

# **Equity Task Force Report and Recommendations**

# Team Members

Adam Portillo, AEC Principal

Amanda Warber, AEP Principal

Joyce Collins, RTI Specialist

Nancy Vanley, Executive Director of Guidance & Counseling

Scott Randolph, Director Student Assistant Services (COC)

Patricia Homer, Student Assistance Services Counselor

Carrie Beyer, Student Assistance Services Counselor AEC

Christine Cuellar, Counselor W&Y

Richard Ontiveroz, Permian Assistant Principal

Nathan Pettigrew, AEC Assistant Principal

Juan Dominguez, Permian Assistant Principal

# Equity Task Force Committee

- Angela Braziel
- Angela Love-Jackson
- Courtney Halcy
- Danny Servance
- Deja Mcknight
- Keith Bullard
- Natalie Rivera
- Regina Mcknight
- Tim Thomas
- Valaree Hawkins
- Dawn Weaks
- Erica Dangerfield
- Karin Carlson
- Chris Cole

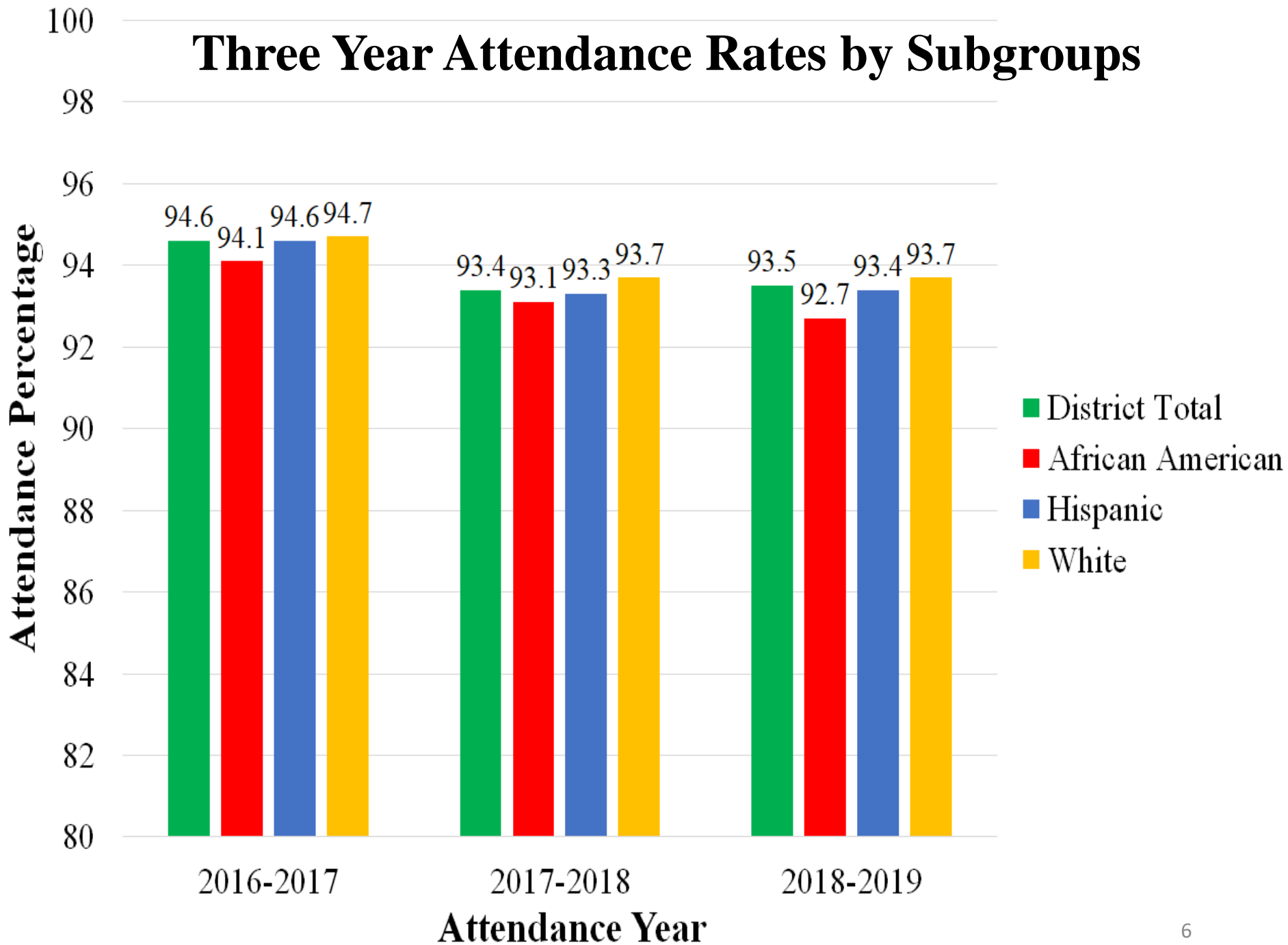
# Purpose

- Interpret ECISD data to discuss disproportionality within subgroups
- Discuss discipline measures and alternative methods that can be utilized with our struggling students to serve as district culture mind shift
- Provide recommendations geared towards student intervention and prevention

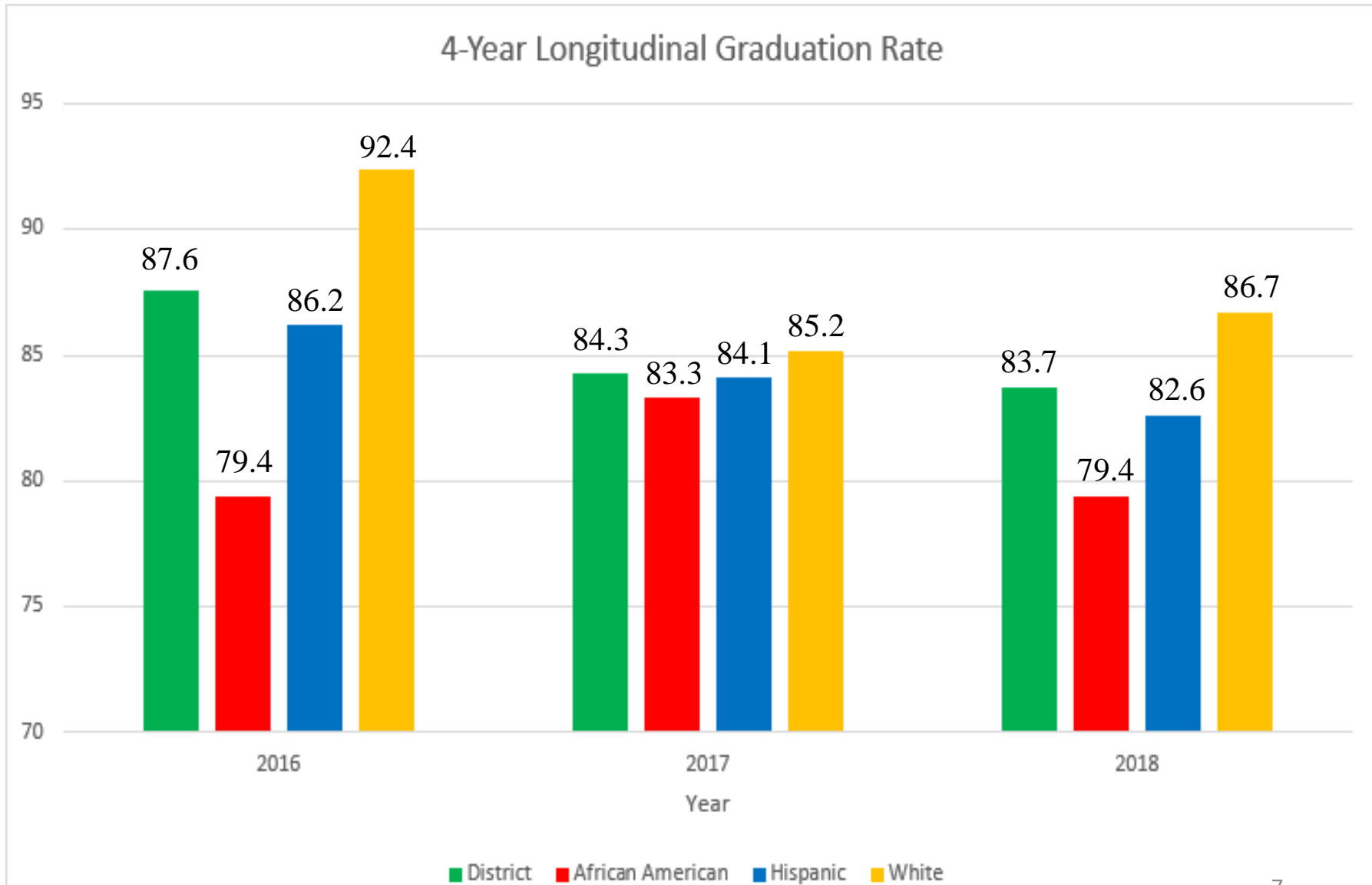
# Three Year ECISD Population by Subgroups

2016-2017 33,636		2017-2018 34,787		2018-2019 35,920		
Hispanic 25,071 <b>74.5%</b>		Hispanic 26,119 <b>75.1%</b>		Hispanic 27,237 <b>75.8%</b>		
White 6,399 <b>19%</b>	African American 1,344 <b>3.9%</b>		White 6,383 <b>18.3%</b>	African American 1,406 <b>4%</b>		
	Two or More <b>334</b>	Asian <b>314</b>		Two or More <b>373</b>	Asian <b>306</b>	
	American Indian <b>99</b>	Hawaiian/Pacific Islander <b>75</b>		American Indian <b>107</b>	Hawaiian/Pacific Islander <b>93</b>	
				White 6,300 <b>17.5%</b>	African American 1,449 <b>4%</b>	
					Two or More <b>411</b>	Asian <b>319</b>
					American Indian <b>97</b>	Hawaiian/Pacific Islander <b>107</b>

# Three Year Attendance Rates by Subgroups



# Four-Year Longitudinal Graduation Rate



# Three Year Out of School Student Suspensions by Subgroups

Percentage of Students

20

10

0

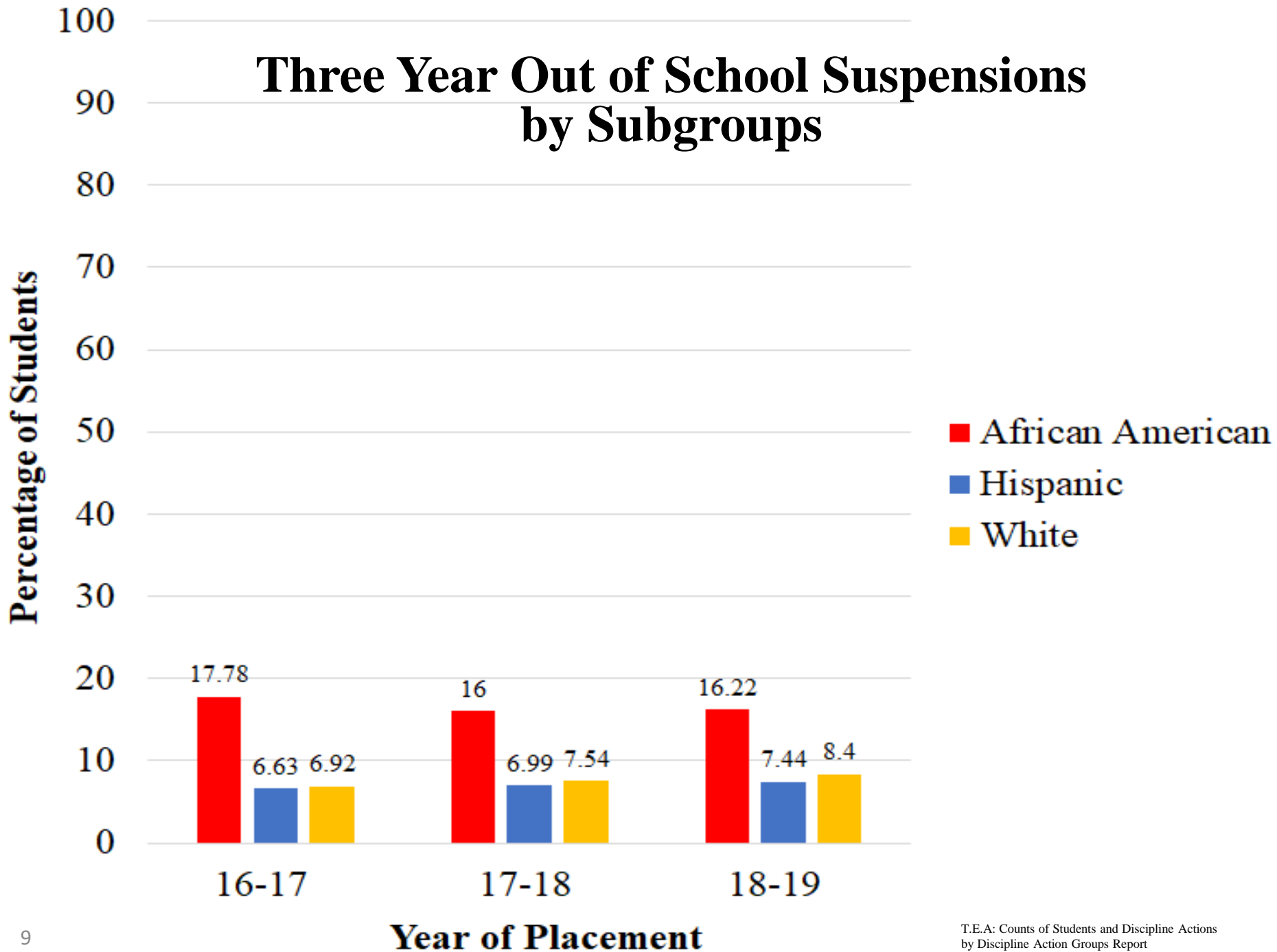
1 2 3 4 5 6 or more

■ 16-17 African American	9	4	1.48	1	0.2	0.7
■ 17-18 African American	7	3.4	1.7	1.4	0.3	0.6
■ 18-19 African American	8	4.21	1.17	1.04	0.21	1.31
■ 16-17 Hispanic	3.98	1.08	0.41	0.21	0.1	0.23
■ 17-18 Hispanic	4.06	1.18	0.46	0.26	0.11	0.28
■ 18-19 Hispanic	4.38	1.3	0.53	0.33	0.15	0.2
■ 16-17 White	4.19	1.19	0.34	0.22	0.08	0.19
■ 17-18 White	4.59	1.41	0.39	0.28	0.03	0.23
■ 18-19 White	5.24	1.41	0.48	0.3	0.16	0.24

Times Removed Per Student



# Three Year Out of School Suspensions by Subgroups



# Three Year In School Student Suspensions by Subgroups

Percentage of Students

20

10

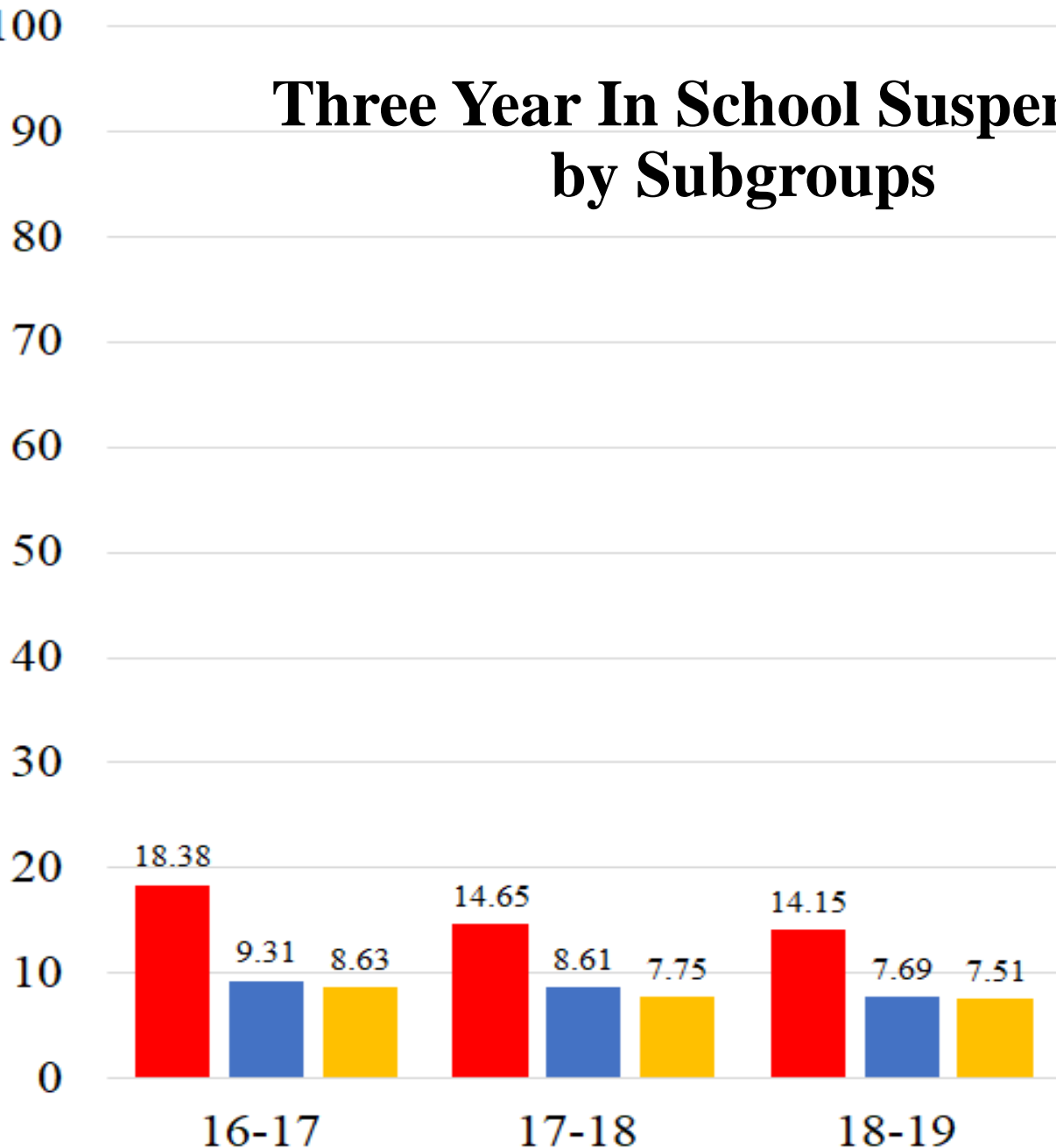
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	1	2	3	4	5	6 or more
16-17 African American	9.67	3.05	1.64	1.12	0.45	1.49
17-18 African American	6.12	3.34	1.49	1.14	0.71	1.21
18-19 African American	7.18	3.11	1.52	1.1	0.28	0.83
16-17 Hispanic	5.07	1.85	0.77	0.54	0.31	0.57
17-18 Hispanic	4.72	1.59	0.6	0.41	0.24	0.6
18-19 Hispanic	4.32	1.55	0.54	0.38	0.19	0.44
16-17 White	4.83	1.66	0.67	0.48	0.2	0.25
17-18 White	4.34	1.46	0.63	0.42	0.19	0.42
18-19 White	4.6	1.37	0.52	0.27	0.1	0.4

Times Removed Per Student

# Three Year In School Suspensions by Subgroups

Percentage of Students



■ African American  
■ Hispanic  
■ White

16-17

17-18

18-19

Year of Placement

# Three Year Discipline Alternative Education Program Student Placements by Subgroups

Percentage of Students

20

10

0

	1st Placement	2nd Placement	3rd Placement	4th Placement
■ 16-17 African American	2.68	0.67	0	0
■ 17-18 African American	2.84	0.57	0	0.07
■ 18-19 African American	4.35	0.76	0.07	0.07
■ 16-17 Hispanic	1.05	0.17	0	0.01
■ 17-18 Hispanic	1.27	0.24	0.02	0.01
■ 18-19 Hispanic	1.74	0.32	0.04	0.02
■ 16-17 White	1.31	0.27	0.02	0
■ 17-18 White	1.25	0.36	0.05	0
■ 18-19 White	1.62	0.22	0.05	0

Times Removed Per Student

# Three Year DAEP Placements by Subgroups

Percentage of Students

20

10

0

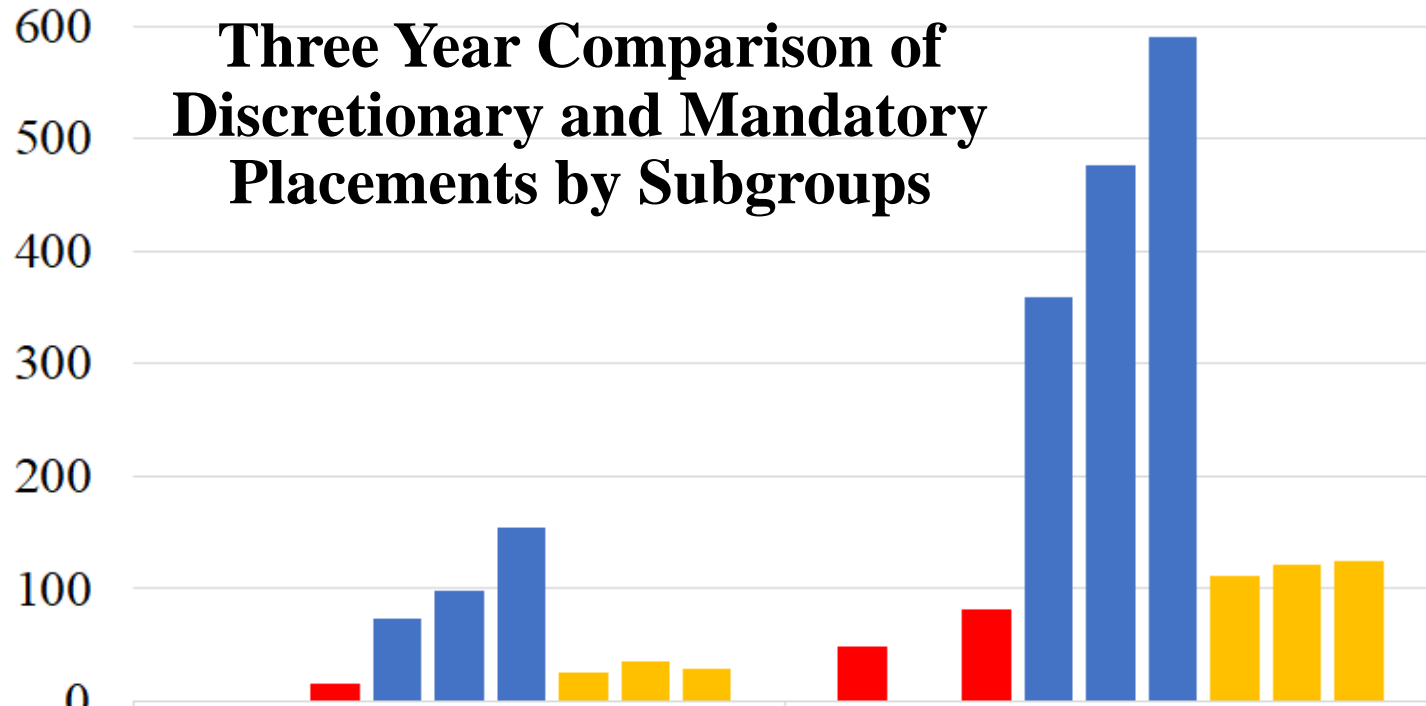


	16-17	17-18	18-19
<span style="color: red;">■</span> African American	3.65	4.48	5.66
<span style="color: blue;">■</span> Hispanic	1.49	1.87	2.35
<span style="color: yellow;">■</span> White	1.88	1.93	2.05

Year of Placement

# Three Year Comparison of Discretionary and Mandatory Placements by Subgroups

Number of Students



	Discretionary DAEP	Mandatory DAEP
■ 16-17 African American	0 (Reported as N/A)	48
■ 17-18 African American	0 (Reported as N/A)	0 (Reported as N/A)
■ 18-19 African American	16	81
■ 16-17 Hispanic	73	359
■ 17-18 Hispanic	99	476
■ 18-19 Hispanic	155	591
■ 16-17 White	25	112
■ 17-18 White	36	121
■ 18-19 White	29	124

Type of Placements

# Three Year Percentage Comparison of Discretionary and Mandatory Placements by Subgroups

Percentage of Students

20

10

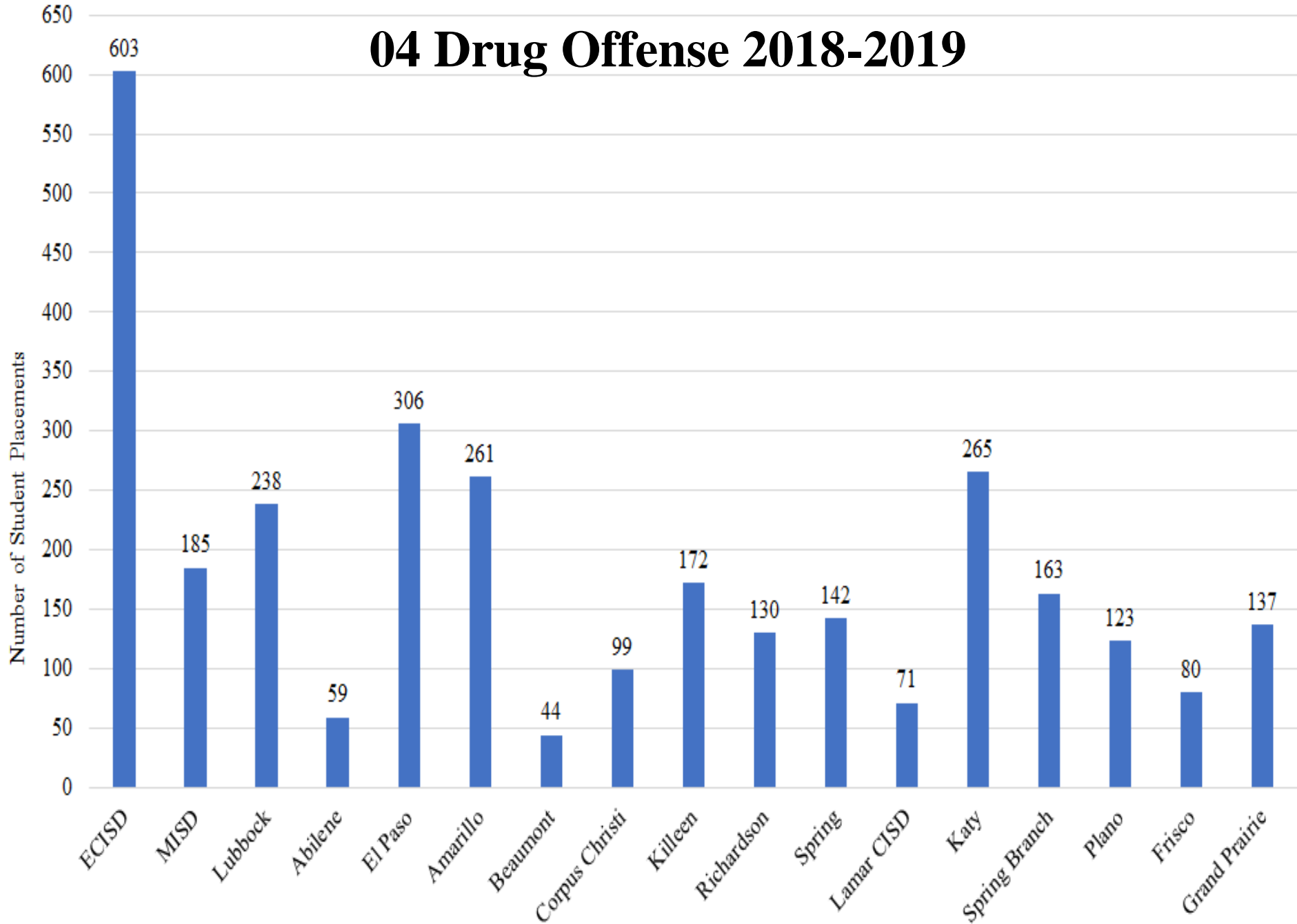
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	16-17 Discretionary	16-17 Mandatory	17-18 Discretionary	17-18 Mandatory	18-19 Discretionary	18-19 Mandatory
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<span style="color: red;">■</span> African American	0	3.6	0	0	1.1	6
<span style="color: blue;">■</span> Hispanic	0.3	1.4	0.37	1.8	0.56	2.2
<span style="color: yellow;">■</span> White	0.39	1.7	0.56	1.9	0.46	2

Year and Type of Placement

# 04 Drug Offense 2018-2019





# Three Year Cumulative STAAR Data by Subgroups

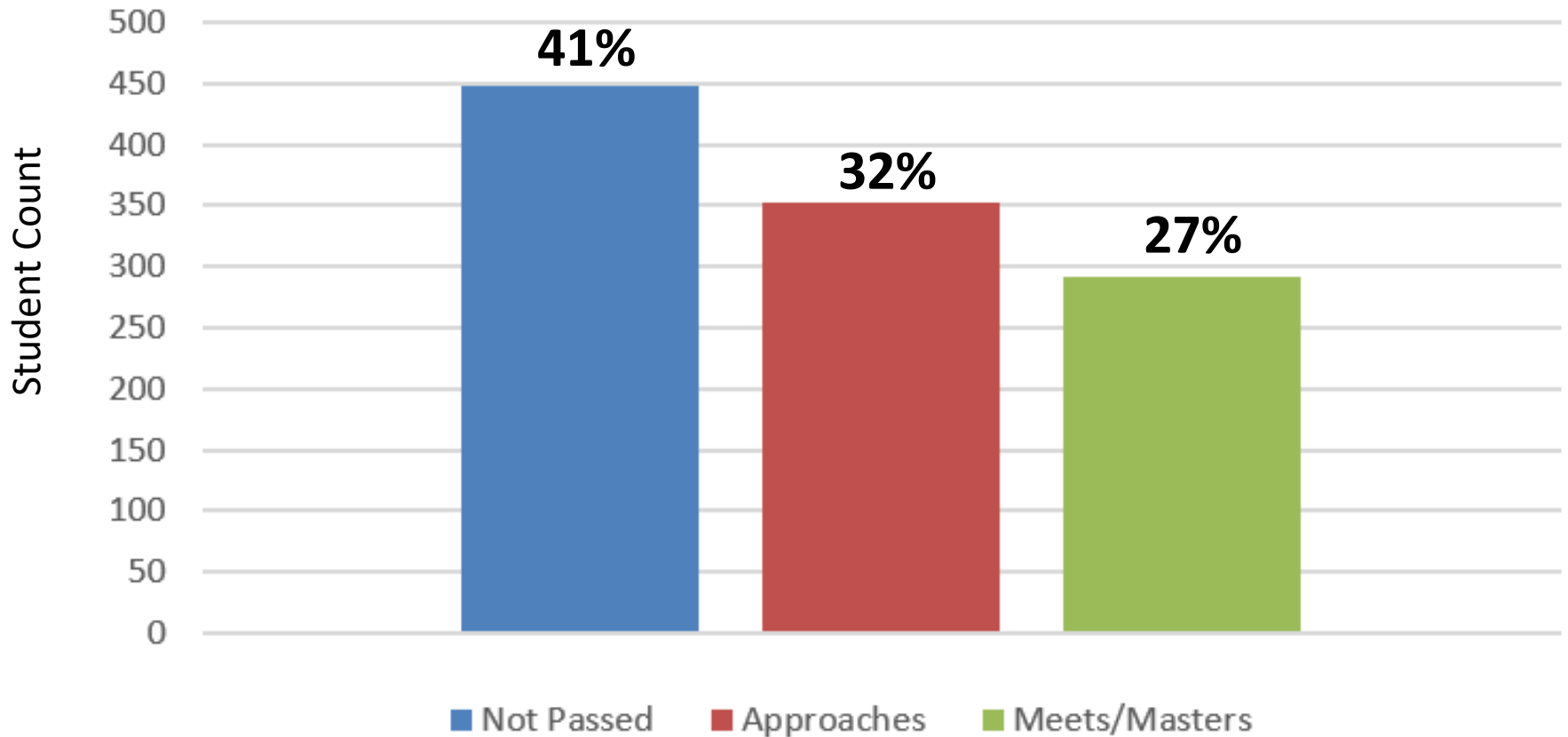
**Percent**

100  
90  
80  
70  
60  
50  
40  
30  
20  
10  
0

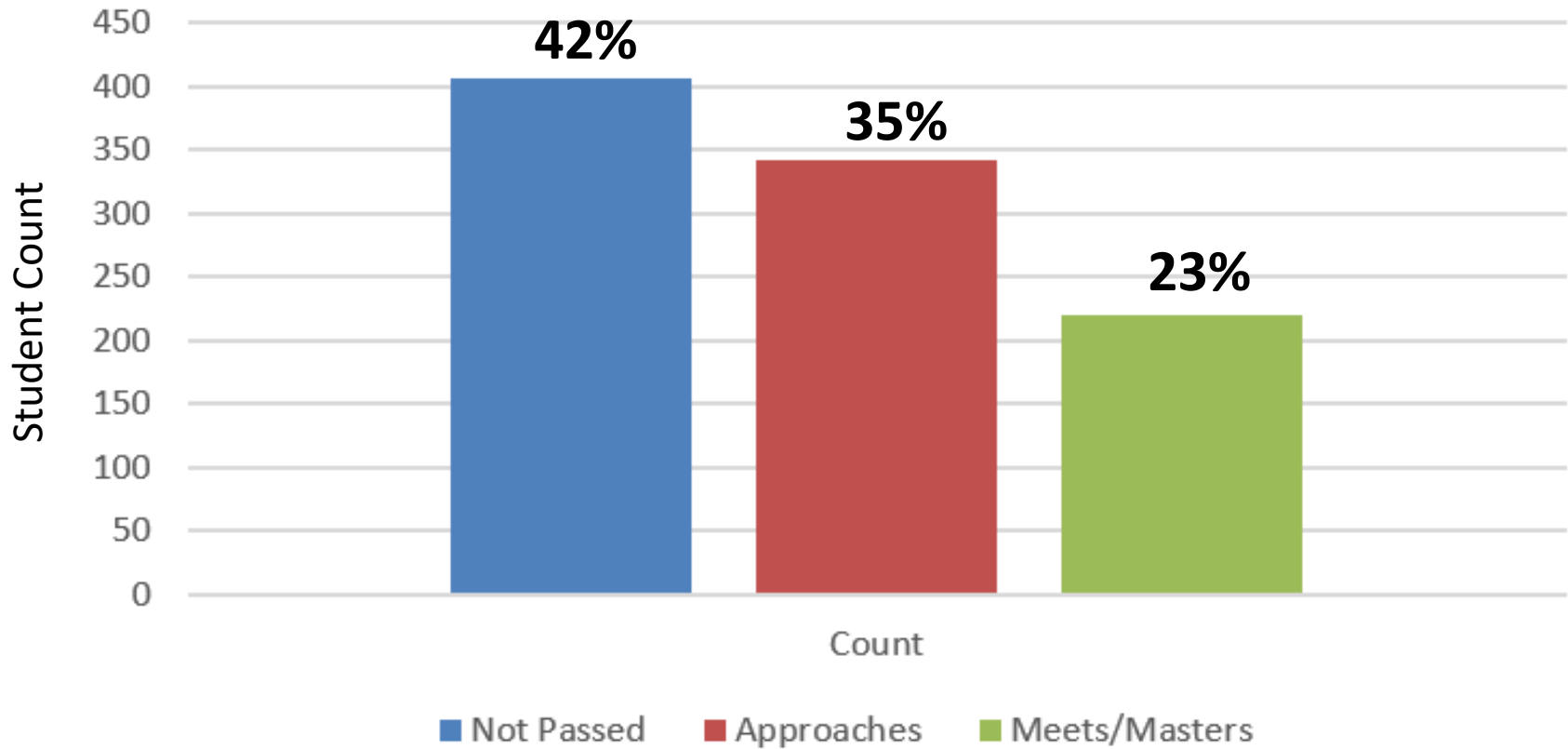
	Reading	Math	Writing	Science	Social Studies
16-17 African American	49	52	36	55	52
17-18 African American	49	51	42	56	51
18-19 African American	50	54	38	56	61
16-17 Hispanic	55	62	49	66	57
17-18 Hispanic	58	66	50	69	58
18-19 Hispanic	59	67	51	67	62
16-17 White	68	71	56	81	75
17-18 White	71	73	59	82	73
18-19 White	70	71	60	79	76

**Subject Areas Tested**

# 2019 STAAR Reading / EOC English 1, 2 Results



# 2019 STAAR Math / EOC Algebra 1 Results



# Data Insights

## Mindset:

- Not all students learn academics the same way.
- Why don't we understand that people learn behavior in different ways?
- Why do we use a "one size fits all"?

## Unconscious Bias:

- Do we make decisions based on our own background or previous experiences without even realizing it?

## Social Emotional:

- How do we build teacher relationships with students to support learning and behavior?

## Campus Systems:

- Is the TBSI Campus Core Team being utilized as designed?
- Is the RTI process to support student academic and behavior needs being utilized?
- How do we support teachers with classroom management?

## District Systems:

- How do comparable districts address student issues that we are struggling with?

