

# Integrated Comprehensive Systems for Equity Overview



ELIMINATE INEQUITIES FOR ALL STUDENTS



DR. SAM COLEMAN

DR. ELISE M. FRATTURA (she/her/hers)

DR. COLLEEN A. CAPPER (she/her/hers)

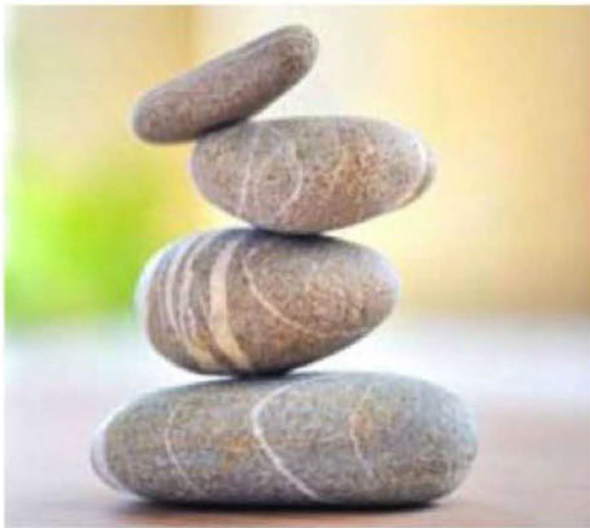
# Questions to guide our reflection



- 
1. In what ways does your understanding about proactively eliminating systemic inequities inform how you can lead and support equity teams in school buildings to facilitate open and respectful discussions about race, privilege, racism, systemic racism and bias with staff, students, and families?
  1. How can you leverage your current understanding about the history of educational marginalization to communicate factual information about identity-based inequality and dispel myths about CRT?
  1. What is one example of how you can work with administrators and educators to ensure robust engagement and communication about the importance of racial equity, identity affirming education, and culturally responsive teaching and services?
  1. Thinking from a proactive perspective, why is it important for school psychologists to participate on school and district teams to identify and remedy disparities?
  1. What is one example of how you can leverage your understanding about collective equity capacity to help shift thinking, practices, and systems from reactive to proactive in your current setting?

## 4 Agreements of Courageous Conversations (Singleton, 2022)

---



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

# Community Agreements (Continued)



No blame, shame, judgment.

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

**“Collective Equity Capacity”** we are in this with you - mutual learning, challenging, growing together.



# Equity is:



HIGH QUALITY TEACHING AND LEARNING

ABSENT ANY EXPERIENCE OF MARGINALIZATION OR OPPRESSION:

PERCEPTUAL

CURRICULAR

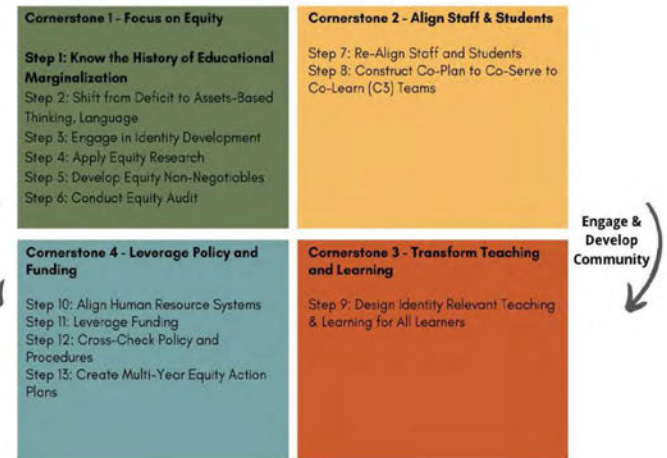
STRUCTURAL

PROCEDURAL

INSTRUCTIONAL

FINANCIAL

## Integrated Comprehensive Systems for Equity - Four Cornerstones



## Integrated Comprehensive Systems for Equity - Four Cornerstones

### Cornerstone 1 - Focus on Equity

#### Step 1: Know the History of Educational Marginalization

Step 2: Shift from Deficit to Assets-Based Thinking, Language  
Step 3: Engage in Identity Development  
Step 4: Apply Equity Research  
Step 5: Develop Equity Non-Negotiables  
Step 6: Conduct Equity Audit

### Cornerstone 2 - Align Staff & Students

Step 7: Re-Align Staff and Students  
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

### Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems  
Step 11: Leverage Funding  
Step 12: Cross-Check Policy and Procedures  
Step 13: Create Multi-Year Equity Action Plans

### Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage &  
Develop  
Community



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

# ICS 12 Steps to Systematically Implement HQT&L for Schools and District



Cornerstone 4: Leverage Policy and Funding

Cornerstone 3: Transform Teaching and Learning

Cornerstone 2: Align Staff and Students

Cornerstone 1: Focus on Equity

Step 1:  
Know the History of Educational Marginalization –

Step 2:  
Shift from Deficit to Assets-Based Thinking, Language –

Step 3:  
Engage in Identity Development –

Step 4:  
Apply the Equity Research –

Step 5:  
Develop Equity Non-Negotiables –

Step 6:  
Conduct Equity Audit –

Step 7:  
Re-Align Staff and Students –

Step 8:  
Construct Co=Plan to Co-Serve to Co-Learn (C3) Teams

Step 9:  
Design Identity Relevant Teaching and Learning for All Learners –

Step 10:  
Funding  
Align Human Resource Systems –

Step 11:  
Leverage  
Policy and Procedures

Step 12:  
Cross-Check

# The Reality Persistent Inequities



Schools have a culture of ***Marginalization.***

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

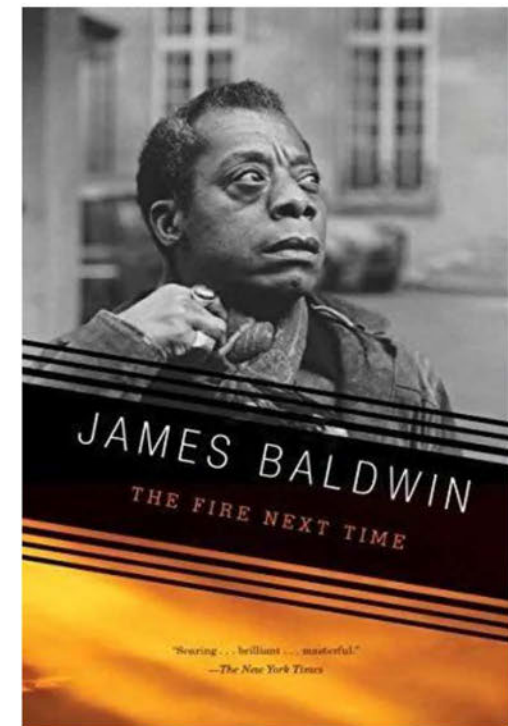


# How Does Our Educational History Relate to James Baldwin Quote?



*“An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought.”*

*(1963)*



# The Fire *THIS* Time

---



- Students who have historically been marginalized are now enduring more intense (visible and documented) oppression in schools and in society
- More schools and communities are responding to the moral imperatives of inequity and showing up ill-prepared
- Piecemeal approaches to address racial inequities continue to fall short; resulting in more harm being done
- Inequitable systems remain intact while “safe tweaks” occur on the margins

# Historically Speaking

---

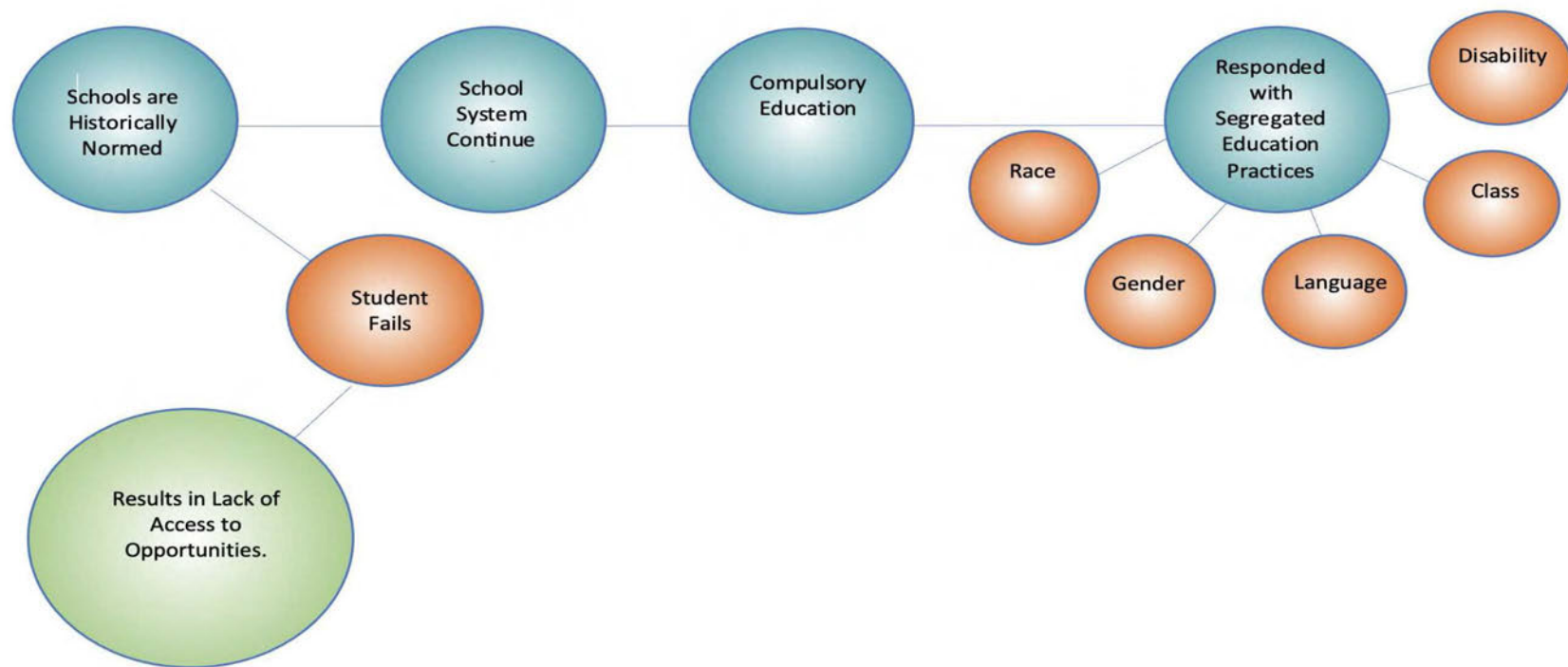


Discuss:

1. Beginning in 1635 (Boston Latin School), which students were educated in U.S. public schools by: race, class, ability, gender, religion?
2. Who was not?
3. How did compulsory education in the early to mid 1800's change that, or did it?



# History of Educational Marginalization





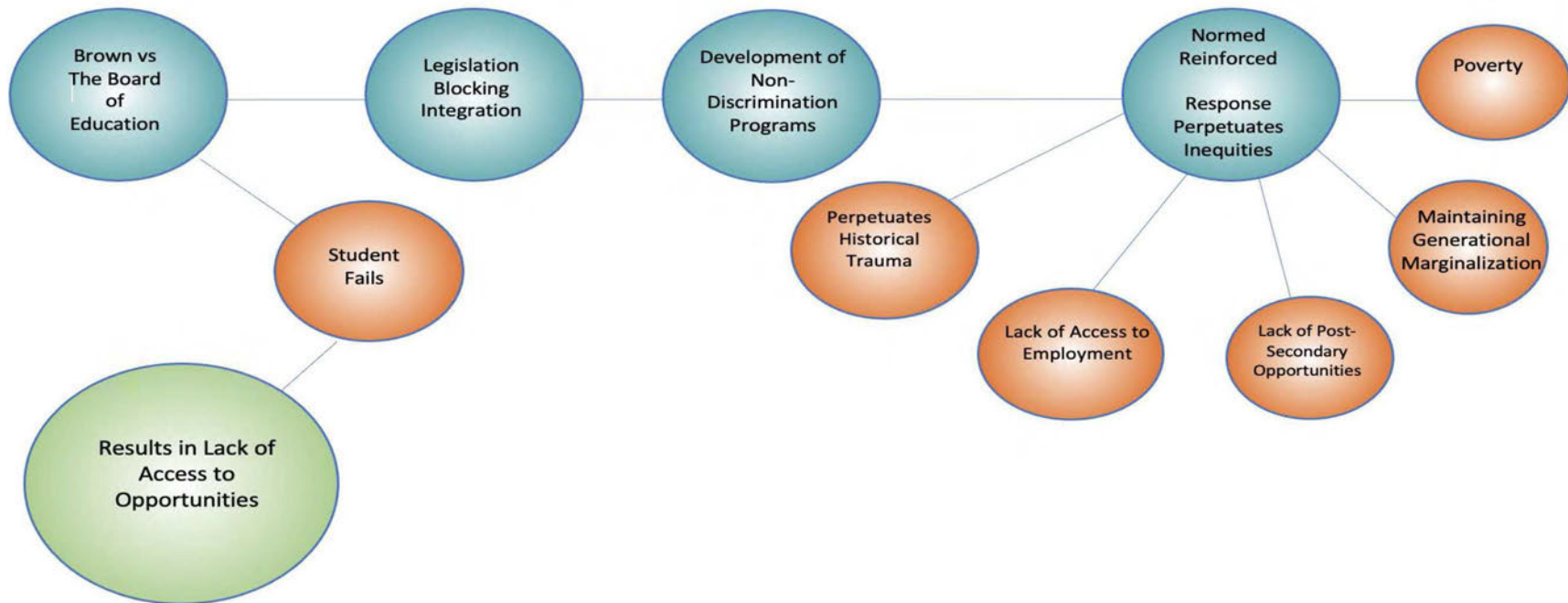
# Brown vs. the Board of Education



What were the actual results of Brown vs. the Board of Education?



# History of Educational Marginalization (Continued)



# **Two Consistent Factors Over 400 Years, Creates and Maintains Institutional Marginalization**

---



We see the student as  
needing to be fixed

We respond through  
segregated practices

**When we reinforce or develop such practices, we become complicit in institutional marginalization.**

# Where Students Learn Matters



- Students who are pulled-out, ability grouped, or segregated from other students for instruction are taught that they do not belong.
- Students who remain are taught:
  - who belongs and who does not.
  - who is capable and who is not.



# 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

## Cornerstone 1 – Focus on Equity

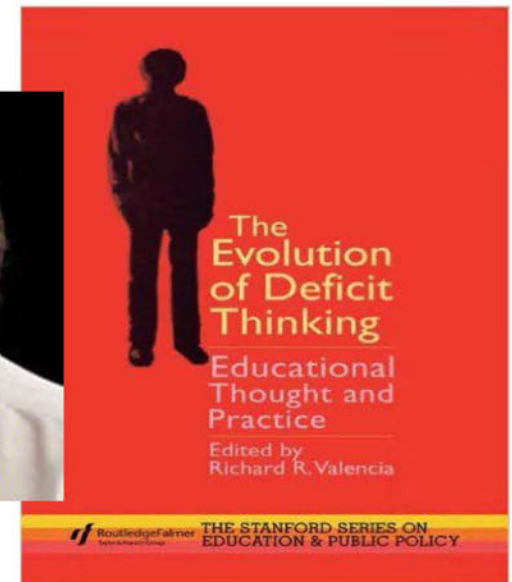
### Step 2 – Shift from Deficit to Assets-Based Thinking, Language



**Deficit Perspective/Ideology:**  
**We focus on what families and students do not have, what they lack.**

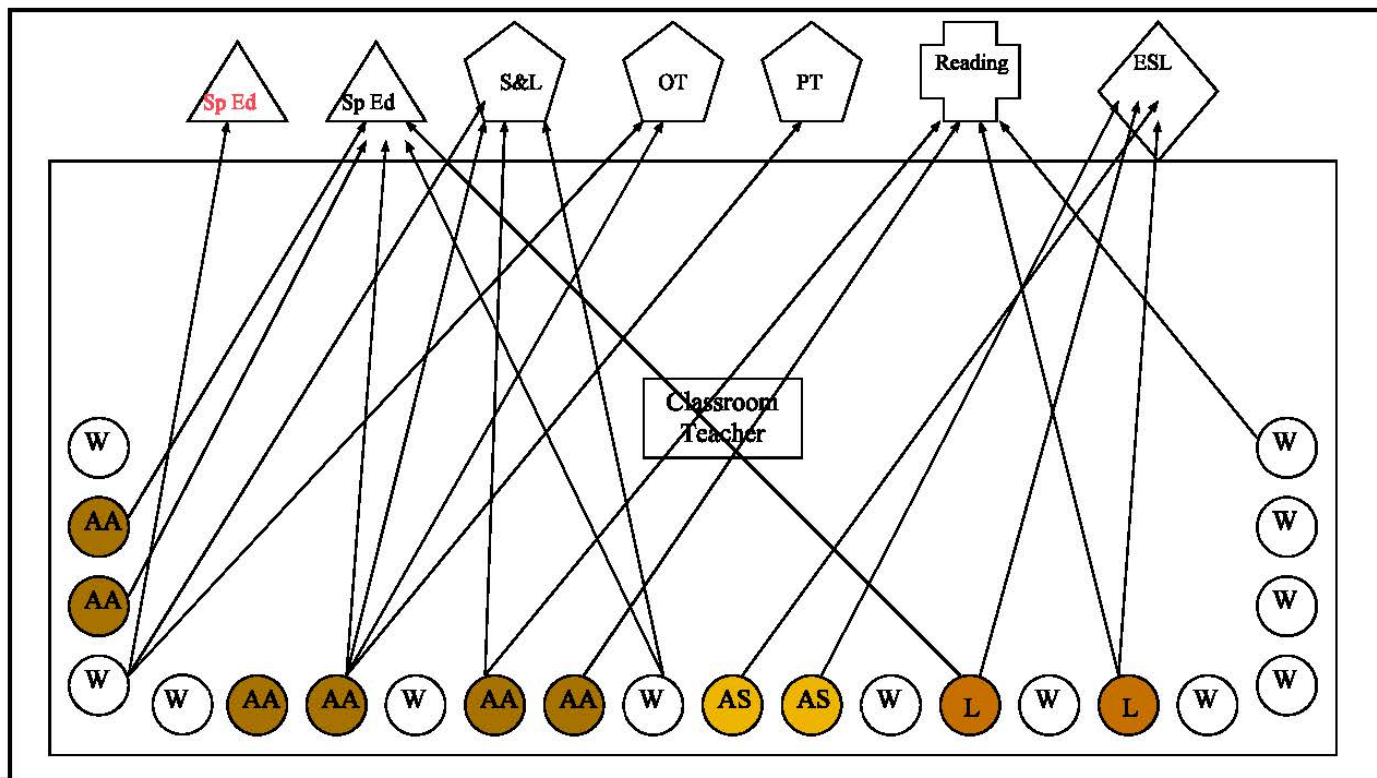
(Richard Valencia)

... deficit ideology is a worldview that explains and justifies outcome inequalities — standardized test scores or levels of educational attainment, for example — by pointing to supposed deficiencies within disenfranchised individuals and communities (cited in Gorski, 2010)... Without taking into account conditions that grant some people access to opportunity more than others.



# Elementary Classroom - Disrupted by Pullout

(Theoharis, 2007)



# 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.

Some students receive support – while others are denied.



# Cornerstone 1 – Focus on Equity

## Step 2 – Shift from Deficit to Assets-Based Thinking, Language

---



**Assets-based perspective/“funds of knowledge”:**

**Focus on the assets, positives of students and families and what they bring to school and their learning.**

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

**Funds of Knowledge:** It is the **knowledge** and expertise that students and their family members have because of their roles in their families, communities, and culture.

(Luis Moll, Latinx Scholar, University of Arizona)



# Perceptions Matter

---



**Stereotype threat** – lowers performance when their marginalized identity is reinforced, and 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...**

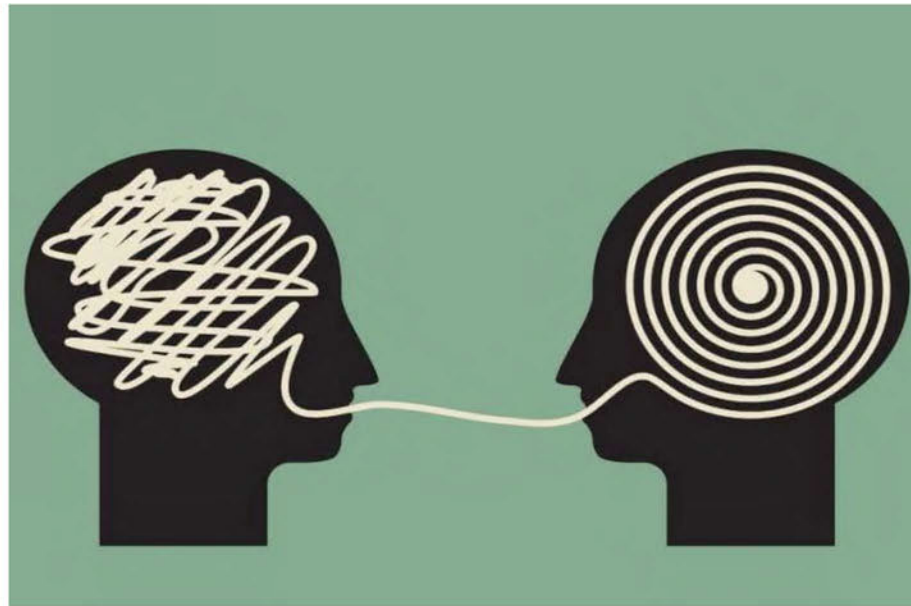
(Steele & Aronson, 1994)



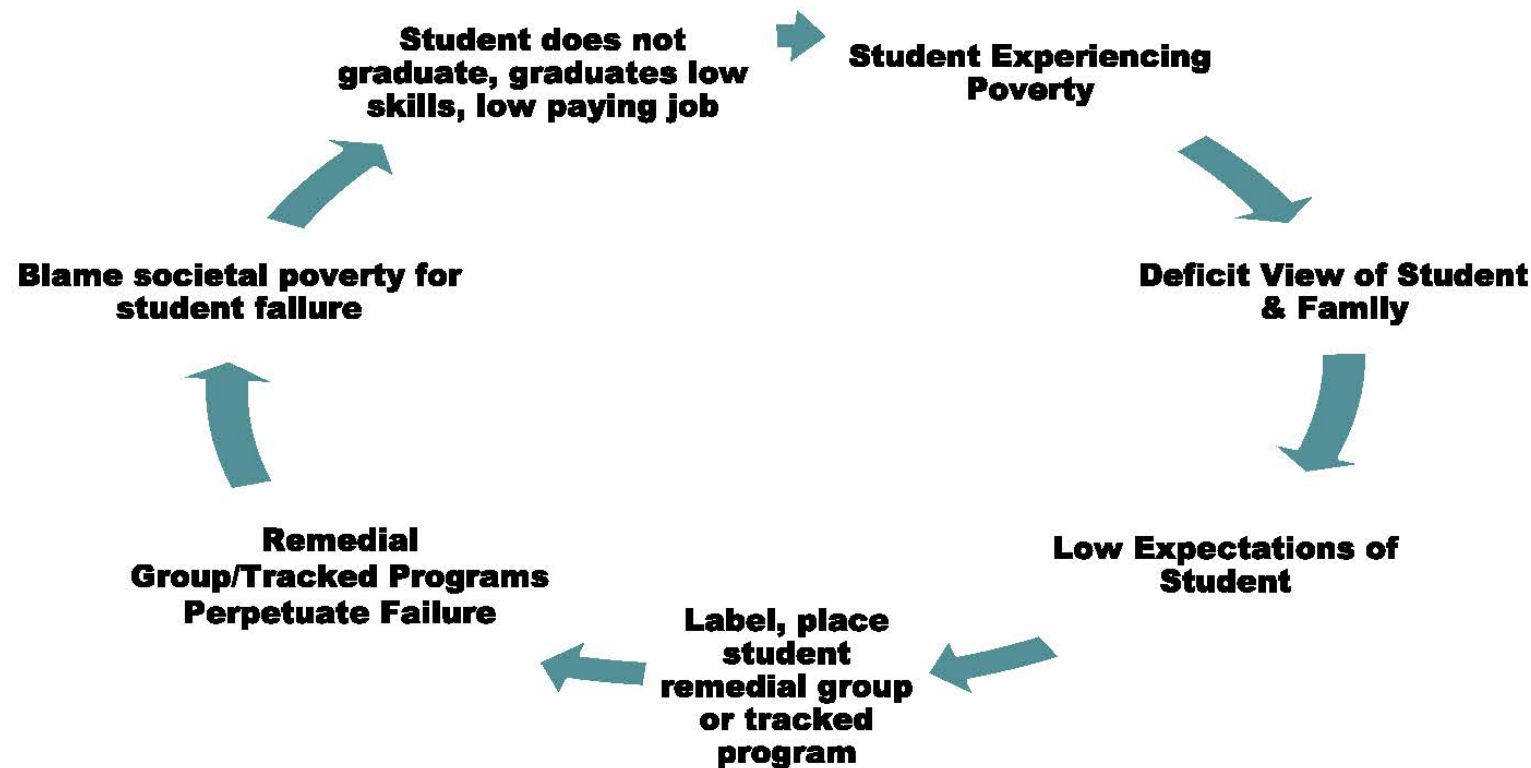
# Language Defines How We Think



And how we think informs our practice!

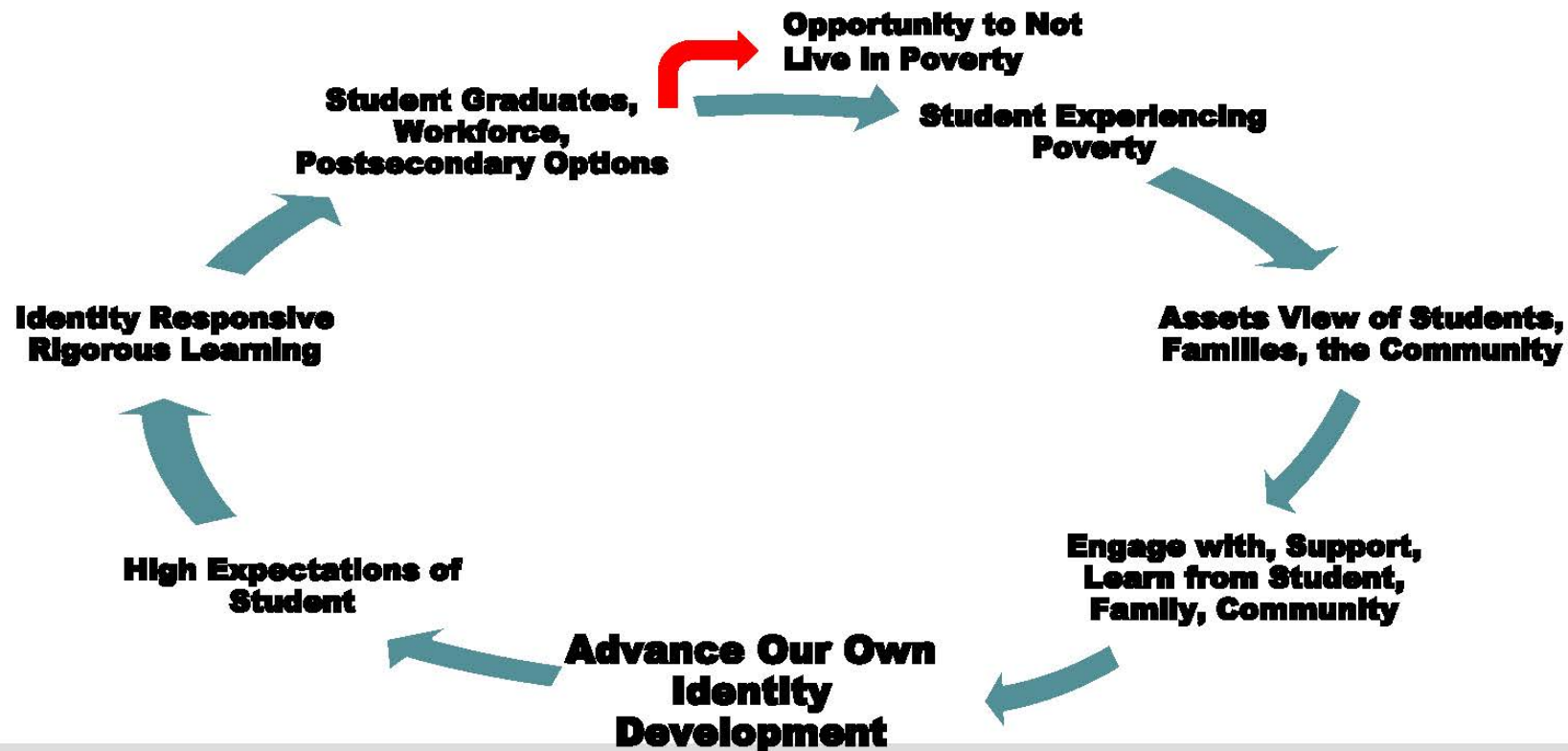


# How Schools Can Perpetuate Poverty





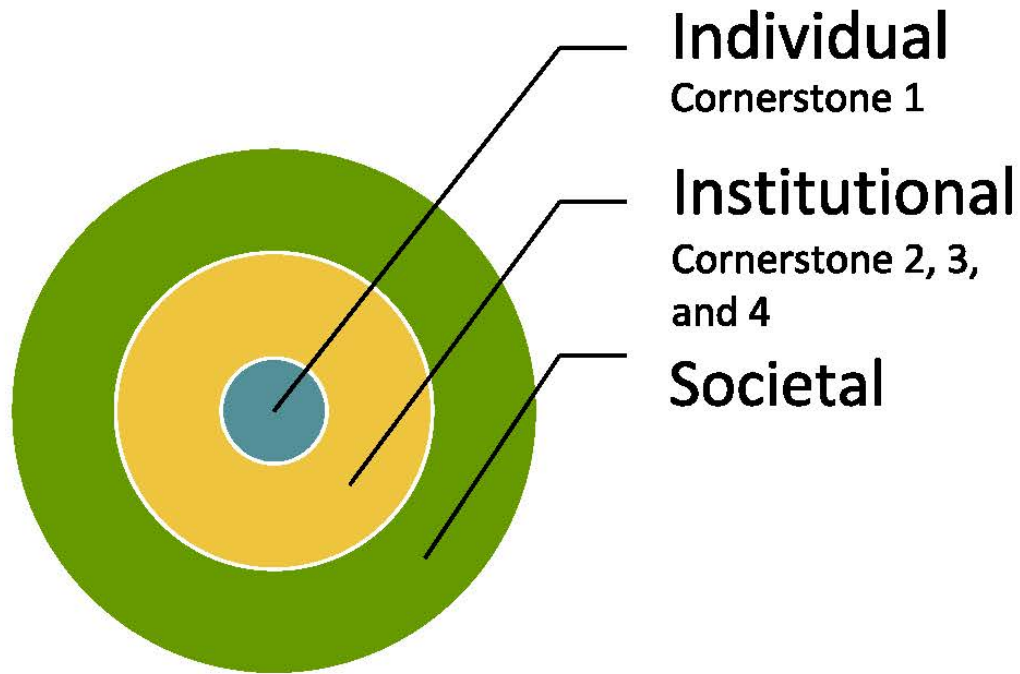
# How Schools Can Disrupt Poverty



# Engage in Identity Development



Levels of  
Advancing  
Learning for All  
Students



# ICS Equity Digital Module 3/Step 3 - Engage in Identity Development



<b>Race</b>	←	→
<b>Class</b>	←	→
<b>Gender</b>	←	→
<b>Ability</b>	←	→
<b>Sexual Identity</b>	←	→
<b>Gender Identity</b>	←	→
<b>Language</b>	←	→
<b>Ethnicity</b>	←	→
<b>Religion</b>	←	→
<b>Intersections</b>	←	→

# 8 Observations of Identity:



1. All of us have multiple identities – identities of privilege and marginalization
2. We often experience contradictory urges about when we want to fit/ be recognized.
3. Some identities pay a “higher price”.
4. Some people have a choice as to whether their identity stays hidden.
5. Individual identities are always changing and developing.
6. The development of an individual identity does not preclude the development of shared goals.
7. The more one understands their own identities – the more they can understand the identities of others.
8. The more one understands identities and the construction of marginalization – the more one can lead to intentionally close opportunity, belonging, and access gaps.



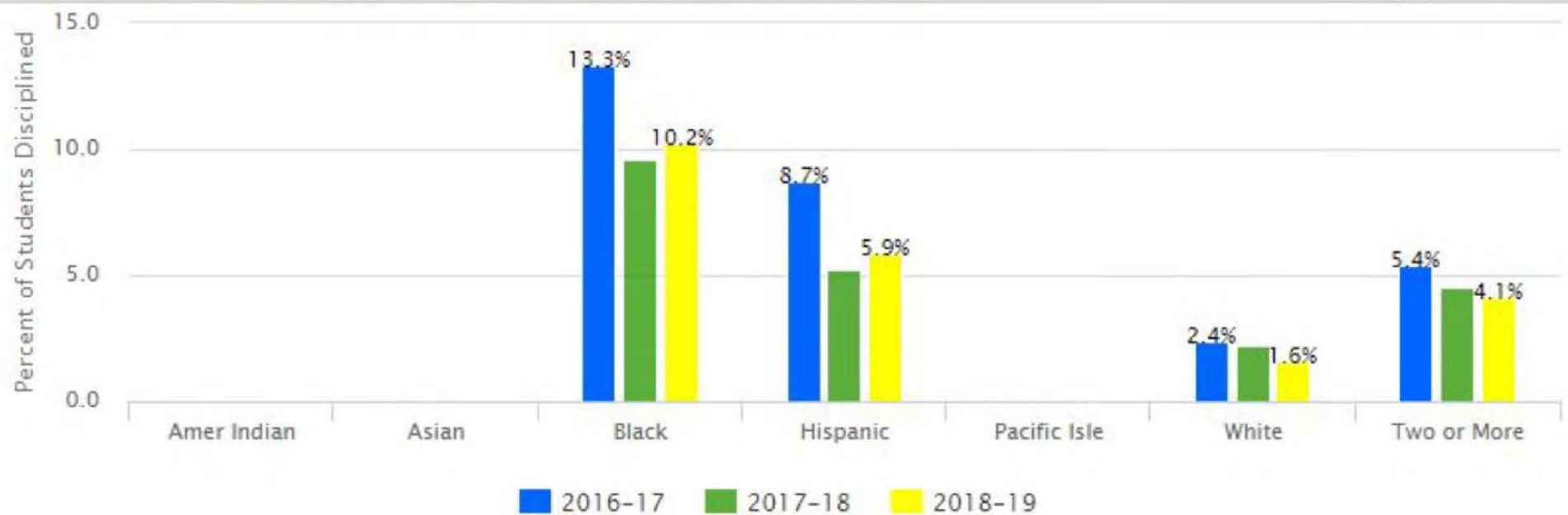


# District D - Discipline Outcomes



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

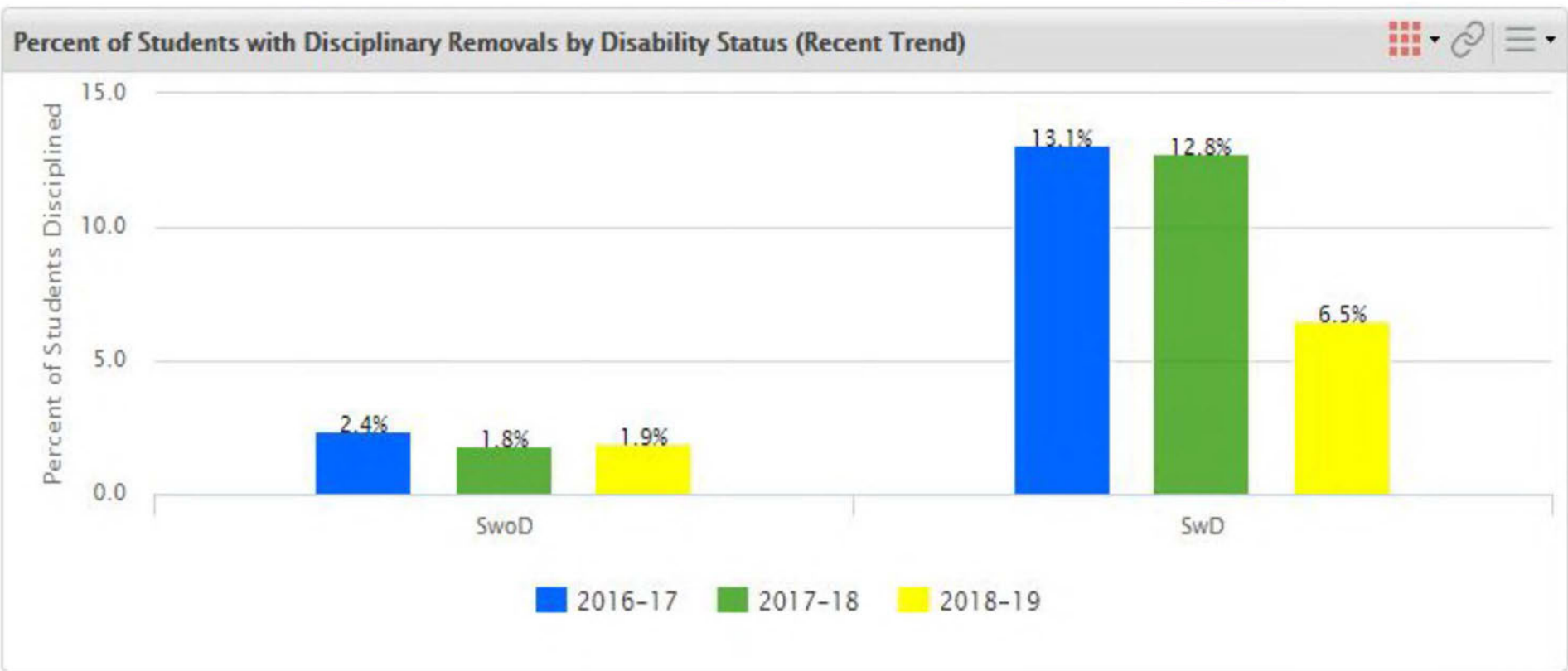
Percent of Students with Disciplinary Removals by Race/Ethnicity (Recent Trend)



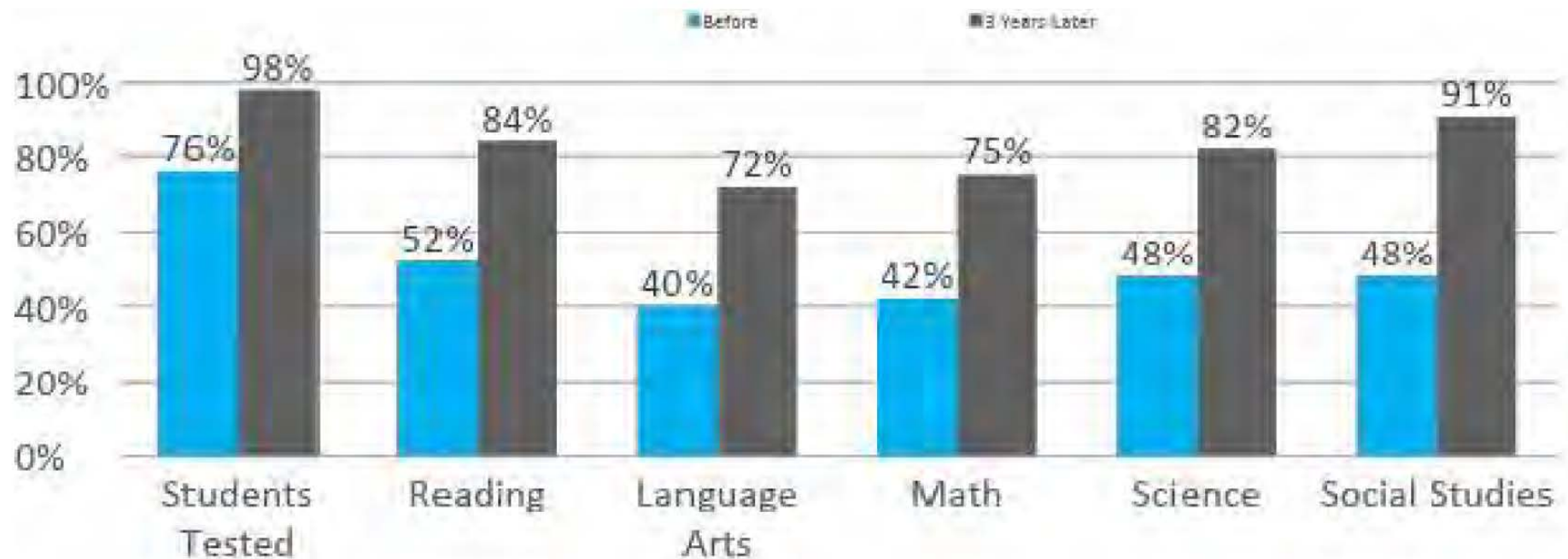
# District D - Discipline Outcomes



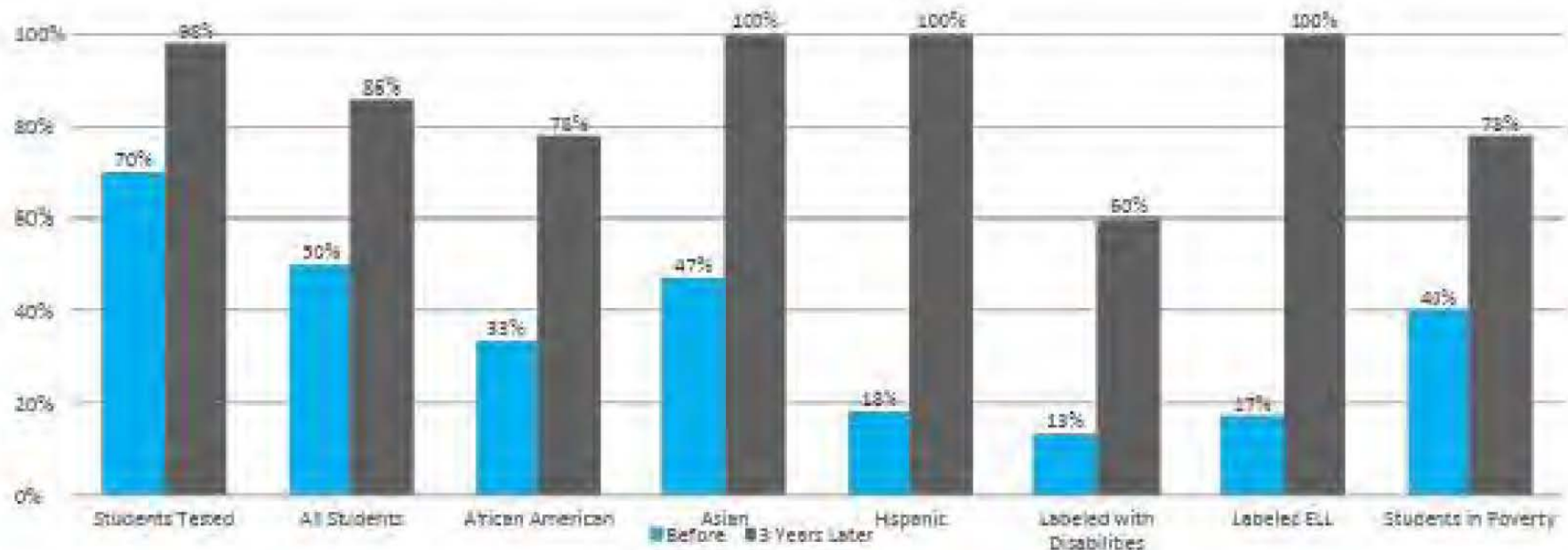
INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™



# Chavez Elementary: 4<sup>th</sup> Grade Assessment Data Students Scoring Proficient/Advanced



# Chavez Elementary: Reading: Students Scoring Proficient/Advanced

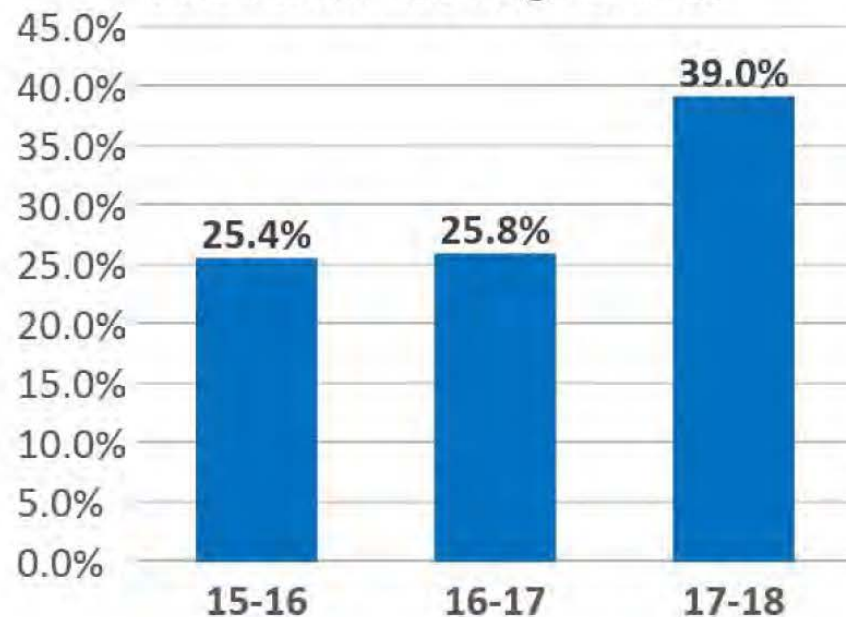




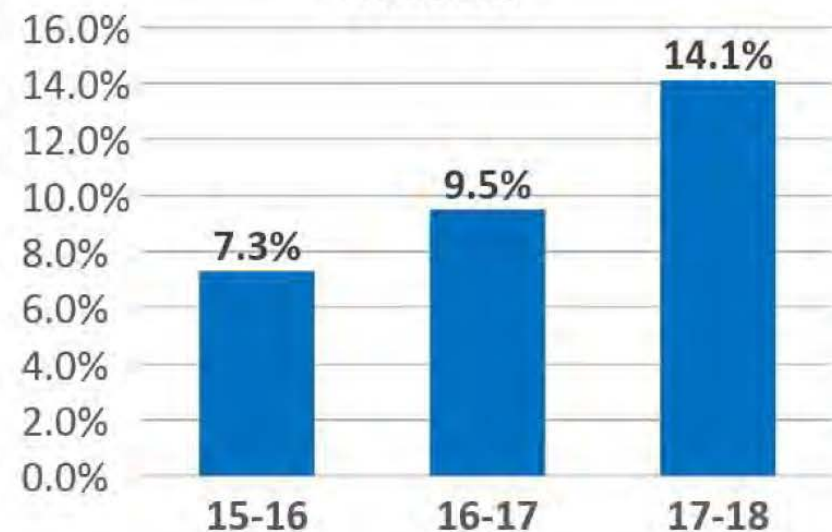
# District C - Equity Outcomes



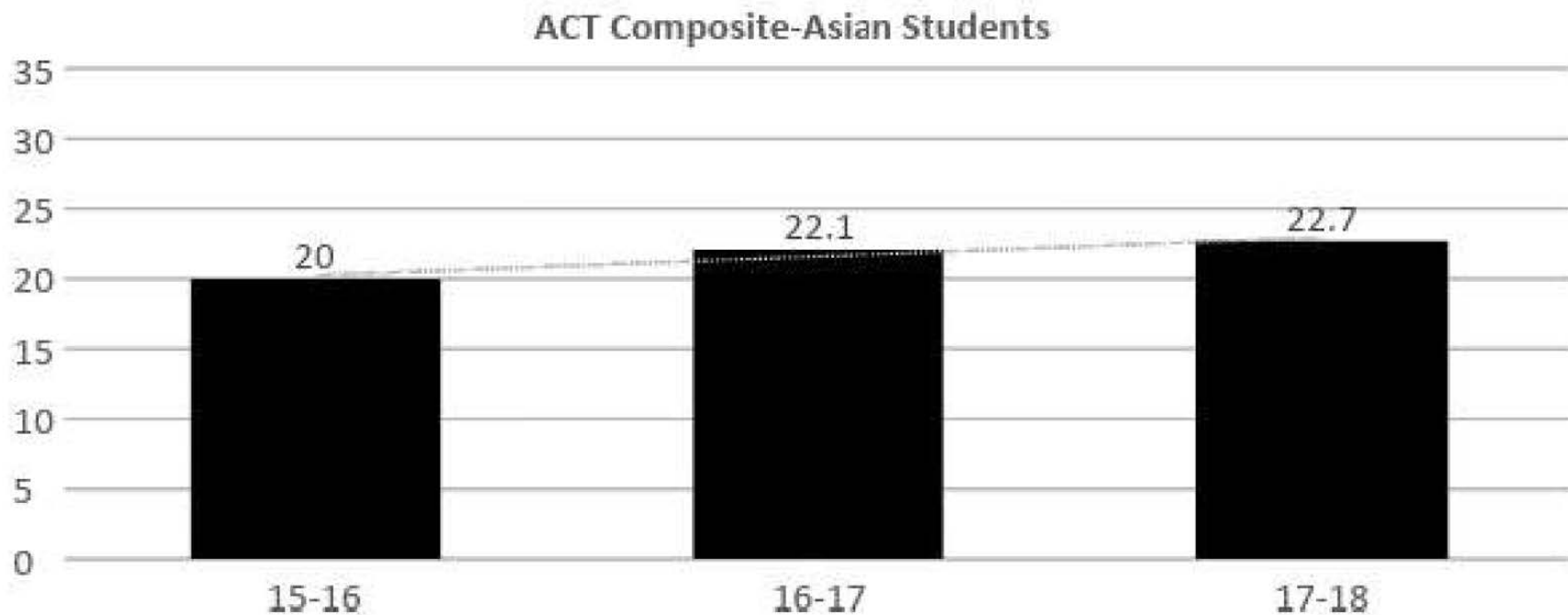
**SWD Forward ELA High Growth**



**SWD Forward ELA Advanced and Proficient**



# Equity Outcome: Positive Equity Change in ACT Test Data Across Race



## Integrated Comprehensive Systems for Equity - Four Cornerstones

### Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization  
Step 2: Shift from Deficit to Assets-Based Thinking, Language  
Step 3: Engage in Identity Development  
Step 4: Apply Equity Research  
**Step 5: Develop Equity Non-Negotiables**  
Step 6: Conduct Equity Audit

### Cornerstone 2 - Align Staff and Students

Step 7: Re-Align Staff and Students  
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

### Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems  
Step 11: Leverage Funding  
Step 12: Cross-Check Policy and Procedures  
Step 13: Create Multi-Year Equity Action Plans

### Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage &  
Develop  
Community



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

# To Interrupt the Cycle of Marginalization... We Create Equity Non-Negotiables to Define Our Work in K-12 and Higher Education



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™



© 2023 ELISE M. FRATTURA AND COLLEEN A. CAPPER. ALL RIGHTS RESERVED. YOU MAY NOT REPRODUCE, MODIFY, OR DISTRIBUTE THIS WORK WITHOUT WRITTEN CONSENT FROM THE AUTHORS. PLEASE EMAIL [INFO@ICSEQUITY.ORG](mailto:INFO@ICSEQUITY.ORG) TO OBTAIN SUCH PERMISSION.



# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



## Cornerstone 1: Focus on Equity

Blames/labels the students



Eliminating inequities begins with ourselves

Any change in the system begins with our own understanding of how educational systems of oppression were created and perpetuated. Thus, educators participate in ongoing learning opportunities about their own identity development (and those of others) through reading and participating in identity development work to assist in shifting from a deficit to asset-based lens.

# Equity Non-Negotiables (ENN) Define How we Will Move Forward

---



- Inverse of our current challenges
- Operationalize equity for the District
- Leverages the work toward the District Mission and Vision
- Guide all decisions forward
- Cross check for all policies and funding practices
- Create sustainability of equity
- Define equity – through a board policy
- Relocate the problem (Kunc)
- High quality teaching and learning for all learners

# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



## Cornerstone 1: Focus on Equity

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



The system is responsible for the prevention of student failure.

Based on the understanding that educational systems of oppression have been historically created – the educators understand how such systems can perpetuate student failure. Example, tracking and low ability grouping, low expectations, clustered classrooms, etc.

# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

## Cornerstone 2: Align Students and Staff

Isolates students by ability, limits access to high quality instruction



All staff are aligned to Co-Plan to Co-Serve to Co-Learn Teams (C3) to support cohesive instruction

Educators support the move from a deficit based to asset based system, through the re-alignment to Co-Planning to Co-Serving to-Co-Learning Teams (C3 Teams). Through these teams cohesive and integrated instruction is supported with high expectations.



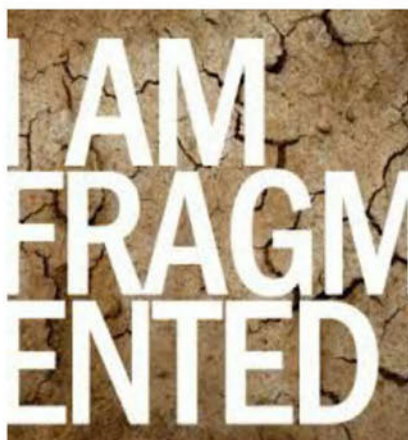
# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

## Cornerstone 2: Align Students and Staff

Fragments a  
student's day



Students are proportionally  
represented in the core of  
teaching and learning

Educators understand and advance the  
importance that all students are  
proportionally represented in core  
instruction as well as in all school  
environments and activities.



# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

## Cornerstone 3: Transform Teaching and Learning

Prevents transfer of educator & student knowledge back to integrated environments



C3 Teams intentionally develop each other's capacity

All educators develop their expertise as members of C3 Teams.

# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



## Cornerstone 3: Transform Teaching and Learning

Some students receive support while others are denied

Instruction is based on Identity Relevant Teaching and Learning (IRTL) and created for each learner the first time the concept/skill is taught through heterogenous small group instruction.

All C3 Teams provide identity relevant instruction that is based on research and practices through heterogeneous small group instruction. Heterogeneous practices are used 80% or more of the student's day to increase learning.

# Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

## Cornerstone 4: Leverage Policy and Funding

Policies and funding often result in mixed messages

All district policies, and funding are aligned with these Equity Non-negotiables



All school policies and procedures and funding are cross-checked with the above Equity Non-Negotiables (ENN) to sustain the work of the system from a deficit based to asset-based system. Specifically, if funding was being used for professional development that supported low segregated ability grouping, such expenditures would be challenged.

# Lessons and Insights

---



- Ongoing communication and transparency about the process and progress is key
- Equity work is an urgent and ongoing marathon, there are no “quick fixes”
- Equity work must be prioritized in meaningful ways (meeting agendas, professional learning, etc.)
- This work must be lead collectively, not by a “lone ranger” or the charismatic “hero”
- This work pushes against the status quo



# Preventing the “fire” next time

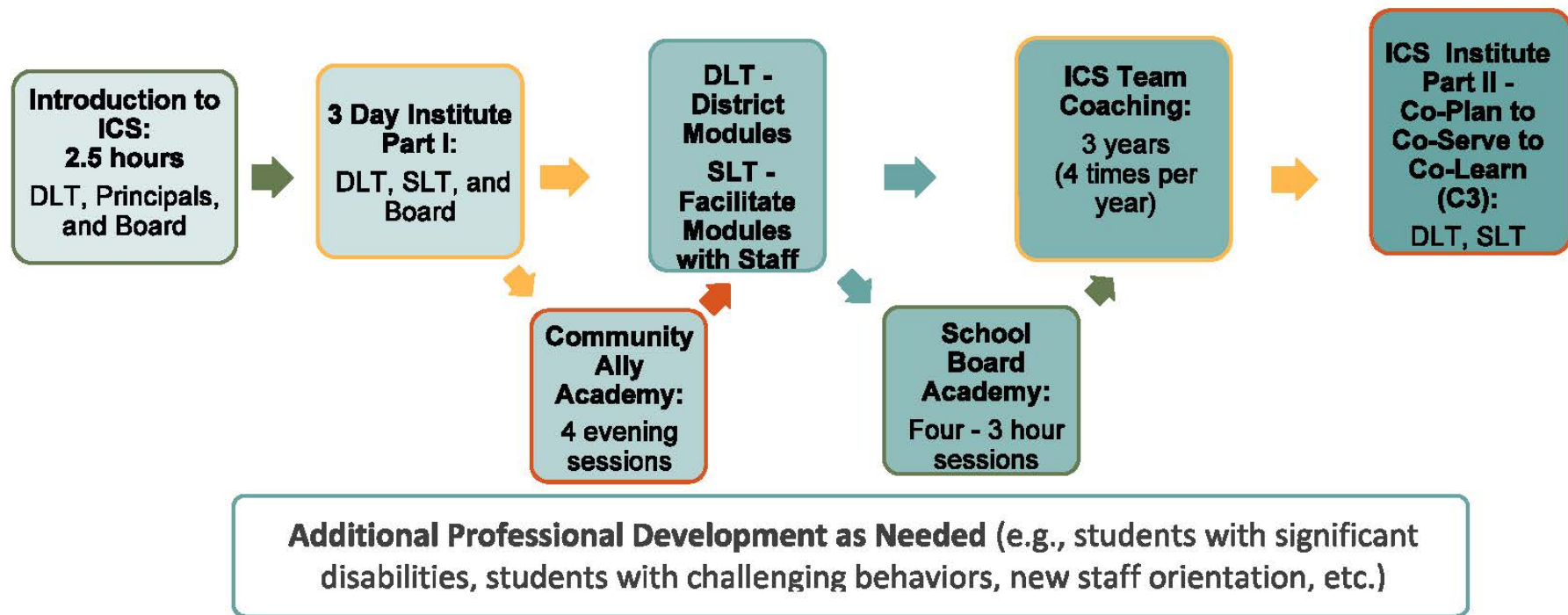
---



- Systems, mindsets, practices, and policies are leveraged to proactively serve all students so that all students, and students who have historically been marginalized, will thrive in schools and in society
- Schools and communities collectively commit to the ongoing work of eliminating inequities. Administrators, psychologists, and educators are better prepared to collectively and systematically engage in equity work.
- Sequential and comprehensive approaches to address inequities are leveraged to guide the work of schools and districts over time in practical and measurable ways.
- Systems, practices, and ways of thinking that contribute to inequities are transformed or replaced with proactive and equitable systems, practices, and ways of thinking



# ICS Equity Implementation Process – Implementation Science





INTEGRATED  
COMPREHENSIVE  
SYSTEMS FOR EQUITY™

## 2023 Annual National Integrated Comprehensive Systems for Equity Virtual Institute Part I: Advancing Equity For All

### WHEN:

3-Day Virtual Institute from  
July 25 - 27, 2023,  
virtually from  
8 a.m. - 3 p.m. CDT each  
day.

### WHAT:

Each School/District Leadership Team  
(of 8-10 people per team) will:

- strengthen your understanding and implementation of the framework and process of Integrated Comprehensive Systems for Equity;
- engage in plentiful team time throughout the event to engage in a deep equity analysis of your setting;
- complete an Equity Action Plan for your school, district, region, or state to advance equity systems change for all.

### HOW TO REGISTER:

Visit [www.icsequity.org](http://www.icsequity.org)  
to register and for information.

Scan this QR code with your phone  
to go directly to [icsequity.org](http://icsequity.org).

