IDRA NEWSLETTER

Focus: School Integration

Using Socioeconomic Indicators as a Tool for School Diversity and Integration

By David Hinojosa, J.D., and Erica Frankenberg, Ed.D.

As many schools across America have re-segregated along racial and ethnic lines, several school leaders are looking for solutions that can help reverse course. Recognizing the several academic and social benefits stemming from diverse students learning together, some school districts in the South have turned to using students' socioeconomic backgrounds (SES) to help integrate schools.

The Century Foundation reports that, nationwide, 32 of the 91 schools and districts using SES strategies are located in the southern federal Region II (Potter, et al., 2016). The IDRA EAC-*South* has assisted several districts with school integration plans and is available to assist others in Region II* with technical assistance in this area.

Since the late 1960s, the South has been the most desegregated region of the country for Black and White students; however, this progress has been rapidly unraveling over the past three decades (Orfield & Frankenberg, 2014). Latino students, who now out-number Black students in public schools in the South, attend 90 percent to 100 percent minority schools at higher rates than Black students. Many districts in the South were once under court orders to desegregate, but a number of these cases have ended.

Districts still valuing diverse schools must be cognizant of applicable legal standards that curtail some types of voluntary efforts. But importantly, the Supreme Court found in 2007 compelling reasons that school districts would want to adopt policies to (1) reduce racial isolation, and (2) create diverse schools. These reasons are supported by research, described below, and also were foundational to the guidance released by the U.S. Departments of Education and Justice in 2011 about race-conscious policies in K-12 schools.

When school segregation or, conversely, diversity are discussed, race and socioeconomic status are often used interchangeably. Research finds that the vast majority of schools that almost entirely consist of Black students and Latino students also are schools that have a majority of students from low-income families (Orfield & Frankenberg, 2014).

Further, some of the research on why diverse student composition is important for students' outcomes includes both racial and SES factors as part of the analysis, illustrating how closely the two dimensions of diversity are linked.

The social and educational benefits that flow from racial and socioeconomic diversity are critical indicators for school districts to consider as part of their strategic plans. In an analysis of pre-school classrooms, a researcher found that there were learning benefits associated with the racial composition of classrooms in addition to those that accrue from having students from diverse socioeconomic households (Reid, 2016).

"There can be no doubt: we need an excellent education for all our children. And where there is no equity, there can be no excellence."

– Dr. María "Cuca" Robledo Montecel, IDRA President and CEO

Other research shows a range of benefits for White students and students of color from intergroup contact, including lower racial prejudice, development of critical thinking skills, and the likelihood that students will live and work in more integrated settings as adults (Siegel-Hawley, 2012).

Although some school districts struggle with properly supporting their high-poverty, high-minority schools with essential resources (Imazeki & Goe, 2009), studies have found the class composition of peers to be a school-related factor influencing achievement. A study of Montgomery County, Maryland's economic desegregation policy found that low-income students assigned under the district's plan to low-poverty schools performed better five to seven years later than peers from similar households attending schools with higher levels of student poverty (Schwartz, 2010). A congressionally-commissioned review of studies from the last decade reached a similar conclusion (GAO, 2016). Taken together, these studies point to the importance of carefully assessing multiple dimensions of school diversity (Ayscue, et al., 2017).

Importantly, research shows that SES diversity policies must be carefully designed, implemented, supported and monitored to be a successful tool for desegregating schools (Frankenberg, 2014). Further, to reap the benefits of diversity described above, it is important to attend to within-school mechanisms that often stratify students by class and race into different and segregated classrooms in schools that are diverse. Exposure to diverse students in classrooms is essential for these benefits to accrue for all students.

School districts design and implement different types of diversity policies, and the details are critical for the ultimate success of the policy. For example, some policies apply to the initial assignment of all students through the use of drawing attendance boundaries to create SES integration (examples: Wake County, see Williams & Frankenberg, 2011; Eden Prairie, Minn., see Eaton, 2012) or controlled choice policies that allow families to submit choices, and the district manages these choices along with considering other factors, such as socioeconomic and/or racial diversity, proximity, and siblings, to make final school assignments (such as Louisville, see Frankenberg, forthcoming).

Other policies are much more limited in scope in that districts make initial student assignments without regard to diversity but consider the effect on school diversity when evaluating a student's transfer application, such as Beaumont ISD in Texas. In other districts, socioeconomic diversity policies might apply to a selected subset of schools, such as magnet schools or selective schools in Chicago. These latter policies, not surprisingly, are less effective given their weaker design (Reardon & Rhodes, 2011).

School districts have used a variety of approaches to defining diversity using factors either at the individual level, such as free and reduced-price lunch eligibility, English learner status, eligibility for other governmental programs, preschool attendance (for kindergarten students), or race.

Districts also have considered the socioeconomic characteristics of small geographic units, like block groups in terms of their median income, educational attainment, and race. The availability of data and GIS tools provides a wealth of potential options for districts.

Because these policies are voluntarily adopted, it is important to continually engage with the community to maintain support for diversity as a goal and for the means the district is using to accomplish this goal. Thus, gathering many different types of data to understand the status of school diversity and segregation both in neighborhoods and schools is an important first step.

Engaging early with the community, in multiple settings, is also critical. Districts have found community meetings, public education campaigns, conducting surveys and focus groups, and even creating citizens' committees to assist the district to be useful tools. Engaging with multiple partners in the community, such as the media, faith communities, civil rights groups, and business communities, will ensure that various constituencies are part of developing the plan. Some districts have found it useful to engage with outside consultants to help to bridge any divisions and add transparency to the process.

With growing interest and increasing understanding of the benefits of diverse schools, the IDRA EAC-*South* and other equity assistance centers are planning a series of technical assistance services to help school districts further diversity. Please contact us at eacsouth@idra.org for further information.

David Hinojosa, J.D., is IDRA's National Director of Policy and he directs the IDRA EAC-South. Comments and questions may be directed to him via email at david.hinojosa@ idra.org. Erica Frankenberg, Ed.D., is an Associate Professor of Education and Demography at the Pennsylvania State University, and co-director of the Center for Education and Civil Rights.

*Region II covers Washington, D.C., and 11 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

WEBSITE **See references for this article at** http://budurl.com/IDRAa17a

School Integration – Preparing Teachers for Working in Diverse Classrooms

by Pamela Higgins Harris, Susan Shaffer, & Phoebe Schlanger

Editor's Note: The IDRA EAC-South provides technical assistance and training to build capacity of local educators to serve their diverse student populations. The IDRA EAC-South is one of four regional equity assistance centers and serves Region II, which covers Washington, D.C., and 11 states: Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia. IDRA is working with staff at the Southern Education Foundation and the Mid-Atlantic Equity Consortium to develop local capacity in the region among the 2,341 school districts and 29,632 schools with over 1 million educators and 16 million students. More information is available at http://www.idra.org/eac-south/.

Preparing teachers to work in diverse classrooms requires intentional thought and review. Schools and neighborhoods reflect our entrenched history of desegregation, integration and re-segregation. Persistent student achievement gaps suggest an implied correlation in disparate opportunity gaps within diverse schools and classrooms, and between diverse students and teachers (OCR, 2016).

Since the landmark ruling in 1954, *Brown v. Board of Education*, various iterations of the promise of school integration have been identified as critical to the success of students of all racial, linguistic, socio-economic and religious backgrounds (Tolsdorf, 2005; Orfield, et al., 2014; Kahlenberg, 2012). Research confirms that all students benefit when they attend diverse schools and are taught by highly effective teachers (Bowman, 2014).

Teachers are the most important school-based factor when it comes to achievement (RSN, 2015). To eliminate the educational achievement gap, we must address opportunity gaps that persist for children and youth of diverse backgrounds.

One such opportunity gap is inequitable student access to highly effective teachers (Goldhaber, et al., 2015). These teachers have the ability to change the trajectory of students' lives. To reach today's increasingly diverse student body, teachers will benefit from culturally competent professional development (Lindsay, et al., 2009).

Schools that are segregated, poor and serve children of color tend to have less experienced teachers. A recent survey of American teachers reported 49 percent of secondary teachers agreed they could not effectively teach their range of diverse learners (Miller, 2009). In addition, while the student population in the United States is becoming more racially and linguistically diverse, our teacher population is increasingly homogenous based on race, economics, language and/or gender (Skiba, et al., 2011; Darling-Hammond, 2010).

Cultural conflict can affect the quality and opportunity for learning when a gap persists between the personal cultural knowledge of teachers and that of students. To be successful, teachers need to "understand the complex characteristics of ethnic groups within the United States' society and the ways in which race, ethnicity, language and social class interact to influence student behavior" (Banks & Banks, 2015).

Cultural proficiency is a way of being, a mindset that affirms one's own culture while positively engaging with those whose cultures differ from their own (Lindsey, et al., 2009). Culturally competent educators intentionally take into account the sociopolitical realities that affect students and their families at each developmental stage of their lives. The asset-based approach builds on assets that children from diverse backgrounds bring with them into learning settings, so long as classroom conditions encourage the expression of these assets (Boykin, 2012; Boykin & Noguera, 2011).

Teachers who seek to become culturally competent educators should adopt the following strategies.

Build Relationships

Among the most empirically verified asset-based factors is a teacher-student relationship that provides a socially and emotionally supportive yet demanding and high expectation classroom

Culturally sustaining educators build upon the cultural fluidity and connectedness reflected in the identities of students as an asset to learning and academic achievement. They seek to perpetuate and foster linguistic, literate and cultural pluralism as part of the fabric of schooling.

(School Integration – Preparing Teachers for Working in Diverse Classrooms, continued from Page 3)

learning environment. Teachers should offer: (1) collaborative learning, which entails collaborative intellectual exchanges among students and ensures that all classroom participants are actively involved in the learning process; (2) meaningful learning, which builds on student experiences and knowledge by making connections to significant events in their lives; and (3) cultural resources, which pro-actively build on the cultural, family, and community assets, values and practices students bring from home (Boykin & Noguera, 2011; Ramani & Siegler, 2011; Yeager & Walton, 2011).

Identify and Activate Student Strengths

The most highly effective teachers are not only knowledgeable of their grade level content and subject matter, they also are knowledgeable of their students' backgrounds. In addition, school districts must implement policies and practices that open pathways to academic excellence for all students and integrate pre-requisites for academic learning.

With this support, teachers can: (1) set achievement targets prior to instruction and make these evident to students; (2) provide students constructive feedback that is non-judgmental and linked explicitly to the goals for learning; (3) make appropriate instructional adjustments responsive to the assessment data gleaned; and (4) increase students' capacity for self assessment. In doing so, teachers will foster academic optimism, raise expectations of excellence for every child, connect with each student's prior knowledge and deliver content knowledge in ways students can understand.

This caliber of teacher uses student culture, language and interests as a method to link to learning (Ball & Forzani, 2011; Boykin & Noguera, 2011). In this capacity, teachers and students see themselves as agents for classroom change, achievement, and community and family engagement (Gay, 2013; Ladson-Billings, 2001).

Situate Learning in the Lives of Students and Their Families

Culture is a powerful yet often invisible factor that influences the outcomes of schooling (Paris & Alim, 2014). Teachers should include culturally competent and sustaining elements in all aspects of schooling. This paradigm requires that cultural competence move beyond the pedagogy on which it was built.

Culturally sustaining educators build upon the cultural fluidity and connectedness reflected in the identities of students as an asset to learning and academic achievement. They seek to perpetuate and foster linguistic, literate and cultural pluralism as part of the fabric of schooling (Paris, 2012).

Facilitate High Level Critical Thinking

Effective teacher preparation equips teachers to guide learners from diverse backgrounds to reach their true potential by effectively mediating the interrelationship among three core dimensions of human growth and development: personal, cognitive and social. Students need teachers to provide simultaneous experiences in all three of these domains to connect them with positive, constructive and sustainable learning experiences.

Instructional mediation strategies build structure and organization into the learning process from which students can attain and build academic self-direction, empowerment and focus (Rodríguez & Bellanca, 2007; Davis, 2005). The charge for teachers is to mediate teaching and learning from an asset-based stance to one that consistently taps into and engages the ability within children from a wide range of lived realities and social environments (Gorski, 2013).

Amplify Student Voice

Student engagement outcomes are substantially driven by two sets of factors: guiding functions and asset-based factors. Guiding functions include self-efficacy – the confidence that one has in doing what it takes to accomplish the desired outcomes (Byrnes & Miller, 2007; Kitsantas, et al., 2011) and self-regulated learning – the propensity for planning, monitoring and assessing one's own learning (Horner & O'Connor, 2007; Zito, et al., 2007).

Student engagement has been shown to raise achievement levels for all students and will raise such levels even more steeply for children and youth of color, from low-income backgrounds, and from other backgrounds at risk for academic failure.

Engage Families and Community Members as Partners

Equity educators advocate for high quality teacher preparation in the context of culturally competent and sustainable integrated schools. Connections with parents and the community at large will facilitate attainment of collaborative partnerships that promote the academic, social and emotional development of children (Robledo Montecel & Goodman, 2010). Ultimately this calls for continuously forging professional com-

munities of committed, diverse stakeholders who elevate the attainment of cultural competence and shared responsibility for student as well as teacher well-being and performance.

Change from usual teaching practices calls for a commitment to ongoing, self-mediated exploration that includes a wide variety of professional growth-promoting processes. Teachers need frequent opportunities to reflect critically on their teaching practices and to self-empower construction of new beliefs, knowledge and practices about students, curriculum and instructional delivery.

Self-mediated change in practice must be accepted as a routine effect in an ongoing professional growth model. This requires teacher preparation that ensures all teachers have the knowledge, skills and dispositions to meet the diverse learning needs of all their students (Gay, 2013). Without teacher preparation and training in cultural competence, performance disparities for low-income students and students of color will continue (Basterra, et al., 2011; RSN, 2015).

Pamela Higgins Harris is a senior education equity consultant. Susan Shaffer is president of the Mid-Atlantic Equity Consortium, Inc. (MAEC) and executive director of the Center for Education Equity (Region I EAC). Phoebe Schlanger is MAEC's senior publications editor.

WEBSITE
See references for this article at
http://budurl.com/IDRAa17b

DOWNLOAD
See IDRA's Infographic: Six Generations of Civil Rights and Educational Equity
http://budurl.com/IDRA6gen

Strategies for Recruiting and Retaining a Diverse, High-Quality Teacher Workforce

by Desiree Carver-Thomas and Kristin Grayson, Ph.D.

Schools nationwide are struggling to hire a teacher workforce that reflects the racial diversity of their communities, an endeavor made even more difficult by the national teacher shortage (Sutcher, et al., 2016). However, recruiting and retaining a diverse teacher workforce that includes teachers of color is crucial. A more robust pipeline of teachers of color can help stem shortages in hard-to-staff schools (Simon & Johnson, 2015).

The IDRA EAC-*South* is currently assisting several districts (both those under federal desegregation orders and others who have self-identified the need to diversify their staff) in addressing these issues by helping districts use research-based solutions to recruit, hire and retain teachers of color. IDRA EAC-*South* is ready to assist other districts and does not operate as an enforcement agency.

Why We Need More Teachers of Color

Research shows that teachers of color tend to have higher expectations of students of color and are associated with better student achievement, lower absenteeism and fewer suspensions for students of color (Albert Shanker Institute, 2015; Holt & Gershenson, 2015). They also are important role models for all students (U.S. Department of Education, 2016).

Students seeing and building relationships with teachers of color can help break down stereotypes and engender positive attitudes across racial differences. Finally, having a diverse faculty in schools brings cultural knowledge and capital that teachers can share with each other as they design programming and curricula.

Teachers of Color in the Workforce

Although the number of teachers of color doubled between 1988 and 2012, the high rate of teacher turnover – teachers moving between schools and leaving the profession – impedes the growth of the share of teachers of color in the workforce. As student diversity in the nation's public schools continues to multiply, faculty diversity has not kept pace.

In 2012-13, students of color made up over half of all students, while teachers of color comprised less than 20 percent of the teaching workforce. The limited pool of teachers of color hinders the ability of all districts to increase faculty diversity.

In 2012-13, the turnover rate for teachers of color was 26 percent greater than it was for White teachers. The problem is not just a loss of teachers of color; turnover also destabilizes schools and undermines student achievement (Ronfeldt, et al., 2011). Any number of factors can decrease the number of teachers of color in schools.

However, the majority of teachers of color leave schools or teaching altogether because of poor working conditions (Sutcher, et al., 2016). Three in four teachers of color teach in schools with the most students of color, which tend to be disproportionately impacted by accountability sanctions, poor administrative support and a lack of resources. Additionally, a recent study finds that turnover of teachers of color is strongly related to having influence on school decision-making and autonomy in the classroom (Ingersoll & May, 2016). Following are three strategies for recruitment and retention.

Strategy: Improve Teacher Preparation in High-Retention Preparation Pathways through Cost Subsidies

Teachers of color likely enter the profession with less training than other teachers due to the cost of attending high-quality teacher preparation programs offered at colleges and universities, including the cost of not working full-time while a student.

Research shows college students of color and from low-income households perceive student loans as a greater burden than other students do, suggesting that high-retention pathways that reduce the debt burden of preparation can bring more students of color into high-quality teacher preparation programs (Podolsky & Kini, 2016).

Research shows that teachers of color tend to have higher expectations of students of color and are associated with better student achievement, lower absenteeism and fewer suspensions for students of color.

Service scholarships and loan forgiveness programs, when well-designed to cover tuition and living expenses, can be effective tools for recruiting teacher candidates into high-quality preparation programs and retaining them in the profession. Candidates commit to teach for a specified period in high-need schools or fields, such as special education, mathematics, science, and bilingual education. In exchange, their educational costs are covered or reimbursed. Several states have successfully implemented these programs.

Another high-retention pathway is **teacher residencies**, which involve yearlong apprenticeships with master teachers in high-need urban or rural schools (Guha, et al., 2016). Districts and universities partner to provide clinical experiences directly related to coursework that leads to master's degrees in education. Residents receive financial support and, in exchange, commit to teach with ongoing mentorship in a high-need school in the district for three to four years after their residency.

Nationally, residents are more racially diverse (49 percent are people of color), have higher district retention rates and yield better student achievement than novice teachers entering the field through traditional pathways (Guha, et al., 2016). Many districts have developed residency programs by leveraging federal or state funding.

Grow your own preparation models can support high school students and other community members to pursue teaching degrees and teach in their own communities, helping to build the pipeline of well-prepared teachers in hard-to-staff urban and rural schools (Podolsky, et al., 2016).

For example, the Pathways to Teaching Careers Program provided scholarships and other supports for paraprofessionals and other noncertified school personnel to become teachers. An evaluation of the program found that 74 percent of paraprofessionals recruited into the program were people of color and 91 percent of paraprofessionals went on to teach in high-need schools.

Strategy: Increase Recruitment through Strategic Hiring Practices

School districts can better recruit teachers of color by adjusting hiring policies and practices (Podolsky, et al., 2016). Districts can shift the hiring timeline earlier to allow greater time to undertake targeted recruitment to fill vacancies. In some districts, for example, teachers must submit their requests for school reassignment by early spring, or they receive a small stipend for submitting their intent to resign or retire by then.

With more time, hiring staff can do more than post openings online. Staff can attend career fairs and visit preparation programs at nearby colleges, including minority servings institutions (historically Black colleges and universities and Hispanic serving institutions). School districts can work with those programs to streamline applications and recruit well-qualified candidates. Including current teachers of color in the hiring process and compensating them for their time, can also help recruit teachers of color (Simon, 2015).

Strategy: Support Improved Working Conditions

Poor working conditions contribute significantly to the high turnover rates of teachers of color, and principals play a key role in shaping those conditions. Unfortunately, not all school leadership programs adequately prepare principals for competency in all the roles in which they serve: instructional leader, data analyst, operations manager, and so on. The principal and the leadership team are essential for fostering a positive climate that includes a safe and healthy learning environment, school staff who model respect and communication, and well-defined high expectations for both teachers and students.

Principals also can support teachers in need of professional growth through comprehensive professional development and cultural competency training (Johnson, 2016). Excellent principal preparation programs train future leaders to support positive teaching and learning environments. Various state and federal funds may be allocated to support principal preparation.

Other ways to improve working conditions include giving new teachers more mentoring and support along with reduced class sizes and access to essential resources. Teachers benefit from active parent engagement in schools, ongoing development opportunities, and professional learning communities. Additionally, teacher compensation should allow teachers to enhance their salaries with additional teaching years of experience and relevant educational advances.

Faculty diversity is an asset that promotes a dynamic, inclusive learning environment for all students. For more information about how the IDRA EAC-*South* can support your school or district technical assistance, please contact us at eacsouth@idra.org.

Resources

Albert Shanker Institute. (2015). *The State of Diversity in American Education* (Washington, D.C.: Albert Shanker Institute).

Black, H. (2016). "New Indiana Scholarship Tackles Teacher Shortages by Offering Students Tuition Help," WSBT CBS 22 (Mishawaka, Ind.).

Guha, R., Hyler, M.E., & Darling-Hammond, L. (2016). *The Teacher Residency: An Innovative Model for Preparing Teachers* (Palo Alto, Calif.: Learning Policy Institute).

Holt, S.B., & Gershenson, S. (2015). *The Impact of Demographic Teacher Representation on Student Attendance and Suspensions*, IZA Discussion Paper No. 9554 (Rochester, N.Y.: Social Science Research Network).

Ingersoll, R.M., & May, H. (2016). *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013* (Palo Alto, Calif.: Learning Policy Institute).

Johnson, P. (August 2016). "Fostering Culturally Diverse Learning Environments," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association).

Podolsky, A., & Kini, T. (2016). *How Effective Are Loan Forgiveness and Service Scholarships for Recruiting Teachers?* (Palo Alto, Calif.: Learning Policy Institute).

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the Teacher Shortage: How to Attract and Retain Excellent Educators* (Palo Alto, Calif.: Learning Policy Institute).

Rizga, K. (2017). "Black Teachers Matter," *Mother Jones*.

Ronfeldt, M., Lankford, H., Loeb, S. & Wyckoff, J. (2011, June). "How Teacher Turnover Harms Student Achievement," NBER Working Paper No. 17176 (Cambridge, Mass.: National Bureau of Economic Research).

Simon, N.S. (2015). "Recruiting and Hiring Teachers in Six Successful, High-Poverty, Urban Schools," Doctoral dissertation (Cambridge, Mass.: Harvard Graduate School of Education).

Simon, N.S., & Johnson, S.M. (2015). "Teacher Turnover in High-Poverty Schools: What We Know and Can Do," *Teachers College Record*, Volume 117 Number 3, p. 1-36.

Sutcher, L., Darling-Hammond L., & Carver-Thomas, D. (2015). *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.* (Palo Alto, Calif.: Learning Policy Institute).

Sutcher, L., Podolsky, A., & Espinoza, D. (2017). *Supporting Principals' Learning: Key Features of Effective Programs* (Palo Alto, Calif.: Learning Policy Institute).

Texas Higher Education Coordinating Board. Texas Teacher Residency Program, website (2016).

U.S. Department of Education. (2016, July). *The State of Racial Diversity in the Educator Workforce* (Washington, D.C.: Policy and Program Studies Service Office of Planning, Evaluation and Policy Development).

Desiree Carver-Thomas is a research and policy associate at the Learning Policy Institute. Comments may be directed to her at dcarverthomas@learningpolicyinstitute.org. Kristin Grayson, Ph.D., is an IDRA education associate. Comments may be directed to her at kristin.grayson@idra.org.

PODCAST

Listen to our podcast episode "How Inclusive Education Shapes Teaching in Diverse Classrooms
http://budurl.com/IDRApod170

IDRA Establishes Scholarship Endowment in Honor of Dr. Max Castillo, University of Houston-Downtown President Emeritus

In recognition of University of Houston-Downtown President Emeritus Max Castillo's service on the IDRA board of directors and to higher education, IDRA has established the IDRA Scholarship Endowment in Urban Education at UHD in his honor. Dr. Castillo served on the IDRA board for almost 30 years and had a 17-year tenure with UHD.

"IDRA is grateful to work for the day when we can assure educational opportunity for every child – regardless of their educational, cultural or economic background," said María "Cuca" Robledo Montecel, IDRA President & CEO.

Dr. Castillo told Skyline News: "The focus of the award should be on the important work that IDRA accomplishes every day to empower public school leadership and teachers to provide opportunities for every student to be successful and attain their highest educational goal. I am honored that this endowment is established in my honor, but I am focused on the important work of IDRA as it continues to work toward this objective."

After his retirement eight years ago, Dr. Castillo's work continues to bring recognition to the university and positively impacts the public and higher education communities.

(From left) Interim UHD President Michael A. Olivas, College of Public Service interim dean Leigh Van Horn, IDRA President & CEO María "Cuca" Robledo Montecel, IDRA board member Othon Medina, Urban Education chair Ronald Beebe, Dr. Max Castillo.

Just Launched!
Actionable Knowledge for Equity

At every level - from policy to practice - people need clear, accurate and timely information to assess what is needed to strengthen public schooling.

IDRA's empirically-based Quality Schools Action Framework outlines indispensable levers of change that depend on the production and use of actionable knowledge. IDRA has just launched our new **Actionable Knowledge for Equity bulletin** for those who are engaged in education from state capitols to board rooms, from classrooms to community centers and kitchen tables, in order to bring about equitable education for every child in our public schools across the country. Each edition will focus on four areas: bullying and harassment, actionable data, quality teaching, and school leadership.
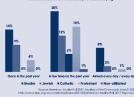
Don't miss it! Subscribe to IDRA's email notices
http://budurl.com/IDRAsubscribe

Focus: School Integration

Subscribe Today!

SUBSCRIBE — Sign up for IDRA's free email newsletters!
http://budurl.com/IDRAsubscribe

iTunes — Get IDRA's Classnotes Podcast via iTunes or online
http://www.idra.org/Podcasts/

Connect with Us Online

facebook.com/IDRAed

twitter.com/IDRAedu

slideshare.net/IDRAedu

pinterest.com/idraedu

budurl.com/IDRALinkedIn

flickr.com/IDRAedu

budurl.com/IDRAYouTube

Download Our Free News App

Get IDRA's email newsletters, Classnotes Podcast, videos, infographics and more!

Available now for iPhone, Android, Mobile Web, and Blackberry

Available on the App Store

ANDROID APP ON Google play

Assuring educational opportunity for every child

IDRA

Scan this code or visit
www.idra.org/apps

achieving equal educational opportunity for every child
through strong public schools that prepare all students to access and succeed in college