

Unveiling the Intersection: Exploring Educational Marginalization Through the Lens of Reading Science in K-12 Schools



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4 Agreements of Courageous Conversations (Singleton, 2022)



- Experience discomfort
- Stay engaged
- Speak your truth
- Expect and accept non-closure

Community Agreements (Continued)



No blame, shame, judgment.

Equity work life-long, never ending, at individual & organizational level.

“Collective Equity Capacity” we are in this with you
- mutual learning, challenging, growing together.

The Importance of:



Unveiling the
Intersection:
Exploring
Educational
Marginalization

Act 20 on top of an
educational
marginalization will
perpetuate harmful
assumptions and
practices that are
not research based!

The Reality Persistent Inequities



Schools have a culture of *Marginalization.*

- Race
- Disability
- Language
- Social class
- Religion
- Gender
- Sexual/Gender Identity
- And their intersections

Historical Roots of Educational Marginalization



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Discuss:

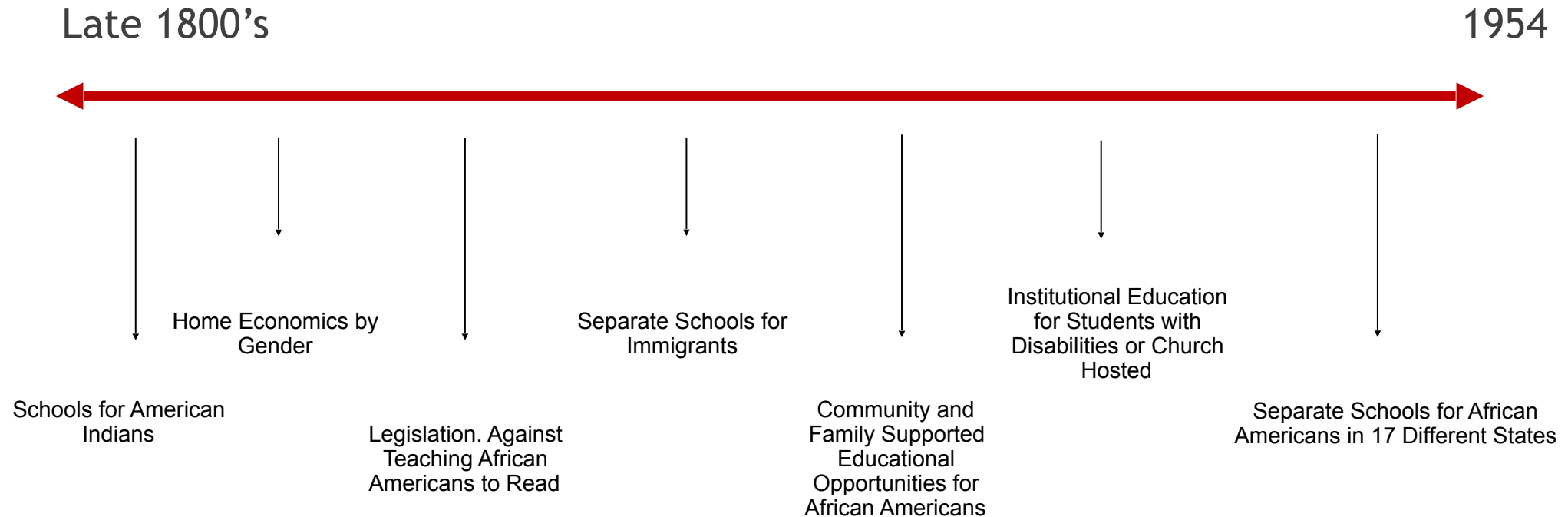
1. Beginning in 1635 (Boston Latin School), which students were educated in U.S. public schools by: race, class, ability, gender, religion?



2. Who was not educated?

3. How did legislation and compulsory education in the mid to end of the 1800's change who was educated, or did it?

Some Historical Educational Examples of Segregation: Also Defined as Perpetuating a Normative



400 Year Old Normative

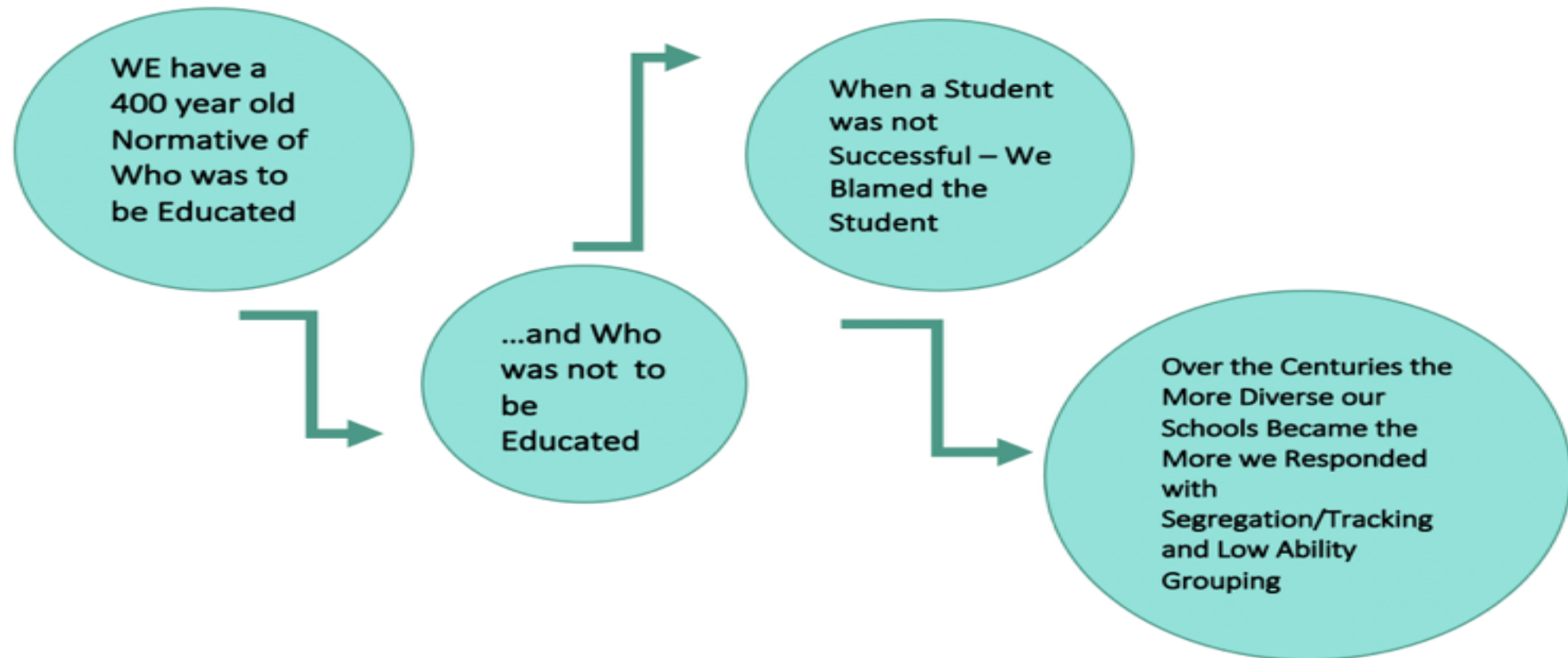


Educational
actions that tell us
who belongs and
who does not

Schools have a culture of
Marginalization.

- Race
- Disability
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- And their intersections

History of Educational Marginalization



This History Creates and Maintains Institutional Marginalization



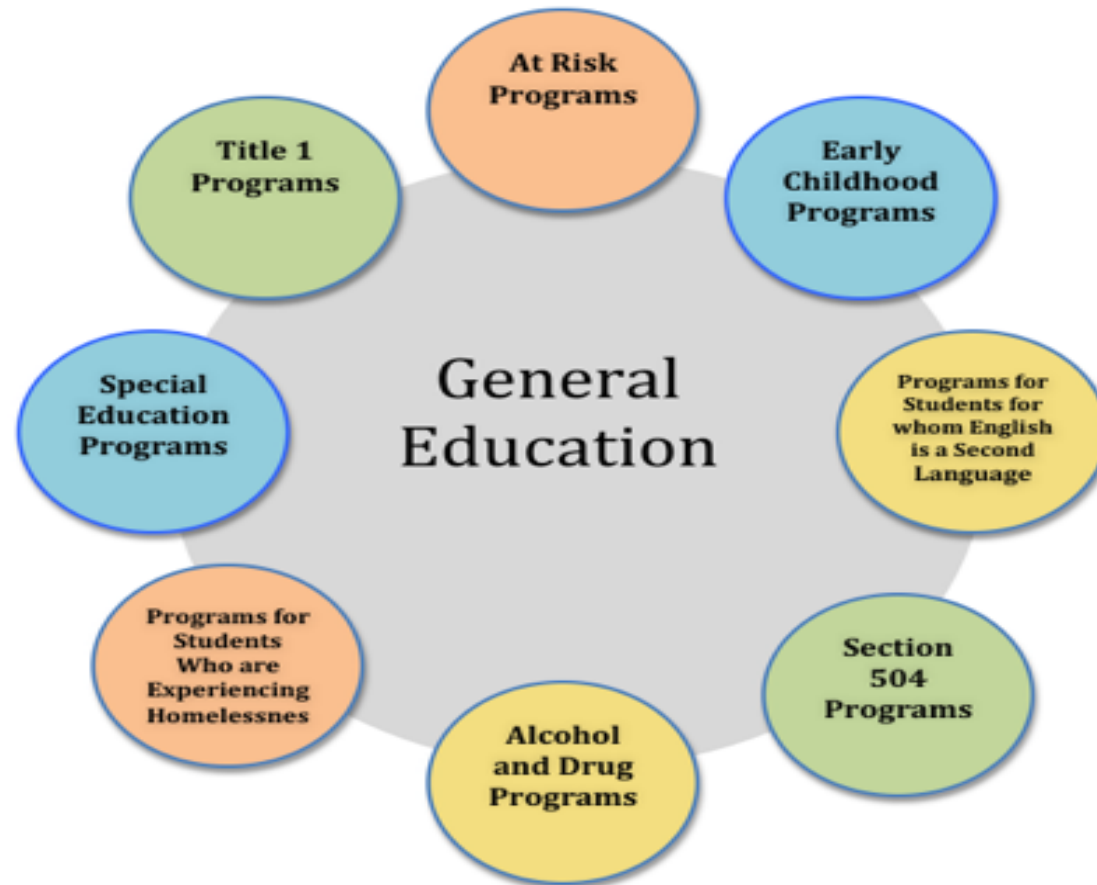
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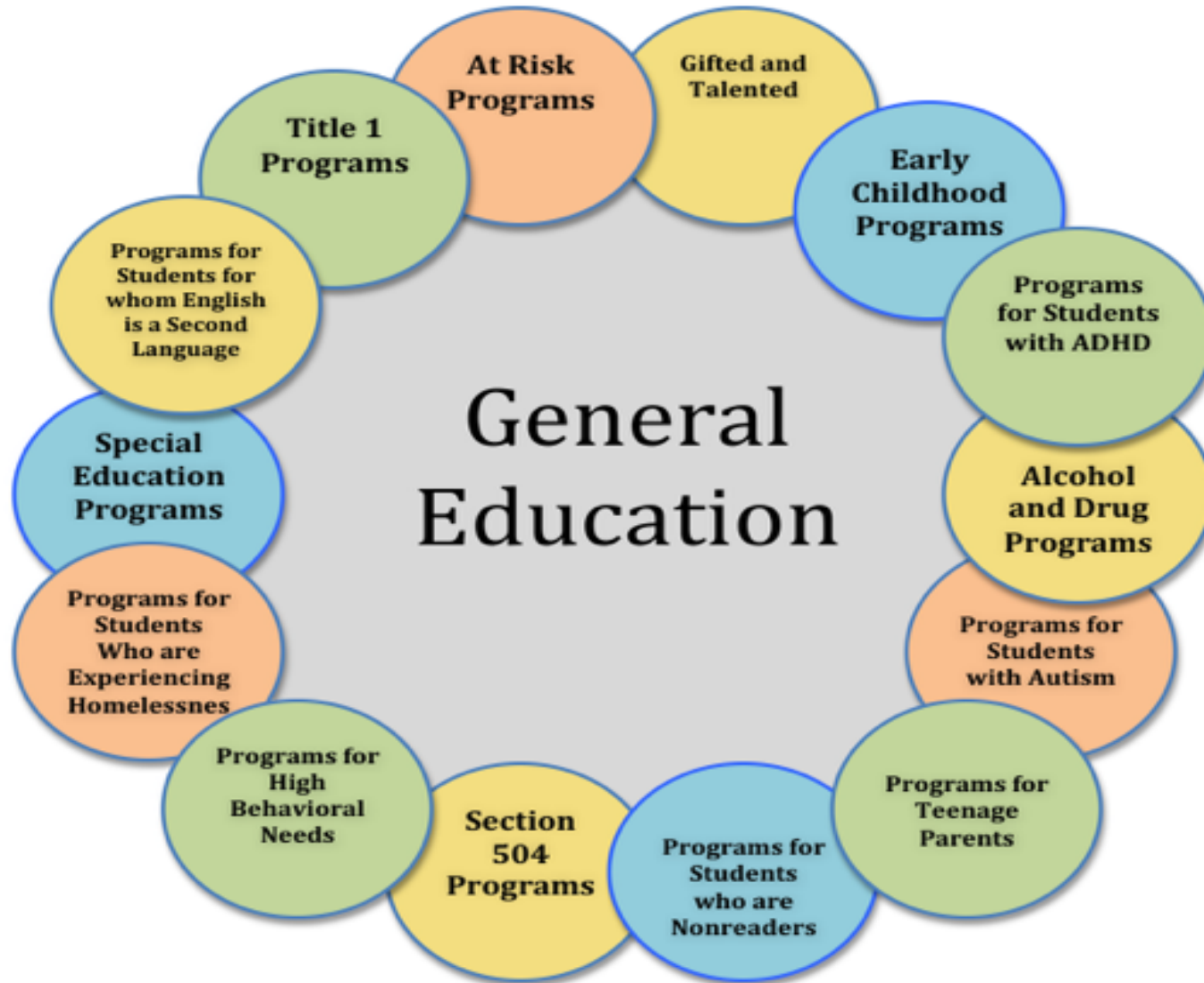
We see the student as
needing to be fixed

We respond through
segregated practices

**When we reinforce or develop
such practices, we become
complicit in institutional
marginalization.**

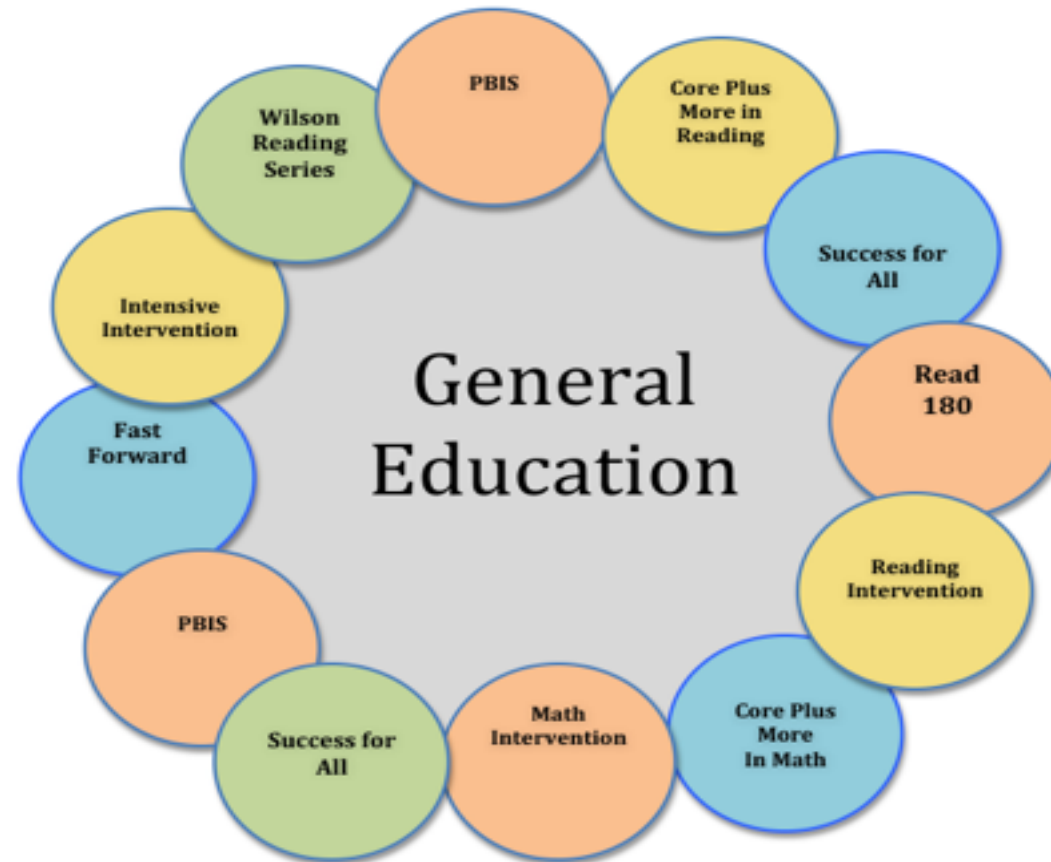
... For Example: The History of Nondiscrimination Class Action Lawsuits





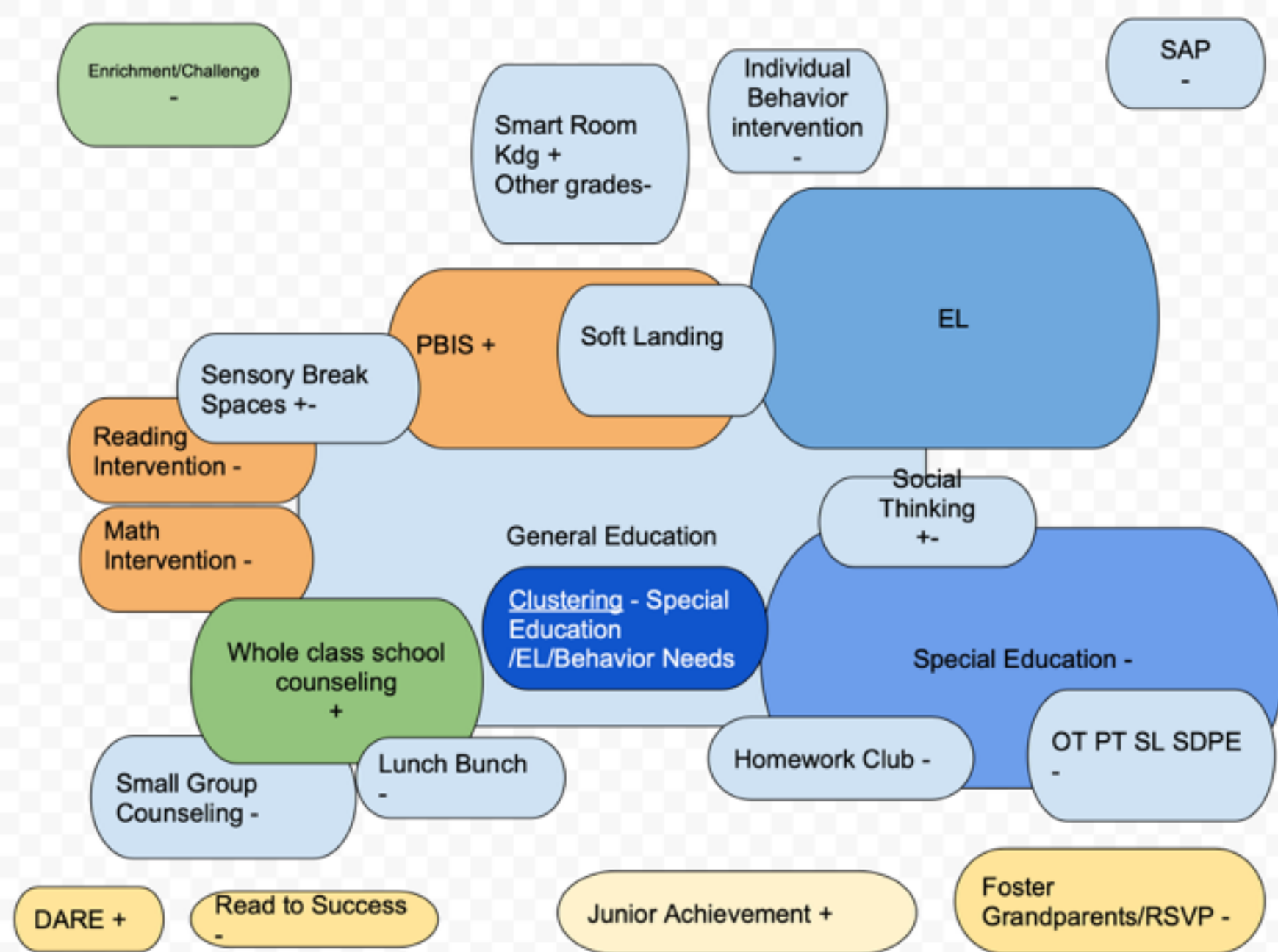
Maintaining a Normed Group of Students

Creating Even More Programs Under MTSS





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Student Challenges of the Current Structure

- Don't have access to general education classroom
- Core curriculum is missed
- Other students feel left out "Why can't I go?"
- Students tell themselves "I'm dumb," or "I'm smarter than you."
- Students begin to identify themselves
- Students with the highest needs have the most fragmented education - most environments/adults
- Adults sitting right next to a student

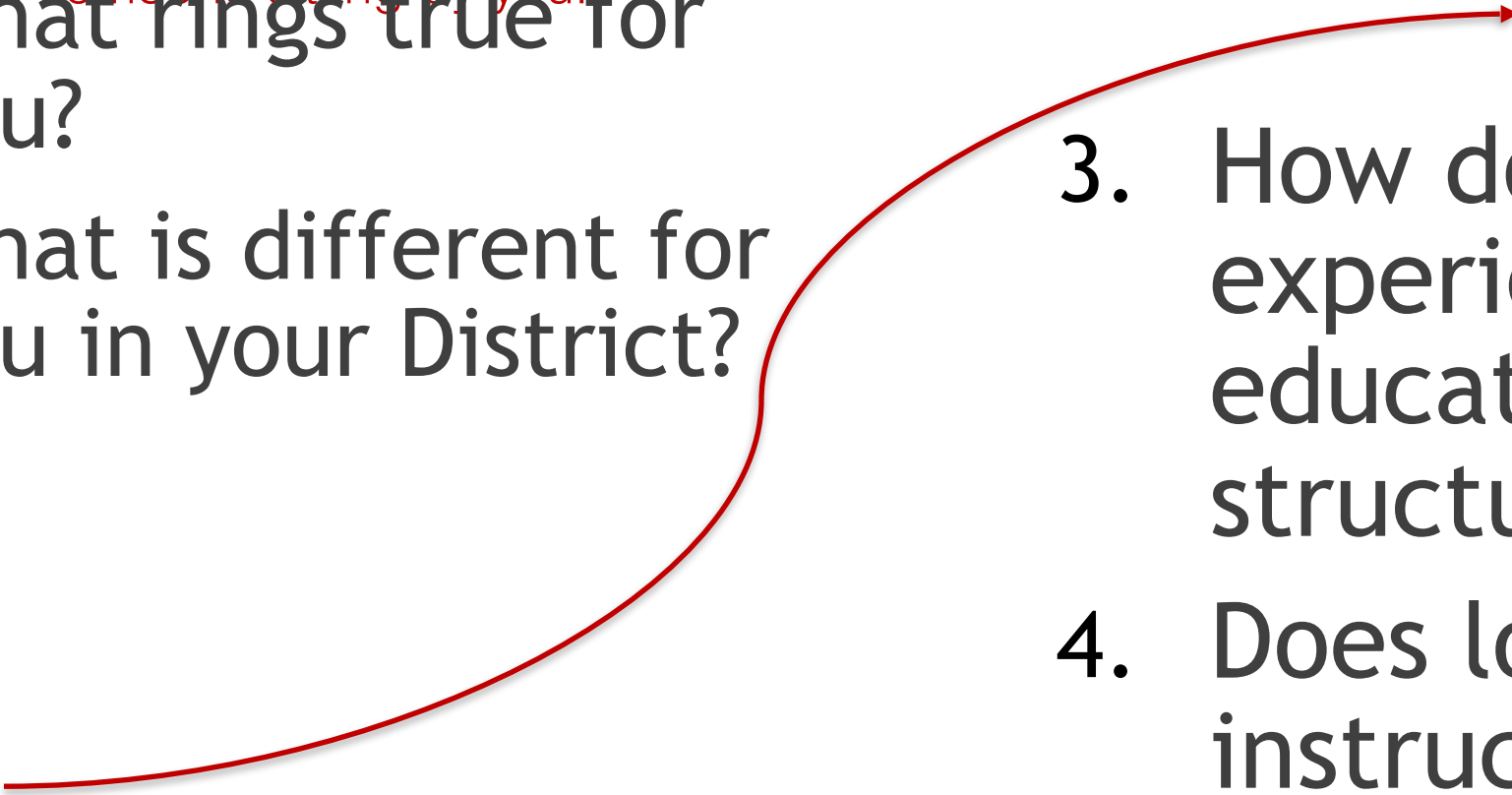
Staff Challenges of the Current Structure

- We feel like the pull out instruction is helping-- best of intentions-- need to compare/contrast this with student perspective
- Ownership of specialist for the expertise they are delivering
- Lack knowledge of what is happening in general classroom
- EL and others needing to support across classrooms - how to do without clustering or pull out
- Comfort level for co-teaching
- Trusting one another



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Discuss with someone sitting by you:

1. What rings true for you?
 2. What is different for you in your District?
 3. How do students experience these educational structures?
 4. Does location of instruction matter?
- 

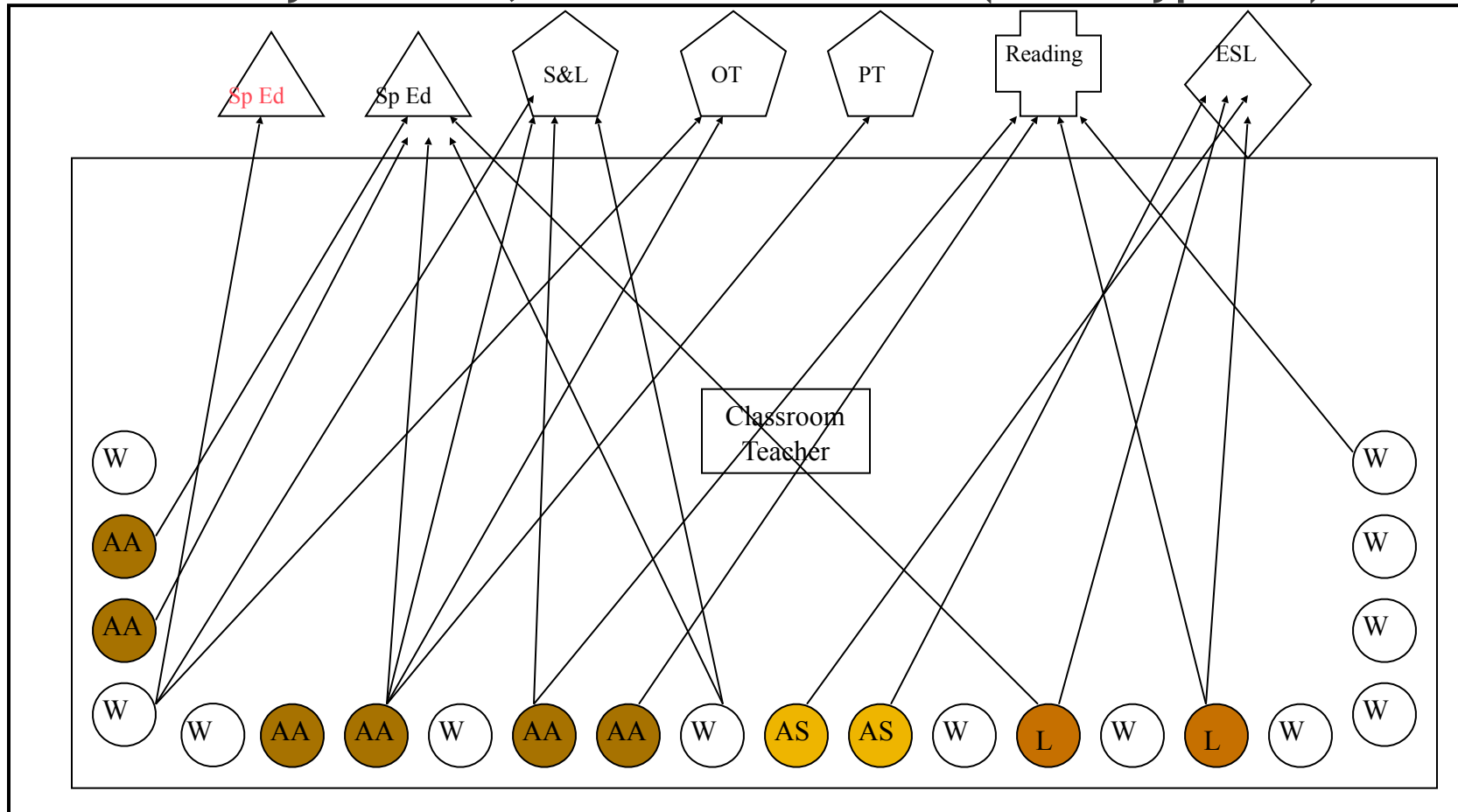
Elementary Classroom - (Theoharis 2007)

More students of color leave the classroom for services (stereotype threat)

Students who identify as white, don't have to leave (stereotype lift)



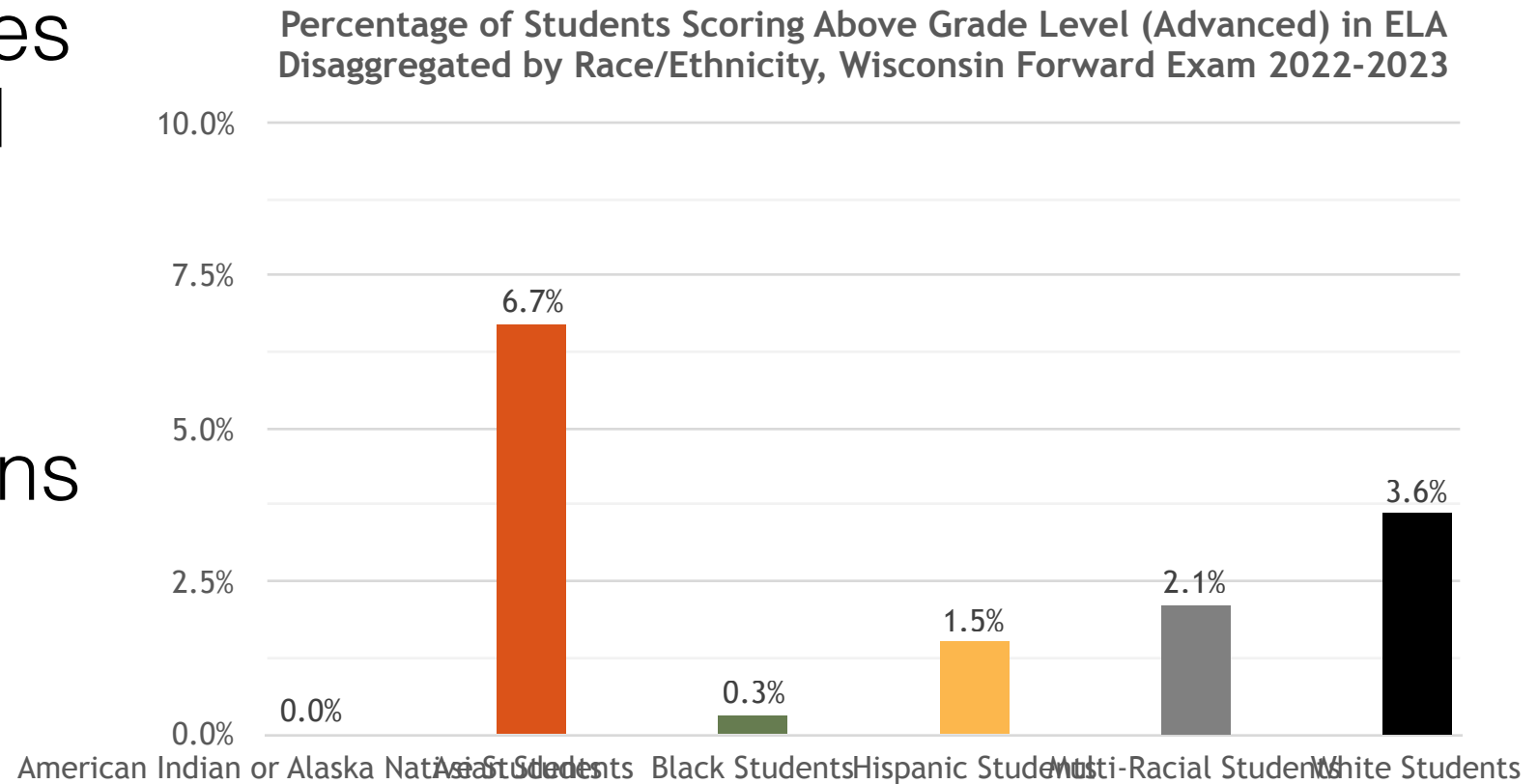
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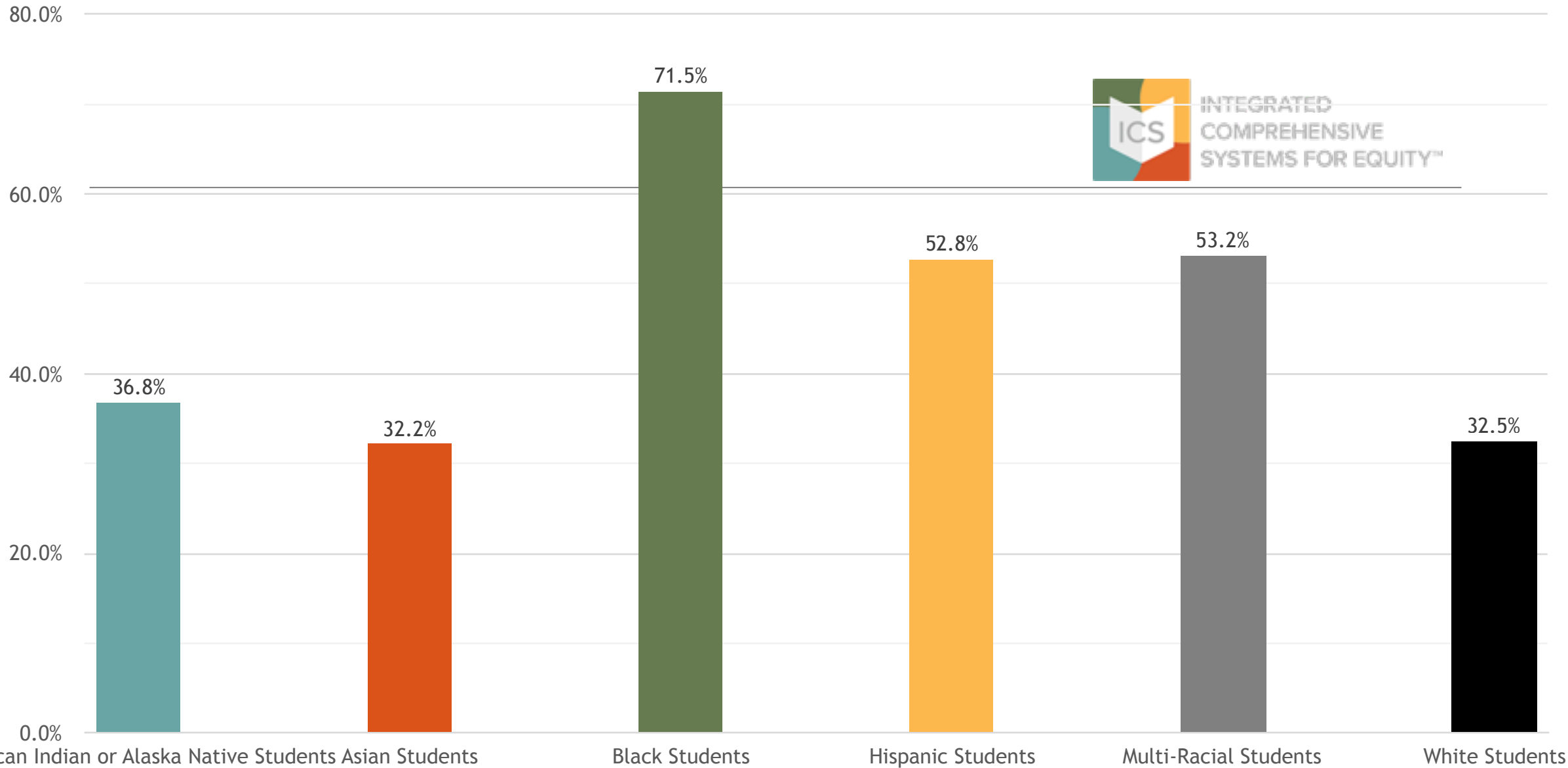
Our results of this System:



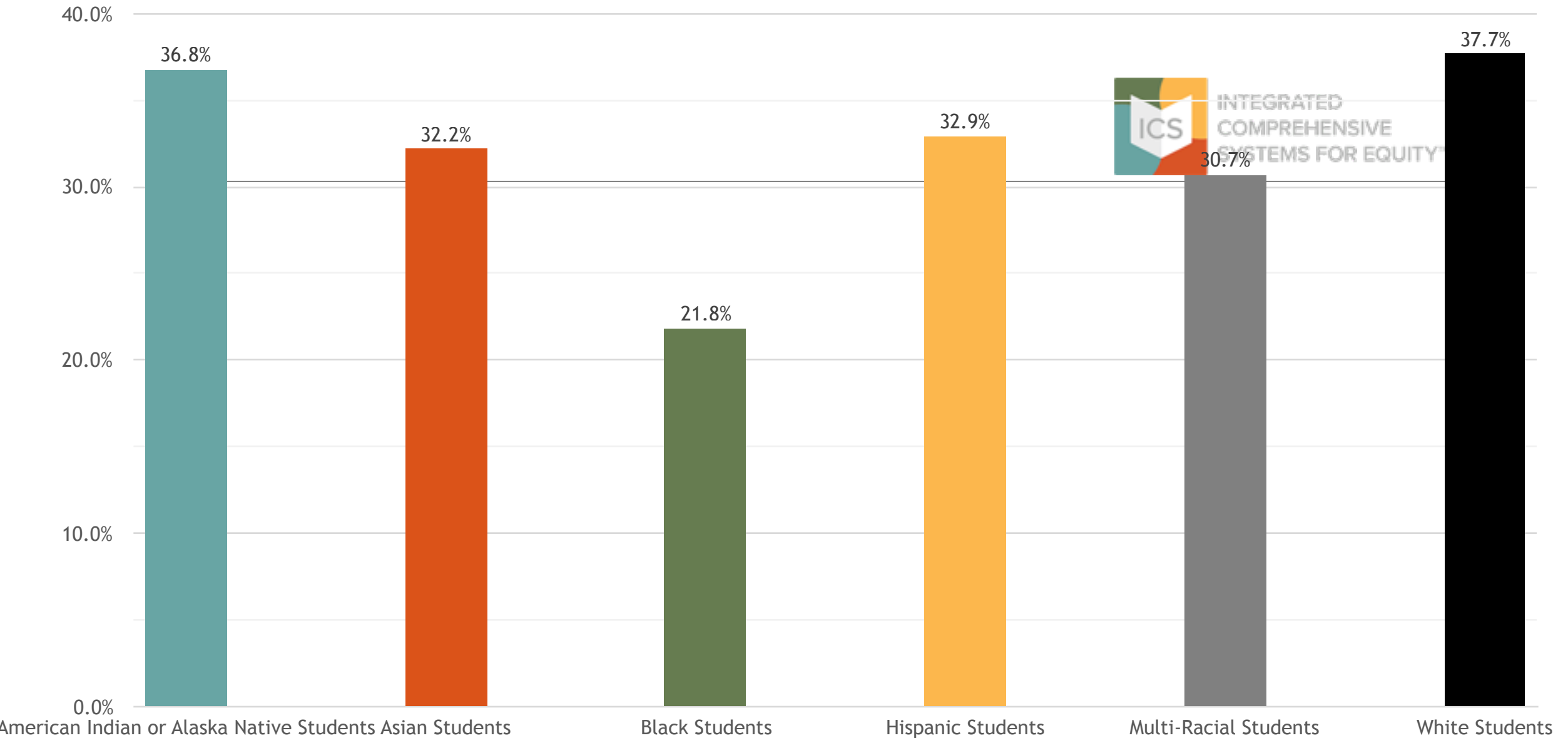
Historical inequities have perpetuated disparities in literacy outcomes among diverse student populations



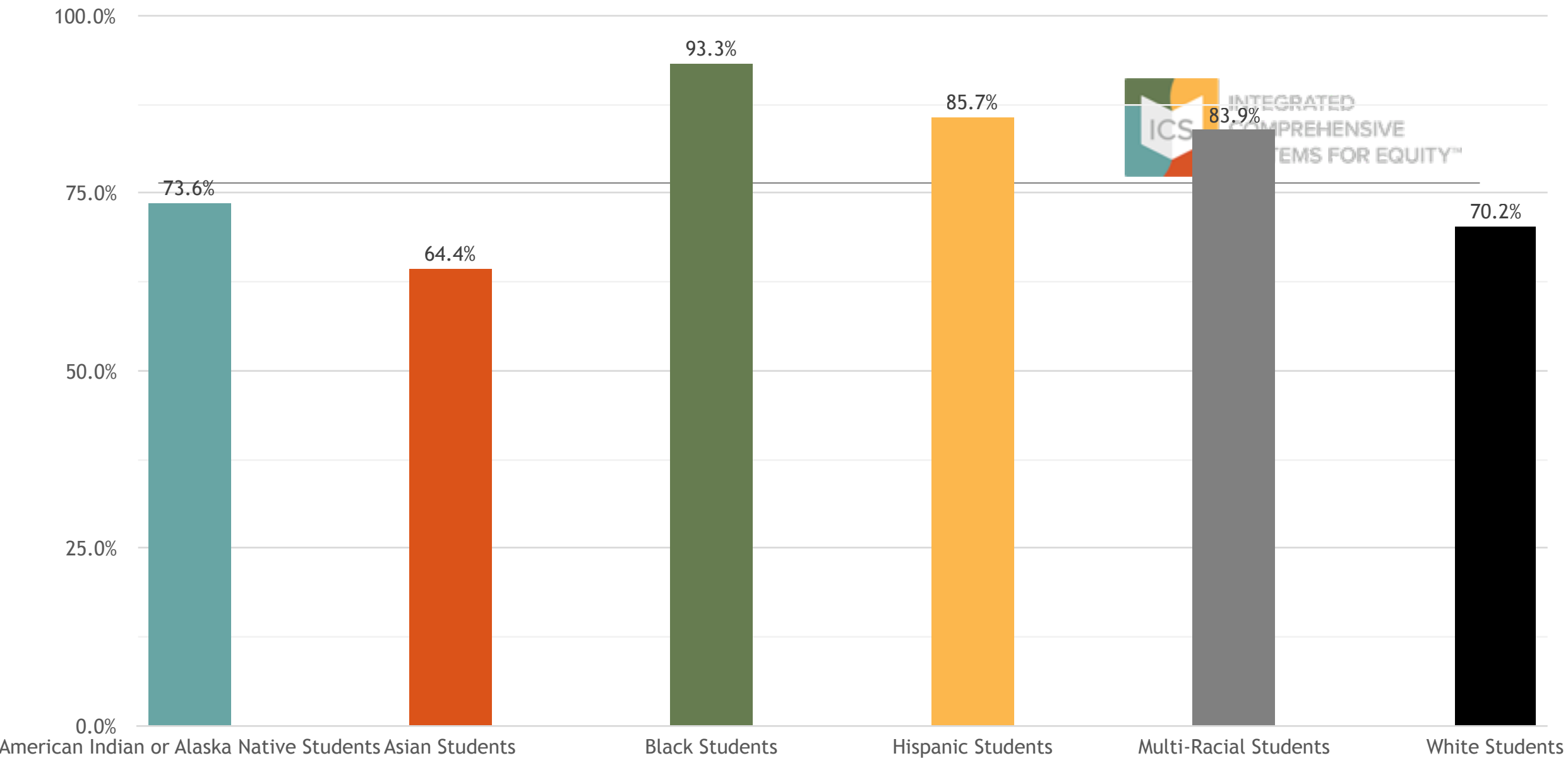
Percentage of Students Scoring Below Basic in ELA Disaggregated by Race/Ethnicity, Wisconsin Forward Exam 2022-2023



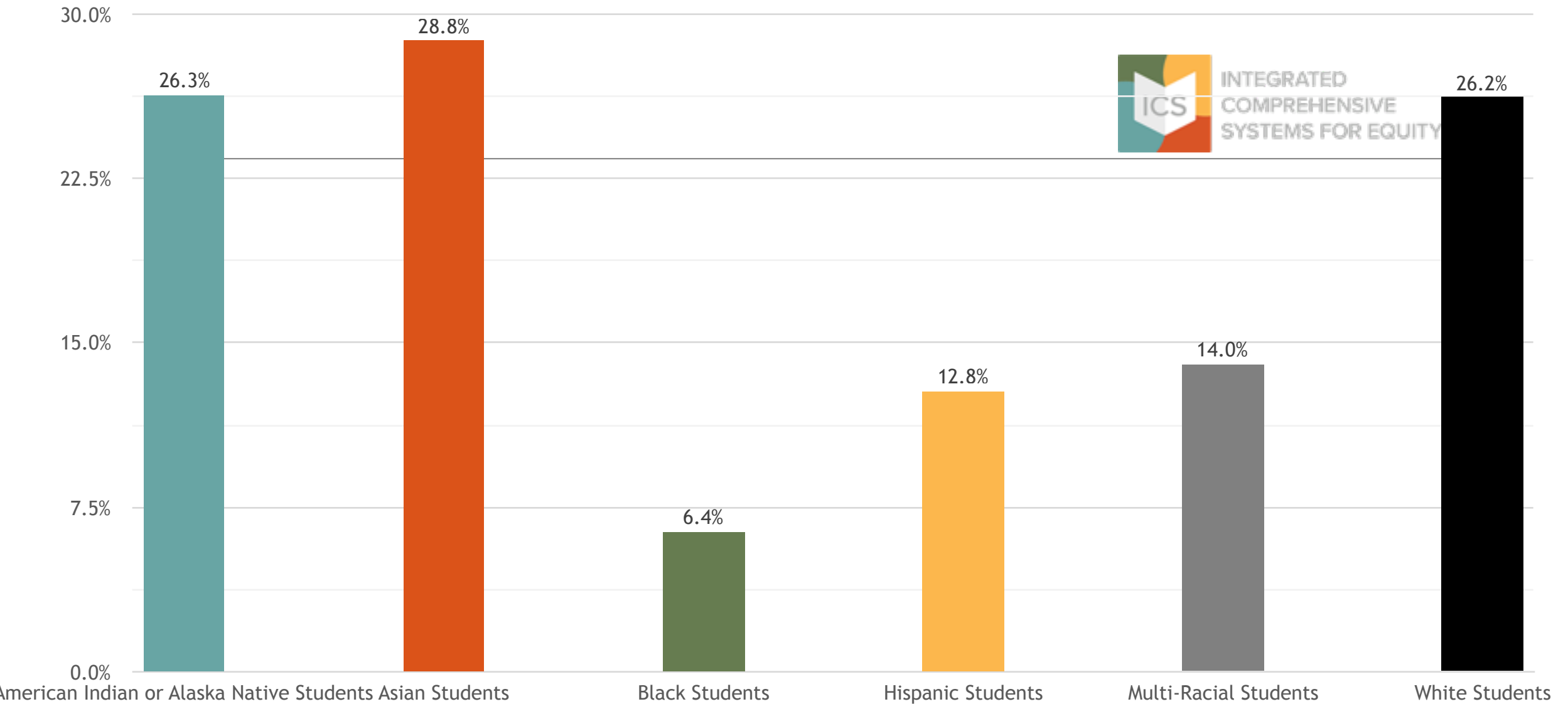
Percentage of Students Scoring Basic in ELA Disaggregated by Race/Ethnicity, Wisconsin Forward Exam 2022-2023



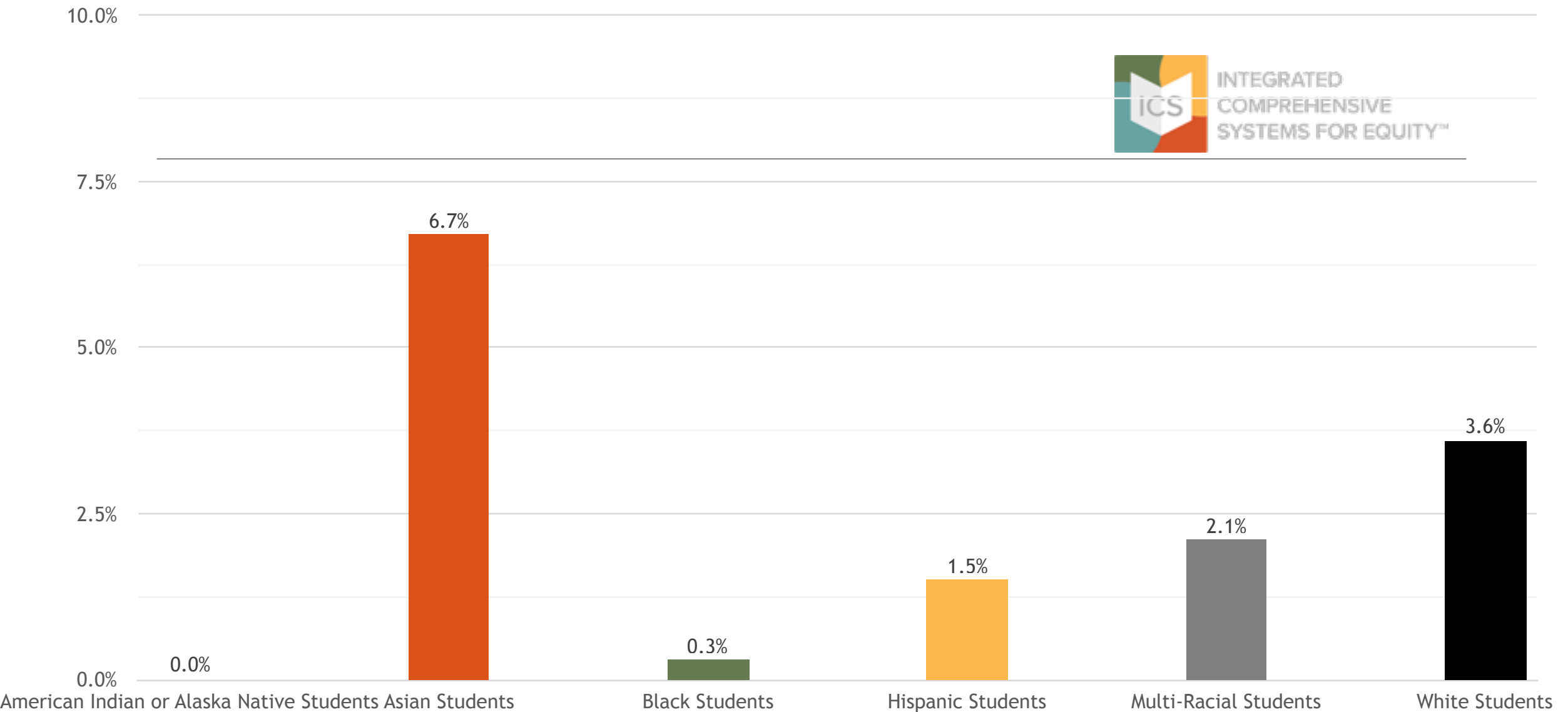
Percentage of Students Scoring Below Grade Level (Below Basic or Basic) in ELA Disaggregated by Race/Ethnicity, Wisconsin
Forward Exam 2022-2023



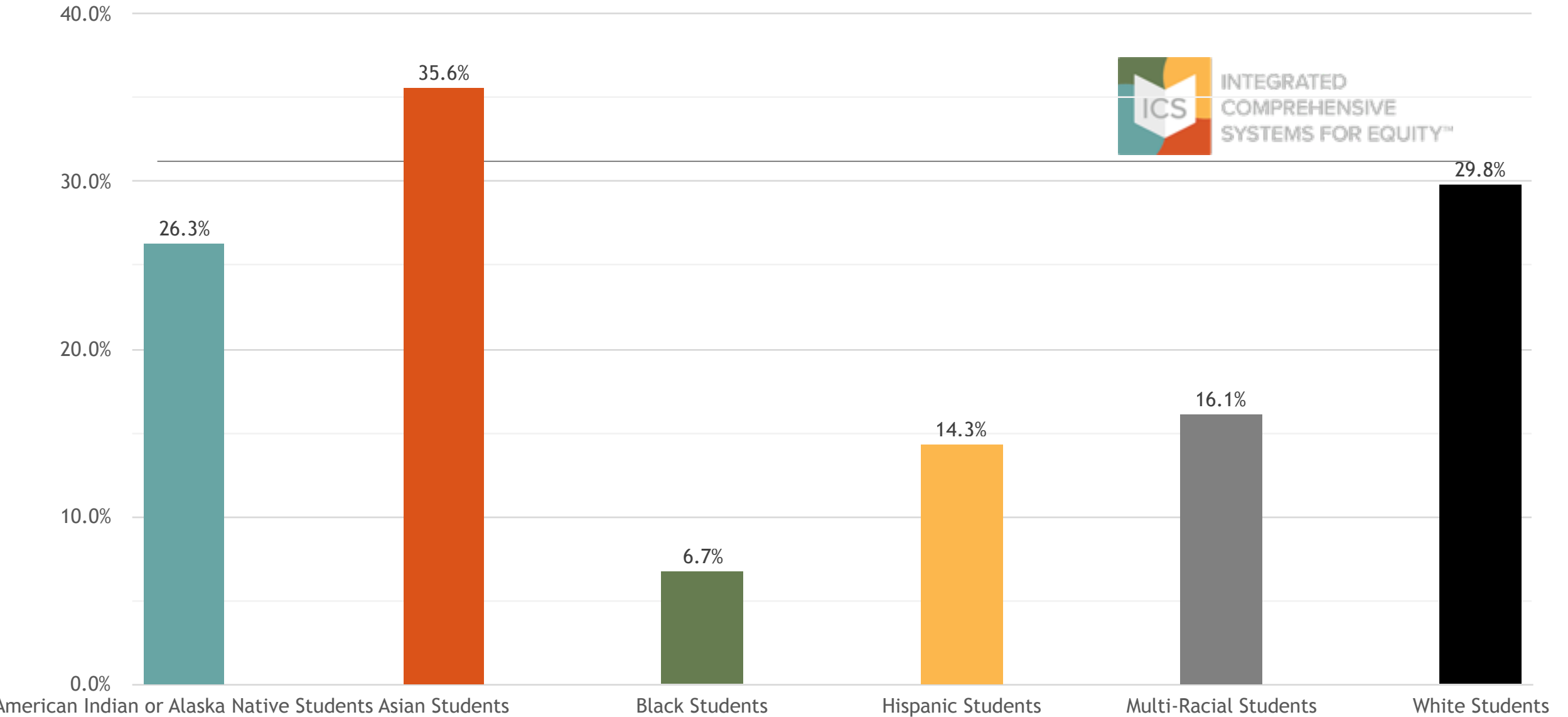
Percentage of Students Scoring At Grade Level (Proficient) in ELA Disaggregated by Race/Ethnicity, Wisconsin Forward Exam 2022-2023



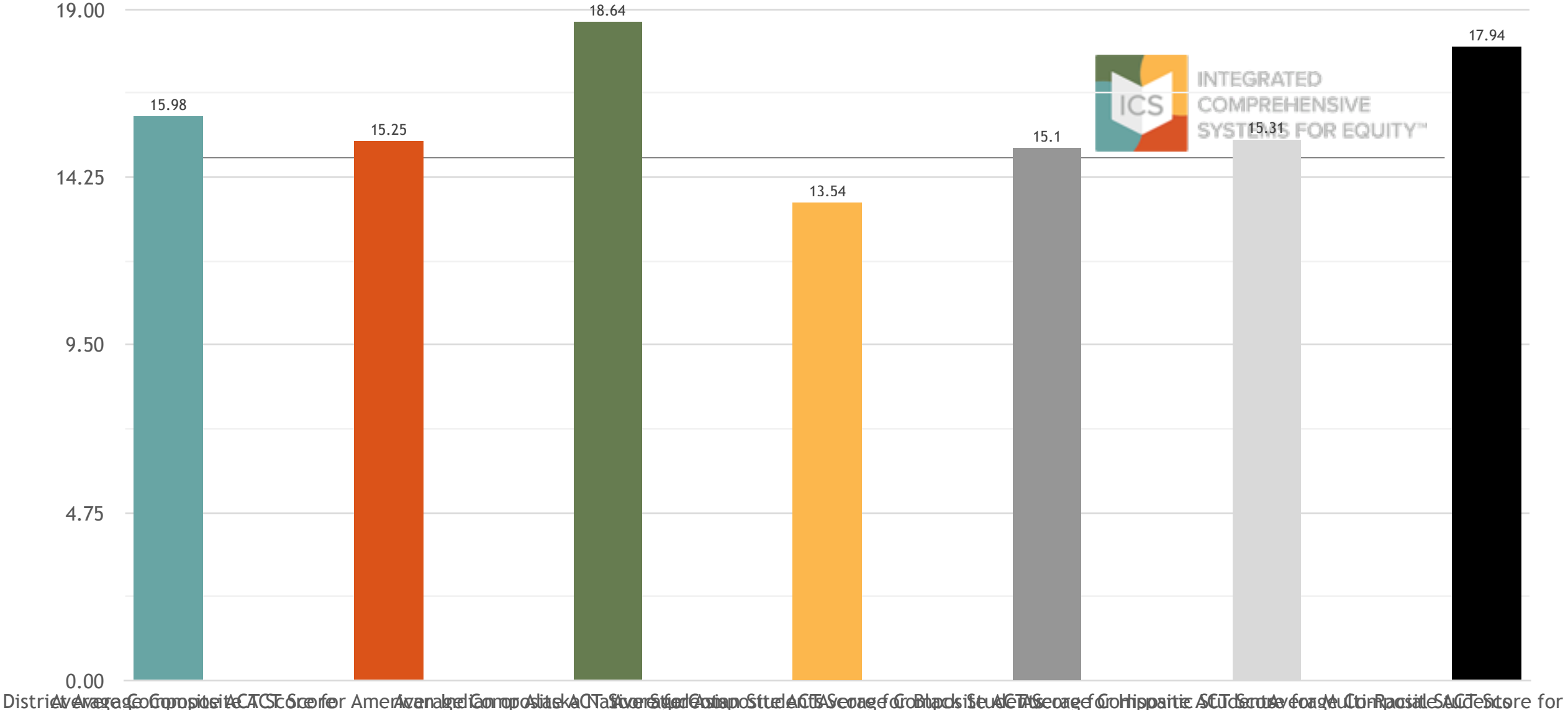
Percentage of Students Scoring Above Grade Level (Advanced) in ELA Disaggregated by Race/Ethnicity, Wisconsin Forward Exam 2022-2023



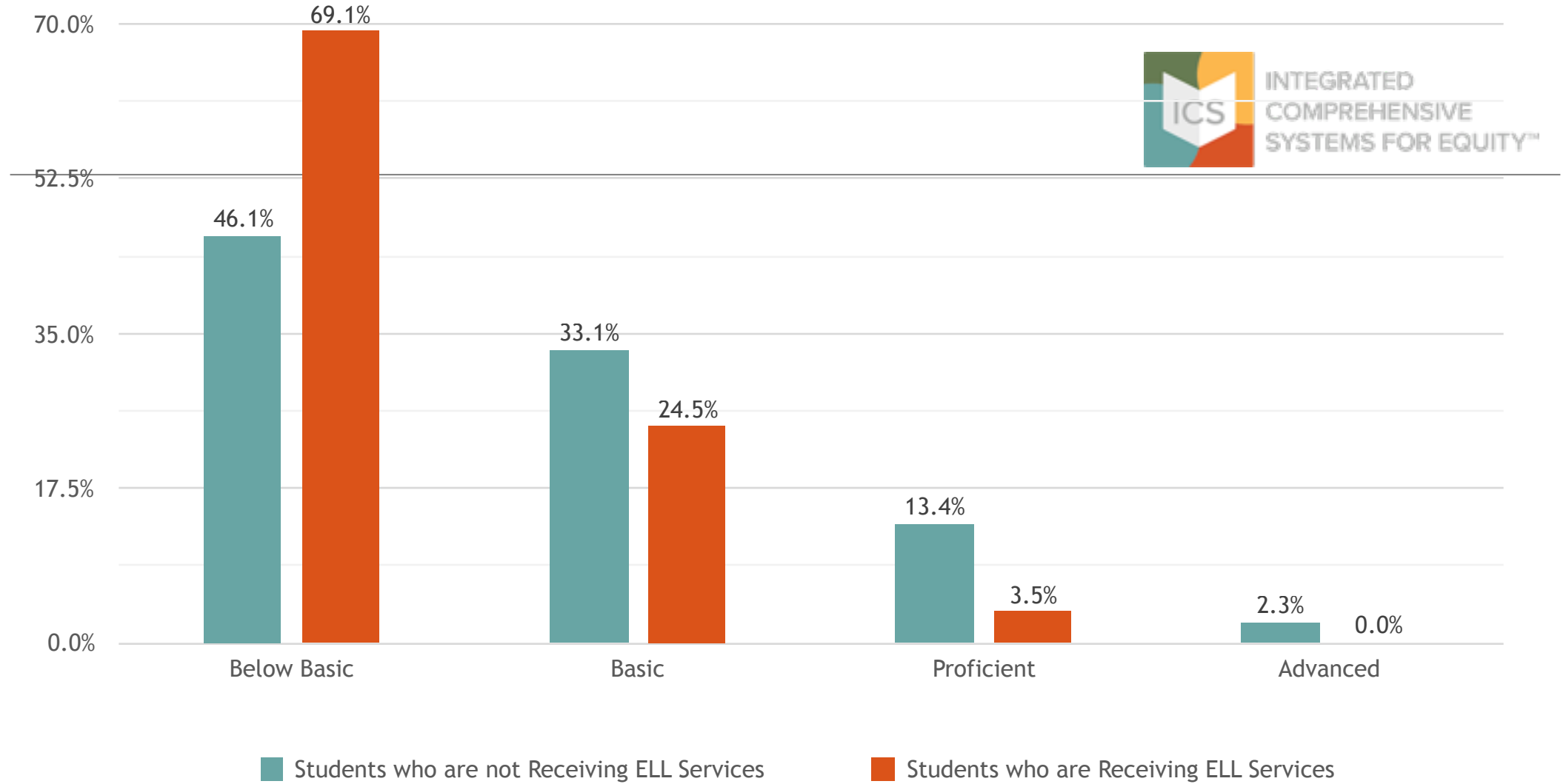
Percentage of Students Scoring At or Above Grade Level (Proficient or Advanced) in ELA Disaggregated by Race/Ethnicity,
Wisconsin Forward Exam 2022-2023



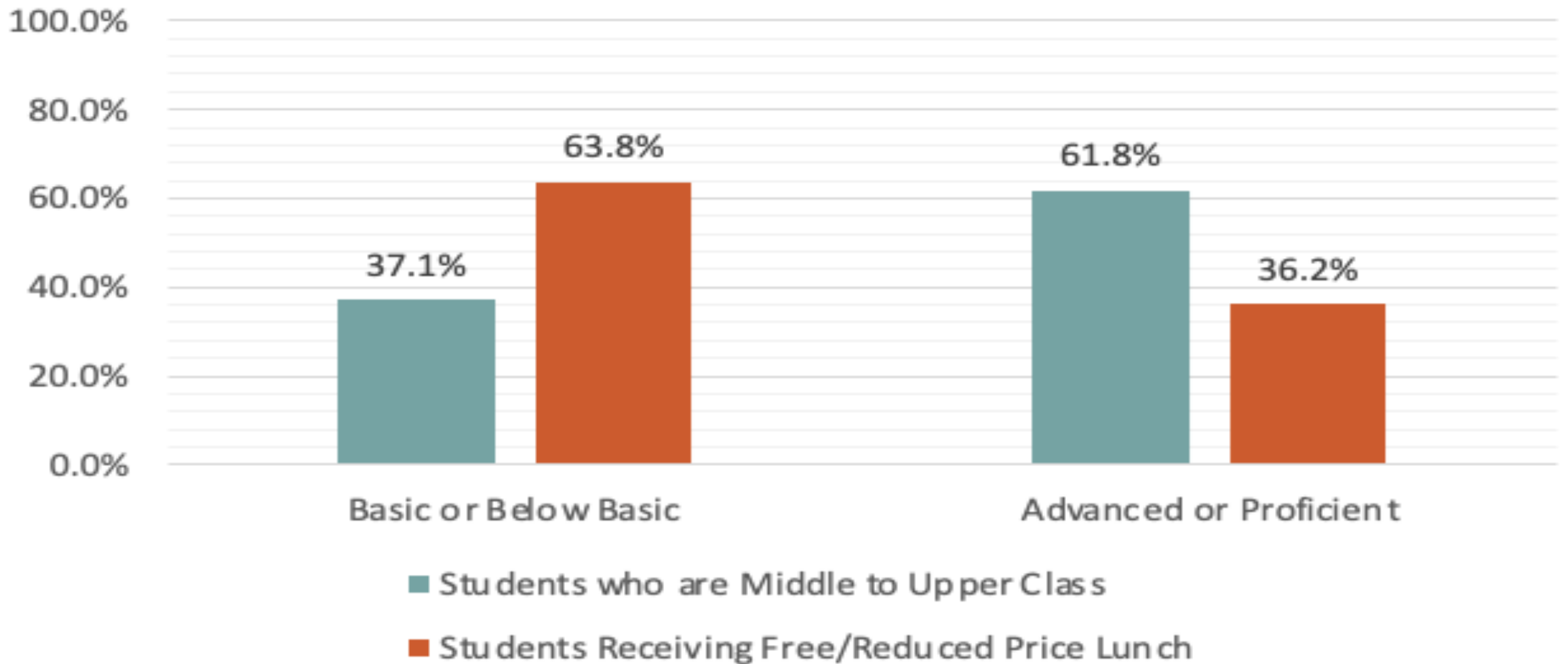
Average ACT Composite Score Compared to the District Average Composite Score



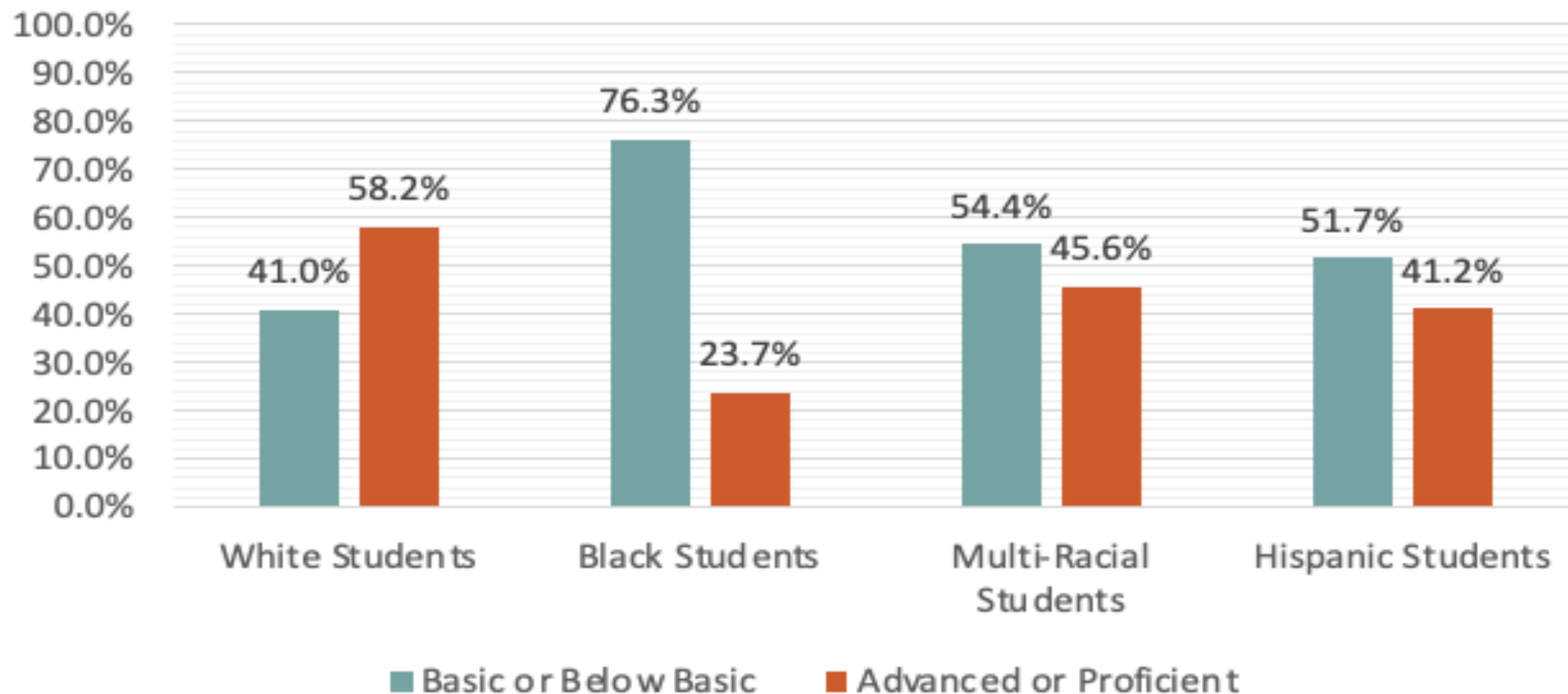
Students Receiving ELL Services Reading Achievement Grades 3-8 State Assessment 2022-2023



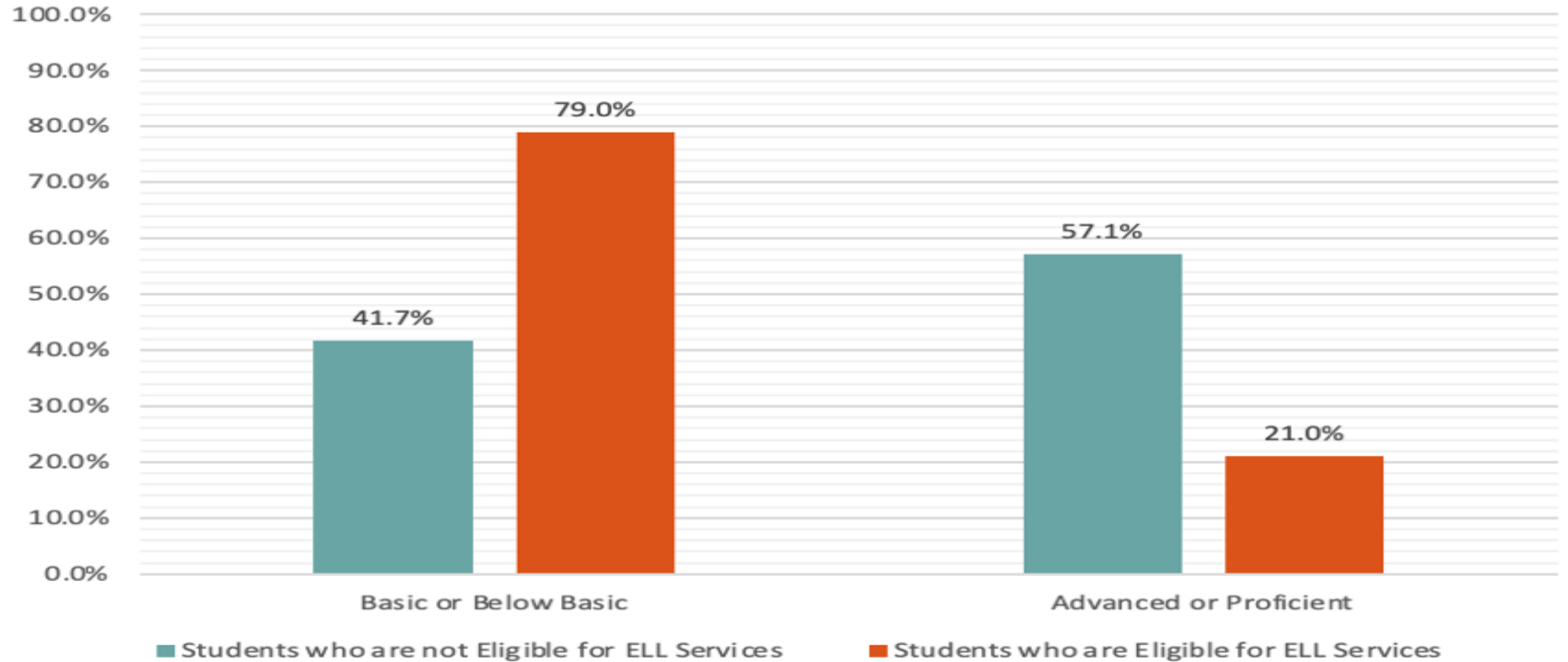
Reading Achievement Data in District



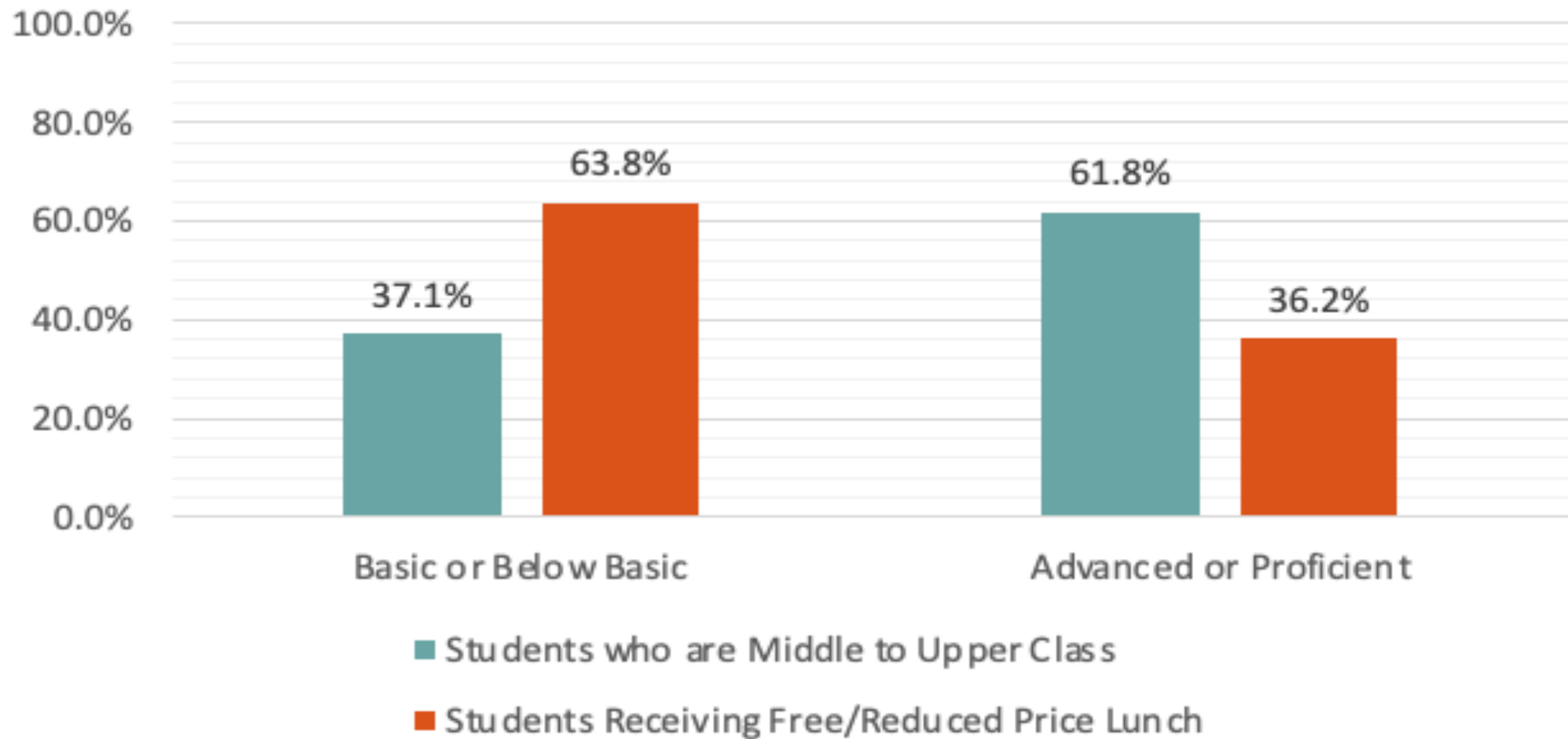
Reading Achievement Data in District



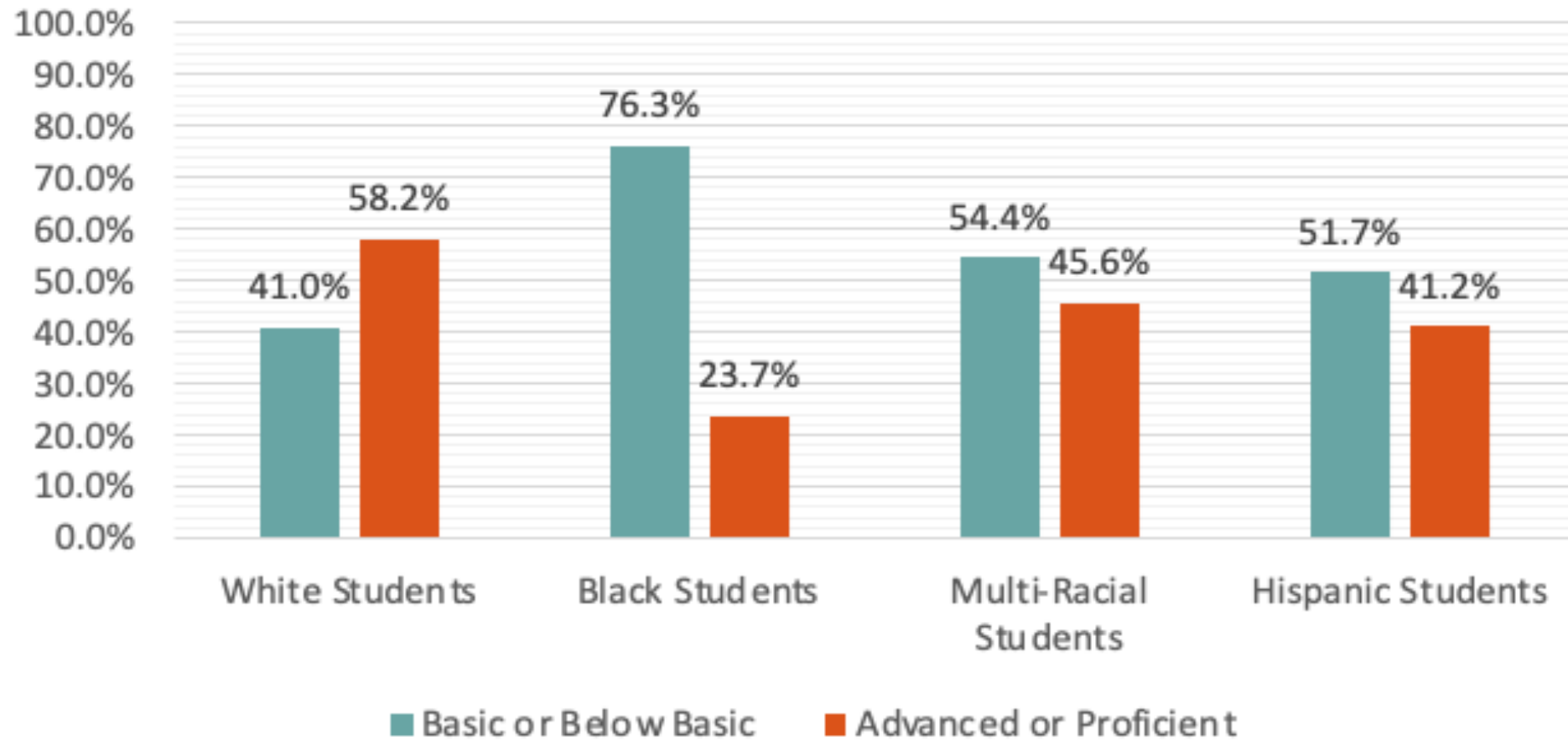
Reading Achievement Data in District



Reading Achievement Data in District



Reading Achievement Data in District

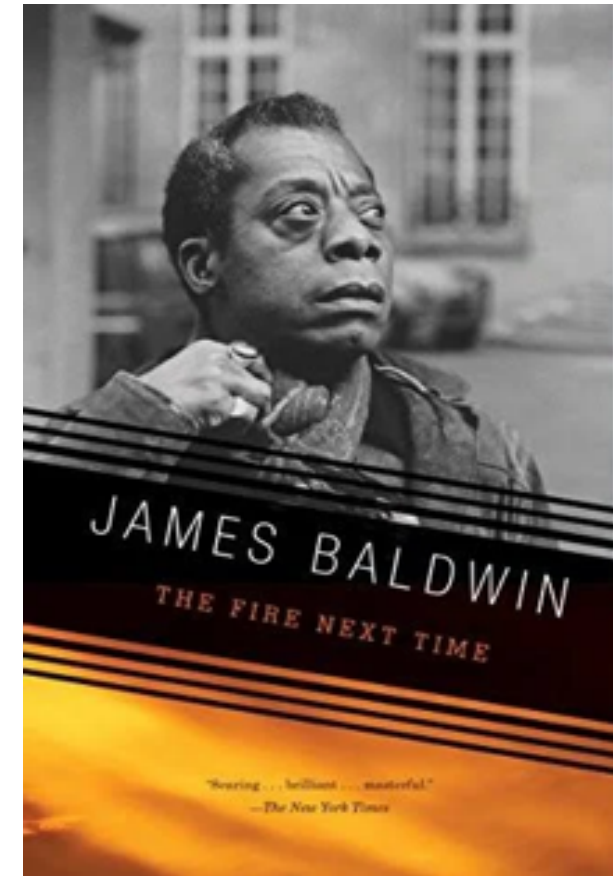


How Does Our Educational History Relate to James Baldwin Quote?



“An invented past can never be used; it cracks and crumbles under the pressures of life like clay in a season of drought.”

(1963)



Claude Steele: Stereotype Threat



What Our Educational History Has Taught Us



Such practices **blame and label the students and provides less rigor** by isolating students through the ineffective practice of grouping by ability and limiting access to high quality instruction.

Some students receive support - while others are denied.

Results of Extensive Research



- Students who are pulled-out, ability grouped, or segregated from other students for instruction are taught that they do not belong.
- Students who remain are taught:
 - who belongs and who does not.
 - who is capable and who is not.

What We Now Know



Students who leave the general education classroom receive the **most fragmented, least cohesive education.**

Students with the most needs, are **expected to synthesize information across the the most adults and most environments.**

Limits transfer of both educator and student knowledge back to the core of teaching and learning

EDUCATIONAL EQUITY, IDENTITY AREAS, SCHOOL CULTURE / CLIMATE

Why Schools Should Embrace Asset-Based Language Over Deficit-Based Language



Blog

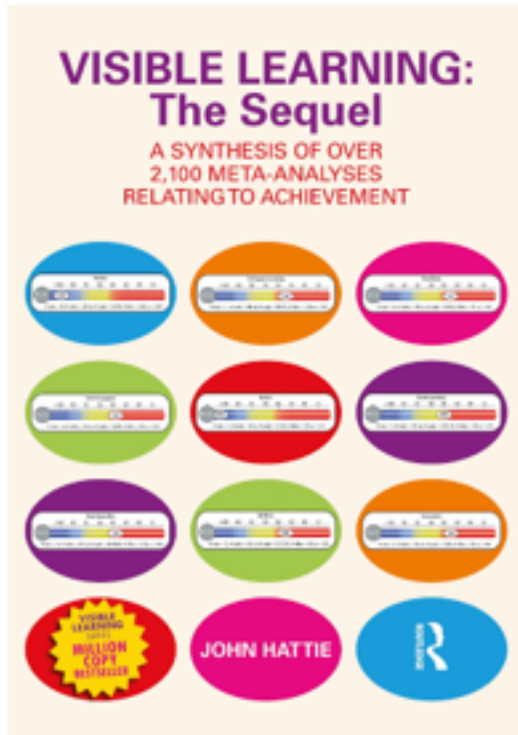


Unraveling the Two Primary Layers of Systemic Marginalization



Dr. Jeannie
Oakes on Ability
Grouping

John Hattie (2023)



In 2023, John Hattie returns to his ground-breaking Visible Learning Study, which was first published in 2008 and was based on a synthesis of over 800 meta-analyses relating to achievement. In the last 15 years the research base underlying the Visible Learning project has grown to more than 2,100 meta-analyses, drawn from more than 130,000 studies, and involved more than 400 million students from all around the world.

Nothing in Act 20 Ask Us to Do What Doesn't Work:



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Large Group Lecture (-.26)

Stereotype Threat (-.19)

Ability Grouping/Within Class Grouping (.16)

Tracking (.09)

Ability Grouping for Gifted Students (.21)

Co-Teaching (.21)

Balance Literacy (.14)



But Everything in Act 20 Does Ask Us to Do the Following (to name a few):



Natural Proportions (.52)

Small Group Facilitation of Learning (.46)

Heterogeneous Grouping (.45 collaborative) and .53 (cooperative)

Co-Plan to Co-Serve to Co-Learn (1.34)

Reciprocal Teaching (.74)

Constructivist Teaching (.92)

Explicit Teaching (.63)



The Power of Heterogeneous Grouping in Education



Blog



Equity Non-Negotiables (ENNs) Define How We Move Forward



- Inverse of our current challenges
- Operationalize equity for the District
- Leverage the work toward the District Mission and Vision
- ENN Core of the Strategic Plan
- Guide all decisions forward
- Cross-check for all policies and funding practices
- Create sustainability of equity systems change
- Define equity - through board policy adoption
- Relocate the problem (Kunc)
- Define High quality teaching and learning for all learners

To Interrupt the Cycle of Marginalization, We Create Equity Non-Negotiables to Define Our Work in K-12 and Higher Education



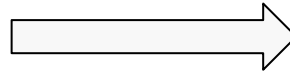
Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



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Cornerstone 1: Focus on Equity

Challenges of Current Structure:
Blames/labels the students



Equity Non-Negotiable:
Eliminating inequities begins with ourselves



Any change in the system begins with our own understanding of how educational systems of oppression were created and perpetuated. Thus, educators participate in ongoing learning opportunities about their own identity development (and those of others) through reading and participating in identity development work to assist in shifting from a deficit to asset-based lens.

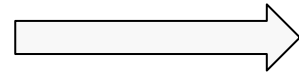
Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



Cornerstone 1: Focus on Equity

Challenges of Current Structure:

Tracks & marginalizes students of color, poverty, language, disability, and ability



Equity Non-Negotiable:

The system is responsible for prevention of student failure.



Based on the understanding that educational systems of oppression have been historically created - the educators understand how such systems can perpetuate student failure.

Example, tracking and low ability grouping, low expectations, clustered classrooms, etc.

Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System

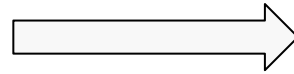


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Cornerstone 2: Align Students and Staff

Challenges of Current Structure:

Isolates students by ability, limits access to high quality instruction



Equity Non-Negotiable:

All staff are aligned to Co-Plan to Co-Serve to Co-Learn Teams (C3) to support cohesive instruction

Educators support the move from a deficit based to assets-based system, through the re-alignment to Co-Planning to Co-Serving to-Co-Learning Teams (C3 Teams). Through these teams cohesive and integrated instruction is supported with high expectations.

Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System

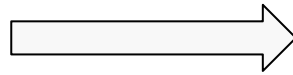


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Cornerstone 2: Align Students and Staff

Challenges of Current Structure:

Fragments a student's day



Equity Non-Negotiable:

Students are proportionally represented in the core of teaching and learning



Educators understand and advance the importance that all students are proportionally represented in core instruction as well as in all school environments and activities.

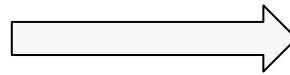
Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



Cornerstone 3: Transform Teaching and Learning

Challenges of Current Structure:

Prevents transfer of educator & student knowledge back to integrated environments



Equity Non-Negotiable:

C3 Teams intentionally develop each other's capacity



All educators develop their expertise as members of C3 Teams.

Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System

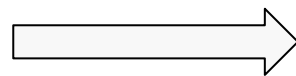


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Cornerstone 3: Transform Teaching and Learning

Challenges of Current Structure:

Some students receive support while others are denied



Equity Non-Negotiable:

Instruction is based on Identity Relevant Teaching and Learning (IRTL) and created for each learner the first time the concept/skill is taught through heterogeneous small group instruction.

All C3 Teams provide identity relevant instruction that is based on research and practices through heterogeneous small group instruction. Heterogeneous practices are used 80% or more of the student's day to increase learning.

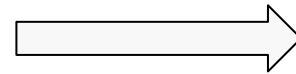
Equity Non-Negotiables are the Inverse of the Challenges of a Deficit-Based System



Cornerstone 4: Leverage Policy and Funding

Challenges of Current Structure:

Policies and funding often result in mixed messages



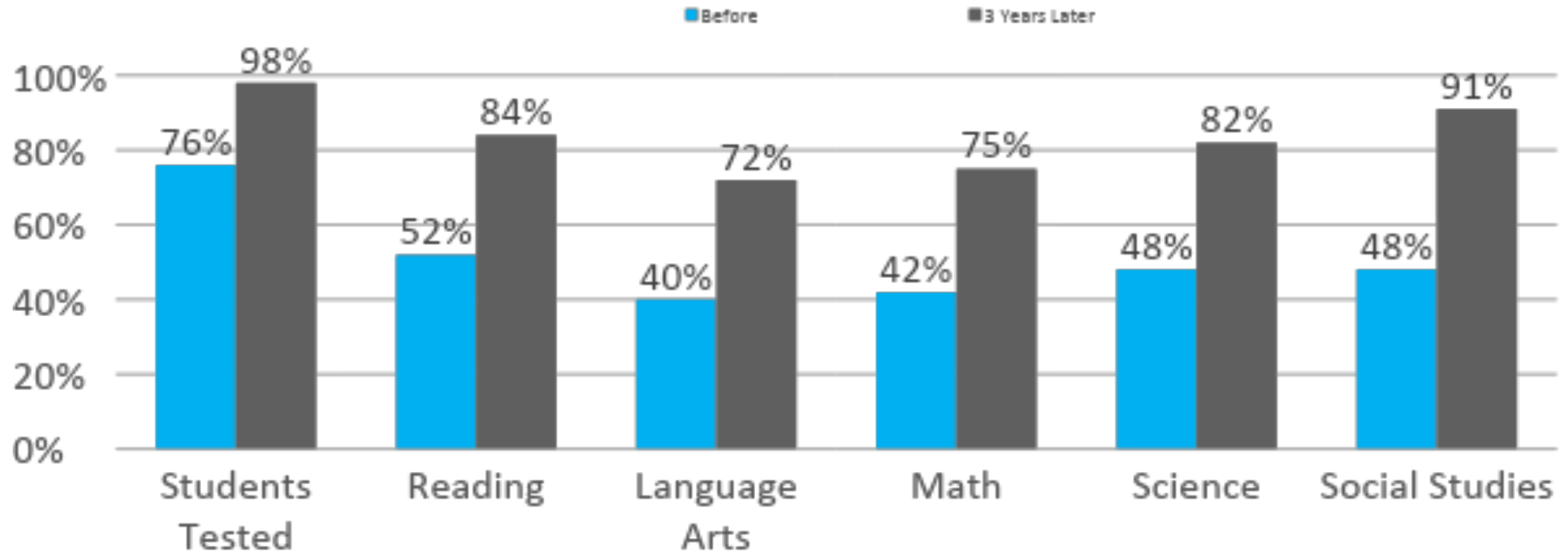
Equity Non-Negotiable:

All district policies, procedures, funding, and hiring practices are aligned with these Equity Non-negotiables. Federal and state legislation is leveraged to eliminate inequities.

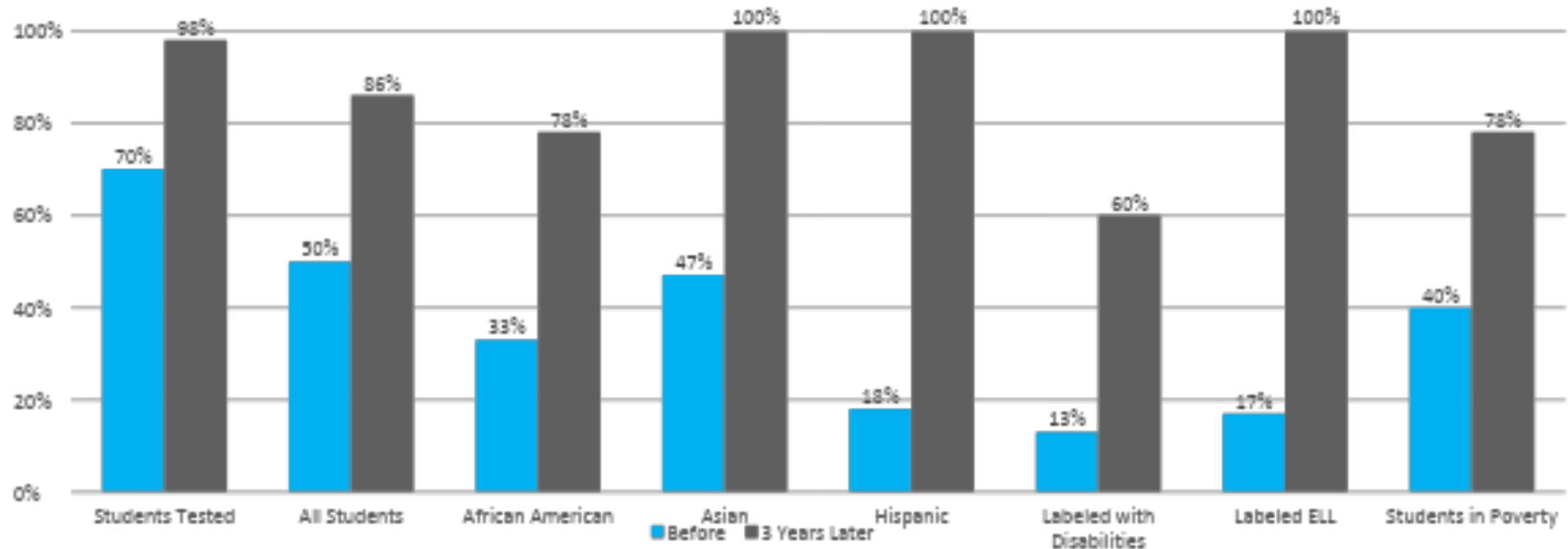


All school policies and procedures and funding are cross-checked with the above Equity Non-Negotiables (ENN) to sustain the work of the system from a deficit based to asset-based system. Specifically, if funding was being used for professional development that supported low segregated ability grouping, such expenditures would be challenged.

Chavez Elementary: 4th Grade Assessment Data Students Scoring Proficient/Advanced



Chavez Elementary: Reading: Students Scoring Proficient/Advanced



Wisconsin Case Study



Non-Negotiables

1. Monona Grove School District employees share responsibility for the prevention of student failure.
2. Principles of natural proportions will be used to support the mirrored demographics of students in all educational environments.
3. All learners will participate in high quality core instruction within heterogeneous groups.
4. A continuum of instruction is differentiated for all learners in each classroom/course using a framework of engagement, representation, and expression.
5. Educators with a range of expertise are intentionally aligned to create teams that increase each other's capacity through a co-planning and co-serving model in support of all learners.
6. Personalized profiles are used for all learners to assist educators in determining appropriate instructional practices and documenting progress and goals.
7. All district policies and procedures support high quality differentiated instruction for all learners and use legislation and funding to leverage such work forward.

Story of Granite Ridge



- The entire school was built around the Districts Equity Non-Negotiables.

Granite Ridge

Some Examples of a school structure:

- Gender Neutral Bathrooms
- Lunch Room - Flex Café = Also Used for Project Based and C3 Planning Time
- Classroom spaces - No pullout or segregated spaces
- Spaces through-out the School for Heterogeneous Grouping
- Spaces for Teacher C3 Planning to occur
- Support CKLA



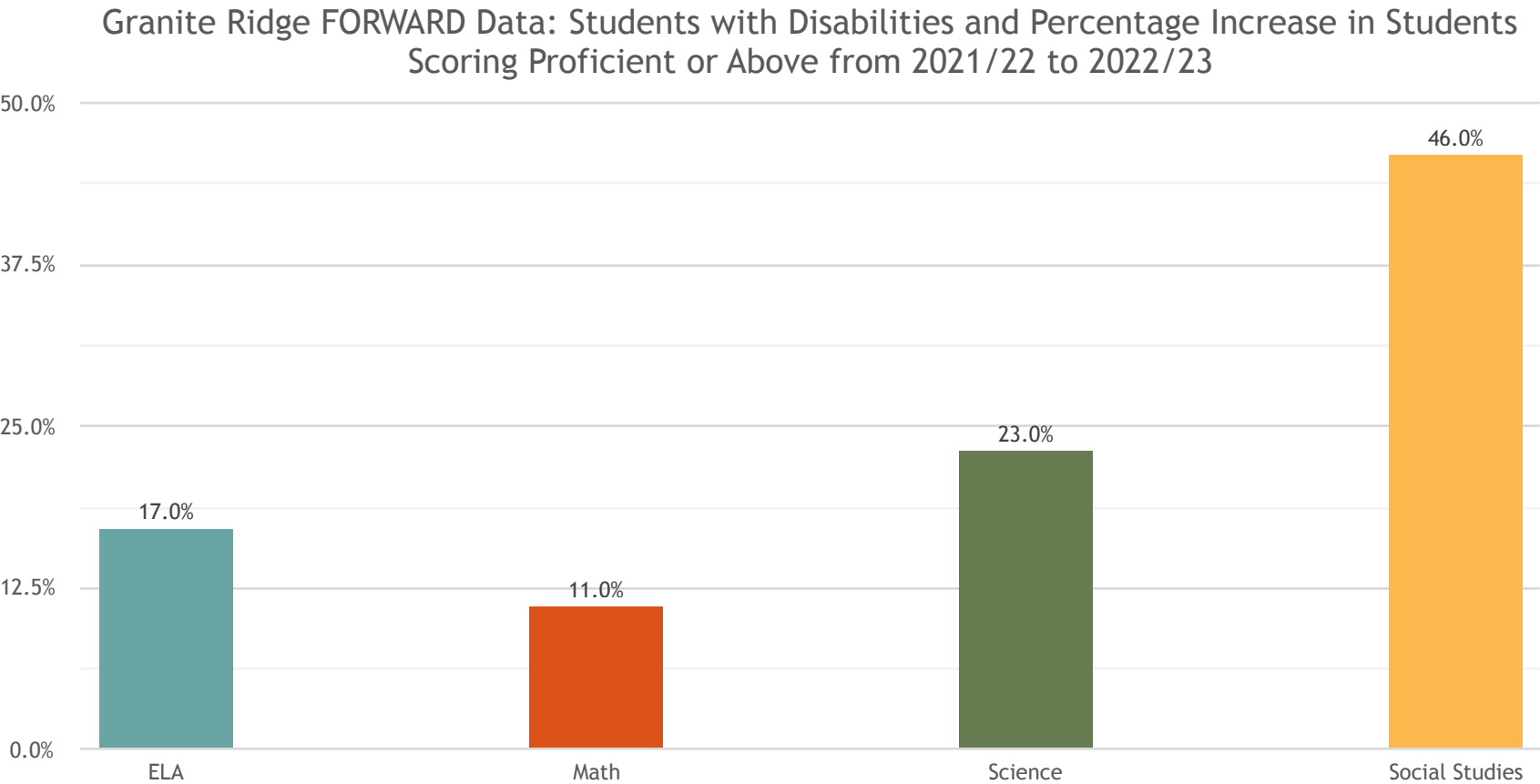
Collective Teacher Efficacy: From Teacher Teams to Co-Plan to Co-Serve to Co-Learn (C3) Teams



Blog



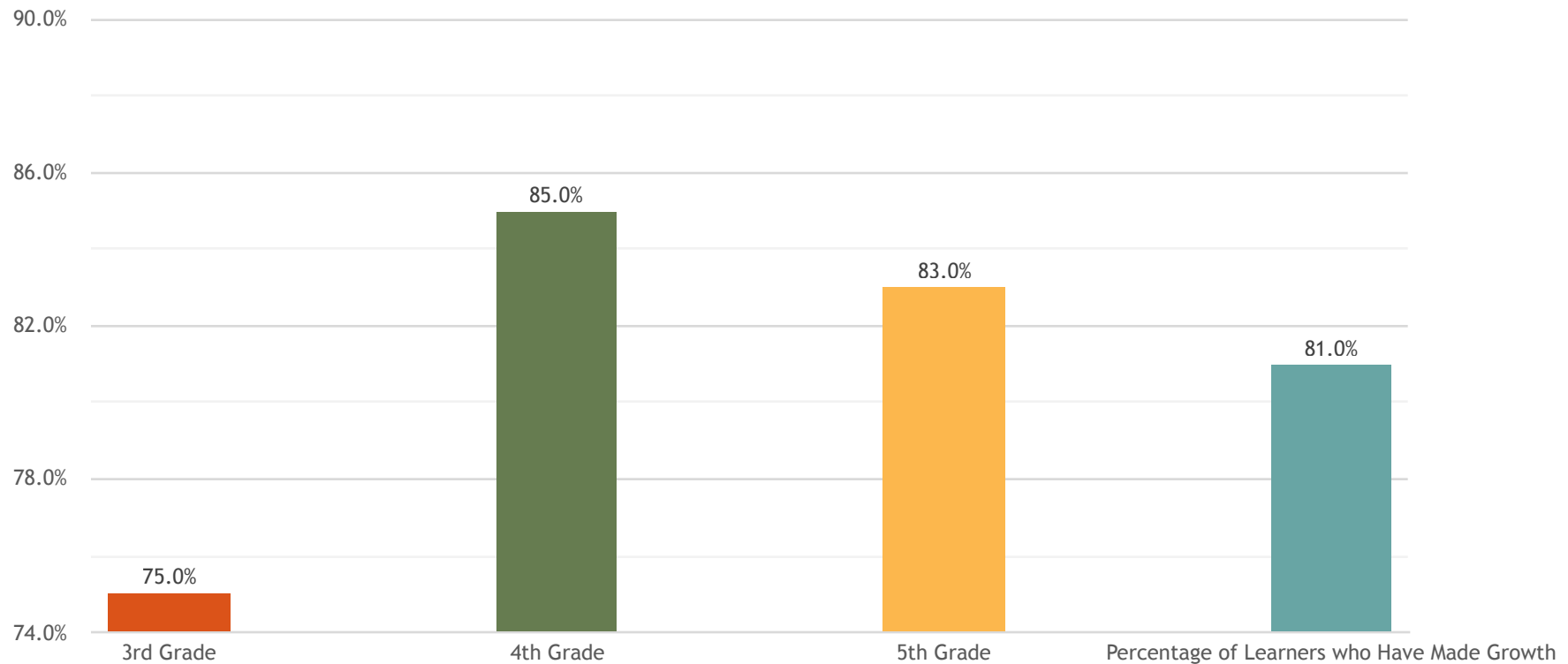
Granite Ridge FORWARD Data: Students with Disabilities and Percentage Increase in Students Scoring Proficient or Above from 2021/22 to 2022/23



Granite Ridge Access Data: EL Learners and Percentage of Learners who have Made Growth (2021/22 to 2022/23)



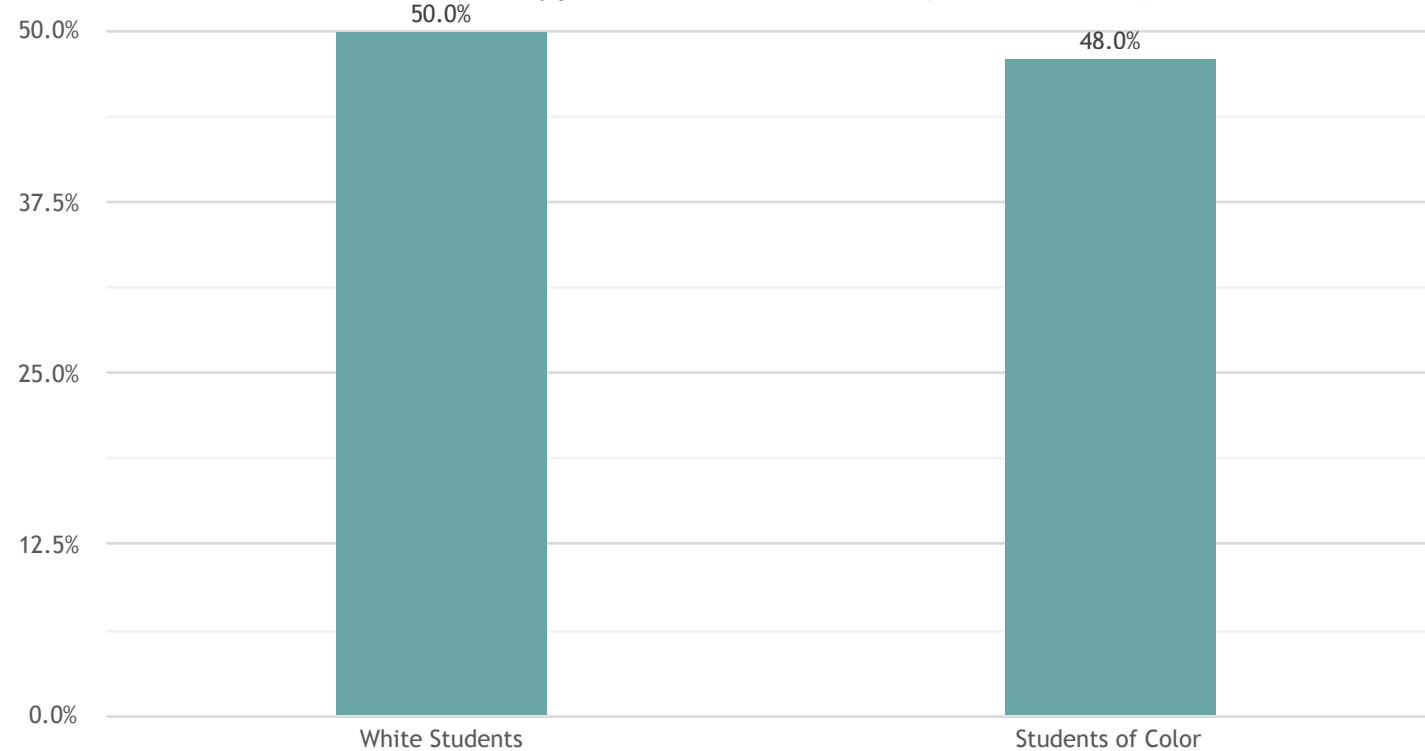
Granite Ridge Access Data: EL Learners and Percentage of Learners who have Made Growth (2021/22 to 2022/23)



Granite Ridge iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in Math (as of 2/2023)



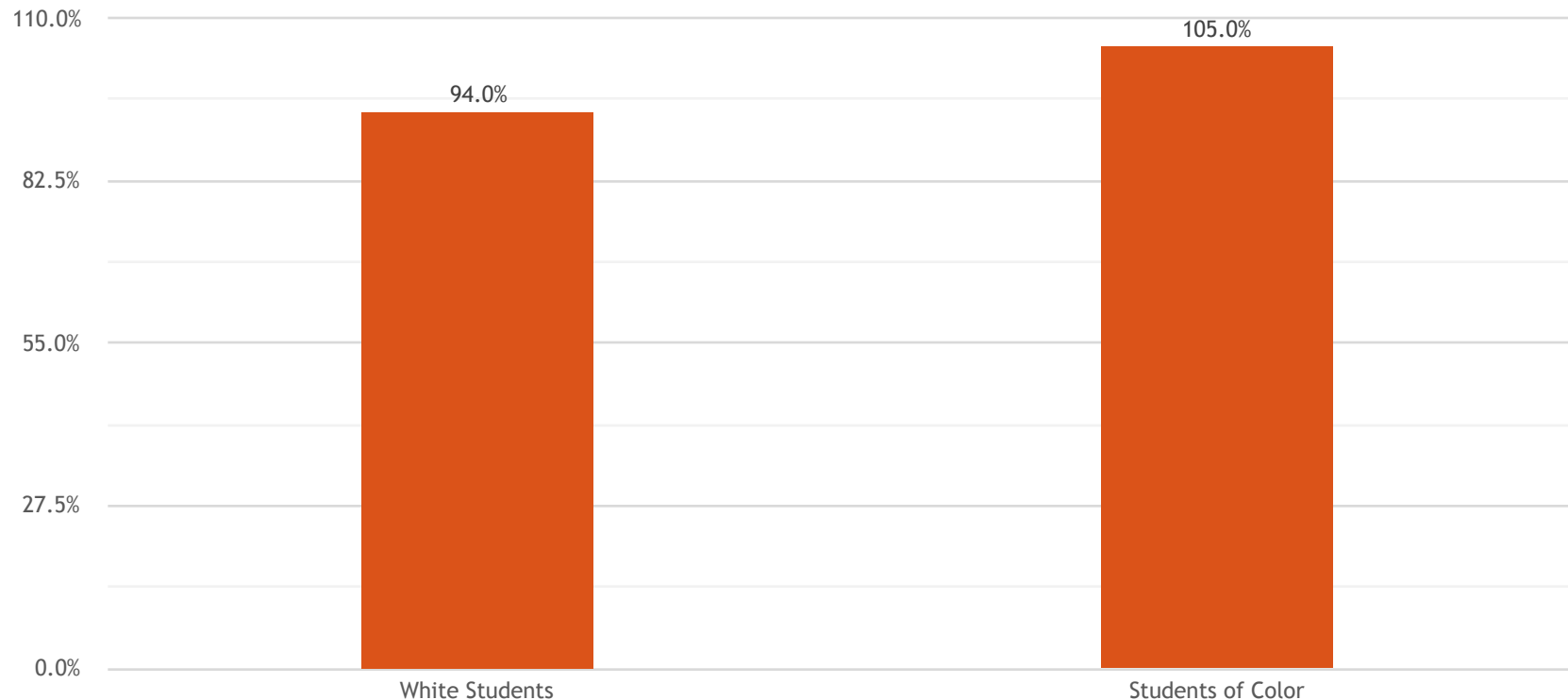
Granite Ridge iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in Math (as of 2/2023)



Granite Ridge iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in ELA (as of 2/2023)



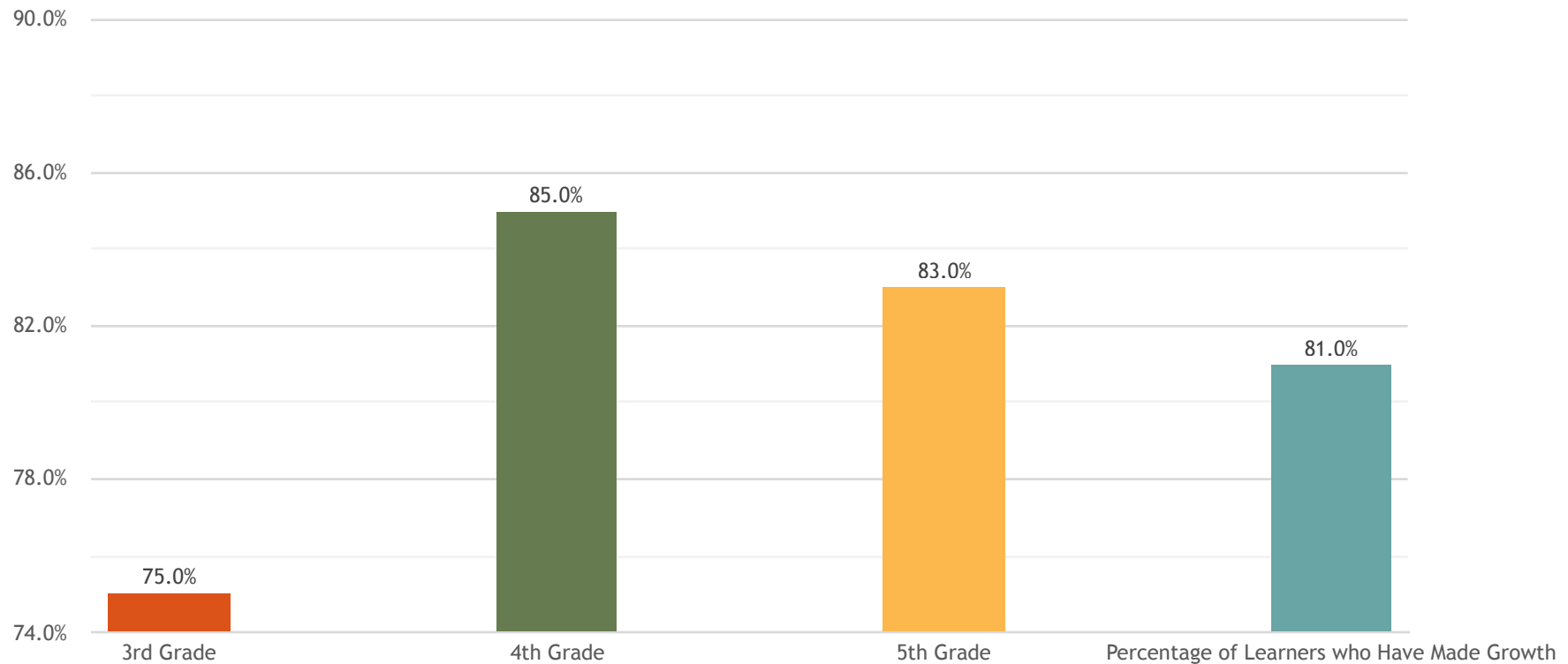
Granite Ridge iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in ELA (as of 2/2023)



Access Data: EL Learners and Percentage of Learners who have Made Growth (2021/22 to 2022/23)



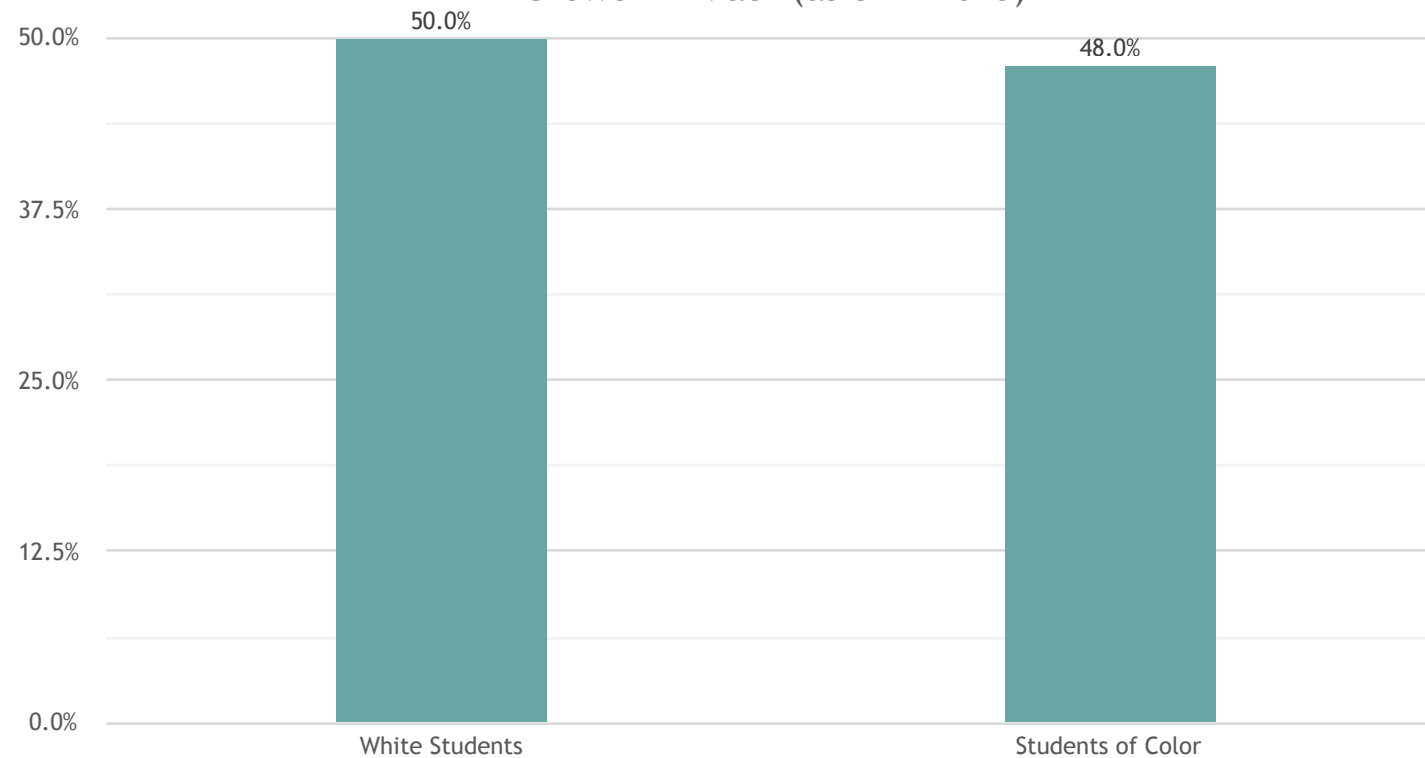
Access Data: EL Learners and Percentage of Learners who have Made Growth (2021/22 to 2022/23)



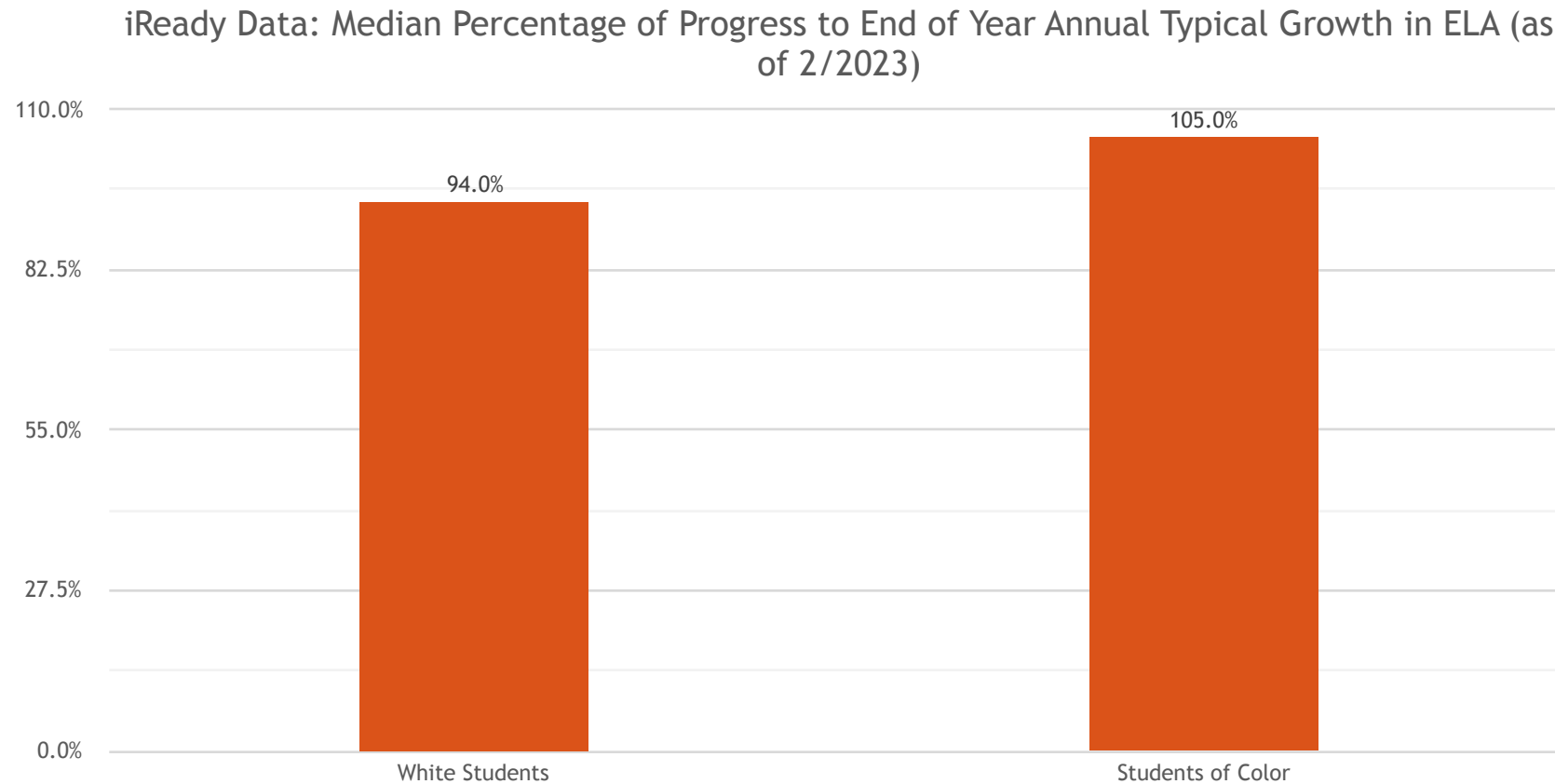
iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in Math (as of 2/2023)



iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in Math (as of 2/2023)



iReady Data: Median Percentage of Progress to End of Year Annual Typical Growth in ELA (as of 2/2023)



Anti-Racist Work Absent Structural and Policy Changes... Is Not Anti-Racist Work



“What if we realized the best way to ensure an effective educational system is not by standardizing our curricula and tests but by standardizing the opportunities available to all students?”



Ibram X. Kendi
American Author

ACHIEVEMENT GAPS, EDUCATION LEGISLATION, EDUCATION POLICY, LITERACY

7 Steps to Literacy Equity in the Science of Reading



Blog





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A thought from Norm Kunc...



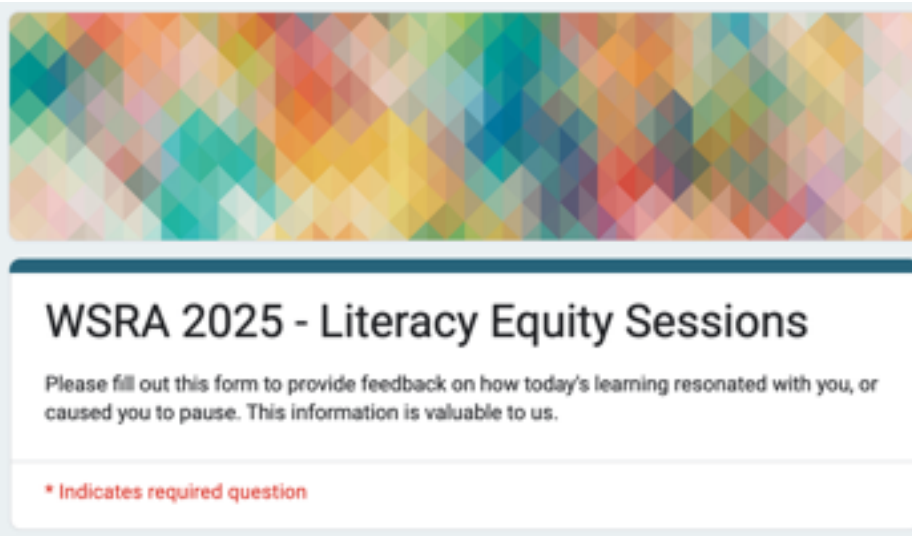
The idea that ability leads to opportunity
needs to be reversed. Give people opportunities,
and it will lead to ability.

Emma Van der Klift & Norman Kunc

We Would Love Your Feedback!



Integrated Comprehensive Systems for Equity

A feedback form titled 'WSRA 2025 - Literacy Equity Sessions'. The form has a header with a colorful geometric pattern. Below the header, the title is followed by a paragraph: 'Please fill out this form to provide feedback on how today's learning resonated with you, or caused you to pause. This information is valuable to us.' At the bottom, there is a red asterisk and the text '* Indicates required question'.

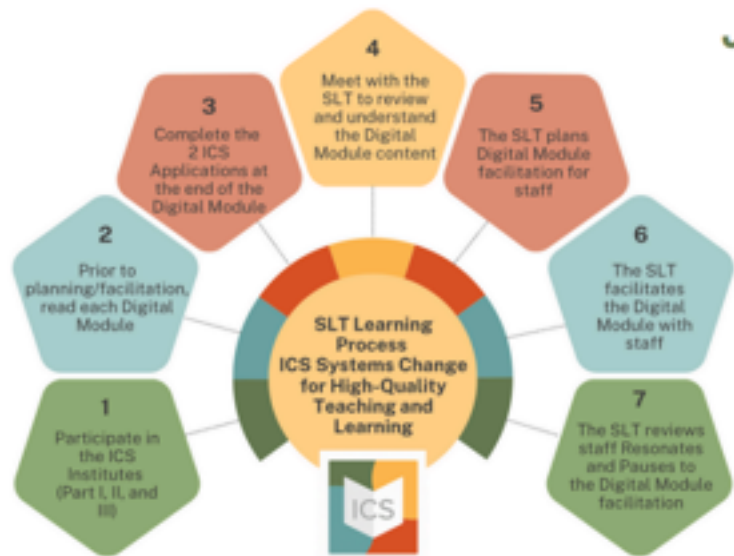
WSRA 2025 - Literacy Equity Sessions

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* Indicates required question



Want to Learn More? Join us in the Fall!



Visit www.icsequity.org for more information about ICS and to register for the 2025 ICS Part I Overview.

Click Here to Register!

*Join us virtually at our upcoming
ICS Part I Overview to learn
more about ICS!*

2025 Integrated Comprehensive Systems for Equity Part I Overview

Six Virtual Meetings (10 a.m. - 1 p.m. CST):
October 21-22, 2025, November 18-19, 2025, and
December 9-10, 2025

- Understand the ICS Framework and Process and explore how it can be leveraged in your setting;
- Gain a deeper understanding of what high-quality teaching and learning is and is not;
- Engage in plentiful team time to dive into an analysis of high-quality teaching and learning in your setting;
- Learn how to facilitate the implementation of the ICS Framework and Process in your setting.



ICS Newsletter Sign-Up

Receive Monthly ICS Newsletters and Updates!



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Comprehensive Systems
for Equity**



**Eliminating
inequities for all.**

Sign up for our newsletter to learn more about equity in education and to get our free education consultant hiring scorecard.

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7 Steps to Literacy Equity in the Science of Reading



Blog



EDUCATIONAL EQUITY, IDENTITY AREAS, SCHOOL CULTURE / CLIMATE

Why Schools Should Embrace Asset-Based Language Over Deficit-Based Language



Blog

