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Transforming Systems of Single Best Practices to Educational Equity Quantum Ten: An Equity Framework

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Abstract
Our most underserved student groups have been marginalized for centuries in school systems that impose upon them traditional American culture, thereby perpetuating the cycle of marginalization. Many educational organizations use evidence-based approaches that aim to create equity for all and are often introduced in silos, duets, trios, or even quartets. Likewise, some educational institutions, districts and schools create equity plans related to positive academic, behavioral, and social emotional outcomes, employing one or two evidenced-based approaches. The California Department of Education (CDE) has defined equity as "Fair outcomes, treatment, and opportunity for all students" (CDE, 2019); that is, every student gets what they need when they need it. Schools often have objectives and/or checklists to be certain they are adhering to local funding goals and equity plans. While it is important to analyze plans to make sure goals are met, it is equally vital to note that equity is not a target, an objective, or a checklist—it is a journey, a process, and a mindset. Equity is an action. As we move toward this journey through a process of changing our mindsets and creating equitable outcomes for all learners, the researcher introduces the Quantum Ten Equity Framework (Q10). Q10 integrates best practices and enhances systems. This framework is designed to positively impact every student. Q10 is an integration of evidence-based approaches aligned to all best practices aimed at creating equitable and sustainable systems that eliminate chasms, making access and opportunity available to every student.

Keywords: Educational Equity; Every Student Succeeds Act; Multi-Tiered System of Supports; Best Practices; Marginalization; Diversity; Underserved Youth

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Transforming Systems of Single Best Practices to Educational Equity
Quantum Ten: An Equity Framework

The United States and other countries continue on a journey to create educational systems that aim to produce equitable outcomes for our historically and most underserved student groups. To close chasms and move toward equity for all, the Hanover Research Brief suggests that districts reform practices that address academic expectations, access to learning opportunities, high-quality instruction, resource allocation, and accountability (Prahlad et al., 2017). Prahlad et al. (2017) also suggested: In order to resolve the achievement gap, historical practices that focus on educational equality, treating all students the same, must be replaced with efforts that advance educational equity, ensuring all students have the resources they need so they graduate prepared for success after high school. (p. 2).

According to the Association for Supervision and Curriculum Development (ASCD) and education policy, over the last several decades, the conditions of schooling in the United States have seen some beneficial impacts (ASCD, 2018). The suggestions from the ASCD in regard to closing the achievement gap and replacing the focus on educational equality with more advanced efforts to focus on educational equity, aligns with the common goal of creating more equitable outcomes for all students, with an emphasis on the outcomes for diverse students who have historically been underserved. For the past few years, equity has been a focal point for many educational systems around the globe. The US Department of Education suggests the following Six Goals towards Educational Equity (Scott, 2006).

- Comparably high academic achievement and other student outcomes
- Equitable access and inclusion
- Equitable treatment
- Equitable opportunity to learn
- Equitable resources
- Accountability

Although the aforementioned goals are explicitly stated by the US Department of Education, disparities and inequities persist in our education system and in our society that have caused major chasms for historically underserved and marginalized student groups. Many organizations implement frameworks that address inequities in silos, and most frameworks offer only a few aspects of equity attainment. The Quantum Ten (Q10) is an amalgamation of equity frameworks, theories and practices that are introduced in tandem as integration of approaches to address an array of student needs. Since the very inception of formalized schooling, the United States education system has not prioritized equity for African Americans, Native Americans, Latinx, learners with disabilities, or other historically marginalized groups; however, a few brave attempts to acknowledge and understand the context of inequity experienced by these groups have been recognized through a few notable landmarks.

As we explore the Quantum Ten Equity Framework moving toward creating equitable access and opportunity for all students, keep in mind the few attempts in history that exposed educational inequities involving these marginalized groups. This exposure began the pursuit of disrupting systems of inequity. In 1946, *Mendez v. Westminster* addressed the mistreatment and educational inequities of Latinx Students (Wollenberg, 1974).

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Similarly, in 1954, *Brown v. Board of Education of Topeka, Kansas*, reversed "separate but equal" doctrine of the 1896 *Plessy v. Ferguson* decision (Wraga, 2006) and began to address the unequal treatment and educational inequities of African American students. Likewise, in 1972, the *Indian Education Act* was the landmark legislation committed to meeting the unique needs of our Nation's first people (often referred to as Native or American Indian and Alaska Natives) (Office of Elementary and Secondary Education, 2005). This act began addressing the educational inequities experienced by our Nation's first people. Lastly, but certainly not least, in 1975, the Individuals with Disabilities Act (IDEA) was signed into Congress, and stated that all children with disabilities would "have a right to education, and to establish a process by which State and local educational agencies may be held accountable for providing educational services for all handicapped children" (Write, 2010).

These turning points sparked a discussion about educational inequity for our most marginalized student groups and served to remind educators that all students have different needs—and some even have intergenerational barriers that prevent them from meeting expected outcomes. As educators, we can contribute to breaking barriers so that all students—regardless of gender, background, social or economic status, race or ethnicity—have access to an equitable education leading to student success. Dr. Pedro Noguera, Faculty Director at the UCLA Center for School Transformation suggests, "That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one (Pedro Noguera)."

Q10 is an interrelated and evidenced-based framework that offers best practices that address the needs of our diverse students and student groups. Many of the elements of the Q10 are written into Education Law under Every Student Succeeds Act (ESSA). Some schools are well-trained in one or two of the evidence-based practices, and others a few more. Many schools practice various Q10 elements in silos. Now more than ever, there is a huge focus on equity and excellence; thus, all states are required to develop a comprehensive plan to address the needs of all students.

ESSA and the Quantum Ten

In 1965, the Elementary and Secondary Education Act (ESEA) was passed to address the need to create equity and opportunity in public schools and to attend to the financial requirements for creating these opportunities for the most marginalized student groups in our educational system (Thomas & Brady, 2005). In December 2015, President Barack Obama signed the Every Student Succeed Act (ESSA), which reauthorized the Elementary and Secondary Education Act of 1965 (Every Student Succeeds Act, 2015). The ESSA replaced the ESEA and has required components to specifically support educators in our quest for educational equity for all students. The ESSA plans include the following required sections:

- Long-term goals
- Consultation and performance management
- Academic assessments
- Accountability, support, and improvement for schools
- Supporting excellent educators
- Supporting all students

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Schools and districts across the country and the glob have plans for student achievement that aim to increase engagement, equity, and access as well as the overall effectiveness of the school to ensure the success of the students they serve. The elements in the Q10 are evidenced-based and contribute to increasing a school's overall effectiveness. As aforementioned, many elements of the Q10 have been written into education law; thus schools and districts have begun to include language in their plans for funding and student achievement to incorporate a few of the elements of the Q10 that are spelled out in ESSA. In addition to addressing varied student needs in the educational system—and to its harmony with ESSA—the Q10 recognizes all elements that are essential to addressing inequities in schools in order to impact and influence closing the enduring chasms in our system.

ESSA (2015) established the federal government's responsibility to create equal access and opportunity for all students. Reauthorization of ESSA holds states and schools accountable while giving them more funding flexibility and an opportunity to be innovative in creating sustainable systems for equity (Prahlad et al., 2017). ESSA has five major themes:

- Shifts authority to states for most education policy decisions, but the shift is not absolute.
- Includes new state flexibility for school rating system, goals, and systems of school supports and interventions, with limited federal guard rails.
- Preserves annual assessment but gives states the opportunity to audit, streamline, and innovate.
- Gives states greater flexibility to direct federal funds to state-determined priorities, but districts have the final say.
- Eliminates the teacher evaluation system required under waivers but states can choose to refine their system.

In addition to having major themes, the ESSA includes a few provisions that can be used to promote equity and excellence throughout schools and districts. These provisions directly coincide with the Q10. The provisions below include and benefit all students, including students of color, learners from a low socioeconomic background, English learners, students with disabilities, and those who are in foster care or experience homelessness (Cook-Harvey, Darling-Hammond, Lam, Mercer, & Roc, 2016). The four major provisions are:

- Higher-order skills for all students
- Multiple measures to assess school performance and progress
- Resource equity
- Equity strategies and evidence-based interventions

Eight out of 10 elements of the Quantum 10 have been written into education policy under the ESSA. The two yet to be endorsed are often paired or integrated with one or more elements of the Q10 and are vital components designed to equip educators with the tools necessary to serve all students. Likewise, all elements, including those yet to be endorsed by the ESSA, are significant to meeting the needs of diverse students, and thus, the amalgamation.

The Elements of the Q10

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Maya Angelou left a legacy in reminding us to "Do the best you can until you know better. Then when you know better, do better (Maya Angelou)." The landmarks of the 1940s and 1950s, and the education acts of the 1970s, exposed major inequities and raised awareness of the centuries-long disadvantages experienced by historically marginalized student groups in our schools and society. Because the history of these landmarks provided us with information, we know better; so now it is time to do better.

"Quantum" derives from Latin, meaning "how great" or "how much" (Orzel, 2015). It is a term used in physics and references the smallest amount of energy. It also refers to the most basic building blocks and cannot be broken into smaller parts. The "Quantum" in Q10 denotes an amalgamation of theories, practices and frameworks, and aims to empower educators to create equity for all in our school systems. In essence, the Q10 is designed to create a system that positively and greatly impacts and addresses the diverse needs of all students. Below are the elements of the Q10. A star indicates that the element is endorsed by the ESSA.

- Social and emotional learning (SEL)*
- Trauma-informed practices (TI)*
- Universal design for learning (UDL)*
- Response to intervention (RTI)*
- Positive behaviors interventions and supports (PBIS)*
- Restorative practices (RP)*
- Culturally responsive practices (CRP)*
- Inclusive practices*
- Growth mindset
- Maslow's hierarchy of needs

The Quantum 10 is integrated and, like the Quantum in physics, should not be separated. It is an amalgamation that provides educational institutions, districts, and schools with the research-based theories, practices, and frameworks necessary to build the capacity of educators as they create equitable outcomes for diverse students, disrupting the systems that perpetuate inequity and marginalization.

Core of the Q10

The Q10 is designed to influence the capacity building of educators who work with diverse and unique students in the K-12 and higher education systems, which will bring about systemic change, equity, access, engagement, and ultimately success for all expert learners, creating equitable opportunities and access for every student. The Core Four is the center of the Q10 and is the foundation for building the capacity of educators to be well equipped to work with students who deserve highly qualified teachers with mastery of instructional practices incorporating all elements. The Core of the Q10 are:

- High-quality instruction
- Parent and community engagement
- Adaptive leadership
- Student-centered culture

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The Core ensures that schools keep students at the center of all learning and that parents and the community are engaged in school and district initiatives and activities. bell hooks eloquently said, "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin (bell hooks)." Likewise, the Core includes adaptive leaders who are nimble, provide quality professional learning, and create opportunities for collaboration in sustaining systems so teachers can provide quality, research-based instruction while making data-driven decisions. The components of the Q10 work in tandem to create an improved system that works toward addressing student needs to promote equitable outcomes for all students with an emphasis on closing chasms for historically marginalized student groups.

Education reform and equity frameworks have addressed some inequities, and may support some students; however, we are yet to see the data trends close the chasms that create disproportionality for our most marginalized student groups. The elements of Q10 have been implemented in fragments for decades through our educational system. But, like multiple quanta in quantum physics, the amalgamation of the Q10 creates a very powerful unit. The Q10 provides a toolkit for educators as they serve the unique needs of our diverse, marginalized, and historically underserved students. As stated above, elements of the Q10 are often practiced in silos. It is hopeful that districts and educational institutions allow school sites to explore and select evidenced-based efforts to achieve what they believe they need to create equity in schools, however, students have needs beyond academics, behavior, and social-emotional learning.

Q10: Mega Multi-Tiered System of Supports

The Q10 is a mega multi-tiered system (MTSS) of support that addresses student needs above and beyond academic, behavior, and social-emotional aspects. Many elements in the Q10 overlap and link to other elements within the Q10. According to the California Department of Education (CDE) (2019), "MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students." The CDE (2019) has defined MTSS as a fully "integrated system of support for the benefit of all students." The CDE also outlines MTSS as a framework that aligns supports for the whole child in the areas of academics and behavior by coordinating systems of initiatives, supports, and resources. MTSS implemented by schools in silos are still evidence-based and support some students without question. The Quantum Ten, has the potential to reach more students based on implementing the supports offered collectively.

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Figure 1. Quantum 10: Equity in Education Framework

As we explore the Q10, note the interconnectedness of the elements. Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) are characterized by a triangle with multiple tiers, are often implemented together, and focus on aligning resources within an educational organization to support students academically and behaviorally. The Center on PBIS provides this definition; PBIS is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day (OSEP, 2019). The National Education Association (NEA) suggested that although PBIS derived from the Individuals with Disabilities Improvement Act (IDEA), it is a general education initiative designed to enhance a school's capacity in promoting effective learning environments that are essential to quality teaching and learning (NEA, 2014). Likewise, the NEA (2014) described PBIS as a framework of tiered behavior interventions that, when implemented with fidelity, improve the overall climate of schools, including the social culture and the behavioral climate of classrooms and is dependent upon the entire school community (NEA, 2014). Additionally, in 1997, Congress amended IDEA to include PBIS as an approach to addressing behavior. PBIS specifically emphasizes using functional assessments and is the only avenue to addressing behavior that the law explicitly mentions (NEA, 2014).

Response to intervention (RTI) is another element of Q10. RTI, like PBIS, is a multitiered approach to early identification and support of students with learning and behavior needs

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(Action Network). Both PBIS and RTI begin with high-quality whole-group instruction and universal screening, which ultimately leads to enhanced academic and behavior outcomes. The Action Network defines RTI as a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity (Action Network). Also, according to the RTI Action Network, amendments to the 2004 IDEA introduced RTI specifically to identify students with learning disabilities (SLD). Education law requires schools and districts to adopt RTI as a process for the early identification of learning disabilities, thus schools must incorporate RTI to be proactive so that students do not fall behind.

Another element of the Q10, Universal Design for Learning (UDL), is used to improve teaching and learning and is based on the three networks of the brain (affective networks, recognition networks, and strategic networks). According to the Center for Applied Special Technology (CAST), 2018, "UDL is based on research in neuroscience, the learning sciences, and cognitive psychology (CAST, 2018)." Research suggests that the principles and tenets of PBIS, RTI, and UDL are the same because they include universal screening, continuous progress monitoring, data-driven decisions, implementation with fidelity, and evidence-based interventions (NEA, 2014). CAST (2018) also suggested that UDL can be found in many public policies in the United States around K–12 education, higher education, educational technology, and workforce development. Public policy that specifically identifies UDL includes but may not limit to:

- The Strengthening Career and Technical Education for the 21st Century Act of 2018
- Every Student Succeeds Act of 2016
- National Education Technology Plan of 2010 and 2016
- Ed Tech Developer's Guide of 2015
- Higher Education Opportunity Act of 2008

Research indicates that UDL reduces obstacles that impede access to content by giving students options allowing them to drive their own learning. When obstacles are removed, students are more likely to be engaged and experience being successful. In the words of Dr. Katie Novak (2017), "UDL is a full circle. It's not about compliance, it's about engagement and engagement means everyone has firm goals and flexible means."

Inclusive practices is another element of the Q10. According to the Inclusive Schools Network (2019), inclusive education takes place when "all students are full and accepted members of their school community, in which their educational setting is the same as their nondisabled peers, when appropriate" (Inclusive School Network, 2019). Based on the Inclusive Schools definition of inclusive education, many organizations associate inclusive practices only with special education. These practices are specifically characterized by ensuring that all students feel a sense of belonging and are valued as members of the school community. This characteristic of belonging overlaps with many of the other elements like SEL, PBIS, UDL, Culturally Responsive Practices (CRP) and Maslow's, to name a few, which all enhance student outcomes for students with and without disabilities in general education classes.

According to Mayfield and Garrison (2015), Culturally Responsive Practices was introduced by Geneva Gay in 2000 in her book *Culturally Responsive Teaching: Theory, Research and Practice*. In her book, Gay defined culturally responsive teaching as "using

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cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (Mayfield & Garrison-Wade, 2015). Moreover, in her book *Culturally Responsive Teaching and the Brain*, Hammond (2015), suggested that "culturally responsive teaching isn't a set of engagement strategies you use on students. Instead, think of it as a mindset, a way of looking at the world" (p. 52). In addition, the National Association of Secondary School Principals (NASSP) highlighted the changing demographics of students in the K–12 system, offering recommendations for school leaders and policymakers with regard to creating culturally responsive schools. The NASSP Guiding Principles evinced this from the 2015 Professional Standards for Educational Leaders (PSEL), "effective leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being" (NASSP, 2020, np). In addition, the NASSP has a list of recommendations for federal and state policymakers, educator preparation programs, and district and school leaders that outline conducting research and implementing culturally responsive practices.

Another example of an evidenced-based practice integrated in the Q10 and often implemented in silos is Restorative practices, for which the International Institute for Restorative Practices (IIRP) offered the following definition: "Restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making (Wachtel, 2016). Like PBIS, Restorative practices address building and maintaining relationships. Both PBIS and Restorative practices are often implemented together because of the nature of building rapport, setting expectations, and providing opportunities for students to reflect when expectations are not adhered to. IIRP also suggests that UDL, culturally responsive practices, and inclusive practices are often associated and implemented together with PBIS and RTI (Wachtel, 2016). The National Conference of State Legislatures (NCSL), in a letter written to the US Department of Education and the Department of Justice, urged schools to change their discipline policies to include Restorative practices (Kralik, 2016). Additionally, Kralik, 2016 explained that Restorative Justice has been around in Australia and New Zealand for some time and that, as of 2015, 32 of the 50 states in the United States have adopted some form of legislation supporting the use of Restorative practices. Likewise, in her 2016 NCSL article, Kralik reported that 13% of students with disabilities were suspended from school compared to only 6% of those without disabilities. NCSL also reported that Black students made up 18% of the total prekindergarten population; however, 48% of Black prekindergarten students received out-of-school suspensions. Several states across the United States have explored ways to address school policy with regard to punitive discipline. Restorative practices is used as a preventative intervention for building school communities and a healthy school climate (Brown, 2017). It can also be used as a reactive strategy when conflicts have already taken place. The *WestEd Restorative Justice Research Review* includes information on the impact of Restorative practices, including impact on student misbehavior and school discipline, attendance and absenteeism, climate and school safety, academic outcomes, and access to restorative justice (Fronius et al., 2019).

Other Q10 elements like SEL and trauma-informed practices are also linked. According to CASEL, "Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Yorder, Posamentier, Godek, Seibel, & Dusenbury, 2020, p.6). Trauma-informed (TI) practices and SEL are often implemented together because, like SEL, trauma

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informed practices require empathy and understanding of emotions. According to the Substance Abuse and Mental Health Services Administration (SAMHSA):

> Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. (SAMHSA, 2014, p.7)

In addition, trauma-informed practices include building social-emotional competencies, providing a safe place for students to talk, and require educators to be sensitive to cues that may cause students to have an adverse reaction (Gulbrandson, 2018). Research has also shown that childhood trauma affects brain development. According to *Education Week*, a trauma-informed approach focuses on deficits in school systems rather than in students. However, a trauma-informed approach addresses these opportunity chasms on a systemic level, requiring schoolwide action that improves the learning environment and life outcomes of every student (Cimons, 2019).

In the 21st century, many students are struggling with what educators would call academic, behavioral, and social-emotional challenges preventing them from being successful. We must take into consideration challenges that our students face that may not be addressed by MTSS or frameworks implemented in silos. MTSS does not explicitly address theories like the growth mindset and Maslow's Hierarchy of Needs; however, both are connected to many of the other elements in the Q10. As spelled out in the ESSA, this amalgamation of research-based practices addresses the needs of the whole child. It is imperative that we acknowledge that the growth mindset and Maslow's—although not endorsed by the ESSA—are linked to other Q10 factors and are just as vital for ensuring that educators are equipped with tools that foster student growth and increase outcomes beyond academics, behavior, and social-emotional learning. Implementation of the Quantum Ten Equity Framework is necessary to meet the needs of students who experience different challenges.

Take, for example, students who live in low socio-economic areas, receive free and reduced lunch and who do not have access to breakfast prior to arriving at school. A student in this situation is still expected to come to class and focus on the warmup and engage in classroom activities. Likewise, many schools have students who qualify under the McKinney Vento Act. Students who experience homelessness may not have a stable home environment but are still expected to engage in school and be ready to learn or focus on assignments. These students have needs that fall under Maslow's Hierarchy of Needs; but teachers and other educational staff may not be equipped to identify when students are struggling based on not having their basic physiological needs met. It's likely that educators who are not trained to identify specific needs, may not be equipped with how to respond when a student is experiencing challenges.

Growth Mindset is another Q10 element which educators rarely receive formal training. When I served as a school site administrator and principal, I conducted regular classroom walkthroughs and instructional rounds to observe teachers and highlight best practices. In my walkthroughs, I would ask thought-provoking questions that allowed for reflection and lesson enhancement. I remember serving in one particular school where the majority of the teachers had been teaching for many years. I was conducting my walkthroughs one morning, and I engaged in dialogue with a veteran teacher who had been teaching for over

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20 years. This teacher specialized in holding whole group collaboration and did not offer much small group interaction. Many times, the same students would respond to questions posed. As I walked through, I asked, "What would it look like if the students led the conversation on the Civil War in small groups while you facilitated the classroom?" The teacher responded with, "I don't freaking know! Every time you come in you always have questions about what it would look like if . . . I have been doing it like this for over 20 years and this works for these kids." Such teachers are likely to model a fixed mindset and, as a result, set an example that causes students to do the same. Teachers with a growth mindset are more likely to view the questions posed in my regular walkthroughs as thought-provoking, promoting reflection for an enhanced lesson, thus creating an engaging environment and modeling a growth mindset for students.

These scenarios are far too common in our urban schools, and teachers may not be equipped to identify when students are experiencing challenges beyond academics, behavior, and social-emotional. The Q10 embodies elements designed to address challenges beyond most MTSS frameworks. In addition to the elements endorsed by the ESSA, the Q10 has elements such as Maslow's Hierarchy of Needs, which addresses not having physiological needs met, as illustrated in scenario discussed above and Carol Dweck's Growth Mindset. All elements in the Q10, including Maslow's and the Growth Mindset have implications for student success. In her book *Mindset*, Dr. Carol Dweck (2006) referenced research by neuroscientist Gilbert Gottlieb, who said, "Not only do genes and environment cooperate as we develop, but genes require input from the environment to work properly" (p. 5). Dweck (2006) further explained that "we have more capacity for learning throughout our lifetime and that our brains develop more as we learn" (p. 5). In essence, empowering educators to have a growth mindset will greatly impact the mindset of the students they serve. We serve as role models for our students regardless of whether we intentionally engage in practices we intend to model.

Conclusion

As discussed throughout this article, the elements in the Q10 are essential, evidenced based, and endorsed by the ESSA. Schools, districts and other educational institutions will have to determine whether to continue to practice in silos or to adopt the Q10, which addresses the needs all students who experience challenges above and beyond academics and behavior. The Core is the set of driving principles of Quantum 10 and, in order to be effective, the Core must be inclusive on the journey for all destined to become a Q10 institution, district or school. School and district leaders must engage parents and the community and ensure high-quality, evidenced-based instruction while promoting a student-centered school culture. To those who say we are already implementing some elements, I say, yes, and now continue with the Q10 to implement all of these integrated evidence-based practices in tandem. For those who are exploring, and still looking to support all students as they become expert learners, now is as good a time as any to explore the Q10 especially because education law includes the necessary expectation of supporting all students.

The amalgamation of the Q10 is essential to creating equitable and sustainable systems that eliminate chasms and afford access and opportunity to every student. We must recognize that the approaches we often introduce in fragments serve students who experience challenges mostly within the scope of the specified framework. All elements of the Q10

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should be evident in school systems in order to provide individual students what they need when they need it. The Quantum Ten Equity Framework, when implemented with fidelity, enhances systems and creates equitable outcomes for every student. This integration of frameworks aligns to all best practices. Many districts and schools have a common goal of creating sustainable systems that provide each and every student with what they need when they need it. The district adoption and school-wide implementation of the Q10 Equity Framework will contribute to building the capacity of teachers and staff, which will ensure that schools are equipped to serve all students beyond academics, behavior, and social and emotional learning.

Our educational system mirrors our society, and the residual effects contribute to disproportionality and disparity, and to the achievement, access and opportunity chasms experienced by historically marginalized student groups. These circumstances may cause students to feel inferior in school—a response that will only change if we equip our educators in the elements that make up the Q10, which will create sustainable systems in which all students have increased access, opportunities, engagement, and success. School and district leaders must understand that being trained and having teachers and other educators trained in all areas of the Q10 will positively impact student outcomes, leading to expert learners who are fully engaged in their own learning. Again, the Q10 is, in fact, Equity in Action. If educational institutions adopt Q10 as a system-wide framework to build the capacity of their leaders and support school site leadership as they build their capacity using the elements of the Quantum 10 and school site leaders collaborate to create professional learning using the Q10, Plan Do Study Act, and keep students at their center of learning while including parents and the community; then Q10 institutions, schools and districts will build and sustain equitable systems and eliminate barriers closing chasms. These actions will positively impact student outcomes, better equipping schools to provide support and structures for our diverse learners and our marginalized students.

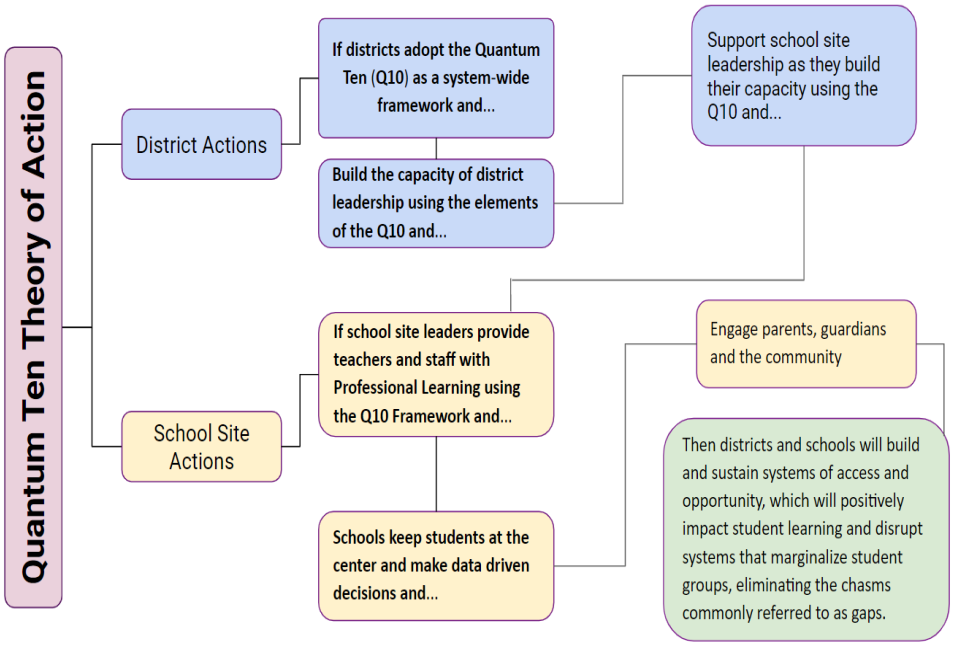

Figure 2. Quantum 10 Theory of Action Flowchart

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