

An illustration of several light bulbs hanging from above against a teal background. The bulbs are in various colors (yellow, purple, green, blue) and some are glowing. There are also some starburst shapes scattered around the bulbs.

CREATING AN EQUITY MINDSET

Let there be light...

Dallas ISD is Leading the Way in Addressing Racial Equity

In 2017, the Dallas ISD Board recognized this history of systemic and institutional racism in our country and in Dallas ISD and made a unanimous commitment to responding via the **Racial Equity Resolution and Policy**.

The District acknowledges the history of institutional racism that systematically and systemically prohibited the educational and societal advancement of students.

The District recognizes its history in participating in societal ills that have perpetuated racial inequity and discrimination.

The District shall create an environment that understands providing **additional and differentiated resources** to support the success of all students shall be fundamentally necessary to achieve racial and educational equity.

Source: *Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy*, July 2018.

The District shall establish the **Racial Equity Office (REO)**.

The REO shall function to create opportunities to eliminate inequitable practices within the District... that negatively impact achievement for all student groups, with **emphasis on African American and English language learners**.

3

Dallas ISD is Leading the Way in Addressing Racial Equity

In 2020, the Dallas ISD Board again made a commitment to the Black Students and Black Lives of Dallas ISD.

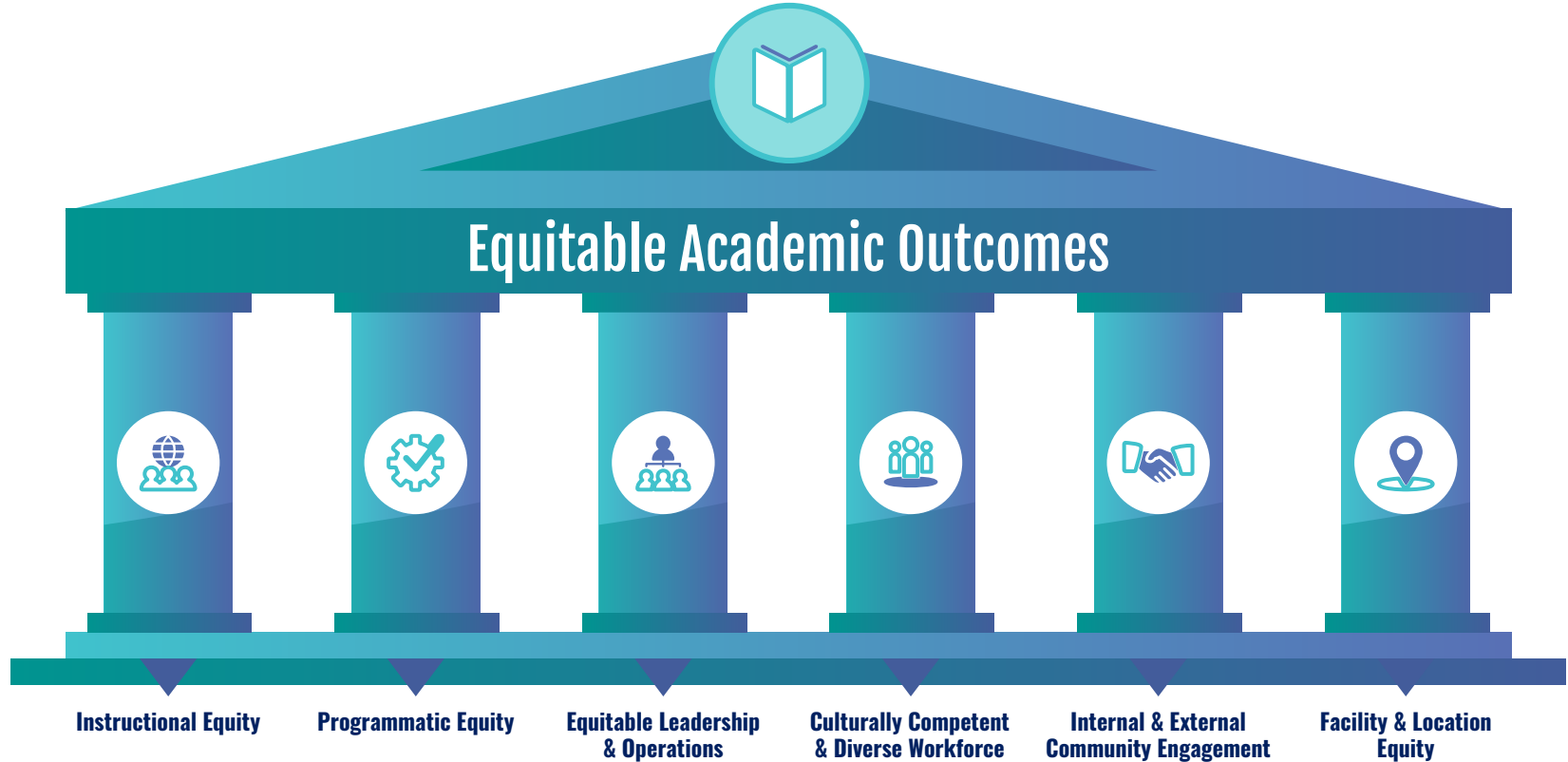
WHEREAS, current events have enhanced the need for **communities and leaders to stand in solidarity against the murder of unarmed Black men and women** by declaring unequivocally that the lives of Black students and Black people in our community matter.

WHEREAS, today **our Black students** represent 21% of the district but continue to **experience inequity of access to learning** and are disproportionately overrepresented in discipline statistics and special education programming while being underrepresented in rigorous classes including Advanced Placement, honors and gifted and talented programming.

Source: *Dallas ISD Board Racial, Socio-Economic, and Educational Equity Policy*, July 2018.

To this end, Board members in collaboration with the community will identify high need issues and shall **reconvene with the Superintendent in 30 days to begin to effectively address the issues** by using the tools, systems, resources and talent that exist within our district and community and equitably investing resources for our students and their families **to achieve marked and measurable improvements for Black students within Dallas ISD over the next year.**

Racial Equity Pillars



Foundations for Success



Equitable Academic Outcomes



Equity Mindset

Measure, Monitor, and Report on Progress

Meaningfully Engage Stakeholders

Measuring, Monitoring, and Reporting on Progress

Equity
Progress
Team

Instructional Equity

- Recruit & Retain Teachers at High Needs Schools
- Collaborative Planning at Expanded Time Schools
- Curricular Materials
- Reading Interventionists

Programmatic Equity

- Discipline & Reset Centers
- Special Education/504
- Advanced Coursework
- Pre-AP Curricula
- Magnet, Choice, & OTI

Equitable Leadership & Operations

- Recruit & Retain Principals at High Needs Schools
- Principal Dashboard
- Coordination & Coherence
- Monitor Progress

Culturally Competent & Diverse Workforce

- Diversity of Workforce
- Professional Development on Equity Mindset

Internal & External Community Engagement

- Parental Involvement
- Student Involvement
- Equity Progress Team
- Trustee-Appointed Advisory Council

Facility & Location Equity

- Access to Technology
- Resource Centers

EQUITY PROGRESS TEAM

Departments identify equity gaps and root causes

1

Equity Progress Team meets to review and provide feedback on goals

3

REO and departments provide monthly Board Updates

5

Departments create SMART Goals and develop strategies to eliminate gaps and causes

2

REO collaborates with departments to assess progress and alignment

4

REO collaborates with departments to discuss additional goals to explore and gaps to close

6

BOY: SMART Goals/Problem Statement/Root Causes/Data

2022-2023 Equity Progress Team

Equity Focus: Special Education/Section 504

SMART Annual Outcome Goal	Problem Statement	Root Causes	Baseline Data	Additional Comments
SMART GOAL DESCRIPTION	What equity gap are you trying to close?	Why does this gap exist with AA and EB students in this district?	What data will be used to measure achievement of goal(s) identified?	Provide any supporting links or documents needed.
Department Responses				
Goal 1: Decrease the disproportionate representation of African American students (54%) classified as ED compared to other subpopulations of students with disabilities in the District by 2 ppt (52%) by the end of May 2023	African American students are disproportionately identified as having an emotional disturbance compared to other race/ethnic groups.	<ol style="list-style-type: none"> 1) Unconscious bias and discriminatory referral practices 2) Unconscious bias and discriminatory evaluation & determined models of service 3) Minimal MTSS Application and lack of access to effective MTSS practices and interventions when needed 4) Minimal number of students exiting special education/being dismissed as ED 	21-22 Special Education Disabilities Data Monthly ED Data	ED Disproportionality Action Plan
Goal 2: Decrease the % of newly identified AA students as emotionally disturbed by 5ppt from 39% to 34% by May 2023.	African American students are disproportionately identified as having an emotional disturbance compared to other race/ethnic groups.	<ol style="list-style-type: none"> 1) Unconscious bias and discriminatory referral practices 2) Unconscious bias and discriminatory evaluation & determined models of service 3) Minimal MTSS Application and lack of access to effective MTSS practices and interventions when needed 4) Lack of understanding/knowledge of disabilities 	21-22 Special Education Disabilities Data Monthly ED Data	ED Disproportionality Action Plan
Goal 3: Increase the number of ED coding removals for AA students from 9 (21-22 school year) to 15 during the 2022-2023 school year by May of 2023.	Once identified as emotionally disturbed, African American students continue to keep this eligibility rather than being re-evaluated or dismissed.	<ol style="list-style-type: none"> 1) Lack of access to evidence-based interventions to improve emotional/behavioral outcomes 2) Lack of re-evaluations for students identified as having an emotional disturbance 	21-22 Special Education Disabilities Data Monthly ED Data	ED Disproportionality Action Plan

Programmatic Equity

Sample: MOY Check-In

AA and EB students are not enrolling and/or staying in selective choice schools proportional to their district enrollment.

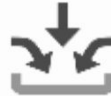
Annual Outcome Goal



Increase the percentage of AA students enrolling in Choice Schools (Magnet, Transformation, & P-TECH) from 18% to 20% by September 2022

On Target

2021 – 2022 Inputs



- Targeted additional feeder patterns for choice school recruitment
 - 2020 - 5 Feeder Patterns
 - 2021 - 8 Feeder Patterns
- Increased mentor recruitment efforts for 5th and 8th grade students
 - 2020 Recruited 30 Mentors
 - 2021 Recruited 100 Mentors
- Choice principals created campus level goals for recruitment

Progress to Date (Outputs)



- The percentage of EB students is above the district average (48%) at 53%
- Invited all 5th and 8th grade qualifying students to apply
- Mentors continue to support families in second round applications and assessments

Sample: MOY Check-In

1 Successes

- More than tripled the number of active Mentors
- Mentored students submitted over 1000 applications to various choice programs
- Currently at 18.5% AA acceptances

2 Challenges

- Mentors supporting students virtually vs working face to face
- Families' unfamiliarity with some programming options
- Multiple choice options often impede the acceptance process

3 Next Steps

- Review and evaluate mentor practices for continuous improvement
- Continue ongoing efforts to fill available seats
- Continue targeted recruitment for campuses to build waitlists and fill vacancies



Programmatic
Equity



21-22 End Of Year EPT Departmental Goals

REO Pillars (Divisions)	Annual Outcome Goals	Exceeds Expectations	Met	Did Not Meet	Status Pending	N/A	Next Steps/ REO Recommendations	Comments
		3/32 9.00%	19/32 59.00%	6/32 19%	4/32 13.00%	2		
Instructional Equity								
Recruit & Retain Teachers at High Needs Schools (HCM)	Goal 1: Increase the percent of Proficient 1+ teachers at HPCs by 2 percentage points annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Create an Initial Goal	Awaiting most recent TEI designations to determine baseline data
	Goal 2: By Spring 2022, increase the number of job fairs/ interview sessions from three to five for high priority campuses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explore New Goal(s)	Exceeded Expectations: HCM held 7 fairs.
Collaborative Planning (T&L)	Goal 1: Explore ways to add time for instruction to accelerate student learning.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Explore New Goal(s)	Establish a baseline to set SMART goal(s)
	Goal 2: By June 2022, explore ways to accelerate teacher growth in our highest need schools through increased time for teacher collaboration from 1269 annual hours to up to 1400+ annual hours for intersession and school day redesign campuses.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintain and Monitor	Now that you have explored ways to accelerate growth, next steps would be to establish a strong SMART Goal
Curricular Materials (T&L)	This goal was completed the prior year in SY 20-21. 100% of adopted curriculum will meet quality standards set by the District, including cultural relevance, quality & rigor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Explore New Goal(s)	Is there any other cultural curricular work to be done?
Reading Interventionists	By MOY and EOY, 80% of students receiving Tier 3 intervention from the MTSS reading interventionists will exceed their MAP growth goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goal Not Met-Continue and Monitor	51% exceeded their MAP goals
	By EOY, 80% of students receiving Tier 3 intervention from the MTSS reading interventionists will increase at least 5 Fountas & Pinnell reading levels.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Maintain and Monitor	
Programmatic Equity								
Discipline (T&L, SL, Operations)	Goal 1: Reduce the number of discretionary referrals (Level I & II) for African American students from 48% to 40% by June 2022.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase and Monitor	Use 40% as this year's baseline and set a new goal
Special Education ED Identification (T&L)	Goal 1: By August 2022, decrease the disproportionate representation of African American students (56%) classified as ED compared to other subpopulations of students with disabilities in the District by 2 ppt (54%).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Increase and Monitor	Continue decreasing the disproportionate representation of AA student ED classifications by exiting qualified students.
	Goal 2: By August 2022, decrease the % of newly identified AA students as emotionally disturbed by 50% from 53% to 26%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Goal Not Met - Continue and Monitor	For newly identified students, we decreased from 53% to 39%, which will be the 2022-2023 baseline.
	Goal 3: By August 2022, establish a baseline for AA students with ED coding removed during the 2021-2022 school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Maintain and Monitor	Determine the baseline and set a SMART goal

An illustration of several light bulbs hanging from above against a teal background. The bulbs are in various states: some are lit (yellow, purple, green, blue), some are unlit (blue), and some are just shadows. There are also small starburst icons scattered around.

<https://drive.google.com/file/d/1WUDM1F6gaxojnDltKvP--OKLKslN3PUW/view?usp=drivesdk>

COLLECTIVE EQUITY



Pillar Metrics

