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.

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.

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.

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

Equitable Academic Outcomes

- Instructional Equity
- Programmatic Equity
- Equitable Leadership & Operations
- Culturally Competent & Diverse Workforce
- Internal & External Community Engagement
- Facility & Location Equity
Foundations for Success

Equitable Academic Outcomes

Equity Mindset

Measure, Monitor, and Report on Progress

Meaningfully Engage Stakeholders
Equity Progress Team

1. Departments identify equity gaps and root causes.
2. Departments create SMART Goals and develop strategies to eliminate gaps and causes.
3. Equity Progress Team meets to review and provide feedback on goals.
4. REO collaborates with departments to assess progress and alignment.
5. REO and departments provide monthly Board Updates.
6. REO collaborates with departments to discuss additional goals to explore and gaps to close.
# BOY: SMART Goals/Problem Statement/Root Causes/Data

## 2022-2023 Equity Progress Team

**Equity Focus: Special Education/Section 504**

<table>
<thead>
<tr>
<th>SMART Annual Outcome Goal</th>
<th>Problem Statement</th>
<th>Root Causes</th>
<th>Baseline Data</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART GOAL DESCRIPTION</strong></td>
<td>What equity gap are you trying to close?</td>
<td>Why does this gap exist with AA and EB students in this district?</td>
<td>What data will be used to measure achievement of goal(s) identified?</td>
<td>Provide any supporting links or documents needed.</td>
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<tr>
<td><strong>Goal 1:</strong> 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</td>
<td>African American students are disproportionately identified as having an emotional disturbance compared to other race/ethnic groups.</td>
<td>1) Unconscious bias and discriminatory referral practices 2) Unconscious bias and discriminatory evaluation &amp; 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</td>
<td>21-22 Special Education Disabilities Data Monthly ED Data</td>
<td>ED Disproportionality Action Plan</td>
</tr>
<tr>
<td><strong>Goal 2:</strong> Decrease the % of newly identified AA students as emotionally disturbed by 5ppt from 39% to 34% by May 2023.</td>
<td>African American students are disproportionately identified as having an emotional disturbance compared to other race/ethnic groups.</td>
<td>1) Unconscious bias and discriminatory referral practices 2) Unconscious bias and discriminatory evaluation &amp; 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</td>
<td>21-22 Special Education Disabilities Data Monthly ED Data</td>
<td>ED Disproportionality Action Plan</td>
</tr>
<tr>
<td><strong>Goal 3:</strong> 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.</td>
<td>Once identified as emotionally disturbed, African American students continue to keep this eligibility rather than being re-evaluated or dismissed.</td>
<td>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</td>
<td>21-22 Special Education Disabilities Data Monthly ED Data</td>
<td>ED Disproportionality Action Plan</td>
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</table>
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

**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

<table>
<thead>
<tr>
<th>REO Pillars (Divisions)</th>
<th>Annual Outcome Goals</th>
<th>Exceeds Expectations</th>
<th>Met</th>
<th>Did Not Meet</th>
<th>Status Pending</th>
<th>N/A</th>
<th>Next Steps/REO Recommendations</th>
<th>Comments</th>
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<tr>
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<td>3/32</td>
<td>19/32</td>
<td>6/32</td>
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<td><strong>Instructional Equity</strong></td>
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<td>Goal 1: Increase the percent of Proficient 1+ teachers at HPCs by 2 percentage points annually.</td>
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<td>Create an Initial Goal</td>
<td>- Awisting most recent TEI designs to determine baseline data</td>
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<td>Goal 2: By Spring 2022, increase the number of job-based interview sessions from three to five for high priority campuses.</td>
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<td>Explore New Goal(s)</td>
<td>- Extended Expectations: 7 HPCs held 7 years</td>
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<td><strong>Collaborative Planning (T&amp;L)</strong></td>
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<td>Goal 1: Explore ways to add time for instruction to accelerate student learning.</td>
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<td>Explore New Goal(s)</td>
<td>- Establish a baseline to set SMART goals</td>
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<tr>
<td>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.</td>
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<td>Maintain and Monitor</td>
<td>- Now that you have explored ways to accelerate growth, next steps would be to establish a strong SMART Goal</td>
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<td><strong>Curricular Materials (T&amp;L)</strong></td>
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<td>This goal was completed the prior year in SY 2021-22. 100% of adopted curriculum will meet quality standards set by the District, including cultural relevance, quality &amp; rigor.</td>
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<td>Explore New Goal(s)</td>
<td>- Is there any other cultural curriculum work to be done?</td>
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<td>By MOY and EOY, 80% of students receiving Tier 3 intervention from the MTSS reading interventionists will exceed their MAP growth goals.</td>
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<td>Goal Not Met-Continue and Monitor</td>
<td>- 51% exceeded their MAP goals</td>
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<td>By EOY, 80% of students receiving Tier 3 intervention from the MTSS reading interventionists will increase at least 5 Fountain &amp; Pinell reading levels.</td>
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<td>Maintain and Monitor</td>
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<td><strong>Reading Interventionists</strong></td>
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<td><strong>Programmatic Equity</strong></td>
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<td>Goal 1: Reduce the number of disordered referrals (Level I &amp; II) for African American students from 68% to 40% by June 2022.</td>
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<td>Increase and Monitor</td>
<td>- Use 40% as this year's baseline and set a new goal</td>
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<td>Goal 1: By August 2022, decrease the disproportionate representation of African American students (99%) classified as ED compared to other subpopulations of students with disabilities in the District by 2 ppt (54%).</td>
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<td>Increase and Monitor</td>
<td>- Continue decreasing the disproportionate representation of AA student ED classifications by exiting qualified students</td>
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<td>Goal 2: By August 2022, decrease the % of newly identified AA students as emotionally disturbed by 50% from 53% to 26%.</td>
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<td>Goal Not Met-Continue and Monitor</td>
<td>- For newly identified students, we decreased from 53% to 25%, which is the 2022-2023 baseline.</td>
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<td>Goal 3: By August 2022, establish a baseline for AA students with ED coding removed during the 2021-2022 school year.</td>
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<td>Maintain and Monitor</td>
<td>- Determine the baseline and set a SMART goal</td>
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<tr>
<td>**Special Education</td>
<td>ED Identification (T&amp;L)**</td>
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Collective Equity

https://drive.google.com/file/d/1WUDM1F6gaxoinDltKvP--OKLKh3PUW/view?usp=drivesdk
Pillar Metrics