

VISION FOR EQUITY

The Oklahoma City Public Schools (OKCPS) Board of Education envisions a future in which social factors are not predictive of student outcomes in OKCPS. The board has a responsibility to ensure equitable and fair educational opportunities for all students by allocating resources fairly and equitably, providing diverse learning opportunities, and demonstrating a commitment to equity and fairness across the school district. Educational equity is defined as making decisions strategically based upon the principles of fairness, which includes providing a variety of educational resources, models, programs, and strategies according to student needs that may not be the same for every student or school with the intention of leading to equality of academic outcomes.

The board is committed to creating, building, and sustaining an environment that embraces racial, ethnic, cultural, and socioeconomic diversity and that provides equitable access to a high standard of educational success for all students with the intention of closing achievement gaps, particularly for student groups with the greatest academic needs in the district. The board recognizes that equity does not mean equality, but rather the establishment of high standards for all students while providing the opportunities, support, settings, and resources needed so all students receive a high-quality education.

Particular attention should be paid to students who are socioeconomically disadvantaged, African American, Hispanic, Native American, English learners and students with disabilities.

The board recognizes that we must continually evaluate the progress to achieve and maintain systemic change. The superintendent shall use an equity lens in all district planning efforts and shall report to the board at least annually on progress toward our goal of equitable student academic outcomes.

Factors to be Considered

The board recognizes that a number of critical factors must be considered to ensure that all students achieve at high levels. Some of these factors include, but are not limited to: (1) the quality and stability of the teachers in a school; (2) the quality and stability of leadership in a school; (3) the purposeful allocation of resources (fiscal, operational, and structural) necessary to support high levels of student achievement; (4) high expectations for all students; (5) the expectation that every neighborhood has a great school with culturally responsive classrooms at every grade level; (6) student-centered, research-based, and innovative teaching and learning, and (7) the elimination of the root causes of disparate outcomes, particularly among previously mentioned subgroups, including suspensions, expulsions, and graduation rates.

In recognizing these critical factors, the board reaffirms its commitment to the goal of educational excellence and equitable opportunities for all its students.

The board authorizes the superintendent to issue administrative regulations to implement this policy.