COMMUNITY ENGAGEMENT REPORT
WHAT WE WILL COVER

- How We Did It
- Community Survey
- Forum High Level
- Q&A
- Wrap-Up
What We Wanted To Deliver

- Respond to the Board of Education’s Scope of Work
- Create an Open, Transparent Process
- Provide A Document that Could Be Used by the Board and Next Superintendent
Participants expressed gratitude that the community forum process was facilitated by a neutral party, calling that involvement “imperative,” and said they were grateful that the Board members were not allowed to say anything or interfere with the process during the forums.
Community Forum Outline

- Brief Survey to Identify Topics of Discussion
- Small Facilitated Groups
- In-Forum Survey
- Open Mic
Over 4,500 individuals participated in some way in the Board of Education Superintendent Search Process
Demographics of the Forum Attendees

Race
- White: 49%
- African American: 6%
- Hispanic: 6%
- Native American: 6%
- Asian American: 15%
- Other: 15%

Gender
- Female: 71%
- Male: 22%
- Other: 7%
Relationship of the Forum Attendees

- Parent: 54%
- Educator: 18%
- School Admin: 7%
- Other: 19%
- Students: 3%

Relationship with DPS

- Parent: 54%
- Educator: 18%
- School Admin: 7%
- Other: 19%
- Students: 3%
Participants Priorities

- Prioritization of Issues
- Diversity and Inclusion
- Teacher and Administrative Experience

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Key Themes

- Diversity and Inclusion
- Teaching and Administrative Experience
- Prioritization of Issues
OBSERVATIONS

Importance of Diversity and Inclusion to the parents, students, community, and educators
Reflected in the leadership, staff, educators, and programs

Growing concern for the need for trauma-informed practices in the schools
Need for more training for teachers and principals
Concern for growing number of students who need help due to the impact of trauma in their lives
Growing diversity of the student populations will need to be a focus point for any incoming superintendent

ELL, socio-economic differences, sexual orientation, various learning styles, religion, race/ethnicity, and immigrant or undocumented status, to name a few

Students and parents want to have input into the programs that serve them

Through the slides, you heard about the importance of communication and community engagement

Community relations, community outreach does not equal community engagement
Our research design was based on two complimentary surveys outlined below. Both surveys had nearly identical content which allows for comparisons to be made across both sets of participants.

Series of 9 community forums across the district, 263 participants to the survey across all meetings where qualitative data was also collected.

General Community Survey

- 2,977 completed total surveys that captured community-wide attitudes within the Denver Public Schools district. The large sample size provides opportunity to explore variation across demographic factors.
Demographic Profile of Community Forum Survey Participants

Gender

- Male: 22.2%
- Female: 72.3%
- Other: 7.4%

Race/Ethnicity

- White/Anglo: 54.0%
- Native American / American Indian: 3.4%
- Black / African American: 17.9%
- Hispanic / Latino: 19.2%
- Asian American: 5.5%
- Other: 6.2%

Relationship with DPS

- Parent: 54.0%
- Student: 3.4%
- Educator: 17.9%
- School Admin: 19.2%
- Other: 5.5%
Demographic Profile of General Community Survey Participants

Gender
- Male: 22%
- Female: 76%
- Other: 2%

Race/Ethnicity
- White/Anglo: 64%
- Native American / American Indian: 16%
- Black / African American: 7%
- Hispanic / Latino: 3%
- Asian American: 3%
- Mixed Race: 7%
- Other: 3%

Relationship with DPS
- Parent: 49%
- Student: 28%
- Educator: 13%
- School Admin: 5%
- Other: 5%
Key Findings

- Educational Experience
- Diversity, Inclusion and Equity
- Closing the Academic Achievement and Opportunity Gap
- Community Engagement
What Direction is the District Headed?

- Survey provides an opportunity to give the next leader of the district a general sense of the current state of the district.
- The majority of the district (63%) think the district is “heading in the right direction”.
- We provide sub-groups with less positive views.
While Most City Residents Have a Positive Perception of the District, Majority of Native Americans Believe District is Headed in Wrong Direction

Would you say Denver Public Schools is headed in the:

- **Right Track**
- **Wrong Direction**

<table>
<thead>
<tr>
<th>Group</th>
<th>Right Track</th>
<th>Wrong Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall</strong></td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>White/Anglo</strong></td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Native American/African</strong></td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>American/Indian</strong></td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td><strong>Black/African American</strong></td>
<td>31%</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino</strong></td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Asian American</strong></td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Mixed Race</strong></td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>46%</td>
<td>54%</td>
</tr>
</tbody>
</table>

*General Community Survey – N = 2,977*
Majority of Each Constituent Group Believes the District is on the “Right Track”

Would you say Denver Public Schools is headed in the:

- **Right Track**
  - Overall: 63%
  - Parent / Guardian: 65%
  - Student: 59%
  - Educator: 55%
  - School administrator: 73%
  - Other: 67%

- **Wrong Direction**
  - Overall: 37%
  - Parent / Guardian: 35%
  - Student: 41%
  - Educator: 45%
  - School administrator: 27%
  - Other: 33%

*General Community Survey – N = 2,977*
Closing Academic Achievement/Opportunity Gap is Top Priority for Community Forum Participants

Closing the academic achievement and opportunity gap here in Denver based on race, ethnicity and income level

Community Forum Survey – N (263)
Closing The Academic Achievement/Opportunity Gap and Focusing Budget on Teachers and Students are Most Important Issues

Which of these qualities is the **MOST** important to you when considering who the next superintendent should be?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget for investment in teachers and service to students</td>
<td>21.9%</td>
</tr>
<tr>
<td>Access to early childhood education programs</td>
<td>8.3%</td>
</tr>
<tr>
<td>Family ability to make choices across Denver schools</td>
<td>12.8%</td>
</tr>
<tr>
<td>College and career readiness for Denver's graduates</td>
<td>12.0%</td>
</tr>
<tr>
<td>Close academic achv and opp. gap based on race, ethnicity and income level</td>
<td>44.9%</td>
</tr>
</tbody>
</table>

*Community Forum Survey – N (263)*
Balance of Teaching and Administrative Skills

• The surveys queried respondents on their views regarding this balance across multiple items.
• The results make clear that the community wants the next leader to have extensive teaching experience.
Community Meeting Participants Value Balance in Teaching/Administrative Experiences
(Scale 1 Not Important at All - 10 Very Important)

A superintendent who has experience in schools or supporting schools as both an administrator and a teacher.

Community Forum Survey – N (263)
Education leaders often have a mixture of teaching and administrative experience, between these two important areas of expertise which one do you believe is more important for the next superintendent here in Denver to have?

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<th>Administrative</th>
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<tbody>
<tr>
<td>Overall</td>
<td>60%</td>
<td>24%</td>
<td>16%</td>
</tr>
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<td>Parent / Guardian</td>
<td>63%</td>
<td>20%</td>
<td>17%</td>
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<tr>
<td>Student</td>
<td>34%</td>
<td>7%</td>
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</tr>
<tr>
<td>Educator</td>
<td>52%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>School administrator</td>
<td>63%</td>
<td>31%</td>
<td>6%</td>
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<tr>
<td>Other</td>
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<td>15%</td>
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General Community Survey - N=2,977
There are a number of experiences that collectively define a strong superintendent. Among all of these important experiences, which two of the following do you feel are most important for the next superintendent of Denver Public Schools to possess?

- Experience as both a teacher and an administrator
- Knowledge of Denver’s diverse communities
- Experience managing a large budget similar to DPS
- Experience working with diverse stakeholders and values community engagement
- Direct experience within large urban school districts similar to Denver
- Knowledge of utilizing testing data and numbers to inform decision-making
- Experience navigating politics and knowledge of education policy at all levels

General Community Survey - N=2,977
Public Does Not Believe Someone Can be a Great Superintendent Without Teaching Experience

Comm. Forums Survey: It is impossible for someone to be a great school district superintendent if they have not had deep experience in the classroom as a teacher prior to beginning an administrative career.

General Comm. Survey: A school district superintendent must have classroom experience as a teacher prior to the beginning of an administrative career.
Education leaders often have a mixture of teaching and administrative experience, between these two important areas of expertise which one do you believe is more important for the next superintendent here in Denver to have?

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<td>Comm. Forums Survey - Overall</td>
<td>27%</td>
<td>58%</td>
<td>15%</td>
</tr>
<tr>
<td>General Comm. Survey - Overall</td>
<td>24%</td>
<td>60%</td>
<td>16%</td>
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<td>63%</td>
<td>31%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
<td>61%</td>
<td>24%</td>
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</table>
The surveys identified that the next superintendent should have experience with schools with similar student demographics to DPS, as well as be someone who will work toward ensuring DPS teachers and leadership reflects the demographics of the community.
There are a number of experiences that collectively define a strong superintendent. Among all of these important experiences, which two of the following do you feel are most important for the next superintendent of Denver Public Schools to possess?

<table>
<thead>
<tr>
<th>Experience</th>
<th>General Comm. Survey - Overall</th>
<th>Parent / Guardian</th>
<th>Student</th>
<th>Educator</th>
<th>School administrator</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience as both a teacher and an administrator</td>
<td>33%</td>
<td>17%</td>
<td>30%</td>
<td>17%</td>
<td>24%</td>
<td>26%</td>
</tr>
<tr>
<td>Knowledge of Denver’s diverse communities and experience working in similar environments</td>
<td>32%</td>
<td>15%</td>
<td>27%</td>
<td>39%</td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
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General Community Survey - N=2,977
Ensuring Access to High Quality Education Regardless of Race, Ethnicity or Income is Top Priority

Please identify which of these policies is the **MOST** important to you when considering the selection of the next Denver superintendent.

- Implementing a budgeting process that gives opp. for community input. 3%
- Budget for investment in teacher salaries and service to students 24%
- Access to early childhood education programs 6%
- Family ability to select a quality school in their neighborhood regardless of where they live 13%
- Family ability to select from Denvers' innovation and charter schools regardless of where they live 4%
- College and career readiness for Denver's graduates 14%
- Access to the highest quality education to help reach full potential regardless of race, ethnicity and income 37%

General Community Survey - N=2,977
Choice and Neighborhood Schools

Please provide your priority on the scale provided for each of the following issues facing Denver that the next superintendent could prioritize to improve the quality of Denver’s public schools. Scale 1 (Low Priority) to 10 (High Priority) (average rating

Ensuring that parents/guardians and their children have the ability to select a quality school in their neighborhood regardless of where they live.

Ensuring that parents/guardians and their children have the ability to select a quality school from Denver’s innovation and charter schools regardless of where they live.

Column2 Column1 Series 1
Ensuring Access to High Quality Education Regardless of Race, Ethnicity or Income is Top Priority

Please identify which of these policies is the **MOST** important to you when considering the selection of the next Denver superintendent

- Implementing a budgeting process that gives opp. for community input. (3%)
- Budget for investment in teacher salaries and service to students (24%)
- Access to early childhood education programs (6%)
- Family ability to select a quality school in their neighborhood regardless of where they live (13%)
- Family ability to select from Denvers' innovation and charter schools regardless of where they live (4%)
- College and career readiness for Denver's graduates (14%)
- Access to the highest quality education to help reach full potential regardless of race, ethnicity and income (37%)

**General Community Survey - N=2,977**
Now please identify which of these qualities is the MOST important to you when considering the selection of the next Denver superintendent.

Ensuring that our communities' students have access to the highest quality education possible to help them reach their full potential regardless of their race, ethnicity and income level.
In your opinion, how important is it that our next superintendent has a high value for diversity, equity and inclusion and has demonstrated a commitment to ensuring that Denver’s teachers and school leadership reflect the demographics of community?

Value and Commitment to Diversity Viewed as Important by All – Especially for Black and Latino Residents

General Community Survey - N=2,977
In your opinion how important is it that our next superintendent has experience leading school districts with student bodies that are similar to Denver in their demographic profile?

Experience With Districts Demographics Similar to Denver’s is Key to Residents Across the Board
The surveys revealed that some issues and qualities were not viewed as high priorities when considering the next leader.

We highlight a few examples.
Themes from Abraham Lincoln and JFK Community Meetings

- Equity – Opportunity Gap
- School Choice or neighborhood Schools
- Safe Schools – mental health counselors, not cops – bullying – restorative justice
- Meaningful Community Engagement
Superintendent Qualities from Abraham Lincoln and JFK Community Meetings

- Person of Color – Bilingual
- Educator/Teacher
- Engage Community/Transparency
Community Engagement

- Board Community Stakeholder Meetings
  - 55 Meetings
  - 1,177 Individuals participated
  - Key Themes
Conclusion

- Dimension Strategies Created an Open, Transparent Process

- Dimension Strategies Community Engagement Report is one that can go beyond the Selection Process:
  - It provides a clear view of what Denver Community wants and expects for its School District
Appendix Sections

Section 1: Materials Provided by Community Members
   1a: Our Voices, Our Schools: Manifesto

Section 2: Community Forum Source Data
   2a: Forum Participant Questions (PDF)
   2b: Forum Summaries (PDF)

Section 3: Community Survey
   3a: Community Survey Questions
   3b: Data Toplines and Crosstabs
   3c: Data Summary Deck
THANK YOU

A Special Thanks To:

Our Partners at Latino Decisions
Our Facilitators
JoyLab
Sarah Gallagher
All the Denver Public Schools employees who supported the logistics for the Large Regional Community Forums