TARGETED SUPPORT FOR BLACK STUDENTS

Focus on Achievement

December 6, 2018
OBJECTIVES

- Review the current state of the black student experience in DPS
- Discuss key efforts underway to improve the black student experience
- Hear from key voices from the field including students, parents, instructional leaders and district staff
- Discuss potential governance decisions the Board can make to influence this space
Both research and practice have created an unbalanced picture that overemphasizes the deficits of black children, families and community. However we have a growing awareness of assets that while underutilized, should frame our path forward in the pursuit of positive development of black students.

**Assets of black students**
- Strong social and social-cognitive skills such as those required for sustained peer-play interaction that support healthy early childhood development
- Oral-narrative skills that are shown to promote success in reading
- Strong racial and ethnic identity which promote positive peer and family relationships and self-esteem

**Assets of black community and family structures**
- Strong family orientations which support social competence in children
- Racial-ethnic and cultural socialization provides protective benefits in the form of higher self-esteem, a sense of belonging and positive outlook that protects them from the negative effects of discrimination and prejudice
- Black community organizations, systems and structures that support students and families

Today we are talking about black children

Today we are talking about solutions

Even though we have made gains in a statewide context, today we will be looking at comparative data for DPS students

This is a conversation about missed opportunities to capture the brilliance and excellence of black children, not a conversation of failure

We acknowledge that those who have come from the historical context of being enslaved and colonized, must be of the most resilient kind

For My People … By Margaret Walker
THE DENVER PLAN 2020

GOAL #1
Great Schools in Every Neighborhood

GOAL #2
A Foundation for Success in School

GOAL #3
Ready for College and Career

GOAL #4
Support for the Whole Child

GOAL #5
Close the Opportunity Gap
DENVER 2020 PLAN GOALS
Data dive for Black/African American students in line with our goals

- Goal 1: Great School in Every Neighborhood (SPF)
  - Number of Black students in a Blue or Green Schools
  - School Service for Black Students
  - Key Information About Black Students in DPS
  - Teacher and School Leader Diversity

- Goal 2: Foundation for Success (early literacy)
  - Aimlines overall
  - 4th CMAS (MGP over time)
  - Special Education

- Goal 3: College and Career (secondary data)
  - PSAT Data
  - Graduation and College Ready Rates

- Goal 4: Support for the Whole child
  - Whole Child Survey
  - Discipline and Assessments

- Goal 5: Close the Opportunity Gap
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

In four out of the five Board districts, black students are less likely to attend a high-performing school than their peers.

Share of DPS Students by Board District in High Performing (Blue/Green) Schools
GOAL 1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

(CMAS ELA
N = 84)

School Service for Black and African American Students

% of Schools >50% of AA students on grade level
% of Schools < 50% of AA students on grade level

90.5% 9.5%

(CMAS Math
N = 84)

% of Schools >50% of AA students on grade level
% of Schools < 50% of AA students on grade level

4.7% 95.2%

(PSAT/SAT EBRW
N= 31)

% of Schools >60% of AA students meeting benchmark
% of Schools <60% of AA students meeting benchmark

81% 19%

(PSAT/SAT Math
N = 31)

% of Schools > 40% of AA students meeting benchmark
% of Schools < 40% of AA students meeting benchmark

81% 19%

CMAS ELA – Colorado Measures of Academic Success, English Language Arts
PSAT/SAT EBRW – Evidence Based Reading and Writing
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

Key information about our black students: black Students = 13% of students

- **Share of Student Enrollment**
  - Black students enrolled in charter schools: 3175 (26%)
  - Black students enrolled in district-run and innovation schools: 9129 (74%)

- **Enrolled in Pathway Schools**
  - Black students enrolled in Pathway schools: 478 (18%)
  - Other students enrolled in Pathway schools: 2145 (82%)

- **McKinney-Vento Students (Homeless)**
  - Black students identified as McKinney-Vento: 442 (32%)
  - Other students identified as McKinney-Vento: 934 (68%)

Note: Pathway schools are specifically designed to serve identified at-risk students by providing the intensive academic and effective supports which will allow them to achieve in college and career readiness. McKinney-Vento students district are students, generally considered homeless, who ‘lack a fixed, regular, and adequate nighttime residence’.
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

Key information about our black students: black Students = 13% of students

Note: Late arrival students are students who don’t participate in Round 1 of choice but are enrolled by October count. Mid-year entries are students who were not in DPS the prior year and enroll between October count and the end of the year.
All data as of December 1st of a given school year. All groups with fewer than five individuals not shown.
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

DPS Principal Race/Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>White</th>
<th>Latino</th>
<th>Black</th>
<th>Multi Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>104</td>
<td>5</td>
<td>33</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>2017-18</td>
<td>96</td>
<td>7</td>
<td>37</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>2018-19</td>
<td>96</td>
<td>6</td>
<td>37</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Legend:
- Purple: White
- Green: Latino
- Blue: Black
- Orange: Multi Race
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

In district retention for all teachers increased from 2017-18 to 2018-19 with the largest increase for black and Asian teachers.

In-district teacher retention by race/ethnicity:

- **White**: 84% (n=3,510), 84% (n=3,467), 85% (n=3,516)
- **Latino**: 87% (n=837), 87% (n=862), 88% (n=904)
- **Black**: 88% (n=181), 82% (n=179), 87% (n=178)
- **Multi-Racial**: 83% (n=144), 83% (n=153), 86% (n=158)
- **Asian**: 78% (n=60), 79% (n=61), 84% (n=64)
GOAL #1: GREAT SCHOOLS IN EVERY NEIGHBORHOOD

Black students are more likely to have at least one novice teacher

Percent of students with at least one novice teacher*

- **Black**: 31%
- **Latino**: 28%
- **White**: 23%

*For District run schools. Percentage based on snapshot of classroom rosters at end of 2017-18 school year.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS
Early Childhood

2018 READ ACT RESULTS

• All grades (K-3) saw a higher percent of students On Aimline from Spring 2017 to Spring 2018.

• Fewer students (K-3) are reading Significantly Below Grade Level (SBGL) by Spring 2018 than last year.

• Most student groups saw gaps narrow. Third grade saw the largest decreases in gaps across student groups.
Goal #2: A foundation for success in schools
Black students are performing on Aimline at half the rate of white students

Percent of students On Aimline for Black, Latino, and White students

2018-19 Aimlines were applied to Spring 2017 and Spring 2018 scale scores. Kindergarten and IDEL assessment do not have Aimlines.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS

FROM 2017 TO 2018, GAPS ON AIMLINE HAVE DECREASED FOR MOST FOCUS GROUPS.

Grade 1 and 2 saw gaps increase for some focus groups.

- = Decreasing gap  
= Increasing gap

<table>
<thead>
<tr>
<th></th>
<th>All Grades</th>
<th>Kinder</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students of Color (SOC)</td>
<td>-0.8%</td>
<td>-1.0%</td>
<td>3.3%</td>
<td>-1.7%</td>
<td>-3.3%</td>
</tr>
<tr>
<td>Black</td>
<td>-0.4%</td>
<td>-2.1%</td>
<td>2.4%</td>
<td>0.4%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>-1.2%</td>
<td>-0.5%</td>
<td>2.9%</td>
<td>-2.0%</td>
<td>-4.6%</td>
</tr>
<tr>
<td>English Language Learners (ELLs)</td>
<td>-1.6%</td>
<td>0.2%</td>
<td>-0.1%</td>
<td>1.3%</td>
<td>-7.0%</td>
</tr>
<tr>
<td>Low Income (FRL)</td>
<td>-3.9%</td>
<td>-3.1%</td>
<td>-2.6%</td>
<td>-4.0%</td>
<td>-6.2%</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>3.7%</td>
<td>4.0%</td>
<td>1.6%</td>
<td>4.6%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Last year, DPS had 8800 students with disabilities, of whom 1454 or 16.5% were Black/African American students.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS

2018 CMAS RESULTS

INCLUDES STATUS, GROWTH, STATE COMPARISONS

• For the eighth year in a row, DPS students have outpaced their classmates statewide in academic growth in English language arts and math.

• Since 2005, academic gaps between DPS students and their Colorado classmates have nearly closed.

• While all student groups have been making academic progress, we continue to see persistent gaps in performance.
Goal #2: A foundation for success in schools
Disaggregated for grades 3-8/9 CMAS

For literacy and math, all student groups increased proficiency from 2017 to 2018.

<table>
<thead>
<tr>
<th></th>
<th>Literacy</th>
<th>White, Latino, Black, DPS Average</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>71.7%</td>
<td>38.9%</td>
<td>62.5%</td>
</tr>
<tr>
<td>2018</td>
<td>72.4%</td>
<td>41.1%</td>
<td>64.5%</td>
</tr>
</tbody>
</table>

Literacy includes ELA and CSLA. Students who met or exceeded expectations. 2017 data includes all grades 3-9. 2018 data includes 3-8.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS

From 2015 to 2018, achievement gaps have narrowed slightly in ELA, but grown in math.

- Decreasing gap
- Increasing gap

<table>
<thead>
<tr>
<th></th>
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<th>Math</th>
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</thead>
<tbody>
<tr>
<td>Students of Color (SOC)</td>
<td>-0.8%</td>
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</tr>
<tr>
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<td>-0.3%</td>
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<td>-0.1%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Low Income (FRL)</td>
<td>0.1%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Students w/ Disabilities (SwD)</td>
<td>10.3%</td>
<td>7.7%</td>
</tr>
</tbody>
</table>

Last year, DPS had 8800 students with disabilities, of whom 1454 or 16.5% were Black/African American students.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS

Black student proficiency on the 3rd grade CMAS ELA assessment has improved however not at the same rate as white student proficiency.

<table>
<thead>
<tr>
<th>Year</th>
<th>Black Students</th>
<th>White Students</th>
<th>Latino Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>19%</td>
<td>58%</td>
<td>19%</td>
</tr>
<tr>
<td>2016-17</td>
<td>21%</td>
<td>66%</td>
<td>22%</td>
</tr>
<tr>
<td>2017-18</td>
<td>23%</td>
<td>65%</td>
<td>23%</td>
</tr>
</tbody>
</table>
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS

There are significant growth disparities between black and white students, exacerbating gaps.
GOAL #2: A FOUNDATION FOR SUCCESS IN SCHOOLS
Special Education and Black/African American Students

- There are sharp disparities in educational achievement between white students with disabilities and students of color with disabilities.
- There are roughly similar numbers of Black and White students with disabilities; about 1,600-1,800.
  - 301 white students with disabilities (21%) are meeting/exceeding expectations in their academics.
  - So how many Black students? 33 Black students or just 2%.

Last year, DPS had 8800 students with disabilities, of whom 1454 or 16.5% were Black/African American students.
The SAT is one of several measures by which students will be able to demonstrate competency under the new graduation requirements, which will go into effect for the Class of 2021.

GOAL #3: READY FOR COLLEGE AND CAREER

2018 PSAT/SAT RESULTS

INCLUDES STATUS, GROWTH, STATE COMPARISONS

• This year marked the first year that all DPS high school students took the full SAT suite of assessments across all grades, following a three year transition beginning with PSAT 10 in 2015-2016.

• Results of the 2018 PSAT/SAT exams are disappointing. Our ninth-graders on this year’s new PSAT 9 significantly underperformed their peers statewide in terms of both status and growth.

• MGPs are higher in math than EBRW* across all grades.

• Students with disabilities and ELL students saw improvements in MGPs across content areas, but are still below average growth.
GOAL #3: READY FOR COLLEGE AND CAREER

The 4-year graduation rate improved for black students over the prior years, closing the gap in graduation rates.

DPS 4-Year Graduation Rates

- **Black Students**
  - 2014-15: 60.7%
  - 2015-16: 61.5%
  - 2016-17: 73.5%

- **White Students**
  - 2014-15: 74.3%
  - 2015-16: 77.5%
  - 2016-17: 66.0%

- **Latino Students**
  - 2014-15: 64.0%
  - 2015-16: 63.3%
  - 2016-17: 63.5%
GOAL #3: READY FOR COLLEGE AND CAREER

Black students made up 15% of the total high school student population at DPS, however, they only accounted for 10% of enrollment in rigorous courses.

Black Student Access to Rigorous Courses

Overall HS Population 2014 % Enrolled in At Least One Rigorous Course 12%

Overall HS Population 2018 % Enrolled in At Least One Rigorous Course 10%

1. Rigorous Course defined as AP, IB or Concurrent Enrollment
Since 2016, we’ve seen improvement in college ready rates across multiple student groups, with black students demonstrating the largest improvement (31% to 47%).

Students are considered College Ready if they met specific criteria in both Math and English, as measured by SAT, AP, IB, and Accuplacer assessments, or by passing a Concurrent Enrollment (CE) or Developmental Education course.
And while a greater share of black students are enrolling in college, there is a growing gap with white students.

Note: Refers to students enrolling in college the first fall after high school graduation. Data first available for the DPS graduating class of 2006.
GOAL #4: SUPPORT FOR THE WHOLE CHILD

Black students in DPS report a lower degree of well-being on the annual Whole Child Survey.

Overall Whole Child
*(Challenged, Engaged, Healthy, Safe, Socially and Emotionally Intelligent, Supports)*

- **Black:** 80%
- **Latino:** 84%
- **White:** 85%

Specific Whole Child Indicators With the Largest Gaps

- **Engaged:**
  - Black: 73%
  - Latino: 75%
  - White: 78%
- **Safe:**
  - Black: 58%
  - Latino: 67%
  - White: 67%
- **Supported:**
  - Black: 77%
  - Latino: 81%
  - White: 82%
Discipline Data (Over Last Decade)

Compared to 10 years ago, ECE-3 suspensions for African American students are down by 81% and for Latino students are down by 72%.

Out of School Suspensions (unduplicated) – Disaggregated by race

Since 2007-08:
- Hispanic OSS down 61.3%
- African American OSS down 65.3%
- White OSS down 60.8%

*Percentages represent a decrease in the number of unduplicated students that received an OSS.
GOAL #4: SUPPORT FOR THE WHOLE CHILD

On account of district discipline reform, we have seen declines in OSS rates, however disproportionality remains.

Out of School Suspension Rates, All Grades

*OSS Rates = Incidents Resulting in Out of School Suspension / October Enrollment
GOAL #4: SUPPORT FOR THE WHOLE CHILD

On account of district discipline reform, we have seen declines in OSS rates, however disproportionality remains.

Out of School Suspension Rates, ECE – 3rd Grade

*OSS Rates = Incidents Resulting in Out of School Suspension / October Enrollment*
GOAL #4: SUPPORT FOR THE WHOLE CHILD

Threat Assessments: Made Against

Through March, there was a 52% relative increase in threat appraisals from 2016-17 to 2017-18.

Rates calculated by dividing the count of unduplicated students by October Count enrollment.
GOAL #4: SUPPORT FOR THE WHOLE CHILD

Suicide Risk Reviews: Who reported

Through March, there was a 69% relative increase in suicide risk assessments from 2016-17 to 2017-18.

<table>
<thead>
<tr>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>Sep</td>
</tr>
<tr>
<td>118</td>
<td>232</td>
</tr>
</tbody>
</table>

Graph showing the increase in suicide risk assessments from 2016-17 to 2017-18.

- Events: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Elementary: 2100, 570, 761, 695
- Middle: 1051, 976, 45, 323
- High: 1114, 15, 3, 97, 430
- Female: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Male: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Asian: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Black: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Hispanic: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Nat. American: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Pac. Islander: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- Two or more: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- White: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- SwD: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- EL: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218
- GT: 2100, 570, 761, 695, 1051, 976, 45, 323, 1114, 15, 3, 97, 430, 423, 657, 218

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GOAL #4: SUPPORT FOR THE WHOLE CHILD

Title reports against: 1 Year Increase

Through March, there was a 41% relative increase in Title Reports from 2016-17 to 2017-18.
GOAL #5: CLOSE THE OPPORTUNITY GAP

TNTP: The Opportunity Myth

All students tended to succeed on grade-level work, but many students of color are denied the opportunity to even try.

Success rates on grade-level work were similar...

- 56% Success rates on all grade-level assignments from classrooms with mostly students of color
- 65% Success rates on all grade-level assignments from classrooms with mostly white students

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.

- 38% Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color
- 12% Percent of classrooms that had no grade-level assignments in classrooms with mostly white students
When students get access to more of the key resources, they grow more compared to their peers—especially students who started the year below grade level.

The "achievement gap" is not inevitable. It’s baked into a system where some students get more than others.
EQUITY IN DPS

Definition and Theory of Action
EQUITY: We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.

INCLUSION: Putting diversity into action by creating an environment of engagement, respect, and connection – where richness of ideas backgrounds and perspectives are harnessed to create value.
“The district has a vital role in establishing expectations and practices to ensure equity for all students, especially those with the greatest needs and least privileges -- our students of color, those from lower-income families, English-language learners, and students with special needs. Experience has painfully shown us the need for clarity in such expectations and practices and the cost to students of their absence. We live in a society where privilege and social capital often work to perpetuate in our schools the inequities in our society, and the district has a fundamental leadership role in driving and ensuring equity in all we do.

Equity issues can involve both inter-school issues such as resource allocation, boundaries, enrollment systems, and transportation and intra-school issues such as personnel decisions, discipline, culturally responsive education, and access to rigorous classes. Where practices or actions at the school or district level exacerbate inequities, the district must ensure changes are made.”
Key findings in the Bailey Report that study participants found to negatively impact African-American students:

• Lack of diverse / culturally competent teachers
• Disproportionate discipline, suspension and expulsions
• Lack of culturally relevant curriculum, use of white middle-class model
• Low expectations / deficit thinking
• Lack of access to quality enrichment and academic programs

Leveraging the Bailey Report findings AAETF members identified specific recommendations in the following areas:

• District and School Structures to Promote Equity
• Culturally Responsive Instruction, Engagement and Communication
• Targeted Supports for Students
• Community and Family Resources
• Equitable Employment Practices and Work Environments
Students:
- Avery Williams (GW HS)
- Michael Filmore (East HS)

Parents:
- Cassandra Johnson (President, National Black Child Development Institute – Denver)
- Gerie Grimes (President, CEO Hope Center)
- Hasira ‘H-Soul’ Ashemu ED (Breaking Our Chains)

Key Questions:
• Students: What is your current experience as a black student in DPS? What do you wish you would have known earlier? What do you want the district to be doing to better support your academic success?

• Parents: What is important for the district to be doing to support Black student development? What does it mean for DPS to engage black parents?
EFFORTS UNDERWAY TO Respond To THE TASK FORCE RECOMMENDATIONS

- District Structures
- Targeted Supports for Students
- Community and Family Resources
- Culturally Responsive Education
- Equitable employment practices and work environments*
## EFFORTS UNDERWAY TO RESPOND TO THE TASK FORCE RECOMMENDATIONS

<table>
<thead>
<tr>
<th>AAETF Recommendation</th>
<th>AAETF Implementation Team Efforts</th>
<th>Connected district initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>District structures to support equity</td>
<td>• Increasing access to Gifted &amp; Talented for black students</td>
<td>• Equitable budgeting*</td>
</tr>
<tr>
<td></td>
<td>• Partner with Student, Equity &amp; Opportunity (SEO) on reducing suspensions and expulsions</td>
<td>• Trauma Informed Practices*</td>
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<tr>
<td></td>
<td></td>
<td>• Equitable data reporting practices from ARE</td>
</tr>
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<td></td>
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<td>• Professional development for Site Assessment Leaders on minimizing stereotype threat when administering assessments</td>
</tr>
<tr>
<td>Targeted Supports for Students</td>
<td>• Development of Graduation Ready Cohort 2021* to increase graduation rates for 10th grade black students</td>
<td>• YAALL Student Leadership Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Black Male Initiative</td>
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<td></td>
<td></td>
<td>• African American Young Ladies Summits</td>
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</tbody>
</table>

* Deeper dive slide follows
### EFFORTS UNDERWAY TO RESPOND TO THE TASK FORCE RECOMMENDATIONS

<table>
<thead>
<tr>
<th>AAETF Recommendation</th>
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</tr>
</thead>
</table>
| Culturally Responsive Education (1 of 2)* | • Established draft culturally responsive definition, mindsets, practices and key actions that are being leveraged throughout CRE initiatives including:  
  • Culturally Responsive Teaching Fellowship  
  • Required CRE training for all new educators | • School based equitable practices cohorts  
  • Opportunity Gap Cohort with Dr. Eddie Fergus  
  • Growth through Connections  
  • Elementary IS equity focused professional development with Dr. Eddie Fergus  
  • District book study of Zaretta Hammond’s *Culturally Responsive Teaching and The Brain*  
  • Updated RFP for curricular adoption to be more explicit about CR expectations and requirements.  
  • Expansion of culturally relevant books in Overdrive & library collections |

* Deeper dive slide follows
EFFORTS UNDERWAY TO RESPOND TO THE TASK FORCE RECOMMENDATIONS

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<tr>
<td>Culturally Responsive Education (2 of 2)*</td>
<td></td>
<td>• Updated and added ethnic studies courses at the HS for 2018-19</td>
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<td></td>
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<td>• Embedded CRE within professional learning for new teachers and teacher leaders</td>
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<td></td>
<td></td>
<td>• Working with CRE team and LEAP to ensure alignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Culturally responsive teaching fellows and leadership institute</td>
</tr>
</tbody>
</table>

* Deeper dive slide follows
## EFFORTS UNDERWAY TO RESPOND TO THE TASK FORCE RECOMMENDATIONS

<table>
<thead>
<tr>
<th>AAETF Recommendation</th>
<th>AAETF Implementation Team Efforts</th>
<th>Connected district initiatives</th>
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</table>
| Community and Family Resources | • Development of African-American Education Network [website](#)  
• Development of African American Family Empowerment program | • Parent Teacher Home Visit Program  
• Expansion of FACE Center in Montbello  
• Educa Radio Show  
• Being Black at School sessions led by FACE team  
• Home Learning Workshops in Far Northeast |
| Equitable employment practices and work environments* | • Targeted recruitment of educators of color  
• Development of employee affinity groups (DPS Belong)  
• Mentoring for new educators of color | • Grow Our Own teacher of color pipeline development  
• EdConnect - Student to teacher  
• Para to teacher pipeline |

* Deeper dive slide follows
CULTURALLY RESPONSIVE EDUCATION

Key takeaway: In order to have a significant impact on African American students’ outcomes, we have to address the competencies and mindsets of educators, leaders and our systems to be more culturally responsive.

How does work impact schools:
- Opportunity Gap Cohort (OGC) participants work as leadership teams to explicitly address disparities overwhelmingly impacting students of color in their schools (e.g., discipline, intervention, and GT)
- Educators in the CRT Fellowship, Growth Through Connections (GTC), CRE Professional Development Units (PDU’s) and Equity Based Math Practices (EBMP) programs are piloting CR teaching practices and actions to impact students of color in their classrooms
- Culturally Responsive Education Leadership Institute is working with school leaders to support their educators and focus on increasing self-awareness of power, privilege, oppression and how it lives within individual actions, inactions, their school, and systems

Data Highlights*:
43 schools participating in OGC
255 teachers participating in CRT, GTC, EBMP and PDUs
- 90% of CRE Educators rated the quality of PDU content Good/Excellent
- 97% of GTC Educators rated the usefulness of the training Good/Excellent
- 100% CRT Fellows respondents rate 5, 6, or 7 (7 point scale) for “how useful was time”
48 Leaders participating in Institute

*CRE evaluation plan is underway in the district- including case studies of schools experiencing success with Black and Brown students.

Key Next Steps Impacting Schools:
CRE team is working across Department to embed CRE practice, tools and resources into existing work streams (i.e., LEAP and LEAD support, Strategic School Planning Process/UIPs, C&I professional development). Contingent upon grant from CDE, DPS plans to add additional schools to OGC, GTC, and EBMP in SY19-20.
ATTRACTING AND RETAINING A DIVERSE WORKFORCE

Key takeaway: While we still have significant work in this area, 2018-19 saw an increase in both the hiring of new educators of color as well as the retention of existing educators of color.

How does work impact schools:
The HR team works to foster a diverse, qualified pool of candidates for school hiring team. This work involves recruitment and screening as well as partnership efforts to grow the candidate pipeline in the future.

CELT & various HR teams work to develop strong culture and systems that retain and support DPS educators of color.

Data Highlights:
• Over 30% of the teachers we welcomed to DPS in 2018-19 are educators of color, which is the most diverse group in recent history.
• Despite national trends that show the contrary, teachers of color at DPS are more likely to stay within the district compared to white teachers. 87% of teachers of color were retained into the 2018-19 school year compared to 86% last year. White teachers were retained at 85% for comparison.
• 60 new educators of color receiving mentoring through the Reach One Mentoring program

Key Next Steps Impacting Schools:
• Building Partnerships: There is a growing opportunity to work with external organizations such as Generation Teach, Alabama A&M University, The Urban League, CO-ALAS, The Thurgood Marshall College Fund, etc. to support short term recruitment efforts.
• Long-Term Recruitment Efforts: DPS also has an opportunity to grow our own talent through internal pipeline strategies such as the Para-To-Teacher Pipeline, EdConnect education pathway for high school students, and partnerships with local teacher education programs.
• Refining Application Process: We are excited that all of our phone screeners now complete a foundational bias training. Going forward, we are working to make sure all potential DPS educators understand our commitments to Diversity, Equity and Inclusion.
Key takeaway: The district is empowering educators to implement trauma-informed practices to be protective factors in students’ lives. The strategy, driven by board resolution, includes providing trauma-informed training and coaching to schools and central office staff, and creating a certification for school psychologists and social workers.

How does work impact schools:
- Schools are positioned to help students who have experienced trauma.
- Promotes building a safe environment for students.
- Students can acquire skills that can contribute to stronger resiliency.

Data Highlights:
- Last year, 60 trainings were provided to schools and departments.
- This year, the trauma team has conducted 29 trainings, with 27 more scheduled.
- According to training evaluations, schools, teachers and principals agree the trainings are relevant and useful.

Key Next Steps Impacting Schools:
- Goal to train 60 new schools each school year over the next three years. Continued outreach in order to accomplish this goal.
- Continued implementation of coaching and consultation model with schools who have been trained.
- Gathering feedback from the schools and engaging in continuous improvement through organizational assessment tool and training evaluations.
- Plan to certify school psychologists and social workers in Trauma Informed Practices.
KEY CHALLENGES

• We continue to need to create better structures for collaboration and cohesion in work across DPS. Targeted supports for black students need to be implemented across the system with clarity about expectations and accountability.

• Although we have a definition for the Shared Core Value of Equity, there is a lack of clarity about what equity means for DPS as well as what equitable outcomes we are striving towards. This contributes to competing priorities and unclear expectations.

• Effective culturally responsive engagement that achieves equitable outcomes requires shifts in mindsets and beliefs along a continuum of cultural proficiency. Growth in mindsets and beliefs requires self-reflective, intentional effort. There is no easy or one size fits all solution to achieve this.

• The theory of action related to Schools as the Unit of Change and the practice of Universal flexibilities has created confusion about what is required and what structures of accountability exist related to equitable outcomes.
## WHAT WE HAVE LEARNED FROM PREVIOUS TARGETED EFFORTS TO CLOSE THE GAP FOR STUDENTS?

<table>
<thead>
<tr>
<th>ELA</th>
<th>Concurrent Enrollment and AP</th>
<th>Early Literacy</th>
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</thead>
<tbody>
<tr>
<td>Required common training for all new teachers and leaders</td>
<td>Explicit focus and effort to enroll diverse students, with focused progress monitoring</td>
<td>Universal common professional learning for all PreK-3 teachers, paras and leaders</td>
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<tr>
<td>Explicit, embedded professional learning into networks and curriculum roll outs</td>
<td>Common quality professional learning opportunities for AP</td>
<td>New curriculum, interventions, assessments and job embedded supports</td>
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<tr>
<td>Consistent, long-term focus</td>
<td>Additional funding for course tuition, Accuplacer entrance exams, and instructors</td>
<td>Explicit focus for IS and development of elementary teacher leaders</td>
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What has resulted from these efforts to close the gap for students?

### ELA

- Overall, 65% of ELL’s are on-track. Students who are in Spanish Bilingual instruction are most likely to be on track at a rate of 80%.
- The % of ELL’s meeting or exceeding expectations on CLAS ELA increased 5 percentage points from 2015-2017, outpacing growth for other Colorado ELL’s.
- The Seal of Biliteracy is elevating bilingualism and promoting College and Career Readiness – Seal students pass AP tests at higher rates (82% to 45%) and enroll in college with higher rates (67% to 46%).

### Concurrent Enrollment and AP

- Over the last three years, Black students have taken 165 more CE courses (a 16% increase) while pass rates have remained steady.
- Nearly tripled the share of Black students taking an AP test from 6% to 15% over the last ten years.
- Over the last three years, Black pass rates on AP tests have increased 45% though they still lag Latino and White rates.

### Early Literacy

- From 2017 to 2018, both Black and Latino students decreased gaps on Aimline (white students grew 4 percentage points while both Black and Latino students grew 6 percentage points).
- A higher percentage of Black students K-3 are moving out of Significantly Below Grade Level (SBGL) compared to the district average.
- From 2017 to 2018, Black students closed the gap in CMAS literacy by 3.1 percentage points in 3rd grade and 2.7 percentage points in 5th grade (gaps increased in 4th grade).
NAMES:
• Antoinette Hudson: NE Elementary Instructional Superintendent
• Debbie Staten: Pathway School Network Instructional Superintendent
• Suzanne Morris Sherer: High School Network Instructional Superintendent
• Tony Smith: 6-12 School Network Instructional Superintendent

Key Questions:
• What initiatives are making a positive impact on the black student experience?
• What barriers do you see to improving the black student experience? Which are most critical?
• In order for us to strengthen equity in the district so that we see greater achievement for black students, what is most needed?
What will it take to get us where we want to go?
  • Addressing Key Challenges
  • Gaining a Baseline: Equity Audit
  • Governance Question: Balancing Autonomy
What would it look like for the Board to make this a more explicit priority?
  • Immediately: How can we clear path for 2021 class
  • Invest time: How can we study ECE-3 learning; Equity Officer
Next Steps
  • Accountability Structures
  • Staff inclusion and equity accountability
Next Steps

- Getting a baseline: Equity Audit
  - Ex. Atlanta Public Schools
- Strategic Planning
  - Ex. Tennessee Equity Plan
- Implementing a Plan (Accountability)
  - Accountability Goals and Structures
    - Ex. Boston Public Schools
  - Staff inclusion and equity accountability: Chief Equity and Inclusion Officer
    - Ex. Chicago Public Schools
• Additional information on support for new Grad Standards
• Budgeting to support equity
The Class of 2021 (current 10th graders) will be the first cohort of students required to demonstrate competency in order to graduate. The graphs below depict all students who demonstrated a given competency in the 2017-18 school year. As you can see, the vast majority of students were in 11th or 12th grade (i.e., next year will be extremely important for the Class of 2021).

**Grade 9, Grade 10, Grade 11, Grade 12**

All students who demonstrated competency on the SAT were in 11th grade.
Key takeaway: Since the spring of 2016, several additional strategies have been implemented, or strengthened, to improve both graduation and college ready rates.

How does work impact schools:
Increase in the programmatic options available to students:
• Expansion of Early College model
• 2016 Mill funding used to continue expansion of advanced academics such as concurrent enrollment.
• Grown new CareerConnect programming in schools across the district.
• CareerResidency Apprenticeship launched
• Have significantly increased the percentage of students of color who have access to CareerConnect STEM programming and work-based learning (job shadows, internship, mentoring).

Additional support to students:
• Supporting students with individual goals setting and the completion of Individual Career and Academic Plans (ICAPs)
• Staff at all district-run secondary schools have been trained on the connection between ICAPs and student engagement, as well as high school and college/career attainment and persistence
• Counselors at all district-run secondary schools have been trained in culturally inclusive practices for supporting students to attain graduation competencies

Data Highlights:
• Since 2016, we’ve seen improvement in college ready rates across multiple student groups, with Black students demonstrating the largest improvement (31% to 47%).
• With the new graduation standards, the vast majority of students are showing competency in grades 11 or 12.

* More detail available in appendix
Key takeaway: Since the spring of 2016, several additional strategies have been implemented, or strengthened, to improve both graduation and college ready rates.

Key Next Steps Impacting Schools:
• Continue goal setting and on-going progress monitoring, specifically for Black and Hispanic students
• Update the On-Track to Graduation (OTG) tool in the principal portal to include the demonstration of competencies
• P/SAT Readiness – Coordinated test prep strategies; continue implementation of math interim assessments at the HS level

* More detail available in appendix
Support to schools for new graduation requirements:
• Implement career capstone and work experience capstone for special education students
• Continue to support schools in implementing competency-based learning to ensure our most vulnerable students have multiple opportunities to demonstrate competency
• Continue to support schools in maintaining the rigor of the math and writing capstone
• Continue communications and multi-cultural outreach regarding graduation requirements
• Implement the Reimagining the High School Experience (RHSE) work intended to ensure all students are engaged in multiple pathway options to ensure college and career readiness - and are equipped with the essential skills necessary for success after high school

Continue to increase programmatic options available to students:
• Reduce barriers to participation for ELL students in CareerConnect programming.
• 2016 Mill funding will target our Latino/a and Black students to provide more flexibility for schools to target advanced and rigorous course offerings.
• Partnering with area colleges to promote and provide a more diverse set of concurrent enrollment course offerings (e.g., Women of Color in Literature, Ethnic Studies)

Additional strategies underway to ensure the Classes of 2019 & 2020 are graduating remediation free and the Class of 2021 is poised to demonstrate competencies under the new graduation requirements
Key takeaway: While DPS is working to grow the funding pie for our schools, we are protecting resources for our schools and adding resources and supports for our highest-needs students and schools.

How does work impact schools:
- DPS targets funding for district-run schools based on student poverty and English learner status
- For the 2016 mill levy, the most recent increase to district funding, these new investments were weighted 4:1 in terms of targeted allocations to students in poverty

Data Highlights:
- On average, 90% FRL school receives approximately 40% more per pupil funding (or $2300 per pupil more) than a 30% FRL school
- $39M annually to support students in poverty (DC & FRL) through SBB ($25M Gen Fund & $14M Title I)
- $12.6M annually for Tiered Supports to support school improvement

Key Next Steps Impacting Schools:
- Discussing proposed 19-20 budget beginning in January 2019 with a financial state of the district report
- Continuing to explore opportunities to impact our highest needs students through budgetary targeting such as a direct certified weight
- Continuing to advocate at the state level for increased education funding