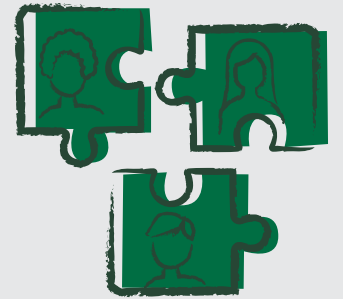


RESOURCE EQUITY GUIDEBOOK

DIVERSE CLASSROOMS & SCHOOLS



**ALLIANCE FOR
RESOURCE
EQUITY**

Uniting advocates and education leaders
to unlock excellence for every student



About

This guidebook for district- and school-level action planning leverages Education Resource Strategies' deep expertise supporting districts and schools and iterates from frameworks and tools that we have tested and used with school and district leaders from across the country over the last decade.

It was also informed by strong collaboration with The Education Trust and its expertise working with equity advocates across the country to support state and federal policy development that focuses on eliminating opportunity and achievement gaps for students of color and students from low-income backgrounds.

The Alliance for Resource Equity is a partnership between **Education Resource Strategies (ERS)** and **The Education Trust**.



ACKNOWLEDGMENTS

This work is the result of joint efforts among dozens of people, led by Education Resource Strategies, with strong collaboration from The Education Trust, as part of The Alliance for Resource Equity.

First, we owe our deep thanks to the many people in the field who inspire us by engaging in this difficult (yet rewarding) work each day: Thank you to our partners within the schools, systems, and communities that we have worked with throughout the years; to the leaders and researchers from peer education organizations who served as valuable thought partners; and to the many district and nonprofit leaders, advocates, teachers, and families from across the country who contributed with an ongoing willingness to reflect, share their stories, and help others learn.

We would also like to acknowledge the many team members who contributed to this work. At Education Resource Strategies, this includes Mark Heath, Chris Cleveland, Torrie Mekos, Betty Chang, and Karen Hawley Miles. At the Education Trust, this includes Terra Wallin, Kayla Patrick, Heather Rieman, and Allison Socol. Thank you to Halley Potter from the Century Foundation for her content review. Thank you also to J Sherman Studio for their design partnership.

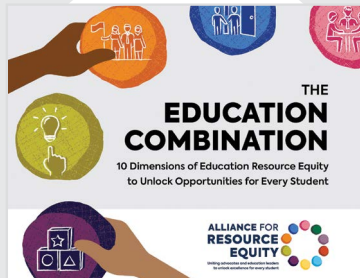
This work was made possible by the support of The Raikes Foundation, The William and Flora Hewlett Foundation, and The W.K. Kellogg Foundation.

The Alliance for Resource Equity is solely responsible for the ideas presented in this document and for any errors.



WHY AN ALLIANCE?

Across the nation, local decision makers and equity advocates are committed to improving schools—including school board members, state and district leaders, civil rights advocates, families, educators, and even students themselves. However, a lack of coordination can limit the impact of these efforts. The Alliance for Resource Equity works to bring many combinations of stakeholders together around a framework for shared understanding, and a plan for collaborative action.

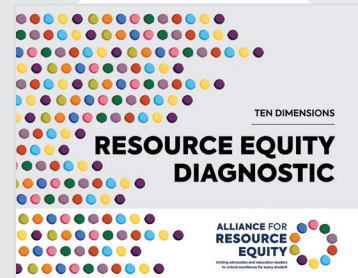


1

THE EDUCATION COMBINATION

Learn about the 10 dimensions

This paper turns the spotlight on education resource equity by sharing the 10 dimensions that unlock better, more equitable experiences in school for all students.



2

THE RESOURCE EQUITY DIAGNOSTIC

Identify strengths and gaps

This tool helps you better understand the current state of education resource equity and excellence for students in *your* school system across all ten dimensions.

- **Advocates' Guide:** Tailored guidance for advocates on how to use the diagnostic in partnership with your local school system.
- **Sample Meeting Agenda:** An example of a meeting agenda to help community advocates and district leaders work collaboratively to kick off the process of improving education resource equity.



3

THE RESOURCE EQUITY GUIDEBOOKS

Explore next steps

This series of guidebooks digs deeper into your diagnostic results by probing underlying causes of challenges in your school system and considering ways to improve students' experiences in school.



Dimension 10: Diverse Classrooms & Schools

ABOUT THIS GUIDEBOOK

Your team of district leaders and community members can use this guidebook about **Diverse Classrooms & Schools** to choose promising actions based on your district’s challenges and the distinct needs of your students.

- Determine **root causes** of challenges in your school district
- Explore **potential actions**
- Plan **next steps**

Throughout this guidebook, the term “**diverse**” refers to the racial/ethnic, cultural, and socio-economic diversity of the district relative to state demographic patterns, the diversity of schools relative to district demographic patterns, and the diversity of classrooms relative to school demographic patterns.

KEY QUESTION

10.1

Is each student enrolled in a school and attending classes that are racially/ethnically and socioeconomically diverse?

Refer to your [Resource Equity Diagnostic \(bit.ly/equitydiagnostic\)](https://bit.ly/equitydiagnostic) as you use this guidebook.



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WHAT IS EDUCATION RESOURCE EQUITY?

When schools, systems, and communities work together to mobilize the right combination of resources that create high-quality learning experiences for all students, that is what we call **education resource equity**. Yet many schools and systems are set up as if different students all need the same things. Worse yet, students with higher needs and students of color are often less likely than their peers to have access to the high-quality learning experiences that research tells us are necessary to prepare them for college and career.

Education resource equity is what we need to make sure that school unlocks every child’s power to live a life of their choosing—and that race and family income no longer predict a student’s life trajectory.

To change students’ educational experiences for the better, we need to “do school” differently by making changes at the district and school levels. This means working together to design schools and systems that use the right combination of resources to meet each child’s distinct needs.

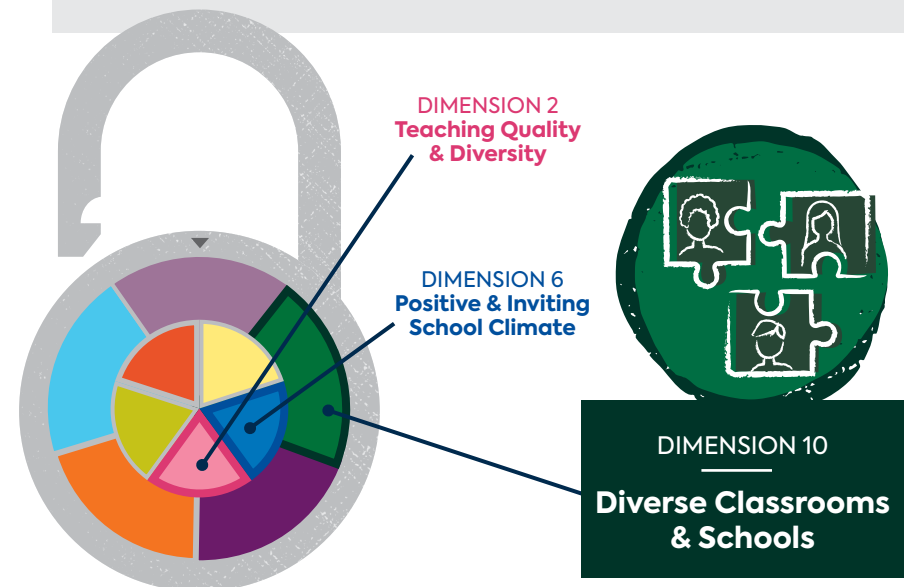
KEY TERMS

Students with higher needs includes students in your district who may face additional barriers to success, such as students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system.

Students of color, in this context, includes Black, Latino, and Native American students, or other historically underserved racial/ethnic groups in your district.

The 10 dimensions of education resource equity often interact, and the **Diverse Classrooms & Schools** dimension is closely related to other dimensions of education resource equity. For example, it is connected to **Teaching Quality & Diversity** because a diverse student body benefits from culturally relevant instructional practices and from teachers with diverse backgrounds. (Although all students can benefit from diverse teachers and culturally relevant teaching practices, research shows that students of color who have a teacher of the same race/ethnicity or home language are more likely to attend school regularly, perform higher on assessments, be referred to a gifted program, take Advanced Placement courses, graduate from high school, and aspired to attend college. New evidence also shows that increasingly diverse student populations with predominately white teachers can become especially vulnerable to disparities and bias in discipline.) Another related dimension is **Positive & Inviting School Climate**, since students need to feel safe and free from discrimination, harassment, bullying, and physical harm, especially when learning with peers from different backgrounds. No single dimension of education resource equity can unlock every student’s potential — but when dimensions are combined to meet students’ distinct needs, they are a strong foundation for unlocking better, more equitable experiences in school.

Learn more at educationresourceequity.org/dimensions.



FOUNDATIONS FOR EXCELLENCE & EQUITABLE ACCESS

To make progress toward education resource equity, your team will need to consider:



FOUNDATIONS FOR EXCELLENCE

Systemwide

Foundations for Excellence gauges whether there is enough of a resource available at the system level. In the Diverse Classrooms & Schools dimension, a challenge in Foundations for Excellence means that your district does not have a racially/ethnically or socioeconomically diverse student population overall, and is therefore limited in its ability to create diverse classrooms and schools.

It is important to recognize that some of the factors that influence the racial/ethnic, cultural, and socioeconomic composition of a school district are outside of the direct control of the district itself, such as district boundary lines, patterns of residential segregation, economic decline, shrinking populations, and even state demographics. As a result, some districts have less overall racial/ethnic, cultural, or socioeconomic diversity. Less diversity at the district level makes it harder to ensure diversity at the school and classroom levels. Although districts have limited internal control over these factors, district leaders and community members can still play an important role in breaking up current pockets of segregation within their district and preventing further segregation.

For example, to create a more diverse district overall, district leaders and community members can support efforts to redraw district boundaries, create regional middle and high schools that pull students from multiple districts, and develop policies that allow for inter- and intra-district transfers with explicit focus on increasing racial/ethnic and socioeconomic diversity. To learn more about these types of actions, your team can explore the following resources:

- [A Bold Agenda for School Integration](#) (The Century Foundation, 2019)
- [Recruiting and Enrolling a Diverse Student Body in Public Choice Schools](#) (The Century Foundation, 2019)
- [Regional Education Equity Policies: Learning from Inter-district Integration Programs](#) (The National Coalition on School Diversity, 2015)

FOUNDATIONS FOR EXCELLENCE & EQUITABLE ACCESS (CONT'D)

To make progress toward education resource equity, your team will need to consider:



EQUITABLE ACCESS

In specific schools or classrooms

Equitable Access assesses whether students with higher needs, students of color, and students with lower academic performance have access to the right amount and combinations of resources necessary to meet their needs. In the Diverse Classrooms & Schools dimension, we look at Equitable Access in two ways:



Inequities across schools—for example, if there is ample racial/ethnic or socioeconomic diversity across the district but schools tend to be largely segregated and homogenous.



Inequities within schools or classrooms—for example, if students are enrolled in classes with peers of similar racial/ethnic or socioeconomic backgrounds despite the broader racial/ethnic and socioeconomic diversity that exists within the school.

If your district faces challenges with Equitable Access, then your team will need to consider how the root causes of those inequities play out at specific schools or for specific groups of students. The actions you choose to address these root causes should be targeted toward specific schools or classrooms.

The root causes and potential actions included in this guidebook do not explicitly address foundational, systemwide conditions—rather, this guidebook focuses primarily on Equitable Access and actions that districts have direct agency over in creating diverse classrooms and schools.



The [Resource Equity Diagnostic \(bit.ly/equitydiagnostic\)](https://bit.ly/equitydiagnostic) can help your team determine key opportunities and challenges both systemwide (**Foundations for Excellence**) and in specific schools or classrooms (**Equitable Access**). Keep these results in mind as you work through this guidebook to ensure that your team is addressing the specific challenges your district faces.

THE IMPACT OF BIAS ON DIVERSE CLASSROOMS & SCHOOLS

Working on equity—including education resource equity — requires us to identify and erode mindsets and structures that may be rooted in bias, including racism.

Individual and institutional biases, especially those that hold power in our society, can perpetuate harm to specific groups of students. Education resource equity work typically centers the experiences of students of color (including Black, Latino, and Native American students, or other underserved racial/ethnic groups in a particular district) and students with higher needs (including students from low-income backgrounds; English learners; students with disabilities; and students experiencing foster care, homelessness, or the juvenile justice system). However, bias can negatively impact students with other underserved identities too—including, but not limited to, gender identity, sexual orientation, nationality, or religion. Furthermore, it is important to recognize that every student has multiple, intersecting identities, each of which must be properly affirmed and sustained for their needs to be fully met.

Bias affects all ten dimensions of education resource equity and can underscore various root causes of inequities. However, bias has particularly profound implications for Diverse Classrooms & Schools. Because bias can be a legacy of discriminatory laws, policies, and practices, it is even more important for districts to combat biases that lead to segregated states and neighborhoods, as well as biases that may influence district policies and practices, such as those around enrollment and course scheduling.

As your team works to ensure every child receives the right combination of resources to unlock their full potential, understanding the specific ways bias plays out in your unique context will be critical.

Schools both shape and reflect society. Schools and educators can—and do—actively work to combat the biases that exist in society; however, they can sometimes implicitly (or explicitly) create or perpetuate bias in society, too.

Individual Bias is a person's perceptions and assumptions about groups of people. Individual biases can affect our understanding, actions, and decision-making.

- Sometimes individual biases are **explicit**, meaning people are aware of their own biases.
- In other instances, individual biases are **implicit**, meaning people are unaware that they exist. It is important to note that implicit biases don't always match a person's underlying values or beliefs—for example, one could believe in racial equality, but still implicitly treat Black and Latino students with bias.

Because individuals are shaped by their context, including the institutions they interact with (such as school and work), *institutional* biases can inform or perpetuate *individual* biased actions and mindsets.

Institutional Bias is when rules, policies, practices, and procedures within an institution (such as a district or a school) operate in ways that advantage or disadvantage specific groups of people.

- Sometimes institutional biases are **explicit**, meaning discriminatory rules, policies, and practices purposefully disadvantage certain groups or create inequitable opportunities.
- In other instances, institutional biases are **implicit**, meaning biased rules, policies, practices, and procedures have become ingrained in an institution without acknowledgement of the negative impacts on underserved groups.

Because institutions are governed and sustained by people (such as students, families, and teachers), *individual* biases can cumulate and compound into *institutional* biased policies or practices.

HOW DO WE USE THIS GUIDEBOOK?

First, get everyone together at the table.

Every community, district, school, and child is unique. And your system undoubtedly has strengths, challenges, and possible barriers that will surface as you explore this guidebook.

That's why the first step to ensuring that students have better, more equitable experiences in school is engaging the people who know that unique context best. To accurately identify and effectively mobilize the right combination of resources for meeting students' needs, many different people need to be part of the process. Their perspectives, expertise, and lived experiences will help to inform a planning process that reflects your system's unique context and has broad community support.

Therefore, you should use this guidebook as part of a facilitated group exercise and a starting point for larger conversations and planning. Include the following groups from the outset: **PRAC-TITIONERS**, including school board members, district leaders, and central office department staff; **EDUCATORS**, including school leaders and teachers; and **ADVOCATES**, including civil rights leaders, business leaders, families, and other community members.

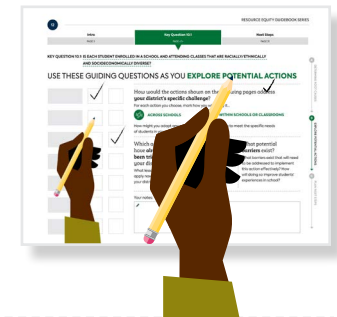
A DETERMINE ROOT CAUSES

Use the guiding questions to help you narrow down the menu of common root causes and select the one(s) that are most significant, relevant, or true for what is driving your district's challenges. Together, you should use the root cause menu to help your team think, discuss, analyze data, seek out other views, and keep asking "why?" to dig deeper. You may find that this menu doesn't include every root cause that contributes to your district's challenge. You can add your own customized root cause based on your diagnostic results and insights from the diverse groups of stakeholders at the table.



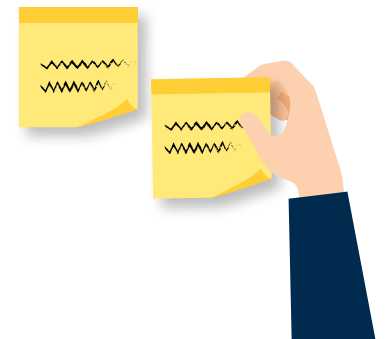
B EXPLORE POTENTIAL ACTIONS

Next, use the guiding questions as you explore potential actions and choose the ones that seem most promising given the needs of students in your community. For each action you choose, indicate if you will pursue it **across schools, within schools or classrooms**, or both.



C PLAN NEXT STEPS

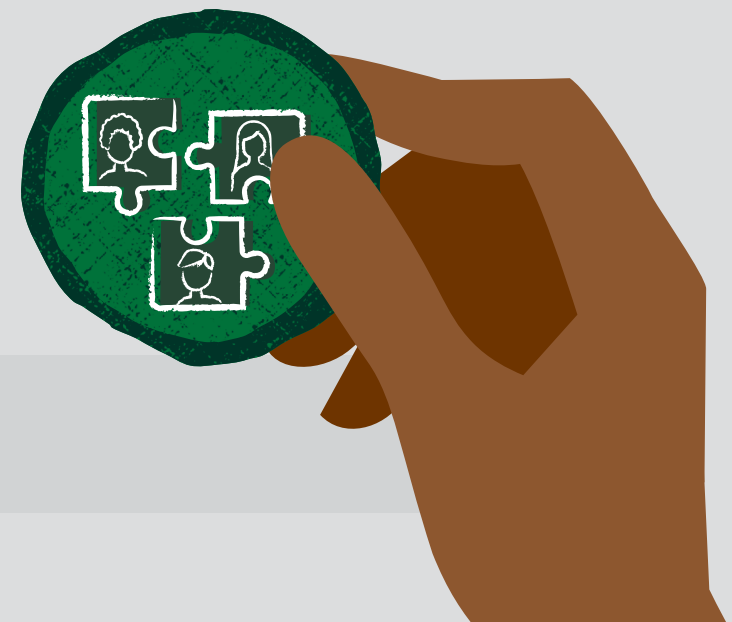
Making changes isn't easy. As you gear up for deeper planning and implementation, your team will need to organize your roles and identify both short- and long-term next steps. Use the guidance on [page 22](#) to prioritize which of the actions you selected seem most promising to pursue (and when), to further customize those actions to meet the unique needs of your students, and to check for alignment with other district efforts and priorities.



KEY QUESTION

10.1

Is each student enrolled in a school and attending classes that are racially/ethnically and socioeconomically diverse?



KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

USE THESE GUIDING QUESTIONS AS YOU **DETERMINE ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE

In your district, **where** does this Equitable Access challenge occur?



ACROSS SCHOOLS



WITHIN SCHOOLS OR CLASSROOMS

Which of the root causes on the next page drive this challenge in your district?

Consider...

- Available district data
- Input from different stakeholder groups, particularly those most directly impacted by existing inequities

How do biases play out in your district?

Explicit or implicit biases can underly root causes and/or affect peoples' perceptions of root causes.

Your notes:



A

DETERMINE ROOT CAUSES

B

EXPLORE POTENTIAL ACTIONS

C

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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

WHAT ARE THE **ROOT CAUSES** OF YOUR DISTRICT'S CHALLENGE?

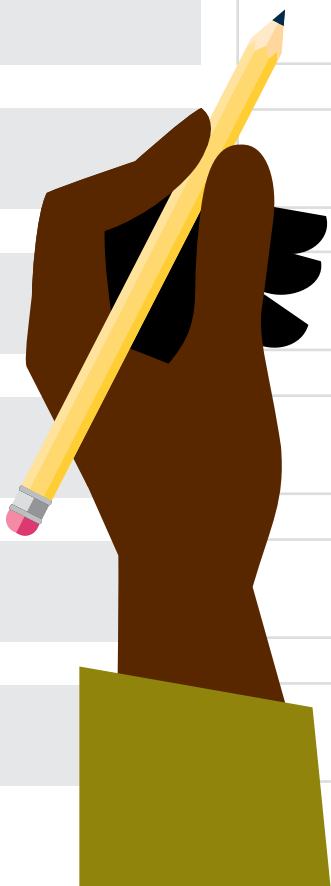
ROOT CAUSES	INEQUITIES ACROSS SCHOOLS		
	<p>District Policies <small>PAGE 13</small></p> <p>School assignment/zoning, choice, or transportation policies in the district reinforce residential segregation—such that each school does not reflect the district’s overall diversity, limiting the</p>	<p>opportunity for students to go to school with children from a mix of racial/ethnic, cultural, and socioeconomic backgrounds.</p>	<p>Other* <small>PAGE 20</small></p> <p><i>*You can add a custom root cause depending on your district’s unique context</i></p>
	INEQUITIES WITHIN SCHOOLS OR CLASSROOMS		
	<p>Course Enrollment Practices <small>PAGE 15</small></p> <p>Although some school buildings within the districts may be racially/ethnically or socioeconomically diverse, classrooms within schools may still be segregated. (For example, students of color and/or students from low-income backgrounds are tracked into lower level courses within schools due to systemic barriers, such as their previous curriculum or teaching</p>	<p>quality and diversity, a negative school climate, teacher or counselor biases, course enrollment timelines, and/or score cut-offs.)</p>	<p>several years of their courses, meaning they do not have the opportunity to learn with a diverse group of peers.</p>
	<p>School Scheduling Practices <small>PAGE 18</small></p> <p>Despite racially/ethnically, culturally, and socioeconomically diverse schools, current scheduling practices limit course offerings and track students across</p>	<p>Other* <small>PAGE 20</small></p> <p><i>*You can add a custom root cause depending on your district’s unique context</i></p>	



KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

USE THESE GUIDING QUESTIONS AS YOU **EXPLORE POTENTIAL ACTIONS**

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How would the actions shown on the following pages address **your district's specific challenge?**

For each action you choose, mark how you will apply it...



ACROSS SCHOOLS



WITHIN SCHOOLS OR CLASSROOMS

How might you adapt any actions that seem promising to meet the specific needs of students in your district?

Which actions have **already been tried** in your district?

What lessons can you apply now to address your district's challenge?

What do stakeholders **recommend?**

What recommendations do different stakeholder groups have—particularly those most directly impacted by existing inequities?

What potential **barriers** exist?

What barriers exist that will need to be addressed to implement this action effectively? How will doing so improve students' experiences in school?

Your notes:

A DETERMINE ROOT CAUSES
B EXPLORE POTENTIAL ACTIONS
C PLAN NEXT STEPS

KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?



ACROSS SCHOOLS

WHAT ARE THE **POTENTIAL ACTIONS?**

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District Policies

THE VISION
School assignment/zoning, choice, and transportation policies in the district create racially/ethnically, culturally, and socioeconomically diverse school buildings that closely reflect the district's overall demographics and allows for students to learn with and from diverse peers.

Analyze **current racial/ethnic, cultural, and socioeconomic segregation** across schools within the district; use findings to work with a representative group of community stakeholders (including educators, students, and families) to revise **assignment/zoning boundaries**, feeder patterns, and the district's broader portfolio, including pairing and combining schools.

Implement **equitable choice policies** to overcome residential barriers created by historic discrimination practices by allowing families to rank school choices based on a series of preferences.

Create **specialized schools and schoolwide programs**—such as dual language, STEM, and arts programs—and ensure seats go to students with higher needs; seek input from students, families, and community members to ensure these programs are relevant and accessible, especially for underserved students and families.

Launch **public information campaigns** to inform families about school choice options and show the benefits of diverse classrooms and schools; partner with community organizations to ensure all families learn about these opportunities, regardless of home language or neighborhood.

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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?



ACROSS SCHOOLS

WHAT ARE THE **POTENTIAL ACTIONS?**

District Policies (Cont'd)

Analyze **transportation needs and opportunities** to ensure all students can take advantage of school choice programs and schools free of cost—this is particularly important for large districts that span many miles and should consider opportunities to increase diversity in classrooms and schools within smaller district zones.

Other potential action(s):

School assignment/zoning, choice, and transportation policies in the district create racially/ethnically, culturally, and socioeconomically diverse school buildings that closely reflect the district's overall demographics and allows for students to learn with and from diverse peers.

THE VISION

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ACROSS SCHOOLS



WITHIN SCHOOLS OR CLASSROOMS

WHAT ARE THE **POTENTIAL ACTIONS?**



Course Enrollment Practices

THE VISION
All students have access to appropriately rigorous courses alongside a diverse group of peers who reflect the district's overall demographics.

Build, expand, and message **advanced course offerings**—such as schoolwide enrichment or embedded honors models—that are free of cost so that a wide range of courses and curricula are accessible to all students at all schools; if necessary, consider partnerships with external course providers or synchronous virtual course offerings across schools.

Develop **a process to equitably identify and enroll students in advanced courses** using a combination of appropriate, universal, holistic, and unbiased data metrics, such as automatic enrollment based on state assessments with opt-out systems, rather than relying solely on teacher referrals.

Provide all **information about advanced coursework** (including the process that the district uses to assign students to courses, the types of courses offered, the benefits of taking courses, waived fees, and course requirements) to all students and families in their home languages. Partner with families and community organizations to better understand traditional barriers to access and enrollment in advanced courses for underserved students.

Monitor **data on enrollment rates** for students of color and students from low-income backgrounds in lower-level and advanced courses; develop an actionable plan to address inequitable trends, should they arise.

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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

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WHAT ARE THE **POTENTIAL ACTIONS?**

Course Enrollment Practices (Cont'd)

THE VISION

All students have access to appropriately rigorous courses alongside a diverse group of peers who reflect the district's overall demographics.

Invest in **high-quality curriculum and instructional coaching** to ensure schools with large populations of students of color and students from low-income backgrounds have opportunities to fulfill pre-requisites and prepare for future advanced courses.

Provide **additional supports** (such as tutoring, summer school, or afterschool programming) for students who are at or near cut-off metrics to help them enroll and succeed in advanced courses year-over-year. Create similar supports for students who are consistently placed into lower-level courses to help them advance to more rigorous classes.

Review **practices that lead to tracking** in elementary and middle schools to provide similar acceleration opportunities (including tutoring, summer school, or afterschool programming) that support access to advanced courses in later years.

Invest in anti-bias **professional development** for counselors and teachers around identifying and supporting underserved students through enrollment and completion of advanced coursework. For more on this, review the Alliance for Resource Equity's [Teaching Quality & Diversity Guidebook](#).

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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

WHAT ARE THE POTENTIAL ACTIONS?



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Course Enrollment Practices (Cont'd)

Review the Alliance for Resource Equity's [Positive & Inviting School Climate Guidebook](#) to explore **additional root causes and potential action steps** related to supporting all students in preparing for, enrolling in, and graduating from postsecondary opportunities.

Other potential action(s):

THE VISION

All students have access to appropriately rigorous courses alongside a diverse group of peers who reflect the district's overall demographics.

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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

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WHAT ARE THE **POTENTIAL ACTIONS?**

School Scheduling Practices

THE VISION

Students' academic and cocurricular schedules allow for enrollment in appropriately rigorous courses across content areas alongside diverse peers who reflect the district's overall demographics.

Develop **scheduling timelines and processes** that provide sufficient time to analyze and revise student schedules in order to create more diverse classrooms prior to the start of the school year.

Conduct **regular audits of schedules** to ensure that all students have access to appropriate courses and learning environments; analyze the impact that schedules have on students with the highest needs.

Provide **professional development to school leaders and schedulers** to help them create schedules that manage the availability of courses and other activities for all students. Focus on ensuring that schedules do not create barriers to entry into varied coursework for underserved students. Some examples may include:

- An “X” block, during which students are scheduled for specific intervention or enrichment opportunities that would not conflict with other course offerings—for example, ensuring that the only advanced math course is not offered at the same time as the only English as a second language course.
- During the broader scheduling process, scheduling students with the greatest academic needs first.

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WHAT ARE THE POTENTIAL ACTIONS?



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C PLAN NEXT STEPS

School Scheduling Practices (Cont'd)

Offer specific programming and supports before and after school so that there is more course scheduling flexibility during the day.

Identify and address potential gaps in teachers' expertise to ensure there are enough expert teachers and staff for advanced course offerings at all schools.

Other potential action(s):

THE VISION

Students' academic and cocurricular schedules allow for enrollment in appropriately rigorous courses across content areas alongside diverse peers who reflect the district's overall demographics.

KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?



ACROSS SCHOOLS



WITHIN SCHOOLS OR CLASSROOMS

WHAT ARE THE POTENTIAL ACTIONS?

Other Root Cause

You can add a custom root cause depending on your district's unique context.

Handwriting lines for potential actions



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KEY QUESTION 10.1: IS EACH STUDENT ENROLLED IN A SCHOOL AND ATTENDING CLASSES THAT ARE RACIALLY/ETHNICALLY AND SOCIOECONOMICALLY DIVERSE?

For prompts to help your team think about next steps, go to page 22.

NOTES



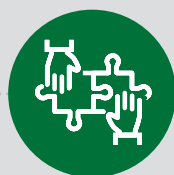
Plan Next Steps



1. PRIORITIZE



2. CUSTOMIZE



3. ALIGN



4. PLAN

Now that your team has begun to uncover the root causes of your school system's challenges and explored possible actions to improve **Diverse Classrooms & Schools**, it's time to plan next steps. You can continue to build on the momentum your team has built so far by beginning to outline what you will do next and who will help to move this work forward.



The Alliance for Resource Equity partners directly with state and local systems and communities to support education resource equity. Reach out to bring our team to you for workshops, in-depth engagements, or other support as you analyze resources, design strategies, and gear up for implementation.

educationresourceequity.org

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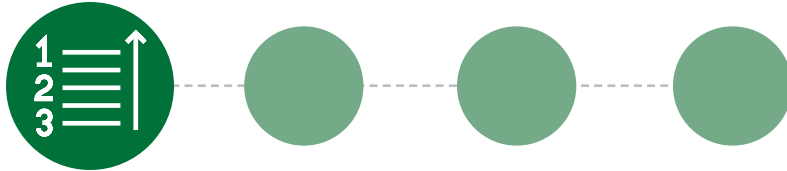
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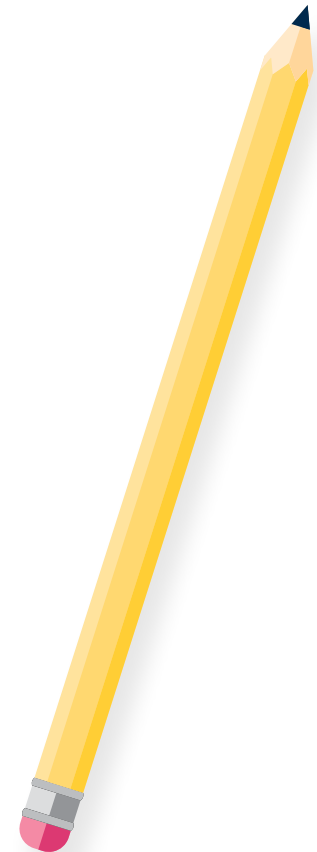
1. PRIORITIZE

How will we choose which promising actions to pursue—and when?

Important considerations:

- How do we believe this action could address our current challenges?
- How does the ease of implementing this action compare with the degree of impact it will have?
- What do we believe are the likely outcomes of implementing this action? For which students? Over what timeframe(s)?
- What is the opportunity cost of *not* moving forward with this action?
- To what extent is there energy and momentum in our community around moving forward with this action?

NOTES



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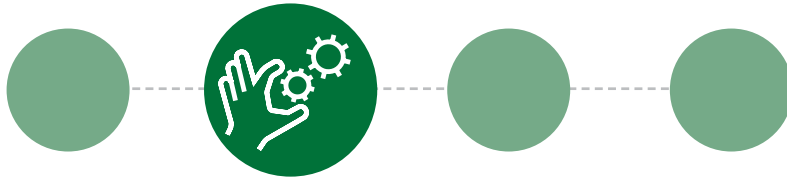
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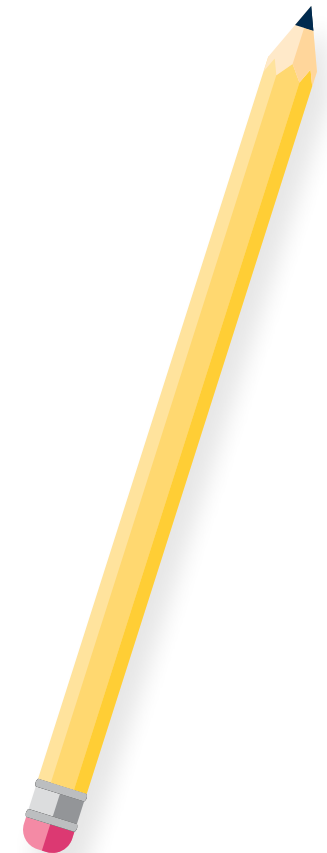
2. CUSTOMIZE

How will we adapt the most promising potential actions to fit our community's unique context?

Important considerations:

- Are there past or current efforts that have been successful that we can adapt or build off of?
- What unique risks or barriers might threaten success?
- How will we get our community involved in making progress on this action?
- What prerequisite steps might be needed before we move forward?
(For example, learning more through focus groups or community sessions, partnering with local advocacy groups, or changing existing policies or timelines)

NOTES



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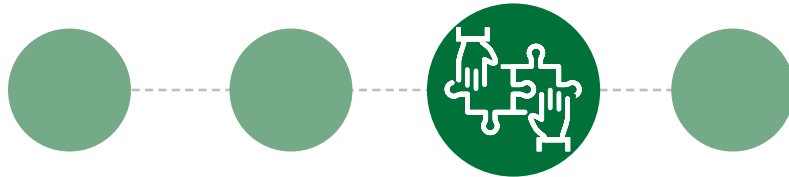
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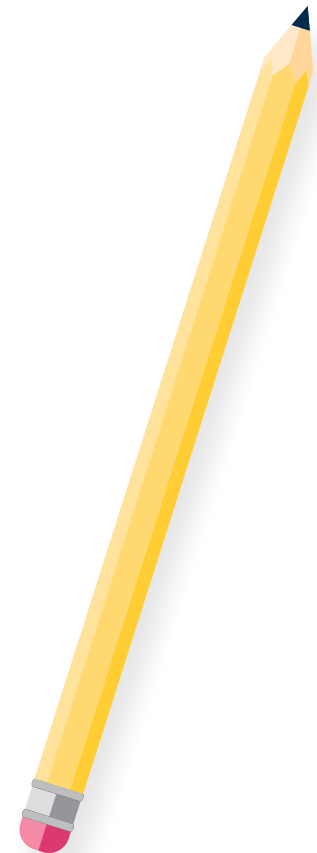
3. ALIGN

How do the most promising potential actions align with other strategic priorities in our district?

Important considerations:

- What is our big-picture theory of action? How does it tie any new actions that we choose to pursue to our district- or school-level priorities?
- How can we make sure that our strategic plan accurately reflects our equity goals?
- How might our efforts in this action area connect to other dimensions of education resource equity?
- What related efforts or investments does this work rely on? What else do we need to start, stop, or continue doing for implementing this action to be effective?
- How does this action align with the goals and priorities of different groups of people, including families, educators, and students?

NOTES



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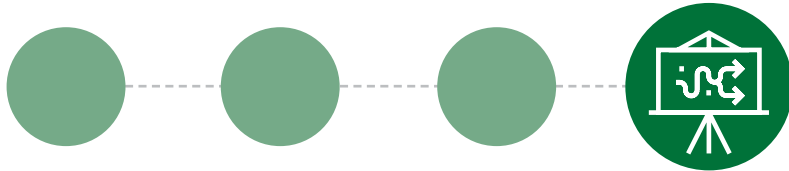
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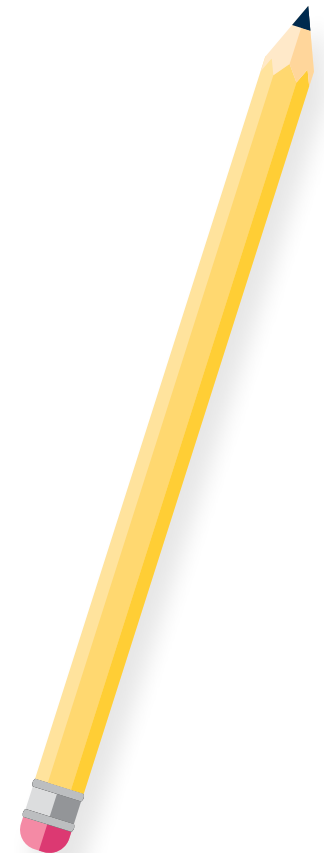
4. PLAN

What is needed to successfully implement the most promising actions?

Important considerations:

- What resources, processes, and mindsets will this work require? What shifts might we need to make? Will these shifts impact other district or school priorities?
- What can we do to proactively mitigate potential risks and barriers to success?
- What are our short-, medium-, and long-term timelines for planning and implementing this action?
- How might we build buy-in around this action?
- How will we measure impact? How will we know we are on track?

NOTES



APPENDIX



SOURCES

This guidebook includes best practice research from the following publications:

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3. Beth Hawkins. *78207: America's Most Radical School Integration Experiment*. The 74, 2018. <https://www.the74million.org/article/78207-americas-most-radical-school-integration-experiment/>
4. The Century Foundation. *The Benefits of Socioeconomically and Racially Integrated Schools and Classrooms*. 2019. <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/?agreed=1>
5. The Century Foundation. *Recruiting and Enrolling a Diverse Student Body in Public Choice Schools*. 2019. <https://tcf.org/content/report/recruiting-enrolling-diverse-student-body-public-choice-schools/>
6. EdBuild. *Stranded: How States Maroon Districts in Financial Distress*. 2018. <https://edbuild.org/content/stranded>
7. Gillian White. *The Data Are Damning: How Race Influences School Funding*. The Atlantic, 2015. <https://www.theatlantic.com/business/archive/2015/09/public-school-funding-and-the-role-of-race/408085/>
8. Halley Potter, Stefan Lallinger, Michelle Burris, Richard Kahlenberg, and Alex Edwards. *School Integration is Popular: We Can Make it More So*. The Century Foundation, 2021. <https://tcf.org/content/commentary/school-integration-is-popular-we-can-make-it-more-so/>
9. Janel George and Linda Darling-Hammond. *Advancing Integration and Equity Through Magnet Schools*. Learning Policy Institute, 2021. <https://learningpolicyinstitute.org/product/advancing-integration-equity-magnet-schools-report>
10. Jennifer Ayscue, Erica Frankenberg, and Genevieve Siegel-Hawley. *Research Brief: The Complementary Benefits of Racial and Socioeconomic Diversity in Schools*. The National Coalition on School Diversity, 2017. <https://school-diversity.org/pdf/DiversityResearchBriefNo10.pdf>
11. Julie Halpert. *Do We Still Segregate Students?* Pacific Standard, 2012. <https://psmag.com/education/do-we-still-segregate-students-45196>

SOURCES (CONTINUED)

12. Kara Finnigan and Jennifer Jellison Holme. *Research Brief: Regional Educational Equity Policies: Learning from Inter-District Integration Programs*. The National Coalition on School Diversity, 2015. <https://school-diversity.org/pdf/DiversityResearchBriefNo9.pdf>
13. The National Coalition on School Diversity. *Including Racial and Socioeconomic Diversity in ESSA District Plans*. 2020. https://school-diversity.org/wp-content/uploads/NCSDPB10_Final.pdf
14. Richard Kahlenberg, Halley Potter, and Kimberly Quick. *A Bold Agenda for School Integration*. The Century Foundation, 2019. <https://tcf.org/content/report/bold-agenda-school-integration/?agreed=1>
15. Sean Reardon, John Yun, and Michael Krulaender. *Implications of Income-Based School Assignment Policies for Racial School Segregation*. Stanford Center for Education Policy Analysis, 2006. <https://cepa.stanford.edu/content/implications-income-based-school-assignment-policies-racial-school-segregation>
16. UCLA Civil Rights Project. *Berkeley Unified's Strategy to Maintain School Diversity*. 2019. <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/integration-defended-berkeley-unified2019s-strategy-to-maintain-school-diversity>
17. Urban Institute. *Segregated Neighborhoods, Segregated Schools?* 2018. <https://www.urban.org/features/segregated-neighborhoods-segregated-schools>

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Uniting advocates and education leaders
to unlock excellence for every student

