

## RIGHTSIZING EQUITY REPORT

NOTE: The data presented in this report is current and valid as of September 18, 2023. This report will undergo regular updates to incorporate any revisions to the recommendations.

### INTRODUCTION

This report is provided to assess the equity implications of the rightsizing study. The aim of this report is to address the following key questions:

1. How did the rightsizing actions positively or negatively impact our commitment to equity for major student subgroups?
2. Were any of our more disenfranchised student groups negatively impacted?
3. How did decisions related to school closures, mergers, or other changes ensure equity and inclusivity in the process?

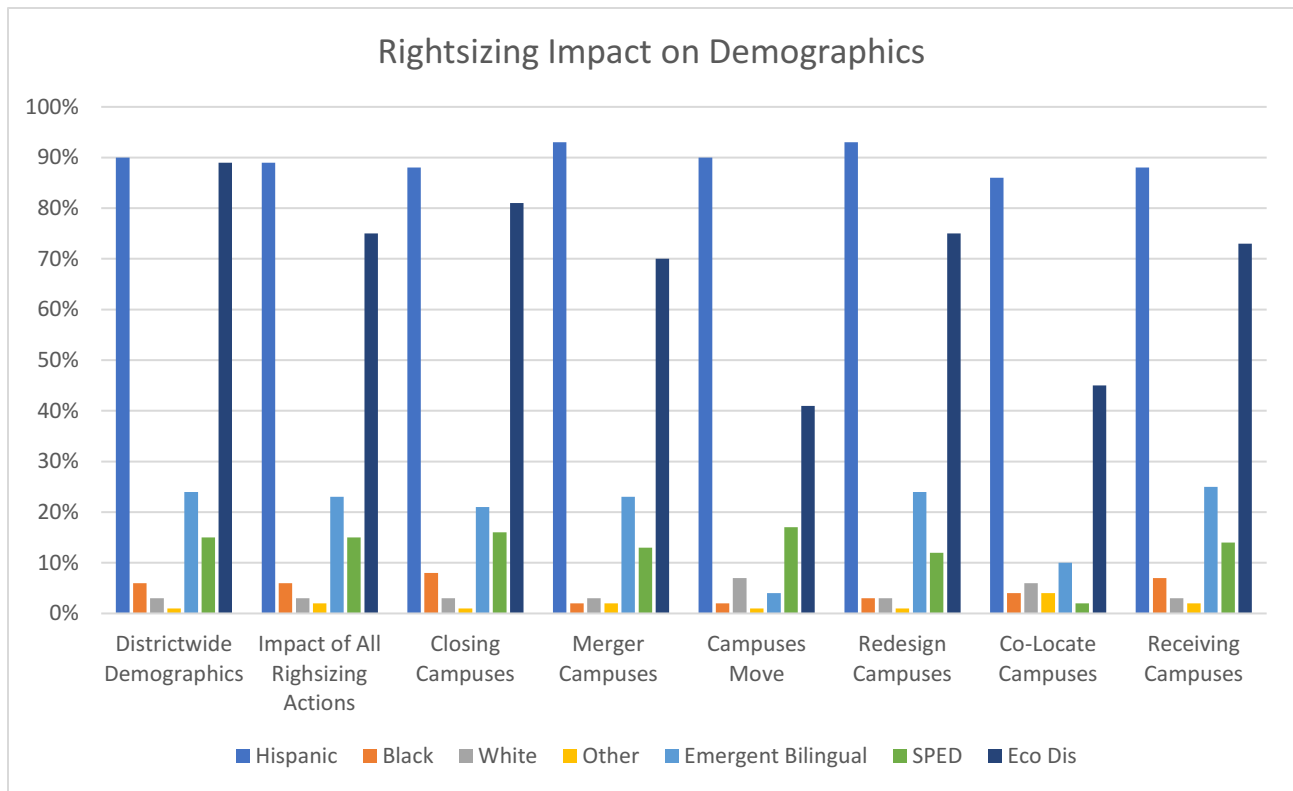
It is essential to take into account the district's demographic factors when making decisions concerning school closures, mergers, or other changes to guarantee equity and inclusivity throughout the process.

### DATA

The table below offers a comparison of the rightsizing actions against the district's demographic composition.

IMPACT OF RIGHTSIZING ACTIONS TO DISTRICT'S DEMOGRAPHICS								
Student Group	Districtwide Demographics	Impact of all Rightsizing Actions	Closing Campuses	Merger Campuses	Campuses Move	Redesign Campuses	Co-Locate Campuses	Receiving Campuses
Hispanic	90%	89%	88%	93%	90%	93%	86%	88%
Black	6%	6%	8%	2%	2%	3%	4%	7%
White	3%	3%	3%	3%	7%	3%	6%	3%
Other	1%	2%	1%	2%	1%	1%	4%	2%
Emergent Bilingual	24%	23%	21%	23%	4%	24%	10%	25%
SPED	15%	15%	16%	13%	17%	12%	2%	14%
Eco Dis	89%	75%	81%	70%	41%	75%	45%	73%

To enhance our comprehension of the data, let's analyze it using the graph provided below.



**1. How did the rightsizing actions positively or negatively impact our equity commitment to our major subgroups of students?**

The analysis clearly indicates that the rightsizing actions had a limited impact on our equity commitment. Notably, the demographics of the closing campuses closely mirror the districtwide demographic data, suggesting that no student subgroup was disproportionately affected, resulting in a neutral impact on the equity profile. This equitable pattern also extends to the demographics of receiving campuses, further underscoring our commitment to upholding equity considerations.

Furthermore, it is noteworthy that economically disadvantaged students were impacted to a lesser extent. Specifically, 75% of the total population affected by rightsizing came from an economically disadvantaged background, compared to the districtwide total of 89%. These data demonstrates that our rightsizing efforts were not disproportionately targeting economically disadvantaged students or schools.

The above findings are consistent with our expectations, given that SAISD is a relatively homogeneous district, with approximately 90% of students of Hispanic background and 89% classified as economically disadvantaged. Therefore, it's natural that any rightsizing action would predominantly affect these groups due to their significant representation in the district's student population.

Our commitment to equity remains steadfast in ensuring that these actions are carried out with fairness and inclusivity in mind.

2. **Were any of our more disenfranchised student groups negatively impacted?**

Despite minor variations in the data, there is no evidence to suggest that any student group was either overrepresented or underrepresented in a way that would indicate negative impacts on equity. The rightsizing actions appear to have maintained a relatively consistent representation of all student subgroups.

3. **How did decisions related to school closures, mergers, or other changes ensure equity and inclusivity in the process?**

The analysis demonstrates that decisions related to school closures, mergers, and other changes adhered to the commitment to equity. The equitable representation of student subgroups in both closing and receiving campuses suggests that efforts were made to ensure fairness and inclusivity throughout the rightsizing process.

## **CONCLUSION**

We firmly believe that rightsizing is a crucial step toward enabling future efforts that prioritize the equitable distribution of resources, support, and educational opportunities to address the unique needs of all students. In our current reality, several glaring inequities persist, including:

- **Significant Variance in Class Sizes:** At the elementary school level, there is a considerable variance in class sizes. While the districtwide average class size stands at 16 students, the range spans from as low as 6 to as high as 38 students per class. This disparity not only places an inequitable burden on teachers in terms of workload but also affects the quality of education that students receive.
- **Split Classes:** The existence of split classes further compounds inequities for students. Teachers are compelled to juggle multiple curricula simultaneously, making it challenging to provide each student with the attention and resources they need.
- **Funding Disparities:** Some schools, particularly those with a higher proportion of impacted students, receive less funding per pupil compared to schools with fewer impacted students. This funding disparity perpetuates inequalities in educational resources and opportunities.

We find ourselves at a crucial crossroads. We must make a deliberate choice to engage in this vital work and confront our current reality of inequities head-on, or we risk perpetuating these disparities.

As guardians of your children's education, we feel a moral obligation to pose the question:

"Can we, in good conscience, accept a system where we provide more resources and opportunities to some while denying them to others?"

It is this fundamental question that propels our commitment to conducting the rightsizing study and working towards a more equitable and inclusive educational system for all students.