



## COVINGTON ISD EQUITY SCORECARD (DRAFT)

Prepared for: Covington Independent School District

Prepared by: Millennium Learning Concepts

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# EQUITY SCORECARD INTRODUCTION

The Equity Scorecard is an organizational learning and change mechanism. It can become integrated into the language and culture of an institution to enable and support access and equity commitments over many years. Its value and impact is ongoing, not short term or static.

The Equity Scorecard intentionally focuses on areas that are fundamental drivers of societal inequities that are also highly interconnected. Individual districts are invited examine their district strategic plans and/or priorities to determine which dimensions to focus on.

Disaggregated data for instance, may show the interaction between race and poverty can demonstrate the gaps that exist in every student group

The goal of the Equity Scorecard is not to reach a conclusion; rather, it is to raise the collective level of awareness about equity and access within your district and importantly, provide the evidence necessary to support institutional changes in culture, practice, and policy.

## Covington Independent School District Equity Scorecard Domains

**READING**

**MATH**

**DISCIPLINE**

**OPPORTUNITY  
GAPS**

# READING

In the subject area of reading, substantial gaps exist for African American and Hispanic students. While Hispanic students lead the way in data related to high school reading performance, in both Elementary and Middle School both groups lag behind their counterparts substantially.

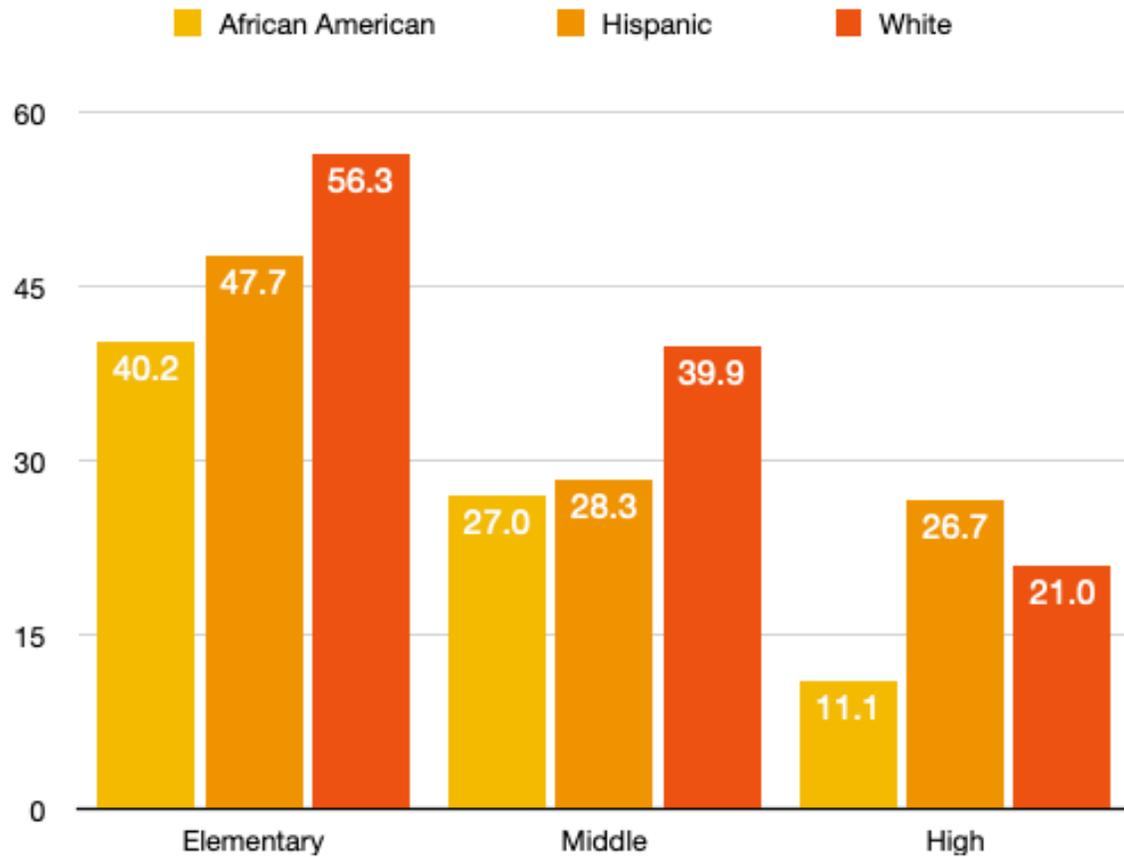
Similarly, students with an identified disability also experience achievement gaps that lag behind both district and state averages. Data indicates substantial gaps in all grade bands.

Poverty plays a role in adversely contributing to many childhood outcomes. In Elementary and middle school, students who are economically disadvantaged score at rates 24 and 17 points lower (respectfully), than their counterparts who do not experience economic disadvantages. Of note, in high school the relationship is the inverse; with economically disadvantaged students scoring 6 points higher.

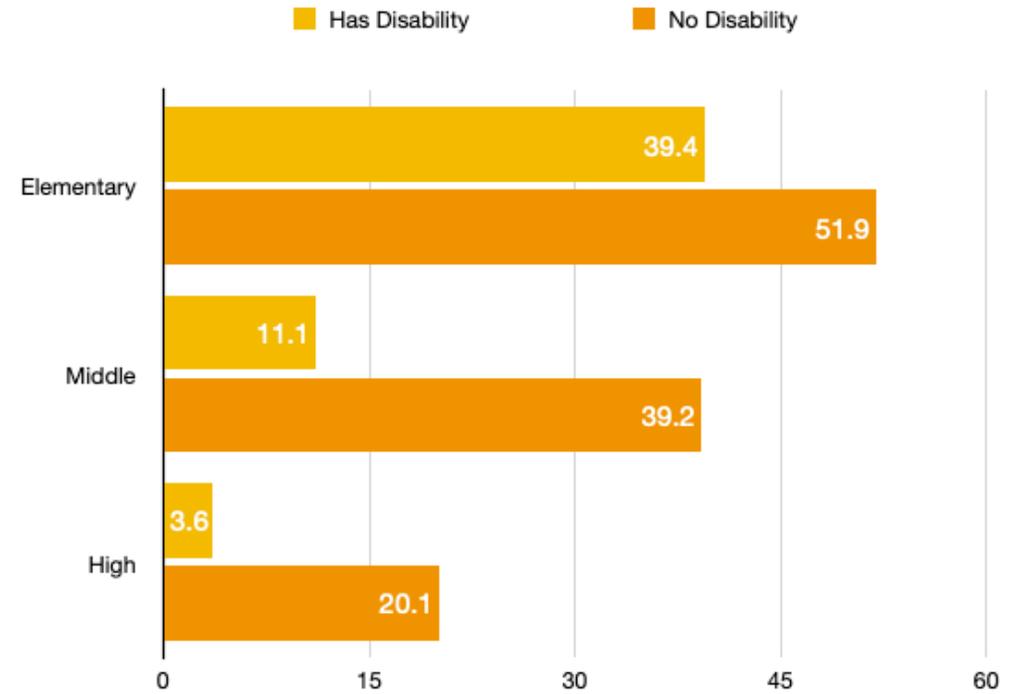


# READING

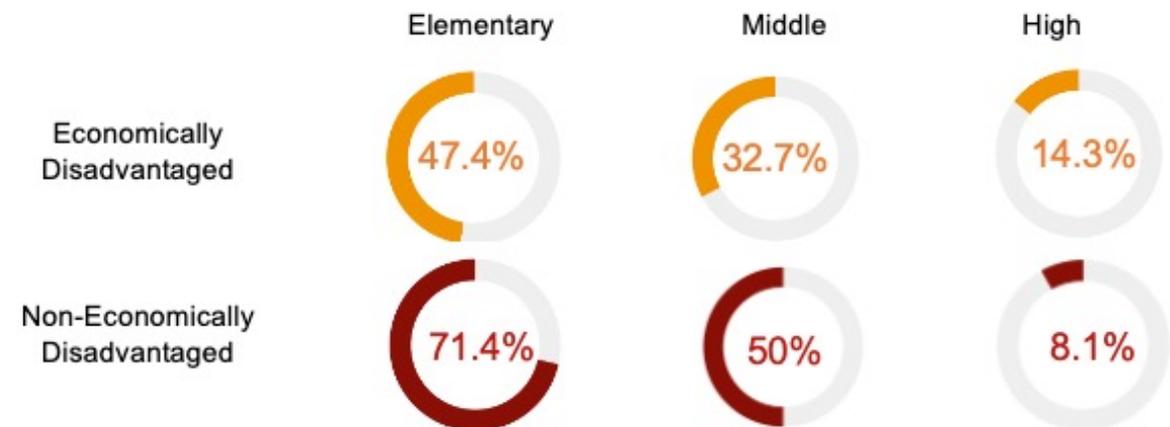
## % Proficient & Distinguished by race



## % Proficient & Distinguished by student disability



## % Proficient & Distinguished by Socioeconomic Status



# MATH

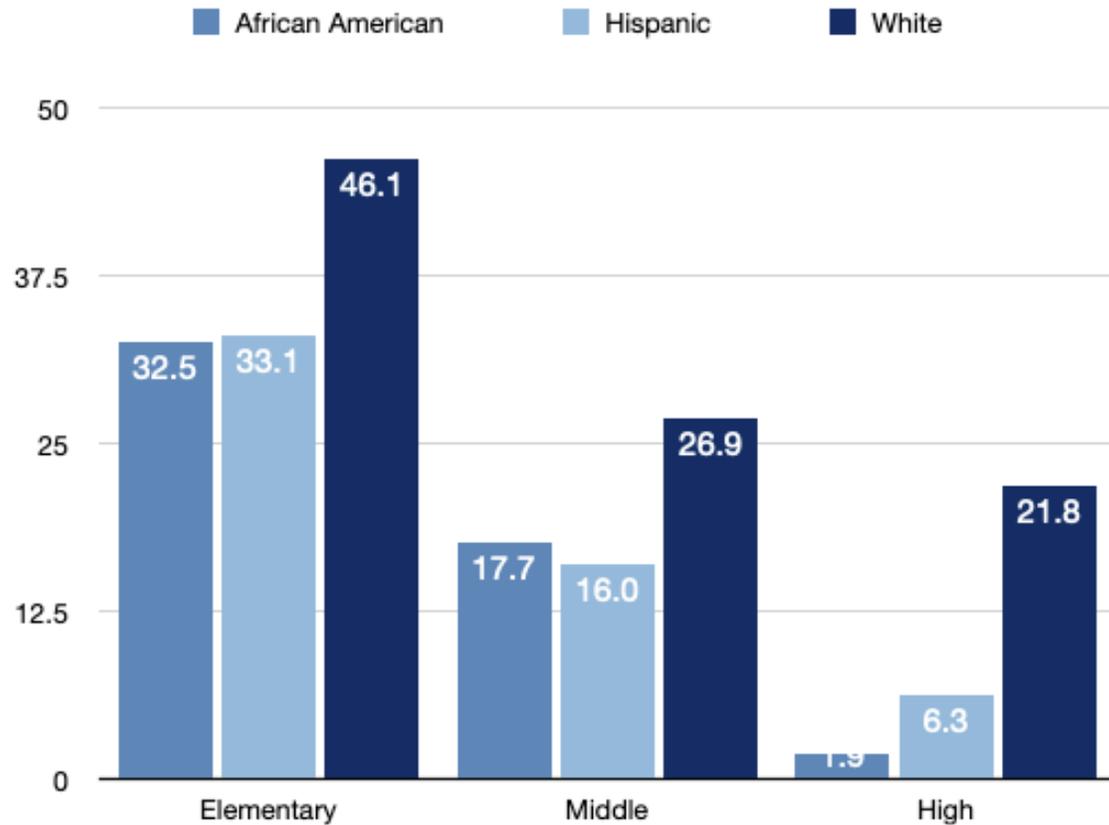
In the subject area of math, similar gaps exist. African American, Latino, students with disabilities and those who are economically disadvantaged lag behind their counterparts within the district.

Disaggregation of student level data should become a part of the regular operation at both the district and school level. By doing this, district and school personnel will be able to identify trends, and potential “pinch points” where certain student constituencies may be facing challenges in particular grades and/ or specific content areas. In this way, interventions can be more intentional, and will not allow students to be hidden within the overall district’s success.

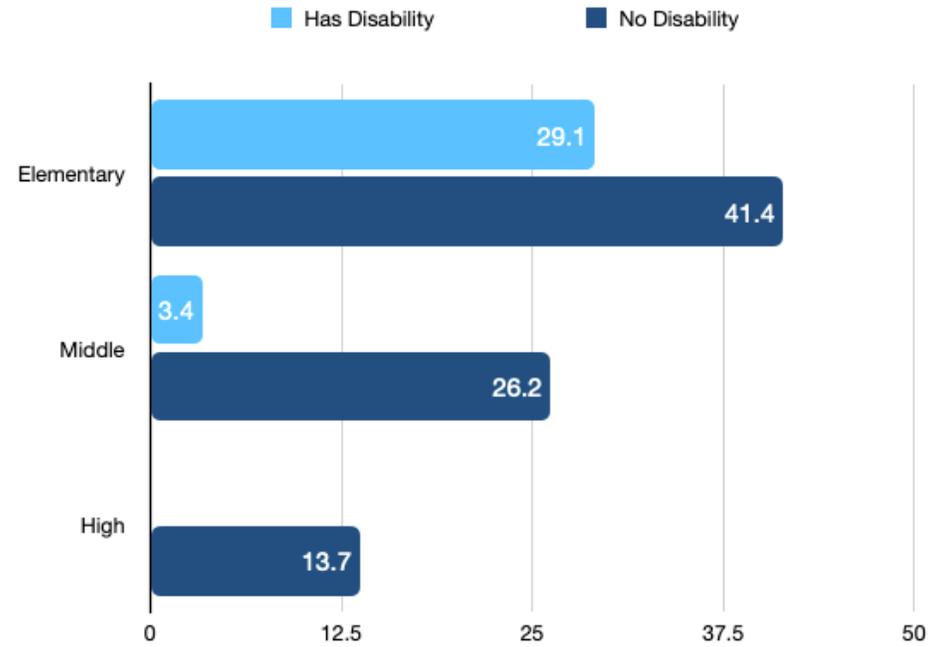


# MATH

## % Proficient & Distinguished by race



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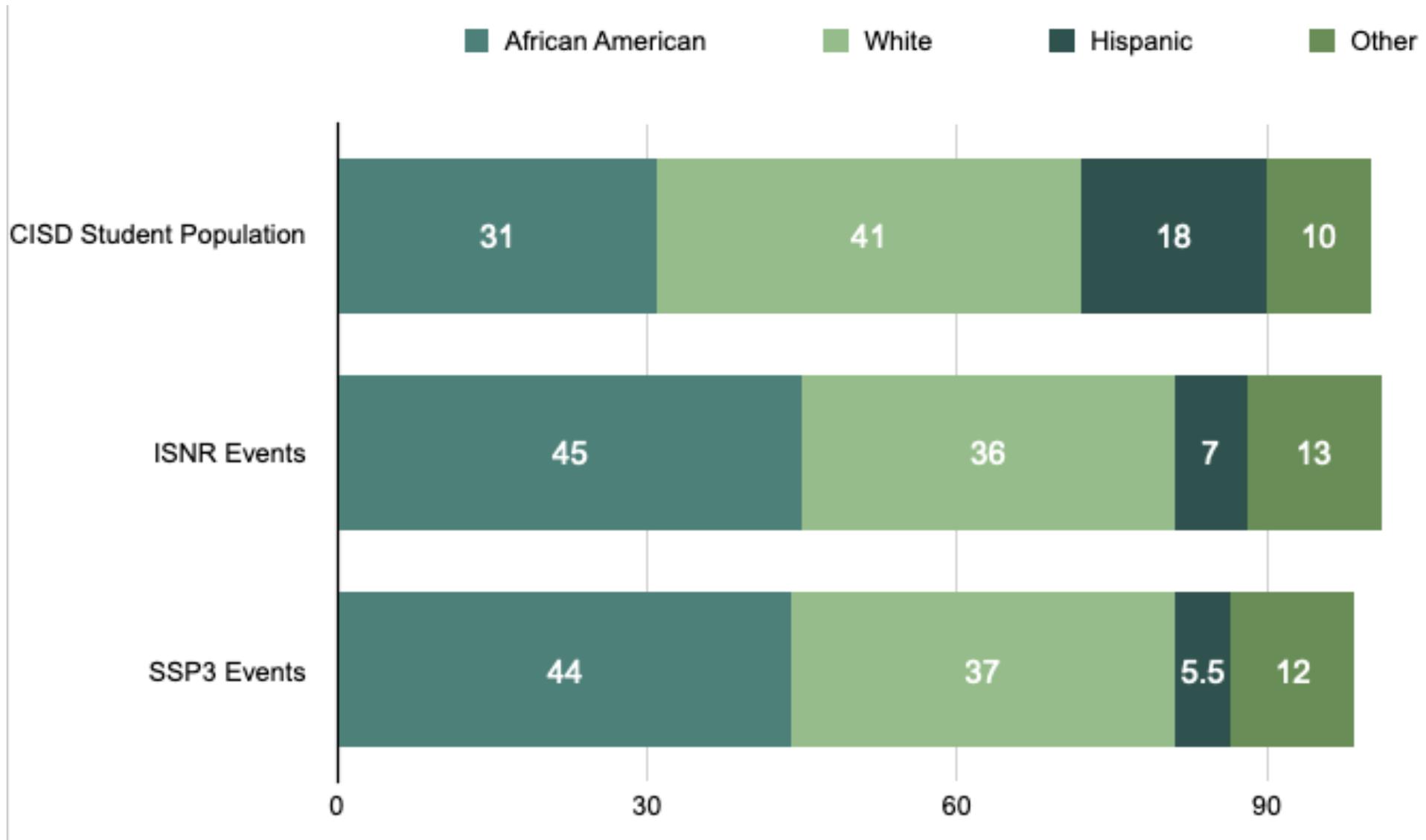
# DISCIPLINE

In reviewing Covington ISD's disciplinary data, data shows disproportionality in the way disciplinary consequences are meted out. In the 2018-2019 school year African American students comprised nearly 45% of both in-school removals and out-of-school suspensions while only representing 31% of the total district's population.

A potential area of interrogation are potential codes for suspension incidents. In many districts, disproportionality in suspensions are driven by nebulous infractions codes such as "disruptive behavior". In reviewing CISD Data, an infraction code "State Resolutions not reported above" is of note. Of the 1465 infractions reported by African American students, 1270 or 87% of infractions is coded as a "State Resolution not reported above". The high number of infractions in this code warrants review as a "catch-all" that may lead to highly subjective disciplinary consequences.



# DISCIPLINE



# OPPORTUNITY GAPS

In his book “Start Where You Are, But Don’t Stay There”, H. Richard Milner lays out a framework for educators to understand and address what he calls “Opportunity Gaps”. As he writes, rather than focusing on achievement, test scores and other outputs, the Opportunity Gap Framework considers the mechanisms, policies and practices that influence students’ opportunities to learn.

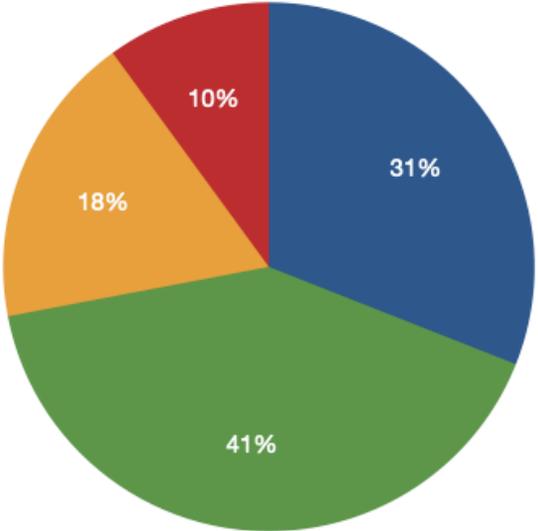
In this section, we examined CISD data as it relates to Advanced Placement Coursework. These data identify CISD students who were afforded the opportunity to enroll in courses such as Advanced Placement, International Baccalaureate and/or Cambridge Advanced International courses. 52% of students enrolled in Advanced Placement courses identified as White. This is of note considering that CISD is a “majority-minority” district with White students comprising approximately 41% of the student population in 2018-2019.



# OPPORTUNITY GAPS

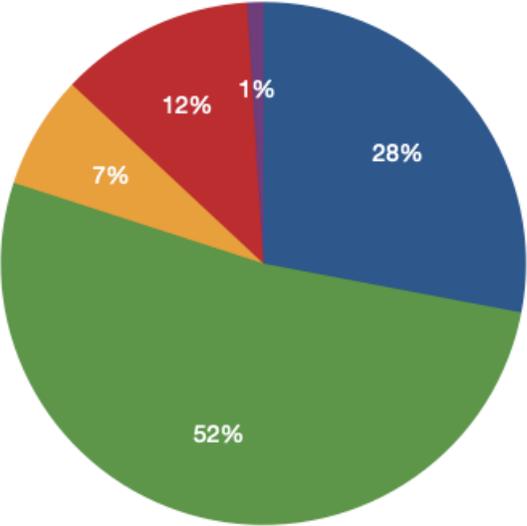
## CISD Student Population Percentages

● African-American ● White ● Hispanic ● Other



## Percentage of Students enrolled in Advanced Placement Courses

● African-American ● White ● Hispanic ● Two or More ● Other



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● African-American ● White ● Hispanic ● Two or More ● Other

