committee Action: Equity Committee reviewed MOU Draft and provided feedback and engaged in a Question and Answer session with Support Services and local Law Enforcement.</p> <p>Complete. March 2022 Update: Local law enforcement agencies provide annual training to officers. SROs receive LCPS specific updates on mitigating biases, as well as state-wide training.</p>
U) Establish and implement hiring practices that allow for all candidates to be fairly considered for licensed and classified positions; remove opportunities for preferential treatment and circumventing the candidate identification and selection process.	<ul style="list-style-type: none"> From 01/2018 Letter to the School Board 	Recommended to the School Board December 2019

APPENDIX B – UNDERUTILIZATION OF THE DEPARTMENT OF EQUITY, GOAL 2, CONTINUED

In late March 2022, the Office of Equity (O/E) was moved from the Office of the Superintendent to the Office of Instruction. The placement of the Office of Equity was inconsistent with [Policy 1020: Strategic Framework](#) and the Divisionwide Equity Statement that identifies equity as a core value. The timing of this shift also correlates with reports that indicate a staggering rise in racially based incidents across the division. A year later, the O/E was restored under the Office of the Superintendent under the supervision of the Deputy Superintendent; however, MSAAC would like assurances that the Office of Equity, representing the interests of a subset of the student population that has been historically and systemically undervalued, will receive the appropriate support, resourcing, and operational oversight through policy, sustained inquiry, and corrective action as needed.

Although many reasons may be given for this move, its effects were clear and lasting. First, MSAAC feels that greater attention and prioritization of the O/E and its mission may have prevented early detection of risk factors, trends, and causes of a heightened racial climate before its effects became viral.

Second, while the O/E was nested in the Office of Instruction, MSAAC was unable to get timely answers to questions from key offices whose practices directly impact equitable outcomes and might have otherwise been answerable in part to the Office of Equity.

Third, the O/E placement limited the exposure of racial disparities and timely reports to the public. For example, the Comprehensive Equity Final Report from August of 2022 contained alarming findings suggesting racial bias and maltreatment of minority students, which were never brought to the attention of the School Board. In addition, the 2-part report entitled, *Actions to Address Racial Slurs and Hate Speech*, revealed by means of the Equity Subcommittee, indicated an increase in incidents that had snowballed after months of inaction, where intervention could have curbed trends.

Finally, the Comprehensive Equity Plan and Evaluation Report, which are due to be sunsetted, were the only central planning and reporting vehicles tracking LCPS actions toward equity across divisionwide. The Comprehensive Equity Final Report, developed in response to adverse findings of the [Systemic Equity Assessment of 2019](#), indicates that bias and indifference in matters concerning minority groups continues to be a problem. In the report, 46 percent of African-American middle school students reported feeling that their race is a factor in how they're treated by their peers. Despite these findings, this report was never brought before the School Board. MSAAC would like LCPS to investigate the findings of the report and continue its production for the safety and wellbeing of students.

In place of the Comprehensive Equity Plan and Evaluation Report, LCPS offered the metrics supporting goals within the Strategic Plan as a suitable replacement. MSAAC maintains that these metrics alone are inadequate to track the state of equity across the division. Further, LCPS has offered no divisionwide equity strategy, no defined goals to claim, no central planning document

or reporting vehicle in its place to ensure that the system is effectively responding to the viral instances of racial division and closing access and opportunity gaps among children attending LCPS. MSAAC would like to see greater inquiry, policy enforcement, and planning from LCPS and the School Board, greater accountability and reporting across divisions, and consistent reporting to reassure the public of its commitment to an equitable learning environment in accordance with Goal 4 of the Strategic Plan.

APPENDIX C – MSAAC MEETING TOPICS AND GUEST SPEAKERS: 2021-2023

Month, Year	Theme	Speakers and Panelists
Sept, 2021	MSAAC Opening Meeting Let's Talk Equity Tribute to School Board Rep Leslee King	Dr. Devon Horton, Guest Superintendent (Dist. 65) Brenda Sheridan MSAAC Executive Board
Oct 2021	Building Resilience Post-COVID Community Support Services COVID Update	Dr. Mary Alvord (DMV Psychologist and Child Resilience Expert) VA COPES (Community Support Group) LCPS Administrators
Nov 2021	Open Mic Student Advocacy Discussion (Student Voice)	Student Equity Ambassadors Guest Student Panelists Loudoun Mentors LCPS Staff and Counselors Supporting Affinity Groups
Jan 2022	A Community Conversation ELL Learning and McKenny Vento Topics	Donna Fortier (Mobile Hope Founder) Pastor Edwin Andrade (Hispanic Community Advocate) MSAAC Delegates (ELL)
Feb 2022	Equity in Education Pt 1 Gifted and Talented Services	Mr. Neil Slevin (Teaching and Learning Director) Gifted and Talented Supervisor Loudoun Douglas HS Alumni Assn. Rep
Mar 2022	Equity in Education, Pt 2	Superintendent Dr. Scott Ziegler and Pastor Michelle Thomas (NAACP)
Apr 2022	"Back to Basics" Student Equity and Performance Data Student Advocacy Discussion	Dr. Ryan Tyler (Research Director) Leigh-Ann Erickson (Guest Educator, Advocate)
May 2022	Equi-TEA and MSAAC Awards Ceremony	Wendell T. Fisher and Awardees MSAAC Executive Board
Sept 2022	Strategic Plan Overview Meet the Ombuds	Dr. Ashley Ellis Carey Williams
Oct 2022	Superintendent Address LCPS Policy Overview School-Based Partnerships	Superintendent Dr. Scott Ziegler Chief of Staff Dr. Daniel Smith Community Connections Supervisor
Nov 2022	Comprehensive Equity Report (Final Report) Summary CTE Overview Loudoun Mentors Overview	Career Technical Education (CTE) Reps Loudoun Mentors Founder
Jan 2023	Continuous Improvement in Schools and the VA SOL Debate	Level Directors (Elementary, Middle, High School) Pastor Michelle Thomas (NAACP) MSAAC Update

Feb 2023	Discipline Disparities in LCPS	Acting Superintendent Dr. Daniel Smith, Acting Chief of Staff Neil Slevin Office of School Administration and MTSS Leadership Student Affinity Group Leaders
Mar 2023	Open Mic MSAAC Executive Officer Voting Session	Dr. Charles Barrett MSAAC Board Members MSAAC Community (Attendees)
Apr 2023	Early Childhood Education: Reading and Math Diversity in Hiring Update	LCPS Administrators in Reading and Math MSAAC Delegate and Literacy Expert Tiffney Liang Community Advocates in Literacy HRTD Leadership
May 2023	Equi-TEA and MSAAC Awards Ceremony Special Session (Bylaws Approval)	Phyllis Randall, Donna Fortier, and Awardees MSAAC Executive Board