



Integrated Comprehensive Systems for Equity
(icsequity.org)

Proposal for an External Equity Evaluation

For the Hudson School District, Wisconsin

September 24, 2020

Submitted by:

Drs. Elise M. Frattura and Colleen A. Capper, Co-Founders of ICS Equity
Efrattura.ics@gmail.com, ccapper.ics@gmail.com

Integrated Comprehensive Systems for Equity (ICS Equity) provides comprehensive equity evaluations at all levels of education: schools, districts, regions, states, university departments/programs/colleges, university wide equity evaluations, and equity evaluations for non-profits, for profits, and professional associations. ICS Equity Evaluations are custom-designed, collaborative and participatory. School District evaluations are grounded in the ICS Equity Framework and Process, and include detailed recommendations aligned with the ICS Equity Four Cornerstones and Steps.

Drs. Elise M. Frattura and Colleen A. Capper each have over 30 years of experience as international experts on addressing inequities in K-12 education, organizations, and communities in rural, urban, and suburban environments.

Brief Overview

For over thirty years, ICS Equity has partnered with over 100 districts across the country in equity evaluations. Uniquely, ICS Equity evaluations consider how the district can move from a reactive system to a proactive system for all learners. Anchored in the ICS Equity Four Cornerstones, ICS Equity is the only equity-focused organization that provides a proven equity systems change framework and process to eliminate inequities for the benefit of all.

Figure 1: Integrated Comprehensive Systems for Equity Four Cornerstones



Cornerstone One: Focus on Equity - A focus on equity guides all team decisions. To develop a focus on equity requires a thorough understanding of the educational history of marginalization, a shift from deficit to assets thinking and practice, advancing our own identity development across differences, applying the equity research, completing an equity audit and developing Equity Non-Negotiables.

Related to Cornerstone 1, the ICS Equity Evaluation will include focus group questions that seek staff perspectives of the reasons for student underachievement in the district, identifying the strengths and gaps in identity development with staff, and a complete Equity Audit (equity audit form attached). The Equity Audit includes data collected related to race (disaggregated by race), disability, free/reduced lunch, ELL status, sex, and gender identity and sexual identity, in program areas such as special education, RTI interventions, gifted, honors/AP; and includes data on truancy and discipline, and on reading and math achievement.

Cornerstone 2: Align Staff and Students: Staff and students are aligned guided by the Equity Non-Negotiable of proportional representation. All staff share expertise through Co-plan to Co-Serve to Co-Learn (C3) teams in support of all learners. The location of instruction defines the quality of instruction for students; therefore, where students are located, in proportion to other students is essential to establishing equitable structures.

Related to Cornerstone 2, the ICS Equity Evaluation includes an evaluation of how students are educated including students receiving special education, students labeled gifted, students receiving response to intervention, and students who are multilingual, including how many students are served out of district and at what cost. We examine staffing allocations. We also gather staff perspectives on the challenges to the current structure of educating students. We then evaluate the effectiveness of the current structure against the equity audit data we collect.

Cornerstone 3: Transform Teaching and Learning: In partnership with students, the Co-Plan to Co-Serve to Co-Learn (C3) teams design and deliver rigorous and identity relevant™ lessons.

Related to Cornerstone 3, the ICS Equity evaluation includes an evaluation of the team structures in the school, including how staff plan together, and the resulting lesson plans. The evaluation will include to what extent instruction aligns with high leverage instructional practices.

Cornerstone 4: Leverage Policy and Funding:

All district policies, procedures, and funding are aligned with the Equity Non-Negotiables and federal and state legislation is leveraged to eliminate inequities.

For Cornerstone 4, the ICS Equity evaluation includes an analysis of the district's organizational structure, a review of key district policies to determine to what extent they support or impede equitable practices (including staff perspectives of these district policies that support or impede their equity efforts), and a funding analysis of key district programs or practices for the district to consider aligned with the equity audit data from those practices.

All Four Cornerstones and the ICS Equity Steps within each Cornerstone are implemented in a context of **community engagement and development**

For this aspect of the Framework and Process, we will interview a demographically representative sample of community members and gather their perspectives on the district's equity strengths and gaps.

The ICS Four Cornerstones support the shift from a deficit to proactive system for all.

Key Features of ICS Equity Include:

1. Research based on over 45 years of equity research.
2. Rather than piecemeal equity approaches, ICS Equity focuses on equity systems change. In so doing, ICS Equity provides a Framework and Process to shift from a deficit to proactive education system for all students.
3. ICS Equity advances the learning of literally all students in the district. Students currently succeeding not only will continue to succeed but will make additional achievement and social gains. ICS Equity also addresses racial inequities and the entire range of inequities across race, ethnicity, sex, social class, language, ability, gender identity, sexual identity, and their intersections.
4. ICS Equity includes a built-in accountability system via the Equity Audit that measures equity progress and serves as a continual improvement feedback loop to the ICS Equity work.
5. ICS Equity embraces a local, bottom-up/team approach to equity implementation.
6. ICS Equity reallocates existing resources. No new resources are needed, and all current staff are needed to advance the work.

We analyze all data collected, compare the data to research based best practices, and provide a comprehensive written report. The report includes detailed recommendations and next steps. We also provide a PowerPoint presentation of the report and can present the findings to District leadership, School Board, and Community forums.

Following the completion of the evaluation, the school district will have the option to contract further with ICS Equity to assist with the implementation of recommendations.

Brief Background of ICS Equity Evaluators

Dr. Elise Frattura: ICS Equity Co-Founder

Elise Frattura is Professor Emeritus from the University of Wisconsin-Milwaukee School of Education. Dr. Frattura served as a professor at the University of Wisconsin-Milwaukee since 2001. From 2003-2013, Dr. Frattura served as an Associate Dean and Department Chairperson for the School of Education Prior to her role at the University of Wisconsin-Milwaukee, Dr. Frattura was a high school teacher and a central office administrator from 1983-2001, during which time she also served as an adjunct lecturer at the University of Wisconsin-Madison and Milwaukee.

Dr. Colleen Capper: ICS Equity Co-Founder

Colleen A. Capper is Professor Emerita after serving 31 years in the Department of Educational Leadership and Policy Analysis at the University of Wisconsin-Madison. A former teacher and administrator, she has published extensively on leadership for social justice and equity. She is the editor of the book series *Educational Leadership for Equity and Diversity* (Routledge), and published four best-selling books:

- *Organizational Theory for Equity and Diversity: Leading Integrated, Socially Justice Education* (Winner of the 2018 Taylor and Francis International Award for Outstanding New Textbook in Behavioral Sciences and Education)
- *Meeting the Needs of Students of All Abilities: Leading Beyond Inclusion (2nd edition)* (with Elise Frattura)
- *Leading for Social Justice: Transforming Schools for All Learners* (with Elise Frattura)
- *Educational Administration in a Pluralistic Society*

References

Dan Olson, Superintendent, Monona Grove School District - daniel.olson@mgschools.net

Sharon Simon, Interim Superintendent, Fond Du Lac School District - simons@fonddulac.k12.wi.us

F. Tasks and Fees (2 ICS staff people – Frattura and Capper)

The period of performance includes start-up from the time of contract award through completion of scope of work, submission of the final report, and debriefing. The budget estimate also includes costs associated with the general administrative and other indirect costs.

- A. Focus group from each school – 8 schools + 4K + focus group of District Office Team (10 total)
1 hour each group – 10 hours – 2 days – includes transcription and analysis
- B. Individual Interviews – Superintendent, Director of Special Education, plus additional relevant others up to 3 – 5 total
5 hours – 1 day – includes transcription and analysis
- C. Focus groups of community members – approximately 4.
1 hour each group – 5 hours – 1 day – includes transcription and analysis
- D. Equity Audit (district will need to provide contact people who have the data)
2 days to gather

- 2 days to analyze and prepare graphs
- 4 days total

E. Report Writing & Presentation (**5 days/40 hours**)

- Draft report writing and submission to Leadership Team for review/comment
- Final report writing and submission to Leadership Team
- Meeting with Leadership Team and designated constituents to debrief evaluation findings and recommendations

Total – 13 days with 2 people = 6.5 days x 5,500/day = \$35,750

This fee is all inclusive and includes all planning time and collaborating with the district to identify the best individuals for the focus groups and for the community focus groups.

Timeline: We can begin the data collection within 5 business days of receiving a signed contract. We will invoice after the final report is submitted. We can finish the evaluation no later than December 20, 2020. This assumes district provides timely data for the equity audit portion.