



Six Goals of Educational Equity and School Reform

Equity Ranking Scale

Developed by Bradley Scott, Ph.D.

6

Goals of Educational Equity



Public schools can do what they choose to educate their students within certain limits and parameters, but they are accountable for educating all learners to high academic standards and outcomes regardless of the differing characteristics of those learners. To help schools and communities work together to ensure that systems for equity are in place, IDRA outlined the Six Goals of Educational Equity. The IDRA EAC-South uses these six goals as a foundation for school and district equity audits.

Goal 1

Comparably High Academic Achievement and Other Student Outcomes

Disaggregated data on academic achievement and other student outcomes should show high comparable performance for all identifiable groups of learners, and achievement and performance gaps should be virtually non-existent.



Goal 2

Equitable Access and Inclusion

Schools ensure unobstructed entrance into, involvement of and full participation of learners in schools, programs and activities.



Goal 3

Equitable Treatment

Patterns of interaction between individuals and within an environment should be accepting, valuing, respectful, supportive, safe and secure such that students feel challenged to be invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard.



Goal 4

Equitable Opportunity to Learn

At a minimum, learning opportunities should ensure that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and receives the requisite pedagogical, social, emotional and psychological supports to achieve the high standards of excellence that are established.



Goal 5

Equitable Resources

Resources – including money, time, qualified staff, appropriate facilities, materials, instructional hardware and software, and academic and other supports – must be distributed in ways to ensure that all students achieve high academic standards.



Goal 6

Accountability

All education stakeholders should accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.



Learn more at www.idraeacsouth.org

www.idra.org

facebook.com/IDRAed

@IDRAedu

Intercultural Development Research Association • 5815 Callaghan Road, Suite 101 • San Antonio, Texas 78228 • 210-444-1710

Children First
IDRA
Transforming Education

The Equity Ranking Scale

- 1 – Nothing has occurred in that area and ***no effort*** exists for responding positively to the question.
- 2 – Nothing has occurred in response to the question, but ***extensive efforts*** exist for being able to respond to the question positively.
- 3 – The question can be answered positively and ***some efforts to uphold and exceed*** that positive response exist.
- 4 – The question can be answered positively and ***extensive efforts to uphold and exceed*** that positive response exist.

Six Goals of Educational Equity and School Reform

Goals

Issue Questions

Goal 1: Comparably High Achievement and other Student Outcomes

As data on academic achievement and other students outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement/performance gaps are virtually non-existent.

1. Are there comparably high achievement outcomes for all learners? _____
2. Are there comparably high social outcomes for all learners, such as responsible citizenship development, cross-cultural competence, conflict resolution and life skills development? _____
3. Are school promotion and completion rates consistently high for all diverse learners? _____
4. How are data disaggregated? _____
5. What is the district using as indicators of success? _____
6. Are there high literacy, numeracy and technological competence for all diverse learners? _____
7. Are the assessment measures fair, equitable and appropriate? _____
8. What is the role of alternative assessment procedures? _____
9. Are there comparably high rates of participation in college and/or post secondary preparation or is there competent preparation for school-to-work transition for all learners? _____
10. What is the role of alternative, authentic assessment measures? _____
11. In what ways is the school environment actively and meaningfully engaging and involving parents, guardians and caregivers of all groups of learners supporting their children's success in school? _____
12. Are there appropriate monitoring, accountability and follow up measures established to address the achievement gap that exists among diverse learner populations? _____

Goal 2: Equitable Access and Inclusion

The unobstructed entrance and involvement in, and full participation of learners in excellent community schools, programs, and activities within those schools.

1. Do learners and their families have complete access to relevant information such as student achievement, program placement and participation in a language or form of communication that is meaningful to them? _____
2. Do the assessment, course selection, and placement processes and appropriate supports exist to include and sustain all learners in quality courses and programs in an equitable manner? _____
3. Describe than equitable manner in which item two occurs. _____
4. What are the criteria for a high quality program? _____
5. How is access ensured for all students? _____
6. How are you actively recruiting parents? _____
7. What counseling and advisement strategies and procedures expand options and opportunities equitably for all diverse learners? _____
8. How do the organizational policies and practices (formal and informal) provide all learners with appropriate access and inclusion? _____
9. What are the access, availability, quality and use of technology by all learners, instruction in a constructivist way and in accessing all the supports that the Internet can provide? _____
11. How are teachers and administrators reflecting high expectations and positive attitudes about their students' success? _____
12. How have these measures been institutionalized? _____
13. In what ways do school-parent-community partnerships exist and foster full access and meaningful engagement for parents and community people in the process of excellent education? _____
14. In what ways are the assets of school, home, and community, valued and integrated so that all partners become engaged from their positions of strength as equals rather than members in deficit-model school-home interactions? _____
15. Are there appropriate monitoring, accountability and follow-up measures established to address discrimination that impedes or denies access or full inclusion and success? _____

Goal 3: Equitable Treatment

The evidence of patterns of interaction among individuals that is free from threat, humiliation, danger and disregard that also exists within a supportive, quality environment characterized by genuine acceptance, valuing, respect, support, safety and security, so that students, parents, community and staff feel challenged to risk becoming invested in the pursuits of learning and excellence.

1. What does the culture of cross-cultural interaction look like in your district?
2. How does your district/campus reflect the four conditions for positive intergroup contact including equal status, knowledge and acquaintanceship, common goal and institutional support?
3. What assessments or surveys have been administered to determine people's attitudes, perceptions, expectations and prejudices about learning and performance of racially and culturally diverse people?
4. How does the staff create, implement and monitor plans for decreasing isolation, separation and segregation between and among racially and culturally diverse students?
5. What assessments are used to measure the cross-cultural competence of staff, parents and students?
6. Are education for diversity and multicultural education as well as training for justice and equality occurring for and reflective of staff, students and parents?
7. Is training provided for staff, students and parents in the elimination of personal and institutional (formal and informal) prejudice, discrimination of racism, sexism and classism?
8. What are the organizational policies, systems, procedures, and practices to address racism, sexism and classism?
9. Is training and professional development being provided in areas such as conflict resolution, interpersonal and cross-cultural competence and communication?
10. How does the staff have the knowledge and expertise to apply its understanding of the four conditions across all diverse student populations?
11. Are there appropriate monitoring, accountability, and follow up measures established to address discrimination that impedes or denies equal treatment?

Goals

Issue Questions

Goal 3: Equitable Treatment
continued

12. What is the evidence that the system has institutionalized practices of inclusion and integration?

13. How does staff work to create, implement, and monitor learning environments to ensure that they are racially and culturally inclusion and free of racial and gender bias and hostility?

14. How is monitoring for diversity in curriculum development integrated into the teacher evaluation processes?

15. Do the interactions of all individuals – including administrators certified and non-certified staff, students and parents – reflect valuing and respect for the language, cultural and class differences of others?

16. What is the evidence of equitable support, treatment, assistance, and guidance given to students and parents?

17. Are there comparably low disciplinary referrals, absenteeism rates, suspensions and expulsions for all learners?

18. Are there violence-free, safe, supportive learning environments for all learners?

19. What constitutes meaningful engagement in the teaching/learning process that is culturally, linguistically and cognitively appropriate for all learners?

Goal 4: Equitable Opportunity to Learn

The creation of challenging learning opportunities such that every child, regardless of characteristics and educational needs, is given the requisite pedagogical, social, emotional and psychological and materials supports to achieve the high academic standards of excellence that are established.

1. How is every learner presented with a high quality and challenging curriculum that is race, gender and class bias-free as well as the appropriate form of instruction and support to make that curriculum comprehensible?
2. How do the instructional methods and materials support all students' opportunity to learn and to achieve to high standards?
3. How do the instructional methods and materials vary to respond to the learning characteristics of all learners?
4. What practices are used to identify and counteract inappropriate practices and placement such as tracking and ability grouping, inappropriate assessment and placement decisions and inadequate guidance and counseling?
5. What staff development, staffing, and organizational structure resources are in place to ensure an equitable opportunity to learn?
6. What instructional strategies and research-based practices are appropriately employed to expand or create opportunities to learn for all students?
7. How are students' home languages valued, acknowledged and integrated into instruction?
8. How do you ensure that every learner has access to comprehensible instruction?
9. How is technology used to enhance opportunities for all students to learn in a manner that is equitable, challenging and high quality?
10. How are new and emerging constructs for teaching and learning and promising practices being used to enhance every student's opportunities to learn?
11. What systemic processes are in place to identify and integrate new knowledge and promising practices into current curriculum and instructional practices?
12. How have opportunities to learn been extended to all places inside and outside of traditional school settings?
13. To what extent is the integrity of a high quality, high standards program preserved for all students?
14. Are there appropriate monitoring, accountability, and follow up measures established to address discrimination that impedes or denies access or full inclusion and success?

Goal 5: Equitable Resource Distribution

The assignment of funds, staff and other resources for equity and excellence, including: qualified staff equitably and appropriately assigned; appropriate facilities and other environmental learning spaces; quality instructional technology and infrastructure; appropriate instructional materials and equipment, and all other instructional supports for learning that are also distributed in the manner required to allow all diverse learners to achieve high academic standards.

1. What practices are used to ensure equitable resource allocation, distribution, sources of funding (i.e., hard or soft; local or state and federal), timeliness and appropriateness of funding (i.e., resources when they are needed, where they are needed)?
3. How are facilities, their maintenance, care, rejuvenation, upkeep, and resource, access utilization patterns established and implemented and monitored to equitably support all learners?
4. How is the issue of resource acquisition and sustainability addressed to ensure equity in those effective programs and activities that address the special characteristics of learners (i.e., language characteristics, special programs for girls in math and science supplemental support for low-income learners)?
5. How are decisions made about staff allocations and assignments, human resource development to ensure equity for all students?
6. What incentives are provided to attract, retain and sustain quality teachers to deliver high quality services to all students?
7. How are the community and parents made aware of and involved in decision-making regarding resource and alternative instruction?
8. What mechanisms are in place to ensure that the community and parents of all students have meaningful opportunities to participate in the local budget development and resource allocation process?
9. What strategies do you implement to ensure adequate and equitable participation of all stakeholders in the resource allocation process?
10. Are there appropriate monitoring, accountability, and follow up measures established to address discrimination that impedes or denies access or full inclusion and success?

Goal 6: School Accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other accountable and responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate support for learning so that they can achieve at excellent levels in literacy and core content areas.

1. What roles do various stakeholders have regarding student achievement?
2. What mechanisms help to keep stakeholders engaged in executing their accountability charge for student academic achievement?
3. What supports exist to assist stakeholders to be accountable for student academic success?
4. If students are not succeeding, how are stakeholders held responsible?
5. How does the school improvement plan reflect equity and equitable treatment?
4. How comprehensive is the plan for the management of equity?
5. How are you monitoring the maximum and appropriate use of resources?