Equity-Based Framework for Achieving Integrated Schooling

A Framework for School Districts and Communities in Designing Racially and Economically Integrated Schools

Regional Equity Assistance Centers

Western Educational EQUITY Assistance Center

IDRA EAC-South

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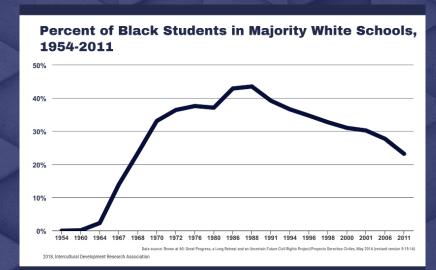
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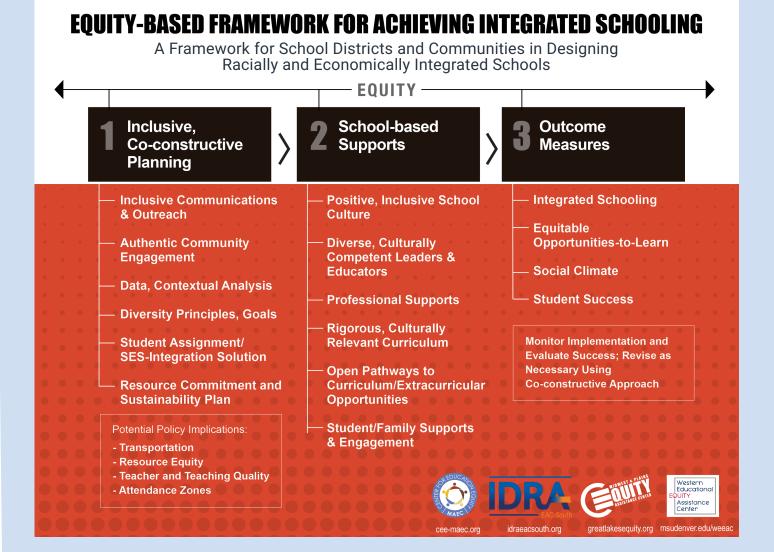
Why the Framework?

For the past two decades, efforts to desegregate schools have largely failed (Orfield & Frankenberg, 2014). Communities across America continue to re-segregate across racial, ethnic, and class lines. Today, even many desegregated schools fail to provide an integrated schooling experience in the classrooms and in other programs and activities. In response, many educators and advocates are seeking solutions that create more integrated schools.

Undoubtedly, social, legal, and political challenges make genuine integration difficult. However, as research continues to show promising social, emotional, and academic benefits for all children (see, e.g., Ayscue, Frankenberg & Siegel-Hawley, 2017), the demand for truly integrated schools is growing. More and more schools and communities want integration not only to reap the educational benefits but also to counter the social harms and divisiveness created by segregated school experiences. The Equity-Based Framework for Achieving Integrated Schooling is designed to assist communities and 21st century schools in creating integrated schools and in identifying areas of need or support to ensure all students acquire the incredible societal and academic benefits of integrated schooling.

Percent of Black Students in Majority White Schools, 1954-2011

Data source: Brown at 60: Great Progress, a Long Retreat and an Uncertain Future Civil Rights Project/Proyecto Derechos Civiles, May 2014 (revised version 5-15-14)

2018, Intercultural Development Research Association

Why this Narrative?

This accompanying narrative to the visual framework provides greater clarity to schools and communities that are considering integrated schooling. It applies a strong equity lens in describing the context for each foundational element and supporting strategies. For additional information or assistance, please contact your regional equity assistance center.

EQUITY-BASED FRAMEWORK FOR ACHIEVING INTEGRATED SCHOOLING

A Framework for School Districts and Communities in Designing
Racially and Economically Integrated Schools

← EQUITY →

1 Inclusive, Co-constructive Planning

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- Resource Commitment and Sustainability Plan

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Monitor Implementation and Evaluate Success; Revise as Necessary Using Co-constructive Approach

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What is the Framework?

The four federally-funded equity assistance centers (EACs) jointly created the Equity-Based Framework for Achieving Integrated Schooling to assist school districts considering, or actively pursuing, integrated schooling. The EACs designed the framework to ensure that local communities can get a good visual presentation for better understanding the foundational elements and critical supports for achieving integration throughout the campus experience. Based on research and asset-based practices, the framework identifies three foundational components and underlying support strategies for each: (1) Inclusive, Co-constructive Planning; (2) School-based Supports; and (3) Outcome Measures.

The framework intentionally offers local communities flexibility in creating truly integrated schools. Communities can adapt it to best suit local needs and goals. It is not intended to be a prescriptive, process-oriented, or sequential framework. However, authentic community engagement and meaningful, equitable access and opportunity for all students underscore each component and support identified.

Component 1:
Inclusive, Co-constructive Planning

The Inclusive, Co-constructive Planning component is premised on empirically-based research and practices that show inclusive community and school partnerships help strengthen schools and create meaningful relationships between key stakeholders (Ferguson, et al., 2010). When schools and communities work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and transform individual partners, resulting in improved program quality and more efficient use of resources (Harvard Family Research Project, 2010).

Communities can expect much greater success for all students by bringing together all appropriate stakeholders and using research and data analysis to develop robust, equitable goals and a strong, sustainable school integration plan. Recent research confirms that setting clear system-wide goals that include a diverse group of stakeholders increases the likelihood of achieving success (Kahlenberg, 2016). Earlier studies showed that learning partnerships can support student outcomes (Little, Wimer, & Weiss, 2008).

Inclusive Communications & Outreach

Districts should include *all* communities when defining the meaning of diversity in the local context. This is an essential first step in designing an integration plan. Districts should also tailor their communications and outreach to attract the attention of all diverse stakeholders.

To ensure diverse perspectives are reflected in this initial step and throughout the planning process, districts should identify and enlist various stakeholders who can provide expertise and valuable input along the many dimensions involved in an integration plan (e.g., family engagement, facilities, transportation, professional development).

Key stakeholders in the schools and community should include a good demographic and geographic mix of students, teachers, principals, families, civic and business leaders, nonprofit organizations, local representatives, and university staff and researchers.

These stakeholders provide critical insight into defining the meaning of diversity and integration. They can inform districts about the potential political and social barriers to designing and implementing an integration plan, and they can help identify opportunities to overcome those barriers. Districts must design meaningful, targeted, and effective outreach that extends to the larger community so they have a clearer understanding of why diversity is important in their district and how it benefits the larger community.

Figure 2: Inclusive, Co-constructive Planning

Authentic Community Engagement

Community engagement is the process of working and developing relationships with various groups of people and organizations in the local geographic context or metropolitan area. Continuous, authentic community engagement is essential when planning for an equity framework that focuses on socioeconomic and racial integration. A district should embed community engagement into the fabric of its operations (Cortez, 2015; Montemayor, 2014). This engagement is key to sustaining buy-in and long-term support for any type of integration plan adopted by a district.

Authentic family and community engagement is
- personal;
- culturally and linguistically appropriate;
- consistent, persistent, and ongoing;
- an invitation to speak and be listened to;
- and reflected in critical conversations.

Title I parent outreach personnel are especially suited to carry out these functions if appropriately trained and guided (Chavkin, 2017).

For school districts, providing opportunities to engage the broader community and hearing multiple perspectives can serve to improve policy and practice. Methods for engaging the community may include: conducting periodic community and parent surveys as well as focus groups across the district with diverse participants about perceptions around diversity and integration plans; holding town hall meetings on the weekends or evenings (i.e., non-traditional work hours) to address the importance of integration; and working with the local newspaper's education reporters and/or local news station(s) to ensure regular media coverage about the district's integration efforts.

Districts should identify and meaningfully engage key stakeholders in the community - non-profit organizations, businesses, philanthropies, local activists, members of the faith community, policymakers, university researchers - who may be able to assist in messaging around integration.

Districts should provide resources in multiple formats and languages to make sure information is widely accessible (U.S. Department of Education, 2017). Districts must be well-attuned to the local politics and sociopolitical context associated with designing and implementing integration plans (Diem, 2012) and be pro-active in consistently communicating their message around integration.

Data, Contextual Analysis

Prior to designing any type of school integration plan, districts should conduct a contextual analysis of their schools and residential communities, including gathering various data to identify the current level of student diversity they serve (U.S. Department of Education, 2017). Data can be accessed via local city, county, or school district datasets, or from state departments of education and/or the U.S. Department of Education's Civil Rights Data Collection and National Center for Education Statistics. Data should include the racial and ethnic background of students, socioeconomic status, English learners, and students with disabilities. Districts can review local community demographic data collected from the U.S. Census, including parents' educational attainment, parents' occupational status, and racial, ethnic, economic, and language backgrounds of census tracts and/or specific neighborhoods, to be incorporated into the integration plan (U.S. Department of Education, 2017).

Districts should pay particular attention to schools that may have several students from one of these demographic groups (e.g., schools that are serving majority of high-income or low-income students) and how this may play a role in opportunity gaps for students across the district. From an equity perspective, districts and communities must examine gaps in educational opportunities between schools, including access to experienced and certified teachers, advanced course offerings, and extra- and co-curricular offerings. Districts should also review disaggregated data on student success measures identified in the outcome section of this narrative, including grade retention, rigorous course and program participation, and graduation and dropout rates.

Districts may consider collecting additional student, parent, and community survey data on their experiences and perceptions of schools. The collective data can be used to illustrate the district's strengths and how to emulate certain practices in more diverse schools across the entire district.

Districts should collect data on districts in other locales implementing integration plans to learn from their challenges and successes. This information can include various factors used in student assignment and the process in which these factors were decided, methods used for the drawing of atteadance zones within and between districts, and decisions about transportation (U.S. Department of Education, 2017).

Diversity Principles, Goals

When setting specific diversity principles and goals, districts must consider the input of the diverse stakeholders and the local context. Current data and data projections of changing demographics can assist districts in determining a vision when it comes to integration in their schools. For example, if a district has steadily experienced a rise in the number of low-income students it serves and this number is projected to increase over time, it could develop strategies that are aligned with supporting and monitoring this changing population. Importantly, any diversity principles, goals, and strategies developed by districts should be reasonable, meaningful, measurable, and clear and should be asset-based (the latter meaning that they should positively recognize the attributes of all student groups and the benefits they bring to an integrated school and community.

SES Integration and Other Student Assignment Plans

School districts have several permissible options to achieve more diverse, integrated schools for their students and communities. While the U.S. Supreme Court has held previously that districts do not have unfettered discretion in pursuing more voluntary racially integrated schools (see Parents Involved in Community Schools v. Seattle School District No. 1, 2006), the court has made clear that districts may seek racially diverse schools and reduce racial isolation through legal means. The U.S. Departments of Education and Justice issued guidance in 2011 noting integration options available to schools and some of those are discussed here. Districts subject to ongoing court-ordered desegregation (also referred to as "involuntary desegregation") may have

additional options available to use race more explicitly for student assignment plans because of their legal status.

Socioeconomic status-based (SES) integration plans are designed to integrate students by economic status, using factors such as free or reduced-price lunch (FRL) eligibility, parents' education level, household income level, or income level of census tract/neighborhood, among other factors. (Siegel-Hawley, Frankenberg, & Ayscue, 2017). SES integration plans seek to establish student enrollments across schools that are socioeconomically representative of the district as a whole based on the socioeconomic factor(s) used in the plans (e.g., FRL status) (Kahlenberg, 2007; Reardon et al., 2006). Indeed, districts have a host of options available to them when deciding what factor(s) they want to use when measuring SES, as well as the strategies that will assist them in achieving their diversity goals.

Some districts, for example, use geographic information systems (GIS) mapping data to draw attendance boundaries to create more socioeconomically integrated schools based on residential patterns tied to socioeconomic factors. They can also consider other factors, including race, language, and parents' educational attainment. These plans are potentially among the most far-reaching, impactful plans because they address all schools in a district or in a region of the district. Below, we discuss some other equitable approaches to integration while also recognizing that input from key stakeholders is necessary for all strategies to sustain long-term buy-in.

Magnet schools seek to draw diverse students from across geographic areas with a special theme, curriculum, or instructional format (Smrekar & Goldring, 1999). Magnet schools were initially created to desegregate, and while many no longer serve in this capacity today, there are still some magnet schools that are purposefully designed to seek racial and economic integration (Frankenberg & Le, 2009; Siegel-Hawley & Frankenberg, 2013). Indeed, many magnet schools receive federal funds through the U.S. Department of Education's Magnet Schools Assistance Program, which seeks to "assist in the desegregation of public schools by supporting the elimination, reduction, and prevention of minority group isolation in elementary and secondary schools with substantial numbers of minority students."

Districts interested in implementing magnet schools need to take a holistic approach in their outreach, recruitment strategies, and admissions policies so as not to aid in the racial and economic isolation of students in their schools

(Diem & Pinto, 2017; Frankenberg, Siegel-Hawley & Orfield, 2008). Some magnet schools, for example, with competitive admissions criteria such as standardized test scores, result in further segregating students along race and class (Ayscue, et al., 2017)

Controlled choice policies offer another means to achieve integration while providing families with public school choice. Through a system of managed-choice options, districts can achieve their stated diversity goals even if demographics shift in the community and district (Potter, et al., 2016). In controlled choice plans, families rank their choices of schools either across the district or within a certain geographic area (depending on the design of the policy. Students are then assigned to schools based on a formula established to achieve socioeconomic and/or racial diversity, among other important diversity goals established by the community (see, e.g., Potter, et al., 2016).

While research has shown that charter schools can further racially segregate schools (Frankenberg, Siegel-Hawley, & Wang, 2011), some charter schools are intentionally designed to achieve racial, socioeconomic, and cultural diversity. However, because many charter schools must have open enrollment policies and adhere to their state charter laws, they may be restricted in how diversity is included in their admission policies. Yet, charter schools receiving federal funding can include weighted lotteries into their admission policies that consider socioeconomic characteristics of students (U.S. Department of Education, 2017).

Interdistrict integration plans offer another approach to achieve racial and socioeconomic diversity while providing students with opportunities to move across district boundaries (Wells, et al., 2009). In these plans, school districts across a metropolitan area work together "to create more integrated learning environments and to provide students the opportunities to access greater resources, academic and social opportunities, and networks" (Finnigan & Holme, 2015, p. 2). While thousands of students have participated in these programs and research shows their numerous academic and social benefits, they do not exist in many parts of the country (Finnigan & Holme, 2015).

Resource Commitment and Sustainability Plans

The sustainability of integration plans depends in large part to a commitment on behalf of the district to appropriately support said plans. Research shows that school integration plans must be carefully designed, implemented, supported, and monitored to be a successful tool for desegregating schools (Frankenberg, 2014). Resources for teachers and administrators are particularly critical so that districts can build a culturally competent workforce. Professional development around diversity, inclusion, and the importance of integration must be ongoing. Additionally, school districts need to commit funding to recruit and attract a diverse, high-quality workforce that reflects the diverse student body being served (U.S. Department of Education, 2017).

Funding is critical for services such as transportation, which must be paid for by the district if achieving integration is a truly desired goal. Districts must also engage in continuous evaluation efforts of their integration plans, which may include partnering with local universities or nonprofit organizations. Resources should be allocated to the evaluation and potential revision process of district integration plans, as well as long-term planning of integrated programs and services.

Potential Policy Implications

In the framework, four specific policy areas may arise as a result of pursuing integrated schooling: transportation, resource equity, teacher and teaching quality, and attendance zones. Depending on the type of integration plan pursued and the capacity of existing resources in the district, some, all, or none of these areas may be implicated.

Transportation

Transportation is a critical support for many school integration plans, especially in hyper-segregated residential communities. If a school district intentionally designs its integration plan using attendance boundaries that do not burden one student group any more than another, then transportation may not be an issue. However, if a district engages in a plan that requires school or municipal public transportation, then the plan must address how the needs of underserved students and communities will be met to ensure the diversity goals are achieved.

Resource Equity

Although districts need to fully support integrated school plans with the appropriate resources, they must also be mindful of student needs in other schools that may not be subject to the integration plan. Magnet schools, for example, may require additional funds (especially at start-up) to support the theme. Districts should ensure that other schools are not penalized as a result. A comprehensive review of resource distribution policies and resource allocations in the schools across a district can help monitor any potential or resulting resource inequities.

Teacher and Teaching Quality

Districts must also keep in mind the impact of school integration plans on teacher and teaching quality. Critical questions to address include: Does the district have teachers with the appropriate training, drive, and capabilities to carry out the school integration plan? Will the recruitment, hiring, and retention policies need to be revisited to ensure a capable, diverse teaching workforce to serve the diverse student body? What resources will the district need to invest to ensure teachers are willing and prepared to engage all students in an inclusive, diverse learning environment? How prepared are the teachers to engage students with a culturally responsive education?

Attendance Zones

Districts may intentionally redesign their boundaries to capture more diverse student bodies in each of their schools. However, magnet schools and other controlled choice options may implicate existing attendance zone policies. School districts must be prepared to discuss potential impacts on existing zoning policies and any needed amendments to ensure that they meet their diversity goals. For rapidly growing or declining school populations, districts must review and monitor residential trends.

Component 2:
School-based Supports

For several years, most efforts around school integration have focused around the design of student assignment plans. However, to ensure students and communities across racial, ethnic and socioeconomic lines realize the full benefits of school integration, districts and schools must focus on supports within the schools. Below are six critical supports for students, families, educators and school leaders that can help schools achieve a truly integrated schooling experience.

Figure 3: School-based Supports

Positive, Inclusive School Culture

Positive school culture is an essential aspect of school improvement efforts that can lead to student engagement and achievement. A positive school culture employs techniques to engage states, districts, and schools in shared responsibility for implementing equitable practices and eliminating marginalizing practices that perpetuate prejudice and segregation. This effort requires intentionality and knowing who is in the building.

Valuing diversity is a critical aspect of creating a positive school culture. Articulating a culturally proficient vision for the district and school site must be aligned with standards that hold teachers and school and district leaders accountable for the vision. This may necessitate examining policies and practices for overt and unintentional discrimination, changing those practices and policies when appropriate, and modeling and monitoring district, schoolwide, and classroom practices (National School Climate Council, 2015).

Effective teaching must be linked with not only holding lofty expectations for all students, but to the cultures of those being taught. Effective teachers must understand their own culture and cultural assumptions. Accomplishing this can help build the necessary trusting relationships with students that is critical to academic achievement. Negative attitudes and behavior patterns emerge when schools fail to affirm and address the values and norms of the diverse and rich cultures of their students. Learning is influenced by the interaction of culture, language, and cognition (Dweck, 2006). In schools where diversity and culture are valued, the child's sense of identity and self-worth are validated, and social learning and academic achievement are much more likely to occur.

Diverse, Culturally Competent Leaders and Educators

Cultural proficiency is a way of being, a mindset that affirms one's own culture while positively engaging with those whose cultures differ from one's own. It considers the differences between cultures, viewing diversity as a benefit, and interacting knowledgeably and respectfully among a variety of cultural groups. Cultural proficiency requires using an asset-based approach that supports positive and inclusive education, validates funds of knowledge, and develops competencies and talents of all students (Lindsey, Robins, & Terrell, 2009). This approach provides the best opportunity for every student to learn and achieve at a high level.

Effective, culturally responsive education leadership improves learning (Darling-Hammond, 2010). An effective school leader understands cultural issues and how they intersect with social justice and equity. Culturally responsive practices are entrenched institutional processes that generate long-lasting learning and social opportunity gaps. When educational leaders understand the cultural context, they can set a tone for collaboration and facilitate academic excellence. When educational leaders lack cultural understanding, they may react defensively in the face of diversity to maintain the status quo (IEL, 2005).

The work of educational leaders is to ensure that teachers have the knowledge and skills necessary to ensure that every student receives the highest quality instruction every day. The elements of educational leadership include vision, mission, and cultural building; improvement of instructional practice; allocation of resources; and management of people and processes. If schools and communities are genuinely concerned with elevating academic achievement for every student, then they must target systemic strategies to increase the cultural proficiency of both leaders and teachers (Robledo Montecel & Goodman, 2010). With increased skills and commitment to educational equity, their work will increase student achievement (Louis, et al., 2010).

Strategies that work to increase outreach to diverse communities must be built to establish common ground. Voices from within the cultural community must be viewed as a source of expertise. Cultural biases that serve as obstacles to academic achievement must be identified and eliminated.

Professional Supports

Providing adequate professional supports to educators and school leaders is a critical basic requirement for increasing educational equity in schools (Wei, et al., 2009). An equity focus for professional learning opportunities specifically refers to a paradigm shift from isolated and deficit-based professional development to an asset-based, job-embedded approach. This type of development is accessible to each professional and grounded in the real-time context and scope of their role. It can be understood as a differentiated approach to ensure maximum capacity building for equitable practice in classrooms, schools, and offices.

The equity-based approach shifts the focus from programmatic interventions to authentic capacity building (Wei, et al., 2009). It also recognizes that district and school leaders are responsible for both defining excellent teaching and for creating the work environment that supports excellent teaching (McRobbie, 2000). Excellent teaching should be developed, nurtured, and sustained through the creation of robust professional learning communities that support educators in their process of meeting and exceeding a clearly articulated vision for excellent teaching (Darling-Hammond, et al., 2017).

To nurture a thriving professional learning community, school districts must incorporate adequate time into the schedules of classroom teachers for routine, intellectually rigorous, reflective, iterative, and cyclical adult learning. This may require that school districts "evaluate and redesign the use of time and school schedules to increase opportunities for professional learning" (Darling-Hammond, et al., 2017, p. vi).

To nurture a thriving professional learning community that is culturally responsive –particularly when addressing topics related to racial equity – school districts must ensure that the adult learning content is culturally diverse, is reflective of their students' racial and cultural backgrounds, involves critical inquiry, and is designed to confront, unpack, and reduce educator cultural bias (Cooper, et al., 2009).

To nurture a culturally responsive professional learning community, school districts must ensure that the practices and procedures for facilitating adult learning are equitable and culturally responsive to the needs of the educator participants and that educators have equitable access to professional learning supports (Johnson, 2017). It will likely require establishing norms for participation that prevent the marginalization of educators of color voices.

Rigorous, Culturally Relevant Curriculum

A rigorous K-12 curriculum is critical to preparing college and career ready students. The emphasis should be on deep learning, collective effort, reflection, and respect for others. Regarding content, this curriculum includes but is not limited to college preparatory classes in English, math, science, social studies, and world languages (Pathways to College, 2009; Roderick, Nagaoka, & Coca, 2009).

Research shows that low-income students, students of color, English learners, students with special education needs, and those first in their families to go to college are frequently discouraged from taking higher level courses, and are inadequately informed about the importance of such courses (ACT, 2006; Darling-Hammond, 2010; Miller, 2009; Pathways to College, 2009). Without significant intervention, when and if they do understand the value of these courses, their skills and knowledge gaps can be too great to successfully complete the work.

The challenges are well illustrated in science, technology, engineering, and math (STEM). One of the goals of STEM is to break down the traditional subject area silos, helping students to garner deeper knowledge and a cross-section of skills (McCrea, 2010). National and regional data demonstrate that students struggle to obtain proficiency in STEM courses, with a huge gap between students attending affluent school districts and those in poor, mostly urban, districts (Buckley, 2011; Bojorquez, 2014).

Schools need new strategies to meet the needs of diverse students. The challenge calls for innovative and adaptive approaches to designing curriculum, instruction, and student assessment. Social and school outcomes, such as long-term poverty, low academic achievement, school dropout rates, and disproportionate representation in special education, can often be attributed to unresponsive and inflexible school settings and practices (Curran, et al., 2012). The Universal Design for Learning (UDL) framework ensures accessible learning environments for all students. UDL incorporates multiple means of engagement, representation, and expression in all aspects of the curriculum, instruction, and student assessment (CAST, 2012). The UDL principles of flexible engagement, representation, and expression support the tenants of culturally sustaining pedagogy. The UDL framework provides a research-based approach to operationalize aspects of culturally sustaining pedagogy into practice to meet the needs of all learners.

When students of color do not see their own cultures and experiences reflected in the curriculum, or worse, they receive a curriculum that denounces their culture, they can become detached and disinterested through subtractive schooling (Valenzuela, 2010). School districts can carefully analyze their curriculum and eliminate biases. Culturally relevant education (including culturally relevant/sustaining pedagogy and culturally responsive teaching) can act as gateways to a more inclusive, challenging educational experience (Aronson & Laughter, 2016). Cultural responsive teaching involves using ethnically diverse cultural knowledge, experiences, frames of reference, and performance styles to help better reach students (Gay, 2013).

Culturally relevant pedagogy focuses on teacher posture and "empowers students intellectually, socially, emotionally and politically using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1995). Research demonstrates that, when implemented appropriately, culturally relevant education leads to increased critical thinking, engagement, interest, motivation, self-perception, and academic achievement (Aronson & Laughter, 2016).

In designing and implementing policies and practices to ensure access to rigorous curriculum it is important to

take in consideration the needs of English learners. For an English learner to graduate from school, he or she must master content across a wide spectrum of disciplines. This requires learning English and the academic language of each subject area simultaneously. English learners need access to high-quality teachers who can provide instruction that focuses on English acquisition and academic language and is tailored to their specific level of English proficiency. While low-income English learners benefit from attending schools that are economically diverse, there is a need to provide them with instruction that includes effective practices regarding second-language acquisition, that use and implement strategies to master academic language, and that are delivered by general and English as a second language teachers who work as a team to teach content (Samson & Collins, 2012).

Open Pathways to Curriculum/ Extracurricular Opportunities

Historically, several schools tracked students into certain courses based on their perceived "ability" in newly "desegregated" schools to keep White students separated from Blacks students and other students of color (Tomlinson & Javius, 2012). Concern over tracking remains prevalent today, with many schools continuing this institutionalized custom through different forms, including low expectations of underserved students, irrelevant course prerequisites, required participation fees, and ineffective or culturally-based academic counseling. Nationally, data in the Civil Rights Data Collection show disturbing, continuing gaps in higher level course participation between White students and Latina/o, Black, Native American, and other students of color (https://www2.ed.gov/ocr/docs/crdc-2016-16.html).

To operationalize equity, policies and practices must be established that open pathways to academic excellence for all students. Prerequisites must be integrated into the curriculum for positive academic learning. Carol Dweck identifies three beliefs that create the understanding behind these practices: (1) Intelligence is modifiable (growth mindsets); (2) All students benefit from a focus on high intellectual performance; and (3) Learning is influenced by the interaction of culture, language, and cognition (2015).

Opening pathways requires understanding student assets and addressing student needs, beginning with the developmental needs of the learner. When necessary, appropriate instructional adjustments and supports must be made responsive to data assessments to keep students in the courses and programs. Having prerequisites for academic learning is not enough. Families and students must have this information early and in a language that they understand.

Students who are in learning environments where they feel safe and accepted will increase their motivation to learn and take advantage of extracurricular programs and summer enrichment programs. Establishing short- and long-term learning goals with constructive feedback will provide students with increased capacity for self-assessment and equitable opportunities for achievement (Tomlinson & Javius, 2012).

Student and Family Supports and Engagement

Research shows systemic family and community engagement to be as important as school leadership and curriculum alignment in improving low-performing schools (Bryk, et al., 2010). Studies show that improved family engagement results in better student attendance and homework completion; fewer misplacements in special education; more positive student attitudes and behavior; higher graduation rates; and greater enrollment in post-secondary education (Epstein, et al., 2011; Henderson & Mapp, 2002; Henderson, et al., 2007; Weiss & Stephen, 2010). But families and schools cannot do this alone.

Community engagement (including community and faith-based organizations, local businesses, housing complexes) is critical to the support of academic achievement and transformational change. To engage communities and families more effectively, schools must ensure that programs match the needs and shared interests of the families and communities that they serve. Schools may begin by actively reaching out to communities and mapping the assets they bring. This engagement is essential when moving away from segregated neighborhoods and schools toward racial and socioeconomic integration. All key stakeholders must be involved in this transformational change to grow and sustain it (Montemayor & Chavkin, 2016).

Schools are located in communities and families live in neighborhoods, often with little connection to each other or to the schools their children attend. Nevertheless, each affects the other. Even with this disconnect, educators and families share goals related to education and improved socialization of children and, therefore, must collaborate with each other if they are to minimize problems and maximize results. And in the process, this collaboration can address multiple and interrelated concerns and promote well-being, resilience, and protective factors for children. For schools, this can translate into enhanced academic performance, fewer discipline problems, reduced dropout rates, higher staff morale, and improved use of resources (Bryk, et al., 2010). Without families, schools, and communities meaningfully engaged in the education of their children, reform is unsustainable.

Componet 3:
Outcome Measures

The success of any endeavor is often measured against the outcomes established at its inception. Oftentimes, schools and districts measure success and outcomes solely in terms of student achievement on standardized tests and limit disaggregation of student group data to those required under state and federal accountability laws. While such analysis is important, the framework envisions a broader set of outcomes that ensures schools and communities assess various inputs and outputs affecting student academic and social learning and climate. By analyzing such factors and including cross-sectional analysis, schools will be better suited to establishing the outcome goals and to getting a clearer picture of whether all student groups are attaining the opportunities and outcomes expected in an integrated learning environment.

The framework proffers four separate but related outcomes that can be measured at the district or school level to determine the success of the implementation of school integration practices: (1) integrated schooling; (2) equitable opportunities to learn; (3) improved social climate; and (4) student success.

Figure 4: Outcome Measures

Integrated Schooling → Equitable Opportunities → Improve Social Climate → Student Success

Integrated Schooling

An equitable way of viewing integrated schooling is that all schools, all classes, and all activities are integrated across demographic lines (race, sex, national origin, religion, disability, and socioeconomic status) with no explicit or implicit institutionalized barriers. Desegregation in schools exists when laws and practices are eliminated that have kept students separated because of their differences. Integration is constructively bringing students together who may be different demographically for the betterment of the students and society, regardless of specific court orders.

Using district data of the student population, a school district could quantitatively consider the numbers and percentages of students representing the demographic categories and their representation in course offerings and extracurricular and co-curricular activities. Disaggregating cross-sectional data by race, gender, national origin, income, language, disability, and religion can show how these variables are correlated and can reflect trends and disparities. Certain trends and disparities may be found to show emerging segregative activities (such as ability grouping, disproportionate discipline patterns impacting extracurricular participation and over-representation of certain groups of students in special education). In turn, the school or district can revisit its plan or implementation to ensure greater equitable access.

The importance of school data in reflecting the status of integration should include school district recruitment, enrollment, and completion integration targets (Bojorquez, 2014). For districts not subject to school desegregation orders especially, they should ensure that in doing so, they do not run afoul of the Parents Involved ruling (Parents Involved, 2007). That case, involving Louisville, Kentucky and Seattle, Washington, made it more difficult for districts to consider race in voluntarily assigning students to schools when there were more applicants than available seats (Rothstein, 2013). However, considering race and

other demographics to achieve school integration is not expressly prohibited, and there are several permissible ways that schools can use race and other factors (Bhargava, Frankenberg, & Le, 2008).

When analyzing integrated schooling outcomes, communities must understand that low expectations and status quo measurements will not likely get the job done. Districts should be willing take on those systemic constructs to realize the benefits and opportunities stemming from integrated schooling (Robledo Montecel & Goodman, 2010). According to Frankenberg (2014), "Where it is possible – and it still is possible in many areas – desegregation properly implemented can make a very real contribution to equalizing educational opportunities and preparing young Americans for the extremely diverse society in which they will live and work and govern together."

Equitable Opportunities to Learn

Measuring the opportunity to learn goes beyond test scores. All school buildings must be safe, well-equipped, and accessible for adults and students, including those who have disabilities. All students, regardless of demographic or classification, must enjoy equal and equitable access to advanced coursework, excellent teacher quality, instructional materials, resources, and other opportunities to learn (Lhamon, 2014). These opportunities matter when it comes to student success and achievement.

In 2010, the National Association for the Advancement of Colored People (NAACP) and other major organizations identified "Equitable opportunities for all" as the first major principle in their Framework for Providing All Students an Opportunity to Learn through Reauthorization of the Elementary and Secondary Education Act (Lawyers' Committee for Civil Rights Under Law, 2010). The framework included a Common Resources Opportunity Standard, which could very well be a part of school districts' own measures for closing opportunity gaps. Schools and communities can establish their own benchmarks and measure their progress on: (a) high-quality early childhood education; (b) highly effective teachers; (c) a broad, college-bound curriculum; and (d) equitable instructional resources. Strong instruments are available for schools to use assessing their success, including pre-kindergarten quality standards (Wechsler, et al., 2016), student and principal surveys of teacher effectiveness (English, et al., 2015),

curriculum access comparability, and self-assessments of instructional resources among schools and programs (Scott, 2006).

Schools can examine the equity in resource allocations across schools. Because most states depend largely on disparate property taxes to support schools, there historically have been inequitable resources available to districts that add to the inequitable opportunities for students to learn.

School districts may exacerbate the inequities by distributing fewer resources to their high-need schools. Some school districts may tend to focus on providing sufficient resources to their more affluent schools, whether to appease parents, stem White flight, or for other reasons. A recent study showed that some districts allocate $300 to $500 more to schools enrolling fewer percentages of underserved students (Shores & Edjemyr, 2017).

Other districts may pour resources into a start-up integrated school at the expense of high-need schools. While ensuring integrated schools have sufficient resources is important, districts must consider the impact on other schools should the district not engage in a district-wide integration plan. This difference in resources can have a demonstrable effect on students who attend poorly funded schools. Sufficient and equitable resources at the school level may be used to purchase curriculum materials, equipment, field trips, and teacher training/in-services, all of which can improve opportunities for students and learning.

Social Climate

Analysis of the safety and welcoming atmosphere of the school can be analyzed by measuring climate, family and student engagement, teacher interactions, social networking, disciplinary methods and data, and patterns of attendance. Any disparities noted can then be addressed by employing equity-based corrective measures.

Social climate and school climate are often used interchangeably, and the social climate in educational settings is shaped by the relationships between teachers and students and among students, according to Allodi (2010). One of the keys to building positive relationships between teachers and students is for teachers to learn and know who their students are. By knowing who their students are, educators can better assess their strengths and weakness that can inform how to engage students in the classroom and understand how they learn (Delpit, 1995; Noguera, 2003).

From the early works of Good & Brophy (2007) educators have learned how to assess teacher student interaction and the power these interactions can have on students. For example, schools can measure the relationships and engagement between educators and schools and students by designing and administering research-based student, parent, and teacher surveys.

Schools and communities can look at discipline referral rates, both for mandatory referrals and discretionary referrals, as well as the severity of punishment. School administrators and educators are all too familiar with the statistics showing which students in the school population are most likely to be sent to the principal's office, suspended, and expelled. These students are typically male, and males of color, followed by males of a low socioeconomic status Grayson (2012). These interactions between students and teachers can be assessed quantitatively using an equity lens. For example, discipline can be assessed from the classroom level to building level in counting how many students are disciplined, for what reasons, and further disaggregated if the student is male/female, white/a student of color, English speaker/English learner, is able/disabled, rich/poor, of the dominate religion/another religion. Student codes of conduct can be examined by the school community to determine any unjust or unfair policies that may implicitly or explicitly target students of color.

Student Success

As an outcome of the framework, student success is an expected measure but not in the typical sense. Typically, schools and districts focus on standardized tests, graduation rates, and perhaps a couple other measures as part of the state accountability system. However, these limited measures often do not allow school leaders and communities to determine whether students are successful in the classroom and how students across multiple demographics (i.e., Latina female students).

Student success in an integrated schooling environment should be monitored and measured across several indicators, including valid measures for academic growth, course grades, grade retention, graduation rates, dropout rates, college readiness indicators, rigorous course success, and educational attainment beyond high school. By examining these indicators using cross-sectional data, improvements can then be targeted through the co-constructive approach to increase equity for all disaggregated student groups.

The IDRA Six Goals of Educational Equity and School Reform can assist schools and communities in measuring student success, including comparably high academic achievement and equitable shared accountability (Scott, 2006). Meaningfully measuring student success will require attention to learning outputs and inputs, as noted above. Such attention will make it possible to report individual and group performance outputs, including longitudinal
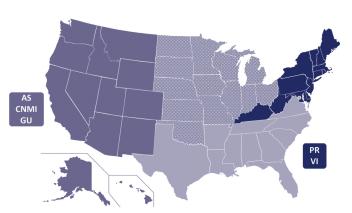
performance to the families and the communities. These outputs have a greater potential to reflect actual student success rather than less meaningful information.

Conclusion

The framework presents a unique opportunity for educators, families, and communities to discover new ways of designing and integrating their schools to meet the social and academic learning needs of 21st century students. This equity-based framework enables communities to counter institutionalized systems that work against students from the bottom up. The meaningful inclusion of students, families, and communities is essential to achieving the tremendous benefits of integrated schooling.

Please contact your local equity assistance center should you have any questions or to request technical assistance (https://www2.ed.gov/programs/equitycenters/contacts.html).

Figure 5: EAC Service Regions

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IDRA EAC-*South* | Intercultural Development Research Association
David Hinojosa, Director | Dr. Paula Johnson
5815 Callaghan Road, Suite 101 | San Antonio, TX 78228
PH: 210-444-1710 | F: 210-444-1714
www.idraeacsouth.org

Center for Education Equity
Mid-Atlantic Equity Consortium | Susan Shaffer, Director
5272 River Road, Suite 340 |Bethesda, MD 20816
PH: 301-657-7741| F: 301-657-8742
https://maec.org/

Midwest and Plains EAC
Indiana University | Seena M. Skelton, Director
Indianapolis, IN 46202-5167 | 902 West New York Street
PH: 317-278-6832 | F: 317-274-6864
https://greatlakesequity.org/

Western Educational EAC
Metropolitan State University | Jan Perry Evenstad, Director
P.O. Box 173362, Campus Box 63 | Denver, CO 80217-3362
PH: 303-556-6175 | F: 303-556-3912
https://msudenver.edu/weeac/