



REIMAGINING
INTEGRATION
Diverse and Equitable Schools

RIDES Progress Assessment

PART ONE (p.1)

- A Scoring Guide that helps you track your school or district progress

PART TWO (p.7)

- The RIDES Rubric which contains detailed explanation of each level of performance where you can assess where your school or district meets all the requirements for each area.
 - The language in the Scoring Guide is from the Proficient Level.
 - To achieve a level requires meeting all the requirements of that level.
 - Identify what evidence supports your claims.
 - Indicate whether it is an immediate or future challenge.

NOTES

- You can expect to spend 45 minutes to do an individual rating; we recommend you get multiple perspectives from a variety of stakeholders.
- You can then combine the individual ratings into a collective one, and use your combined ratings—the similarities and the differences, and the rationales each of you had for your assessments—as ways to start deep discussions on where you are in your journey toward diverse and equitable schools and systems.
- Level 4 is advanced; Level 3 - Proficient; Level 2 - Progressing; Level 1 - Beginner

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	Performance level (4 - Advanced; 1 - Beginner)				Evidence	Plan to improve		
	4	3	2	1		Do now	This year	Next year
ACADEMICS								
<p>Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunity to achieve success at a high academic level. Content is asset-based and has pro social representation from various racial, gender, and other marginalized subgroups.</p>								
<p>Instructional practices use an equity lens and effectively build on the interests, strengths and home cultures of the school's students and families. Culturally relevant pedagogy is infused into the content of literature, class projects, assignments, assessments events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p>								
<p>Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.</p>								

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	Performance level				Evidence	Plan to improve		
	4	3	2	1		Do now	This year	Next year
<p>BELONGINGNESS</p> <p>A safe, welcoming school environment that embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.</p>								
<p>Clear and effective policies, systems, structures and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behaviors. There is evidence that the school has reduced instances of bullying, harassment and discrimination.</p>								
<p>Students feel they have a voice and beginning to take responsible ownership of their learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.</p>								

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	Performance level				Evidence	Plan to improve		
COMMITMENT TO UNDERSTANDING AND DISMANTLING RACISM	4	3	2	1		Do now	This year	Next year
<p>Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as well as changes at the systemic level.</p>								
<p>Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.</p>								
<p>Data are used to analyze, plan and change structures and</p>								

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<p>systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.</p>								
<p>Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.</p>								

	Performance level				Evidence	Plan to improve		
DIVERSITY	4	3	2	1		Do now	This year	Next year
<p>Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development</p>								

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of all school and community stakeholders.								
<p>Cultural proficiency of all stakeholders is developed and monitored. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of difference is modeled by leaders, teachers, and students who embrace difficult conversations about race, gender, economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups to history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.</p>								
<p>Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community accountable to its commitments. Leaders create partnerships that facilitate bridges across differences. Difference is dealt with effectively using multiple perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.</p>								

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RIDES Rubric on next page.

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RIDES Rubric

(performance level descriptions)

Level 4 is advanced; Level 3 - Proficient; Level 2 - Progressing; Level 1 - Beginner

Academics	4	3	2	1
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> ● <i>Expectations</i> ● <i>Access and opportunity</i> ● <i>Support system</i> ● <i>Cultural representations</i> 	<p>Curriculum is rigorous, challenging and culturally relevant in all levels and subject areas. High <i>expectations</i> for all students are standard practice as seen in project-based learning, requiring critical thinking and problem solving. All students have <i>access and opportunity</i> to achieve success at a high academic level, made possible by a well-integrated, robust <i>support system</i>. <i>Cultural</i>, racial, gender-based, ethnic and various marginalized subgroups are well <i>represented</i> in the curriculum in positive, asset-based, pro social representations.</p>	<p>Curriculum is rigorous, challenging and culturally relevant. It represents high expectations for all students, requiring critical thinking and problem solving. It is well supported to ensure all students have opportunity to achieve success at a high academic level. Content is asset-based and has pro social representation from various racial, gender, and other marginalized subgroups.</p>	<p>Curriculum is increasingly rigorous, challenging and culturally relevant in academic areas. High expectations have become a critical concern for improving curriculum in most classes, requiring minimal critical thinking and occasional problem solving. Student supports are being put in place to enable success in most areas and initial support strategies can be seen to be having initial effects. Content is being adapted to include an asset-based focus with representations from marginalized groups, with effort to eliminate stereotypical representations.</p>	<p>Curriculum is sporadically and episodically rigorous, challenging and culturally relevant. It represents high expectations for some students. Access and opportunity to achieve success at a high academic level occurs for some students more predictably than others, creating disproportionality. Content is deficit-based including stereotypical representations of marginalized groups. Rigor, challenge and relevance are rare in the curriculum.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> ● Equity lens ● Relevant to home culture 	<p>Instructional practices effectively link students' culture to learning using culturally relevant</p>	<p>Instructional practices use an equity lens and effectively build on the interests, strengths and</p>	<p>Instructional practices are building emerging strength and capacity to use an equity lens.</p>	<p>Instructional practices rely on majority cultural approaches and material. An equity lens has not</p>

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<ul style="list-style-type: none"> • Culturally relevant curriculum • Family and community connections 	<p>pedagogy that is systematically infused into literature, class projects, assignments, assessments, events, field trips, and ethnic studies courses. Multiple learning modalities engage students of various learning styles. Connections to families and communities, interventions and other resources are managed with a planful equity lens creating a strong cultural connection between home and classrooms.</p>	<p>home cultures of the school's students and families. Culturally relevant pedagogy, multiple learning modalities engage students of various learning styles, and is infused into the content of literature, class projects, assignments, assessments, events, field trips, ethnic studies courses, connections to families and communities, interventions and other resources.</p>	<p>Pedagogy relies on dominant cultural materials and approaches with limited profusion of culturally relevant material throughout the curriculum. Efforts to reach out to families and to draw them and the community into the life of the school is emerging but often perfunctory.</p>	<p>been developed systematically and the value of diversity or equity has not been established. Individual efforts for culturally relevant pedagogy exist in isolation. Families of diverse backgrounds are disaffected and not well connected to the life of the school.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • Rigorous knowledge and skills are expected • Connected to students backgrounds • Connected to students learning styles • Access to rigor and support for all 	<p>Rigorous academic preparation is systematically infused into the core competencies and standards for all students drawing from their backgrounds and learning styles. Rigor is consistently applied throughout all courses with significant support structured into the life of the school.</p>	<p>Rigorous academic preparation is accompanied by high levels of knowledge and skills, capitalizing on and connecting to students of all backgrounds. All students have access to rigorous courses and supports to ensure success for all.</p>	<p>Rigorous academic preparation occurs in some classrooms and courses with inconsistent expectations for knowledge and skills. Access to challenging courses is available to some students and some subgroups more than others.</p>	<p>Rigorous academic preparation is not apparent or frequently evident in classrooms. Expectations vary with respect to the knowledge and skills across classroom and level. Connections to student backgrounds is rare. Access to challenging courses and material varies by subgroup.</p>
<p>Belongingness</p>	<p>4</p>	<p>3</p>	<p>2</p>	<p>1</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • All subgroups embraced 	<p>A safe, welcoming school environment is</p>	<p>A safe, welcoming school environment that</p>	<p>The school environment tolerates diversity among students</p>	<p>A safe, welcoming school environment is</p>

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<ul style="list-style-type: none"> Strategies for managing diversity 	<p>the hallmark of the school, as evidenced by effective engagement of all subgroups. Diverse representation and inclusion occurs at all levels of the school, including leadership teams, department teams, staff and student groups/committees and community partnerships.</p>	<p>embraces the diversity of race, ethnicity and religion, gender and sexual orientations among students and staff members distinguishes the school. Effective strategies for managing diversity are robust and functioning effectively.</p>	<p>and staff while maintaining dominant cultural norms, exclusionary policies and procedures. Effective strategies for managing diversity are emerging conceptually.</p>	<p>not a self-evident priority and incidents occur that demonstrate a lack of a safe and welcoming learning environment for students, community members and staff.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> Systems and structures that support equity Training on managing climate Management of negative issues 	<p>Clear and effective policies, systems and procedures supporting equity are in place and equitably enacted throughout the school in a proactive manner. Training for students and staff on maintaining a positive climate and pro-social behaviors. Bullying, harassment and discrimination are rare and well managed when they occur.</p>	<p>Clear and effective policies, systems and procedures supporting equity are in place and equitably enacted, such as democratic decision-making and non-exclusionary approaches to discipline. The school has an active and successful plan to help students learn positive social behavior. There is evidence that the school has reduced instances of bullying, harassment or discrimination.</p>	<p>Clear and effective policies, systems and procedures supporting equity are being analyzed through a developing equity lens. Initial plans are being created with a focus on embracing diversity, inclusion and equity. Leadership and staff are learning ways to address bullying, harassment and discrimination to shift the culture towards a safe, welcoming and supportive learning environment for all.</p>	<p>Clear and effective policies, systems and procedures supporting equity are not evident throughout the school. Decision-making is made by a select-few, and implementation is inconsistent. Few to no intentional strategies to manage diversity effectively, leaving in place unaddressed bullying, harassment and discrimination.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> Established student voice 	<p>Student voice is well established in the life of the school community, including their</p>	<p>Students feel they have a voice and beginning to take responsible ownership of their</p>	<p>Student voice is emerging with some opportunities for students to</p>	<p>Student voice and parent involvement in shaping their learning, school culture and</p>

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<ul style="list-style-type: none"> ● Co-creation of a healthy school culture ● Skills to support a welcoming community ● All stakeholders involved in decision-making 	<p>ownership of their learning. Students are leaders in the co-creation of a healthy school culture and dismantling racism assertively. They build skills that support creating and supportive, welcoming community. All stakeholders play valued and effective roles in the decisions shaping the school and classroom culture.</p>	<p>learning. They take an active role in co-creating an anti-bias culture and dismantling racism. They learn resilience and empathy while feeling a strong sense of belonging. Diverse representation of students, parents and community members are key participants and collaborators in school decision-making and shaping the culture.</p>	<p>participate in defining their learning. Sporadic opportunities exist for students to take a role in building a welcoming and anti-bias culture. Parent, community and student involvement in shaping school culture and decision-making is limited.</p>	<p>decision-making is not well developed. Acknowledgement and productive response to bias in the classroom and community is non-existent.</p>
Commitment to dismantling racism	4	3	2	1
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> ● High quality culturally responsive curriculum ● Substantial enrichment experiences ● Personal and professional equity development ● Eliminating disparity ● Structural and cultural shifts 	<p>Learning opportunities are broad and deep, involving high quality curriculum (including professional development for staff and community members) with relevancy, variety as well as substantial enrichment experiences. Strategies for eliminating disparity between subgroups and tracking are highly effective. Structural and cultural shifts are carefully planned</p>	<p>Learning opportunities involve a varied and high quality curriculum (including social-emotional development) with substantial enrichment experiences. There is particular attention on reducing disparities in learning (racial, gender, etc.) created by tracking and ability grouping. There is intentional planning regarding managing structural and cultural shifts as</p>	<p>Learning opportunities are varied in quality. Focus on socio-emotional development is emerging. Disparities exist in learning opportunities for various subgroups. Discussion regarding tracking and ability grouping begin to shed light on systemic needs for further reflection and change in practice. Systemic challenges of managing</p>	<p>Learning opportunities are limited and low quality. Disproportionality exists in learning opportunities for various subgroups. Tracking and ability grouping is common. Structural and cultural shifts are haphazard.</p>

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	and managed systemically.	well as changes at the systemic level.	structural and cultural changes are becoming clearer and efforts exists to remedy issues.	
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • High expectations and rigor for all • Open access for all • Diverse and inclusive classes • Academic support 	<p>Academic placement is designed to make rigor and open access available to all students. Classes are diverse and inclusive; segregation has been eradicated. Academic support is robust and produces notable results.</p>	<p>Academic placement is not predictable by race, gender or socio-economic levels; ability grouping is limited and used strategically to avoid tracking defined as intentional segregation based upon current performance, race or other criteria. High levels of inclusion in the most rigorous courses exists for low SES students, students with disability and students of color. Access and support exists for those wishing to be in the most rigorous courses and opportunities.</p>	<p>Academic placement is an increasing concern as issues of tracking and ability grouping have become the focus of the system. Some ability grouping and tracking exists. Rigor exists in some courses but not all. Access and academic support exists but to varying degrees for different subgroups.</p>	<p>Academic placement is predictable by race, gender and socio-economic levels; ability grouping results in the segregation of the student population. This de facto segregation reserves the most rigorous courses for white or privileged students. Access to rigor and academic supports are limited.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • Data analysis (disaggregated) and planning • Systems and structures • Learning inputs and outcomes • Interventions for disproportionality 	<p>Data analysis and planning are consistently used to plan, improve systems and structures that might lead to inequality. Learning inputs and outcomes are monitored and interventions made in needed areas to</p>	<p>Data are used to analyze, plan and change structures and systems that support racial inequities and learning outcomes. Data is used to analyze and respond to trends in targeted areas such as staffing, community engagement, staff</p>	<p>Data analysis and planning for equity are emerging practices. Data analysis exists but it is not targeted, monitored or systemic. Efforts to reduce inequities and disproportionality exist.</p>	<p>Data are limited in quantity and use. Structural inequities in learning opportunities and disparities in learning outcomes exist. Data analysis does not demonstrate insight into the management of key systems or</p>

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	prevent disproportionality.	development, student assignment, course enrollment, discipline as well as college & career planning and enrollment. Interventions on learning conditions limit disproportionality.		policies that maintain inequities.
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> ● Commitment to equity ● Appreciation of diversity ● Integrated school involvement ● Courageous conversations and procedures ● Effective implementation of equity projects 	<p>Community engagement and partnerships demonstrate a full commitment to equity and appreciation of diversity. Community projects enjoy a well integrated involvement from the school. Courageous conversations and procedures effectively engage parents, school and community participation. Accountability for effective implementation of equity projects is robust and effective.</p>	<p>Community engagement and partnerships are an active representation of equity concerns and the valuing of diversity in the community. The school participates in community projects and draws on diverse community assets. Parents and community groups are engaged in courageous conversations about race, class, expectations, and the role of education in the community. Plans are co-created and action items are monitored for implementation and effectiveness.</p>	<p>Community engagement and partnerships are emerging. The importance of managing equity concerns and the valuing of diversity in the community is increasing. Community projects and engagement of the full diversity of community assets is increasing. Courageous conversations about race, class, expectations among parents and community groups are increasing. The role of education in the community emerges. Plans are co-created and action items are monitored for implementation and effectiveness.</p>	<p>Community engagement and partnerships do not reflect the diversity of the community or demonstrate active valuing of equity . The school participation in the community and use of diverse community assets is perfunctory. Courageous conversations about race, class, expectations, and the role of education in the community are suppressed.</p>
Diversity	4	3	2	1

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<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • Self-awareness • Mindful of personal and professional impact • Comprehensive planning and training for equity 	<p>Self-awareness and reflection is embedded into practices throughout the school. Leaders, teachers, students and community members are supported in being mindful of the impact of their ways of being and work intentionally to be diverse, inclusive and equitable in policies, procedures, classroom practices, team meetings, and community engagement. Planning for equity is strategic including comprehensive training for all stakeholders on issues of diversity and equity.</p>	<p>Self-awareness is encouraged as all members of the community are supported in knowing their personal equity journey and being aware of their own cultural history. There is strategic planning and actions taken regarding personal growth/development of all school and community stakeholders.</p>	<p>Self-awareness and reflection is beginning to be realized as an important part of the personal and professional practice of all stakeholders. Stakeholder groups (leaders, teachers, students, staff, community members) are becoming aware of how their identities play a role in maintaining status quo. Sporadic attention to diversity, equity and inclusion is emerging.</p>	<p>Self-awareness and reflection is primarily focused on professional practice, but not yet addressing self reflection on race/ethnicity, gender, culture, socio-economic status, etc. and the impact on the consequence of one's role and work toward equity in schools. Awareness of the role of self-identity is limited and creating a personal equity journey is not a priority.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> • Appreciation of difference • Curriculum support • Personal bias • Positive cross-cultural contact 	<p>Cultural proficiency permeates all aspects of the school. Leadership, staff, students and families. Community members appreciate the presence and contributions of various racial, ethnic, gender, socio-economic diversity of the school ecosystem. Teachers are culturally proficient</p>	<p>Cultural proficiency of all stakeholders is developed and monitored where possible. There is an appreciation of different cultures and connections to families of different backgrounds. Appreciation of difference is modeled by leaders, teachers, and students who embrace difficult conversations about race, gender,</p>	<p>Cultural proficiency is being introduced to leadership and staff, and shifts are beginning to occur with acknowledgement of dominant vs. non-dominant cultural biases and expectations. Attitudes are shifting from tolerance to seeing the benefit of including the backgrounds of students, their families,</p>	<p>Lack of Cultural proficiency is evident in that school culture is seen through the lens of dominant culture (white/male/anglo/hetero/etc) without attention to varied cultural ways of being and engagement. Assimilation is the intent of schooling. Diversity, inclusion, equity are buzz words but unaddressed in practices and</p>

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	<p>and are able to engage students and their cultural identities in classroom practices, instruction and assessment , with student outcomes being evident of improved achievement. Other culturally appropriate connections enable strong cross-cultural relationships and partnerships resulting in a reduction in inequities, acceleration of integration and narrowing achievement gaps. Courageous conversations about race and equity are standard practice.</p>	<p>economics, oppression and discrimination with a clear understanding of their own biases. The curriculum supports the development of cultural proficiency through exploration of the contributions of different racial and cultural groups to history and society as well as addressing bigotry and racism. Multiple, positive cross-cultural contacts between students, staff and community members are facilitated in and out of school.</p>	<p>community and staff in reshaping school culture and classroom pedagogy. There are early efforts to address racism, bigotry and forms of subjugating/oppressing of subgroups. Efforts are being made to create spaces for conversations about cultural dynamics that impact students' self-esteem, achievement and the teachers' role in interrupting inequities in the classroom and school.</p>	<p>omitted from policies and procedures. Discrimination exists in student placement/assignments, staffing, discipline, etc. Issues of diversity are limited to athletics, entertainment, Black History Month activities, etc. The school community is challenged to address issues of race, gender, economics, cultural proficiency, disproportionality, staffing, student outcomes, etc.</p>
<p><i>Highlights:</i></p> <ul style="list-style-type: none"> ● Collective vision ● Diverse Partnerships ● Multiple perspectives/approaches 	<p>Leaders build trust by holding an unwavering belief in the powerful potential every student possesses. These leaders value diversity while acknowledging its challenges and rewards. School leadership partners with staff, families and community members to develop trusting relationships (across difference) that enable deliberate naming</p>	<p>Leaders build trust by demonstrating congruence and ownership of the collective vision for equity, active interventions designed to emphasize equity and, holding the school community (staff, students, external partners) accountable to its commitments. Leaders create partnerships that facilitate bridges across differences.</p>	<p>Leaders build trust by attempting to reach out to diverse stakeholders including students, families, staff and community members. School leadership is beginning to be reflective and self-aware of their implicit and explicit biases (named by being in relationship with others across racial, gender,</p>	<p>Leaders build trust with like-minded colleagues and is less intentional about building relationships across difference (beliefs, racial, gender, socio-economic, etc.) There is avoidance of conflict and resistance to engage in difficult conversations about race, gender, and other subgroups where achievement gaps</p>

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	<p>and interrupting inequitable policies and practices, advocating for social and academic justice, supporting others in their journey to equity, democratic decision-making and, holding self and others accountable for creating opportunities for each student to have successful academic and social learning experiences in school.</p>	<p>Difference is dealt with effectively using multiple data points, perspectives/approaches in terms of how power and resources are distributed; how decisions are made and implemented; and, how conflict is resolved.</p>	<p>role, socio-economic difference). Leadership is gaining knowledge and skill in effective approaches to address existing inequities, which includes demonstrating respect and trustworthiness through engaging with multiple diverse stakeholders in authentic dialogue and relationships across difference. Leaders persist in unearthing core beliefs regarding marginalized subgroups.</p>	<p>exist. Existing policies and procedures remain unquestioned; status quo is maintained and achievement gaps persist. Improvement efforts are discussed although little to no attention is given to issues that cause maltreatment or inequities for subgroups of students, families, and teachers.</p>
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