



DIVISION OF  
**EQUITY AND EXCELLENCE**

# **OVERVIEW OF SERVICES PROVIDED BY THE DIVISION OF EQUITY & EXCELLENCE**

## **FORT WORTH ISD STATEMENT ON THE DEATH OF GEORGE FLOYD**

Superintendent Kent P. Scribner releases the following statement on June 10, 2020

*There are moments in history that demand change – in who we are and what we do. This is one of those moments.*

*For the past week we have seen national outrage in our cities –including Fort Worth—as a very real response to the killing of George Floyd. But this moment didn't begin with what happened in Minneapolis. The anger, the raw emotions, and the great pain, are all the culmination of many, many events in our history in which we have seen African-American men and women repeatedly victimized. The protests of the past seven days are the result of centuries of marginalization of people of color and the fear with which they have lived all of their lives.*

*It is time for all leaders – and that includes school district leaders – to speak up. Our responsibility is to children—all children – and to guarantee them the personal empowerment of education and to fight on their behalf for the respect and just treatment that they deserve. That cannot happen without a shift in our priorities. We must immediately resolve to denounce any form of racism and make a personal commitment to anti-racism. To be silent is to be complicit. When we see racism, we must address it head on. When we hear words of prejudice, we must speak up against them. When we learn of an act of intolerance, especially if it occurs on one of our campuses or in one of our classrooms, we must confront the situation and take action with urgency and unity.*

*Fort Worth ISD, with over 83,000 students and more than 11,000 employees, has the power and the duty to be part of the solution to dismantle institutional racism on behalf of the children we serve and the community in which we all live.*

*Despite our District's racial equity work –through policy and training and crucial conversations – it is time for us to admit that we must do more.*

*We all must do more. It is time.*

# Table of Contents

<b>WELCOME TO THE DIVISION OF EQUITY &amp; EXCELLENCE</b>	<b>4</b>
What does Equity Look Like in FWISD?	5
Division of Equity & Excellence Organization Chart	6
Building and Sustaining a Racial Equity District	6
Equity & Professional Learning Staff	7
Equity Specialist Responsibilities	8
Professional Development Opportunities - Racial Equity	9
Campus Equity Planning and Goals (Whole-School Implementation Plan)	11
Courageous Conversations About Race (CCAR)	13
Campus Racial Equity Champion	15
Responsibilities of Campus Equity and CARE Teams	17
Students Organized for Anti-Racism (SOAR)- Advisor Expectations	18
Racial Equity Framework	19
Equity Audit Overview	20
Culturally Responsive Teaching Practices	25
<b>STUDENT LEADERSHIP PROGRAMS</b>	<b>26</b>
<b>RESTORATIVE PRACTICES</b>	<b>27</b>
A Definition of Restorative Practices	28
Restorative Practieces Staff	28
Restorative Team Responsibilities	29
Professional Development Opportunities - Restorative Practice	30
<b>EQUITY &amp; COMMUNITY COLLABORATIONS</b>	<b>33</b>
Equity & Community Collaborations Staff	35
<b>APPENDIX</b>	<b>36</b>
FWISD Racial Equity Policy AE(LOCAL)	37
FWISD Racial & Ethnic Equity Pledge	41
Division of Equity & Excellence Timeline	42
Implementation of the PEG Five-Year-Plan	44

## WELCOME TO THE DIVISION OF EQUITY & EXCELLENCE

In order to support the success of ALL Fort Worth ISD students and to ensure all students are prepared for College, Career, and Community Leadership, the Division of Equity and Excellence will ensure equity in all practices and at all organizational levels in FWISD by providing professional development to build a deep and common understanding of the impact of institutionalized racism and equity, specifically racial equity, on student achievement.

### *A message from the Chief of Equity & Excellence*

Greetings Fellow FWISD Educators,

FWISD has started on a courageous journey to dismantle institutional and systemic racism in our district. To address these systemic issues, the Division of Equity and Excellence was established. Since being established, the Division has provided a plethora of seminars to provide opportunities to build racial consciousness by first providing opportunities for participants to build their racial equity lens and interrogate their personal biases.

I'm proud to share that the Division of Equity and Excellence has been expanded. The Division now includes Equity Executive Directors and Equity and Restorative Practice Specialists who have developed professional learning opportunities, and a variety of Social-Emotional lessons and other tools, most of which will be located in this handbook.

It is important that you have access to these tools in one central location. Please use these tools to continue to advance racial equity and student wellness for your students and co-workers.

Should you have questions or need support, please feel free to contact my office for additional guidance.

With deepest regards,

Sherry Breed, Chief, Division of Equity & Excellence



## WHAT DOES EQUITY LOOK LIKE IN FORT WORTH ISD?

A snapshot of the systems in place to bring about a more equitable experience for students of color



### COMMUNITY LEVEL

- Racial Equity Summit
- Adult Education
- Reading with Barbers
- Family Action Center East
- Dr. Martin Luther King, Jr. Day of Service
- Cesar Chavez & Dolores Huerta Day of Service and Advocacy



### SCHOOL BOARD LEVEL

- Racial Equity Policy (AE LOCAL)
- Racial Equity Committee
- Resolution to Support and Protect Racial Equity Conversations



### DISTRICT LEVEL

- Division of Equity and Excellence
- District Equity Leadership Team (DELT)
- Culturally Relevant Instructional Coaching (CRIC)
- Special Education and English Language Learner Equity Leadership Development (SP-ELL)
- CCAR Affiliate & Co-Facilitator Programs
- Instructional Equity Walks



### CAMPUS LEVEL

- Leadership for Racial Equity (LEADS)
- Equity Teams (E-Teams)
- Collaborative Action Research for Equity Teams (CARE Teams)
- Restorative Practices
- Student Engagement and School Completion
- Instructional Equity Walks



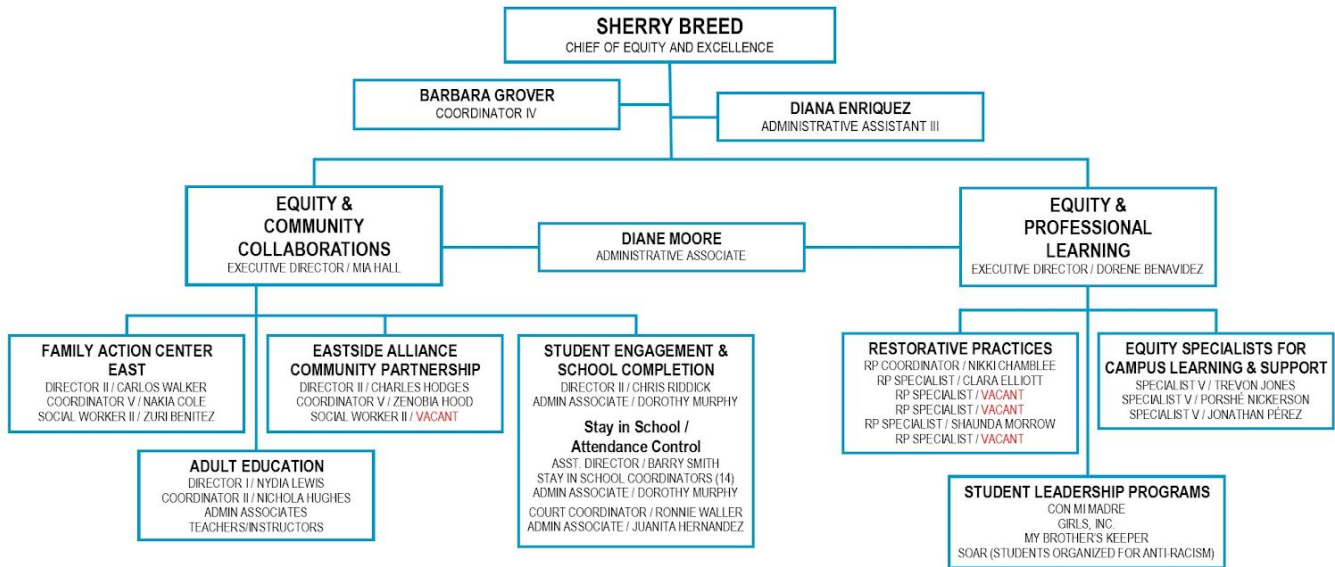
### STUDENT LEVEL

- Students Organized for Anti-Racism (SOAR)
- My Brother's Keeper (MBK)
- Girls Inc.
- Con Mi MADRE
- From The Heart

# DIVISION OF EQUITY & EXCELLENCE

**FORT WORTH ISD ORGANIZATIONAL CHART:**  
DIVISION OF EQUITY AND EXCELLENCE

Revised 7.20.20



## Building and Sustaining a Racial Equity District

Essentials for Achieving Racial Equity in FWISD.

1. Committed Leadership
2. District Action Plan for Racial Equity that is Foundational for Systemic Transformation.
3. Equity Focused Assessment and Increasing Access to Disaggregated Data
4. Relationship Building, skill building and equity principles guide everyday practices.

## EQUITY & PROFESSIONAL LEARNING STAFF



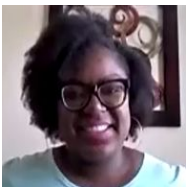
[Dorene Benavidez](#)

**Executive Director, Equity & Professional Learning**  
817-814-2336



[Trevon Jones](#)

**Equity Specialist/CCAR Affiliate Practitioner**  
817-815-4182



[Porshé Nickerson](#)

**Equity Specialist/CCAR Affiliate Practitioner**  
817-815-4183



[Jonathan Pérez](#)

**Equity Specialist/CCAR Affiliate Practitioner**  
817-815-4181

[Barbara Grover](#)

**Coordinator**  
817-814-2337

[Diana Enriquez](#)

**Administrative Associate**  
817-814-2331

## Equity Specialist Responsibilities

- Works to prepare and organize equity-focused professional learning opportunities for District personnel.
- Completes the Pacific Educational Group (PEG) training to receive Affiliate/Practitioner certification and additional Affiliate/Co-facilitator certification requirements, to enable facilitation of future equity seminars.
- Becomes proficient in using the Courageous Conversations About Race (CCAR) protocol. Models its use with teachers, staff, students, and the community.
- Guides professional learning opportunity participants through their own racial consciousness development.
- Designs and leads equity discussions, focus groups, affinity groups, and other training designed to continue the equity work in the District and the greater Fort Worth community.
- Engages in self-reflection and mindfulness to improve teaching and facilitation of Beyond Diversity learning and development.
- Utilizes the CCAR protocol to guide others in the development of healthy racial discourse.
- Collaborates with the Curriculum and Instruction teams to enhance culturally relevant instruction; evaluating instructional programs and teaching effectiveness; program evaluation.
- Supports and Monitors student leadership program activities. (SOAR, MBK, Con Mi Madre, Girls Inc. and any other school sponsored program)
- The ES is assigned to a group of schools to provide training and support; meets with campus Equity and CARE teams to advance and sustain the racial equity work on campuses by providing guidance and modeling CCAR protocol; specialists will research and interpret relevant data.
- Provides support to other FWISD departments and schools as needed. Travel to school district buildings and professional meetings as required
- Serves as an equity advocate for FWISD by addressing local equity issues
- Collaborate with the RP team to develop adult and student SEL skills necessary to engage in Courageous conversations around race, equity, identity, cultural awareness, implicit bias and systemic injustices.



## PROFESSIONAL DEVELOPMENT OPPORTUNITIES - RACIAL EQUITY (in-person & online)

### Introduction to Courageous Conversations About Race

#### **Learning Objectives:**

Participants will be able to

- Articulate why racial equity work is occurring in Fort Worth ISD
- Identify the three components of the Courageous Conversations about Race Protocol
- Apply the Courageous Conversations about Race Protocol to engage in self-reflection

#### **Course Description:**

In this self-paced course, participants will be introduced to the Courageous Conversations about Race Protocol as taught by Glenn Singleton. The course begins with an overview of racial equity work in Fort Worth ISD. Next, participants will learn about the Four Agreements, the Compass, and two of the Six Conditions. Throughout the course there will be opportunities to engage independently and collaboratively with other participants. As a culminating activity, participants will record their own racial autobiography to move more deeply into critical self-reflection. Participants need not have attended “Beyond Diversity” or other Equity & Excellence training to participate in this virtual course.

---

### Anti-Racist Classroom

#### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Define implicit bias
- Discuss implicit bias and its impact on decision making in schools and classroom settings
- Discuss strategies to effectively address implicit bias and the facilitation of culturally responsive school environments
- Define microaggressions
- Discuss microaggressions in the classroom and their impact on students
- Discuss strategies to effectively address microaggressions and create safe, equitable learning environments for students of all races and identities

#### **Course Description:**

While we cannot completely rid ourselves of bias, we can learn how to recognize it and lessen its impact, how it illustrates power, microaggressions, and privilege on the student/teacher experience, which also affects our school culture. This PD is designed to trigger reflection on our own behaviors, not just raise awareness. Learners will develop awareness, have an opportunity to interrogate their own bias and reflect on what this looks like in their schools. By discussing these perspectives and experiences, our goal is to reduce implicit bias and micro aggressive behaviors, and increase positive interactions in our school environments. This, in turn, will create a more equitable culture, leading into the development of an anti-racist classroom.

---

## Critical Race Theory (CRT) in Fort Worth ISD: An Introduction

### **Learning Objectives:**

Participants will be able to

- A working understanding of Critical Race Theory (CRT) and its central tenets (Counter-storytelling, the permanence of racism, whiteness as property, interest convergence, critique of liberalism)
- An understanding of the endemic nature of racism and white supremacy to US society at its founding and into the present
- The ability to easily and openly discuss issues of race, racism, and settler colonialism
- The ability to read, understand, and apply CRT as an analysis tool in their current roles

### **Course Description:**

In this self-paced course, participants will learn how racism is prevalent in all aspects of our society, including our US educational system, and how it impacts the Black, Brown, Native American and Indigenous student experience. The course begins with an overview of racial equity work in Fort Worth ISD. Next, participants will learn about the legacy of racism in schools from the Black, Brown, Native American, and Indigenous perspective. Throughout the course there will be opportunities to engage independently and collaboratively with other participants. As a culminating activity, participants will develop their own Racial Equity Strategic Plan to move more deeply into critical self-reflection and work towards implementing their plan into the participants current roles. Participants need not have attended “Beyond Diversity” or other Equity & Excellence training to participate in this virtual course.

---

## Historical Perspectives of Race in Fort Worth

### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Review and use the Courageous Conversations Protocol
- Learn about the historical perspectives and impacts of race in Fort Worth, Texas
- Develop their own racial consciousness about race factors in Fort Worth, Texas
- Discuss ways to change the narrative about race in Fort Worth, Texas

### **Course Description:**

In this self-paced course, participants will learn about the historical perspectives and impacts of race in the development of Fort Worth, Texas. While growing their own racial consciousness, participants will reflect on their new learning about the racial history of the city and how history impacts present-day occurrences. At the conclusion of this course, participants will share ways they will address racial inequities within educational settings and the community.

# FWISD CAMPUS EQUITY PLAN AND GOALS

## Whole-School Implementation Plan Overview

### Identified Areas of Need and Preferred Outcomes for Implementation

Areas of Need: Staff/Faculty Members	Areas of Need: Parents/Family members Preferred Outcomes: Staff/Faculty Members
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Preferred Outcomes: Staff/Faculty Members	Measuring Outcomes Plan (progress checks)
1.	
2.	
3.	
4.	
5.	

### FWISD Campus Racial Equity Professional Development

Staff/Faculty:	Workshop 1:	Scheduled:
		Facilitator:
	Workshop 2:	Scheduled:
		Facilitator:
	Workshop 3:	Scheduled:
		Facilitator:
Office, Cafeteria and Custodial Staff	Introduction to Racial Equity	Scheduled:
		Facilitator:

Parent/Family	Introduction to Racial Equity	Scheduled:  Facilitator:
---------------	-------------------------------	--------------------------------

**Equity Specialist Collaboration/Support: Building and Sustaining Racial Equity**

E Teams	Scheduled:
CARE	Scheduled:
School Culture Visits	Scheduled:
Class Visits	Scheduled:
Teacher Committees/Campus Leadership Team Meetings	Scheduled:
Campus Organizations: SOAR, MBK, Con Mi Madre, Girls Inc., Student Council, PALS, Etc.	Scheduled:

**Campus Racial Equity Champion**

<p>Goals:</p> <p>Equity Champion needs:</p> <p>Plan:</p> <p>Dates for Completion:</p>
---

## Courageous Conversations About Race (CCAR)

Courageous conversations are dialogues in which participants commit to engage each other with honesty, open-mindedness, and vulnerability; to listen deeply to better understand each other's perspective; and to "sustain the conversation when it gets uncomfortable or diverted".

Ground Rules for Continuing Courageous Conversations is to be able to have a conversation about race without excessive fear of being labeled racist, biased or bigoted, to avoid blaming or being blamed, and to avoid discounting or invalidating the experiences and feelings of others. To that end, we agree to follow these ground rules:

### ***Stay Engaged***

- Give yourself permission to focus fully on the conversation topic or exercise at hand.
- Please silence your cell phone.
- Share a story, state your opinion, ask a question, take a risk and grow

### ***Experience Discomfort***

- Listen without thinking about how you are going to respond.
- Try to understand where another person is coming from as best you can.
- Be careful not to compare your experiences with another person's. This often invalidates or minimizes a person's experiences.
- If someone is pointing out how what you said left them feeling, try not to explain or rationalize what you said or why you said it. Sometimes positive intent is not enough. Sometimes it's necessary to just say, "I didn't realize what I said was inappropriate...or hurt you in that way, I'm sorry," etc.
- Be comfortable with being uncomfortable.

### ***Speak Your Truth***

- Value everyone's thoughts.
- Start by assuming good intentions.
- Speak from your own experience and use "I" statements, as in "I think", "I feel", "I believe", or "I want".
- It's important that we create a safe environment where everyone is free to speak openly.
- Keep in mind that people are in different places in this work. In order for us to grow, people need to be able to share thoughts in a way that's comfortable for them.
- Be aware of non-verbal communication.
- Before speaking, think about what you want others to know. How can they best hear you?
- Mistakes are part of success. Don't be overly cautious about being politically correct – this is a learning process.
- Disagree respectfully.

### ***Expect and Accept Non-closure***

- Engaging in race conversations is ongoing work that does not necessarily leave a person walking away feeling everything turned out the way they hoped. Accept that much of this is about changing yourself, not others.

### ***Honor Confidentiality***

- What is shared here, stays here.

# The Courageous Conversations About Race (CCAR) Protocol

---

## THE COMPASS



## THE AGREEMENTS

- Stay engaged
- Speak your truth
- Experience discomfort
- Expect and accept non-closure

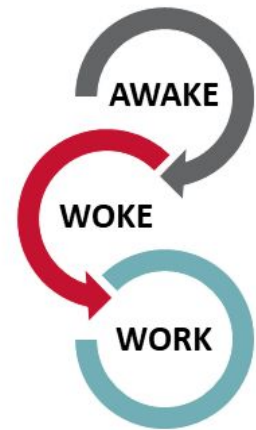
## THE CONDITIONS

1. Focus on what is personal, local and immediate
2. Isolate race
3. Normalize social construction and multiple perspectives
4. Monitor agreements and conditions. Establish parameters
5. Use a “working definition” for race
6. Examine the presence and role of “Whiteness.”

## FWISD CAMPUS RACIAL EQUITY CHAMPION

Through Fort Worth Independent School Districts (FWISD) intentional approach to bring race at the forefront of all we do, the campus-based racial equity champion (rec) will function as field entities of the Division of Equity & Excellence. The purpose of the REC is to support the Division of Equity & Excellence by building a racial equity culture within their school and Fort Worth Independent School District (FWISD).

**What is racial equity culture:** an organizational culture focused on the counteraction of race inequities, both internally and externally. As the culture is developed, people will enter in different stages:



At the **AWAKE** stage, organizations are focused on people and on building a workforce and boards composed of individuals from different race backgrounds. The primary goal is representation, with efforts aimed at increasing the number of people of different race backgrounds.



At the **WOKE** stage, organizations are focused on culture and on creating an environment where everyone is comfortable sharing their experiences, and everyone is equipped to talk about race equity and inequities. The primary goal is inclusion and internal change in behaviors, policies, and practices.



At the **WORK** stage, organizations are focused on systems to improve race equity. The primary goal is integration of a race equity lens into all aspects of an organization. This involves internal and external systems change and regularly administering a race equity assessment to evaluate processes, programs, and operations.

The campus Racial Equity Champion will **set the tone** and drive the progress of the work through:

1. Personal beliefs & behaviors
  - a. Believe diverse representation is important.
  - b. Prioritize an environment where different lived experiences and backgrounds are valued and seen as assets to teams and districts.
  - c. Model a responsibility to speak about race, dominant culture, and systemic racism both inside and outside the organization.
2. Policies & Processes
  - a. Regularly review campus level policies, practices, procedures, programs and people to ensure a racial equity culture is developed and remove any inequities discovered in the reviews.
  - b. Review personal and campus oppression; identify campus power differentials and change and explore alternative approaches in day to day operations.
3. Data
  - a. Set a standard to desegregate all student data by race
  - b. Disaggregate internal staffing data to identify areas where race disparities exist, such as compensation and promotion, then analyze data to determine root cause.
  - c. Regularly monitor racial breakdown of data and adapt where needed.

### **Campus-Based Equity Champion Goals:**

1. Serve as primary contact for the Division of Equity & Excellence (Equity Specialist) on specific campuses and primary contact for communication between Equity and CARE campus members.
2. Work with the Division of Equity & Excellence by identifying, suggesting and hosting campus workshops geared towards racial equity.
3. Identify existing campus and district initiatives through which to incorporate diversity, equity, and inclusion awareness-building opportunities.
4. Provide recommendations to campus administration and district units regarding equitable and inclusive programming and practices.
5. Identify, engage, and work with campus colleagues and recruit them to work with campus-based racial equity work.
6. Assist the Division of Equity & Excellence with the identification of external diversity, equity, and inclusion-related development resources.
7. Collaborate with identity-based groups and entities across the district and larger community
8. Collaborate with campus-based heritage month committees to deliver programming and provide support as needed.

### **Operational Guidelines:**

1. Regular meetings as needed, with minutes uploaded to the Division of Equity & Excellence SharePoint page.
2. Maintain current campus membership list based upon guidelines below.
3. Calendar of campus-based diversity, equity and inclusion related events posted on the Division of Equity & Excellence Master Calendar.
4. Provide status updates on action plans.

### **Membership Guidelines:**

#### **Members:**

1. Must have completed Beyond Diversity
2. Open to full-time employees only, with written approval from the direct supervisor. (Does not include substitutes or part-time). Note\* Substitutes or part time workers can support at events.
3. Participate in appropriate and available professional development opportunities.
4. Attend and actively participate in racial equity learning opportunities.

**Meeting Schedule:** Once a month with the Division of Equity & Excellence

**Budgetary Support:** The Division of Equity & Excellence will develop opportunities to grow your capacity as the REC, for your campus. Therefore, there will be opportunities for professional development and invitations to attend conferences, which all support the racial equity work in FWISD.

**Supervision:** Chief of the Division of Equity & Excellence, Executive Director of Equity & Excellence, and Equity Specialist.



## EQUITY TEAMS / CARE TEAMS

### Responsibilities of Campus Equity and CARE Teams

<b>E-Teams (Equity Teams)</b>	<b>CARE Teams (Collaborative Action Research for Equity)</b>
<ul style="list-style-type: none"><li>● Campus principal is the leader of the E-team</li><li>● Principal selects members from various grade levels and departments on campus (*only one member may be a teacher's assistant)</li><li>● Members have the passion for understanding equity and the courage to lead teachers in intentionally ensuring a racially equitable education for <i>all</i> students</li><li>● Members self-evaluate to discover how race impacts their personal and professional beliefs and behaviors as it relates to racially equitable student discipline</li><li>● Team regularly monitors student attendance and discipline data, isolating race<ul style="list-style-type: none"><li>○ <u>Attendance data to monitor using Focus</u> - weekly attendance of students by ethnicity/ race, ensuring there are no lowering trends/patterns compared to the <u>All</u> students category</li><li>○ <u>Discipline data to monitor using ADQ or Focus</u> - student referrals, IS and OS suspensions ensuring there are no racial disproportionalities and/or increases among black and brown students</li></ul></li><li>● <b>Team meets monthly</b> as a PLC to discuss and review data, and create an action plan to improve student attendance and discipline data and eliminate any racial achievement disparities</li></ul>	<ul style="list-style-type: none"><li>● Campus principal selects teachers who work directly with students to be CARE Team members (*may be led by campus Instructional Coach)</li><li>● Each CARE Team teacher selects and analyzes a focus group of 5-6 students of color/indigenous students to learn how best to teach, support and positively impact the students in their learning (This is done through student/teacher communication and examining student work to pinpoint how/when their teaching is most/least effective.)</li><li>● Members self-evaluate to discover how race impacts their personal and professional beliefs and behaviors as it relates to racially equitable student learning opportunities</li><li>● Team discusses, plans, and designs rigorous, standards-based lessons that intentionally engage <i>all</i> students in the classroom, including focus students<ul style="list-style-type: none"><li>○ Monitor MTSS interventions to ensure differentiation that is sensitive to the racial and socioeconomic differences of students</li></ul></li><li>● Team supports teachers in discovering challenges in their relationships with students of color and indigenous students, and improving their instructional delivery accordingly for culturally relevant pedagogy</li><li>● <b>Team meets monthly</b> as a PLC to share learning, observe one another's instruction, and talk about the progress/setbacks of various students in their focus group</li></ul>

(Source: Singleton, G. E. (2015). *Courageous Conversations About Race: a Field Guide for Achieving Equity in Schools (2<sup>nd</sup> Ed.)* (pp. 239-241). Thousand Oaks, CA: Corwin.)

## SOAR (Students Organized for Anti-Racism)

### Advisor Expectations

**Students Organized for Anti-Racism (SOAR)** is designed to activate students for anti-racism work guided by faculty at their respective campus.

- All high school students are welcomed to join and will meet during school hours
- Interracial groups whose membership reflects the racial demographics of the building and which are not dominated by one racial group are best suited for success these groups should not be developed based on racial quotas, but rather on an openness to developing racial consciousness
- White participants should be particularly open to alliances with students of color. In predominantly White settings, it is essential that the group's White students and advisers not further isolate students of color, who are already historically marginalized and hypervisible within the system

**Selecting SOAR Adviser(s):** To be sure that our student participants could see themselves reflected in their advisers and that we were prepared to host racial affinity spaces as needed.

**SOAR Advisers** will work with students and should have credibility with students across all racial backgrounds and be able to practice culturally responsive teaching. They should also have an internalized understanding of critical race theory so that they can recognize racial scenarios in the group and help guide students through the leadership development process with pedagogy that fosters student growth

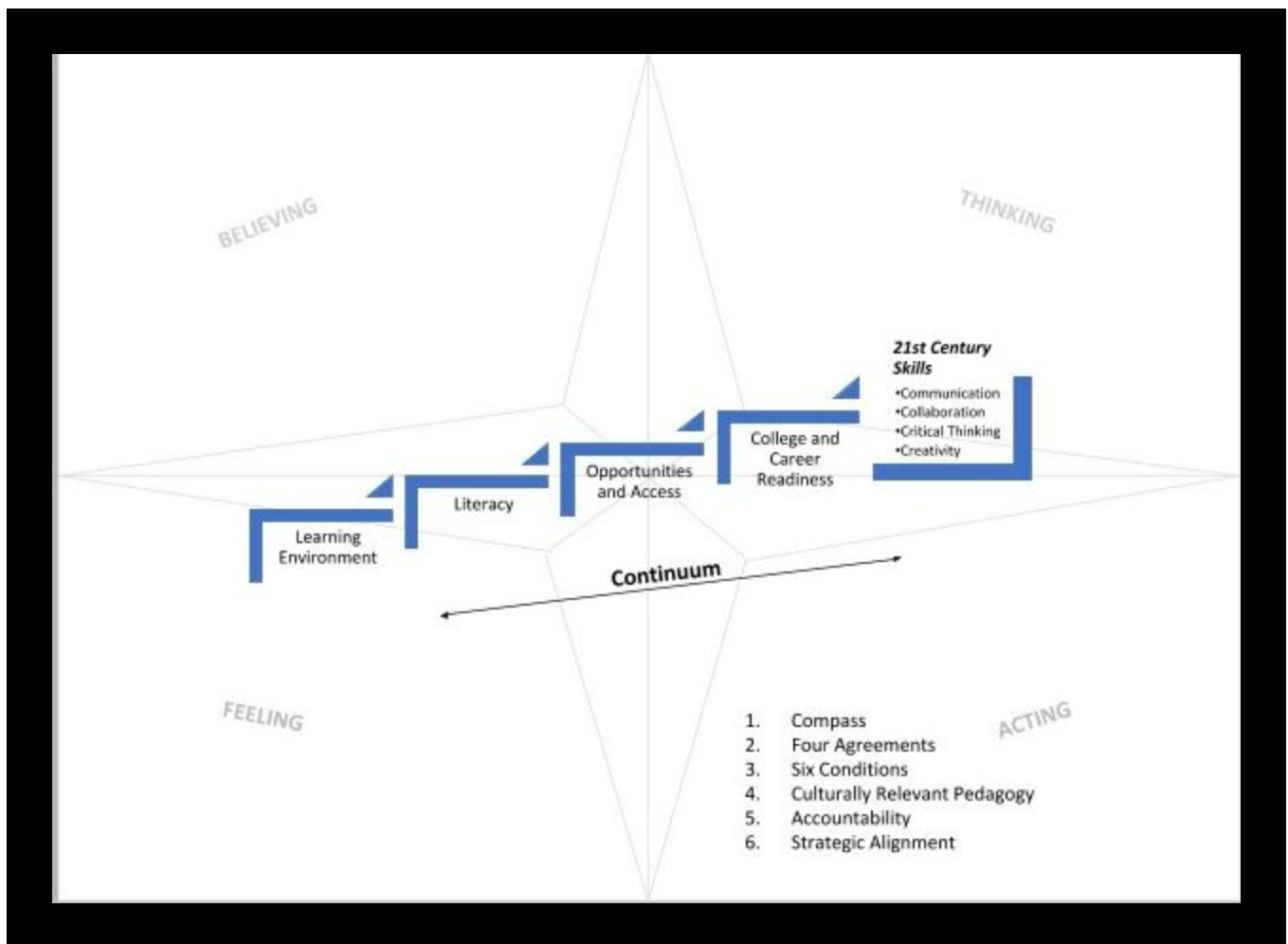
**SOAR Advisers guide students to** interrupt, question, echo, and educate students with the following strategies;

- Grounded in the Courageous Conversations About Race (CCAR) Protocol, **advisers will partner** with SOAR students in continuing developing their racial consciousness by;
  - Be present for students
  - Equity Specialist will provide resources for the development of racial consciousness
  - SOAR students will attend conferences, present at workshops, design T-shirts, lead nonviolent actions against racism, and spend significant time in conversation, learning, and reflection
  - Working in action groups to create a mural, engage in nonviolent protests, petition the school board
    - Example- to raise the Black Lives Matter flag at our middle school, and develop a week of action during Black Lives Matter at School week in February
  - Transform the culture in our schools and support all students in developing positive racial identity
  - Connect students with tools and strategies to interrupt bias and racism while creating a positive experience for self-identity
  - Address racism on the individual, interpersonal, institutional, and system levels — and engage with each other's at every level
  - Address racism in their lives and communities



## Racial Equity Framework

ENGAGE, SUSTAIN, DEEPEN



*Intentionally preparing ALL students for success*

# EQUITY AUDIT

## Equity Audit Overview

### Overview of Audit Tool

*“The District recognizes that major historical and societal factors in our nation impact the inequity that exists within public schools. Purposeful action can be taken to identify, acknowledge, and overcome racial and ethnic disparities between students. The responsibility for addressing these disparities among students rests with the adults, not with the students.”*

The Fort Worth Independent School District (FWISD) District Racial and Ethnic Equity Policy outlines several areas that FWISD staff must implement and measure to ensure an equitable education for our students. In order to streamline the process of measuring these key factors, the Division of Equity and Excellence has drafted a FWISD Equity Audit.

An equity audit is a systemic way for school leaders to assess the degree of equity or inequity present in key areas of their schools (Skrla, McKenzie & Scheurich, 2009). In FWISD, those key areas are organized into four categories: Learning Environment, Literacy, Opportunities and Access, and College and Career Readiness. Several metrics are tracked in each of the four categories to develop a complete assessment. The FWISD Equity Audit will be conducted annually at the district and campus level.

Many of the metrics utilized in the draft of the FWISD Equity Audit are taken from data points that FWISD regularly collects. While the data may be included in other conversations, the goal of the analysis is solely focused on racial equity. The Equity Audit will streamline and disaggregate the data to ensure that any gaps that exist between White students and students of color can be identified and addressed.

The purpose of the Equity Audit will be to highlight what is working well and what we need to continue to improve in order to eliminate disparities for our students of color while creating a culture of accountability for all district personnel. Based on the Equity Audit, school leaders and equity teams will reflect on the data, determine goals for the school year, create professional development plans, and determine how to address inequities effectively.

This document outlines our racial equity framework, goes into depth about each of the four categories, and concludes with frequently asked questions.

## KEY AREAS:

### Category: Learning Environment

Description: The Learning Environment encompasses the social and emotional factors that contribute to culture and climate in our schools. This focus area is the foundation of an equitable education for our students. In order to understand the Learning Environment, we track behavior, attendance, and perception data. Through these metrics, we develop an understanding of the daily experiences our students encounter in our district and work towards creating a sense of belonging for all Black and Brown students.

#### Data Sources:

Data Point	Description
Suspensions	Number of suspension incidents by student race
Referrals	Number of referrals by race of reporter
MTSS Behavior Plans	Number of behavior intervention plans by student race
Student Attendance	Average Daily Attendance (ADA) by student race
Teacher Attendance	Average Daily Attendance (ADA) by teacher race
Sense of Belonging	Selected Items from the Stakeholder Survey by role and race

### Category: Literacy

Description: District goals track both early literacy and middle grades math. The Literacy category of this audit captures the effectiveness of our instruction to build content literacy in our students. This category tracks testing data and student perceptions of their academic experience in all core subjects. All functions of the District exist to build content literacy in our students. Literacy outcomes disaggregated by race reinforce our District commitment to overall achievement and the closure of racialized gaps in our data.

#### Data Sources:

Data Point	Description
Lexile	Lexile level based on NWEA MAP Growth Score by race
Math Level	RIT Score based on NWEA MAP Growth Score by race
STAAR/EOC	Percent of students at each performance level by race
STAAR/EOC	Percent of students Meeting or Exceeding Progress by race
MTSS Behavior Plans	Effectiveness of academic intervention plans by student race
Student Perception	Could we give students a scale where they self-rate themselves as a learner?

### Category: Opportunities and Access

Description: Opportunities and Access focuses on the way Fort Worth ISD serves students with a focus on programmatic and teacher equity. In addition to the access students have to diverse educators, this category tracks a variety of student programs by race including: early childhood programs, dual language, advanced learning opportunities, identification for special programs, and the access that students have to educators. By centering on the quality of Opportunities and Access in our district we can ensure that all students have the appropriate support to maximize their learning.

#### Data Sources:

Data Point	Description
Early Childhood	Pre-Kindergarten participation by race
AP/DC/IB Participation	Program participation by student race (Each program separate)
AP/DC/IB Success	Successful completion by student race (Each program separate)
Dual Language	Students participating in Dual Language program by race
G/T Participation	Students receiving gifted and talented services by race
Special Education	Students receiving special education services by race
CTE Offerings	Number of CTE Offerings broken down by career cluster
Teacher Demographics	Racial breakdown of teaching staff
Teacher Experience	Percent of teachers at each experience level
Teacher Turnover	Percent of teacher turnover

### Category: College and Career Readiness

Description: College and Career Readiness centers on the Fort Worth ISD mission of preparing all students for college, career, and community leadership. This category includes multiple metrics to ensure that our students are prepared to take advantage of postsecondary employment and education opportunities. A culturally responsive education works towards students becoming independent learners. The College and Career Readiness category ensures that we meet that goal for all students.

Data Sources:

<b>Data Point</b>	<b>Description</b>
SAT	Percent of students college ready by race (score of 1010)
ACT	Percent of students college ready by race (score of 23)
STAAR Masters	Percent of students college ready by race (Masters Level)
TSI	Percent of students meeting TSI criteria by race
CTE Sequences	Percent of students completing a coherent sequence by race
Certifications	Percent earning an industry-based certification by race
IEP Workforce Ready	Percent of graduates receiving special education services prepared for workforce by race

## **EQUITY AUDIT - Frequently Asked Questions**

### **Q: How does the Equity Audit differ from A-F accountability or the FWISD SPF?**

A: Because the FWISD Equity Audit is aligned to Board policy and District goals, it will utilize some data points that exist in other tools. The Audit will focus on understanding the data through a racial equity lens to build an understanding of equity on our campuses and in our district.

### **Q: What's the difference between an Equity Audit and an Equity Walk?**

A: The FWISD Equity Audit will be conducted annually for the District and individual campuses. The Audit looks in-depth at multiple data points to develop an understanding of four categories: Learning Environment, Literacy, Opportunities and Access, and College and Career Readiness. An Equity Walk is aligned to the four categories in the Equity Audit, but can be conducted at any time. The purpose of the Equity Walk is to provide real-time feedback to campuses based on observation data.

### **Q: What is the purpose of an Equity Audit?**

The purpose of the Equity Audit will be to highlight what is working well and what we need to continue to improve in order to eliminate disparities for our students of color while creating a culture of accountability for all district personnel. Based on the Equity Audit, school leaders and equity teams will reflect on the data, determine goals for the school year, create professional development plans, and determine how to address inequities effectively.

### **Q: How often will the FWISD Equity Audit be conducted?**

A: The Audit will be conducted at the end of each school year. Schools will receive the data by August.

### **Q: Is the FWISD Equity Audit composed of campus or district level data?**

A: Each year one Equity Audit will be reported for each campus in addition to one overall audit for the entire district.

### **Q: How will schools use the FWISD Equity Audit?**

A: Schools will receive the data by August. Principals will work with their campus Equity Teams to set goals based on the data from their Campus Equity Audit. Based on their goals, they will write an Equity Plan for the year. Equity Specialists will utilize these plans to provide targeted support to campuses throughout the year.

### **Q: What other steps do you need to take before beginning to compile the Audit?**

A: While the Racial Equity Committee (REC) has seen the four categories, they have not seen the complete draft of the Equity Audit. The next step would be to gather feedback from the REC as well as other stakeholders to develop consensus around the data that we are planning to collect. This would take place over the next several weeks to ensure we can produce an Equity Audit by August 2020.



## CULTURALLY RESPONSIVE TEACHING PRACTICES

<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>● Build Authentic Relationships</li> <li>● Respect Agreements</li> <li>● Circle</li> <li>● Door Entry Sparks (morning greeting)</li> <li>● Routines and Rituals</li> <li>● Student voice and agency</li> <li>● One on one student conferences</li> <li>● Create Safe Space</li> <li>● Allow yourself to be vulnerable</li> </ul> <p>Our beliefs drive our behaviors and our behaviors drive our outcomes. Our intentionality to build relationships is vital in creating a place where students feel like they can be their authentic selves. Recognize your ethnocentrism and biases; know your students' cultural backgrounds; understand the broader social, economic, and political context in which the class is situated.</p>	<p><b>Building Instructional Discourse</b></p> <p><i>Four macro-level instructional strategies:</i></p> <ul style="list-style-type: none"> <li>● <b>Ignite</b>- getting the brain's attention</li> <li>● <b>Chunk</b>- making information digestible</li> <li>● <b>Chew</b>- Actively processing new information</li> <li>● <b>Review</b>- Having a chance to apply new learning</li> </ul> <p>Learning strategies:</p> <ul style="list-style-type: none"> <li>● <b>Read</b>- share with a partner what you found</li> <li>● <b>Write</b>- process your learning internally</li> <li>● <b>Speak</b>- create a short activity that allows students to engage in culturally congruent ways (a variety of language learning and social interaction styles)</li> <li>● <b>Listen</b>- students acquire the mental tools for processing information</li> </ul>
<p><b>Building Learning Partnerships</b></p> <p>Key to this step: provide wait time and use a variety of methods to engage student participation.</p> <p>Strategies to <u>build a community of learners</u> and <b>create productive academic struggle</b>:</p> <ul style="list-style-type: none"> <li>● Think Pair Share</li> <li>● Academic Talk Structures (i.e. group conversations, chalk talk, world café)</li> <li>● Socratic Seminar</li> <li>● Fishbowl</li> <li>● Inquiry Activity</li> </ul> <p>Effective culturally responsive teachers build an alliance with students, which in turn helps students become more actively engaged in their own learning.</p>	<p><b>Building Connection to Learning</b></p> <ul style="list-style-type: none"> <li>● <b>Ask</b>- how they relate to what they are learning about?</li> <li>● <b>Find</b>- ask students to find the content they are learning about at home, and bring back to class to share</li> <li>● <b>Listen</b>- to your students body language, don't push them beyond their level of comfort</li> <li>● <b>Move</b>- create activities where they have to move about the room and connect with others they don't normally work with (music when appropriate)</li> <li>● <b>Play</b>- take time to make classroom lessons engaging and interactive</li> <li>● <b>Pause</b>- frequently do a check in with students, find out where they are in their learning</li> <li>● <b>Talk</b>- connect who they are through what they are learning by asking questions and what they are struggling with (i.e. race, culture, traditions, etc.)</li> </ul>

Sources: Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students.*

## **STUDENT LEADERSHIP PROGRAMS**

- **Girls Leadership Program** – FWISD Board approved the contract with Girls, Inc. of Tarrant County to work with campus leadership at 11 middle and high schools to define and assess specific campus needs relating to the disproportionate number of suspensions of African American female students. Girls will receive support in addressing life challenges to help them stay on track academically, learn to successfully navigate conflict resolution and build leadership and academic skills.
- **My Brother’s Keeper (MBK)** – The MBK program provides weekly mentoring sessions where young men of color learn about college preparation, career choices, community involvement, cultural consciousness, personal growth, and leadership development. The purpose of the program is to encourage personal and academic success.
- **Con Mi MADRE** – Con Mi MADRE provides culturally relevant programming for FWISD Latinas. Workshops and conferences are presented bilingually, and topics are created with the Latino Community in mind. Con Mi MADRE aids families on their journey to higher education – their approach includes 4 areas: relationships, academics, social and emotional development. They not only aid students to do well on academics, but they also focus on creating stronger Latina women socially and emotionally, by building relationships of trust between the organization, staff, mentors, families, and more importantly their mothers.

# **RESTORATIVE PRACTICES**

The Fort Worth ISD Restorative Practices team, inspired and influenced by the work of Pacific Education Group, the International Institute of Restorative practices, Morningside Center for Teacher Social Responsibility, and the Collaborative for Academic, Social and Emotional learning will adopt the following approach to Integrate Restorative Practices, Social Emotional learning and Equity.

1. Develop, implement and support comprehensive, and equity oriented restorative practices that highlight the value and worth of everyone in the learning community.  
(Affective language, Mood Meters, Pulse Meters, Spark Plan, Green circles, Yellow circles, SEL skill development based on CASEL core competencies)
2. Foster the use of restorative practices that address student behavior, staff behavior, policies and procedures, curriculum and instructional decisions, and schoolwide decisions affecting families and communities.  
  
(Data monitoring, restorative chats, restorative conferences, policy circles, family and community circles, reentry circles, family decision making circles)
3. Foster the use of restorative practices when addressing issues of equity.  
(SEL skill development based on CASEL core competencies, yellow or restorative circles, courageous conversation protocols and procedures, equity walks, student lead RP initiatives, family and community outreach)<sup>2</sup>

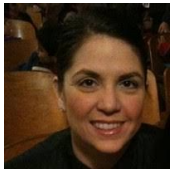


Source: <https://www.morningsidecenter.org/what-we-do?current=/node/560>

## **A Definition of Restorative Practices**

Restorative practices is a social science that studies how to strengthen relationships between individuals as well as social connections within communities (International Institute of Restorative Practices). It is a way of thinking and being based on a foundation of caring, collaborative and respectful relationships. Restorative Practice provides a supportive framework to prevent, respond to, and repair harm through a continuum of practices ( Restorative Practice Consortium 2017). Restorative practices are the relational tools and processes that ensure that when harm is done we respond with a restorative justice mindset- “a philosophical approach to crime and wrongdoing that puts harm done, accountability for that harm by the wrongdoer, and repair of the harm at the centre of the problem solving involving the stakeholders in the matter”.<sup>1</sup>

## **RESTORATIVE PRACTICES (RP) STAFF**



[Dorene Benavidez](#)

**Executive Director, Equity & Professional Learning**

817-814-2336

[Nikki Chamblee](#)

**Restorative Practices Coordinator**

817-815-2913

[Clara Elliott](#)

**Restorative Practices Specialist**

817-815-2904

[Nicole Montalvo](#)

**Restorative Practices Specialist**

817-815-2943

[Shaunda Morrow](#)

**Restorative Practices Specialist**

817-815-2917

[Julia Robinson-Harris](#)

**Restorative Practices Specialist**

817-815-2917

**VACANT**

**Restorative Practices Specialist**

817-815-XXXX

## Restorative Team Responsibilities

Restorative staff will build relationships with FWISD stakeholders.

Restorative specialist will train, coach and support staff, students, and the Fort Worth ISD community on growing in and sustaining the 12 indicators of RP implementation.<sup>3</sup>

1. Administrators consistently demonstrate through actions and words that RP, SEL, and Equity initiatives are a priority. They help facilitate implementation through concrete actions.
2. A majority of staff demonstrate a collective investment in RP, SEL, and Equity initiatives, with shared leadership advancing implementation.
3. Collective input leads to revised school policies and procedures that reduce the punitive and exclusionary responses to misconduct. Revisions focus on prevention, teaching behavioral expectations and skills, and repairing harm and relationships.
4. Monthly, the school leadership team reviews discipline and restorative conference data. The team disaggregates data by student groups to ascertain action steps to increase equity.
5. School staff engage in courageous conversations around race, equity, identity, cultural awareness, implicit bias, and/or systemic injustices. Conversations are not an end point; they are part of a continuous cycle of reflection and action that lead to proactive steps to increase equity in school policy and practices.
6. Teachers, support staff, and administrators receive continuous professional development (PD) in the use of RP, SEL, and equitable practices.
7. Student leaders have opportunities to lead RP, SEL, and Equity initiatives. On a regular and schoolwide basis, student concerns and opinions are solicited.
8. Widespread outreach explains and demonstrates RP to students, their families, and the community at large. Family members participate in RP activities each school year.
9. All students receive explicit instruction in SEL skill-building and have access to additional SEL supports when needed. Staff have opportunities to develop their own SEL skills.
10. Circles build SEL skills and sense of community between and among students and staff. Circles challenge traditional hierarchy by honoring all voices equally.
11. Repairing “less serious” harm and restoring community in classrooms Less serious harms are addressed through interventions before students are asked to leave instruction and before punitive sanctions are applied.
12. Formal restorative conferences use a problem-solving process that aims to identify needs and actions to restore and repair.

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES - RESTORATIVE PRACTICES

### "Relational Practices"- National Educators for Restorative Practices

#### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Facilitate 60 Second Relate Breaks in the classroom
- Develop student-generated questions weekly to be used in the 2 Minute Connections
- Create Sparks in the classroom
- Create and incorporate Pulse Meters in the classroom
- Understand the use of and facilitate the creation of the Treatment Agreement
- Create and facilitate Green "Get To Know You" (GTKY) Circles
- Understand the need for restorative/relational practices in the classroom

**Course Description:** The goal of this online course is to provide teachers with the tools necessary to focus on the proactive approach of building and sustaining positive relationships in the classroom. The desired outcomes will be achieved by implementing the six practical applications (60 Second Relate Breaks, 2 Minute Connections, Sparks, Pulse Meters, Treatment Agreement, and Green "Get To Know You" (GTKY) Circles.

---

### "Connect" The Dots with Your Students

#### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Articulate the meaning of Restorative Practices and how we use it in our classrooms to get connected to our students.
- Identify three components of the Restorative Practices Continuum.
- Apply these tools directly to the classroom with a fresh lens.

**Course Description:** In this self-paced course, participants will explore and refresh their knowledge of the time bound components in the Restorative Practices continuum. This course begins with introductions to the class and building relationships amongst participants through connections. Next, they will have an overview of Restorative Practices, Check- In's, Two Minute Connects, and Get to Know You Circles and Yellow Themed Circles. Throughout the course there will be several opportunities to engage in the work independently and collaboratively with others participating. Participants must have attended an initial Restorative Practices training to participate in this virtual course.

---

## A Differentiated Approach to Building and Sustaining Relationships

### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Discuss the impact of how Restorative Practices takes a restorative approach to resolving conflict and preventing harm. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it.
- Defining and creating Respect/Relationship Agreements to strengthen communication and reduce conflict.
- Define and discuss how 60 Second Relate Breaks builds relationships and allows students to feel energized and more control when they return back to their task.
- Define Affective Language and discuss how using affective statements will help educators to specify the behavior that a student is exhibiting, while improving or maintaining relationships.

**Course Description:** All modules will address the Core SEL Competencies for Collaborative for Academic, Social and Emotional Learning (CASEL). Educators will support students to achieve academically, work with others on a team, manage conflict and stress, achieve goals and better outcomes ([Casel.org/core-competencies/](http://Casel.org/core-competencies/)). Participants will be introduced to an overview of Restorative Practices, deepen relationships with students creating and implementing Respect Agreements, differentiate 60 Second Relate Breaks as a guide to enhance relationships, help educator's bond with students (while learning to understand them), and learn how to model Affective Language as a guide to help students to specify the behavior that they are exhibiting while improving or maintaining relationships.

---

## Academic Circles

### **Learning Objectives:**

Upon completion of this module, participants will have learned and/or practiced the following:

- Build competency in the use of the circle format and the TEA circle template.
- Learn how to create and integrate circles into the content area.
- Collaborate with peers to establish a bank of resources including lessons, websites and books.

**Course Description:** Participants will be introduced to Academic circles as designed by Carolyn Boyes-Watson and Kay Pranis. The course begins with an overview of the circle format and the process of being a circle keeper. Next, participants will learn about the components of the TEA template for creating circles. During the course you will have the opportunities to engage independently and collaboratively with other participants. As a culminating activity, participants will complete the TEA template for two academic circles they plan to implement in their classrooms. The final product submission is one of the two academic circles and two resources.

---

**Sources:**

Thorsborne, M. & Blood, P. (2013) *Implementing Restorative Practice in Schools : A Practical Guide to Transforming School Communities* (p.19)

Gregory, A., & Evans, K.R. (2020). The Starts and Stumbles of Restorative Justice in Education: Where Do We Go from Here? Boulder, CO: National Education Policy Center. Retrieved June 30, 2020 from <http://nepc.colorado.edu/publication/restorative-justice>.

Gregory, Anne & Ward-Seidel, Allison & Carter, Kayla. (2019). 12 Indicators of Restorative Practices Implementation: Checklists for Administrators. 10.13140/RG.2.2.34663.80808.



## **EQUITY & COMMUNITY COLLABORATIONS**

### *CLOSING THE RACIAL EQUITY GAP WITH OUR COMMUNITY*

#### **FAMILY ACTION CENTER**

**Family Action Center (formerly known as the Historic Stop Six Initiative)** – The Family Action Center Southeast (FAC) will not only serve the Stop Six area, but the entire Southeast area. In addition to the usual activities of providing information and resources to students and their parents, the FAC will expand their level of support to include connecting families to resources for social –emotional needs, medical and other needs that families may have. This new organizational structure allows for expansion of services to the community.

#### **EASTSIDE ALLIANCE PARTNERSHIPS**

**Eastside Alliance Community Partnership (EACP)** – The Eastside Alliance Community Partnership (EACP) program was established to provide support to historically underperforming schools within the Eastern Hills High School pyramid. The purpose of the program is to develop structured community-based initiatives that define and drive the achievement and well-being of the students and neighborhoods. The focus is on improving early childhood learning, college and career readiness, parent and community engagement, health and safety and middle-grades math.

#### **STUDENT ENGAGEMENT AND COMPLETION**

##### **STAY IN SCHOOL/ ATTENDANCE CONTROL**

**Student Engagement and School Completion-** Stay-In-School-Coordinators (SISC) are responsible for enforcing the compulsory school attendance requirements by applying prevention, intervention and counseling tactics with our students. SISCs work to reduce the truancy and dropout rate by collaborating with campus staff, students, and parents regarding their attendance through letters, conferences, phone calls and home visits. Because most of the SISC have relationships with students, they will be asked to work with the campus student leadership programs and support the campus advisors. The programs include MBK, Girls Leadership, and SOAR.

## **ADULT EDUCATION**

The FWISD Office of Adult Education (OAE) and the Tarrant County Adult Education & Literacy Consortium (TCAELC) are committed to meeting the learning needs of our communities by empowering adults striving to improve their basic skills through adult education and to promote continued learning throughout their lives. (All courses are completely free to the community).

- The services provided are:
  - Adult Literacy
  - ABE/ASE/GED Classes (Adult Basic Education/General Education Development)
  - Adult ESL Classes(English as Second Language)
  - EL Civics (English Literacy & Civics)
  - TISESL (Texas Industry Specific English as Second Language)
  - ICA (Integrated Career Awareness)
  - Plans are being developed to collaborate more with the Eastside Alliance and the Southeast Community Outreach Center.

## **READING WITH BARBERS**

“Reading with Barbers” began in the summer of 2017 in barber shops located in east and southeast Fort Worth. There are nine participating barbers in the program. When students sit down for their hair cut, barbers encourage them to read aloud and will ask their young customers questions about the book. The main goal of Reading with Barbers is to help young students identify as readers in a male-centric community environment where it is possible to interact with adults for help with vocabulary words, ask questions about content and context, and have ongoing discussions about how literacy plays an important role in lifetime success.

## **EQUITY & COMMUNITY COLLABORATIONS STAFF**

[Mia Hall](#)

**Executive Director, Equity & Community Collaborations**

817-814-2339

[Charles Hodges](#)

**Director, Eastside Alliance**

817-815-4173 (office)

817-300-8766 (mobile)

[Carlos Walker](#)

**Director, Family Action Center**

817-300-2766

[Nakia Cole](#)

**Coordinator, Family Action Center**

[Zenobia Hood](#)

**Coordinator, Eastside Alliance**

817-815-4171

[Zuri Benitez, LCSW](#)

**Social Worker, Family Action Center**

# APPENDIX

## **FWISD RACIAL EQUITY POLICY**

Fort Worth ISD  
220905

EDUCATIONAL PHILOSOPHY  
DATE ISSUED: 2/9/2018  
LDU 2018.01  
AE(LOCAL)-X

AE (LOCAL)

### **Mission Statement:**

Preparing all students for success in college, career, and community leadership.

### **District Racial and Ethnic Equity Policy**

The District recognizes that major historical and societal factors in our nation impact the inequity that exists within public schools. Purposeful action can be taken to identify, acknowledge, and overcome racial and ethnic disparities between students. The responsibility for addressing these disparities among students rests with the adults, not with the students.

District students deserve a safe and respectful learning environment in which all students shall receive an education that maximizes their potential for success in college, a career, and community leadership. The District shall focus on improving its practices in order to ensure equity in education. Any achievement gap between white students and students of color (historically defined as black or African Americans, Africans, American Indians or Alaska natives, Asians, Latinos, native Hawaiian, or Pacific islanders) is unacceptable.

### **In order to advance racial and ethnic equity and improve student achievement for all students in District schools, the Board establishes the following goals:**

1. The District shall provide every student with equitable access to high quality, culturally and personally relevant instruction, curricula, support, facilities, and other educational resources, even when this means differentiating resources to accomplish this goal.
2. The District shall actively monitor practices, including assessment practices, in special education. The District shall analyze and present annually the data regarding the representation and achievement of all students receiving special education services, regardless of race or ethnicity.
3. In order to ensure equitable practices regardless of race or ethnicity, the District shall actively monitor and work to eliminate the loss of instructional time due to disciplinary referrals. The District shall analyze and present annually the data regarding the number of students who lose instructional time due to disciplinary referrals.
4. The District shall actively work to encourage advanced academic opportunities. The District shall examine enrollment process and data annually to ensure no inequitable impact on students of color.
5. All employees and all students shall be given the opportunity to develop critical racial, ethnic, and cultural competence so that they may understand the contexts in which they teach, work, and learn.
6. The District shall create opportunities for all students and families—including families of students of color and those whose first language may not be English—for leadership development and empowerment as partners in education, planning, and decision-making.
7. The District shall create welcoming environments that reflect support for racial and ethnic diversity.

8. The District shall include partners who have demonstrated culturally specific expertise in meeting educational outcomes.
9. The District shall develop employees' personal, professional, and organizational skills and knowledge in order to empower employees to address racial and ethnic disparities.
10. The District shall not tolerate lower academic achievement for any student racial or ethnic group compared to peers.
11. The District shall model racial and ethnic equity in business and operational practices.
12. The District shall include cultural responsiveness in reviews of the curriculum, instructional practices, and assessment design.
13. The District shall report annually on the recruiting, employment, placement, and retention of persons from underrepresented racial and ethnic groups at all organizational levels.

The Board shall hold the Superintendent, central staff, campus staff, and Board members accountable for implementation of this policy. The Superintendent shall develop procedures to implement this policy and metrics to measure achievement of the stated goals and shall report on progress at the beginning, middle, and end of each academic year.

## **Lone Star Governance**

### **Board's Role**

#### *The Board shall:*

1. Ensure creation of a shared mission that promotes improved student outcomes. The Board shall accomplish this by incorporating the District's mission into student outcome goals, Superintendent's constraints, and Board constraints.
2. Measure and communicate how well the mission is being accomplished. The Board shall accomplish this by collectively ensuring accountability through monthly monitoring of school system performance to ensure progress toward the mission and regular communications to the community.
3. Provide guidance and direction for accomplishing the mission. The Board shall accomplish this by creating structure for the school system through distinct Board and Superintendent roles and responsibilities, which include selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent's constraints, and considering and voting on the Superintendent's recommendations.
4. Work with the Superintendent to lead the school system toward the mission. The Board shall accomplish this by behaving in a manner that demonstrates the unity of the Board and the school system.
5. Promote the mission. The Board shall accomplish this by providing advocacy for students, families, staff, and stakeholders.

In carrying out the above activities, the Board shall at all times comply with the Education Code and other laws, as applicable.

#### *Superintendent's Role*

The Superintendent, as the Board's sole delegate (other than the internal auditor) for managing school system operations, shall be responsible for accomplishing the Board's student outcome goals within the boundaries provided by the Board's and Superintendent's constraints and state and federal law.

State and federal law require Board adoption of policies on a variety of topics. The Board’s adopted policies in the school system’s local policy manual constitute compliance with these legal requirements. In accordance with state law, the Superintendent shall be responsible for preparing recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative regulations.

[See BP]

In recommending policies for Board adoption, the Superintendent shall identify when the Board is required to adopt a policy or has statutory decision-making authority that cannot be delegated to the Superintendent. Required Board policy addressing administrative issues shall be handled by consent agenda, with the Superintendent informing the Board of substantive changes. Any operational issues not required to be adopted by the Board shall be addressed

in administrative regulations, and the Board shall take necessary steps to remove such issues from all policies in sections C–G of the District’s localized Board policy manual.

*Board’s Student Outcome Goals for the Superintendent*

The Board’s student outcome goals, as aligned with the school system mission, are:

Goal 1: Early Literacy	The percentage of students in grade 3 reading on or above grade level, as measured by the STAAR on-level standard for reading, shall increase from 30 percent to 43 percent by 2019.
Goal 2: Middle Grades- Math	The percentage of students who meet or exceed standard on the STAAR Algebra I End-of-Course (EOC) examination by the end of grade 9 shall increase from 77 percent to 82 percent by 2019.
Goal 3: College and Career Readiness	The percentage of graduates who have met the criteria for post-secondary readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI, or industry preparation, shall increase from 53 percent to 66 percent by 2019.

The Superintendent shall interpret and implement the Board’s student outcome goals and, in consultation with the Board, shall select goal progress measures (GPMs) for each student outcome goal [see AE(EXHIBIT)]. For any school year during which the Board’s student outcome goals are not met, the Superintendent shall make reasonable progress toward meeting the student outcome goals.

### *Board's Constraints for the Superintendent*

In attaining the Board's student outcome goals, the Superintendent shall not:

1. Allow a low level of campus culture satisfaction;
2. Allow low-performing campuses to have inequitable access to resources; or
3. Allow adult convenience or preference to take priority over the academic progress of our students.

The school system shall pursue a "System of Great Schools" theory of action in which the central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high-performing schools and addressing low performers. Campus performance contracts shall require each campus to accomplish the Board's student outcome goals while operating within the Board's other constraints.

The Superintendent shall interpret the Superintendent's constraints and, in consultation with the Board, shall select constraint progress measures (CPMs) for each constraint [see AE(EXHIBIT)].

### *Board's Constraints for the Board*

The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board members, shall not:

1. Modify this policy more than once per year;
2. Perform or appear to perform any of the responsibilities delegated to the Superintendent;
3. Violate this or any other Board-adopted policy or Board operating procedures; or
4. Allow the cost of staff time spent on governance to increase.

### *Board Self-Evaluation*

The Board shall conduct formative self-evaluations at least quarterly and, within 45 days prior to conducting the annual evaluation of the Superintendent, shall conduct an annual summative self-evaluation. The Board shall self-evaluate using the Quarterly Progress Tracker tool provided by Lone Star Governance.

### *Superintendent's Evaluation*

The Board shall annually evaluate the Superintendent based on the school system's achievement of the Board's student outcome goals and compliance with the Superintendent's constraints. Accomplishment of at least 80 percent of the annual targets for either the student outcome goals (GPM) or of the adopted progress measures (CPM) shall be an automatic indicator of success; below that threshold, the Board's judgment shall be the indicator of success.



## FWISD RACIAL & ETHNIC EQUITY PLEDGE

I pledge to take a stand in support of racial equity for all Fort Worth ISD students, families, and staff.

- I will listen first and seek to understand others' perspectives and experiences, even if it stands in direct contradiction to my own.
- I will examine my own biases and actively seek to change them.
- I will speak up when I observe situations of prejudice, racism, and the exploitation of any person on the basis of their race.
- I will reach out to those who are different from me in order to break down the walls that divide us.

I commit to honor and embrace diversity and treat individuals as I would hope to be treated.

## Division of Equity & Excellence Timeline

Prior to the arrival of Dr. Scribner, FWISD Leadership had worked with a few campuses to pilot equity conversations; however, with 146 campuses, we found that this had little impact. These “random acts of equity” were not improving student outcomes.

- **May 2014**- FWISD Board of Education approved the **Pledge by America’s Great City Schools** to better serve FWISD males of color. This pledge was to be the catalyst to build our MBK program. The tenets outlined were used to establish our MBK chapters.
- **February 2015**- FWISD hosts the **My Brother’s Keeper Community Summit** and launched MBK Chapters at 14 FWISD high school campuses. This Summit allowed an opportunity for the young men to share their stories and for the District and parents to listen.
- **October 2015**- FWISD hires **new Superintendent**, Dr. Kent P. Scribner
- **February 2016**- FWISD Board approved the creation of the **Racial Equity Committee (REC)**. This committee was established to study District practices and policies, and to offer suggestions for improvement.
- **February 2016**- Superintendent Scribner presented a new organizational structure that introduced the **Division of Equity & Excellence**. The charge was to implement a district-wide equity transformation plan. To accomplish this, they recognized the need for a partner with experience to assist in preparing for this journey, or this endeavor could have negative consequences. After vetting multiple vendors, FWISD entered into a 5-Year agreement with Pacific Educational Group (PEG). PEG’s format that trains our leadership and staff to reflect on their own racial experiences allows for their racial awakening to be scaffolded in order to address systemic barriers within the District. The CCAR tools help facilitate a more productive way to engage, sustain, and deepen conversations about race.
- **February 2017**- After vetting the Racial Equity Policy through many entities and legal guidance, the FWISD Board approved **Racial Equity Policy AE(LOCAL)**, and a Five-year plan (\$1.3 million) to contract with **Pacific Educational Group (PEG)**. PEG has over 20 years of experience in supporting large organizations in cultivating a racially conscious environment.
- **December 2017**- FWISD Board approves contract with Girls, Inc. of Tarrant County to partner with FWISD to develop a **Girls Leadership Program** to support campuses and address the disproportionate number of suspensions of African American female students.
- **March 2018**- More than 320 people attended the inaugural **Racial Equity Summit** in March 2018. This event was hosted by the Division of Equity & Excellence, in collaboration with TCU Comparative Race and Ethnic Studies (CRES) program. The goal was to have stakeholders in the same place at the same time to engage in courageous conversations, expand their racial consciousness, and hear from multiple perspectives, and to find ways to take action in our communities and schools.

- **Spring 2019-** 2019 Racial Equity Summit is held at the Historic I.M. Terrell Academy, and the Inaugural MLK Day of Service and César Chávez/Dolores Huerta Day of Service events were organized by the Division of E&E, raising awareness of accomplishments of these great activists.
- **April 2019-** FWISD Board approved a Resolution to Support and Protect Racial Equity Conversations.

## IMPLEMENTATION OF PEG FIVE-YEAR PLAN:

The first “Beyond Diversity” trainings took place in March & May of 2017. These foundational seminars set the stage for all further training series (DELT/LEADS/CRIC/SP-ELL/E-Teams/CARE Teams/Affiliates/SOAR). The first cohorts of Principals and Curriculum & Instruction staff attended “Beyond Diversity”, followed by additional seminars where they deepened their understanding of the impact of race.

- **DELT** – The Superintendent’s Leadership Team and several Board Trustees continue to attend regular seminars to examine district policies, practices, programs, structures, climate, and culture to identify barriers to equity and excellence. The DELT works to align the District's Systemic Equity Transformation Plan with the existing FWISD strategic priorities and goals.
- **CRIC** – This series of seminars is designed to serve as a vehicle to take equity to greater scale in schools and districts through the development and empowerment of instructional coaches and leaders. The emphasis of the seminars is on supporting culturally relevant pedagogy with a focus on responding to the needs of racially diverse students and English learners of color. Approximately 60 C&I staff (directors, coaches, coordinators) completed these seminars in May 2018
- **LEADS** – LEADS seminars are focused on deepening understanding of institutionalized racism and its impact on student learning, as well as providing support for leading systemic equity transformation initiatives in the district and schools.
- **E-TEAMS** – Led by the principal, the E-Team engages in professional learning focused on deepening their understanding of race and equity, preparing them to develop and guide the implementation of their Campus Equity Transformation Plan. E-Teams examine their school's policies, practices, programs, structures and culture to identify barriers to equity and excellence, leading systemic change efforts that result in high levels of achievement for all students.
- **CARE TEAMS** – CARE Teams are an off-shoot of the E-Team. Consisting of racial equity teacher leaders, CARE Teams accelerate responsiveness to the learning needs of students who are historically in the lowest-performing student groups by designing and delivering racial equity pedagogical practices that are explicitly and intentionally planned to improve engagement and achievement for underserved students of color.
- **SP-ELL** – SP-ELL seminars focus on building and accelerating greater coherence and alignment of general and special education services, and shifting the special education special culture from compliance to equity and excellence. Focus is given to reviewing the referral process and to reduce the number of referrals of AA student to SPED

**SOAR (Students Organized for Anti-Racism)** – The goal of SOAR is to empower high school students to take on the identity of a leader in their schools and communities. SOAR addresses issues surrounding race, identity and academic achievement through meaningful and ongoing conversations among students and the adults in their schools. As students are given a voice and opportunities for equity/anti-racism leadership they become a voice for change in their schools.

**AFFILIATES** – The Affiliate Program provides a certification process to develop individuals within FWISD to lead equity trainings with other staff in order to build system capacity and sustainability for racial equity transformation.