

## **Presentation to PISD Trustees November 7, 2006**

### **Summary**

The Diversity Advocacy Committee (DAC) is committed to assisting Plano ISD in their efforts to enhance diversity within the school district. The committee consists of a group of culturally and ethnically diverse volunteers whose primary goal is to study the advisability of adding, deleting or changing programs based on the needs of the community and the student body of the district.

The DAC knows Plano ISD has a specific mission in seeking diversity. As diversity shows to be a great strength to the education system, enriches the educational experience, promotes personal growth—and a healthy society, strengthens communities and can help make it the best school system in the nation.

Preserving diversity is essential if Plano hopes to serve the needs of all children. The DAC shares a common belief that diversity within the student body, faculty, and staff is important to fulfill the district's mission of providing a quality education. The committee would like to thank all departments that presented information to the DAC during the 2005-2006 school year.

For the past year, the committee has been developing a formal evaluation plan and corresponding assessments to determine the effectiveness of the various departments within the school district, as it relates to diversity. The assessments were based on information provided by these departments throughout the year. The results and recommendations are listed below:

### **DAC Recommendation Highlights:**

- A designated board member to serve as a direct link to the DAC for communication purposes on a monthly/quarterly basis.
- To have at least 18% minority professional staff representation on all campuses by the end of the 2007-2008 school year.
- Decrease disproportionately high over-representation of minority students in Special Education, by providing an outline as to when and how this issue will be addressed.
- Proportionally increase the participation of under-represented students in PACE, Gifted & Talented, Honors classes by at least 5% at those schools for each under-represented student groups.
- Implementation of full day programs at the Early Childhood Schools and allow attendance for all eligible students and a half day program for eligible three year olds.
- The continuation of strategic strategies for recruiting minority professional and paraprofessional staff for schools and administrative department through out the district.
- Hiring a minimum of one minority counselor at each high school/senior high school.
- Hire more minority coaches that reflect the diversity of the schools by a minimum of 18% district wide.

**DAC Recommendations Continued:**

- Increase the percentage of minority and women owned companies conducting business with Plano ISD. Conduct research of the metroplex area to assess the availability of minority owned businesses.

**Informational Items:** (pending request to present confirmations)

- *Upcoming Meetings*

<b>Meeting</b>	<b>Department/Speaker/Event</b>
November 9	<i>Mark Wellborn, Gifted and Talented</i>
December 14	<i>Tamira Griffin, Human Resources</i>
January 11	<i>Working Session</i>
January 18	<i>MLK Celebration</i>
February 8	<i>Paul Weaver, Counseling &amp; Cathy Galloway, Student Services</i>
March 8	<i>Working Session</i>
April 12	<i>May Dell Donelson, Special Education &amp; Vangie Cortez, ESOL/Bilingual</i>
May 17	<i>Cliff Odenwald, Athletics &amp; Richard Matkin / Ray Weaver, Business</i>
June 14	<i>Superintendent, Dr. Otto</i>
August	<i>DAC Board Report</i>

**Committee:**

Yulya Bushnell	<i>Committee Co-chair</i>
Sam McPherson	<i>Committee Co-chair</i>
Dawnetta Miller	<i>Secretary</i>
Harriett Bell	<i>Chair - Business Outreach/Technology</i>
Tim Dean	<i>Chair - Athletics/Student Services/Counseling</i>
Dr. Jana Flowers	<i>Chair - Gifted Talented/Special Education/Early Childhood Schools</i>
Dr. May Li	<i>Chair - Human Resources</i>
Emiliano Marquez	<i>Chair - ESL/Bilingual/Assessment &amp; Accountability/Curriculum</i>
Rob Stewart	<i>Director for Compensation and Diversity</i>
Vangie Cortez	
Courtney Gober	
Graciela Katzer	
Abdul Hadi Khan	
Stephen Li	
Dr. Ayaz Malik	
Mia Mbroh	
Carolyn Raiser	
Dr. Elaine Schmidt	
Farida Shipchandler	
A. Basit Siddiqui	
Janet Teng	
Dollie Thomas	
Luis Valdez	
Rabbi Stefan J. Weinberg	
Dr. Carl "Gene" Wilkes	

# **Diversity Advocacy Committee Program Evaluation**

## **Strategic Area: Capacity Development and Data Driven Decision-Making**

### **Presentation and Presenter for the 2005-2006 school year**

*\*Programs evaluated for the 2005-2006 school year*

\*Counseling Services – Paul Weaver, Director of Counseling and Guidance

\*Human Resources Division – Tamira Griffin, Executive Director for Human Resources

\*Athletics - Cliff Odenwald, Athletics Director

Communications - Karla Oliver, Executive Director of government and Community Relations

\*Special Education – Dr. Mary Dell Donelson, Director of Special Education

\*Early Childhood Schools - Dr. Elaine Schmidt, Principal - Barron ECS  
Susie Vaughan, Principal - Beatty ECS  
Dr. Cheri Izbicki, Principal – Pearson ECS

\*Gifted Education Programs – Mark Welborn

Area Assistant Superintendents – Patty Meyer, West Cluster  
Jeff Bailey, East Cluster  
Tom Salmon, Central

\*Business Outreach – Ray Weaver, Director of Purchasing  
Richard Matkin, Associate Superintend Business Services

Executive Report – Danny Modisette, Deputy Superintendent

Diversity Advocacy Committee Report to Plano ISD Trustees  
November 7, 2006

Department	Goal	Actual	Other Information	Recommendations	Detailed Information
Human Resources	12% minority representation for district staff, set six years ago	84% of campuses meet goal	Student Percentages to Staff Asian 17.45% to 2.56% Hispanic 15.18% to 6.13% African American 10.44% to 3.83%	1. Increase diverse representation goal to 18% minimum to closer reflect the diverse student population, now at 43% 2. Conduct an in-depth review of the interview & hiring process at the campus level	Page 6
Special Education	Decrease disproportionately high over-representation of African American & Hispanic students in Special Ed.	Five % and greater discrepancies between the % in SE and population: 12 schools – east 9 schools – central 10 schools – west	DAC is requesting a Disability Code Breakdown, as well as data to analyze how socio-economic status impacts statistics.	Decrease disproportionately high over-representation of students by providing an outline as to when and how this issue will be addressed.	Pages 7 – 9
Early Childhood Education	More widely publicize programs, every student attend, offer half day program to three year olds.	Early childhood students are doing very well on testing. The data supports the effectiveness of the Early Childhood Education Program, see page 10.	We offer congratulations to the teachers and staff at our Early Childhood Education Programs for a job well done. Increase instructional, curriculum & staff support for programs	Full day program, recruit minority professional staff, SLP's and Paraprofessionals for schools with under-representation in these categories.	Pages 10 – 12
PACE, Gifted & Talented, Honors	Proportionally increase the participation of underrepresented students	PACE to population, African American (2.52%, 10.52%), Hispanic (4.63%, 15%), Asian (38.54%, 17.43%), Caucasian (66.94%, 56.72%)	DAC has monitored this data for 12 years & found that PISD has made <b>statistically insignificant</b> progress with information, recruitment, promotion & placement in this area.	Identify & placement goal of 5% of each category of under-represented students for gifted & talented, hiring diverse teachers	Pages 13 – 14

Department	Goal	Actual	Other Information	Recommendations	Detailed Information
Athletics	Increase diversity in hiring among the coaching staff both male & female	250/13% are minority. 318 – Caucasian 20 – African American 47 – Hispanic 4 – Native American 1 – Asian	Diversity of coaching staff does not match the diversity of the schools. 56 new teachers hired to coach in 26 more than half are white and male.	Hire more minority coaches that reflect the diversity of the schools, by a minimum of 18% district wide.	Pages 16
Counseling	Increase the number of minority counselors in PISD to reflect representation of student population	Elementary 59 (10 minority) Middle School 36 (4 minority) High School 24 (2 minority) Senior High 24 (0 minority)	Increasing number of minority students pursuing recommended program (college preparatory course selection) for high school graduation.	Should be a minimum of one minority counselor available for students at each high school/senior high.	Pages 15
Business	Increase the number of minority & women owned businesses conducting business with PISD	Need 2005 data. 2004 data (% of \$ amount): 9.4% minority owned business and 3.2% women owned businesses	Research area for an assessment of the minority businesses	Expand database; 1994 Historically Under-utilized Business Outreach Program (CHE – Local) which outlines an action plan, objectives and implementation steps	Page 17
Technology	To receive reports within a timely manner requested information	The DAC does not always receive the information requested.		Better reporting system, reports more frequently	
<b>Other:</b>	<ul style="list-style-type: none"> <li>Multilingual</li> <li>Assessment /</li> <li>Accountability</li> <li>Curriculum</li> </ul>				Page 18

**PISD Diversity Advocacy Committee  
Human Resources Subcommittee  
Summary and Briefing for November 7, 2006**

**Staffing Overview:**

The Human Resources Division has proven to be diligent in their efforts to recruit and hire minority personnel. 84% of PISD campuses have met or exceeded the affirmative action goal of 12% **total** minority employees, a goal that was set six years ago.

**Need for improvement:**

- In the current school year we would like to see all Plano ISD campuses meet this goal of 12% minority **professional** employees, with special emphasis on the campuses that have the lowest representation of minority professional employees.
- Specifically, we encourage PISD to take proactive steps this year, to ensure that the Asian segment of the PISD minority professional employees will reflect the significant Asian student population of 17%. Currently the Asian professionals comprise only 1.55%, 2.5% and 3.62% in the Central, West and East Clusters respectively.

	% Minority Students	% Minority Prof Employees
Asian	17.45%	2.56%
Hispanic	15.18%	6.13%
African American	10.44%	3.83%

- We are asking PISD Human Resources to support efforts to recruit and hire a minimum of one Asian administrator (district and campus levels) and counselor in the coming year.
- The number of minority students in PISD has doubled to 42% over the past six years. The committee recommends that PISD set a new goal of 18% minority employees throughout the district for the next three years to reflect the change in demographics.

**Immediate Action Items for the 2006-2007 School Year:**

- We recommend that PISD conduct an in-depth review of the interview and hiring process *at the campus level*, to identify strategies to hire more qualified minority applicants.
- We recommend that PISD take tangible steps to ensure that the campus administrators and team leaders are fully aware of the district's initiatives to hire minority teachers, counselors, and other staff to meet affirmative action goals. We further recommend that campus administrators be held accountable to meet campus goals.
- We recommend that the PISD HR Department identify and establish ongoing partnerships with key colleges and universities in California and/or other areas with a high concentration of Asian students. We further recommend that PISD conduct an active search for qualified Asian professionals and recruit them to Plano ISD.

**Evaluation:**

DAC Committee's Evaluation Score for Human Resources Division: ***Island***  
(*Pockets of success within the organization*)

**Subcommittee:** *May Li – Chair, Courtney Gober, Sam McPherson, Janet Teng*

**PISD Diversity Advocacy Committee  
Gifted & Talented/Special Education/Early Childhood  
Summary & Briefing for November 7, 2006**

PISD Diversity Advocacy Committee Program Evaluation Form  
Strategic Area: Capacity Development and Data Driven Decision-Making (as it relates to the district's diversity initiatives)

<b>Program Area: Special Education Program Evaluation Year 2005-2006</b>
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**Strategic Goal:** Closing the achievement gap by decreasing the over-representation of African-American, Hispanic and economically disadvantaged students in special education.

**Our concerns involve:**

(1) Decreasing the over-representation of economically disadvantaged and minority students in special education particularly in schools where the percentage of minority students is disproportionate to the school's total population. Data from the Performance-Based Monitoring Analysis System (PBMAS) reports dated 12/22/05 and 1/05/06 indicated that several campuses in the district have a disproportionately high percentage of minority students receiving special education services.

(2) Does the district have a process of identifying Katrina evacuees who truly need special education services, to address the concern of over-representation.

**Data Analysis**

There are 995 (16.1%) African-American students in Special Education  
1,176 (19.0%) Hispanic students in Special Education  
1,850 (29.9%) Low SES students in Special Education  
903 (14.6%) LEP students in Special Education

**Data Analysis by Cluster**

Instead of examining the data strictly in terms of those schools over 8.5%, an analysis of the data was done by proportional representation based upon the demographics in each building. The district is charged with lowering the percentage as a whole district and not by campus. However, it seems logical to start with campuses where the percentage of special education minority students is disproportionate to the school's total population.

Listed below are campuses by cluster that show a disproportionate number of minority students in special education. Five percent was selected as the arbitrary cut off point. However, there were schools where there was more than a 10% discrepancy (\*). There are a number of schools in Plano that house centralized classes for significant students such as behavior classes and classes for students with autism. The number of students in these classes and their ethnic background was considered in the analysis of the data.

## Program Area: Special Education continued

### **East Cluster Schools** where there is more than a 5% difference:

Beverly (African American)  
Boggess (Hispanic)  
Harrington (African American)  
Hickey (Hispanic)  
\*Rasor (African American)  
\*Armstrong (African American)  
Bowman (African American)  
\*Hendrick (African American)  
Murphy (African American)  
\*Clark (African American)  
Williams (Hispanic and African American)  
PESH (Hispanic and African American)

### **Central Cluster Schools**

Carlisle (African American)  
Matthews (Hispanic)  
Skaggs (African American)  
Haggard (Hispanic)  
Schimelpfenig (African American)  
Wilson (African American)  
Jaspar (African American)  
Vines (African American)  
PSHS (African American)

### **West Cluster Schools**

Centennial (African American)  
Daffron (Hispanic)  
\*Haggar (African American)  
\*Jackson (African American)  
Mitchell (African American)  
\*Frankford (Hispanic and African American)  
\*Renner (Hispanic and African American)  
Robinson (African American)  
\*Shepton (Hispanic and African American)  
PWSH (African American)

**Conclusion:** There is an over-representation of minority students (African-American and Hispanic) in Special Education Programs in PISD. (Information taken from PEIMS report to the TEA Division of Performance-Based Monitoring for 2005-2006.)

### **DAC Recommendations for 2006-2007:**

- Better communication with campus administrators, counseling, teachers, special education staff on campuses where an over-representation of minority students in special education exists, expressing an urgency in addressing the situation.
- Develop plans outlining how this concern will be addressed and adopted at the building level with support from the Special Education Department and the Student Services Department.
- Special consideration to be given to strategies necessary to construct the learning process so that the student might eventually be eligible for dismissal as well as strategies to prevent over-representation.

**Mitigating Factors to Take into Consideration:**

1. The secondary schools receive students who have already been identified as needing special education services and are legally required to deliver services unless there is evidence that the student is ready to be dismissed.
2. Anecdotal evidence exists that parents move to Plano in order to access Special Education services due to their high quality. Additionally, area agencies are referring parents to Plano for services.
3. Students qualify to attend the Early Childhood Schools based upon special education eligibility, income and language. Consequently, their special education population is of a different character.

**Other Items for Consideration:**

The Diversity Advocacy Committee does not have the data necessary to analyze how socio-economic status impacts the statistics. Information on the percentage of economically disadvantaged students per building, the demographic breakdown per building, and finally, the percentage of Special Education Hispanic and Special Education African American students who also qualify for free/reduced lunch would give us the data needed to begin to look at this question.

Another piece of information that would further illuminate the question is the ethnic/SES background of students referred to special programs who are also special education students. The data would be broken out into discipline referrals and special education referrals.

The Diversity Advocacy Committee does not have the 2005-2006 disability code breakdown by cluster, campus and ethnicity to determine whether there is an over-representation of minority and low SES students identified as **ED** (emotional disability) or **LD** (learning disability) or **OHI** (other health impaired including ADD and ADHD). The DAC is requesting that the above information be included in the next Special education Report.

**Evaluation.** The DAC Committee Evaluation Score for Special Education: ***Emergent*** (*just beginning to see some improvement*)

***Subcommittee:*** *Dr. Jana Flowers - Chair, Stephen Li, Mia Mbroh, Dr. Elaine Schmidt, A. Basit Siddiqui*

**PISD Diversity Advocacy Committee  
 Gifted & Talented/Special Education/Early Childhood  
 Summary & Briefing for November 7, 2006**

**Program Area: Early Childhood Education  
 Program Evaluation Year 2005-2006**

**Strategic Goal:** Closing the achievement gap by supporting the academic gains made by children participating in the early childhood education programs at Barron Early Childhood School, Beaty Early Childhood School, and Pearson Early Childhood School.

**Our concerns involve:**

**The need to increase instructional, curriculum and staff support for our early childhood education programs. These programs utilize proactive and early intervention strategies that promote student success. Each serves our pre-kindergarten, limited English, low SES children and age's 3-5 special education children.**

### **Student Demographics**

	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>M</b>	<b>F</b>	<b>Total</b>
• Barron	22%	11%	42%	25%	59%	41%	580
• Beaty	18%	10%	25%	52%	62%	38%	391
• Head Start	0%	21%	69%	10%	52%	48%	149
• Pearson	21%	09%	16%	54%	59%	41%	321
• Harrington	100%				65%	35%	60 PreK Only

Reported 1/20/06

### **Demographics by Program**

<b>ECS</b>	<b>F&amp;R</b>	<b>Sped</b>	<b>Bil/ESL</b>	<b>Tuition</b>	<b>Total</b>
Barron	12%	39%	44%	5%	587
Beaty	11%	39%	34%	16%	420
Pearson	13%	49%	26%	12%	322

\*Reported 2/03/06

**Program Area: Early Childhood Education continued**

**Demographics of Staff**

School	Professional Staff (AEIS 2005)		SLP's*		Paraprofessionals*	
	Caucasian	Minority	Caucasian	Minority	Caucasian	Minority
Barron	86.36%	13.64	91.5%	8.5%	44%	56%
Beaty	28.21%	71.79%	91%	9%	64%	36%
Pearson	93.1%	6.9%	100%	0%	73%	27%

\*Unofficial Data

The following data demonstrate the effectiveness of the Early Childhood Education Program.

- The purpose of the Early Childhood Education program is to level the playing field for all students entering Kindergarten. Research has documented high quality preschool as an effective intervention especially for high risk students.
- Texas Primary Reading Inventory (TPRI) and Tejas Lee assessment scores are evaluated for program effectiveness.

**Texas Primary Reading Inventory  
Mid-Year Assessment for 2004-2005**

Objectives	District All K	-District - ECS	No District ECS	- All
1. Letter Names	<b>97%</b>	<b>96%</b>	<b>98%</b>	
2. Letter Sounds	<b>93%</b>	<b>92%</b>	<b>95%</b>	
3. Concepts About Print	<b>60%</b>	<b>60%</b>	<b>60%</b>	
4. Oral phono- logical awareness	<b>51%</b>	<b>52%</b>	<b>50%</b>	
5. Listening Comprehension	<b>82%</b>	<b>83%</b>	<b>78%</b>	

## Program Area: Early Childhood Education continued

### Tejas Lee Mid-Year Assessment 2004-2005

Objectives	District All K	District No ECS	District All ECS
1. Letter Names	82%	81%	85%
2. Letter Sounds	79%	76%	84%
3. Concepts About Print	77%	72%	85%
4. Oral phonological awareness	60%	55%	69%
5. Variety Word Reading Strategies	45%	41%	50%
6. Uses a variety of strategies	68%	64%	74%

### **Committee Recommendations for 2006-2007:**

- (1) We encourage the continued recruiting efforts of certified minority professional staff, SLP's and paraprofessionals for schools with under-representation in these categories.
- (2) We support the proposal for a full day early childhood education program at Barron, Beaty and Pearson schools.

### **Goals:**

- (1) Develop a strategy to more widely publicize the early childhood programs so that **every eligible student** in Plano attends.
- (2) Explore the possibility of offering a half day program for eligible (low income, homeless, second language learners and children of active duty military) three year olds. This program would be state funded in the same manner as the state funded Pre-k program. This would be a long-term type goal as there would be funding, facility, etc. ramifications.

### **Evaluation**

DAC Committee Evaluation for Early Childhood Education program: **Integrated** (becoming a part of what we do). We offer congratulations to the teachers and staff at our Early Childhood Education Programs for a job well done.

**Subcommittee:** Dr. Jana Flowers - Chair, Stephen Li, Mia Mbroh, Dr. Elaine Schmidt, A. Basit Siddiqui

**PISD Diversity Advocacy Committee  
 Gifted & Talented/Special Education/Early Childhood  
 Summary & Briefing for November 7, 2006**

**Program Area: PACE Gifted and Talented, Honors Programs.  
 Program Evaluation Year 2005-2006**

Strategic Goal: Closing the achievement gap by increasing participation of economically disadvantages and underrepresented students in the gifted and talented programs, advanced courses and academic competition and contests.

***“The real challenge lies not in debating whether disparities exist, because the evidence is overwhelming, but in developing and implementing strategies to reduce and eliminate them.”***

**Our concerns involve:**

Increasing the participation (in a manner that reflects their representation in the PISD population) of economically disadvantaged and underrepresented students in the gifted and talented program, advanced courses and academic competitions and contests.

**Data Analysis.**

**In 1993-1994** when PISD first began collecting data on the numbers of African-American and Hispanic students in PACE and gifted and talented program there were:

- 47 African-American students (2.05% of the PACE population; 2.62% of ethnicity served)  
 African-Americans were 5.11% of the total PISD population
- 47 Hispanic students (2.05% in pace, 2.2% of ethnicity served)  
 Hispanic students were 5.88 % of the PISD population

	# Pace Students	% PACE Population	% Ethnicity Served	% A.A. Students
A.A.	47	2.05%	2.62%	5.11%
Hispanic	47	2.05%	2.20%	5.88%

**In 2005-2006**

- 124 African-American students (2.52% of the PACE population; 2.25% of ethnicity served)  
 African-Americans are 10.52% (5,503) of the total PISD population
- 228 Hispanic students (4.63% in PACE, 2.90% of ethnicity served)  
 Hispanic students are 15 % (7,851) of the total population

**In contrast**

- 66.94% of the students in PACE are White, 11% of ethnicity served,  
 White are 56.72% of the total PISD population
- 38.54% of the students in PACE are Asian, 20 % of ethnicity served.  
 Asians are 17.43% of the total PISD population

**Program Area: PACE Gifted and Talented, Honors Programs continued**

	<b># Pace Students</b>	<b>%PACE Population</b>	<b>%Ethnicity Served</b>	<b>% A.A. Students</b>
A.A.	124	2.52%	2.25%	10.52%
Hispanic	228	4.63%	2.90%	15.00%
White		66.94%	11.00%	56.72%
Asian		38.54%	20.00%	17.43%

► In the twelve years that the Diversity Advocacy Committee has been monitoring the placement data for G&T and PACE programs, PISD has made **statistically insignificant** progress informing, recruiting, promoting and placing our best and brightest African-American and Hispanic students in these programs. The placement of qualified minority students in gifted programs is a critical component for closing the achievement gap.

Success:

We look forward to the report of the recently hired Diversity Academic Liaison in her recruitment effort for identifying, referring, and placing more under-represented populations into G&T, and PACE programs.

**DAC Recommendations for 2006-2007:**

(1) The identification and placement goal of a minimum of 5% of each category of under-represented students for gifted and talented programming.

- This would represent a 2.75% increase in the participation rates of African-American students (from 2.25% of African-American students served to 5%)
- This would represent a 2.80% increase in the participation rates of Hispanic students (an increase from 2.20% of Hispanic students served to 5%)
- This would represent an increase in the participation rates of low SES students to 5 %

(2) The hiring of more specialist teachers from under-represented populations.

**Evaluation:**

DAC Committee Evaluation Score for Gifted and Talented: **Emergent**  
*(Just beginning to see some improvement)*

**Subcommittee:** *Dr. Jana Flowers- Chair, Stephen Li, Mia Mbroh, Dr. Elaine Schmidt, A. Basit Siddiqui*

**PISD Diversity Advocacy Committee  
Athletics/Counseling  
Summary and Briefing for November 7, 2006**

<b>Program Area: Counseling 2005-2006.</b>
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Although great strides have been made in hiring more minority counselors there still remains an inadequate balance of minority counselors based on the student population. Currently counseling staff is as listed:

Facilities	# of Counselors	# of Minority
Elementary	59	10
Middle School	36	4
High School	24	2
Senior High	24	0

**Successes:**

- Director of Counseling working with HR to hire minority counselors
- The counseling leadership team to identify potential minority teachers who will make good counselors.

**Recommendations:**

- Increase the number of African American and Hispanic students who are pursuing the recommended program (college preparatory course selection) for high school graduation in PISD.
- Increase the number of minority counselors which goes hand in hand with increasing the number of minority teachers.
- Determine whether the hiring process at the campus level is fair and equitable.
- Improve the consistency in the quality and quantity of information provided by counselors from campus to campus. Ensure that information provided by counselors is shared with all students who have higher education goals.

**Evaluation:**

DAC Committee Evaluation Score for Counseling: ***Emergent***  
(*Just beginning to see some improvement*)

**PISD Diversity Advocacy Committee  
Athletics/Counseling  
Summary and Briefing for November 7, 2006**

<b>Program Area: Athletics Program 2005-2006</b>
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Although improvements are evident in the hiring of minority teacher/coaches, efforts must continue to provide more coaches as models for minority students. We must continue to hire minority coaches proportionate to the number of minority students involved in the athletic program.

**Teachers/Coaches in PISD**

White	218
African American	20
Hispanic	7
Native American	4
Asian	1

**Only 13% are minority**

**Recommendation:**

- Increase the number of minority coaches to reflect the diversity of the schools by a minimum of 18%.

**Evaluation:**

DAC Committee Evaluation Score for Athletics: ***Emergent***  
(*Just beginning to see some improvement*)

**Subcommittee:** *Tim Dean – Chair, Yulya Bushnell, Graciela Katzer, Dawnetta Miller, Dr. Carl Wilkes*

**PISD Diversity Advocacy Committee  
Business Services  
Summary and Briefing for November 7, 2006**

<b>Program Area: Business Services 2005 - 2006.</b>
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Business Services continue to make a concerted effort to promote participation of a more diverse group of vendors. However, attracting minority, women and small businesses continues to be a challenge.

**Recommendations:**

- Re-focus on the 1994 Historically Under-utilized Business Outreach Program (CHE – Local) which outlines an action plan, objectives and implementation steps; and
- Increase application of the data collected to strategically plan increased information dissemination to enhance involvement of under-utilized businesses.

**Evaluation:**

DAC Committee Evaluation Score for Business Services: ***Emergent***  
*(Just beginning to see some improvement)*

***Subcommittee:***

*Harriett Bell – Chair, Carolyn Raiser, Farida Shipchandler, Rabbi Weinberg*

**PISD Diversity Advocacy Committee  
ESL/Bilingual/Assessment & Accountability & Curriculum  
Summary and Briefing for November 7, 2006**

<b>Program Area: Multilingual Department. (ESL/Bilingual) 2005-2006</b>
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This department did not report to the Diversity Advocacy Committee during the 2005-2006 school years. However, we have continued our contact with this department and would like to commend them for their continued efforts in the “closing the communication gap”.

Recommendations

- Continued expansion of the dual language program at the elementary level is a must to continue to accelerate the use of the English language which in turn will increase the number of students graduating from our senior highs.

The ESL program with its “Newcomers” program has also accelerated the abilities of Limited English Proficient students at the secondary level to communicate in and learn the English language. This department will be reporting to the DAC during the 2006-2007 school years.

**Assessment and Accountability Department**

This department did not report to the Diversity Advocacy Committee during the 2005-2006 school year. However, we would like to hear a report from this department during the 2006-2007 school years. We are looking forward to data/information demonstrating the progress that the District has made in “Closing the Achievement Gap” especially with those students with the greatest needs.

**Curriculum Department**

This department did not report to the Diversity Advocacy Committee during the 2005 – 2006 school years.

Recommendation:

- The cultural relevancy of the academic curriculum continues to be a challenge and we must continue to be mindful of current pertinent materials in order to continue incorporating the cultural, emotional and social experiences of minority students into their teaching and learning experiences.

**Evaluation:**

DAC Committee Evaluation Score Goal: ***Emergent***  
(*Just beginning to see some improvement*)

***Subcommittee: Emiliano Marquez – Chair, Vangie Cortez, Abdul Khan, Dr. Ayaz Malik***