



Six Goals of Educational Equity

Questions for Reflection, Discussion and Action

IDRA's **Quality Schools Action Framework** asks us to think about and respond to **five key questions** that drive commitment and action through the framework. Each of these key questions can open a deeper and more expansive conversation around which action can occur. A partial example of these expansion questions is provided below.

KEY QUESTION: LEVERS OF CHANGE

What do we need?

1. What is the change we want?
2. What is the change we need?
3. What must we let go of?
4. Where must we create change?
5. Why must change occur in these areas?
6. What levers (action points) must we use to create the change we need?
7. What stakeholder action must be taken to create the change we need?
8. How do we collaborate to create the change and action we need?
9. What information (knowledge) do they need to take the correct action?
10. What competencies must they acquire and develop to create the change that is needed?
11. Where do stakeholders acquire the knowledge and develop the competencies to take required action?

KEY QUESTION: CHANGE STRATEGIES

How do we make change happen?

1. What capacity must the community have to cause change to occur?
2. What social, political, decision-making, problem solving capacity is needed in our community to cause change to occur?
3. What commitment exists to cause change to occur?
4. What does the requisite commitment look like in practice?
5. What coalitions must be leveraged and/or created to create the change needed?
6. How do we get groups (across race, class, language, interests, politics, philosophies, etc.) to work together to create the change we need?
7. What intergroup processes must be present for coalitions to succeed at their work?
8. What special capacity must educators have to take the action needed to produce the change needed?

9. What specific strategies must be identified, leveraged, created, redefined to create the change needed?
10. How do monitor and adjust the interaction of community, school and coalitions to create the changed needed?

KEY QUESTION: SCHOOL SYSTEM FUNDAMENTALS

Which fundamentals must be secured?

1. How do we define good governance?
2. What core or central values and beliefs should our governance embrace and reflect?
3. How should strategic and specific governance drive the change we want?
4. How do we ensure powerful and appropriate governance (policy and rule making) to drive the change actions we commit to take?
5. How do we ensure appropriate fiscal allocation, decision making, staffing and oversight to create the change we need?
6. How do we ensure administrative leadership at the campus and program level implement strategic decision making and action to create the change we need?
7. How do we ensure appropriate board and administrative vision drives the action needed to create the change we want?
8. How do we ensure the correct and appropriate values are in place to drive policy creation, administrative rule and regulation making, and board and administrative actions?
9. How do we guarantee the fair and equitable distribution of money and other resources to support the change we want to create?
10. How do we ensure there is equitable funding for the change we want and not simply equal funding?
11. How do we monitor with integrity and intentionality the fundamentals (the essentials) we need to create the change we want?

KEY QUESTION: SCHOOL SYSTEM

INDICATORS

Where do we focus systems change?

Students

1. When we talk about student engagement, what do we mean?
2. What culture of engagement do we need to create for students, parents and community?
3. What do we want students to understand about their engagement in school and learning?
4. What should we support them to do about their learning, their success and their graduation?
5. How do collaborate with their parents to produce the outcomes we want for students?

Parents and Community

6. When we talk about engaged parents, what do we mean?
7. How do facilitate and honor the engagement of parents in their children's school success and graduation?
8. What role should the community play in the student success and graduation?
9. How do we honor and ensure the inclusion of parent and community voice in decisions that are made about student school success and graduation?
10. What barriers (discrimination, lack of inclusion, access, valuing, prejudice, low expectations) to their involvement must we remove?

Teaching Quality

11. How do we ensure teaching quality is powerful enough to guarantee student school success and graduation?
12. How do we ensure teaching is cross culturally competent and responsive?
13. How do guarantee teaching quality is continually improved and updated?
14. How do continually support teacher growth and development through continuing education, professional development and classroom support?
15. How do we ensure core content and elective teachers develop and implement instructional practices that properly serve students whose first language is not English?

Curriculum Quality and Access

16. How do we develop and implement a 21st Century curriculum that leads to school success and graduation?
17. How do we ensure our curriculum leads to world class competence and competitiveness for all of our students regardless of their race, gender, national origin, language, class or disability?
18. How do we guarantee every student receives and benefits from a curriculum that leads to graduation, college readiness, college going and graduation?
19. How do assure students and parents that curriculum will lead to graduation, college preparation and preparation for life success?
20. How do we ensure all students have non-discriminatory access to higher level courses, college preparation courses, dual credit and gifted level courses?
21. How do we guarantee that curriculum is culturally and linguistically relevant and responsive?
22. How do we ensure curriculum quality is continually improved and upgraded to guarantee the student outcomes to which we are committed?

KEY QUESTION: STUDENT OUTCOMES

What outcomes will result?

1. What do we need to change to increase our capacity to keep students in school through graduation?
2. What must we stop that pushes students out of school?
3. What must we start doing to keep students in school through graduation?
4. How do we make real our guarantee that every student will graduate ready for college and for life?
5. When students receive a diploma, how do we guarantee it provides them with **world-class competency and competitiveness**?
6. How do we guarantee a diploma from our schools make students **ready to do college-level work**?
7. How do we guarantee our students experience academic readiness from grade to grade and level to level through graduation?
8. How we ensure accountability for student success and graduation falls primarily on the school system and not the student?



INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION
MARIA "CUCA" ROBLEDLO MONTECEL, Ph.D. PRESIDENT & CEO
5815 CALLAGHAN ROAD, SUITE 101
SAN ANTONIO, TEXAS 78228
210.444.1710 • FAX 210.444.1714
CONTACT@IDRA.ORG • WWW.IDRA.ORG