INTEGRATED COMPREHENSIVE SYSTEMS FOR EQUITY

ELIMINATE INEQUITIES FOR ALL STUDENTS

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Integrated Comprehensive Systems (ICS) for Equity
or ICS Equity

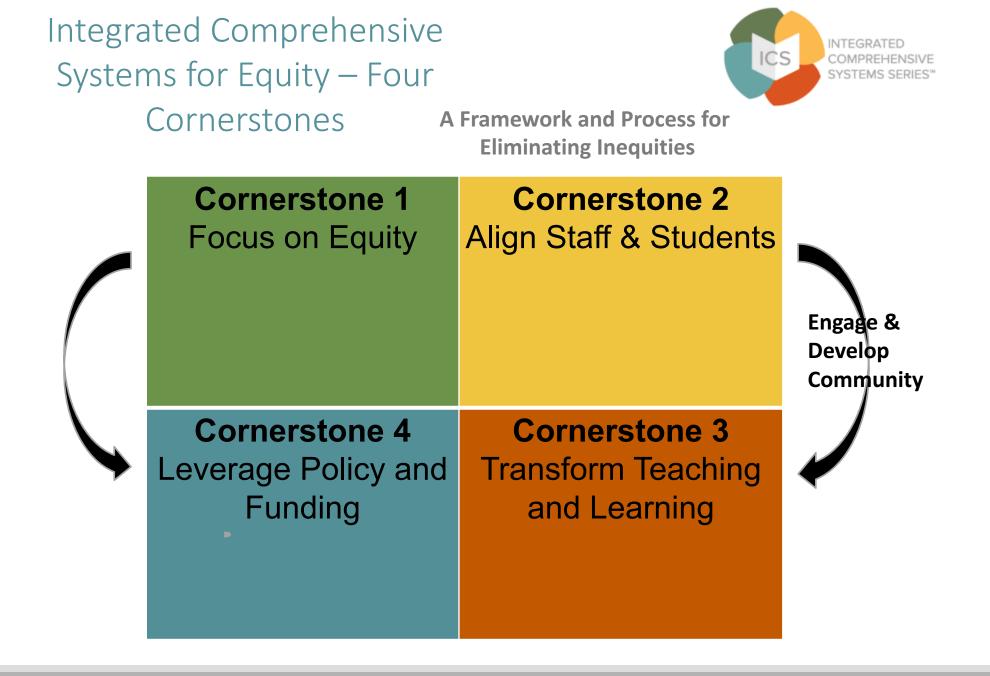*Proactive Steps for Closing the Achievement Gaps*

Who is here?

Let's Introduce ourselves to those sitting around us

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. Create Equity Action Plans

Cornerstone 3 – Transform Teaching and Learning

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

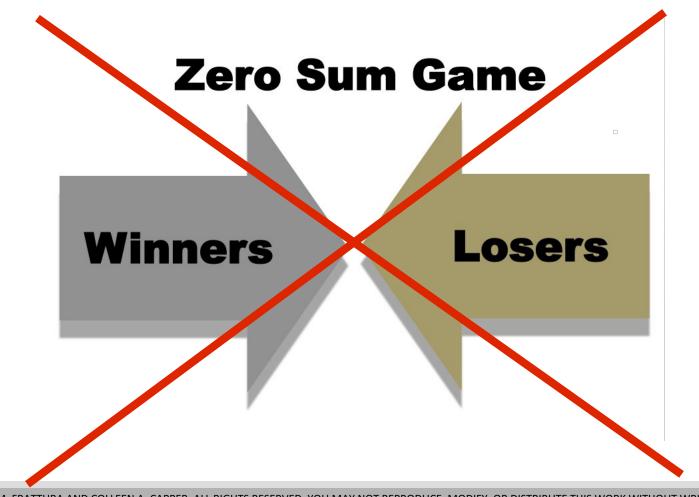ICS INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

a. A Framework – not equity piecemeal

b. A Process – Step by Step to guide the work

c. Not an "Initiative" Not a "Model", Not a "Program". Not an "Equity Workshop", anchors all work in setting

2. Advances Learning for All Students Across All Identities – thus Close the Achievement Gaps

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

Equity is Not a Zero Sum Game
Equity Advances Learning for All

Equity and Excellence Advances Learning for All

The Research

Academic Benefits of Diversity

Improved:

❖ Cognitive skills

❖ Critical thinking

❖ Problem-solving

because students' experience with individuals different from themselves, [and] the novel ideas and situations that such experience brings,

challenges their thinking and leads to cognitive growth"

(2012, AERA, Amicus Curiae Brief U.S. Supreme Court Fisher v. University of Texas at Austin) – specific to race neutral policies
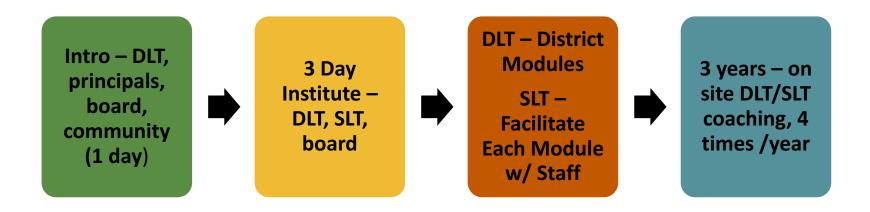
3. Research and Evidence Based

-Grounded in over 45 years of equity research

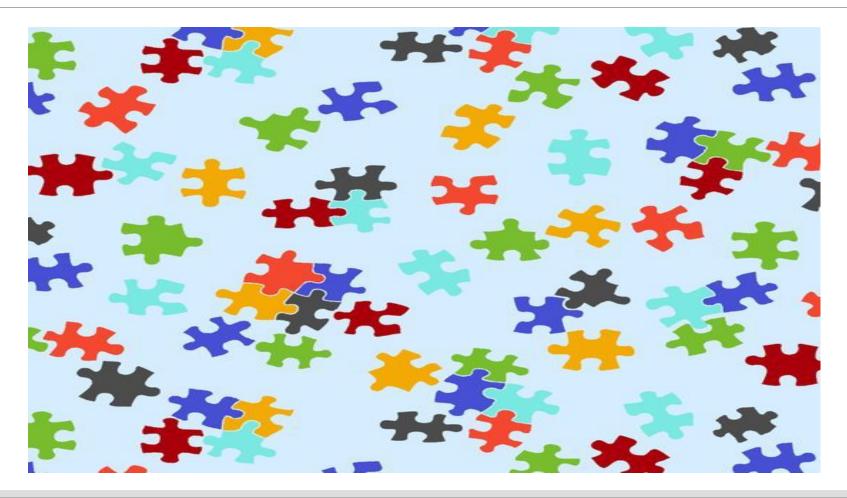-Equity outcome data from Districts/Schools engaged with ICS Equity

4. Intensive Professional Developme[nt] Today is an Overview

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Intro – DLT, │      │              │      │ DLT – District│     │              │
│ principals,  │  ▶   │   3 Day      │  ▶   │  Modules     │  ▶   │ 3 years – on │
│ board,       │      │ Institute –  │      │              │      │ site DLT/SLT │
│ community    │      │ DLT, SLT,    │      │  SLT –       │      │ coaching, 4  │
│ (1 day)      │      │ board        │      │ Facilitate   │      │ times /year  │
│              │      │              │      │ Each Module  │      │              │
│              │      │              │      │ w/ Staff     │      │              │
└──────────────┘      └──────────────┘      └──────────────┘      └──────────────┘
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Additional PD as needed (e.g., Co-Plan to Co-Serve, identity development, students with significant disabilities, challenging behaviors, new staff orientation, board training, etc.
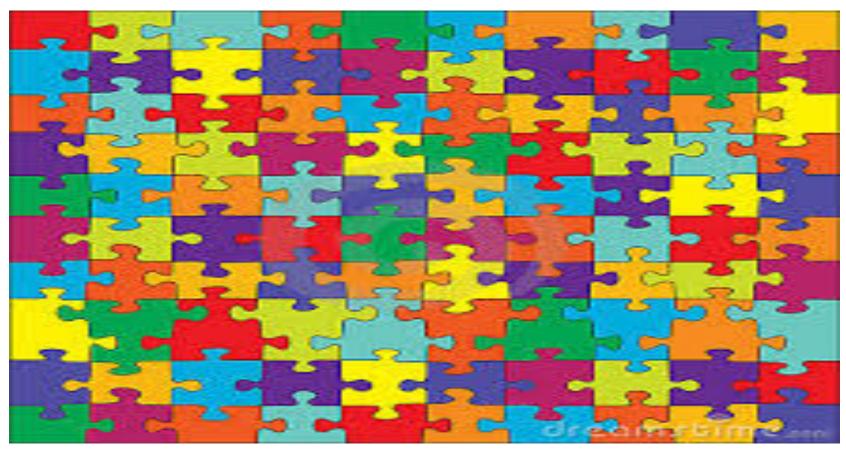
Provide a Framework To Bring Together The District/School Equity Work
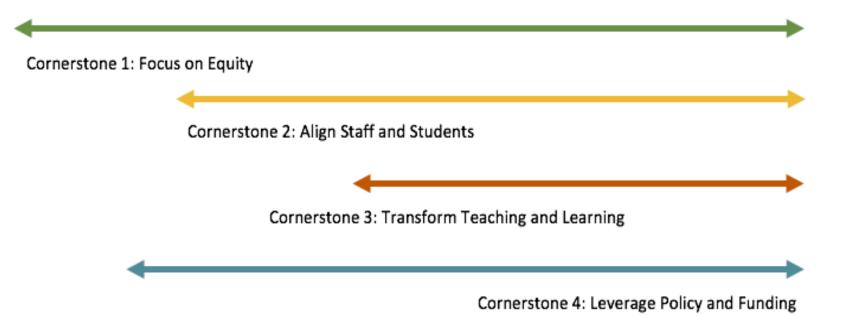
Provide a Framework and Process To Advance the School Improvement Plan and District Strategic Plan
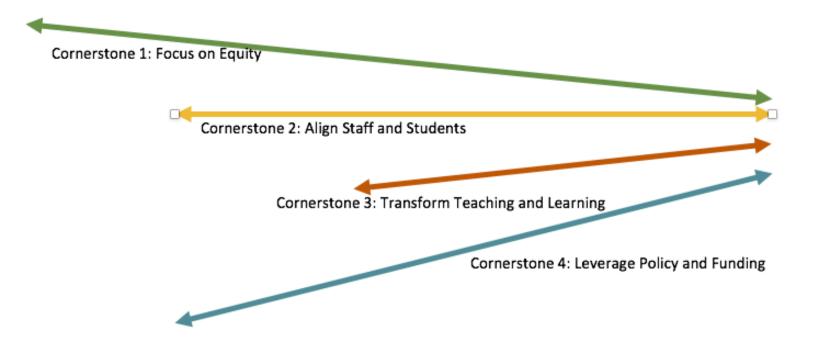
The ICS for Equity Process...

Cornerstone 1: Focus on Equity

Cornerstone 2: Align Staff and Students

Cornerstone 3: Transform Teaching and Learning

Cornerstone 4: Leverage Policy and Funding

The ICS for Equity Process (cont)
Over Time... 3 years... or so...

Cornerstone 1: Focus on Equity

Cornerstone 2: Align Staff and Students

Cornerstone 3: Transform Teaching and Learning

Cornerstone 4: Leverage Policy and Funding

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

- Experience discomfort
- Stay engaged
- Speak your truth
- Expect and accept non- closure

Community Agreements (cont)

- 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

- Please stand/move/take a break when we do

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

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The Reality
Persistent Inequities

Schools have a culture of *Marginalization*

◦ Race

◦ Disability

◦ Language

◦ Social class

◦ Religion

◦ Gender

◦ Sexual/Gender Identity

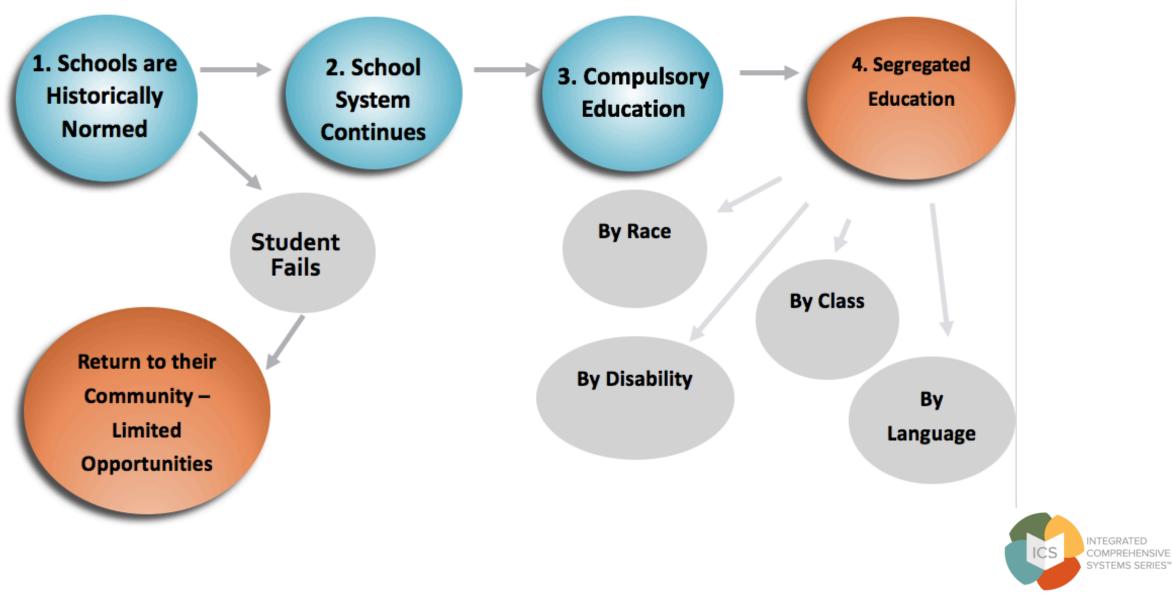◦ And their intersections

Stepping Back to Move Forward

"History is not just facts and events.
History is also a pain in the heart
and we repeat history until we are able
to make another's pain in the heart our own."

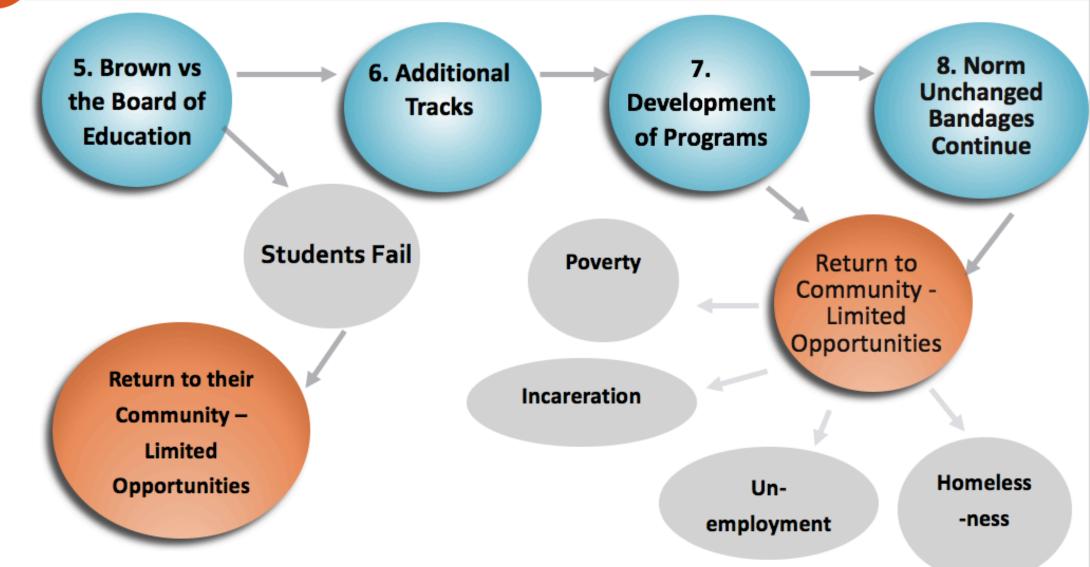Julius Lester, Author, Poet Musician
Professor Emeritus
University of Massachusetts

History of Marginalization

...we have created a Deficit-Based System.

What Our History has Taught Us

The Expectation Was and Still is *Assimilation*–

Setting in motion a *deficit based* educational system that perpetuates the gaps in achievement by:
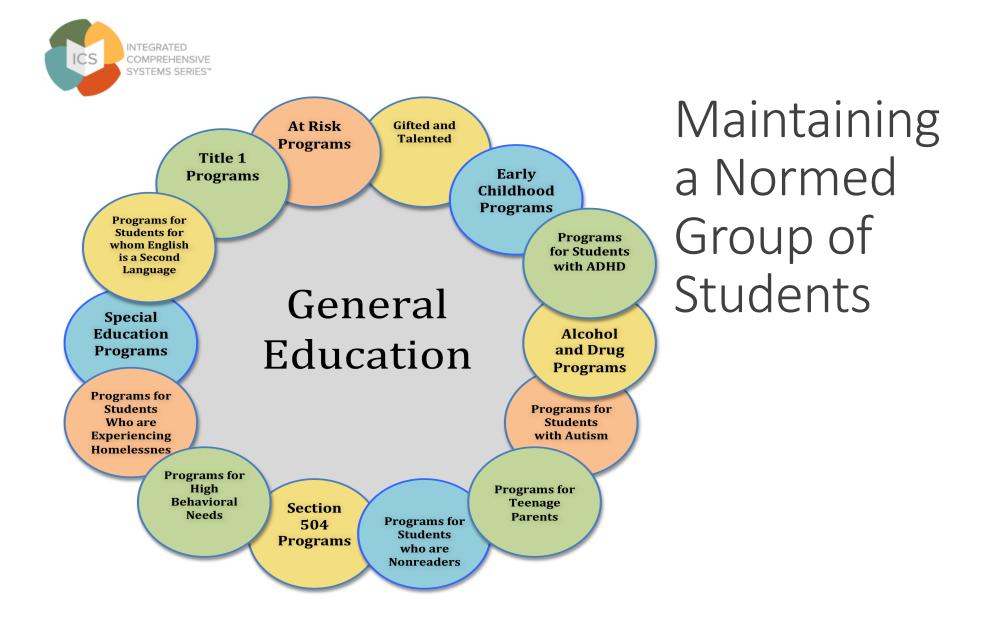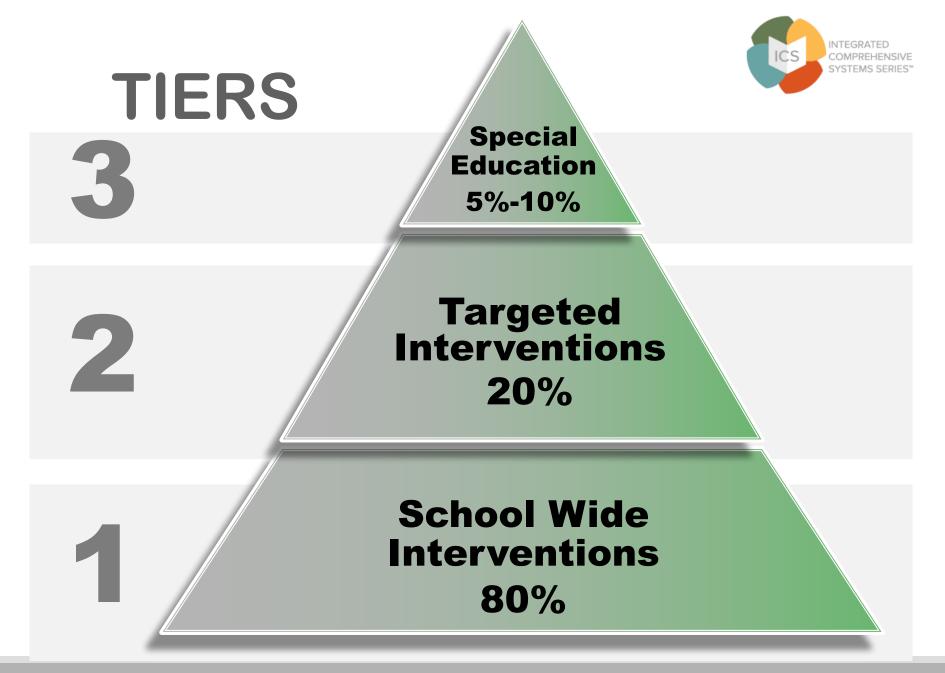
race

poverty

disability

linguistically diverse
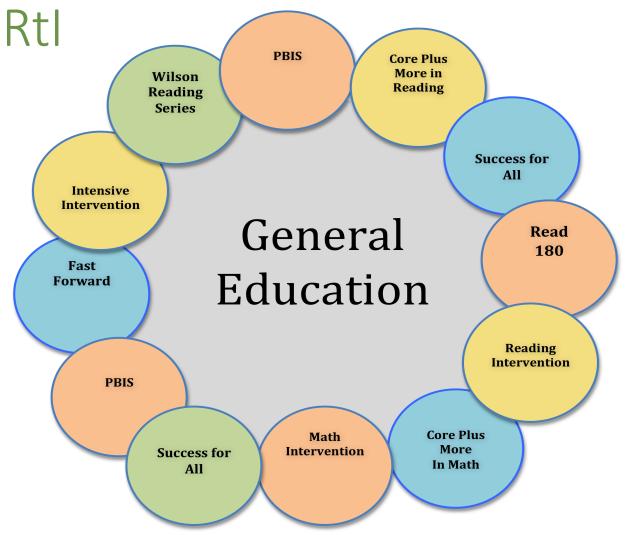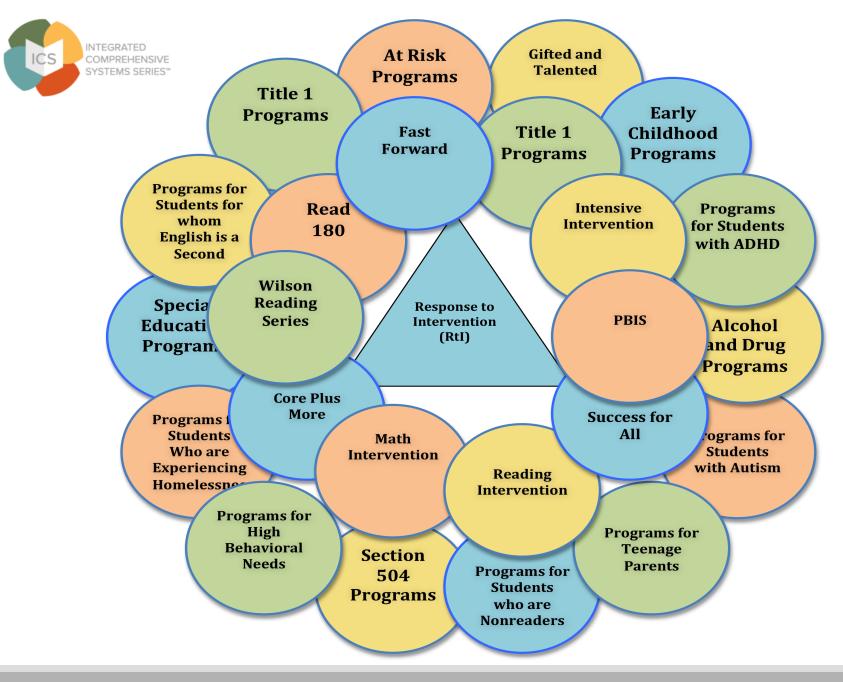
gender and their intersections

Maintaining a Normed Group of Students

TIERS

3

2

1

Special Education
5%-10%

Targeted Interventions
20%

School Wide Interventions
80%

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SYSTEMS SERIES™
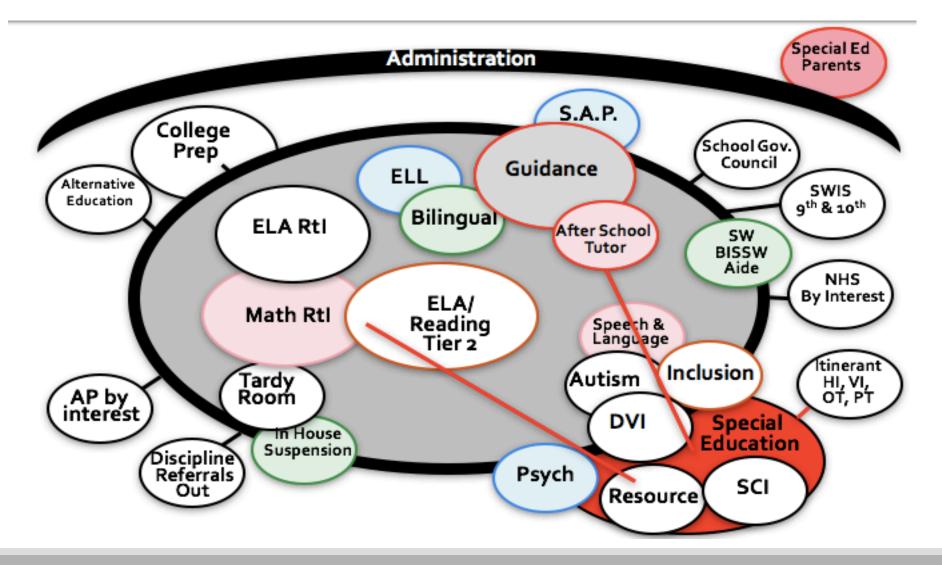
Create More Programs Under RtI
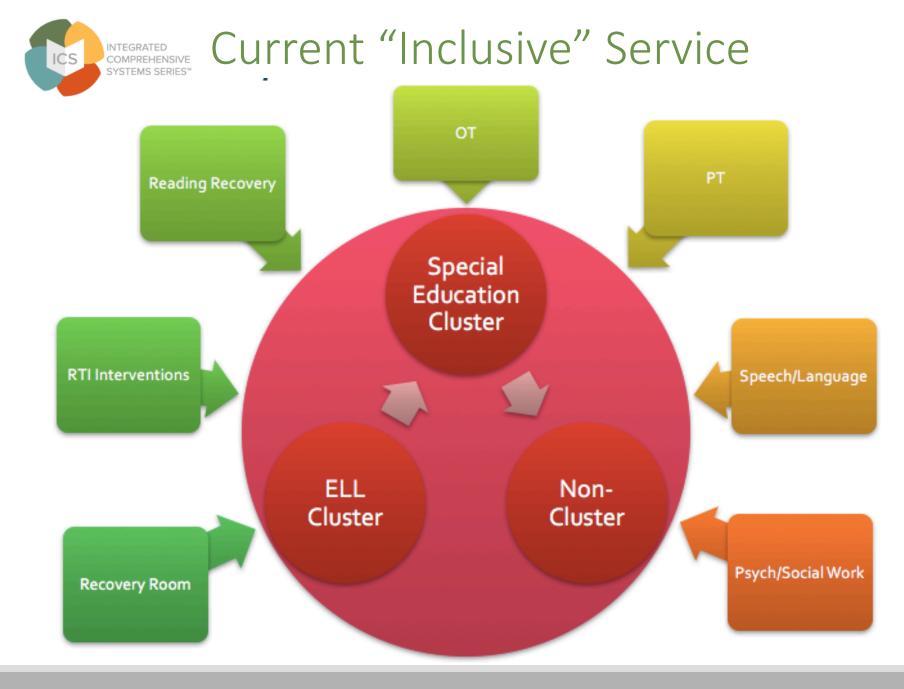
Sample High School Current Educational Structure
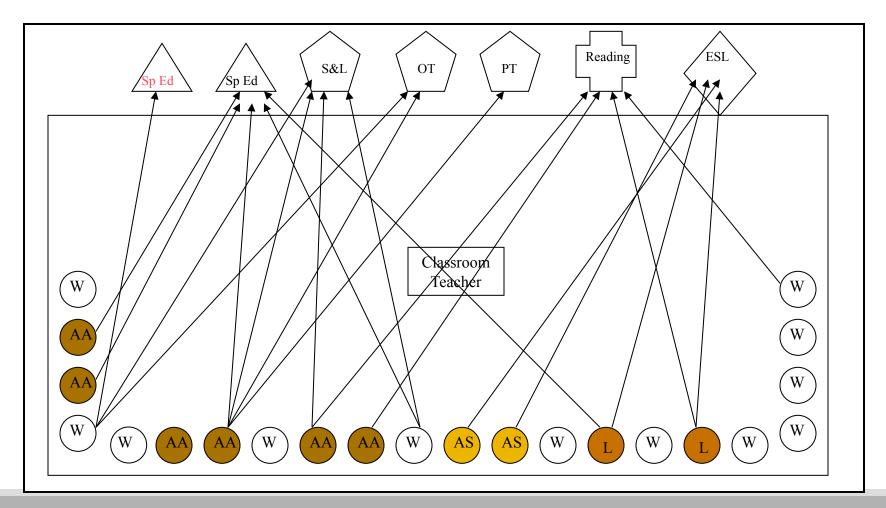
Current "Inclusive" Service

Elementary Classroom - Disrupted by Pullout

What Resonates/Gives you Pause About Step 1 thus far– The History of Marginalization?

With your elbow partner, talk about

1. What resonates with you?

2. What are the problems with our current practices?

Where Students Learn Matters

Students pulled-out or ability grouped/ or segregated from other students for instruction - taught they do not belong...

Students who remain are taught who belongs and who does not!

Perceptions Matter

Stereotype threat – lowers performance when their marginalized identity is reinforced

cues can harm performance

Stereotype lift – increases performance when others are informed of a negative stereotype of another group.

Stereotype lift and threat occurs every day in every school perpetuating societal marginalization…
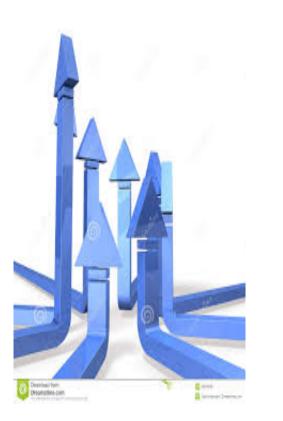
(Steele & Aronson, 1994)

What Our Educational History Has Taught Us

Such practices *blame and label the students and provides less rigor* by isolating students through the ineffective practice of grouping by ability and limiting access to high quality instruction.

What We Now Know

Students who leave the general education classroom *receive the most fragmented, least cohesive education*.

Students with the *most needs, are expected to synthesize information across the the most adults and most environments.*

Limits transfer of both educator and student knowledge back to the core of teaching and learning
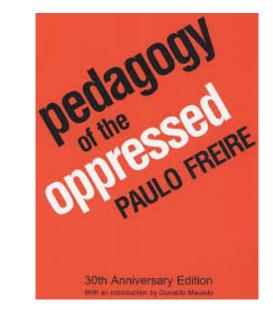
Intentional or Unintentional?

As Freire stated in 1970 in his book, Pedagogy of the Oppressed:

It is in the interest of the oppressor to weaken the oppressed still further, to isolate them, to create and deepen rifts among them.

This is done by varied means, from the repressive methods of the government bureaucracy to the forms of cultural action with which they manipulate the people by giving them the impression that they being helped. (p. 141)

"Good Intention….

Is a hall pass through history, a sleeping pill that ensures the Dream."

Ta-Nehisi Coates, 2015

The dream …. cannot be of assimilation….

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What if our Bias Created the Systems We Have?

Deficit and Asset Perspectives
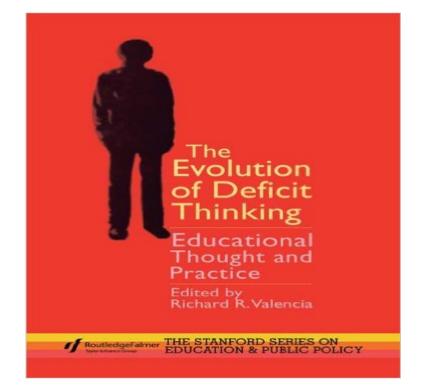
Reflect on Deficit Language/Ideology in Our Setting

Practice Assets Perspective with Poverty

Deficit perspective/ideology (Richard Valencia)

Assets perspective/"funds of knowledge" (Luis Moll) and why this is important?

Funds of Knowledge: The cultural resources that students bring to the classroom.

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.

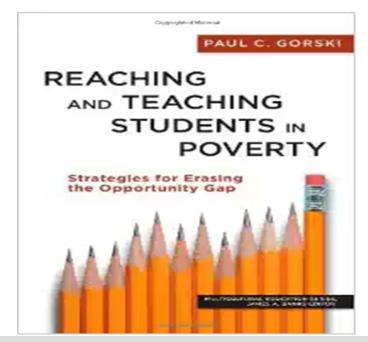# Assets View of Families Experiencing Poverty – List all the assets you see/hear

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

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

"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)

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
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Stereotype: Substance Abuse

"Alcohol abuse is far more prevalent among people who are wealthy 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)

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)

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."

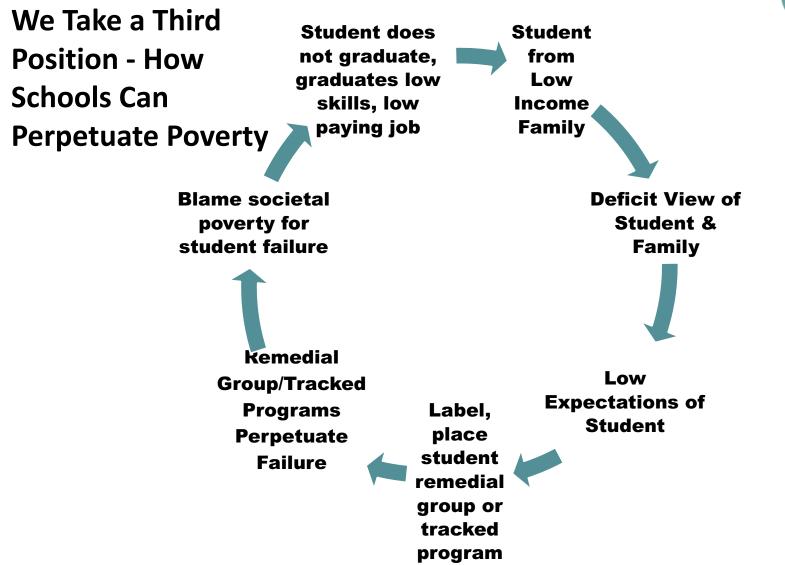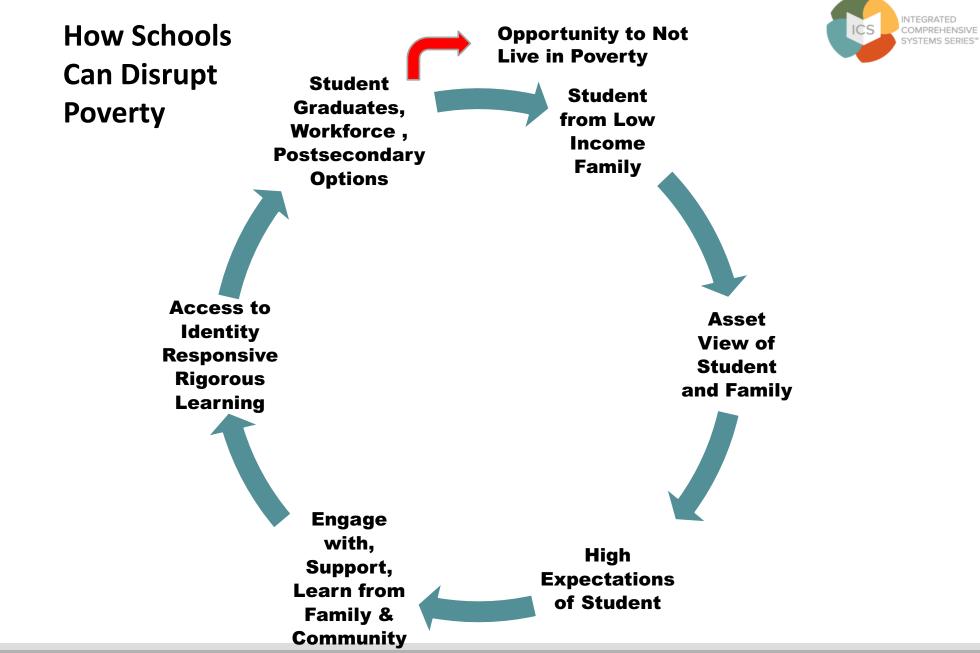Stereotypes Are Us (Gorski, 2013)

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Two schools of thought on poverty:

1. We cannot fix schools until we fix poverty.

2. Ignore poverty and do all we can in schools.

We Take a Third Position - 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 group or tracked program → Remedial Group/Tracked Programs Perpetuate Failure → Blame societal poverty for student failure →

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, Workforce , Postsecondary Options

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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 Behind this Work
ICS- Cornerstone 1- Step 4 – Apply the Equity Research

▪Heterogeneous classrooms/Academic Benefits of Diversity

▪Inclusion of students with disabilities

▪Education of students labeled gifted

▪Integration of students who are linguistically diverse

▪Ability Grouping

▪Tracking

▪RtI

▪Poverty and Education

▪Addressing LGBT identities

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

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

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:

   Do our current practices reflect what the equity research says?

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

Equity Research Summary

Heterogeneous Classrooms/Academic Benefits of Diversity

1. promotes learning outcomes, better prepares students for increasingly diverse workforce/ society, better prepares them as professionals

2. Improved cognitive skills, critical thinking, problem-solving, because students' experience with individuals different from themselves, [and] the novel ideas and situations that such experience brings, challenges their thinking and leads to cognitive growth" (2012, AERA, Amicus Curiae Brief U.S. Supreme Court Fisher v. University of Texas at Austin).

Equity Research Summary

Ability Grouping

1 . Students of all abilities learn more in heterogeneous vs. ability groups (Leithwood, Lois, Anderson, & Wahlston, 2004; Oakes, 1985; Yonezawa, Wells, & Serna, 2002).

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

Students Labeled w/ Disabilities (across labels) Integrated Settings	Students Labeled ELL Integrated Settings	Students Labeled Gifted
• **Learn more academically** • **Achieve more IEP goals** • **Gain socially** • **Students w/o disabilities neutral/ positive academic gain. Social gains**. (ex. studies Baker, Wang, & Walberg, 1994; Cole & Meyer, 1991; McLeskey, Waldron, & Pacchiano, 1993; Saint-Laurent & Lessard, 1991; Fryxell & Kennedy, 1995;; Hall, 1994; Hunt et al., 1994; Hunt, Soto, Maier, & Doering, 2003)	• **Learn more academic English & greater achievement gains** • **Peer models of English** • **Higher teacher expectations** • **Teachers model English-Higher level of discussion** • **Become bilingual language role models for students whom English is primary language** ((Brisk, 2006; Kanno & Kangas, 2014; Scanlan & Lopez, 2013; Thomas & Collier, 2002, 2012; Theoharis & O'Toole, 2011).	• **Higher ability groups, students progress, most students benefit from higher teacher expectations, higher academic self concept, positive peer relations, smaller class sizes** (Catambis & Buttaro, 2012) • **Homogenous grouped gifted – no opportunity to learn across difference; test anxiety, lower self esteem, some negative impacts on grades/rankings**(Bui, Craig, & Imberman, 2011; Ireson, Haliam & Plewis, 2010).

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Equity Research Summary

Response to Intervention

1. Large scale study, reading interventions did not improve reading outcomes; it produced negative impacts (Balu, Pei, Doolittle, Schiller, Jenkins, & Gersten, 2015).

2. Equity audit data – 5 years, 60 schools, El, Middle, High

a. Students of color, low income, ELL over-represented

b. African American students more over-represented than any other group

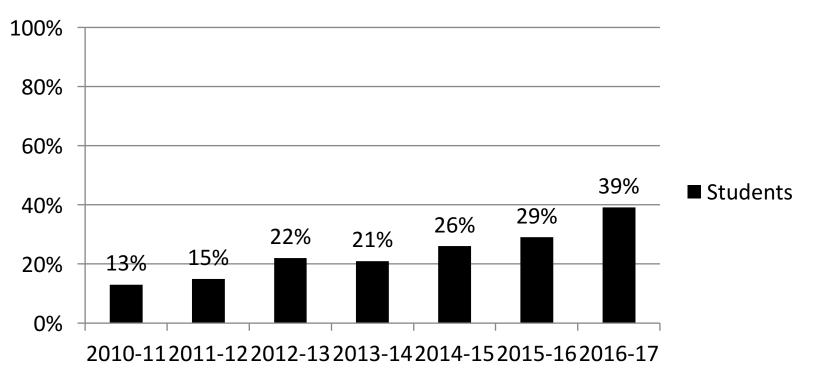c. Some short term gains, fewer long term gains

Schools and Districts Implementing ICS

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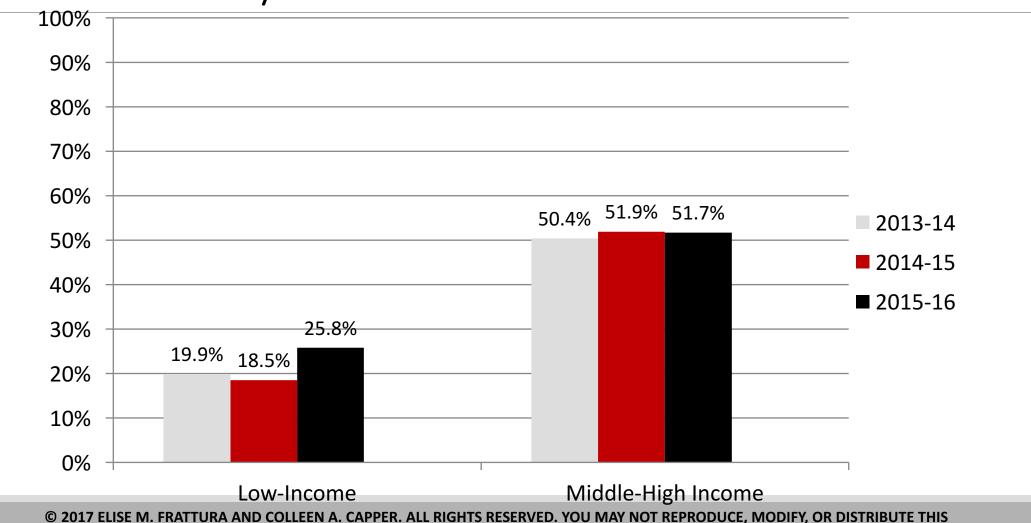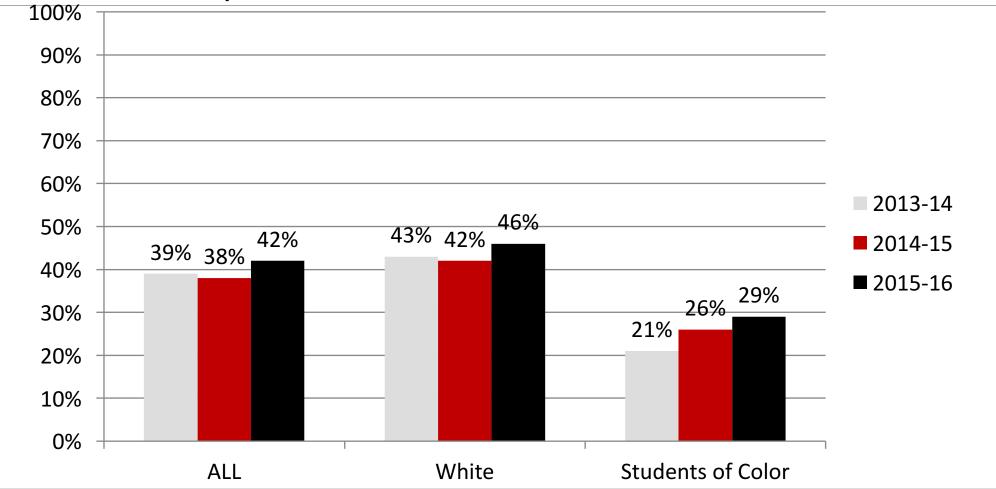
River Bluff H.S. - Percentage of Student Group Enrolled in 1+ AP/Honors Course

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

Legend:
- 2013-14
- 2014-15
- 2015-16

ALL: 39%, 38%, 42%
White: 43%, 42%, 46%
Students of Color: 21%, 26%, 29%
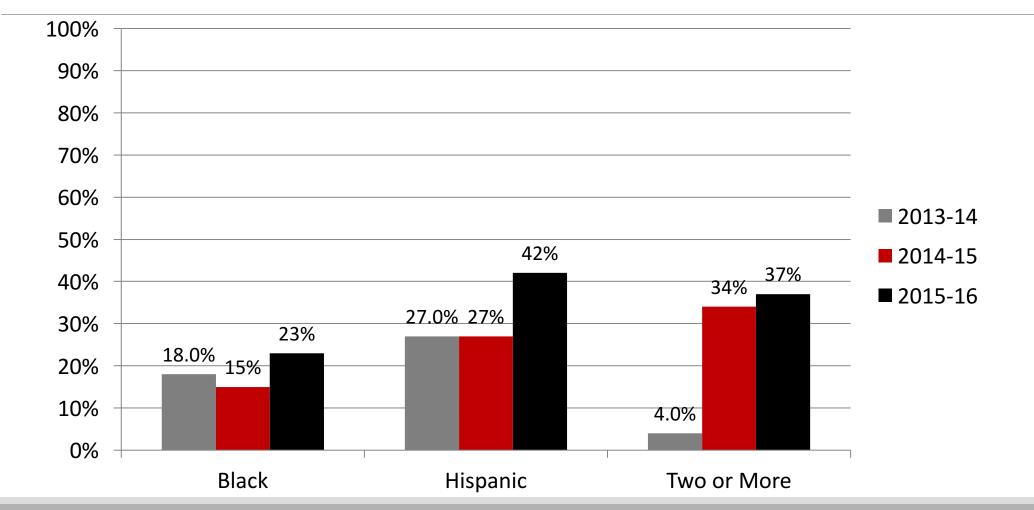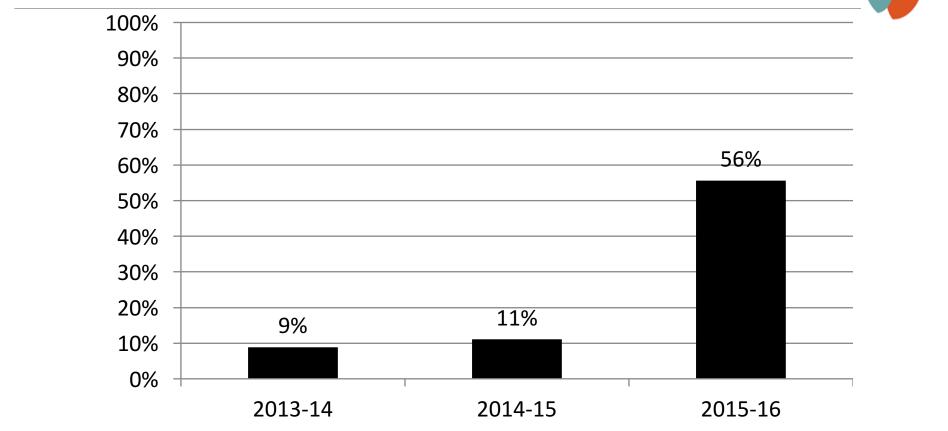
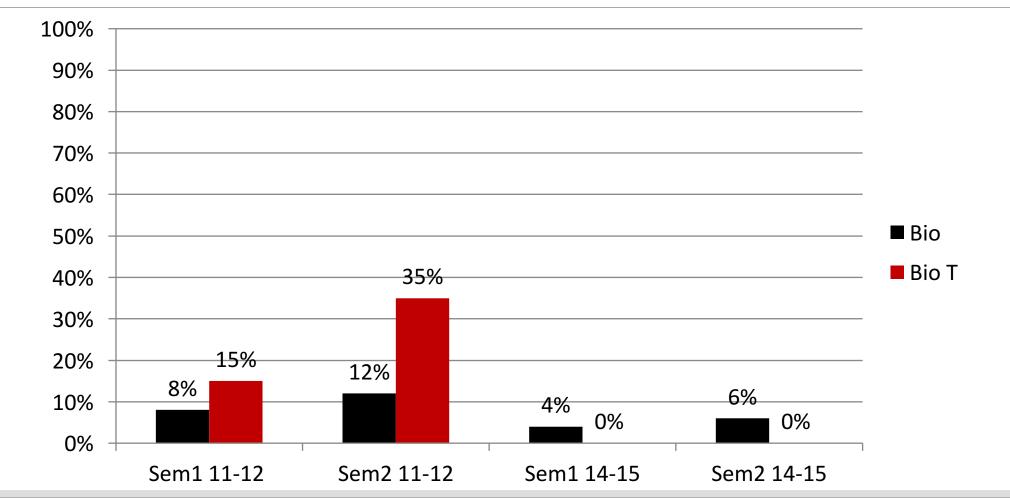# River Bluff H.S. - Percentage of Student Group Enrolled in 1+ AP/Honors Course

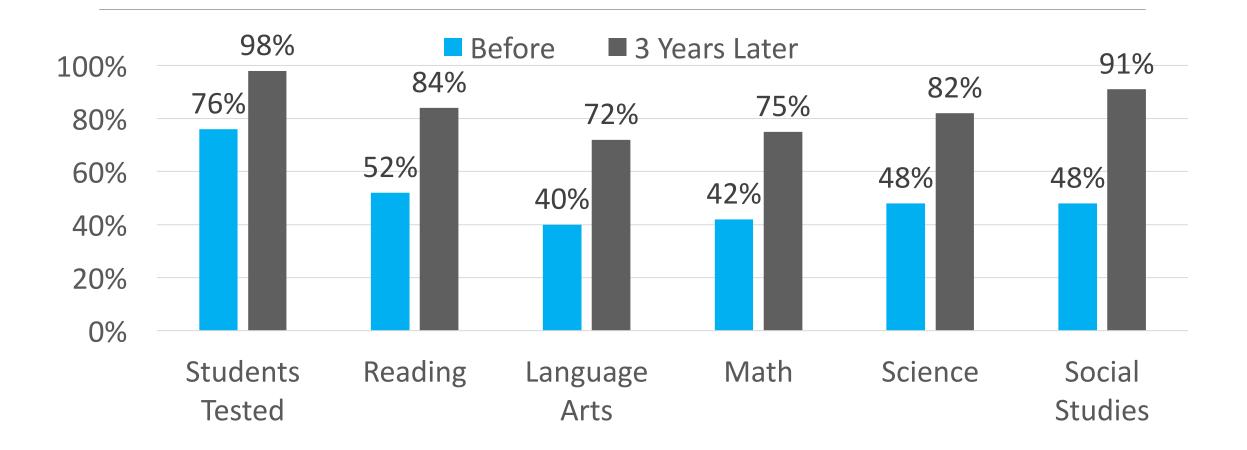# River Bluff H.S. Integration Percent of Students Labeled Intellectual Disabilities
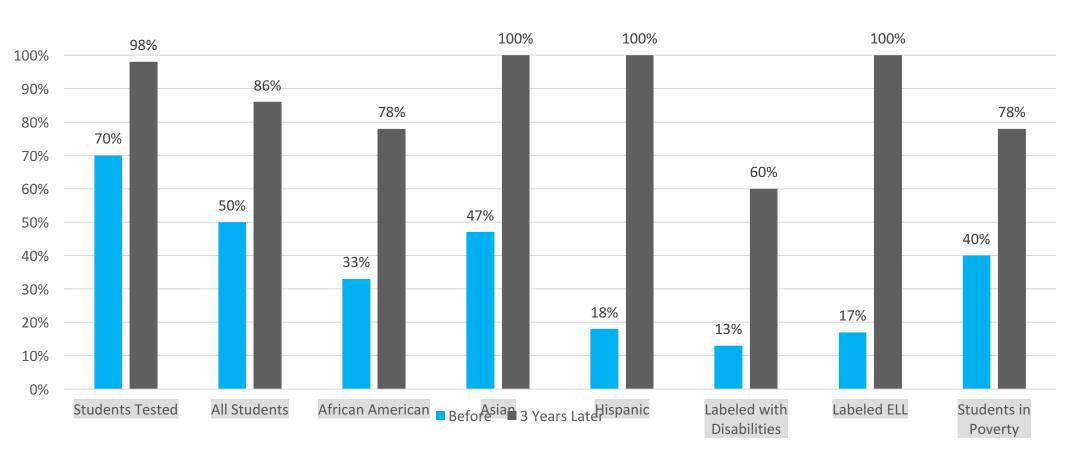
River Bluff H.S. Biology Percentage of F's

ICS- Cornerstone 1- Step 4 – Apply the Equity Research
Chavez Elementary: 4th Grade Assessment Data Students Scoring Proficient / Advanced

Chart: Students scoring Proficient/Advanced — Before (blue) vs 3 Years Later (gray)

- Students Tested: Before 76%, 3 Years Later 98%
- Reading: Before 52%, 3 Years Later 84%
- Language Arts: Before 40%, 3 Years Later 72%
- Math: Before 42%, 3 Years Later 75%
- Science: Before 48%, 3 Years Later 82%
- Social Studies: Before 48%, 3 Years Later 91%

ICS- Cornerstone 1- Step 4 – Apply the Equity Research
Chavez Elementary: Reading: Students Scoring Proficient / Advanced

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To Interrupt the Cycle of Marginalization…

Outcome of Deficit-Based/ Equity Non-Negotiable

Cornerstone 1: Focus on Equity

1. Blames, labels the students

1. Changing system to eliminate inequities begins with ourselves

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ICS

Outcome of Deficit-Based/ Equity Non-Negotiable

Cornerstone 1: Focus on Equity

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

2. System is responsible for prevention of student failure.

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Outcome of Deficit-Based/ Equity Non-Negotiable

Cornerstone 2: Align Students and Staff

Isolates students by ability, limits access to high quality instruction

3. Students not segregated into particular schools based on label (e.g. special education, linguistically diverse). Students 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 aligned to grade level teams (e.g., Co-Plan to Co-Serve Teams) including general educators, interventionists, Title supports, special education teachers, ELL teachers, etc. Within these teams they share knowledge & 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 & student knowledge back to integrated environments

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

Outcome of Deficit-Based/ Equity Non-Negotiable

Some students receive support while others are denied

6. Curriculum & instruction is rigorous, *identity relevant* for all students.

Outcome of Deficit-Based/ Equity Non-Negotiable

Provides less rigor- data does not reflect helping.

7. Curriculum created for all learners first time concept taught vs. developed for a *normed*-group of students & adapted after-the-fact.

Outcome of Deficit-Based/Equity Non-Negotiable

Cornerstone 3: Transform Teaching and Learning

Designed for no one
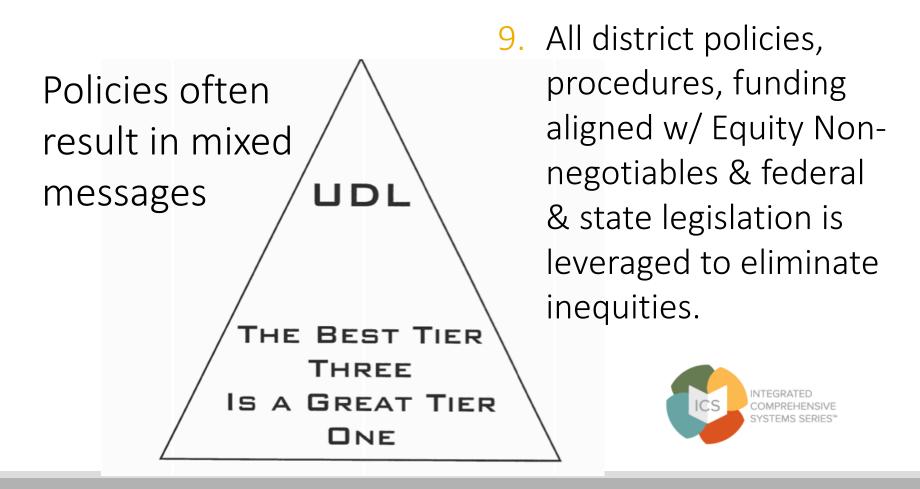
8. Personalized plans developed for all learners to determine appropriate instructional practices & document progress & goals.

Outcome of Deficit-Based/Equity Non-Negotiable

Policies often result in mixed messages

UDL

THE BEST TIER
THREE
IS A GREAT TIER
ONE

9. All district policies, procedures, funding aligned w/ Equity Non-negotiables & federal & state legislation is leveraged to eliminate inequities.

With your Elbow Partner

○ Have a conversation about how the Equity Non-Negotiables can interrupt the problems we identified within our current educational structures.

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. Create Equity Action Plans

Cornerstone 3 – Transform Teaching and Learning

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

ICS INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

Cornerstone 1 – Focus on Equity
Step 6 – Equity Audit to Drive Change
Proportional Representation Ex

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, co-curriculars are students of color.

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

Why is proportional representation so important?

Turn and Talk

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

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

Your Equity Data

1. Identify 2-3 inequities that you are concerned about?
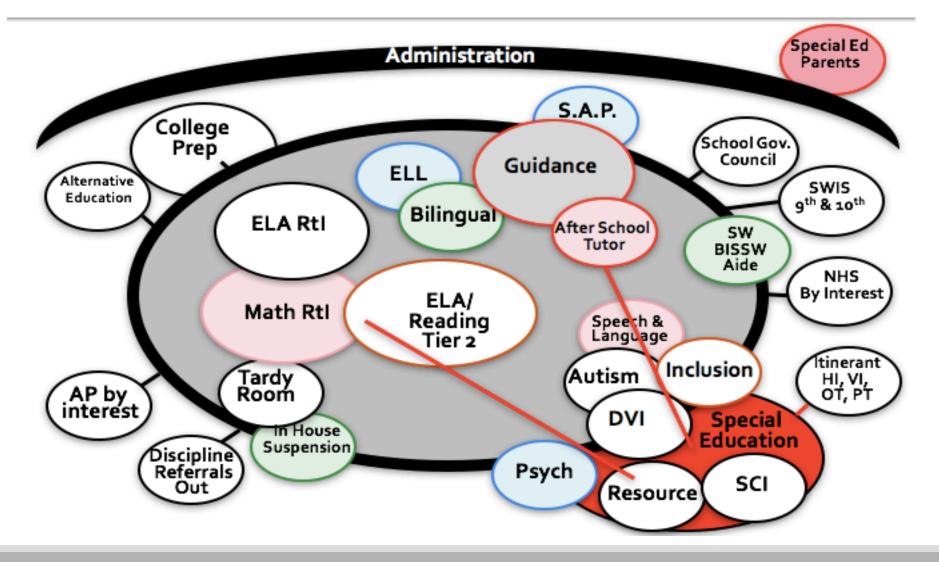
Proceed to Cornerstone 3: Step 10 of Integrated Comprehensive

Cornerstone 1- Focus on Equity

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ICS INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

Current Models

Future Educational Model

Sample Current Educational Structure

Detailed Future Educational Model

How Does this Differ from Your Current Structures

Integrated Comprehensive **Systems for Equity – Four Cornerstones**

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Co-Teaching vs. Co-Plan to Co-Serve

CO-TEACHING (REACTIVE)

1. Typically about special education, not all students

2. "Pairing" a special education teacher with another teacher, course, or classroom

3. Goal – support students, mostly with IEP's, not build general education teacher capacity.

4. Results in over-representation of students with IEP's in particular classrooms/courses

5. General education teacher, dependent on special education teacher

6. Accommodations after planning vs planning together

CO-PLAN TO CO-SERVE THROUGH CO-LEARNING

1. About all students

2. About all staff- All staff can teach all students. Match staff expertise with student need.

3. Goal – meet learning needs of all students, share staff expertise to develop all staff capacity

4. Supports proportional representation of students across settings.

5. All staff share and further develop each other's expertise.

6. Co-plan and co-serve together

Ohio RtI

Elements of RTI Programs

There are some essential elements to the RTI process in Ohio. Here are the components of a robust RTI program:

- Every student in the school is assessed using valid measures to detect learning issues early on.

- The school believes that intervening early is the best way to resolve student barriers to education.

- Teachers use empirically supported intervention strategies.

- The interventions are tailored to meet each student's specific needs.

- Student progress is assessed often to determine if the intervention is working or if adjustments need to be made.

- If it's determined that a student needs a higher level of intervention, the level of intervention is increased.

- Student progress is determined by data collected during the intervention, such as assignments and quizzes.

PARTICIPATION IN GENERAL EDUCATION CLASSES

The IEP must address all content areas, classes, and specify if the student will participate in general physical education.

	Minutes Per Week In Setting (Optional)
General Education with No Supplementary Aids (Specify content areas, classes, whether or not the child will participate in general physical education, and *extracurricular and other nonacademic activities*.)	
April will fully participate in all general physical education and extracurricular activities with no supplementary aids.	90 minutes Phy Ed. one time a week for extracurricular activities.
General Education with Supplementary Aids (as specified in the Supplementary Aids section) Specify content areas, classes, whether or not the child will participate in general physical education, and *extracurricular and other nonacademic activities with supports, if applicable*.)	Minutes Per Week In Setting (Optional)
April will participate in all general education classes with specific supplementary aids determined by the co-planning and co-serving team based on her goals for the specific content area.	
Special Education and Related Services within the General Education Classroom (Specify content areas and classes in which the child will participate with the provision of special education and related services. List each special education and related service that will be provided during each class.)	Minutes Per Week In Setting
Reading - special education teacher will co-plan and co-serve in all content areas present at least 60 minutes per week to provide direct support for April in the areas of comprehension and fluency. April will receive Reading support through her co-planning team for an additional 120 minutes per week in Reading and another 180 in reading across the curriculum in Social Studies and Science. Math special education teacher will co-plan and co-serve in all content areas - present at least 30 minutes per week to provide direct support for April in Math. April will receive Math support through her co-planning team 150 minutes per week.	Reading - Direct 60 minutes Co-Planning 300 minutes Match Direct 20 Minutes Co-Planning 150 Minutes

IEP Language

❖ Reading - special education teacher will co-plan and co-serve in all content areas - Special Educator will present at least 60 minutes per week of instruction to provide direct support in the areas of comprehension and fluency.

❖ April will receive Reading support through her co-planning team for an additional 120 minutes per week in Reading and another 180 in reading across the curriculum in SS and Science.

Reflection

❖ With a Partner

❖ Reflect on:

   ❖ Your perceptions of co-teaching relative to a co-planning to co-serve through co-learning.

   ❖ Your beliefs of RtI and MTSS relative to ICS

   ❖ IEP language to support Proactive Integrated Comprehensive Education

Sample Agenda for Co-Planning and Co-Serving

Co-Planning Team Agenda

- ❑ 3 lessons ahead
- ❑ 10 minutes review implementation of previous lesson (s) – apply any changes on saved document
- ❑ 10 minutes review current lesson to be implemented
- ❑ 25 minutes complete next co-developed lesson plan
- ❑ *Signatures of team members are essential*
- ❑ 2 minutes save all lesson plans in folder
- ❑ Then….other conversation

Lesson Development

❑ Begin with the Standard or clustered standards across content or within content

❑ Use the curriculum aligned to the standards that the district has adopted – and supplement

❑ Often lessons become more project based – and extended over time –

❑ 2 to 3 days elementary
❑ 1 week middle
❑ 2 weeks high school

❑ Who are your students

Integrated Comprehensive Systems for Equity
SKILLS AT A GLANCE (Co-Plan to Co-Serve)
© (2017) icsequity.org

Student name_____

Grade _____

Team Captain_ (teacher/interventionist case load manager)

_____

Student Areas of Interest/Engagement/Identity

_____

Date/Week: _____

Addressed in (Check Mark When Addressed Each Day)

Skills/Goals in Priority Order	Math	ELA	Science	Social Studies	Encore
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Notes:

Co-Planning Template Sample: Keep it Simple!

Co-Plan to Co-Serve™ Template

Unit _____
Module _____   Lesson _____

Large Group:

Review Learning Target(s):
Review Rubric:

Student Grouped By:	Group 1:	Group 2:	Group 3:	Group 4:	Group 5:	Group 6:
Staffing:						
Identity Relevant Engagement						
Identity Relevant Assessment/ Expression:						
Identity Relevant Instruction/ Representation:						
Individual Supports:						

Staff Completing Co-Planning:

Signature

_____   *Title*

_____   _____

High School Co-Plan

Unit	9th Grade ELA - Compare/Contrast paper - paired with National Current Events from Social Studies
Elements of Literature:	Unit 2 Short Stories – Compare Contrast Week 1 Applied to Social Studies Week 2 Current Events

Large Group:

Review Block method and point by point

Personalized entry points based on experience and understanding of the topic chosen/ compare and contrast work

Students receive copy of first two pages of lesson plan when reviewing Learning Targets.

Learning Target: C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

Rubric: Expression by Group and Individual – each group receives a hand-out specific to their chosen interest area.

Engagement	Cuba Sanctions	National Health Care	GOP Candidates	Democratic Candidates	Fair Housing	Marriage Equality
Student Grouped By Engagement	**Group 1:** *Jason* *Holly* *Jose* *Jessie*	**Group 2:** Marie Hunter Jack Carson	**Group 3:** Mason Austin Sara Tabby	**Group 4:** Luke Lakishha Thomas Danielle	**Group 5:** Ben May Jeremy Ani Benden	**Group 6:** Adam Luke Anna Tina
Materials	1 video http://abcnews.go.com/ GMA/video/obama-challenge-congress-lift-cuba-embargo-28344048 and 2 news articles http://www.reuters.com/article/2015/04/09/us-cuba-usa-chamber-idUSKBN0N002X20150	2 videos and Pick two current videos 2 news articles http://www.freep.com/story/news/local/michigan/2015/06/25/obamacare-supreme-court-decision/29242523/	Pick two candidates and compare their stance on issues. Intro article http://www.huffingtonpost.com/richard-zombeck/gop-candidates-confounded_b_7075292.html	Pick two candidates and compare their stance on issues. Intro article http://www.thenation.com/article/contested-primary-good-candidates-democratic-party-and-democracy/	Pick 2 new clips today 2 news articles http://www.forbes.com/sites/danielfisher/2015/01/21/disparate-impact-at-supreme-court/ http://america.aljazeera.com/opinions/2015/2/s	Pick 2 current videos and 2 news articles http://www.usatoday.com/story/news/politics/elections/2015/04/01/capital-download-carly-fiorina/70787634/

Integrated Comprehensive Systems for Equity – Four Cornerstones

Cornerstone 1- Focus on Equity

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Chicken or the Egg?

Who Influenced Our Current Models?

But some practices were intentional

Dean Cubberly (1917-1933) at Stanford stated:
"*We should give up the exceedingly democratic idea that all are equal and that our society is devoid of classes. … the wage earner remains the wage earner... One bright child may be worth more to the national life than thousands of those of low mentality.*"

◦ Within School Tracking – Across School Tracking began immediately in the late 1700's

IQ testing offered a seemingly scientific basis for assigning students to varying curricular tracks

Here's what we know – Attention to the Research

What we know
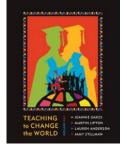
1. Varied achievement within student groupings positively impacts student achievement.

2. The students who are isolated the most in ability groupings often are the furthest behind.

Dr. Jeannie Oakes UCLA

Visible Learning (2009) & *Visible Learning for Teachers* (2012)

900+ meta-analyses

50,000+ studies
240+ million students

Results of schools that replaced their deficit based practices with much of what Hattie defines as having the greatest effect on student learning

NEA March of 2015

Proponents of ability grouping say that the practice allows teachers to tailor the pace and content of instruction much better to students' needs and, thus, improve student achievement. For example, teachers can provide needed repetition and reinforcement for low-achieving students and an advanced level of instruction to high achievers.

http://www.nea.org/tools/16899.htm

NEA March of 2015

Opponents, contend that ability grouping not only fails to benefit any student, but it also channels poor and minority students to low tracks where they receive a lower quality of instruction than other groups. This, they claim, contributes to a widening of the achievement gaps. The National Education Association supports the elimination of such groupings. NEA believes that the use of discriminatory academic tracking based on economic status, ethnicity, race, or gender must be eliminated in all public school settings (NEA Resolutions B-16, 1998, 2005)
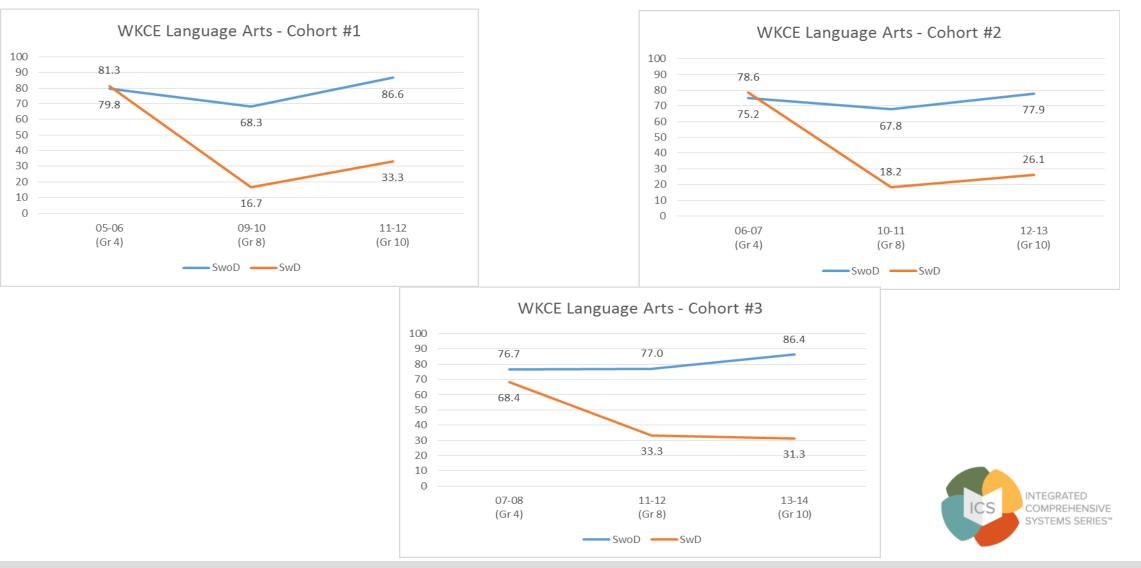
http://www.nea.org/tools/16899.htm

If current practices effective…

Decrease in deficits as a child increases with age!

Yet, increase in deficits as a child increases with age!

District B – Before ICS - Cohort Data Lang Arts

WKCE Language Arts - Cohort #1

	05-06 (Gr 4)	09-10 (Gr 8)	11-12 (Gr 10)
SwoD	81.3	68.3	86.6
SwD	79.8	16.7	33.3

WKCE Language Arts - Cohort #2

	06-07 (Gr 4)	10-11 (Gr 8)	12-13 (Gr 10)
SwoD	75.2	67.8	77.9
SwD	78.6	18.2	26.1

WKCE Language Arts - Cohort #3

	07-08 (Gr 4)	11-12 (Gr 8)	13-14 (Gr 10)
SwoD	76.7	77.0	86.4
SwD	68.4	33.3	31.3

District B – Before ICS - Cohort Data
Reading
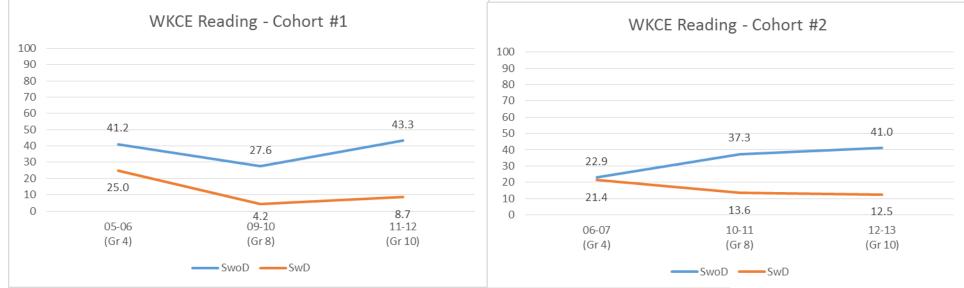
WKCE Reading - Cohort #1

	05-06 (Gr 4)	09-10 (Gr 8)	11-12 (Gr 10)
SwoD	41.2	27.6	43.3
SwD	25.0	4.2	8.7

WKCE Reading - Cohort #2

	06-07 (Gr 4)	10-11 (Gr 8)	12-13 (Gr 10)
SwoD	22.9	37.3	41.0
SwD	21.4	13.6	12.5

WKCE Reading - Cohort #3

	07-08 (Gr 4)	11-12 (Gr 8)	13-14 (Gr 10)
SwoD	26.4	31.1	44.2
SwD	26.3	11.1	17.4
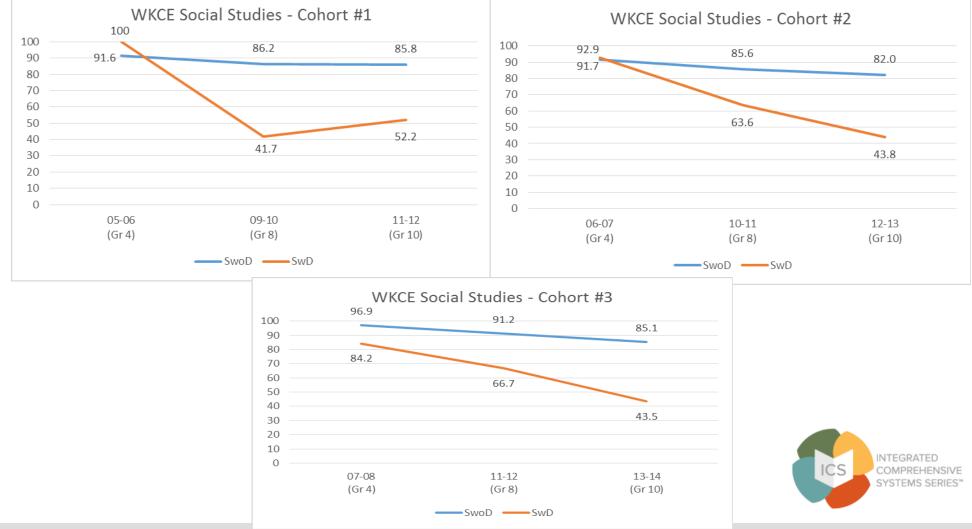
District B – Before ICS - Cohort Data
Social Studies

WKCE Social Studies - Cohort #1

WKCE Social Studies - Cohort #2

WKCE Social Studies - Cohort #3

Hattie's Work Reflects the Least and Greatest Impact on Student Learning
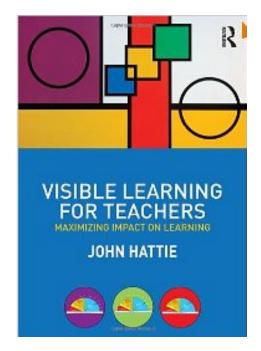
Ability Grouping	Peer Influences	No Labeling	Reciprocal Teaching	Assessment Capable Learner
.12	.53	.61	.74	1.44

Visible Learning &
Visible Learning for Teachers
(2009, 2012, 2016)

900+ meta-analyses

50,000+ studies

240+ million students

Results of schools that replaced their deficit based practices with much of what Hattie defines as having the greatest effect on student learning

Brief Overview of Hattie

Hattie uses *Cohen's d* to represent the effect size. *Cohen's d* is defined as the difference between two means divided by the standard deviation of the pooled groups or of the control group alone

An effect size of 0.40 is about the average effect we expect from a year's schooling.

Therefore we should aim to implement those interventions of 0.40 and above because those are the ones that will truly improve student achievement.

In Your Envelopes You Have 30

Hattie's Ranking	ES	Hattie's Ranking	ES
1. Self Report Grades		16. Quality of Teaching	
2. Providing Formative Evaluation		17. Enrichment	
3. Micro Teaching		18. Career Interventions	
4. Classroom Behavioral		19. School Leaders	
5. Reciprocal Teaching		20. Frequent Effects of Testing	
6. Feedback		21. Ability grouping for gifted students	
7. Meta Cognitive Strategies		22. Mainstreaming	
8. Self Questioning		23. Competitive vs. Individualistic Learning	
9. Problem Solving Teaching		24. Individualized Instruction	
10. Cooperative Learning vs. Individualistic		25. Class Size	
11. Concept Mapping		26. Co-Teaching	
12. Peer Influences		27. Within Class Grouping	
13. Classroom Management		28. Ability Grouping	
14. Small Group Learning		29. Teacher Subject Matter Knowledge	
15. Persistence/Engagement		30. Retention	

Steps for Hattie Activity

Take each strategy and place in pile of
- Greatest Impact on Student Learning
- Least Impact on Student Learning
- Neutral Impact on Student Learning

Share out your results…

Check for accuracy

Hattie's Ranking	ES	Hattie's Ranking	ES
1. Self Report Grades	1.44	16. Quality of Teaching	.44
2. Providing Formative Evaluation	1.28	17. Enrichment	.39
3. Micro Teaching	.88	18. Career Interventions	.38
4. Classroom Behavioral	.80	19. School Leaders	.36
5. Reciprocal Teaching	.75	20. Frequent Effects of Testing	.34
6. Feedback	.73	21. Ability grouping for gifted students	.30
7. Meta Cognitive Strategies	.69	22. Mainstreaming	.28
8. Self Questioning	.64	23. Competitive vs. Individualistic Learning	.24
9. Problem Solving Teaching	.61	24. Individualized Instruction	.23
10. Cooperative Learning vs. Individualistic	.59	25. Class Size	.21
11. Concept Mapping	.57	26. Co-Teaching	.19
12. Peer Influences	.53	27. Within Class Grouping	.16
13. Classroom Management	.52	28. Ability Grouping	.12
14. Small Group Learning	.49	29. Teacher Subject Matter Knowledge	.09
15. Persistence/Engagement	.48	30. Retention	-.16

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Green Hills School District
Module/Step 13: Leverage Funding to Eliminate Inequities - EXAMPLE

2011: 43 students tuitioned-out @ $ 600,000

Caseloads Categorical:
- El: 14:1 (w/ high 20:1)
- Int: 19:1(w/ high of 31:1)
- HS: 21:1 (w/high of 30:1)

Incident rate: 15%

Entry Point: Students with Disabilities data

- 2015: 6 students are tuitioned-out
- Caseloads Cross categorical:
- Elementary 7:1
- Intermediate 11:1
- High School :16:1

Incident Rate: 11%

All Learners: Focus on
- Poverty
- Race
- Linguistically Diverse

Step 13 Align Funding to Equity, Non-Negotiables

Table 1:   Funding Analysis Example

Area of Analysis	Current Status	Inquiry	Recommendation to Support Proactive Services	Recommended Timeline and Resources
Supporting students labeled at-risk	$171,000— Amount of funds in general budget to buy 2 full-time teachers for at-risk students $59,299—	Why are there 2 full-time positions in at-risk in addition to the $59,299 used for the 2 students tuitioned out through a regional agency in addition to	Carefully determine how to better educate all students within the district— through a future model as part of the Building Leadership Team (BLT) discussion.	Spring of current school year Begin to transition students back to a proactive model reallocating the funds in support of onsite staff as

Step 13: Leverage Resources & Funding

- Resources - align with Equity Non-Negotiables

- Align funding at the level of the student (e.g., Title 1, Special Education, minority student achievement, ELL, etc.)

- Return students from out of district placements

- Busing costs – All students attend neighborhood school/school of choice, regardless of label.

- Reallocate staff – co-plan to co-serve teams instead of co-teaching – capacity building

- Deficit Program costs (RtI) – ensure PD and serving students is pro-active and building teacher capacity in Tier 1

Module/Step 13: Leverage Funding to Eliminate Inequities

Discussion

1. Given the Equity Non-Negotiables that you heard, what changes in resources/funding would you need to make in your district to align with the Equity Non-Negotiables?

2. What resonates?

3. What gives you pause?/What questions do you have?

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ICS — INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

Step 14: Align Policy and Procedures to the Equity Non-Negotiables

Current Status of Specific Policies	Conflict with Equity NonNegotiables	Proactive Recommendations
Retention policy advocates student retention.	Policies assume student is the source of failure. Policies do not acknowledge culturally relevant curriculum. Student has to meet eligibility to receive assistance or be retained.	The implementation of culturally responsive Universal Design for Learning while holding to grade level expectations and beyond assist students in content understanding and achievement. Acceleration has a greater impact on student achievement than remediation (Hattie 2011)
Discipline procedures are applied differently across students eligible for special education and those who are not eligible (e.g., suspension, behavioral protocols, and expulsion procedures).	Policies are in opposition of Equity NonNegotiables that the source of student failure is the system not the child. When a student is not able to function within the school, the school has failed that particular child, for whatever reasons.	Policies and procedures must set the expectation that all children can be successful and that all school personnel will use principles of culturally responsive Universal Design for Learning so that they are better able to meet each learner's needs.

INTEGRATED COMPREHENSIVE SYSTEMS SERIES™

ICS

Step 14: Align Policy and Procedures Policies that Perpetuate Deficit Education

- **Retention policies** – all research shows students fall more behind, less likely to graduate if retained.

- **Discipline policies** – e.g., High School students consistently not getting to class are suspended (greater impact on students of color as more students of color are not getting to class).

- Any policy that as a result has a differential impact on students based on race, class, gender, ability, language, gender/sexual identity and their intersections- **must be examined and changed or eliminated**.

ICS Step 14 – Align Policies and Procedures for Hiring

1. Rewrite position descriptions to reflect Equity Non-Negotiables and Transformed Roles of Staff

2. Interview questions – aligned with Equity Non-Negotiables

Examples-

1. Teachers – expertise teaching effectively across a range of student differences with rigorous expectations.

2. Leaders – Leadership skills and aspirations aligned with Equity Non-Negotiables.

Step 14: Align Policy and Procedures

Given the Equity Non-Negotiables that you heard, what are 1 or 2 policy changes you could consider in your district to align with the Equity Non-Negotiables?

The time is always right to do what is right.
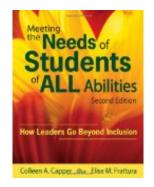
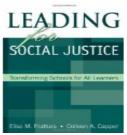~Martin Luther King Jr.

WE CAN DO SOMETHING ABOUT IT!

The History of Integrated Comprehensive Systems for Equity

1. Teachers, Administration, University

2. *Meeting the Needs of All Students -* (Capper & Frattura, 2000, 2008).

3. *Leading for Social Justice – Transforming Schools for All Learners* (Frattura & Capper, 2007)

4. 60+ articles/book chapters

5. Worked with schools, districts, and educators across the country

6. Icsequity.org was established in 2015 to give teams a framework and process toward equity
   - School ICS Modules
   - District ICS Modules
   - Co-Planning and Co-Serving through Co-Learning ICS Modules
   - Higher Education ICS Modules
   - School Board ICS Modules

7. *2012-2018 National Integrated Comprehensive Systems for Equity Institute (July 30, 31, Aug .1)– UW-Madison*

Thank you for your service to public schools and commitment to equity!

Questions or Feedback – Please Contact me at:

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Our Modules for change are located at ICSequity.org

Email efrattura.ics@gmail.com with questions for access to ICSEquity.org