

# Eanes ISD: An Update on DEI

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**Problem: Initial Reports on Race and Racism In Eanes Included Review of:**

- Open Forum Comments for Board Meetings
- District’s Statement referencing *killing* of George Floyd
- News accounts that included narratives from EISD students
- Input from Community Groups, Parents, Alumni, and Concerned Citizens who provided their accounts

**Conclusion:** There was a race issue that made students of color feel excluded and/or unwelcomed

**The Response:**

- Survey the Climate with a focus on Race and Racism (as charged)
- DEI Survey Results: Quantitative, Qualitative Data, Limitations
- Related Responses and Other “Data Points”
- Statement on CRT

**Recommendations**

**What has been accomplished?**



## Survey Instrument



- I created a survey for Leaders and Staff based on the perceived issue of race and a suggested approach to start to address it
- Leaders were separated into Central Office and Campus Leaders
- Staff members were separated into Non-instructional and Instructional Staff
- Non-instructional Staff were also provided in Spanish (% completed too low)
- Instructional staff allowed for further branching into levels

# Survey Instrument



Position	Responses	Invites	% Complete
Campus Leader	25	25	100
Central Office Leader	22	39	56
Instructional Staff	568	759	75
Non-instructional Staff	125	272	46

- A total of 47 leaders completed survey at a 72% completion rate (25 Campus; 22 Central Office)
- A total of 693 staff completed survey at a 70% completion rate (568 instructional; 125 non-instructional)
- Demographic data Plus 50 Questions
- Sample Questions with Name of Scale
- Our curriculum has been examined to determine whether it perpetuates racial bias. (Achievement)
- Racial occurrences in our school are rare, isolated situations. (General Awareness)
- We have created resources that facilitate the productive development of an anti-racist identity with families. (General Action)
- I have created policies/practices that definitely punish bullying of students because of their racial identity. (Personal Awareness + Action)

## Survey Instrument



### Fifty Questions with Four Scales

- **Achievement** (emphasis)-measures degree of focus on academic achievement that may fail to account for other aspects of climate(ranged from 1-6; higher score =greater emphasis)
- **General Awareness**- measures overall racial awareness in environment generally but may also indicate lack of representation of diversity or equity (ranged from 1-6; higher score =greater emphasis)
- **General Action**- measures overall direct actions to examine and/ or take action to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)
- **Personal Awareness & Action**- measures personal examination of race and direct actions taken to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)

### Likert Scale

- Ranged from strongly disagree(1) to strongly agree(6); no text for intermediate numbers indicating degree
- Some questions were reverse coded to avoid response set and closer reading

Scale	Number of Questions	Average			
Achievement	12	3.48			
General Awareness	12	3.48			
General Action	13	2.70			
Personal Awareness + Action	13	3.22			
1	2	3	4	5	6
VSD	SD	D	A	SA	VSA

- **Achievement** (emphasis)-measures degree of focus on academic achievement that may fail to account for other aspects on climate(ranged from 1-6; higher score =greater emphasis)
- **General Awareness-** measures overall racial awareness in environment generally but may also indicate lack of representation of diversity. (ranged from 1-6; higher score =greater emphasis)
- **General Action-** measures overall direct actions to examine and/or take action to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)
- **Personal Awareness & Action-** measures personal examination of race and direct actions taken to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)

## Survey Responses: Campus Leaders (25)



Scale	Number of Questions		Average			
Achievement	12		3.64			
General Awareness	12		3.60			
General Action	13		2.68			
Personal Awareness + Action	13		2.69			
	1	2	3	4	5	6
	VSD	SD	D	A	SA	VSA

- **Achievement** (emphasis)-measures degree of focus on academic achievement that may fail to account for other aspects on climate(ranged from 1-6; higher score =greater emphasis)
- **General Awareness**- measures overall racial awareness in environment generally but may also indicate lack of representation of diversity. (ranged from 1-6; higher score =greater emphasis)
- **General Action**- measures overall direct actions to examine and/or take action to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)
- **Personal Awareness & Action**- measures personal examination of race and direct actions taken to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)

## Survey Responses: Central Office Leaders (22)



## Survey Responses: Instructional Staff (568)

Scale	Number of Questions	Average			
Achievement	12	3.24			
General Awareness	12	3.42			
General Action	13	2.67			
Personal Awareness + Action	13	3.13			
1	2	3	4	5	6
VSD	SD	D	A	SA	VSA

- **Achievement** (emphasis)-measures degree of focus on academic achievement that may fail to account for other aspects on climate(ranged from 1-6; higher score =greater emphasis)
- **General Awareness**- measures overall racial awareness in environment generally but may also indicate lack of representation of diversity. (ranged from 1-6; higher score =greater emphasis)
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- **Achievement** (emphasis)-measures degree of focus on academic achievement that may fail to account for other aspects on climate(ranged from 1-6; higher score =greater emphasis)
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- **Personal Awareness & Action**- measures personal examination of race and direct actions taken to address racial inequities in the environment (ranged from 1-6; higher score =greater emphasis)

## Survey Responses: Non-Instructional Staff (125)



## Sample Questions



1	2	3	4	5	6
VSD	SD	D	A	SA	VSA

- Our curriculum has been examined to determine whether it perpetuates racial bias. (Achievement)
- Racial occurrences in our school are rare, isolated situations. (General Awareness)
- We have created resources that facilitate the productive development of an anti-racist identity with families. (General Action)
- I have created policies/practices that definitely punish bullying of students because of their racial identity. (Personal Awareness + Action)

## Survey Limitations & Qualitative Data



### Limitations

- Conversations about race are underdeveloped but opinions are strong
- Some responses reflect a person's level of knowledge and/or awareness
- Questions about race can reflect strong sentiments as some believe conversations about race are not legitimate

### Qualitative Survey Data

- Open ended questions allowed participants to share freely
- Provides context for some answers
- Adds support to the quantitative answers

## **Related Responses & Other Data Points (7/2020)**



- Hiring of DEI Consultant
- Developed DEI Website that Provides Anti-racist Resources
- Established a DEI Advisory Committee
- Made DEI a Board Priority after Board Summit
- Updating the Student Handbook & Modified Quick Reports
- Conducted Student Focus Groups
- Met with Student Groups
- Added DEI Professional Learning with Leaders and Staff
- Established Equity Leadership Teams Led by Principals
- Held meetings with Community Groups

## Critical Race Theory & DEI



- Critical Race Theory (CRT) is not diversity, equity and inclusion (DEI) “training” but a theoretical approach typically used by scholars to interpret happenings in society through scholarly engagement.
- That process, which originated in the legal academy, involves interrogating race and racism in society and it has spread to other fields of scholarship. While our DEI training addresses race and racism, it is not CRT that is commonly used in the academy.
- The focus of our DEI training is to develop racial awareness as an initial step to deepening understanding of equity and how it can be used to improve access and increase belongingness of all students.

## Board Goals for DEI 21-22



- Create a shared understanding of DEI through racial equity leadership training to build capacity and support sustainability
- Assess, monitor and work to modify the climate to ensure inclusivity for all staff and students
- Develop a system of equity-focused restorative justice in support of all learners
- Engage the broader community in a shared responsibility for DEI
- Embed, over time, the ongoing importance of DEI in curricula, instructional materials and resources
- Increase personal growth and learning of trustees, administrators, staff and students to support DEI efforts
- Align DEI goals and their integration with Board policies, administrative procedures and the Eanes ISD Graduate/Staff Profile (WHEEL)

# Questions?

