
Center for Elimination of Disproportionality and Disparities

Texas State Office of Minority Health

Joyce James
Associate Deputy Executive Commissioner

Bay Love
Consultant

8/29/2013

Overview of the Texas Model for Eliminating Disproportionality and Disparities

- Introduction to the Center
 - Mission
 - Charge
 - Texas Senate Bill (S.B.) 501 and 2013 Rider
- The Texas Model
 - Components
 - Key Findings that Informed the Model
 - A New Way of Conceptualizing Change

Mission

- The mission of the Center is to partner with health and human services agencies, external stakeholders, as well as other systems and communities to identify and eliminate disproportionality and disparities affecting children, families, and vulnerable populations.

Texas Senate Bill (S.B.) 501

- Designates Center as *TX State Office of Minority Health*
- Establishes *Interagency Council for Addressing Disproportionality and Disparities* in juvenile justice, child welfare, health, mental health and education.
 - Center to be Presiding Officer of Council
 - Center to approve mandatory cultural competency training for all Council members

Interagency Council (IAC)

IAC Members

- The Center for the Elimination of Disproportionality and Disparities
- Health and Human Services Commission
- Texas Education Agency
- Texas Juvenile Justice Center
- Office of Court Administration
- Office of Attorney General
- Governors Office on Criminal Justice
- Department of State Health Services
- Department of Assistive and Rehabilitative Services
- Department of Aged and Disabled Services
- Department of Family and Protective Services
- Faith-based organization
- Community-based organization
- 2 medical experts
- Former foster youth
- Permanent Judicial Commission for Children, Youth, and Families

2012 Report to 83rd Legislature

Findings:

- Significant disproportionality exists in juvenile justice, child welfare, mental health, and education

Recommendations:

- Center take leadership in addressing disproportionality and disparities in health and all HHSC agencies
- Center help HHSC develop cross-systems performance metrics
- Extend the IAC through 2015, with report and option to terminate in 2014
- Implement Texas Model in Juvenile Justice, Child Welfare, Health, Education, and Mental Health

Rider 87 from 83rd Legislative Session

“The CEDD and the Interagency Council for Addressing Disproportionality shall also develop and recommend to the executive commissioner policies for addressing disproportionality and disparities in the education, juvenile justice, child welfare, health and mental health systems, and implement those policies statewide.”

The Texas Model

Data-driven Strategies

Regularly collect, research, analyze, and evaluate data in line with C.E.D.D. approach

Leadership Development

Grow both systems and community leaders that are courageous and grounded in C.E.D.D. approach

Culturally Competent Workforce

Develop workforce that reviews and examines its work through an anti-racist and humanistic lens

Community Engagement

Recognize strengths of grass roots community, hear its ideas, and include it throughout process

Cross Systems Collaboration

Share data, training, and dialogue with systems, institutions, and agencies that serve same populations

Training Defined by Anti-Racist Principles

Train ourselves and partners in principles that ensure we work at cultural and institutional levels

An Understanding of the History of Institutional Racism and the Impact on Poor Communities and Communities of Color

Develop common analysis of racism and history that led to current outcomes

Key findings that informed the model

1. Racial inequity looks the same across systems
2. Systems contribute significantly to disparities
3. Poor outcomes are concentrated in certain geographic communities; usually poor communities and communities of color
4. Systemic interventions and training are working to change thinking, reduce disparities, and improve outcomes for all populations

Key findings that informed the model

1. **Racial inequity looks the same across systems**
2. Systems contribute significantly to disparities
3. Poor outcomes are concentrated in certain geographic communities; usually poor communities and communities of color
4. Systemic interventions and training are working to change thinking, reduce disparities, and improve outcomes for all populations

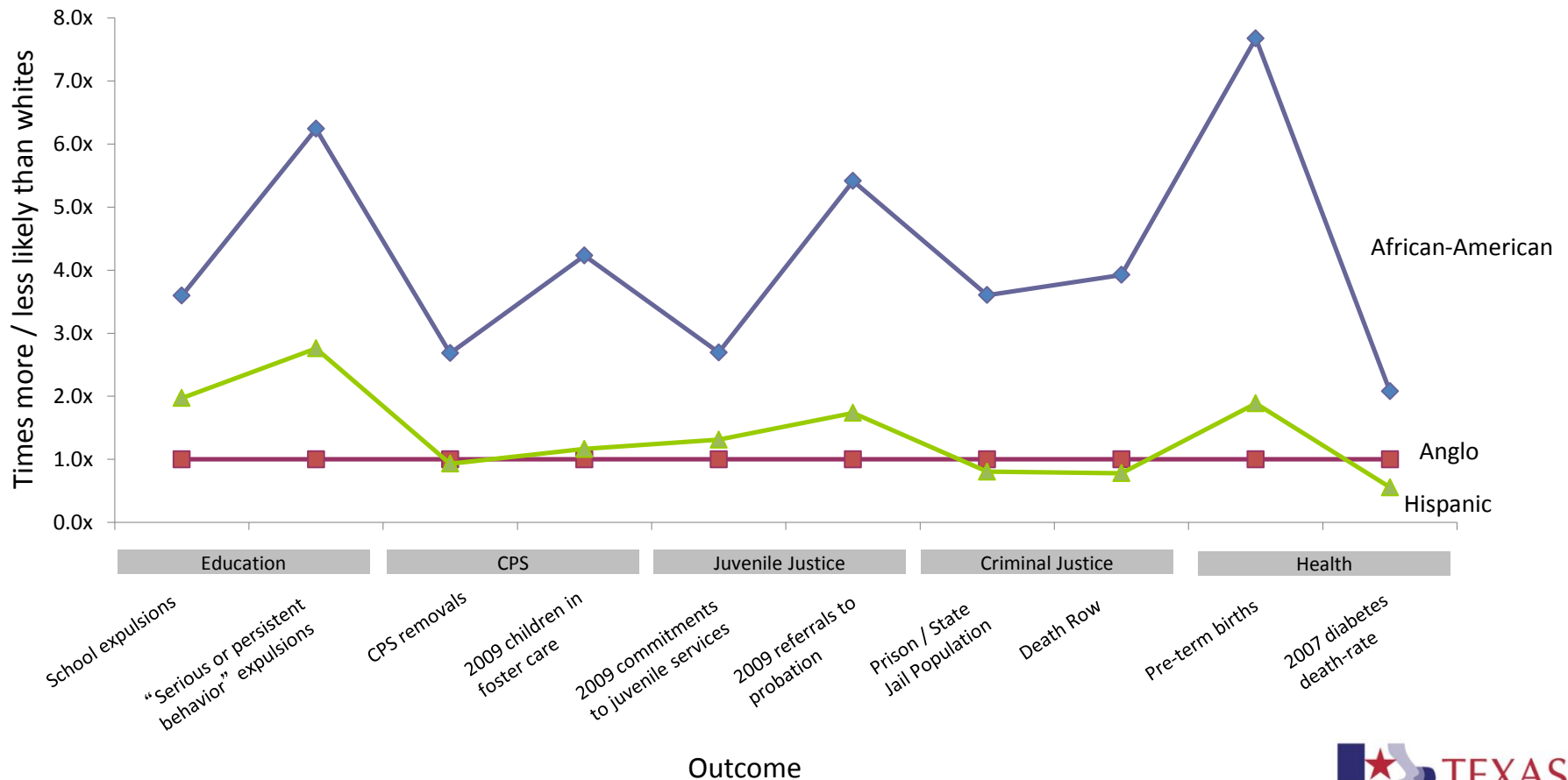
Many terms are used to describe racial inequity in outcomes across systems

| Term | Definition | Most commonly used in: |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Disproportionality | Disproportionality is the over or underrepresentation of a particular race or cultural group in a program or system. | Child welfare |
| Health Disparity | Are preventable differences in the burden of disease, disability, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations. | Health |
| DMC – Disproportionate minority contact | The disproportionate number of minority youth that come into contact with the juvenile justice system | Juvenile justice |
| Achievement gap | The observed disparity on a number of educational measures between the performance of groups of students | Education |
| Equality | Is a concept that <i>everyone</i> should be treated in exactly the same way | Systems |
| Equity | Is the concept that <i>everyone</i> should be treated in a way that meets their specific needs so they have a fair opportunity to attain their potential | Systems |
| Health | A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity | WHO World Health Organization |

Source: 1. Myers, 2010 (See Don Baumann for complete citation). 2. Ibid. 3. ojjdp.gov/dmc; NEA, “Disproportionality: Inappropriate identification of Culturally and Linguistically Diverse Children,”

African Americans > 2x as likely to have poor outcomes in across major systems in Texas

Relative rate index for measures across child welfare, health, education, juvenile justice, and criminal justice (2007-2009)

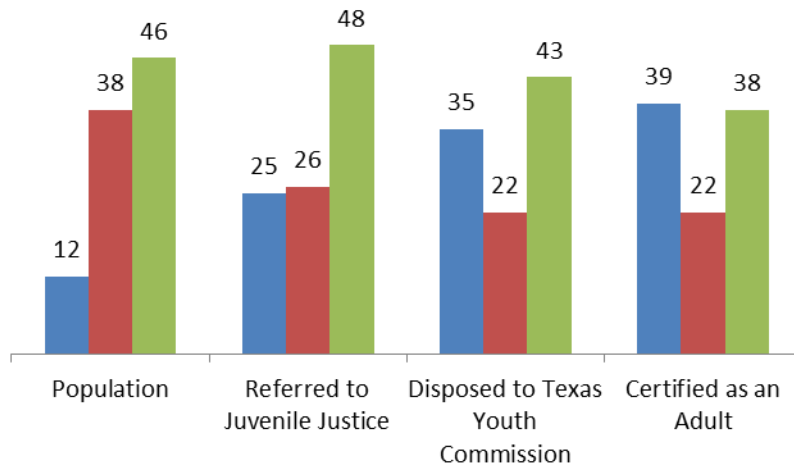


Key findings that informed the model

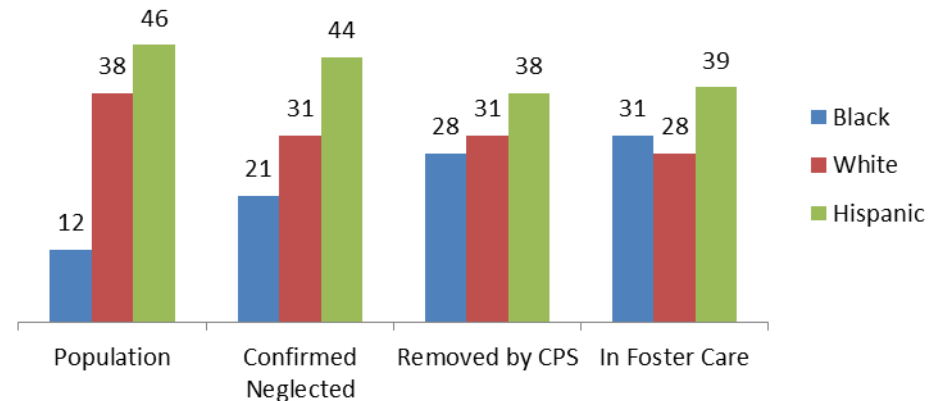
1. Racial inequity looks the same across systems
2. **Systems contribute significantly to disparities**
3. Poor outcomes are concentrated in certain geographic communities; usually poor communities and communities of color
4. Systemic interventions and training are working to change thinking, reduce disparities, and improve outcomes for all populations

Inequity increased with each decision-point in TX child welfare and juvenile justice

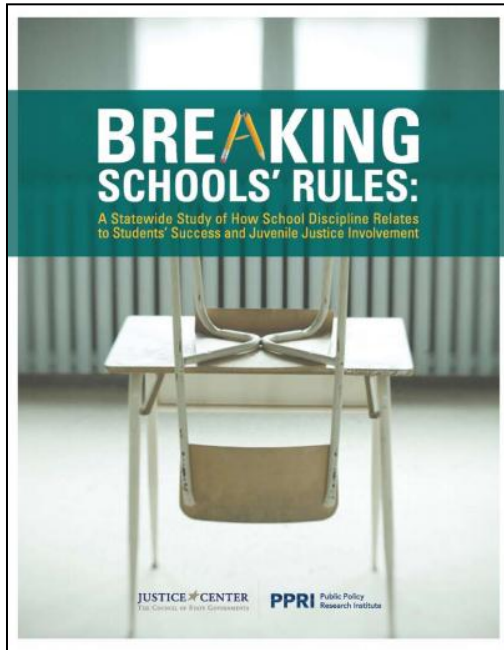
Juvenile Justice
(racial group as % of total 2010)



Child Welfare
(racial group as % of total 2010)



Student behavior does not account for the disproportionality in school discipline



Sample included 928,940 TX Students

Multivariate analysis* of:

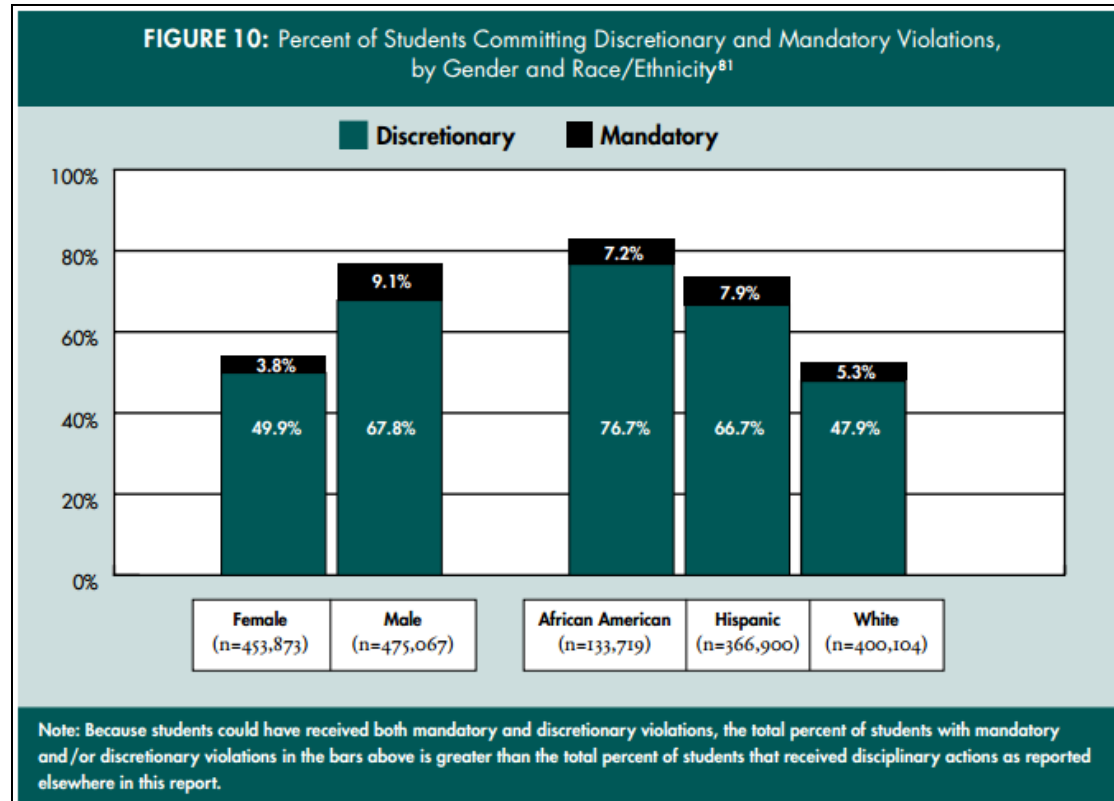
- Student demographics
- Student attributes
- Academic performance
- Discipline contact
- Campus measures
- Cohort measures
- County measures

*complete list of variables in appendix

JUSTICE CENTER
THE COUNCIL OF STATE GOVERNMENTS

PPRI Public Policy
Research Institute

Mandatory discipline outcomes are comparable, but discretionary discipline is hugely disparate



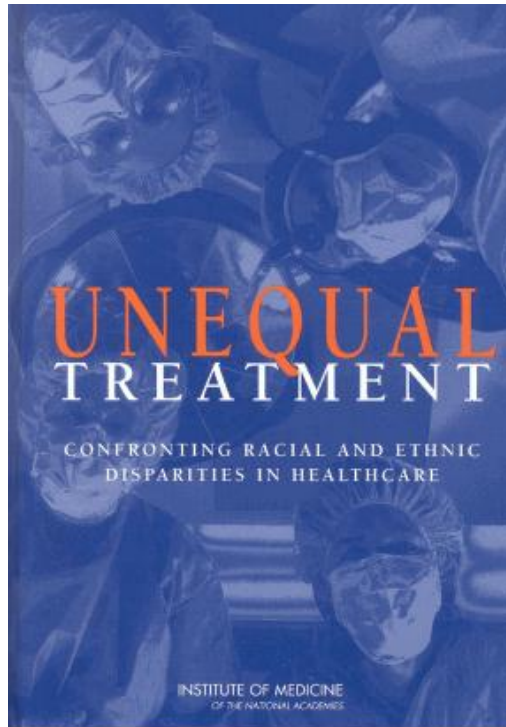
Controlling for 83 factors, African Americans students still 31% more likely to receive discretionary discipline

TABLE 1: Probability of School Discipline Involvement in 9th Grade by Race
(Controlling for All Other Measurable Student and Campus Attributes)

| Chance of → | DISCRETIONARY disciplinary action in 9 th grade | MANDATORY disciplinary action in 9 th grade |
|-------------------------|------------------------------------------------------------------|--------------------------------------------------------------|
| For students who are... | | |
| White | Reference Group | Reference Group |
| African American | 31.1% higher | 23.3% lower |
| Hispanic | Equal chance | 16.4% higher |

“Multivariate analyses, which enabled researchers to **control for 83 different variables in isolating the effect of race alone** on disciplinary actions, found that African-American students had a 31 percent higher likelihood of a school discretionary action, compared to otherwise identical white and Hispanic students. “

Ample research reports that systems contribute significantly to health disparities



Excerpts from Institute of Medicine's "Unequal Treatment"

"...research indicates that minorities are less likely than whites to needed services, including clinically necessary procedures, **even after correcting for access-related factors, such as insurance status.**"

"Aspects of health systems—such as the ways in which systems are organized and financed, and the availability of services—may exert different effects on patient care, particularly for racial and ethnic minorities."

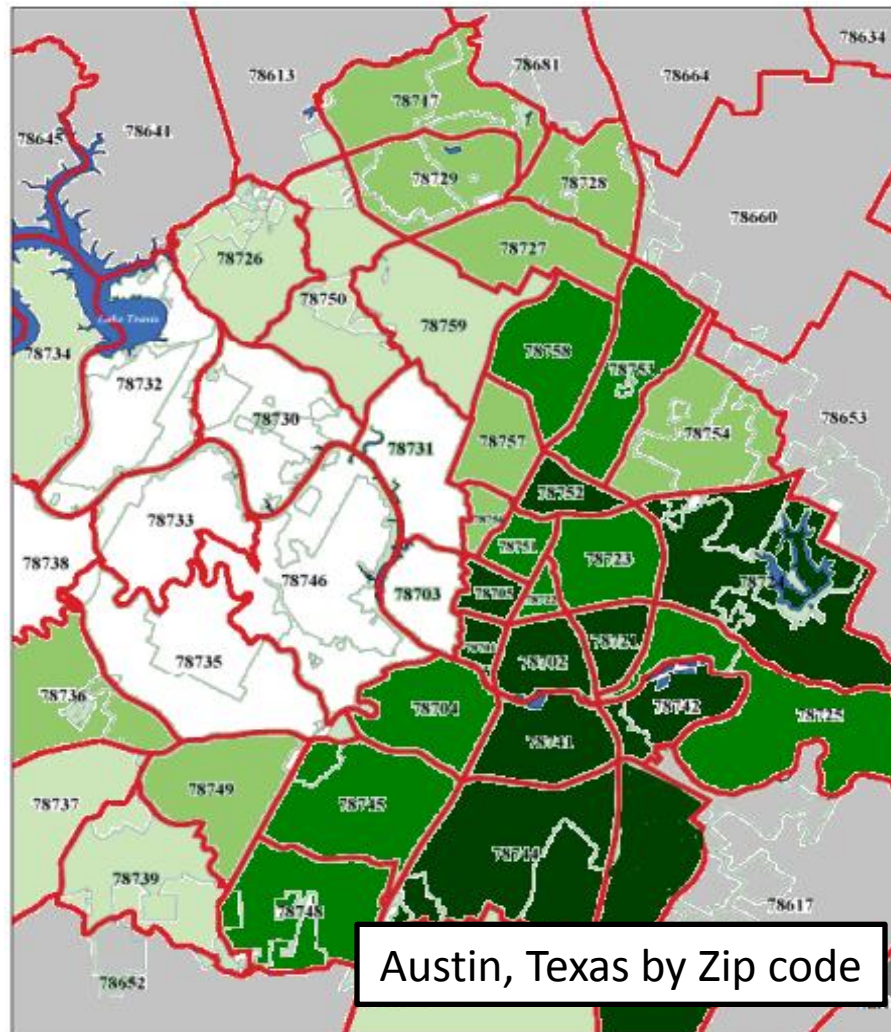
"... research to date has demonstrated that health care providers' diagnostic and treatment **decisions, as well as their feelings about patients, are influenced by patients' race or ethnicity** and stereotypes associated with them..."

...[stereotypes] are held **even by people who truly believe that they do not judge others** based on social categories"

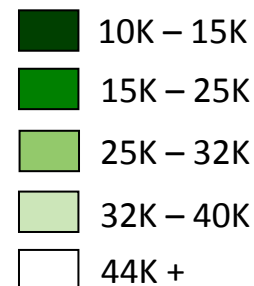
Key findings that informed the model

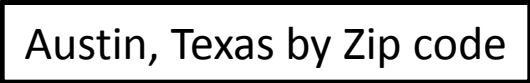
1. Racial inequity looks the same across systems
2. Systems contribute significantly to disparities
3. **Poor outcomes are concentrated in certain geographic communities; usually poor communities and communities of color**
4. Systemic interventions and training are working to change thinking, reduce disparities, and improve outcomes for all populations

In health, child welfare, and other systems, poor outcomes are also concentrated geographically

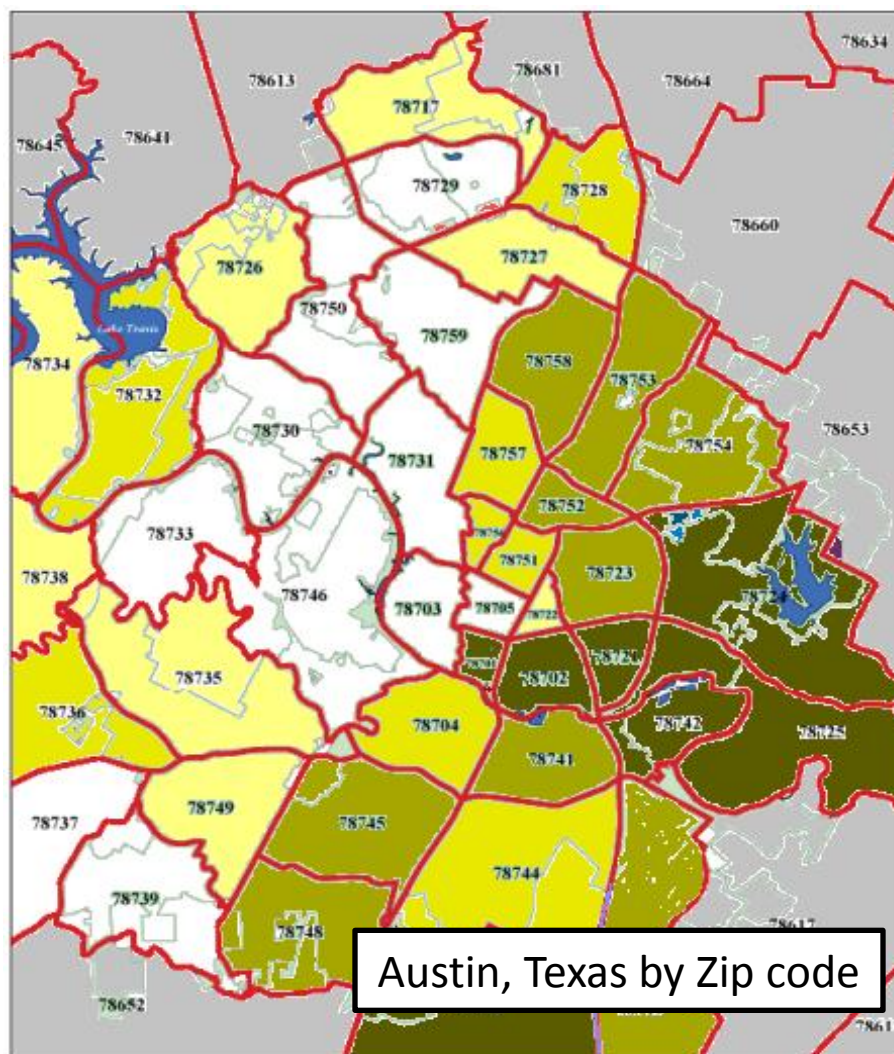


2000
Per Capita Income



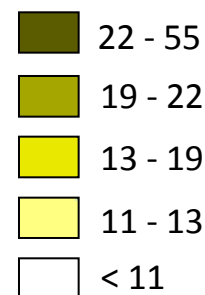


In health, child welfare, and other systems, poor outcomes are also concentrated geographically



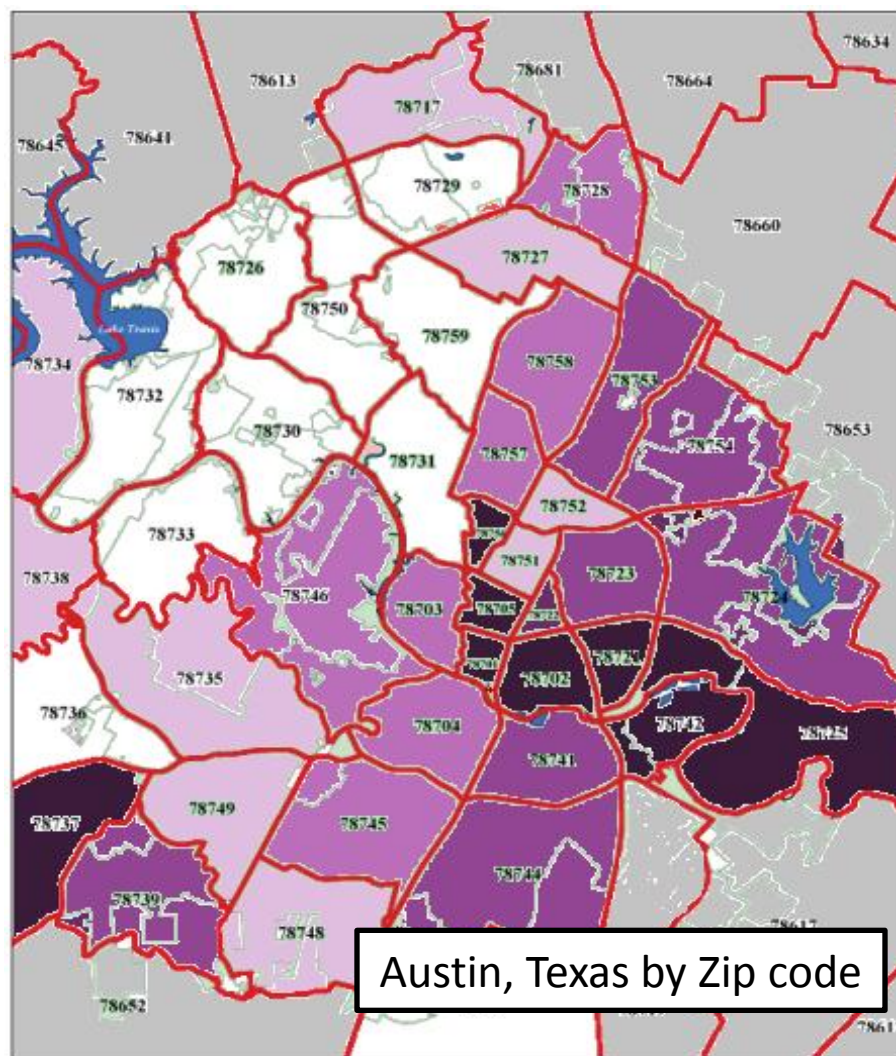
Years of Potential Life Lost

*2004-2008 average annual YPLL scaled to 2000 population (x100)

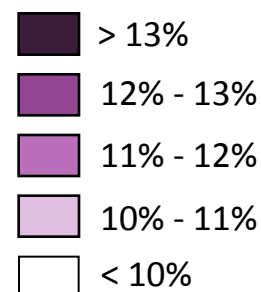


Austin, Texas by Zip code

In health, child welfare, and other systems, poor outcomes are also concentrated geographically

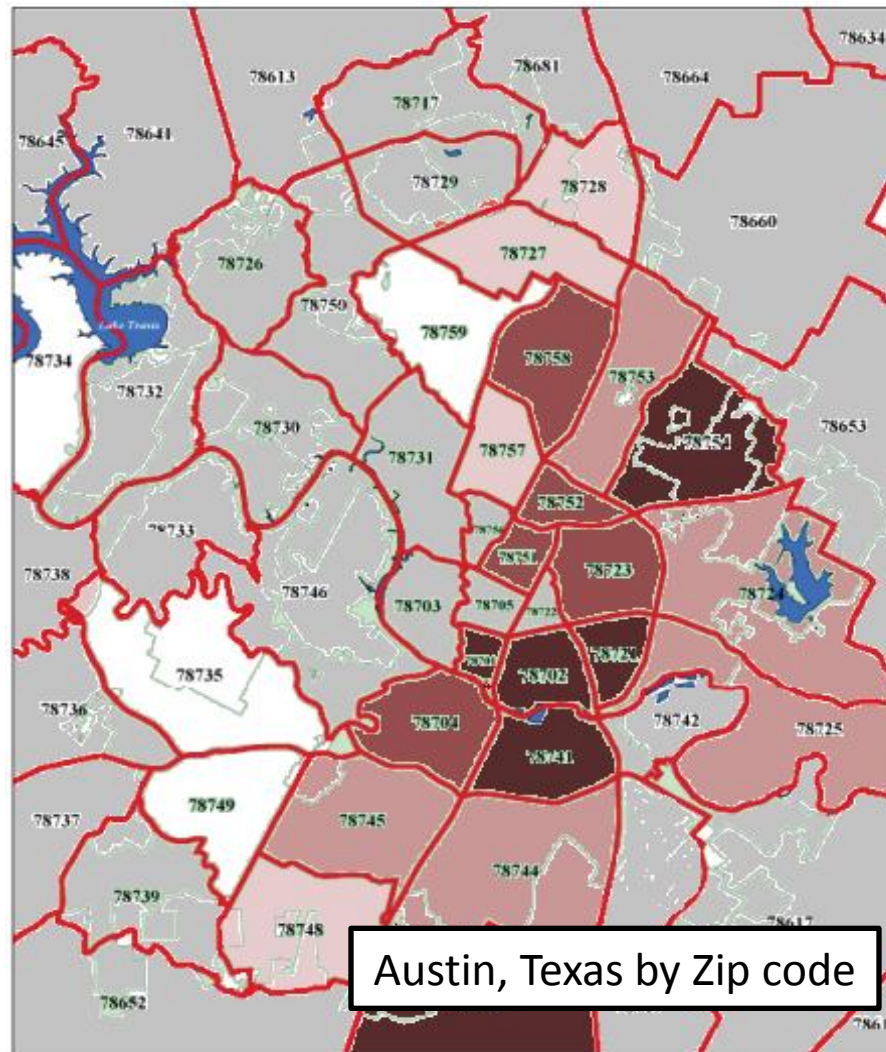


2006 - 2008
Premature Births as
percent of total births



Austin, Texas by Zip code

In health, child welfare, and other systems, poor outcomes are also concentrated geographically



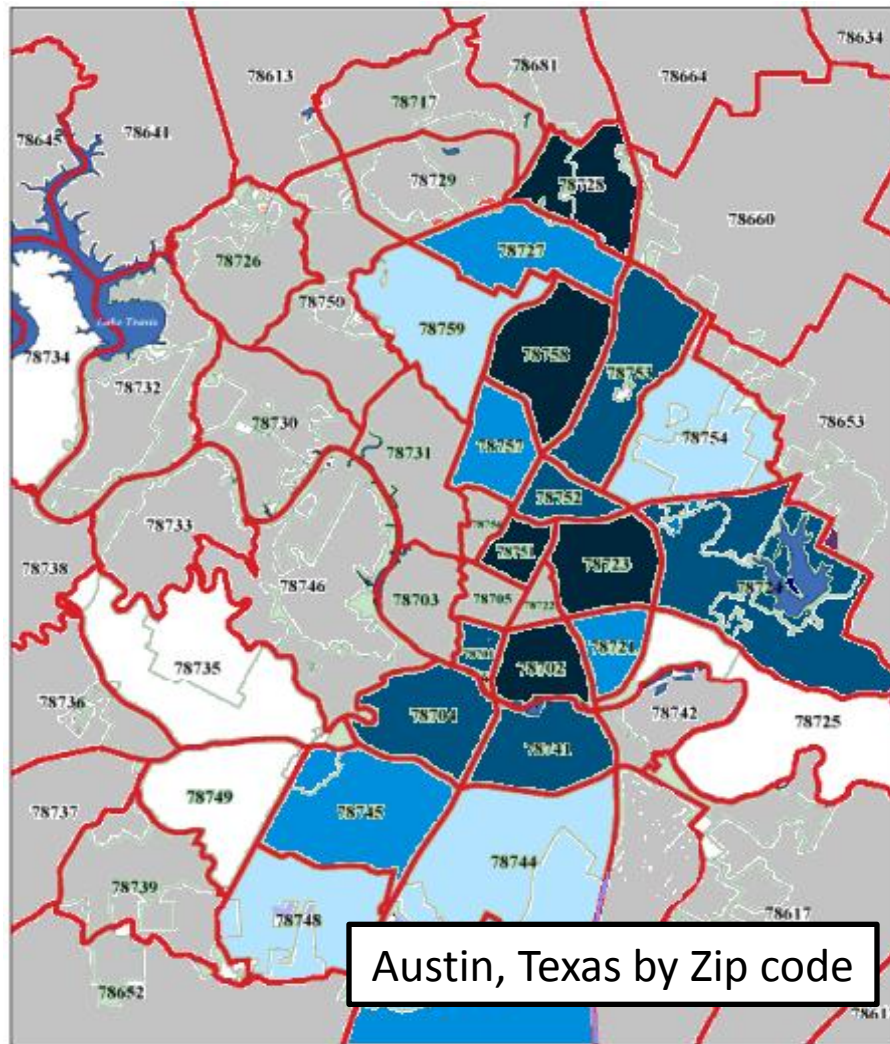
2005 – 2009
Removals per 1000 children

*scaled using 2000 population

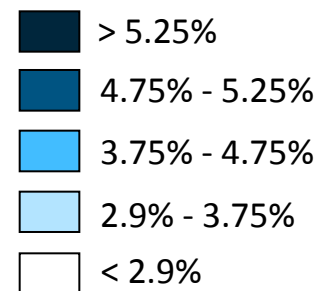


Austin, Texas by Zip code

In health, child welfare, and other systems, poor outcomes are also concentrated geographically

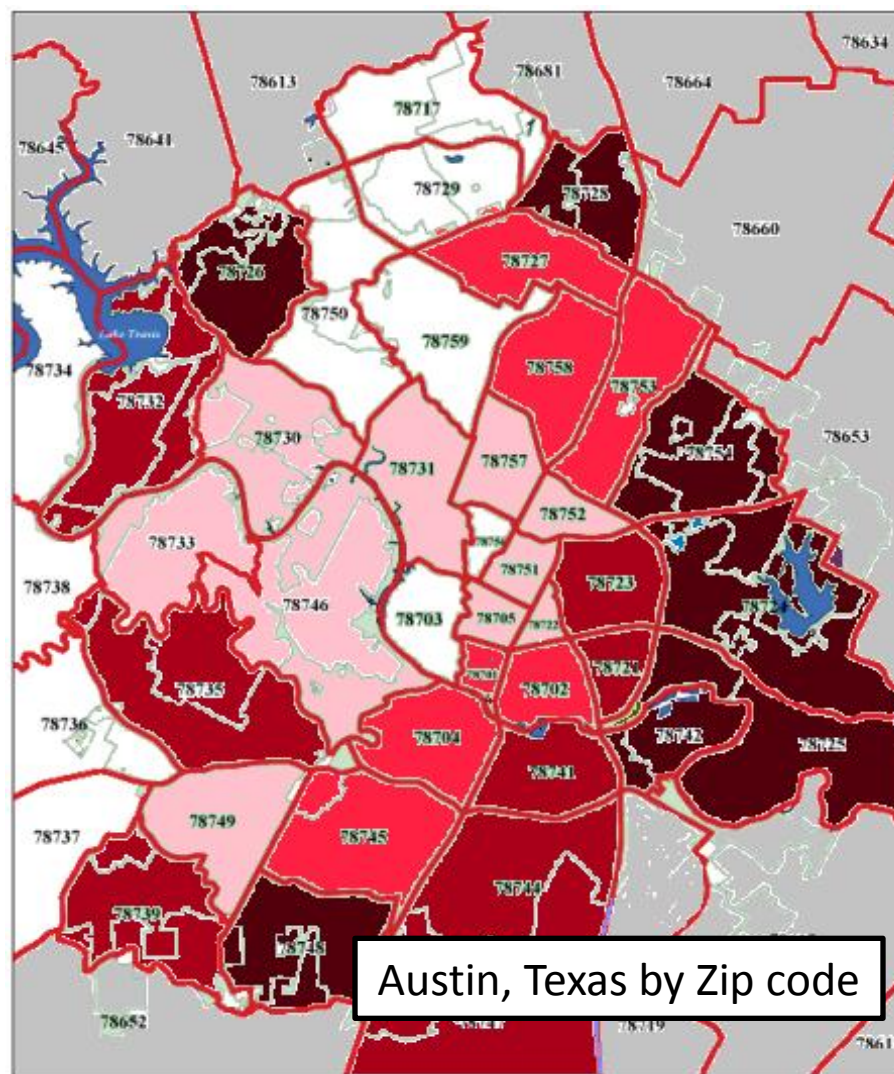


2005 – 2009
CPS removals per
investigation



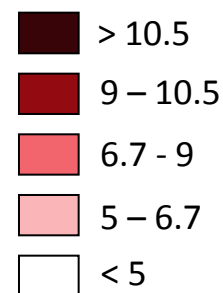
Austin, Texas by Zip code

In health, child welfare, and other systems, poor outcomes are also concentrated geographically

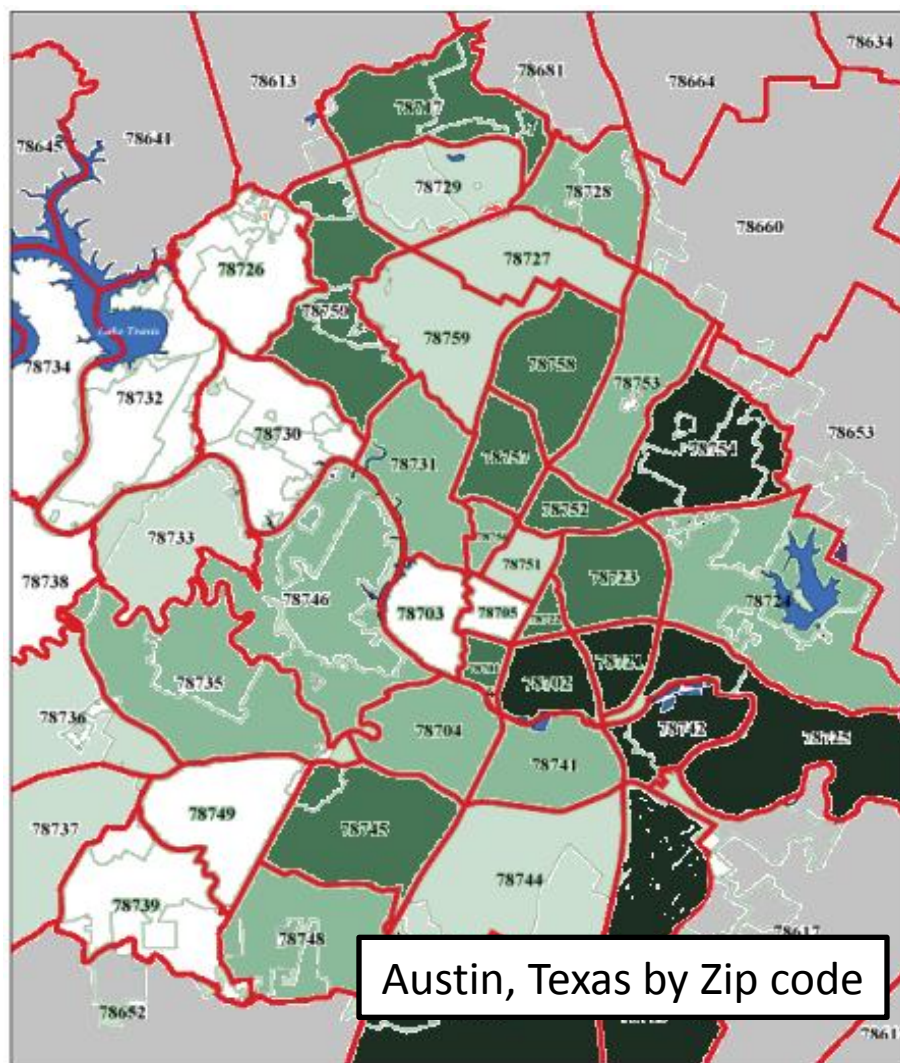


2005 – 2008
Age-Adjusted Death from
Heart Disease per 1000
residents

*scaled using 2000 population and adjusted for age

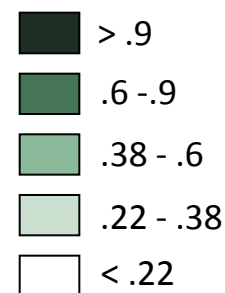


In health, child welfare, and other systems, poor outcomes are also concentrated geographically



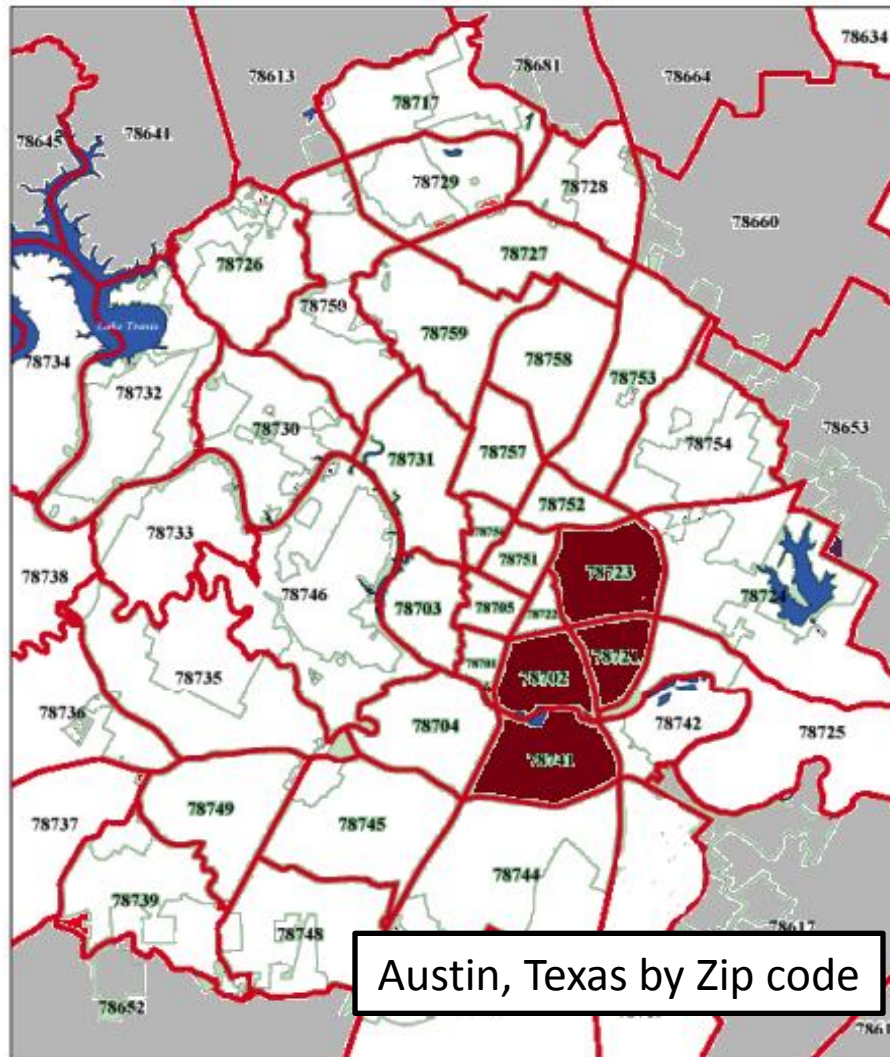
2005 – 2008
Death from Diabetes
per 1000 residents

*scaled using 2000 population (x1000) and
adjusted for age



Austin, Texas by Zip code

The worst outcomes *across systems* are concentrated in certain geographic areas



Cumulative outcomes
across measures

Zip Codes that fall
in BOTTOM 30% on
7 of the 8 measures

Austin, Texas by Zip code

Correlation of Zip Code level demographics and outcomes

Correlation of demographics and institutional outcomes for 682 TX Metro Zip Codes

| | % White | % Black | % Hispanic | % Highschool | Average HH NW | Child Welfare (alleged victims / youth pop) | Juvenile Justice (referrals to JJ / youth population) | Education (students at risk / total students) |
|----------------------------------------------------------|---------|---------|------------|--------------|---------------|------------------------------------------------|----------------------------------------------------------|--------------------------------------------------|
| % White | 1.00 | | | | | | | |
| % Black | -0.53 | 1.00 | | | | | | |
| % Hispanic | -0.79 | -0.06 | 1.00 | | | | | |
| % Highschool | -0.13 | 0.16 | 0.16 | 1.00 | | | | |
| Average HH NW | 0.61 | -0.31 | -0.59 | -0.60 | 1.00 | | | |
| Child Welfare (alleged victims / youth population) | -0.27 | 0.23 | 0.25 | 0.44 | -0.63 | 1.00 | | |
| Juvenile Justice (referrals to JJ / youth population) | -0.19 | 0.21 | 0.12 | 0.16 | -0.34 | 0.39 | 1.00 | |
| Education (students at risk / total students) | -0.68 | 0.27 | 0.64 | 0.27 | -0.70 | 0.45 | 0.32 | 1.00 |

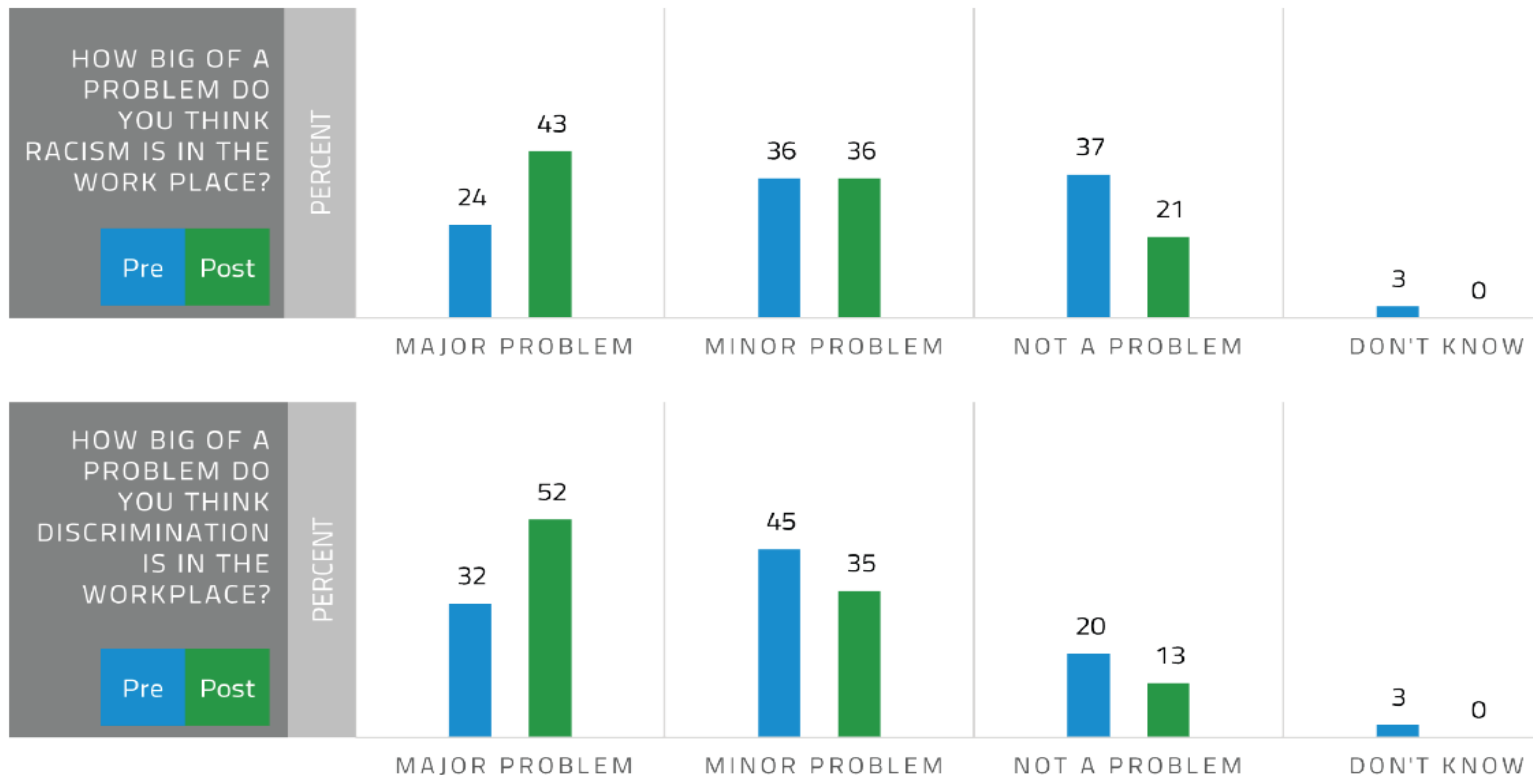
Key findings that informed the model

1. Racial inequity looks the same across systems
2. Systems contribute significantly to disparities
3. Poor outcomes are concentrated in certain geographic communities; usually poor communities and communities of color
4. **Systemic interventions and training are working to change thinking, reduce disparities, and improve outcomes for all populations**

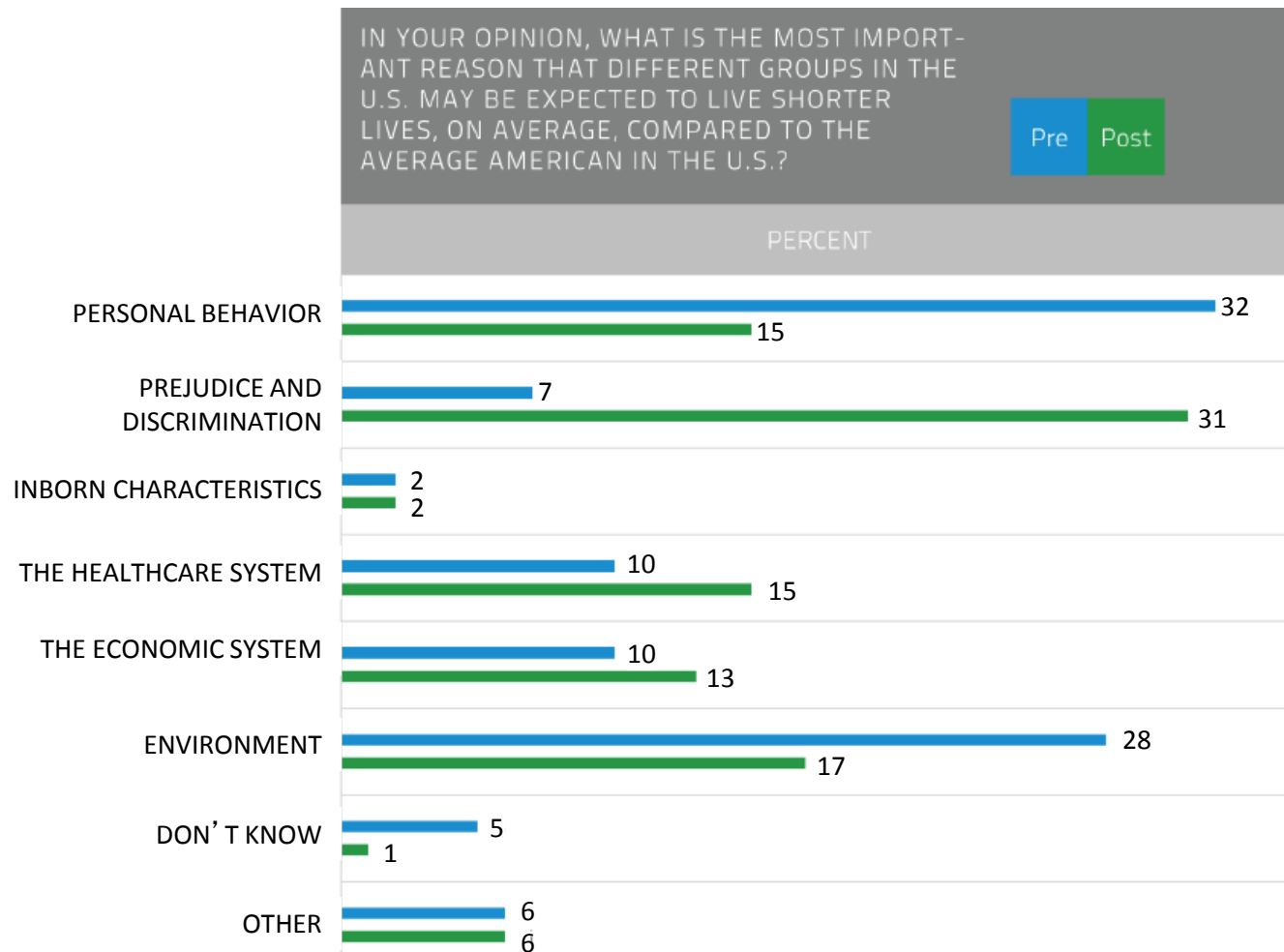
Health Equity Training

- 4 hour Courageous Conversations training provided by the Center in 2012 - 2013
- Training conducted with 18 partner organizations in 6 counties
 - Total of 104 people surveyed (demographic profile in appendix)
- Purpose: change thinking to increase awareness of disproportionality and its root causes

Sample Health Equity Training Evaluation Results (I)



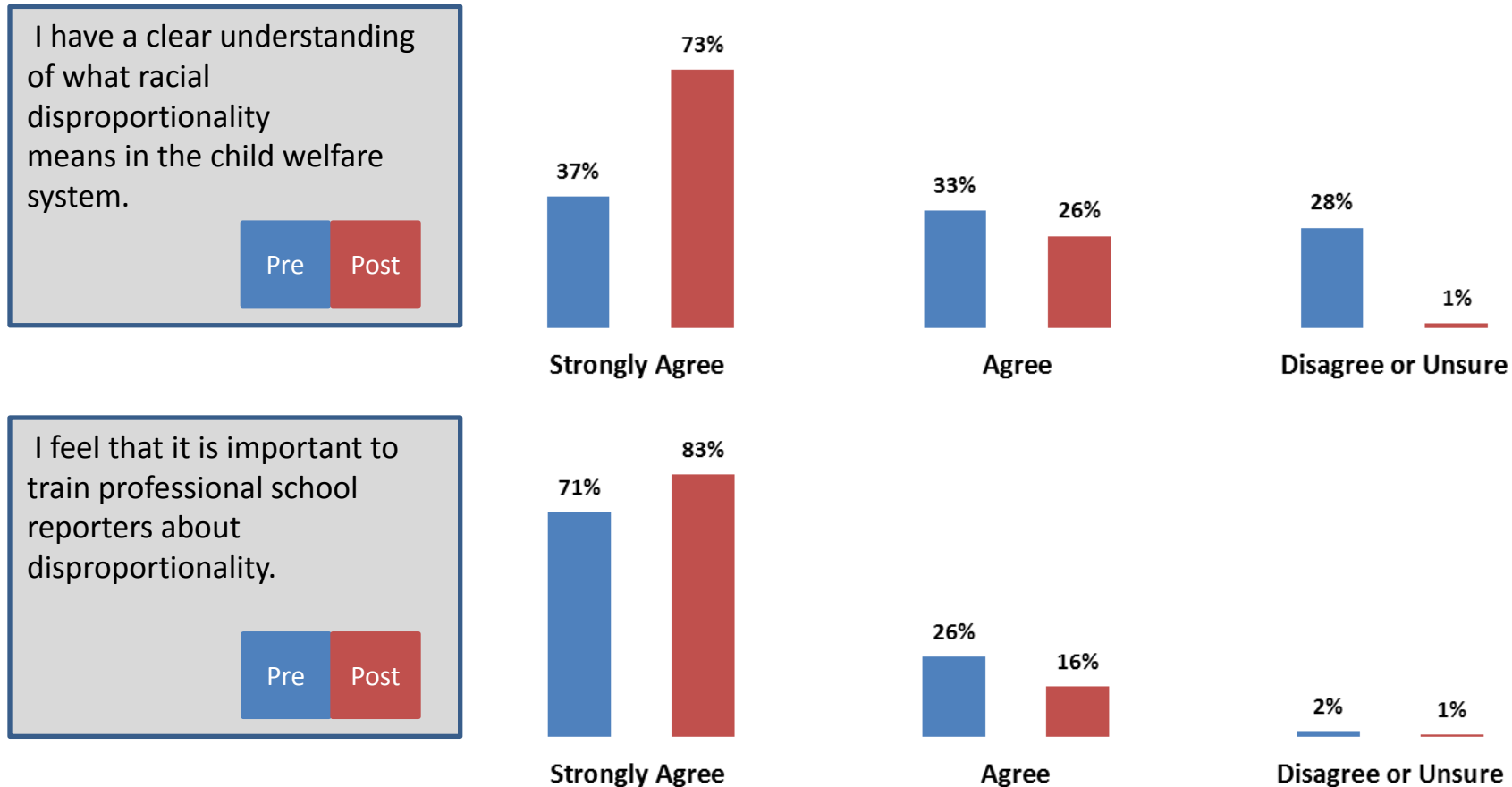
Sample Health Equity Training Evaluation Results (II)



Professional School Reporter Training

- 4 hour Courageous Conversations training provided by the Center in 2012
- Training conducted in Waco, Dallas, and Port Arthur
 - Total of 160 trainees (detailed results in appendix)
- Purpose: change thinking to increase awareness of disproportionality, implicit bias, and their root causes and to reinforce the responsibilities of mandatory reporters

Sample School Reporter Training Evaluation Results (I)

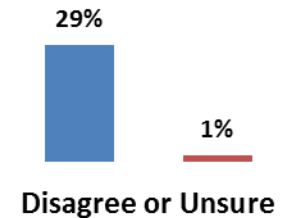
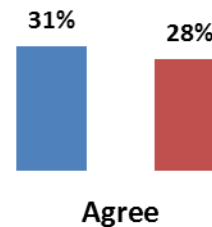
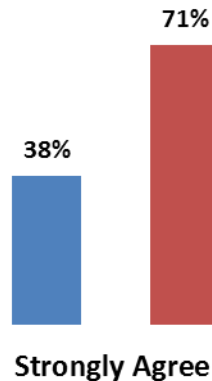


Sample School Reporter Training Evaluation Results (II)

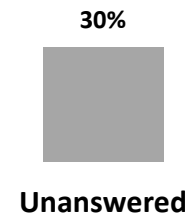
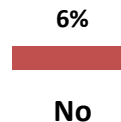
The cultural competency and/or diversity training that I have received contained information that increased my knowledge about institutional racism.

Pre

Post



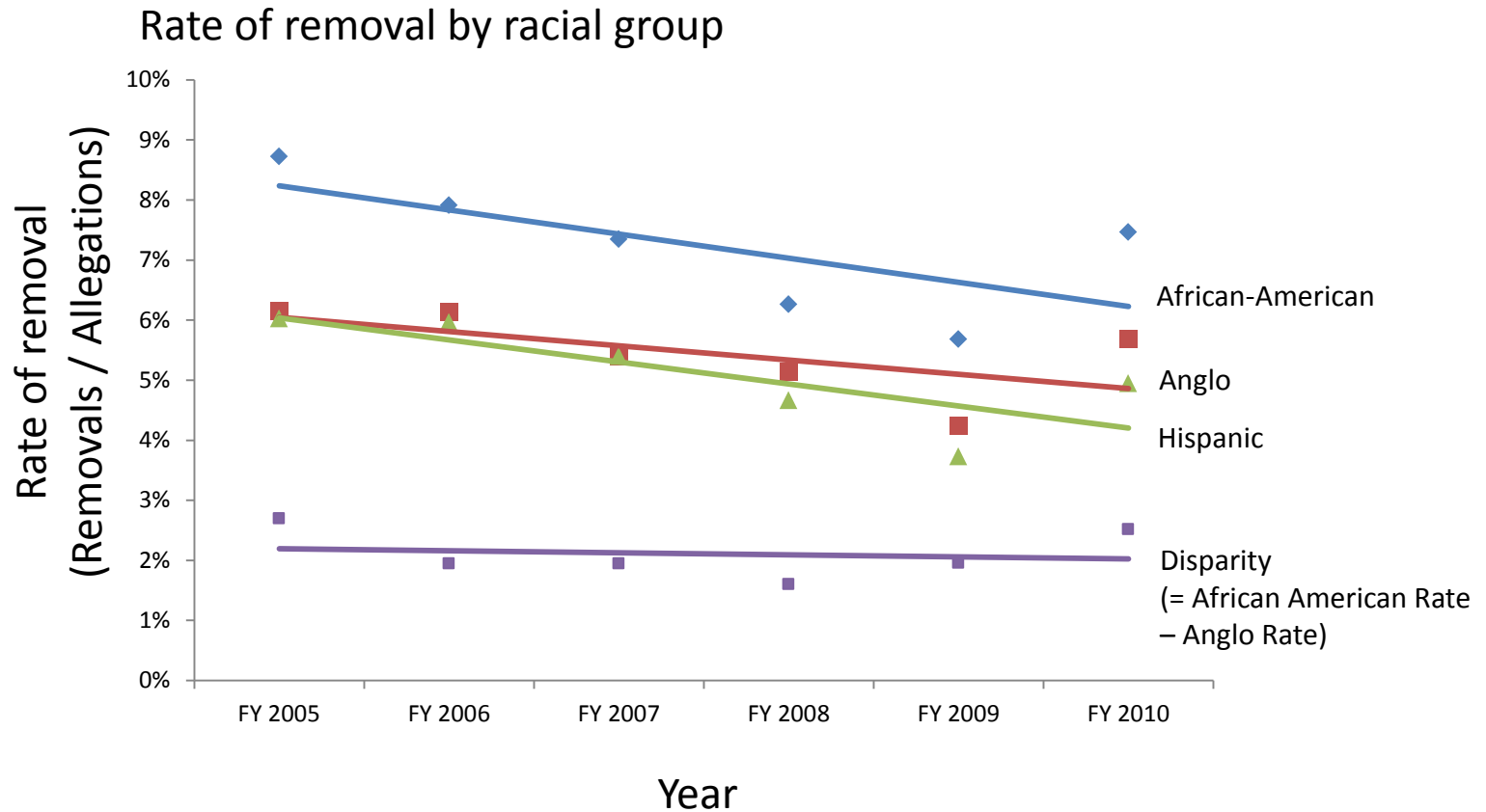
Would you be interested in participating in a full Undoing Racism Workshop (n = 66, Waco and Port Arthur only).



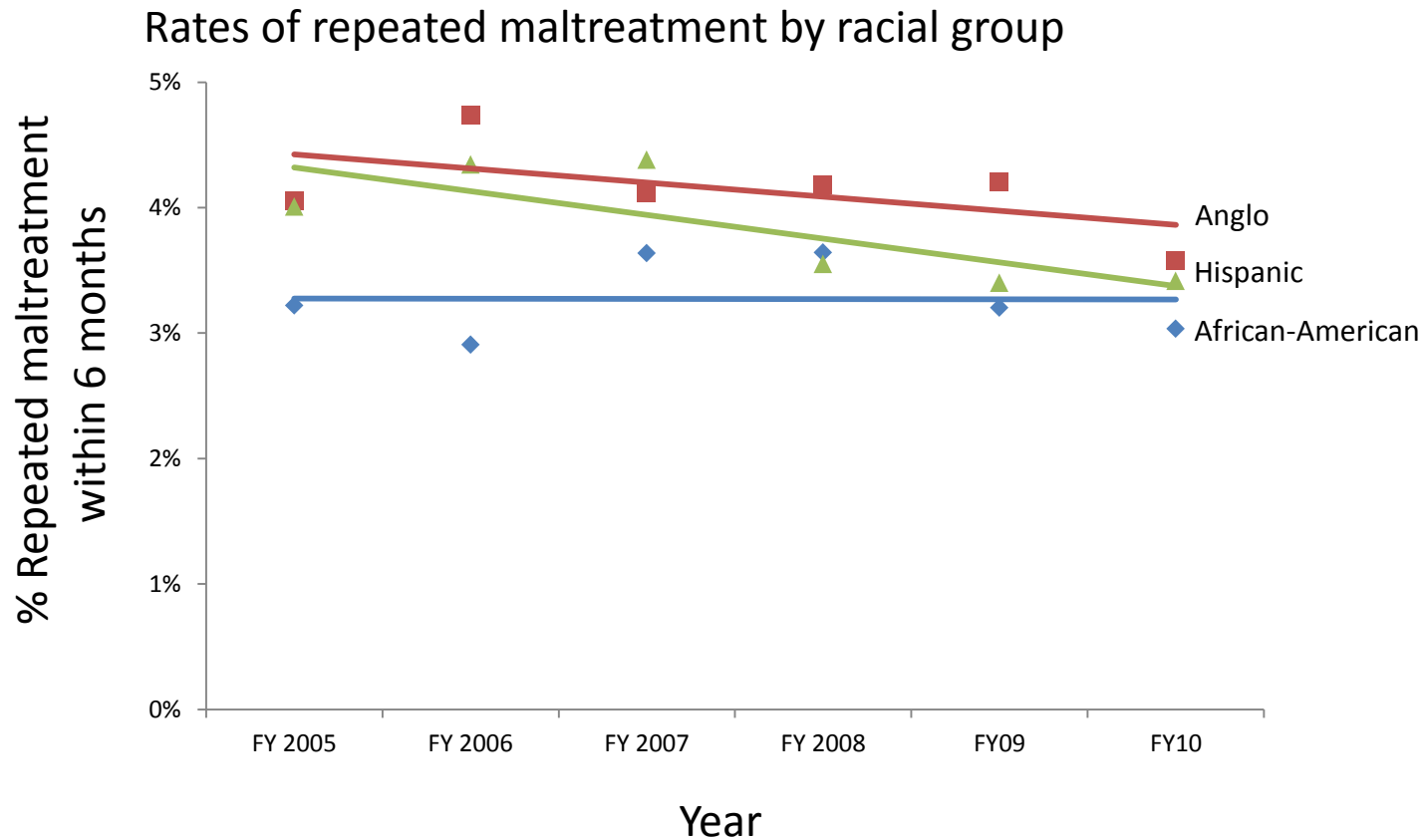
Texas Model Applied to Child Welfare

- 4 year full program applying Texas Model to Child Welfare
- 5 Focus Counties begin in 2005 (Tarrant, Harris, Dallas, Travis, Jefferson)
- Program rolled out statewide in 2007
- Purpose: reduce and eliminate disparities in child welfare outcomes
- Unanticipated outcome: efforts safely reduced removals for all children

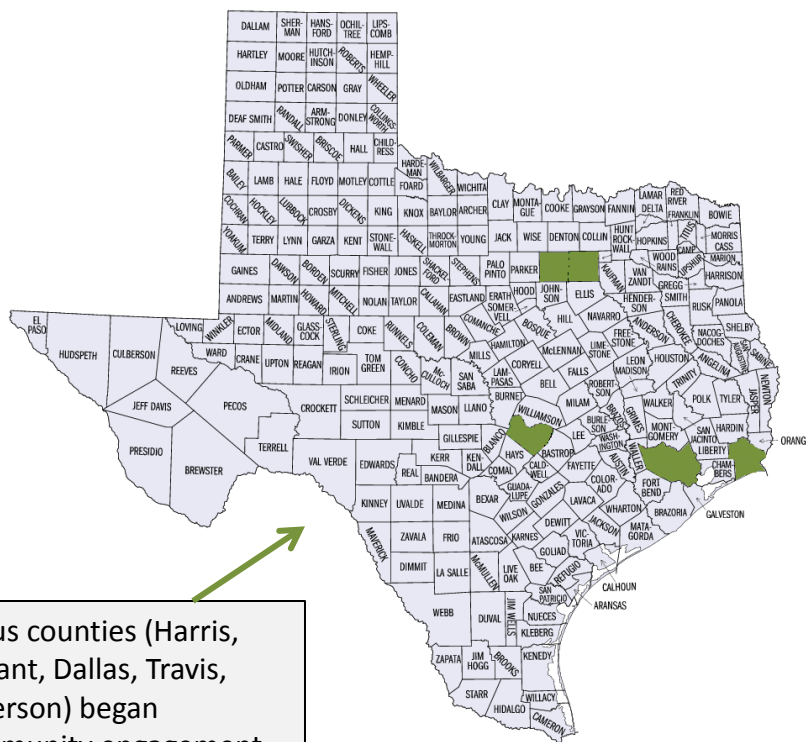
The Texas Model led to a statewide decrease in removal rates between 2005 and 2010



There was no significant increase in repeated maltreatment

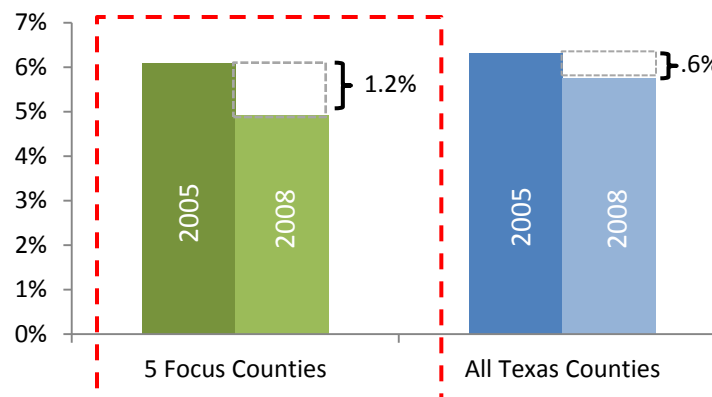


The decrease was most pronounced in counties where the Texas Model was most developed

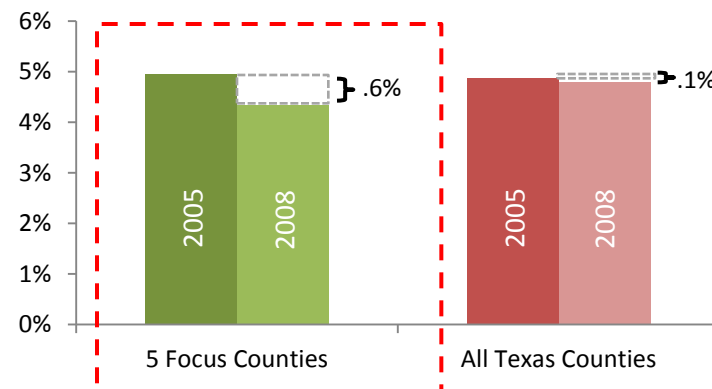


Focus counties (Harris, Tarrant, Dallas, Travis, Jefferson) began community engagement in 2005, 2 years before the rest of the state

African American removal rates pre- and post intervention



Anglo removal rates pre- and post intervention



Key findings that informed the model

1. Racial inequity looks the same across systems
2. Systems contribute significantly to disparities
3. Poor outcomes are highly correlated with poverty and race, and are concentrated in certain geographic communities
4. Systemic interventions and training are working to change thinking and reduce disparities for all children

The Texas Model reflects a new way of conceptualizing change

Old Thinking

Services are generally good for constituents. More services is almost always good.

Services benefit all people more or less equally. We should strive for uniformity.

Poor outcomes (eg. school expulsions) are primarily due to irresponsibility, ignorance, and/or poor choices on part of communities

The outcomes we see are out of our control.

New Thinking

Services benefit constituents in some ways, and hurt them in some ways

Services benefit and hurt certain people and populations differently.

Mutual accountability –
Poor outcomes (eg. school expulsions) are the responsibility of constituents AND systems

Communities and institutional gatekeepers working together can drive a change in outcomes.

Thank you!

Slide deck with appendix available on conference
website:

www.ceddhealthsummit.com

Appendix

- The Texas Model Process as applied to TX Health and Human Services
- Conceptual Model: Texas Model applied to HHS
- Complete list of variables controlled for in “Breaking School Rules”
- Detailed explanation of Health Equity Training and evaluation participant demographics
- School Reporter Training evaluation results in detail
- Definition of “At-risk” classification, TX Education Association

The Texas Model Applied to HHS (I)

1 Implement Texas Model

2 Cultural and Philosophical Shift

- Staff at every level understand and value history, culture, and partnership of community

3 Changes in Decision-patterns and Interventions

- eg. judge move court to accommodate parent work schedules
- eg. engage families in FGDM

4 Impact on Results

- Increase in FGDM participation
- Increase in kinship placements
- Decrease in removals without impacting safety

The Texas Model: Applied to HHS (II)

1

Implement Texas Model

- Anti-racist training
- Community advisory committees
- Identifying and meeting with groups that have the same goals
- One-on-one meetings with systems leaders
- “Round tables,” “community discussions,” and data-sharing
- Facilitating conversation between community and systems leaders
- Participation on related boards, committees, etc.

The Texas Model: Applied to HHS (III)

2

Cultural and Philosophical Shift

- Decreased fragmentation within individual systems
- Increased contact and communication between systems
- Increased contact and communication between systems and communities
- A change in thinking among all involved

Old Thinking

Services are generally good for constituents. More services is almost always good.

Services benefit all people more or less equally. We should strive for uniformity.

Poor outcomes (eg. school expulsions) are primarily due to irresponsibility, ignorance, and/or poor choices on part of communities

The outcomes we see are out of our control.

New Thinking

Services benefit constituents in some ways, and hurt them in some ways

Services benefit and hurt certain people and populations differently.

Poor outcomes (eg. school expulsions) are the responsibility of constituents AND systems

Communities and institutional gatekeepers can drive a change in outcomes.

The Texas Model: Applied to HHS (IV)

3

Changes in Decision-patterns and Intervention

- Daily decision-making (eg. whether or not to take call from community leader)
- Daily decision-making of community-members (eg. whether or not call institution or community organization)
- Case-level decision-making (eg. whether or not to remove a child)
- Policies and procedures (eg. where to administer services, what times to administer services)
- Level of community engagement (eg. increased parent involvement with Family Team Meetings)
- Shift in unspoken ‘culture’ (eg. adherence to Texas Model becomes important like timely reporting)

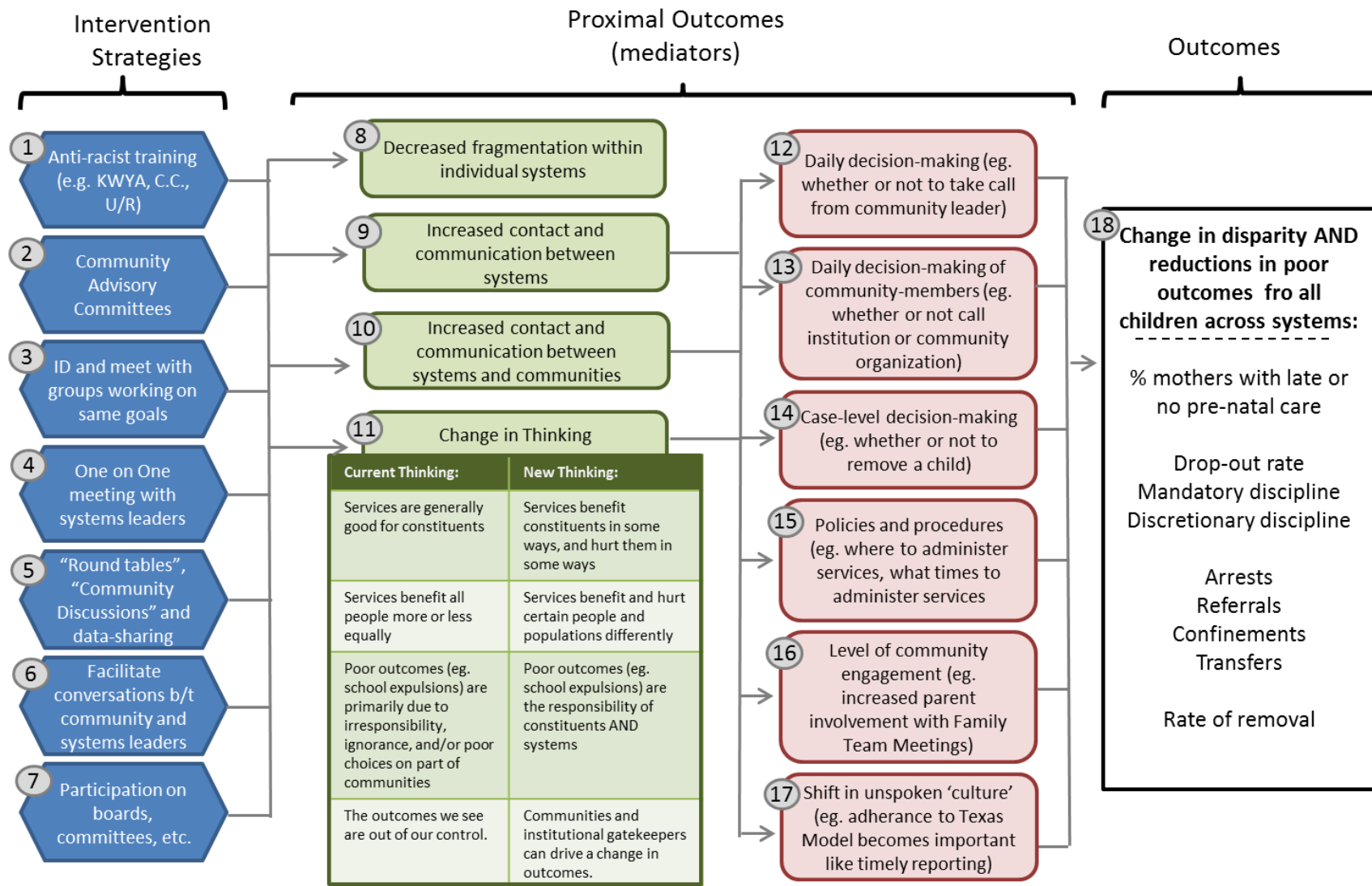
The Texas Model: Applied to HHS (V)

4

Impact on Results

- Change in disparity AND reductions in poor outcomes for all children across systems

Conceptual Model: Texas Model Applied to HHS



Principles of Texas Model applied throughout intervention and assessment

Data-driven Strategies ▪ Leadership Development ▪ Culturally Competent Workforce ▪ Community Engagement Cross-Systems Collaboration ▪ Training Defined by Anti-racist Principles ▪ An Understanding of Institutional Racism and the Impact on Poor Communities and Communities of Color

Complete list of Breaking School Rules variables (I)

| STUDENT DEMOGRAPHICS | | |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Label | Definition | Type |
| 1. African American | Student is African American | Binary |
| 2. Latino | Student is Hispanic | Binary |
| 3. Other Race | Student is not a white, Hispanic, or African-American student | Binary |
| 4. Male | Student is male | Binary |
| 5. African American in a Non-African American Majority School | Student is African American in a school with a majority of students that are non-African American; must be a clear majority of another race | Binary |
| 6. Hispanic in a Non-Hispanic Majority School | Student is Hispanic in a school with a majority of students that are non-Hispanic; must be a clear majority of one race | Binary |
| 7. Other Race in a Non-Other Race Majority School | Student is "Other Race" in a school with a majority of students that are non-"Other Race"; must be a clear majority of one race | Binary |
| 8. White in a Non-White Majority School | Student is white in a school with a majority of students that are non-white; must be a clear majority of one race | Binary |

| STUDENT ATTRIBUTES | | |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 9. Title I Indicator | Student receives Title I services | Binary |
| 10. Economically Disadvantaged | Student is eligible for free or reduced-price lunch or other public assistance | Binary |
| 11. Limited English Proficiency | Student is classified as having limited English proficiency | Binary |
| 12. Immigrant | Student is classified as an immigrant | Binary |
| 13. Migrant | Student is classified as a migrant | Binary |
| 14. Ever Pregnant | Student was pregnant in any previous year | Binary |
| 15. Student Racial Majority | Majority of students on the campus are of the student's race | Binary |
| 16. Teacher Racial Majority | Majority of teachers on the campus are of the student's race | Binary |
| 17. Number of Schools Attended | Number of schools the student attended in the year | Continuous |
| 18. Autism | Student is diagnosed with autism | Binary |
| 19. Emotional Disturbance | Student is diagnosed with an emotional disturbance | Binary |
| 20. Learning Disability | Student is diagnosed with a learning disability | Binary |
| 21. Mental Retardation | Student is diagnosed with mental retardation | Binary |
| 22. Physical Disability | Student is diagnosed with an orthopedic impairment, auditory impairment, visual impairment, deaf-blind diagnosis, speech impairment, non-categorical early childhood or other health impairment | Binary |
| 23. Traumatic Brain Injury | Student is diagnosed with a traumatic brain injury | Binary |

Complete list of Breaking School Rules variables (II)

| STUDENT ACADEMIC PERFORMANCE | | |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 24. At-Risk of Dropping Out | Student is at risk of dropping out (TEA designation) | Binary |
| 25. Gifted | Student is classified as gifted | Binary |
| 26. Vocational Education | Student is in a vocational education class | Binary |
| 27. Has Failed a TAKS Test | Student has failed a TAAS/TAKS test (state test) before or during the study period | Binary |
| 28. Failed Last TAKS Test | Student failed at least one section of the TAAS/TAKS test (state test) at least one time in the last year he or she took the exam | Binary |
| 29. Retained | Student was retained in the previous year (repeated a grade) | Binary |
| 30. Years Behind | Number of years student is behind expected grade level | Continuous |
| 31. Attendance Rate | Student's attendance rate | Continuous |

| STUDENT DISCIPLINE CONTACT (continued) | | |
|----------------------------------------------|--------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 36. Number of DAEP Disciplinary Actions | Total number of disciplinary events where the action taken was referral to a DAEP | Continuous |
| 37. Number of JJAEP Disciplinary Actions | Total number of disciplinary events where the action taken was referral to a JJAEP | Continuous |
| 38. Number of Expulsion Disciplinary Actions | Total number of disciplinary events where the action taken was expulsion | Continuous |
| 39. Number of Fine Disciplinary Actions | Total number of disciplinary events where the action taken was truancy-related fines | Continuous |
| 40. Number of No-Action Disciplinary Events | Total number of disciplinary events where no action was taken | Continuous |
| 41. Number of Unknown Disciplinary Actions | Total number of disciplinary events where the action taken was not reported. | Continuous |
| 42. Number of TJPC Referrals | The number of TJPC referrals that the student had in the year | Continuous |

| STUDENT DISCIPLINE CONTACT | | |
|----------------------------------------|-----------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 32. Disciplined | Student was disciplined | Binary |
| 33. Encountered TJPC in the Past | Student was referred to TJPC in the past | Binary |
| 34. Number of ISS Disciplinary Actions | Total number of disciplinary events where the action taken was in-school suspension | Continuous |
| 35. Number of OSS Disciplinary Actions | Total number of disciplinary events where the action taken was out-of-school suspension | Continuous |

Complete list of Breaking School Rules variables (III)

| COHORT MEASURES | | |
|------------------------------------|-------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 43. 7th Grade | Student is in the seventh grade | Binary |
| 44. 8th Grade | Student is in the eighth grade | Binary |
| 45. 9th Grade | Student is in the ninth grade | Binary |
| 46. Ninth Grade * Held Back | Student is in the ninth grade and is at least two years behind expected grade level | Binary |
| 47. 10th Grade | Student is in the tenth grade | Binary |
| 48. 11th Grade | Student is in the eleventh grade | Binary |
| 49. Cohort Year | The number of years the student's cohort has been in the study | Continuous |
| 50. African American * Cohort Year | The cohort year for African-American students; all other students receive a 0 | Continuous |
| 51. Latino * Cohort Year | The cohort year for Latino students; all other students receive a 0 | Continuous |
| 52. Other Race * Cohort Year | The cohort year for Other Race students; all other students receive a 0 | Continuous |

| CAMPUS MEASURES | | |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 53. Charter School | Student attends a charter school | Binary |
| 54. Title I School | Student attends a Title I school | Binary |
| 55. Exemplary Campus | Campus accountability rating is "exemplary" | Binary |
| 56. Recognized Campus | Campus accountability rating is "recognized" | Binary |
| 57. Unacceptable Campus | Campus accountability rating is "unacceptable" | Binary |
| 58. Missing Rating | Campus accountability rating is "missing" | Binary |
| 59. AEA-Acceptable Campus | Alternative education accountability campus rating is "acceptable" — for alternative campuses only | Binary |
| 60. AEA-Unacceptable Campus | Alternative education accountability campus rating is "unacceptable" — for alternative campuses only | Binary |
| 61. Average Campus Attendance Rate | Average attendance rate for all students at a campus over the entire school year | Continuous |
| 62. Annual Campus Drop-out Rate | Percentage of 7th–12th grade students in attendance at a campus at any time during the school year who drop out before the next school year | Continuous |
| 63. Student/Teacher Ratio | The number of students per teacher on the campus | Continuous |
| 64. Percent Bilingual/ESL Education | Percentage of students at the campus enrolled in bilingual/ESL education | Continuous |
| 65. Percent Career and Technical Education | Percentage of students at the campus enrolled in career and technical education | Continuous |
| 66. Percent Special Education | Percentage of students at the campus enrolled in special education | Continuous |

Complete list of Breaking School Rules variables (IV)

| CAMPUS MEASURES (continued) | | |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 67. Percent Met Standard on all TAKS Subjects | Percentage of students at the campus who met the standard on all TAKS subjects (state test) | Continuous |
| 68. Percent Economically Disadvantaged | Percentage of students at the campus eligible for free or reduced-price lunch or other public assistance | Continuous |
| 69. Teachers' Average Salaries | Average salary paid to each FTE teacher at the campus | Continuous |
| 70. Average Years of Experience of Teachers | Average years experience for teachers at the campus | Continuous |
| 71. Per-Capita Instructional \$ | Average total instructional expenditures per student at the campus | Continuous |
| 72. District Wealth Per Capita | Total taxable property value per student | Continuous |
| 73. Diversity Measure (Student) | Measure of student diversity at the campus. Calculated: $1 - (\text{Percentage, black students})^2 - (\text{Percentage, white students})^2 - (\text{Percentage, Hispanic students})^2 - (\text{Percentage, Other students})^2$ [0 = perfect homogeneity; 0.75 = perfect diversity] | Continuous |
| 74. Diversity Measure (Teacher) | Measure of teacher diversity at the campus. Calculated: $1 - (\text{Percentage, black teachers})^2 - (\text{Percentage, white teachers})^2 - (\text{Percentage, Hispanic teachers})^2 - (\text{Percentage, Other teachers})^2$ [0 = perfect homogeneity; 0.75 = perfect diversity] | Continuous |
| 75. Student/Teacher Racial Congruence (Higher Value =Less Congruence) | Chi-square based measure indicating the student /teacher racial congruence at the campus [0= perfect congruence. Higher values indicated less congruence (more differences)] | Continuous |

| COUNTY MEASURES | | |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Label | Definition | Type |
| 76. Suburban County | Student lives in a suburban county | Binary |
| 77. Non-Metro Adjacent County | Student lives in a non-metro county adjacent to a metro county | Binary |
| 78. Rural County | Student lives in a rural county | Binary |
| 79. Percentage, Single Parent Families | Percentage of families in the student's county headed by either a father or mother only (2000 Census) | Continuous |
| 80. Percentage, Population With Diploma | Sum total of the percentage of individuals ages 25 and up within the student's county with one of the following educational attainments: high school graduate (includes equivalency), some college, no degree, associate degree, bachelor's degree, or graduate/professional degree | Continuous |
| 81. Percentage, Homes Rented | Percentage of occupied homes in the student's county that are rented by the occupant (2000 Census) | Continuous |
| 82. Average Household Size in County | Average household size in the student's county (2000 Census) | Continuous |
| 83. Income per Capita | 2006 per capita income in the student's county (Comptroller's Office) | Continuous |

Detail of 4 hour Health Equity Training content

The CEDD organized 4-hour training workshops for the staff of *Transforming Texas* sub-grantees and their community partners, held from July through September 2012. Each participant was required to attend only one of these 4-hour sessions. The workshops were similar in content and methods and sought to improve the subgrantees' awareness of health disparities and to encourage them to design and implement community activities using culturally-competent strategies built on the health equity principle of the CTG.

At the training, topics that were covered include:

- Terms used to describe racial inequity in outcomes in the health, education, child welfare, and juvenile justice systems
- Social, economic, and environmental factors that serve as determinants of health and equity across systems
- Major determinants of health inequity such as Institutional racism, Socioeconomic status (SES), and Health care access
- Disparities in selected health behaviors and outcomes such as smoking prevalence, tobacco-related cancer site mortality, diabetes prevalence, cardiovascular disease mortality rates
- Strategic approaches to addressing disparities in their communities such as identification of disparities in local communities and health-disparate populations; and designing and adopting strategies that are tailored and adapted culturally to meet the needs of and address the barriers faced by, the disparate and underserved populations
- Community engagement including:
 - Community involvement at the earliest stages
 - Engaging community partners from different sectors
 - Community influence on projects
 - Ensuring that research processes and outcomes benefit the community
 - Hiring and training community members for tasks and projects addressing disparities
 - Seeking community input into data interpretation
 - Forming and forging lasting community partnerships targeted at addressing the contributing causes of health disparity
 - Community empowerment to initiate their own projects
- 5-year targets for reduction of disparities

Demographics of Health Equity Training Evaluation Survey

| DEMOGRAPHIC VARIABLE of 104 Respondents | n | (%) |
|------------------------------------------------|-----|------|
| Age | | |
| 18-24 years | 14 | 14% |
| 25-34 years | 42 | 40% |
| 35-44 years | 22 | 21% |
| 45-54 years | 19 | 18% |
| 55-64 years | 7 | 7% |
| Total | 104 | 100% |
| Gender | | |
| Female | 85 | 81% |
| Male | 20 | 19% |
| Race | | |
| Asian/Asian American/Pacific islander | 3 | 3% |
| Black/African American | 18 | 17% |
| Hispanic/Latino | 35 | 33% |
| Native American/American Indian/Alaskan Native | 1 | 1% |
| Other | 1 | 1% |
| White/Caucasian | 48 | 45% |

| DEMOGRAPHIC VARIABLE of 104 Respondents | n | (%) |
|-----------------------------------------|----|-----|
| Type of Organization | | |
| Academic Institution | 18 | 17% |
| City/County/Regional Health Department | 40 | 38% |
| Nonprofit | 36 | 35% |
| Other | 10 | 10% |
| Position | | |
| Entry level | 28 | 26% |
| Mid-level | 43 | 41% |
| Senior level / manager | 25 | 24% |
| Other | 10 | 9% |
| Education | | |
| Doctorate degree | 4 | 4% |
| Master's degree | 36 | 34% |
| College degree | 44 | 42% |
| Some college or technical school | 20 | 19% |
| High school graduate or GED | 2 | 2% |

School Reporter Training Evaluation Results (I)

| Professional School Reporter Pre-Survey: Waco, Dallas, Port Arthur | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-------|----|----------|----|-------------------|---|-------|----|--------|
| Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | N/A | | Unsure |
| | n total | n | % | n | % | n | % | n | % | n | % |
| I fully understand my legal responsibility to report child abuse and neglect. | 160 | 128 | 80% | 28 | 17.5% | | | | | 2 | 1.3% |
| I have received training within the past two years that has increased my knowledge and understanding of cultural competency and/or diversity. | 160 | 80 | 50% | 45 | 28.1% | 28 | 17.5% | 1 | .5% | 5 | 3.1% |
| The cultural competency and/or diversity training that I have received contained information that increased my knowledge about institutional racism. | 160 | 60 | 37.5% | 50 | 31.3% | 31 | 19.4% | 3 | 1.9% | 13 | 8.1% |
| I have a clear understanding of what racial disproportionality means in the child welfare system. | 160 | 59 | 36.9% | 53 | 33.1% | 31 | 19.4% | 2 | 1.3 % | 12 | 7.5% |
| I feel that it is important to train professional school reporters about disproportionality. | 160 | 114 | 71.3% | 41 | 25.6% | | | | | 3 | 1.9% |
| I have received clear training of the impact that professional reporters have on disproportionality. | 160 | 35 | 21.9% | 45 | 28.1% | 56 | 35% | 6 | 3.8% | 14 | 8.8% |
| Cultural competency impacts the decision making processes of mandatory reporters. | 160 | 76 | 47.5% | 60 | 37.5% | 3 | 1.9% | 1 | .6% | 14 | 8.8% |
| Data is critical in identifying racial disproportionality and disparities. | 160 | 111 | 69.4% | 43 | 26.9% | | | | | 5 | 3.1% |

School Reporter Training Evaluation Results (II)

| Professional School Reporter Post-Survey: Waco, Dallas, Port Arthur | | | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-------|----|----------|---|-------------------|---|-----|---|--------|
| Question | Strongly Agree | | Agree | | Disagree | | Strongly Disagree | | N/A | | Unsure |
| | n total | n | % | n | % | n | % | n | % | n | % |
| I fully understand my legal responsibility to report child abuse and neglect. | 144 | 123 | 85.4% | 19 | 13.2% | | | 1 | .3% | 1 | .3% |
| I have received training within the past two years that has increased my knowledge and understanding of cultural competency and/or diversity. | 144 | 96 | 66.7% | 44 | 30.6% | 3 | 2.1% | | | 1 | .7% |
| The cultural competency and/or diversity training that I have received contained information that increased my knowledge about institutional racism. | 144 | 101 | 70.6% | 40 | 28% | 1 | .7% | | | 1 | .7% |
| I have a clear understanding of what racial disproportionality means in the child welfare system. | 144 | 104 | 72.7% | 37 | 25.9% | 1 | .7% | | | 1 | .7% |
| I feel that it is important to train professional school reporters about disproportionality. | 144 | 119 | 83.2% | 23 | 16.1% | | | | | 1 | .7% |
| I have received clear training of the impact that professional reporters have on disproportionality. | 144 | 94 | 66.2% | 41 | 28.9% | 3 | 2.1% | | | 4 | 2.8% |
| Cultural competency impacts the decision making processes of mandatory reporters. | 144 | 106 | 75.2% | 31 | 22% | | | | | 4 | 2.8% |
| Data is critical in identifying racial disproportionality and disparities. | 144 | 121 | 84.6% | 22 | 15.4% | | | | | | |

Texas “At-Risk” classification

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student’s parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC § 37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC § 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC § 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Source: Texas Education Association, 2013, <http://ritter.tea.state.tx.us/weds/index.html?e0919>