

Policy 0010 P1

EQUITY POLICY TERMS AND PHRASES DEFINED

**Achievement gap:** - The observable, measured difference in performance on educational measures (i.e., standardized test scores, grade point averages, dropout rates, college attainment) by groups of students (i.e., students of a certain race/ethnicity, gender, or socioeconomic status). Specifically, the achievement gap addresses a concern for underperformance on select educational measures.

**Cultural differences:**  References the unique variety of life experiences our students, staff, and broader community bring to Highline School District that takes into account that those with similar life experiences are often grouped together as a *culture* (i.e., culture of poverty, Latino culture).

**Disaggregated data:** Results from taking a closer look into smaller pockets of system-wide data to uncover patterns and trends that may be true for a subset of students, but not for all students across the system. For example, male students of a given race/ethnicity that participate in the Free and Reduced Lunch program may have lower outcomes on standardized tests relative to results for all male students in Highline schools.

**Equitable:**  With an emphasis on eliminating significant gaps in outcomes throughout Highline School District, equitable practices seek to increase opportunities for achievement among students not performing to their full potential.

**Equity:** A commitment to educate *each student* in a way that ensures every Highline student is achieving excellence. Whereas *equality* tends to focus primarily on similarity of input, *equity* purposefully focuses on how those inputs impact *outcomes*. With this focus, we understand our part in ensuring that our inputs increase opportunities for “all” to really mean “all” when we say “All students prepared for college, career, and citizenship.”

**Equity lens:**  A tool for analysis, planning, decision making and evaluation. It can be used to diagnose or analyze the impact of the design and implementation of policies or programs on under-served, marginalized, and diverse individuals and groups and to identify appropriate accommodation to eliminate barriers.

**Equity-related learning:**  A reference to the professional and personal development opportunities to learn about the diverse cultural experiences present throughout the Highline community. Equity-related learning includes and expands on the work of Policy 2133, Cultural Competency.

**Inequity**: Lack of fairness or justice.

**Institutional bias:** A tendency for the procedures and practices of particular institutions to operate in ways that result in certain social groups being advantaged or favored and others being disadvantaged or devalued. This may not be the result of any conscious prejudice or discrimination but rather of the majority simply following existing rules or norms.

**Institutional racism:** A form of racism expressed in the practice of social and political institutions, as distinct from racism by individuals or informal social groups. It is reflected in disparities regarding criminal justice, employment, housing, health care, political power and education, among other things.

**Opportunity gap:** The unequal or inequitable distribution of resources and opportunities.

**Systemic:**  Refers to that which is present throughout the Highline School District.

**System inequities**: Lack of fairness or justice resulting from policies, procedures, or ways of doing business in the Highline School District.