**INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY (ICSequity.org)**

## ELIMINATE INEQUITIES FOR ALL STUDENTS

# Elise Frattura

# Colleen A. Capper

# Integrated Comprehensive Systems for Equity – Four Cornerstones

## Cornerstone 1- Focus on Equity

Step 1. History of Marginalization/Current Model
**Step 2. Deficit to Assets-Based Thinking**
**Step 3. Equity Begins With Us: Identity Development for Systems Change**
**Step 4. Apply Equity Research**
**Step 5. Equity Non-Negotiables**
**Step 6. Equity Audit to Drive Change**

## Cornerstone 2- Align Staff & Students

Step 7. Teaming Structures for ICS
Step 8.  Re-align district office to eliminate inequities
Step 9.  Re-align staff and students to eliminate inequities

**Engage & Develop Community**

## Cornerstone 4 – Leverage Policy and Funding

Step 12.  Transform Roles and Responsibilities
Step 13. Leverage Funding to Eliminate Inequities
Step 14. Align Policy and Procedures to Eliminate Inequities
Step 15. Creating Our Action Plans

## Cornerstone 3 – Transform Teaching and Learning

Step 10.   Co-Plan to Co-Serve
Step 11.  Identity Relevant Teaching & Learning  for All Learners

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# 4 Agreements of Courageous Conversations (Singleton & Linton, 2006

- Experience discomfort

- Stay engaged

- Speak your truth

- Expect and accept non- closure

- No blame, shame, judgment

- Equity work life-long, never ending, at individual & organizational level

- We are in this with you – mutual learning, challenging growing together

- Hands up/"the wave" to come back together

# ICS Cornerstone 1:
# Step 2 – Shift from Deficits to Assets Systems and Practice

**ELIMINATE INEQUITIES FOR ALL STUDENTS**

# Integrated Comprehensive Systems for Equity – Four Cornerstones

**Cornerstone 1- Focus on Equity**

Step 1 - History of Marginalization/Current Model
**Step 2 - Deficit to Assets-Based Thinking/System**
Step 3 –Equity Begins With Us: Identity Development for Systems Change –
Step 4 – Apply the Equity Research
Step 5 - Equity Non-Negotiables
Step 6 - Equity Audit to Drive Change

**Cornerstone 2- Align Staff & Students**

Step 7. Align school/district teams with Equity Non-Negotiables
Step 8 - Re-align district office to eliminate inequities
Step 9. . Re-align staff and students to eliminate inequities

**Cornerstone 4 – Leverage Policy and Funding**

Step 12. Transform Roles and Responsibilities
Step 13. Leverage Funding to Eliminate Inequities
Step 14. Align Policy and Procedures to Eliminate Inequities
Step 15 – Create Equity Plan

**Cornerstone 3 – Transform Teaching and Learning**

Step 10. Co-Plan to Co-Serve
Step 11. Identity Relevant Teaching & Learning for All Learners

**Engage & Develop Community**

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

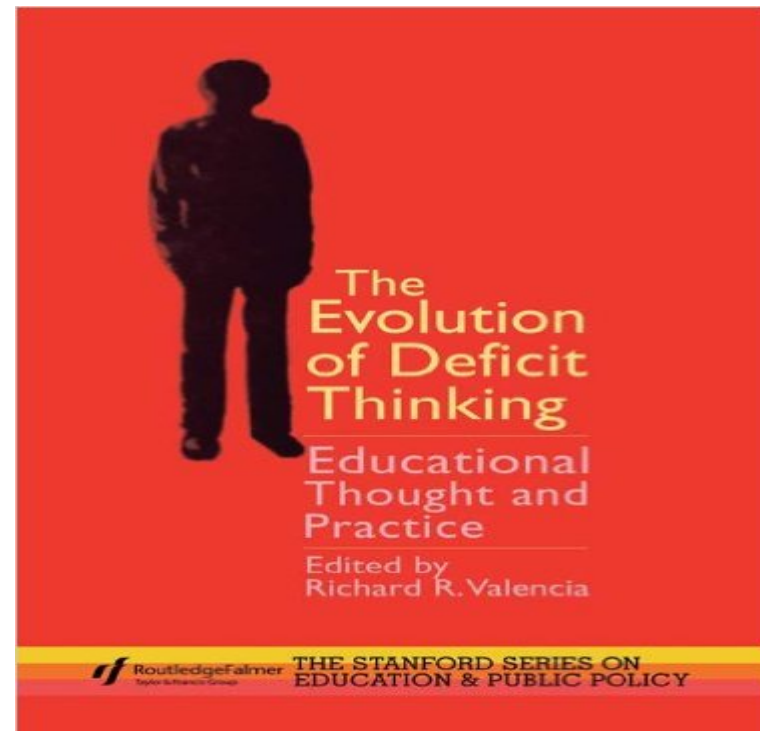Practice Assets Perspective with Poverty

Stereotypes/Assumptions About Poverty and the Research

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

Deficit perspective/ideology (Richard Valencia)

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

Assets perspective/"funds of knowledge" (Luis Moll)

## Luis Moll

Moll is a Latino anthropologist, researcher and professor teaching at the University of Arizona. He is best known for coining the term "funds of knowledge" to describe the cultural resources that students bring to the classroom.

González, N., & Moll, L. C., & Amanti, C. (Eds.) (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms.* Mahwah, NJ: Erlbaum.

# Cornerstone 1 – Focus on Equity
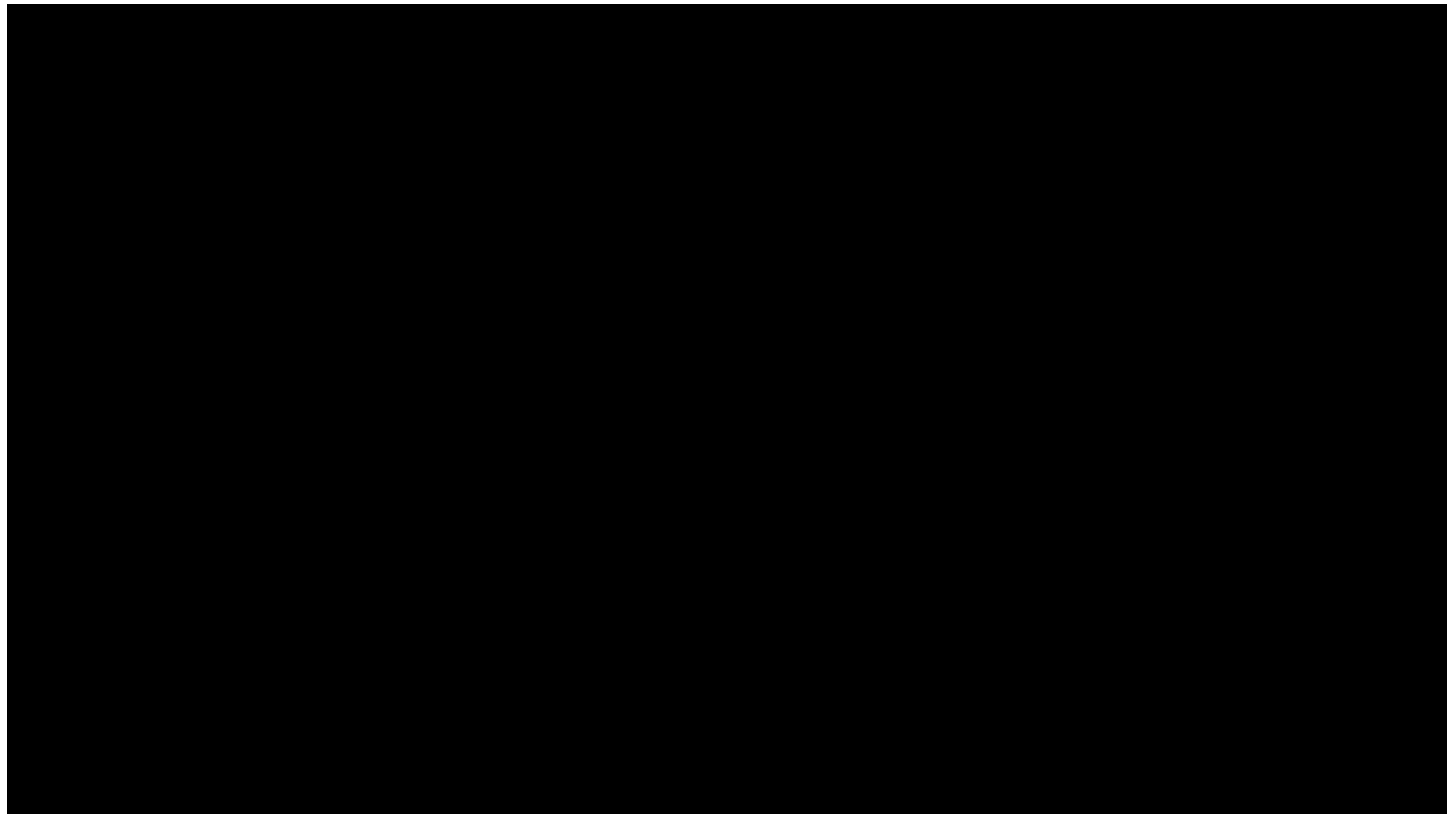# Step 2 – Shift from Deficit to Assets-Based Systems – Module Content

### Language Drives Practice

Avoid Labels/Deficit-Based Language

-"intervention kids"

-"Tier 1 kids" "Tier 2 kids"

-"Extension kids"

-"inclusion classrooms"

-"inclusion kids"

-"push-in"

-"Minority"

-"economically disadvantaged"

-"subgroups"

-what else?

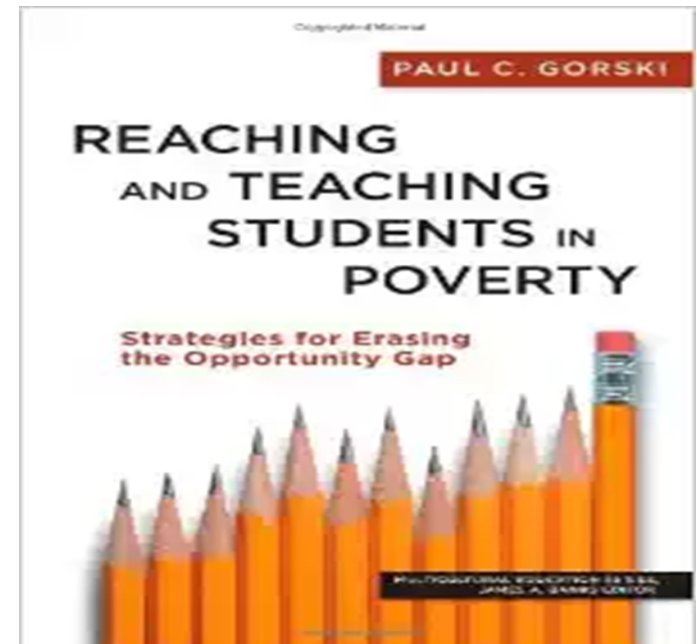# Assets View of Families Experiencing Poverty – List all the assets you see/hear

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Base Systems

What does the research say relative to our frequent assumptions about students from lower social class homes?

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*"Low Income Stereotype: Laziness*

A vast majority of people who are poor do work (CDF, 2008). According to the Economic Policy Institute (2002), adults who are poor and working *spend more hours working per week on average* than their wealthier counterparts."

**(Stereotypes Are Us , Gorski, 2013)**

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*Stereotype: Don't Value Education*

"Parents who are low income have the exact same attitudes about education as parents who are wealthy (Compton-Lilly, 2003; Lareau & Horvat, 1999; Li, 2010; Leichter, 1978; Varenne & McDermott, 1986)."

**(Stereotypes Are Us , Gorski, 2013)**

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*Stereotype: Substance Abuse*

"Alcohol abuse is far more prevalent among people who are wealth than people who are low income (Galea, Ahern, Tracy, & Vlahov, 2007; Humensky, 2010). And drug use equally distributed across poor, middle class, and wealthy communities (Saxe, Kadushin, Tighe, Rindskopf, & Beveridge, 2001)."

Stereotypes Are Us (Gorski, 2013)

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*Stereotype: Crime and Violence*

"People who are low income do not commit *more crime* than people who are wealthy—they only commit *more visible crime* (Dunaway et al, 2000). Furthermore, white collar crime results in much greater economic (and life) losses than so-called "violent" crime. "

Stereotypes Are Us (Gorski, 2013)

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*Stereotype:  Language Deficient*

"Linguists have known for decades that all varieties of English (such as "Black English vernacular" or Appalachian varieties) are equally complex in structure and grammar (Gee, 2004; Hess, 1974; Miller, Cho, & Bracey, 2005; Terry et al, 2010)."

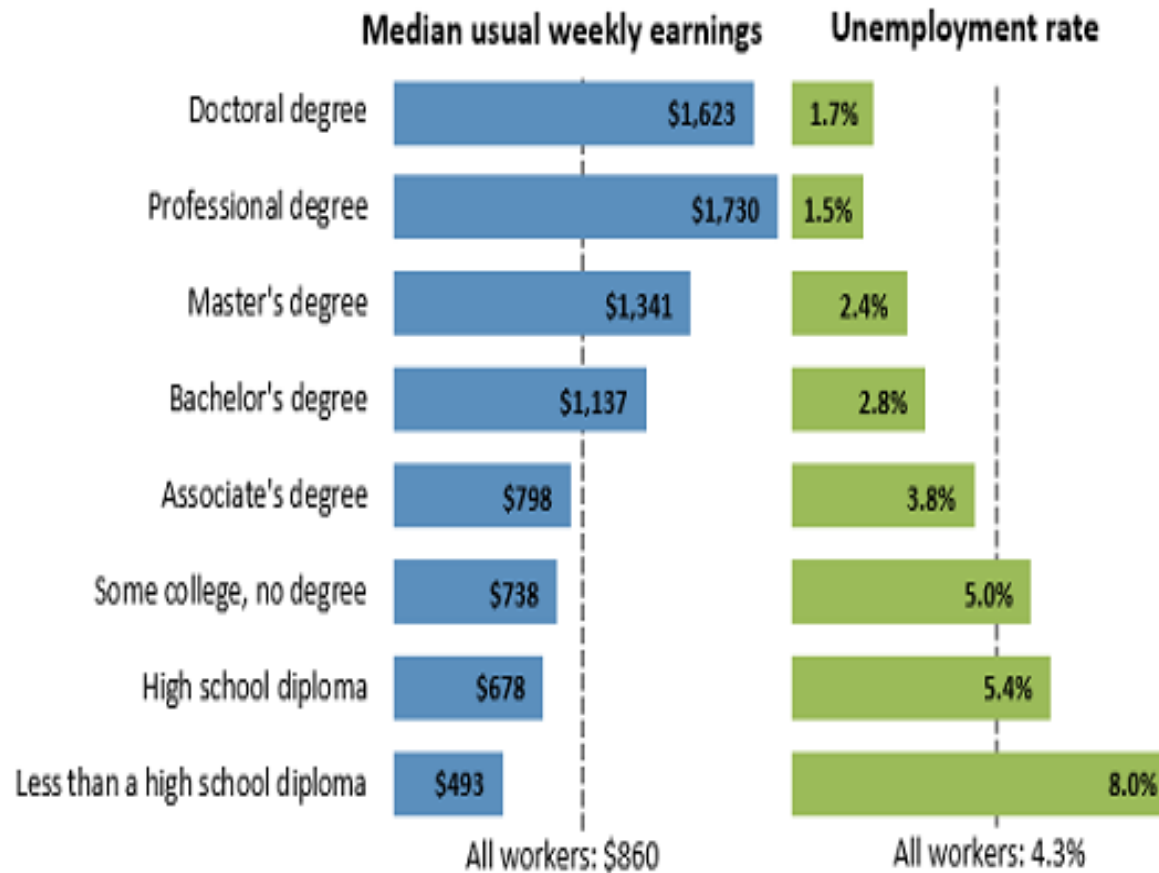Stereotypes Are Us (Gorski, 2013)

# Cornerstone 1 – Focus on Equity
# Step 2 – Shift from Deficit to Assets-Based Systems

*Stereotype: Bad Parents*

"Research has continued to show that parents who are low income care just as much about their children, and work just has hard—or harder—to advocate for their children, as parents who are wealthier."
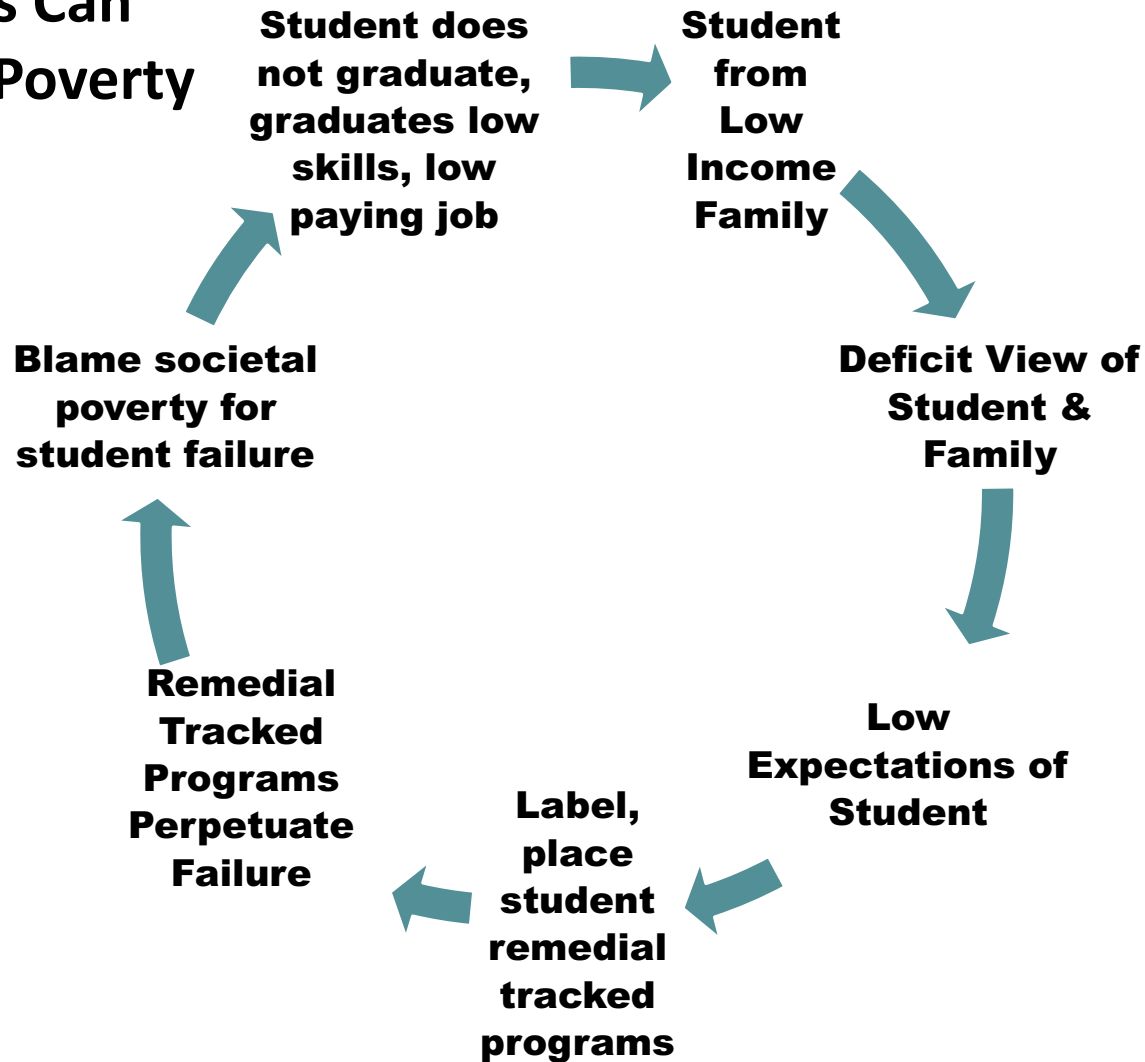
Stereotypes Are Us (Gorski, 2013)

# Earnings and unemployment rates by educational attainment, 2015

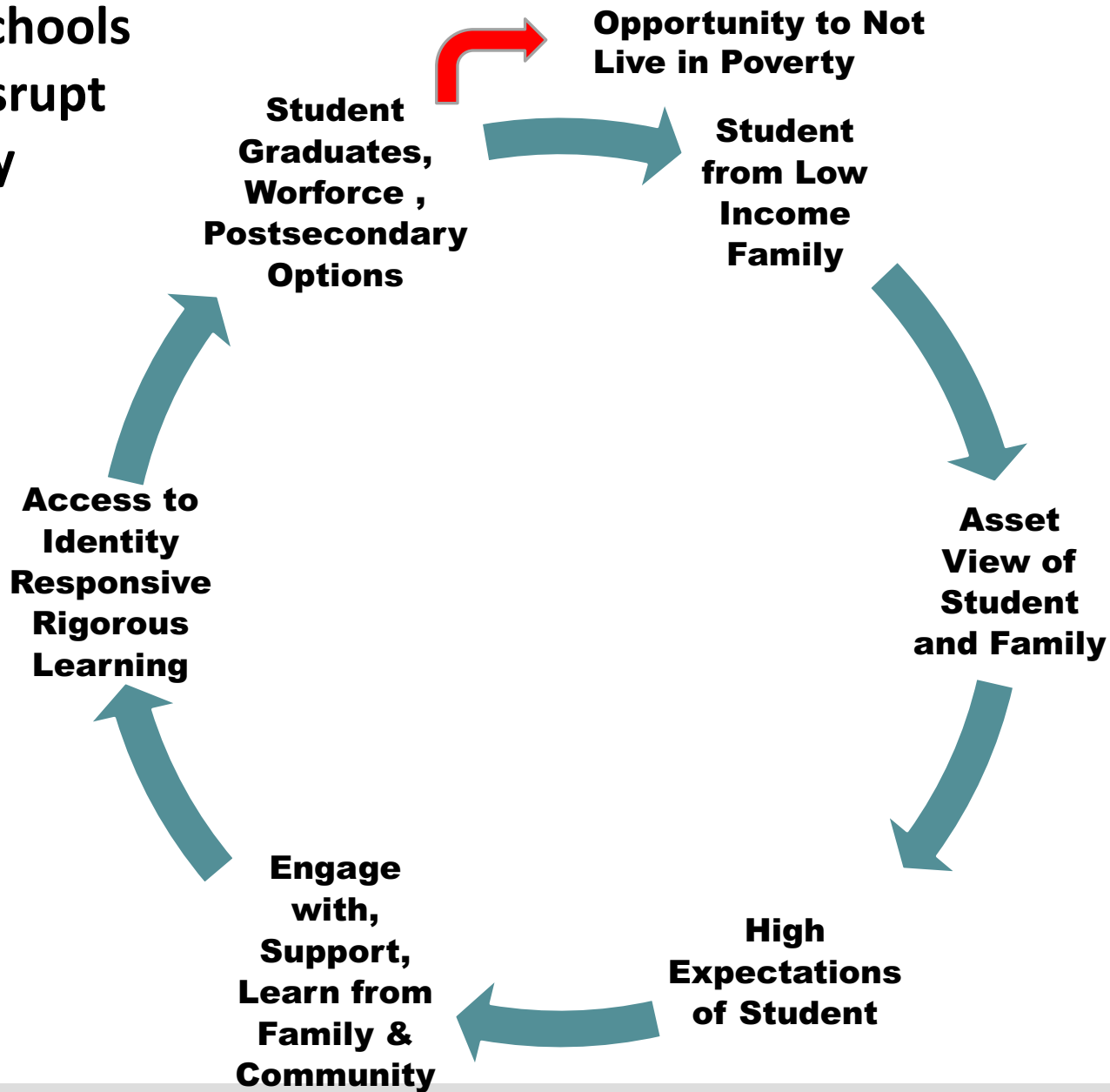| | Median usual weekly earnings | Unemployment rate |
|---|---|---|
| Doctoral degree | $1,623 | 1.7% |
| Professional degree | $1,730 | 1.5% |
| Master's degree | $1,341 | 2.4% |
| Bachelor's degree | $1,137 | 2.8% |
| Associate's degree | $798 | 3.8% |
| Some college, no degree | $738 | 5.0% |
| High school diploma | $678 | 5.4% |
| Less than a high school diploma | $493 | 8.0% |

All workers: $860          All workers: 4.3%

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey

# How Schools Can Perpetuate Poverty

Student does not graduate, graduates low skills, low paying job

Student from Low Income Family

Deficit View of Student & Family

Low Expectations of Student

Label, place student remedial tracked programs

Remedial Tracked Programs Perpetuate Failure

Blame societal poverty for student failure

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# How Schools Can Disrupt Poverty



Opportunity to Not Live in Poverty

Student from Low Income Family

Asset View of Student and Family

High Expectations of Student

Engage with, Support, Learn from Family & Community

Access to Identity Responsive Rigorous Learning

Student Graduates, Worforce , Postsecondary Options

# ICS Cornerstone 1:
# Step 3 - Equity Begins With Us: Identity Development for Systems Change



ELIMINATE INEQUITIES FOR ALL STUDENTS

# Integrated Comprehensive Systems for Equity – Four Cornerstones

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## Cornerstone 3 – Transform Teaching and Learning

Step 10. Co-Plan to Co-Serve
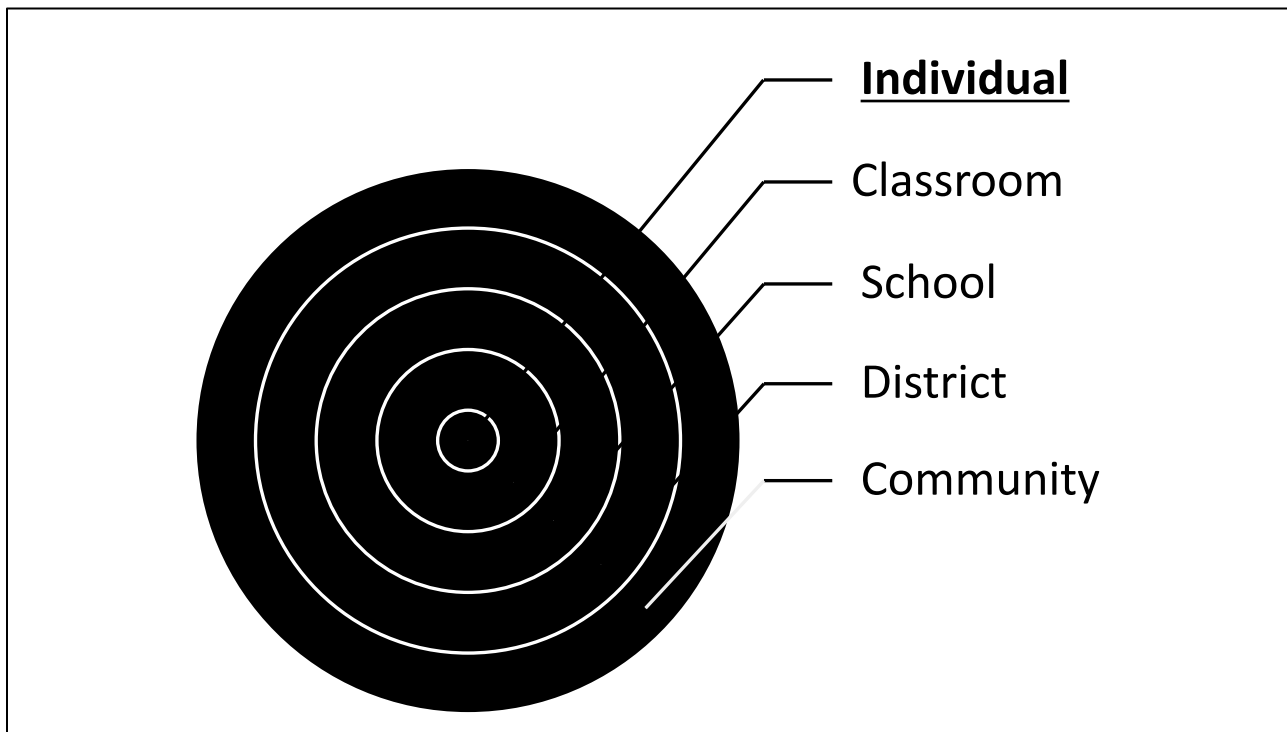Step 11.  Identity Relevant Teaching & Learning  for All Learners

# ICS – Cornerstone 1- Focus on Equity Step 3  - Equity Begins With Us:  Identity Development for Systems Change

Cyclical process – learning about ourselves, learning about another different from us, which helps us reflect again on ourselves.
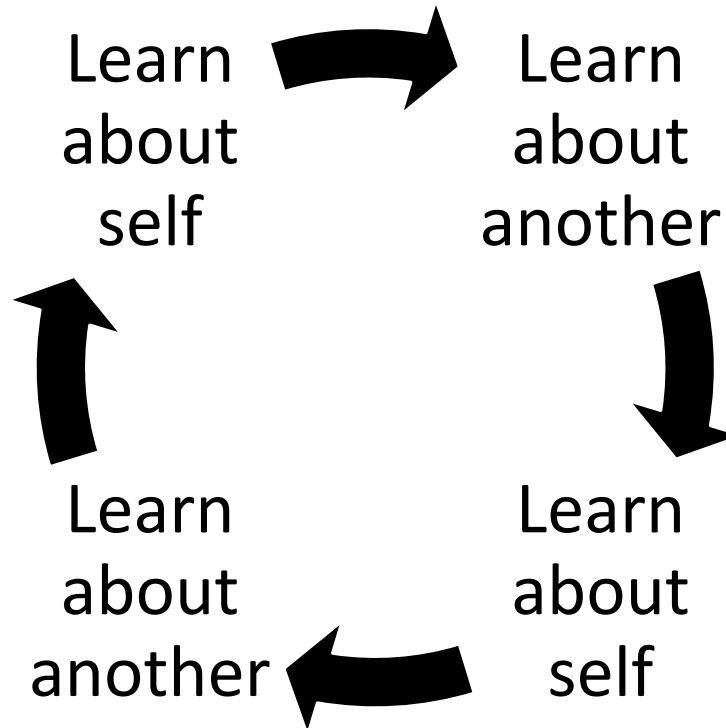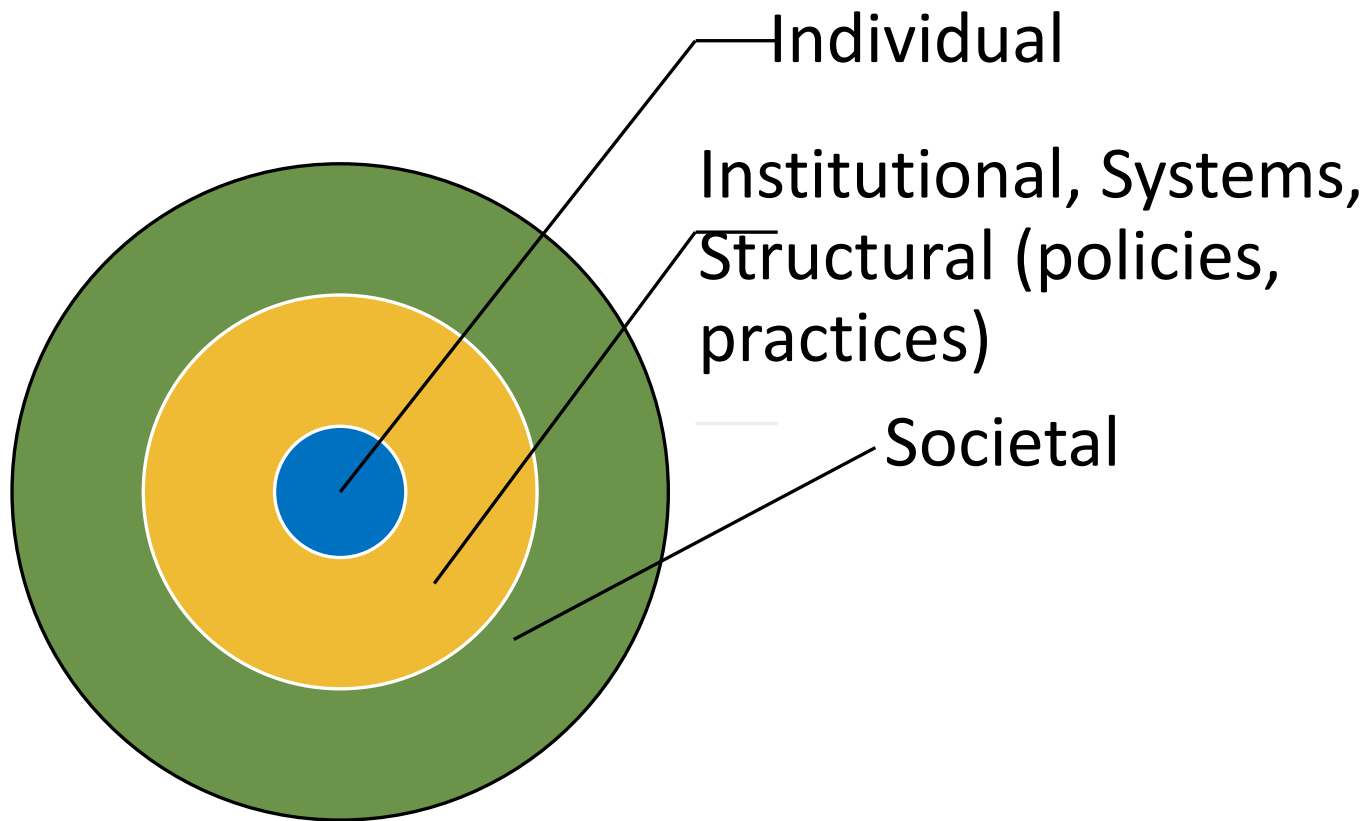
Learn about self → Learn about another → Learn about self → Learn about another → (back to Learn about self)

# Step 3: Equity Begins With Us: Identity Development for Systems Change

Race ⟷

Class ⟷

Gender ⟷

Ability ⟷

Sexual Identity ⟷

Gender Identity ⟷

Religion ⟷

Language ⟷

Intersections ⟷

**Individual**

Classroom

School

District

Community

**Levels of Oppression/Marginalization**



Individual

Institutional, Systems, Structural (policies, practices)

Societal

**Individual marginalization/oppression** –

**What we do:**

-Obviously discriminatory, stereotypical jokes, comments, actions

-Microaggressions – implicit bias, stereotypes, assumptions, deficit thinking/language, words, body language, how we respond

**What we do not do:**   When we do not intervene, become complicit.

# Ex. Institutional and Structural Oppression/Marginalization
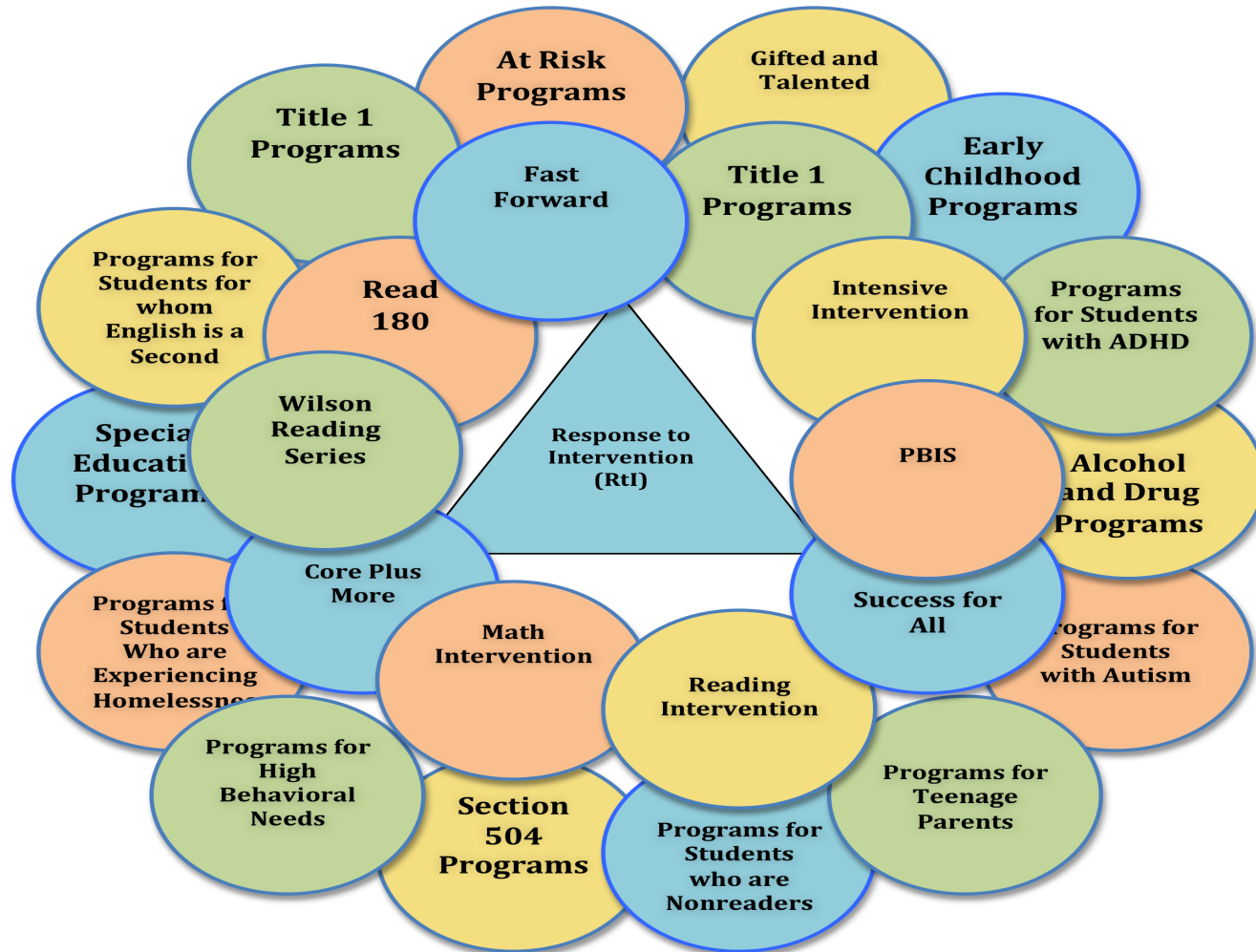
# Equity Audit Data that Reflect Institutional/Structural Oppression/Marginalization-

Over-representation of students of color in special education, RTI, low level courses, low ability groups, discipline, truancy,

Under-representation of students labeled with disabilities or other identities/intersections in "equity initiatives"

Under-representation of students across identities in AP, honors, etc.

**Levels of Eliminating Inequities**
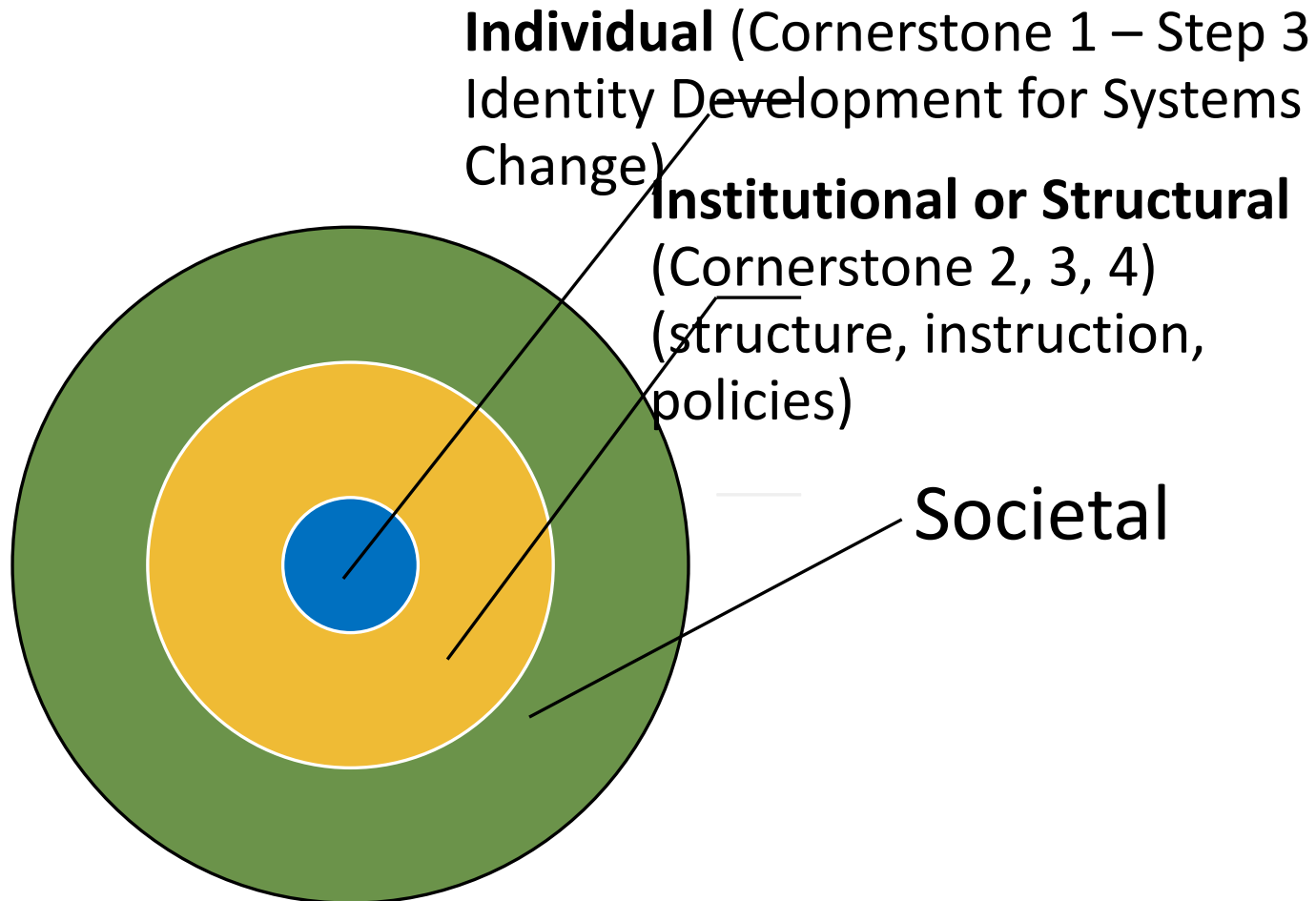
**Individual** (Cornerstone 1 – Step 3 Identity Development for Systems Change)

**Institutional or Structural** (Cornerstone 2, 3, 4) (structure, instruction, policies)

Societal

## Racial Autobiography

### Activity

### Black/African American autobiography

Draw rings of a tree on your paper

Regardless of race, W\write first memory of uncomfortabl[e] about Black/African American – what you saw, messages you heard about Black/African American

Then write African American/Black moments/understandings over your life.

e.g. Write approx. age - then moment/understanding, what messages did you hear (family, community, media) about Black/African American?

# Sample Identity Development Models

**Sample Identity Development Models**
**To appear in**
Capper, C. A. (in press). Organizational Theory for Equity and Diversity. NY: Routledge
**Colleen A. Capper, capper@education.wisc.edu**
**University of Wisconsin-Madison**
**(adapted from Hernandez, 2005)**
**July, 2016**

**Black Identity Development Model #1 - Cross's (1995) Model of Nigrescence**

| Stages | Features |
|---|---|
| *Pre-Encounter* | -Low salience attitude toward being Black.<br>-Blacks in this stage do not deny being Black but do argue that their Blackness is in no way connected to how others interact with them.<br>-". . . . place value in things other than their Blackness, such as their religion, their lifestyle, their social status, or their profession" (Cross, p. 98). |
| *Encounter* | -Blacks begin to seek identification with Black culture<br>-Characterized by a crisis that causes Blacks to question their worldview |

# ICS Cornerstone 1:
# Step 4 – Apply the Equity Research



ELIMINATE INEQUITIES FOR ALL STUDENTS

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Step 11.  Identity Relevant Teaching & Learning  for All Learners

Three Strands of Research

1. Your Own Equity Audit Data

2. Research that Supports ICS Equity

3. Research from ICS Equity schools and districts

Research – spanning over 45 years, affirms benefits of integrated practices

| 1980's | 1990's | 2000's | 2010's |

# ICS- Cornerstone 1- Step 4 – Apply the Equity Research

Activity –

1. Select a research card at your table – 60+ research pieces

2. Find a new partner across the room

3. Timer begins – Person 1 gets 75 seconds to read their card and answer the question:

   **<u>Do our current practices reflect what the equity research says?</u>**

4. Person 2 reads their card, answers the same question – 75 seconds

5. Switch cards

6. Find new partner, wait for Timer to begin

# ICS- Cornerstone 1- Step 4 – Apply the Equity Research

# ICS Schools and Districts

# River Bluff High School

1. Principal learned about ICS Equity in University course

2. 9th grade team and district leadership team attended ICS Equity Institute

3. 9th grade team taught ICS Equity Cornerstones and Steps to all staff.

4. Summer 2016 - District hosted Institute for School Leadership Teams

5. 2016-2017 DLT working on district wide implementation through School Leadership Teams

# River Bluff High School

## Leveling Up

Transitional Math

Applied Algebra Y1

Applied Algebra Y2

Algebra 1

Algebra 1.5

Algebra 2

Algebra 3

Honors Geometry

Geometry

Honors Algebra 2

Pre-Calculus

AP Calculus

AP Stats

# River Bluff High School

# Leveling Up (cont)

~~Transitional Math~~

~~Applied Algebra Y1~~

~~Applied Algebra Y2~~

Algebra 1 & Stretch Algebra 1

~~Algebra 1.5~~

Algebra 2 & Stretch Algebra 2

Algebra 3

Geometry & Stretch Geometry

Honors Geometry

Honors Algebra 2

Pre-Calculus

AP Calculus

AP Stats

# River Bluff H.S. AP Enrollment

## Percent of Students
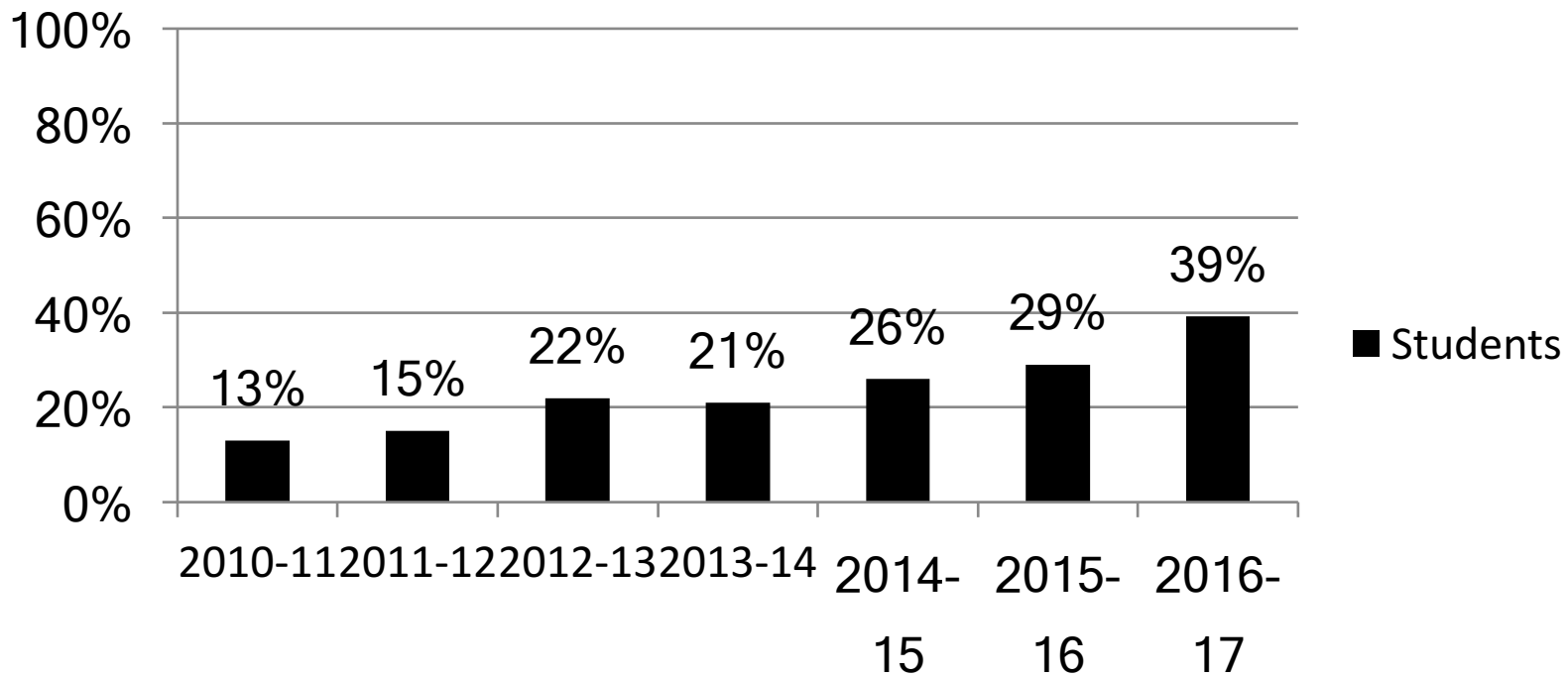
# River Bluff H.S. - Percentage of Student Group Enrolled in 1+ AP/Honors Course



Low-Income: 2013-14: 19.9%, 2014-15: 18.5%, 2015-16: 25.8%

Middle-High Income: 2013-14: 50.4%, 2014-15: 51.9%, 2015-16: 51.7%
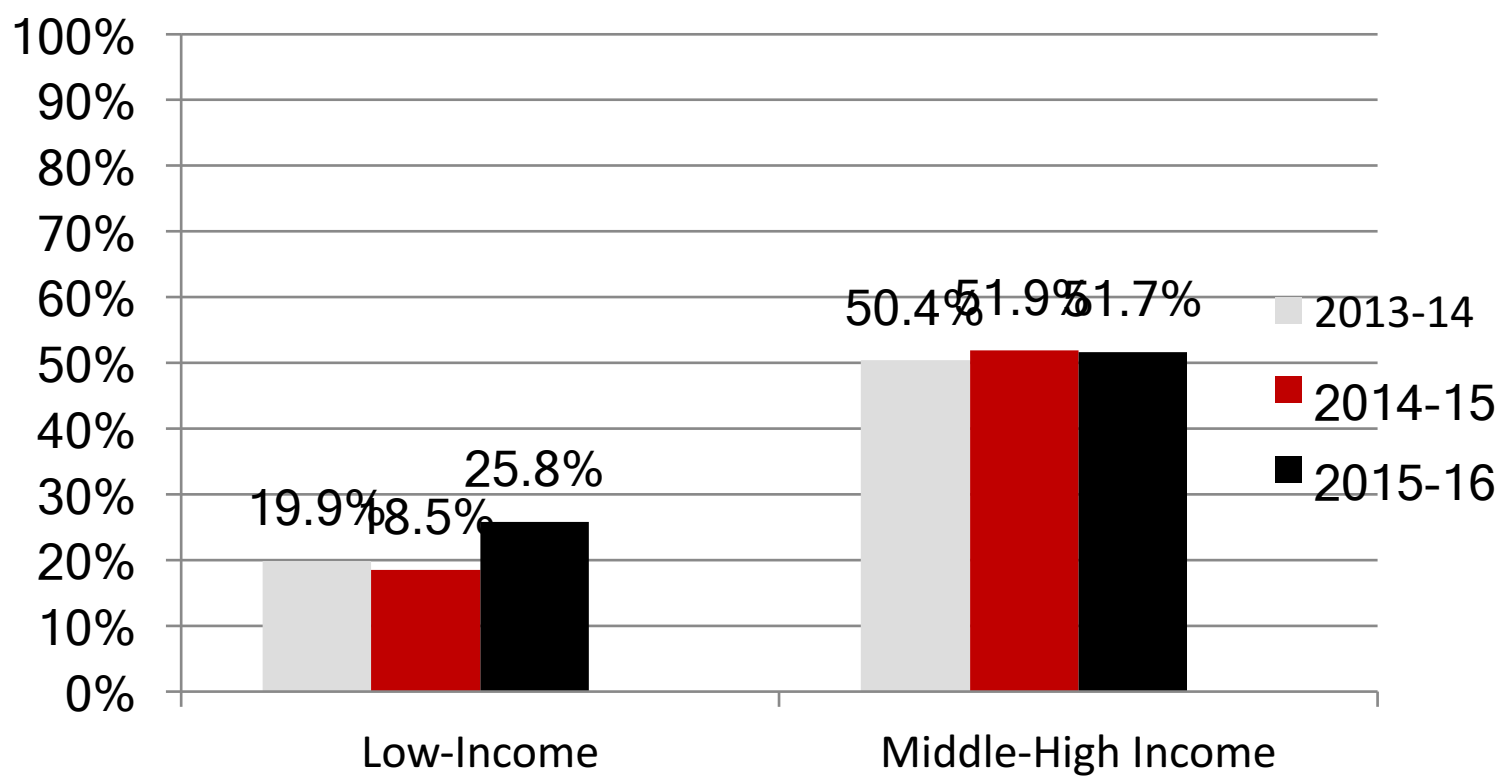
# River Bluff H.S. - Percentage of Student Group Enrolled in 1+ AP/Honors Course
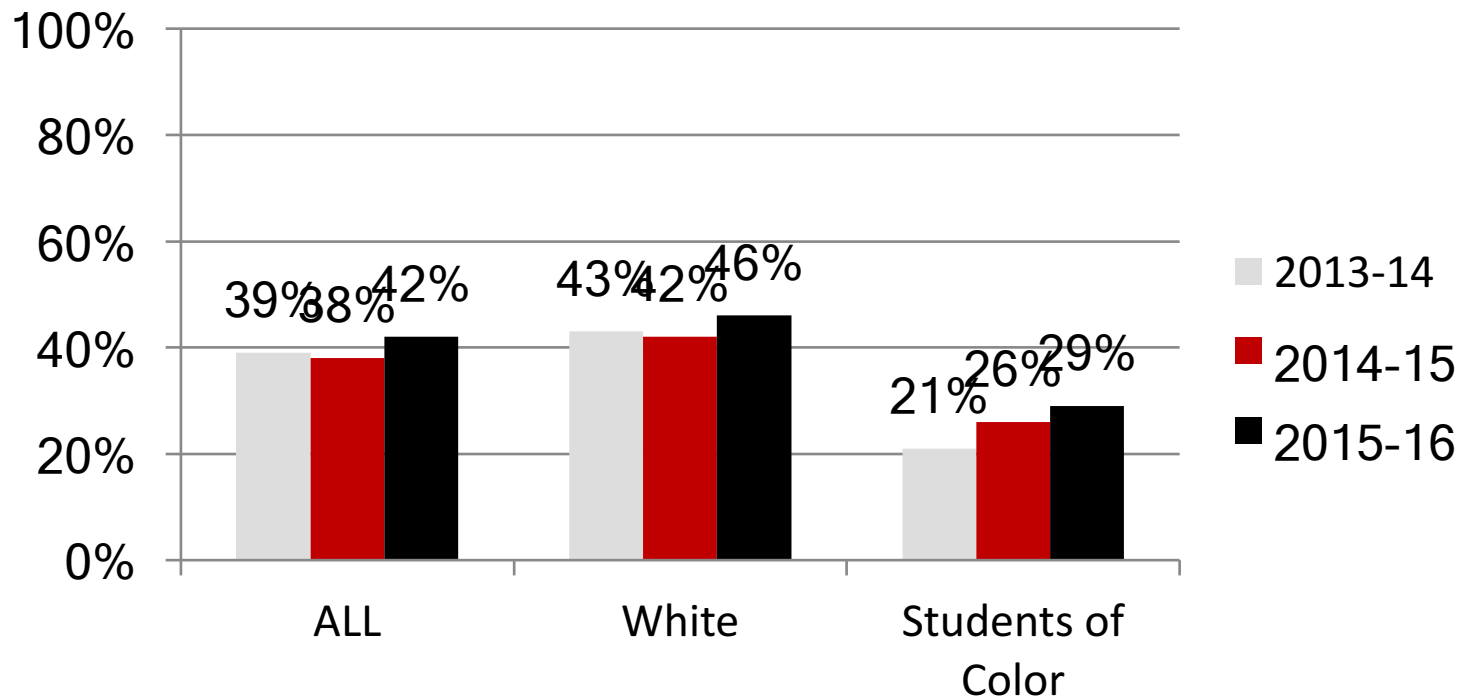
# River Bluff H.S. - Percentage of Student Group Enrolled in 1+ AP/Honors Course
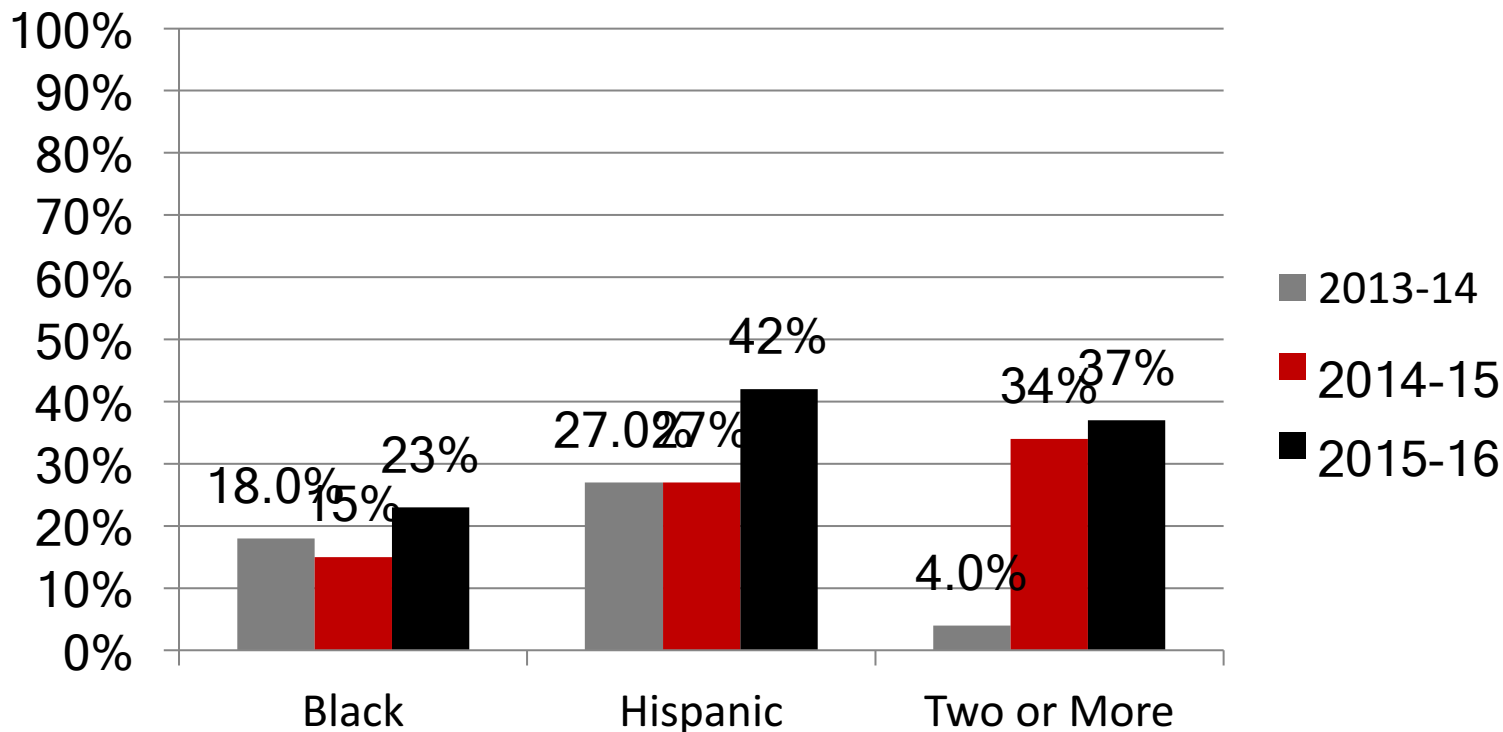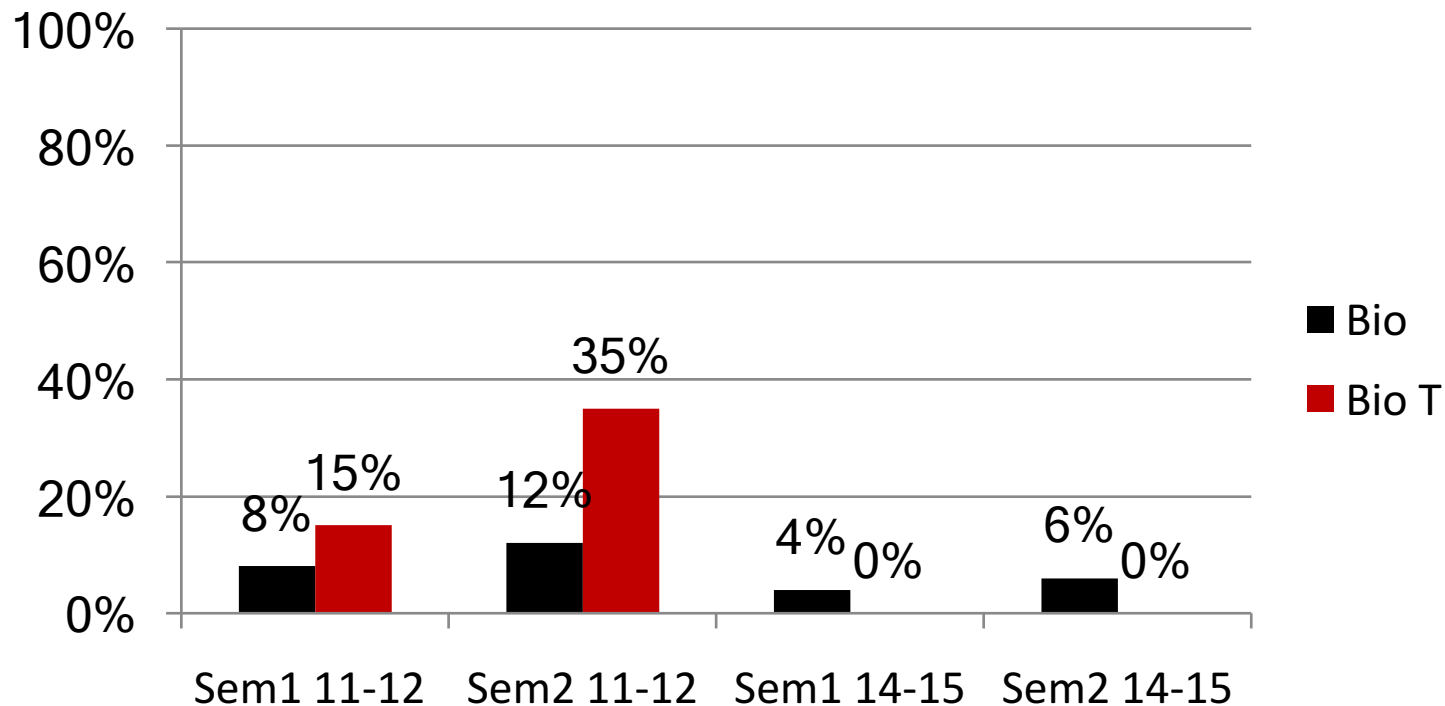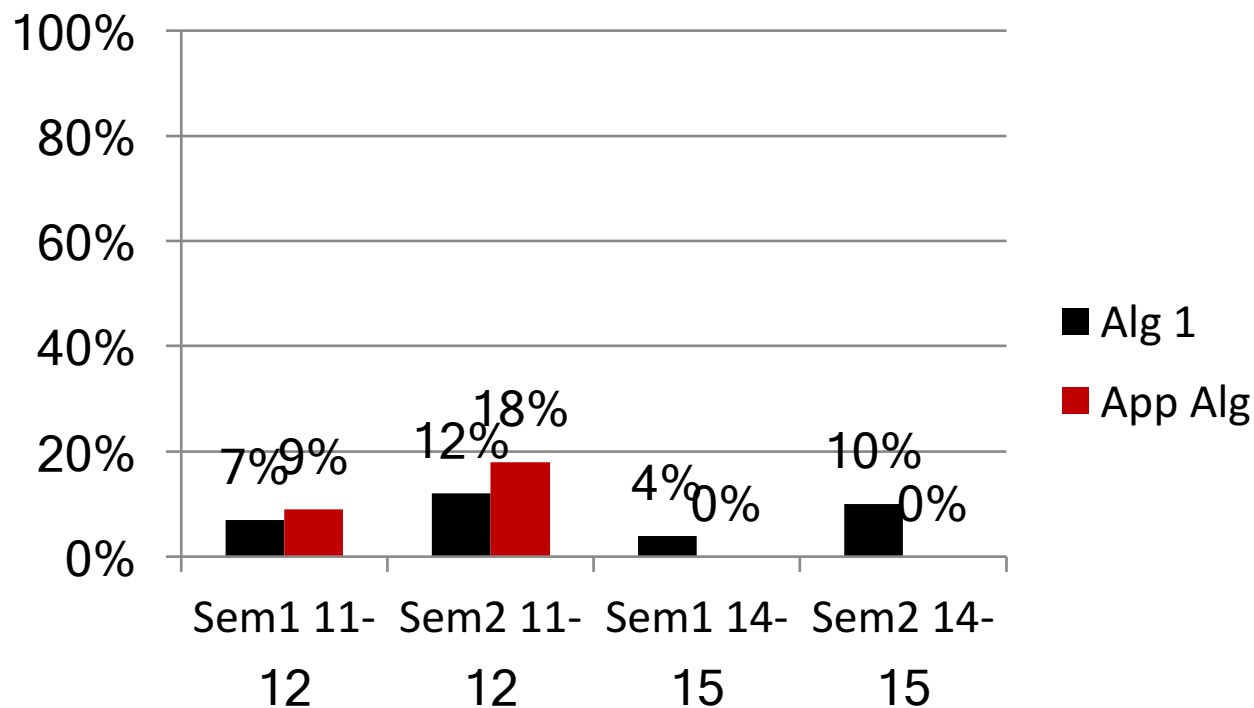
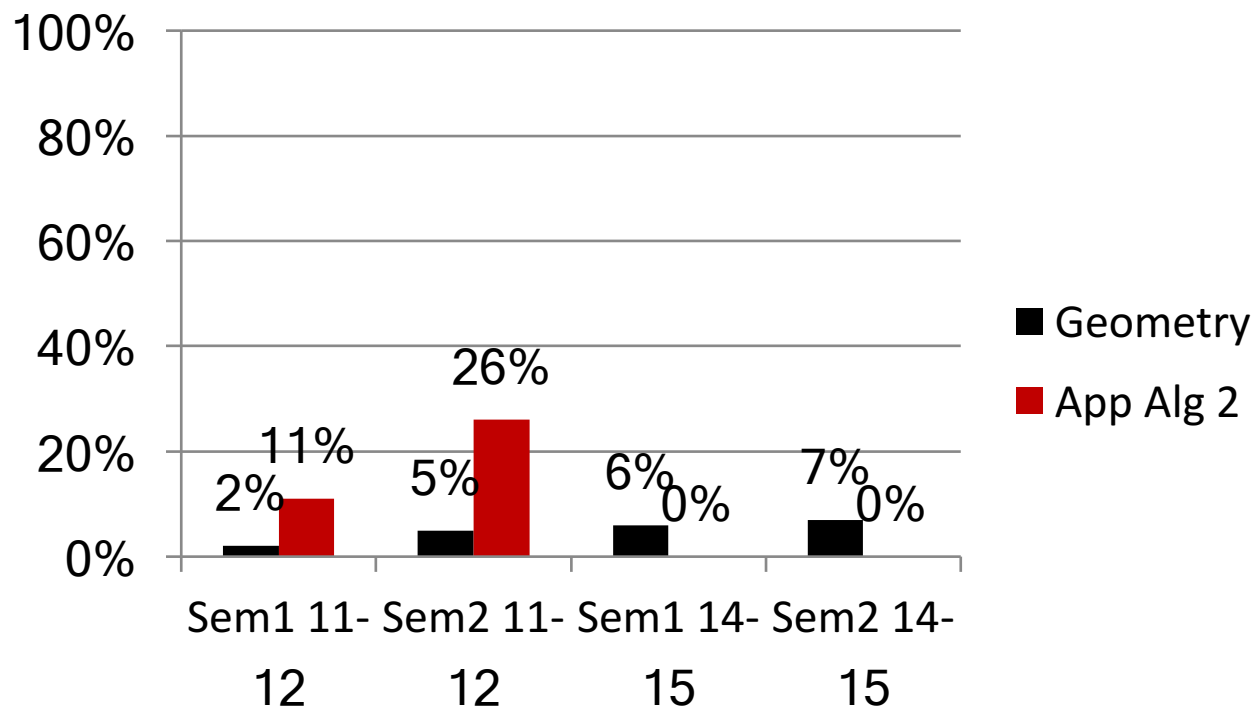# River Bluff H.S. Integration Percent of Students Labeled Intellectual Disabilities
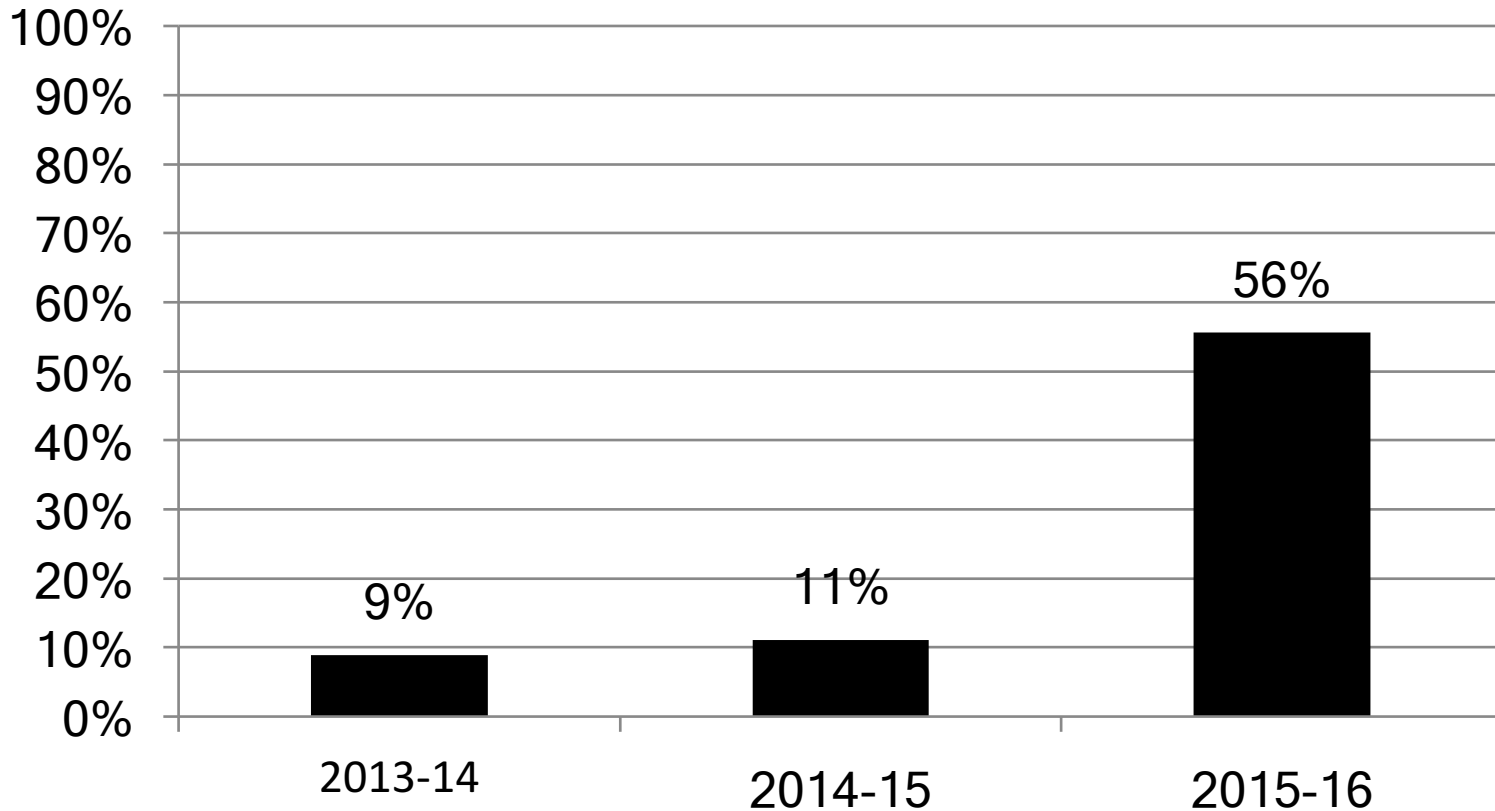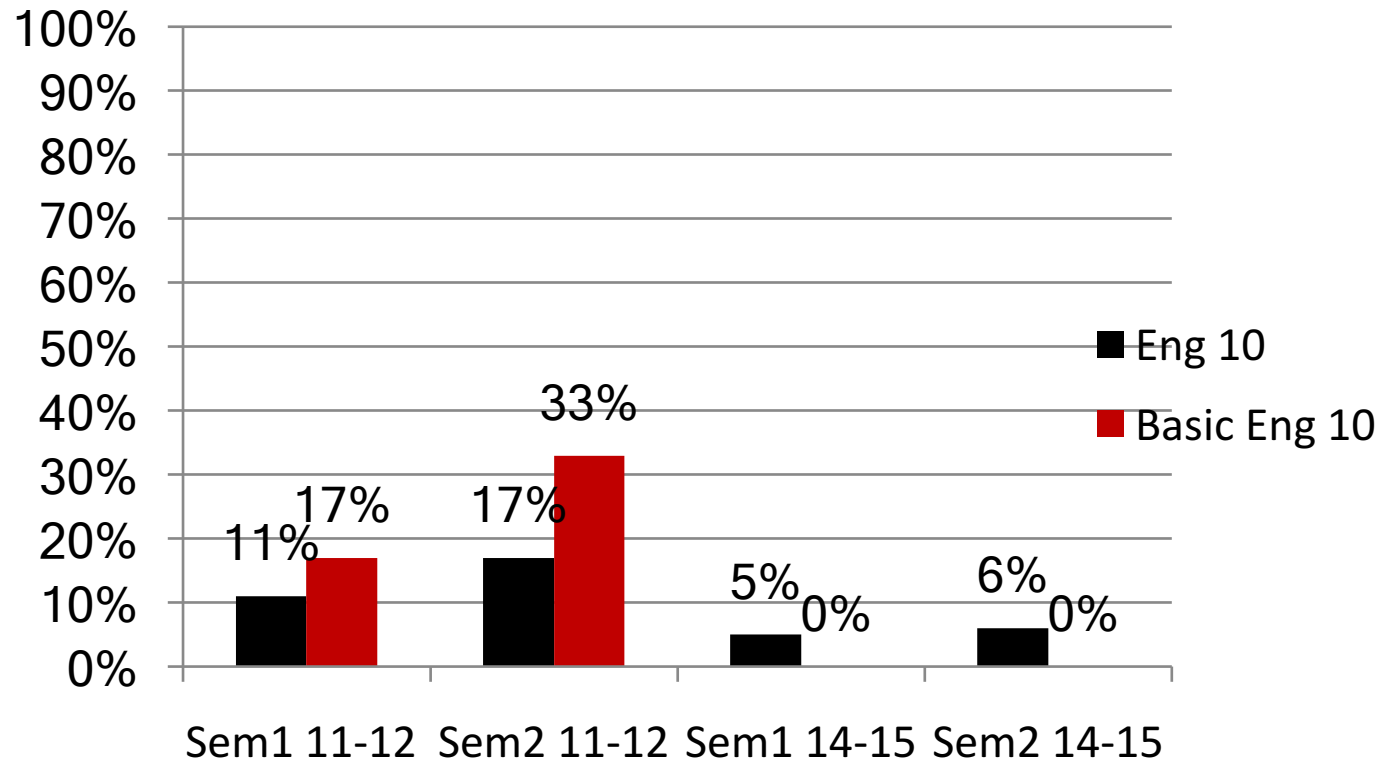
# River Bluff H.S. Biology Percentage of F's
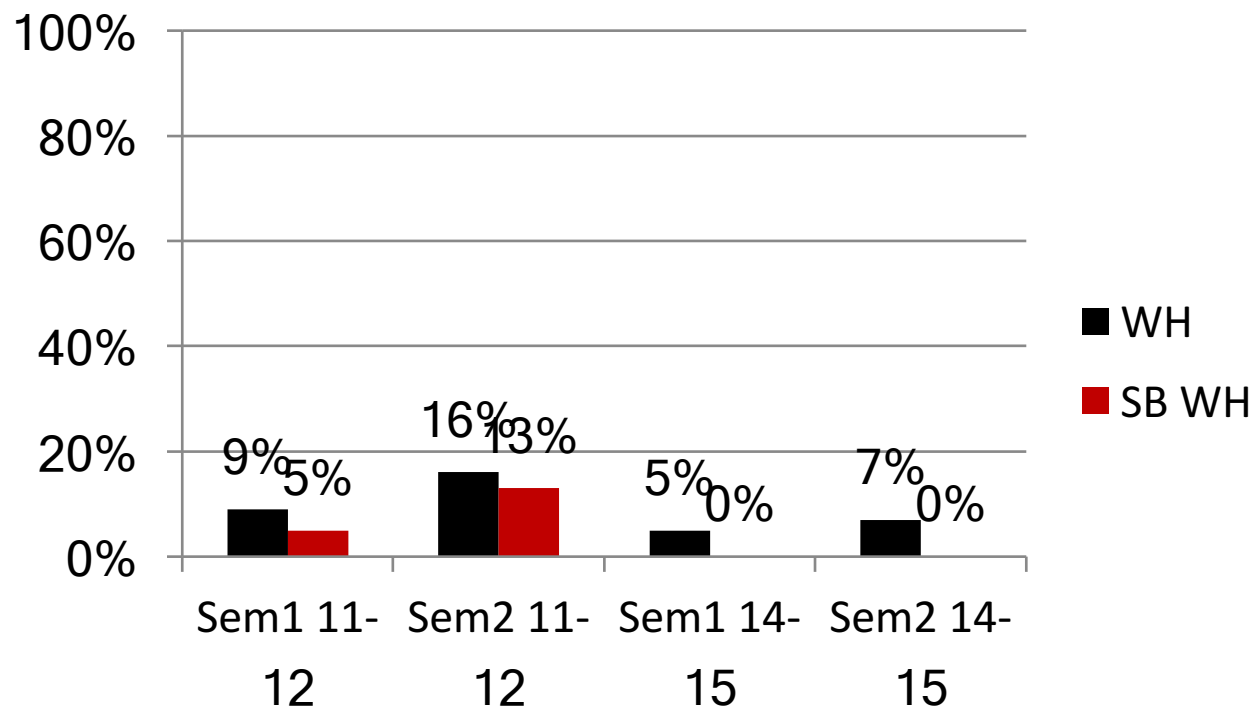
# River Bluff H.S.: Algebra 1 Percentage of F's

# River Bluff H.S.: Geometry Percentage of F's

# River Bluff H.S.: English 10 Percentage F's



Bar chart showing percentage of F's for Eng 10 (black) and Basic Eng 10 (red):

- Sem1 11-12: Eng 10 = 11%, Basic Eng 10 = 17%
- Sem2 11-12: Eng 10 = 17%, Basic Eng 10 = 33%
- Sem1 14-15: Eng 10 = 5%, Basic Eng 10 = 0%
- Sem2 14-15: Eng 10 = 6%, Basic Eng 10 = 0%

# River Bluff H.S.: World History Percentage of F's

# River Bluff H.S.- US History Percentage of F's
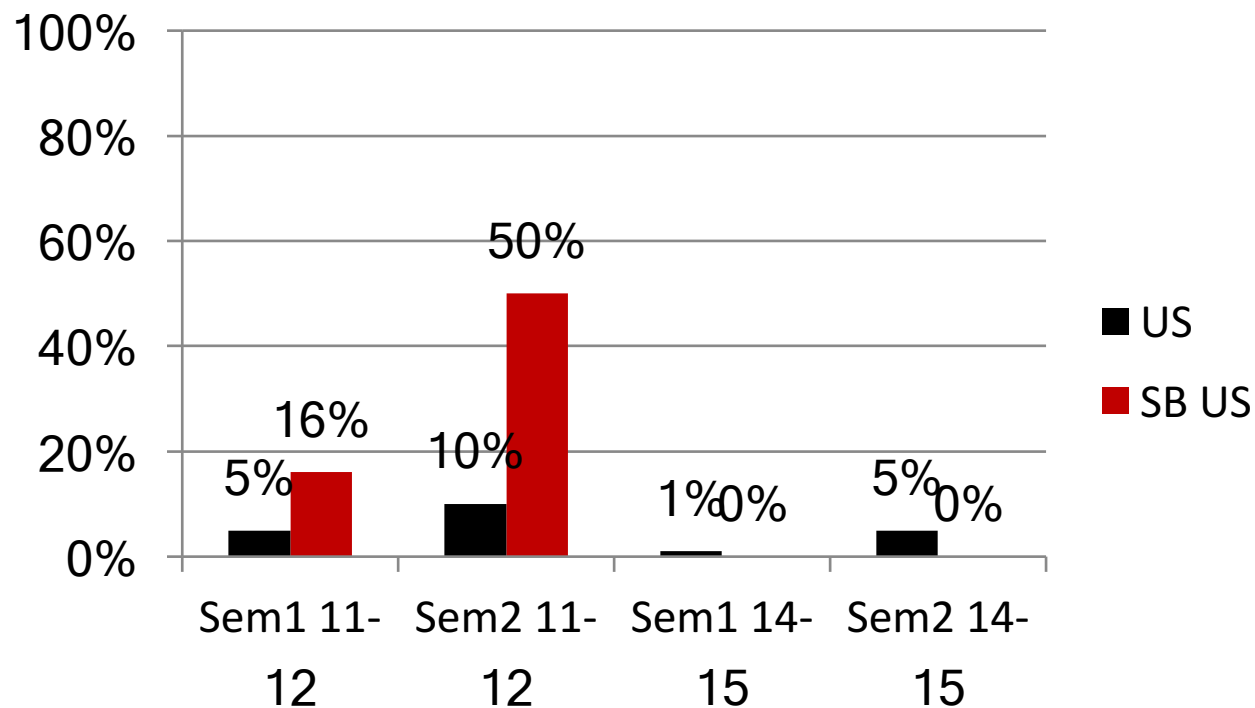
# ICS Cornerstone 1:
# Step 5 – Create Equity Non-Negotiables



ELIMINATE INEQUITIES FOR ALL STUDENTS

# Integrated Comprehensive Systems for Equity – Four Cornerstones

**Cornerstone 1- Focus on Equity**

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**Cornerstone 2- Align Staff & Students**

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**Cornerstone 4 – Leverage Policy and Funding**

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**Cornerstone 3 – Transform Teaching and Learning**

Step 10. Co-Plan to Co-Serve
Step 11. Identity Relevant Teaching & Learning for All Learners

# To Interrupt the Cycle of Marginalization...
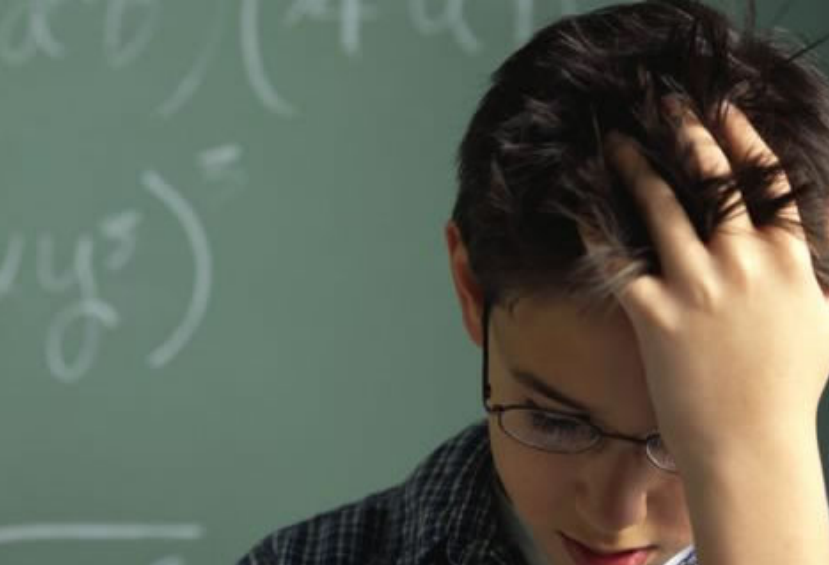
# Outcome of Deficit-Based/ Equity Non-Negotiable

## Cornerstone 1: Focus on Equity

1. Blames and labels the students

1. Changing system to eliminate inequities begins with ourselves

© Ron Leishman * www.ClipartOf.com/439492

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# Outcome of Deficit-Based/ Equity Non-Negotiable

## Cornerstone 1: Focus on Equity

Tracks and marginalizes students of color, poverty, language, disability, and ability

2. System is responsible for prevention of student failure.

# Outcome of Deficit-Based/ Equity Non-Negotiable

## Cornerstone 2: Align Students and Staff

Isolates students by ability and limits access to high quality instruction

3. Students are not segregated into particular schools based on a label (such as special education, linguistically diverse). Students are assigned based on proportional representation in all environments (e.g. schools, classrooms, courses, teams, clubs, etc.).

# Outcome of Deficit-Based/ Equity Non-Negotiable

## Cornerstone 2: Align Students and Staff

Fragments a
student's day



4. All staff are aligned to grade level teams (e.g., teacher-based teams) including general educators, interventionists, Title supports, special education teachers, ELL teachers, etc. Within these teams they share knowledge and expertise with each other to intentionally increase each others' capacity to better educate all learners

# Outcome of Deficit-Based/ Equity Non-Negotiable

## Cornerstone 3: Transform Teaching and Learning

Prevents transfer of educator and student knowledge back to integrated environments

5. These teacher-based teams *co-plan and co-serve^TM* through proactive instructional practices for each learner within their grade.

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# Outcome of Deficit-Based/ Equity Non-Negotiable

Some students receive support while other's are denied

6. Curriculum and instruction is rigorous, *identity relevant teaching and learning* for all students.

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# Outcome of Deficit-Based/ Equity

## Cornerstone 3: Transform Teaching and Learning

Provides less rigor-data does not reflect helping.

7. Curriculum is created for all learners the first time the concept is taught versus developed for a *normed-*group of students and then adapted after-the-fact.

# Outcome of Deficit-Based/Equity

## Cornerstone 3: Transform Teaching and Learning

Designed for no one

8. Personalized plans are developed for all learners to assist educators in determining appropriate instructional practices and documenting progress and goals.
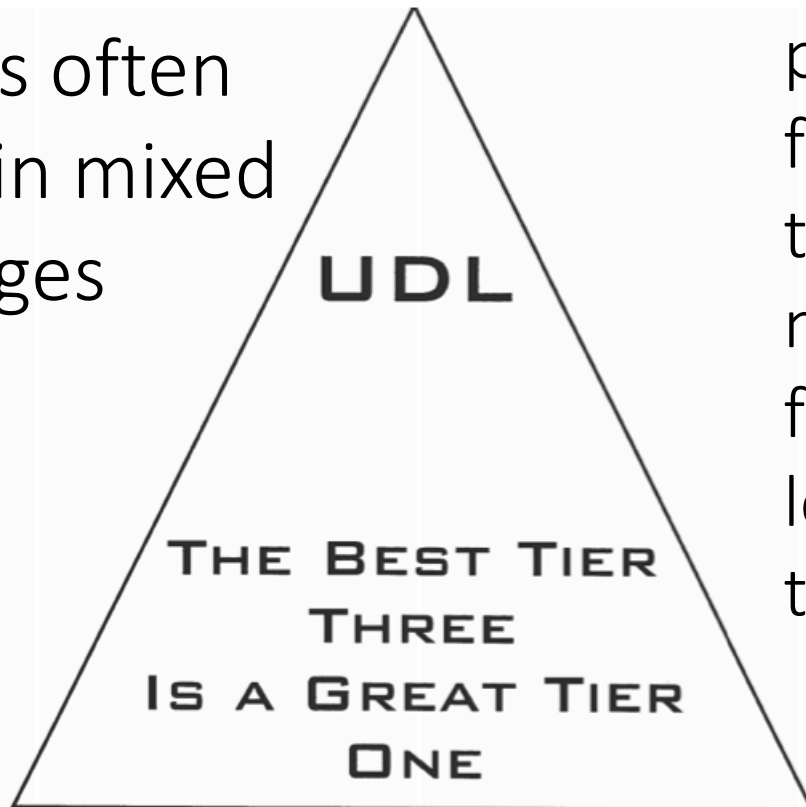
NO ONE

# Outcome of Deficit-Based

## Cornerstone 4: Leverage Policy and Funding

Policies often result in mixed messages

UDL

THE BEST TIER
THREE
IS A GREAT TIER
ONE

9. All district policies, procedures, and funding aligned with all the above equity non-negotiables and federal and state legislation is leveraged to eliminate inequities.

# Mequon-Thiensville School District Equity Non-Negotiables
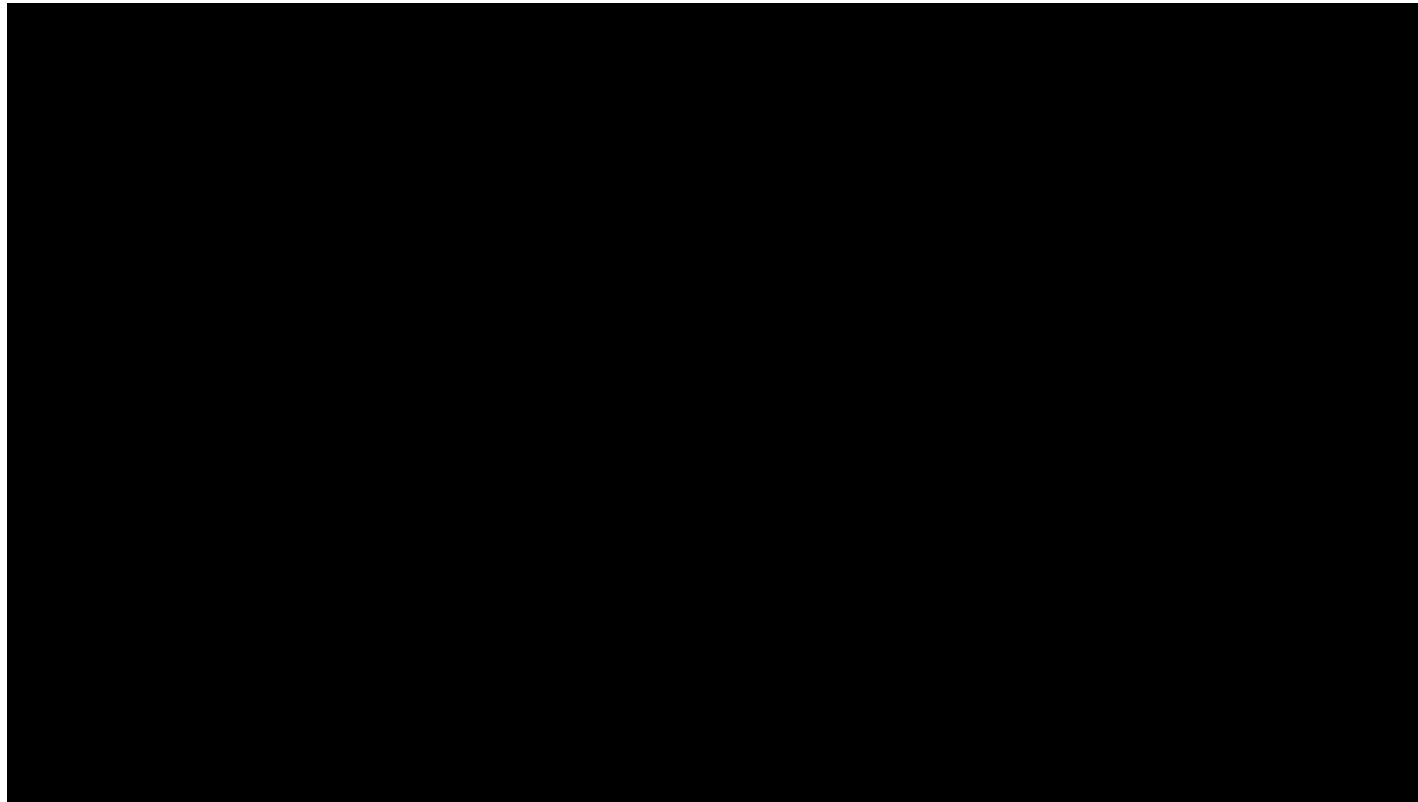
# ICS Cornerstone 1:
# Step 6 – Equity Audit to Drive Change



ELIMINATE INEQUITIES FOR ALL STUDENTS

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Step 11.  Identity Relevant Teaching & Learning  for All Learners

## Cornerstone 1 – Focus on Equity
## Step 6 – Equity Audit to Drive Change

*Educators "overwhelmingly do not have a clear, accurate, or useful understanding of the degree of inequity present in their own schools and school districts" (Skrla, McKenzie & Scheurich, 2009, p. 5)*

**1. Proportional representation anchors audit**

2. District & Building Level Leadership team conducts audit

3. Design audit – ICS provides Data Form

4. Collect & analyze data

5. Prioritize & set goals

6. Develop Equity Plan to achieve goals

## **Proportional Representation**

◦ #1 Equity Non-Negotiable
◦ Central in all practice
◦ NEVER Compromise on this

Demographics of every program/extracurricular, etc. represents the demographics of the school

- 12% students with disabilities in school, then all classrooms/courses/experiences include 12% students with disabilities

- 28% students of color in the school, then at least 28% of students in gifted, honors, AP, advanced courses, extra-curriculars are students of color.

## Step 6 – Equity Audit to Drive Change Proportional Representation (cont)

Applies to Disability, Students Labeled ELL, Students Labeled Gifted (classroom assignment elementary/middle)
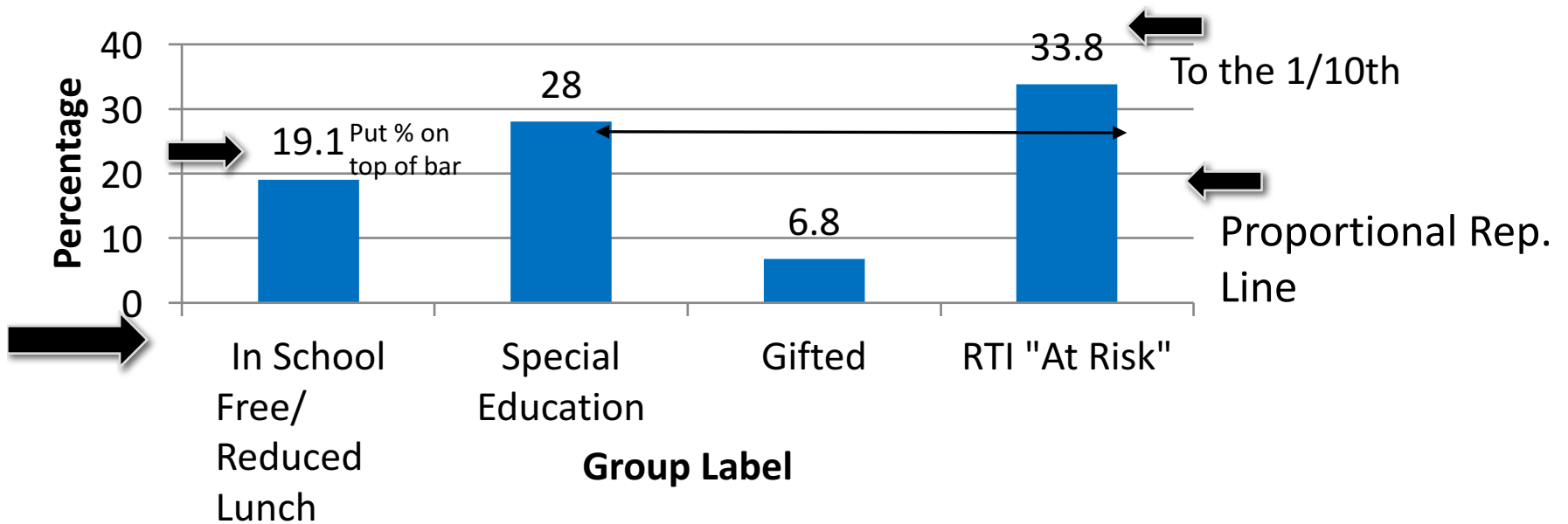
Does not apply to achievement

Is minimal goal for ACT, honors, AP courses, etc. (social class, race, language, ability, gender)

# Cornerstone 1 – Focus on Equity
## Step 6 – Equity Audit to Drive Change
## Proportional Representation (graph)

1. Proportional representation anchors audit

2. District & School Level Leadership team conducts  audit

**3. Design audit – ICS provides Fillable Data Form in Module**

**4. Collect & analyze data**

5. Prioritize & set goals

6. Develop implementation plan to achieve goals

## ICS Equity Audit Form

1.  Collect data on social class, race (disaggregated by race), language, disability, gender, sexual/gender identity

2.  Areas

a.  In programs – special education, gifted/honors/AP, Response to Intervention

b. Achievement – math/literacy achievement, graduation, ACT,

c. Truancy/Attendance/Discipline

In addition to Equity Audit Data Form –

STUDENT VOICE

Student interviews/ Student Panels, Attending Student Groups (e.g., Gay/Straight Alliance, Black Student Union)

Student 5 -  ". . . . *before we come into high school there's always these pre-set notions that if you're in Mrs. Hartman's grade for middle school (which is the advanced English or Math) and through that you kind of get on the trail of becoming or going to advanced classes your whole high school career. What you kind of see is, for example in English, um, there aren't many... actually I'm the only minority in advanced AP 12, and you'll see that minorities are often skipped upon in that route in middle school and they never end up being able to achieve that at the end of their senior year the highest English route. And it's just maybe because they're not even considered.* "

*"Yeah, because like maybe like last year for history, like I asked my history teacher if I should take AP and they were like yeah probably not so  I thought I guess I'll just stick with the regular history so it kind of like made my like confidence go down about it."*

# Eliminate Inequities

Schools must have a culture of
*Equity for ALL*

◦ Race

◦ Disability

◦ Language

◦ Social class

◦ Gender

◦ Sexual/Gender Identity

◦ And their intersections

## To Build an Equitable Society

# Thank you!!!
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Icsequity.org



The time is always right to do what is right.

~ Martin Luther King Jr.