COLORADO SPRINGS SCHOOL DISTRICT ELEVEN
Dr. Michael J. Thomas, Superintendent
Phoebe Bailey, Assistant Superintendent – Personnel Support Services

District Accountability Committee
Full DAC Committee Meeting

September 16, 2021
Hybrid – In person and WebEx
Tesla, Room 116
6:00 – 8:00pm

1. Welcome/Introductions/Opening Remarks– Velvet Stepanek, DAC Chair– 10 minutes

2. Spotlight – Executive Directors of School Leadership (EDSLs)
   - EDSL overview and updates – Sherry Kalbach – 20 minutes

3. Equity Audit Findings and Strategies – Alexis Knox-Miller – 50 minutes

4. Training & SAC Support Subcommittee Report – Lyman Kaiser – 5 minutes

5. Budget Subcommittee Report – Michael Reyes – 5 minutes

6. Accreditation Subcommittee Report – Marion Clawson – 5 minutes

7. Membership Subcommittee Report – Joseph Mezzofante – 10 minutes

8. Miscellaneous/closing – Velvet Stepanek – 10 minutes

T & SS meetings, October 5, November 9, December 7, January 11, February 1, March 2, April 5, May 3, via WebEx
SAC Training, September 23, November 4, January 27, April 7, In person (Tesla) and via WebEx
DAC meetings, October 21, November 18, January 20, February 17, March 17, April 21, May 12, via in person (Tesla) and WebEx

Colorado Springs School District 11
Executive Directors by School
2021-2022 School Year

Mr. Dan Hoff High Schools and Programs 719-520-2035		
Achieve Online	John Bailey	328-3012
Adult/Family Ed	Melissa Burkhardt-Shields	328-3001
Bijou	Mary Ruben-Clapper	328-2060
Coronado HS	Darin Smith	328-3600
Digital School	Johns Bailey	328-3012
Doherty HS	(Interim) Lana Flennikin	328-6400
Mitchell HS	George Smith	328-6600
Palmer HS	Lara Disney	328-5000
Odyssey	Sean Norman	328-2030
Tesla	Jason Miller	328-3100
Athletics	Chris Noll	520-2690

Mrs. Jennifer Harris West Side Elementary and Middle Schools 719-520-2018		
Bristol ES	Gabriel Hammel	328-4000
Buena Vista ES	Shannon Molnar	328-4100
Chipeta ES	Sarah Scott	328-5500
Columbia ES	Chris Brandt	328-2700
Howbert ES	Tobin Lefere	328-4200
Jackson ES	Sara Miller	328-5800
Midland ES	Karen Newton	328-4500
Queen Palmer ES	Christina Butcher	328-3200
Steele ES	Ryan Capp	328-4700
Taylor ES	Kimberly Gilbert	328-3500
West ES	Karen Newton	328-4500
Holmes MS	Anthony Karr	328-3800
West MS	Dr. Shalah Parker	328-4900

Mrs. Sherry Kalbach East Side Elementary and Middle Schools 719-520-2035		
Carver ES	Collin Vinchattle	328-7100
Freedom ES	Sandra Park	228-0800
Henry ES	Ginger Ernst	328-7200
King ES	Treg Joslyn	328-6000
Martinez ES	Anna Stewart	328-6100
McAuliffe ES	Toni Schone	228-0900
Rudy ES	Julie Fahey	328-7600
Scott ES	Jennifer Cleaves	328-6200
Wilson ES	Stephanie Atencio	328-7800
Jenkins MS	Darren Joiner	328-5300
Russell MS	David Dubois	328-5200
Sabin MS	Dr. Albert Wiggins	328-7000
Swigert MS	James Nason	328-6900

Mr. Bryan K. Relich Central Elementary and Middle Schools 719-520-2018		
Adams ES	Michelle Slyter	328-2900
Audubon ES	Aaron Ford	328-2600
Edison ES	Dr. Kevin Willis	328-2800
Fremont ES	Tracy Squires	328-5600
Grant ES	Ryan Miller	328-5700
Keller ES	Stacy Brisben	328-5900
Madison ES	Derien Latimer	328-7300
Monroe ES	Dr. Carole Frye	328-7400
Penrose ES	Tamara Forrest	328-7500
Stratton ES	Kyle Rudd	328-3400
Twain ES	Lynn Boskie	328-7700
Galileo MS	Kenneth Miller	328-2200
Mann MS	Leah Segura	328-2300

Dr. Brandan Comfort Innovation Schools 719-520-2018/ 719-520-2035		
North MS	Chris Kilroy	328-2400
Rogers ES	Linda Slothower	328-3300
Spark Online	Julie Johnson	328-4300
Trailblazer ES	Kenneth Pfeil	328-6300
AcademyACL	Nikki Myers	719-434-6566
CIVA	Randy Zimmerman	719-633-1306
Comm Prep	Raj Solanki	719-227-8836
GLOBE	Katherine Siegel	719-630-0577
Eastlake HS	Cassandra Berry	719-300-8947
Roosevelt	Julie TeNyenhuis	719-637-0311

JOB TITLE	JOB DESCRIPTIONS
Executive Director of School Leadership	**SUMMARY OF FUNCTION** Principal Supervisors dedicate their time to helping principals grow as instructional leaders. Coach and support individual principals and engage in effective professional learning strategies. Use evidence of principals' effectiveness to determine necessary improvements in principals' practice that support the diverse cultural and learning needs of students. Engage principals in the formal district principal evaluation process. Advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. Assist the district in ensuring the community of schools are culturally/socially responsive and have equitable access to resources necessary for the success of each student. Engage in their own development and continuous improvement. Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district. **ESSENTIAL JOB FUNCTIONS** **Educational Leadership** • Develops instructional leadership capacity working with individual principals and groups of principals. Develops efficient approaches and connections with other central office functions. Models the leadership behaviors that they expect principals to exhibit, offering timely and actionable feedback, and provide differentiated learning opportunities. • Builds strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice. • Effectively focus principals' learning by gathering and examining a wide variety of evidence from the school, district, and community. • Makes verifiable inferences about principals' current level of knowledge and skills, provides differentiated feedback to principals about their work and target areas for professional learning. • Uses formal evaluation processes to work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. • Uses a professional growth plan to support and hold principals accountable for continuous improvement in their practice, resulting in higher levels of student learning and achievement. **District Function** • Serve as a conduit for two-way communication between the central office and individual principals. • Translate and communicate the District vision, policies, and strategies to school leaders to ensure alignment between school-level goals and strategies pursued by the District. • Share feedback and data from school to inform the District vision, policies, and strategies. • Assists the District in the development and support of a strong leadership pipeline. • Works with principals to promote the understanding, appreciation,

and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources.

• Ensures that issues of equity such as student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

District Leadership

• Continuously improve their own leadership practice by engaging in professional learning, keeping abreast of changes in laws and regulations that affect schools as well as District policies and practices.

• Model the value of reflective practice for others.

• Accepts responsibility for continuously improving the performance of students, teacher, principals, and schools.

• Shares feedback and data from schools to drive change to the District vision, strategies, and policies so that they better support schools, student learning and continuous improvement.

• Engages in collaboration between all principal supervisors to ensure the coherence and consistency in the implementation of the principal evaluation system

• Models effective communication and engagement practices through high quality written and oral communication with principals and district staff including well written supervisory documents.

EXECUTIVE DIRECTORS OF SCHOOL LEADERSHIP PROFESSIONAL SKILLS

• Served as effective principal and have demonstrated an overall rating of "Effective or Highly Effective" on a recent evaluation.

• Demonstrated success in raising student achievement.

• Effectively supported and held staff accountable for meeting district expectations

• Demonstrated effective relationships with other principals and district staff members through their work as a principal and/or district leader.

• Exhibited a deep understanding of the school system environment and have proven commitment to improving student achievement and district systems to serve all students.

KNOWLEDGE AND ABILITIES

• Ability to coach and lead the work of individuals, teams, committees, and work groups

• Ability to communicate effectively

• Ability to work cooperatively and collaboratively with others

• Ability to work as a cohesive team with executive directors, deputy superintendent for instruction, and others

•

OTHER DUTIES

Performs related duties as assigned (not to exceed 20% of workload)

QUALIFICATIONS

Master's degree in education
Experience as building or central administrator
Appropriate State Certification

ORGANIZATIONAL RELATIONSHIPS
Reports to Deputy Superintendent of Achievement, Learning & Leadership. Supervises assigned staff.

WORKING CONDITIONS
The work is performed in office and school environment.

PHYSICAL DEMANDS
The work is somewhat sedentary with periods of light physical activity, and is performed in office surroundings, as well as in multiple district and school locations within one school day. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

FLSA STATUS
Exempt

WORK YEAR
260 Days

JOB DESCRIPTION

SUMMARY OF FUNCTION

This Executive Director of School Leadership will oversee a portfolio of D11 magnet schools, pathways, innovation schools, and authorized charters.

Principal Supervisors dedicate their time to helping principals grow as instructional leaders. Coach and support individual principals and engage in effective professional learning strategies. Use evidence of principals' effectiveness to determine necessary improvements in principals' practice that support the diverse cultural and learning needs of students. Engage principals in the formal district principal evaluation process. Advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning. Assist the district in ensuring the community of schools are culturally/socially responsive and have equitable access to resources necessary for the success of each student. Engage in their own development and continuous improvement. Lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

ESSENTIAL JOB FUNCTIONS
Educational Leadership

Develops instructional leadership capacity working with individual principals and groups of principals. Develops efficient approaches and connections with other central office functions.
Models the leadership behaviors that they expect principals to exhibit, offering timely and actionable feedback, and provide differentiated learning opportunities.
Builds strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice.
Effectively focus principals' learning by gathering and examining a wide variety of evidence from the school, district, and community.
Makes verifiable inferences about principals' current level of knowledge and skills, provides differentiated feedback to principals about their work and target areas for professional learning.
Uses formal evaluation processes to work collaboratively with principals to identify their leadership strengths and specific areas they need to develop.
Uses a professional growth plan to support and hold principals accountable for continuous improvement in their practice, resulting in higher levels of student learning and achievement.
District Function
Serve as a conduit for two-way communication between the central office and individual principals.
Translate and communicate the District vision, policies, and strategies to school leaders to ensure alignment between school-level goals and strategies pursued by the District.
Share feedback and data from school to inform the District vision, policies, and strategies.
Assists the District in the development and support of a strong leadership pipeline.

Works with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources.
Ensures that issues of equity such as student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.
District Leadership
Continuously improve their own leadership practice by engaging in professional learning, keeping abreast of changes in laws and regulations that affect schools as well as District policies and practices.
Model the value of reflective practice for others.
Accepts responsibility for continuously improving the performance of students, teacher, principals, and schools.
Shares feedback and data from schools to drive change to the District vision, strategies, and policies so that they better support schools, student learning and continuous improvement.
Engages in collaboration between all principal supervisors to ensure the coherence and consistency in the implementation of the principal evaluation system
Models effective communication and engagement practices through high quality written and oral communication with principals and district staff including well written supervisory documents.
EXECUTIVE DIRECTORS OF SCHOOL LEADERSHIP PROFESSIONAL SKILLS
Served as effective principal and have demonstrated an overall rating of "Effective or Highly Effective" on a recent evaluation.
Demonstrated success in raising student achievement.
Effectively supported and held staff accountable for meeting district expectations
Demonstrated effective relationships with other principals and district staff members through their work as a principal and/or district leader.
Exhibited a deep understanding of the school system environment and have proven commitment to improving student achievement and district systems to serve all students.
KNOWLEDGE AND ABILITIES
Ability to coach and lead the work of individuals, teams, committees, and work groups
Ability to communicate effectively
Ability to work cooperatively and collaboratively with others
Ability to work as a cohesive team with executive directors, deputy superintendent for instruction, and others

OTHER DUTIES
Performs related duties as assigned (not to exceed 20% of workload)

QUALIFICATIONS
Master's degree in education
Experience as building or central administrator
Appropriate State Certification

ORGANIZATIONAL RELATIONSHIPS

Reports to Deputy Superintendent of Achievement, Learning & Leadership. Supervises assigned staff.

WORKING CONDITIONS
The work is performed in office and school environment.

PHYSICAL DEMANDS
The work is somewhat sedentary with periods of light physical activity, and is performed in office surroundings, as well as in multiple district and school locations within one school day. Typical positions require workers to walk or stand for long periods; lift and carry up to 20 pounds; climb stairs; bend; reach, hold, grasp and turn objects; and use fingers to operate computer or typewriter keyboards. The work requires the ability to speak normally and to use normal or aided vision and hearing.

This Executive Director of School Leadership will oversee a portfolio of D11 magnet schools, pathways, innovation schools, and authorized charters.

An Integrated Approach to the Model Principal Supervisor Professional Standards 2015

The *Model Principal Supervisor Professional Standards 2015* fall into three broad categories. These three categories of standards need to be integrated to provide comprehensive support to principals.

The first category involves the work surrounding educational leadership. Since the primary role of the principal supervisor is to support and improve principals' capacity for instructional leadership, it is the focus of four of the eight standards. These standards draw heavily on the University of Washington's DL2 *Principal Supervisor Performance Standards.*

Standard 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders.[10]

Standard 2. Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.[11]

Standard 3. Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.[12]

Standard 4. Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.[13]

The second category involves ensuring the smooth and effective functioning of the district. Such work leverages the unique position of principal supervisors within a district and requires them to liaise between the central office and individual schools. By holding both central office and school-based perspectives, principal supervisors can inform policies and procedures to ensure they are efficient and effective.

Standard 5. Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

Standard 6. Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

10 From the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 1* (Seattle, WA: University of Washington, 2014).

11 Based on the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standards 2 and 3* (Seattle, WA: University of Washington, 2014).

12 Based on the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 4* (Seattle, WA: University of Washington, 2014).

13 From the District Leadership Design Lab's *Principal Supervisor Performance Standards Version 1.0, Standard 5* (Seattle, WA: University of Washington, 2014).

The third category involves improving the capacity and effectiveness of the principal supervisor as a district leader.

Standard 7. Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

Standard 8. Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

In addition, the *Model Principal Supervisor Professional Standards 2015* require principal supervisors to exhibit the same dispositions implied in *Professional Standards for Educational Leaders 2015* that transformational school leaders must bring to their work. These dispositions are threaded through all of the standards and maintain the focus on students:

- **Growth-oriented:** Transformational education leaders believe that students, education professionals, educational organizations and the community can continuously grow and improve to realize a shared vision for student success through dedication and hard work.
- **Collaborative:** Transformational education leaders share the responsibility and the work for realizing a shared vision of student success.
- **Innovative:** Transformational education leaders break from established ways of doing things to pursue fundamentally new and more effective approaches when needed.
- **Analytical:** Transformational education leaders gather evidence and engage in rigorous data analysis to develop, manage, refine and evaluate new and more effective approaches.
- **Ethical:** Transformational education leaders explicitly and consciously follow laws, policies, and principles of right and wrong in everything they do.
- **Perseverant:** Transformational education leaders are courageous and persevere in doing what is best for students even when challenged by fear, risk and doubt.
- **Reflective:** Transformational education leaders re-examine their practices and dispositions habitually in order to develop the "wisdom of practice" needed to succeed in pursuing new and more effective approaches.
- **Equity-minded:** Transformational education leaders ensure that all students are treated fairly, equitably, and have access to excellent teachers and necessary resources.
- **Systems-focused:** Transformational education leaders are committed to developing systems and solutions that are sustainable and effective district-wide and that generate equitable outcomes for all schools and stakeholders.

Colorado Springs School District 11 Equity Audit Report

Etai Mizrav
Dia Jackson, EdD

June 2021

American Institutes for Research® | AIR.ORG

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Advancing Evidence.
Improving Lives.

Colorado Springs School District 11 Equity Audit Report

June 2021

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Contents

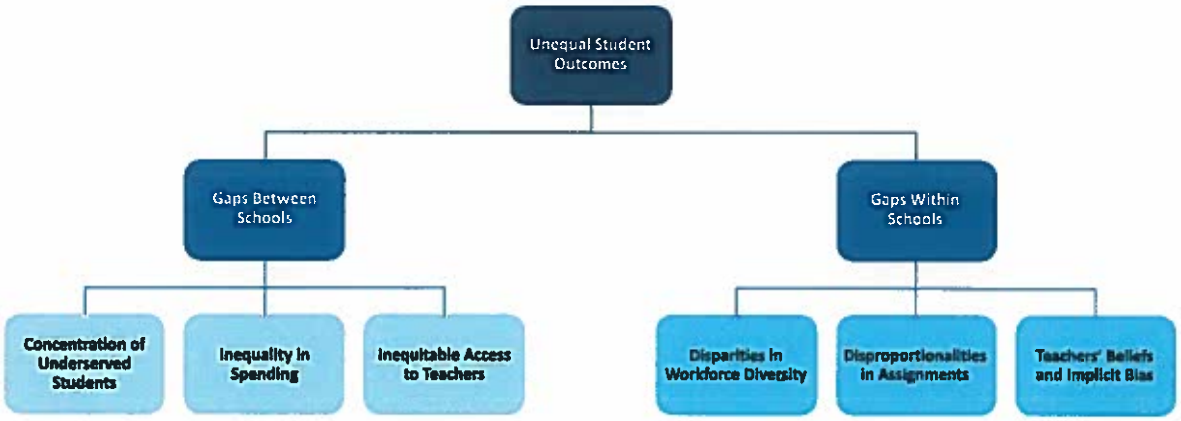
Exhibits

Executive Summary

Colorado Springs School District 11 (CSSD11) contracted with the American Institutes for Research® (AIR) in fall 2020 to conduct a comprehensive equity audit of the district's programs, policies, practices, and outcomes. This report presents the main findings from that audit. The findings were generated via a process that began by collecting data based on an audit framework described in detail in this document, including quantitative data, administrative data, survey data, and focus group data. AIR analyzed these data and produced data charts, visualizations, and summaries; used a facilitated co-interpretation℠ process to guide 37 community stakeholders in reviewing and interpreting the data; and developed key findings from those data. The AIR team then used the information obtained from the co-interpretation process to develop this report.

The report begins with "Finding 0," which describes inequalities in student achievement in CSSD11. A central question explored by the AIR researchers was whether these achievement gaps reflect inequality between schools or inequality within schools. Based on the data, AIR found that **student achievement in CSSD11 is unequal, with gaps both between and within schools.** Schools that enroll most of their students from among underserved groups—including students who are eligible for free or reduced-price lunch (FRL) and Black, Latinx, Asian, Native American, and Multiracial (BLANM) students—and schools in the southeast quadrant of the district are consistently performing below other schools. In addition, FRL students and BLANM students are underperforming within their own schools compared with other students, with some schools demonstrating more significant gaps than others. As shown in Exhibit ES1, this report presents three findings that potentially explain the observed inequality between schools and three findings that potentially explain the observed inequality within schools.

Exhibit ES1. Mapping the CSSD11 Equity Audit Findings



Findings Explaining Gaps Between Schools

Concentration of Underserved Students Is Associated With Inequity in School Choice, School Climate, and Student Achievement. The audit revealed that although all schools in CSSD11 are diverse and include representation of different racial and socioeconomic groups, some schools have a significant concentrations of FRL students and BLANM students. This concentration partially reflects neighborhood differences, with several of these schools in the southeast quadrant of the district. However, it also may result from the open-choice policy because a significant number of students zoned to these schools chose not to enroll in them. The concentration pattern is connected with survey and focus group evidence of inferior working conditions and climates in these schools. Both the concentration of underserved students and climate differences may explain differences in student achievement.

Concentrated Schools Spend More Overall but Less on Teacher Salaries. The audit revealed that CSSD11 spends more resources on underperforming schools with a concentration of underserved students. However, the amount spent in these schools may still fall short of what research indicates is the level of additional spending required to ensure that students with greater need are able to achieve at the same level as their peers. In addition, teacher pay in schools with a concentration of underserved students is significantly lower, which may explain differences in both teaching quality and student outcomes.

Access to Highly Effective and Well-Paid Teachers Is Inequitable. The audit revealed that schools in the southeast quadrant of the district, as well as schools with the most BLANM students, FRL students, English learners, and students with individualized education programs, have consistently lower proportions of highly effective teachers, as rated by the district. This finding may be significant for student outcomes, given that teachers are the most important within-school factor for student achievement.

Findings Explaining Gaps Within Schools

Access to Teachers Who Reflect Students' Racial Groups Is Inequitable. The data show significant disparities between student and teacher demographics in CSSD11. The district's workforce is disproportionately White; all other racial groups are significantly underrepresented, with Latinx teachers the most underrepresented. This finding could be significant for gaps in student outcomes within schools, given the vast amount of research that ties student–teacher racial match to student outcomes.

Disproportionalities Exist in Assignment to Special Education Services and Gifted and Talented Programs, Along With Discipline Referrals. The audit found no evidence of significant disproportionality with regard to assignment to special education services. However,

evidence of disproportionality exists in assignment to gifted and talented (GT) programs and in discipline referrals, with non-White students significantly less likely to be in GT programs and more likely to be disciplined.

Teacher Bias Potentially Drives Disproportionality and Can Contribute to Achievement Gaps. Disproportionate assignment of students to GT programs can be explained by evidence of implicit bias and disparities in teachers' beliefs regarding student ability. For example, survey data revealed that in schools that enroll the most BLANM students, significantly fewer teachers believe that their students will go to college. Research demonstrates that teacher beliefs can have a significant impact on student outcomes, potentially explaining within-school inequality.

The report concludes with an outline of additional findings from the co-interpretation process, as well as an appendix that provides a data map outlining all findings obtained during that process.

Introduction

Colorado Springs School District 11 (CSSD11) contracted with the American Institutes for Research (AIR) in fall 2020 to conduct a comprehensive equity audit of the district's programs, policies, practices, and outcomes. Between November 2020 and April 2021, AIR collected data from the district on a range of issues, guided by a series of questions determined in collaboration with CSSD11. This report presents the results from an analysis of those data, conducted by AIR as part of the equity audit project for CSSD11. Data from the equity audit presented in this report were used in a process of co-interpretation, led by the CSSD11 school community and guided by AIR experts. AIR will work with CSSD11 to identify strategies that address the root causes of inequality that surfaced during the co-interpretation process. The audit process, guiding questions, and timeline are outlined in Exhibit 1.

This report begins by outlining the structure of the audit and its logic model, followed by a description of the data sources used to answer the audit's guiding questions. The report then presents the main findings regarding inequality in CSSD11. The report concludes with an appendix that presents a map of findings that were collaboratively generated during the co-interpretation process and form the foundation of this report.

In its analysis, AIR focused on two types of equity: organizational equity and instructional equity. **Organizational equity** focuses on areas related to the allocation of resources, human capital management, access to teachers, and school climate and culture. A vast literature suggests that students from low-income families, racial and ethnic minority backgrounds, and other students who underperform on academic measures go to schools that are severely underresourced, leading to more gaps between students (Borman & Dowling, 2010; Bowles & Gintis, 2011; Cain & Watts, 1968; Kahlenberg, 2006; Kozol, 2012; Mizrav, in press). **Instructional equity** relates to the vast evidence suggesting that issues of implicit bias in the classroom, as well as other discriminatory instructional practices, may produce inequality between students (Ladson-Billings, 2011; Vanlommel & Schildkamp, 2019). The instructional equity audit focused on the district's policies, practices, and programs related to teaching and learning, including issues related to teachers' practice and instructional support. In summary, organizational equity mostly focuses on inequity that happens *between* schools, and instructional equity focuses on inequity *within* schools and classrooms.

The domains of organizational and instructional equity are examined through two focus areas and related guiding questions, as described in Exhibit 2.

Exhibit 1. Equity Audit Process in Colorado Springs School District 11

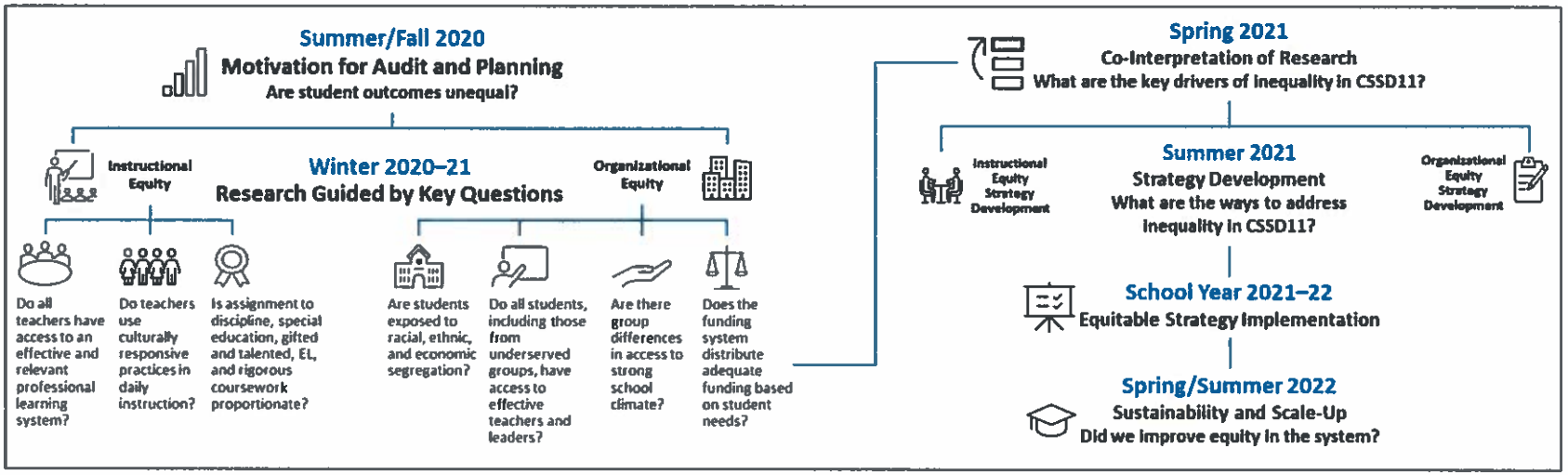


Exhibit 2. Core Audit Focus Areas

Focus area 1: Organizational drivers	Focus area 2: Instructional drivers
• Exposure to racial, ethnic, and economic segregation • Access to effective and diverse teachers • Access to a strong school climate • School funding and student needs	• Access to an effective and relevant professional learning system • Culturally responsive practices in daily instruction • Disproportionalities in discipline referrals and assignment to special education services and GT programs

Although we offer this categorization as a way to organize the audit work, it is important to note that the two focus areas are closely related. For example, disproportionate assignment to gifted and talented (GT) programs may have root causes related to a district's organizational human resources features, which may contribute to a lack of diversity in the teacher workforce. Disproportionate assignment also could be linked to instructional practices and the preparation, induction, and development that teachers receive from the district.

AIR's analysis follows the logic model described in Exhibit 1. It begins by examining inequality in student outcomes and then reviews the research on potential drivers of that inequality. This logic model deliberately focuses on outcomes, not intentions. The charts focus on questions such as "Is assignment to GT programs disproportionate?" and to a lesser extent on questions such as "Is there a policy to ensure equitable assignment to GT programs?" At a later stage, the analysis will focus to a greater extent on the district's current policies and practices.

Data Sources

To develop findings on equity in CSSD11, AIR collected and analyzed the following data, which are summarized in Exhibit 3.

- **Student Demographics and Achievement Data**. The audit rests on an equity-focused analysis of student achievement data to answer the foundational question of whether student outcomes in CSSD11 are unequal and, if so, in what ways. Data on student achievement—particularly on state assessments—are readily and publicly available. AIR used these publicly available data to conduct an analysis with an intentional focus on equity gaps (i.e., an analysis focused on the trees rather than the forest and specifically on the students who are most vulnerable). Using state assessment results, the analysis focused on differences among students within schools and between schools. Focusing on equity gaps rather than average overall improvement reflects the perspective that a good school is one where the students who are most vulnerable can thrive.
- **Data on Disproportionalities**. AIR conducted a quantitative analysis of assignment to GT programs and special education services, as well as discipline referrals. Using regression analysis, AIR determined whether and to what extent students of color are disproportionately assigned or not assigned to these programs, which research suggests is the case nationally.
- **Fiscal School-Level Data**. AIR used information on spending at the district and school levels to analyze disproportionalities in school-level spending overall and specifically on resources such as teacher salary and maintaining optimal student–teacher ratios.
- **Data on Equitable Access to Teachers and Workforce Diversity**. AIR analyzed differences in access to effective teachers in CSSD11 by school. An additional diversity analysis examined the demographics of the CSSD11 teacher workforce compared with student body

demographics. It also tracked the development of gaps in the diversity of the teaching workforce throughout the career continuum to identify which processes (recruitment, human resources, retention) may be associated with those gaps.

- **Data on Equity-Focused Professional Development.** AIR examined professional development offerings for teachers in CSSD11. AIR analyzed district teachers' participation in equity-related trainings to determine whether professional development includes a targeted and strategic focus on equity.
- **Data From the 5Essentials Student and Teacher Survey.** AIR analyzed data from the 5Essentials survey to identify differences in the experiences and perceptions of students and teachers in the district. To complement survey information previously reviewed by the district and provide a more intentional focus on equity, AIR examined the differences in responses to specific survey questions between schools in CSSD11. This report identifies questions with the largest response gaps, as well as questions that highlight both strengths and weaknesses for the district.
- **Focus Group Data.** AIR conducted nine role-alike focus groups with teachers, students, and parents in CSSD11 to gather information about their needs and successes, as well as areas that may require future support. The groups represented different grade levels and diverse backgrounds. The focus group data summary presents common themes and important quotes from these groups.
- **Program and Policy Documents.** AIR reviewed documents describing policies and programs currently implemented in CSSD11 on a range of topics pertaining to the audit's guiding questions. These included documents on plans related to equity in the district; documents describing school- and district-level enrollment and choice trends; documents related to mentoring, induction, and professional development of teachers; and documents related to discipline referrals and assignment to special education services and GT programs.

Exhibit 3. Data Sources and Audit Guiding Questions

Topic	Data source							
	Student achievement and demographics	Disproportionalities	Fiscal	Equitable access to teachers and diversity	Professional development	5Essentials	Focus groups	Document review
Student outcomes	○							
Access to an effective and relevant professional learning system					○	○	○	○
Culturally responsive practices in daily instruction				○	○	○	○	
Discipline referrals and assignment to special education services and GT programs		○						
Exposure to racial, ethnic, and economic segregation							○	○
Access to effective and diverse teachers				○			○	○
Access to strong school climates						○	○	
School funding and student needs			○				○	

Co-Interpretation Process

AIR used a proprietary collaborative process called co-interpretation to conduct this audit. This process synthesizes best practices from research on collaborative evaluation; builds trust, ownership, and capacity; and leads to effective and united action. AIR believes that a system involving people who understand the context of an audit or study and who represent diverse voices in the system, organization, or community is important for ensuring credibility and strengthening the decisions or actions that emerge from the work. During a virtual, 3-day co-interpretation convening, AIR—in coordination with CSSD11—brought together 37 different stakeholders with various levels of involvement in the CSSD11 community, including board of education members, district administrators, principals, teachers, parents, and any community partners that the district considered critical to its efforts. Together, these stakeholders reviewed the quantitative and qualitative data assembled during the data collection and analysis stages of the audit. During the first 2 days of the convening, stakeholders worked in five small groups and read through data summaries to identify findings they believed were most critical to the audit's guiding questions. On Day 3, as part of a facilitated process, these

individuals developed meaningful key findings through consensus building and collective interpretation and then determined and prioritized areas for action and support as a group.

Equity Audit Findings

This section presents the main findings from the equity audit. These findings represent the work carried out by the CSSD11 community during the co-interpretation process and reflect the main themes that emerged during that process. The section begins with "Finding 0," which describes inequalities in student achievement on the Colorado state assessment. We use the terminology "Finding 0" because it is the foundational finding of the audit. The remaining findings (Findings 1–6, related to access to teachers, disproportionate assignments, school climate, and so forth) aim to explain Finding 0. For each finding, AIR reports the data presented and used in the co-interpretation process, the research that informed that finding, and key conclusions and implications. Call-out boxes highlight key findings articulated by participants at the co-interpretation convening, which have been edited for clarity. (The appendix presents all the unedited key findings from the co-interpretation process.)

Finding 0: Student Outcomes Are Unequal, With Gaps Between and Within Schools

To identify gaps in student achievement, AIR measured differences between groups of students on the Colorado state assessment. Specifically, AIR measured two types of achievement gaps: gaps between schools and gaps within schools.

To measure gaps between schools, AIR compared different groups of schools in the district, including schools that enroll the most students who are eligible for free or reduced-price lunch (FRL) versus other schools; schools that enroll the most students of color (Black, Latinx, Asian, Native American, and multiracial) versus other schools; schools that enroll the most students with disabilities (SWDs) or students with individualized education programs (IEPs) versus other schools; schools that enroll the most English learners (ELs) versus other schools; and schools in the southeast quadrant of the district versus other schools.

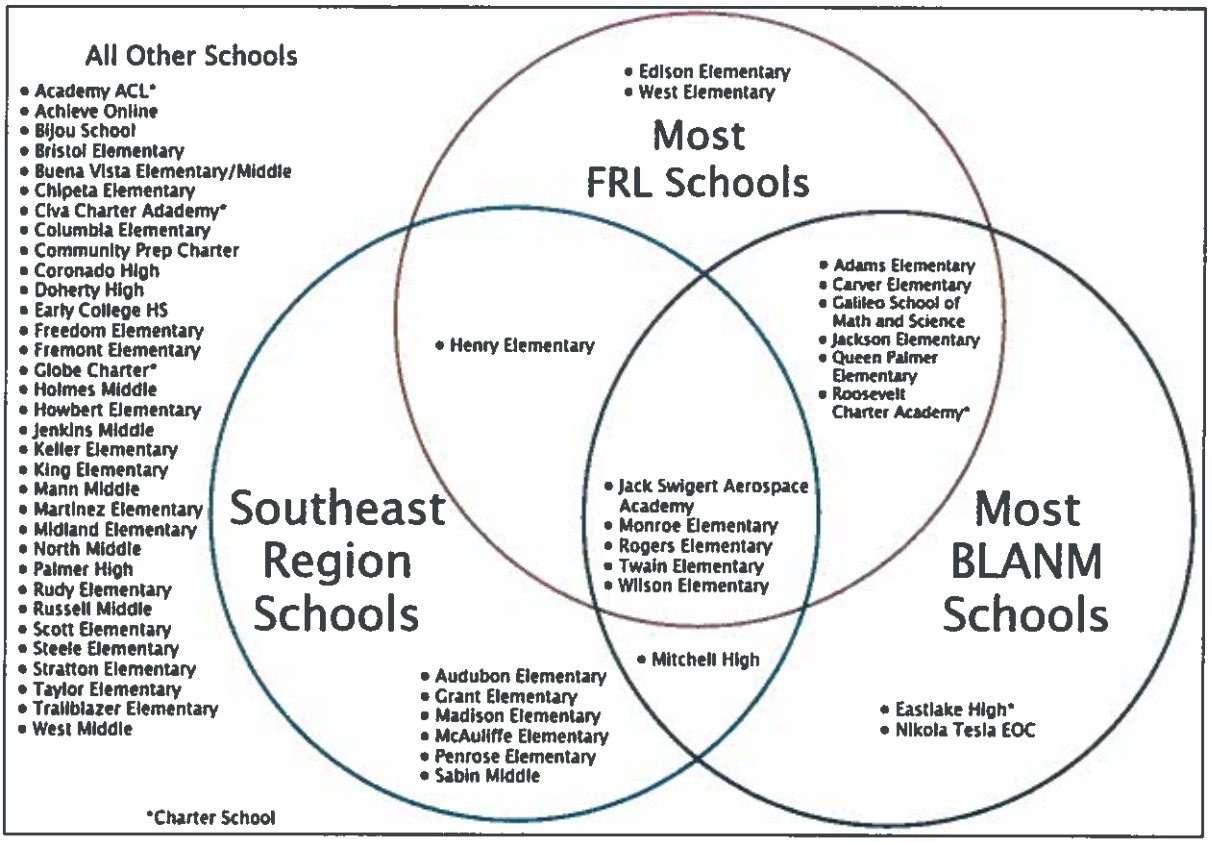
To measure gaps within schools, AIR ranked high schools, middle schools, and elementary schools based on the size of their achievement gaps in English language arts (ELA) or math. Specifically, schools were ranked based on gaps between students from low-income families (i.e., FRL students) and other students in the school and on gaps between White students and students from other racial and ethnic groups. Charts showing gaps within schools use 2019 assessment data. AIR used 2019 as the base year for measuring gaps in CSSD11 because it provides the most recent assessment data collected prior to the coronavirus pandemic (a time

when measuring student outcomes was extremely challenging). With many scholars concluding that the pandemic exacerbated existing inequalities (Dorn et al., 2020), it stands to reason that equity gaps today are wider than those measured using the 2019 assessment and analyzed here.

Determining whether gaps in the district exist primarily within schools or between schools is important. If the majority of gaps exist within schools, future strategies should focus on school-level interventions, such as support for teachers and leadership training. If gaps exist between schools, strategies should focus on issues such as resource differences between schools and teacher distribution. If gaps exist both between and within schools, strategies should focus on between-school equity interventions, as well as school-level interventions in schools with the most significant gaps.

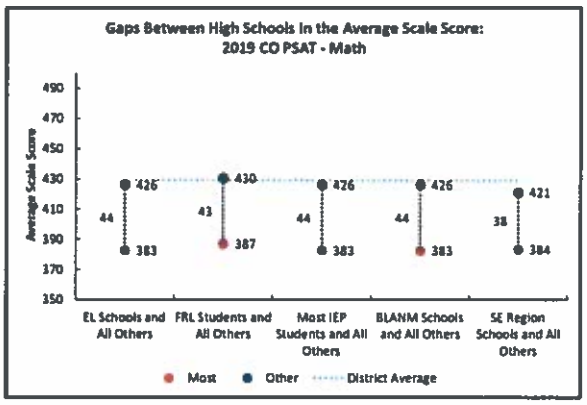
AIR used "quartiles" to identify which schools enroll the most BLANM students, FRL students, ELs, and students who have IEPs. In other words, among the 56 schools in the district, AIR identified the 14 schools with the most FRL students ("Most FRL" category), the 14 schools with the most ELs ("Most EL" category), and so on. Exhibit 4 presents the schools that enroll the most BLANM students and the most FRL students, as well as the schools that are in the southeast quadrant of the district. As the exhibit shows, there is significant overlap between these categories; the schools that enroll the most BLANM students, FRL students, and ELs are often the same ones.

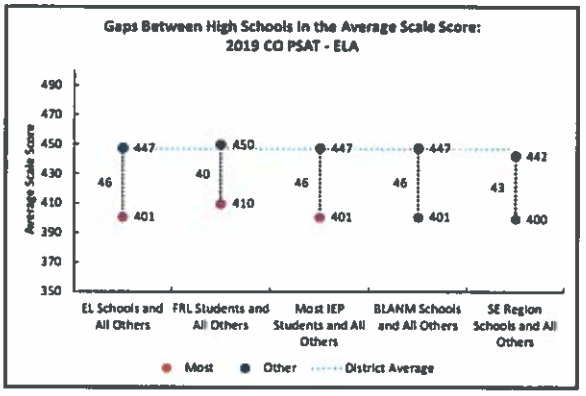
Exhibit 4. District Demographics Venn Diagram

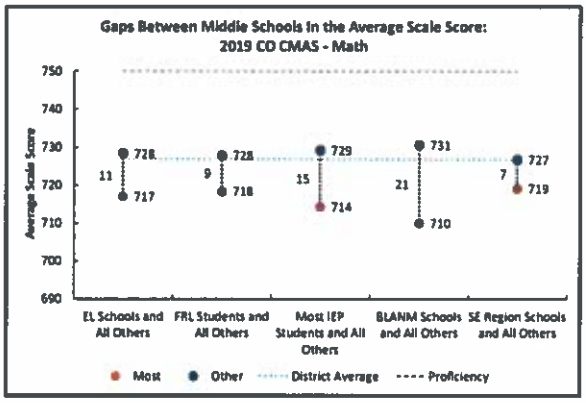


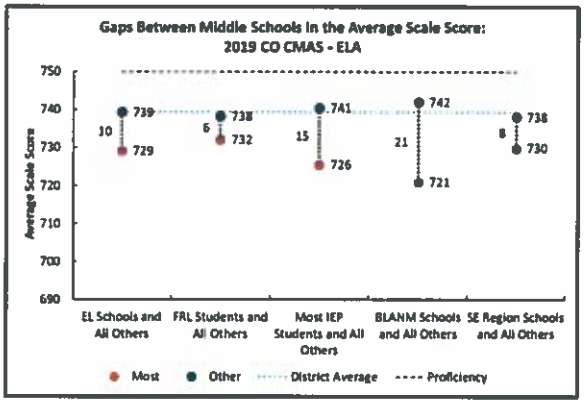
Gaps Between Schools in CSSD11. Co-interpretation participants pointed to significant and consistent gaps between schools. Gaps of up to 40 scale score points were observed between schools that enroll the most underserved students and other schools in the district, as well as between schools in the southeast quadrant of the district versus schools elsewhere in the district. These gaps exist across all grade levels and subjects and are illustrated in the charts in Exhibit 5. These charts present the performance of all students in schools that enroll the most underserved groups and in schools in the southeast quadrant, compared with the performance of students in all other schools in the district. The charts also show the district average performance, apparently driven by the performance of higher achieving schools and not representative of district performance across all schools or reflective of the experiences of many students. Trends in gaps between schools, specifically pertaining to the concentration of underserved students in specific schools in the district, are discussed further in the next section.

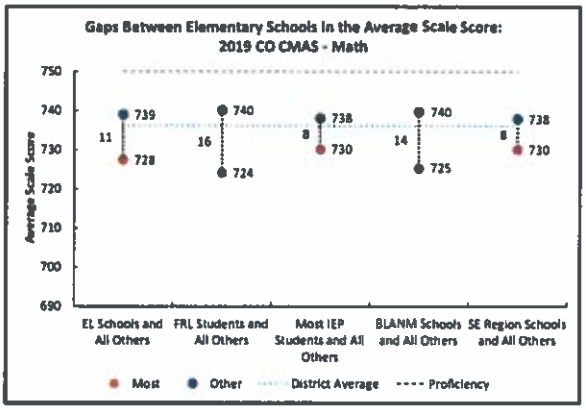
Exhibit 5. Gaps Between CSSD11 Schools

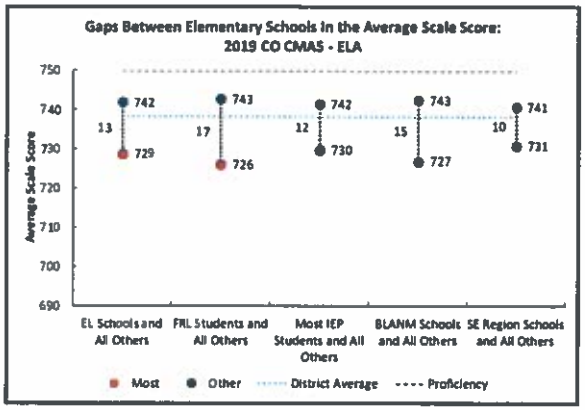










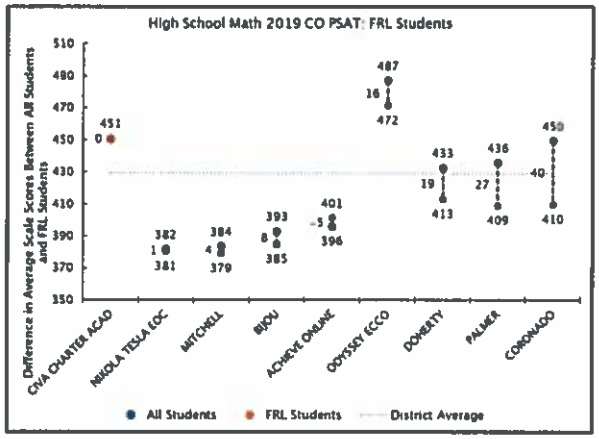


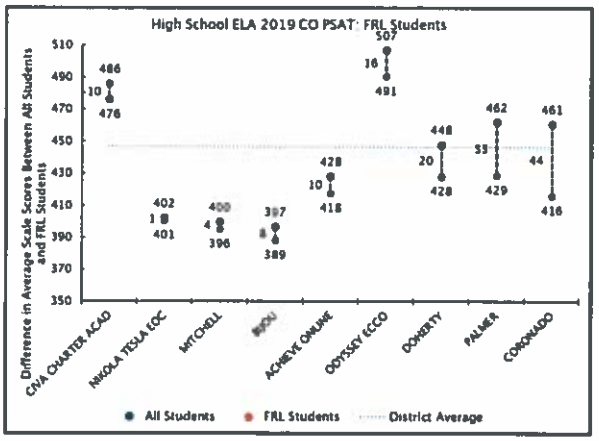
Gaps Within Schools in CSSD11. In addition to gaps between schools, co-interpretation participants pointed to performance gaps that occur within schools when comparing BLANM students and FRL students with other students in their schools. The analysis found some variation here because some schools with a large proportion of underserved students exhibited significant gaps whereas others did not. This means that in some schools, a student's race is a good predictor of performance, potentially suggesting issues of instructional inequality in these schools (e.g., implicit bias in discipline referrals, evaluation).

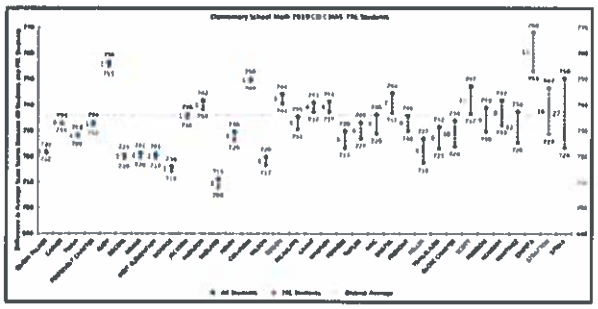
Exhibit 6 presents the performance gaps between students within schools. Notably, significant gaps exist at Coronado and Palmer High Schools when comparing FRL students and BLANM students with other students in terms of their performance in both ELA and math, even though these schools perform close to the district average. It also is important to note that some of the higher performing schools in the district, on average, exhibit significant gaps, including Odyssey Ecco, Academy ACL, and Chipeta. Average performance in these schools is well above the district average, but this masks a persistent gap in achievement between their BLANM and/or FRL student groups and other students in the school.

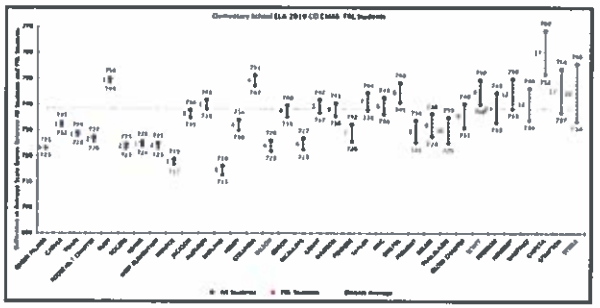
With gaps identified both between and within schools in CSSD11, the following findings are organized into categories that can potentially explain between- and within-school gaps. As shown in Exhibit 7, we present three findings relating to inequality between schools and three findings relating to inequality within schools (see Exhibit 8).

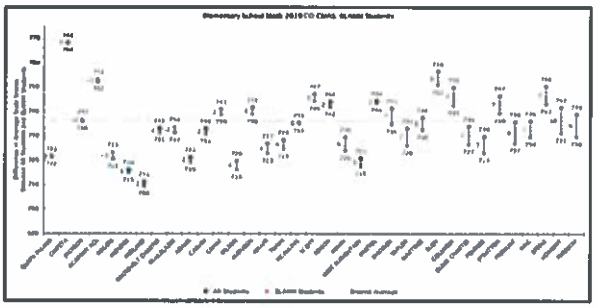
Exhibit 6. Gaps Within CSSD11 Schools











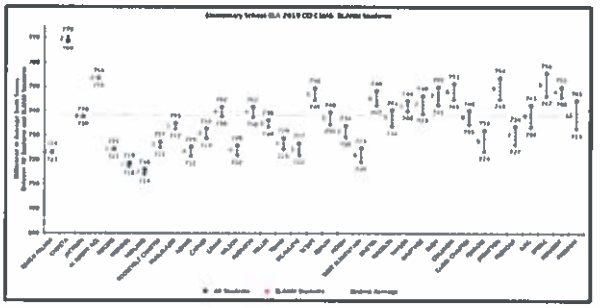
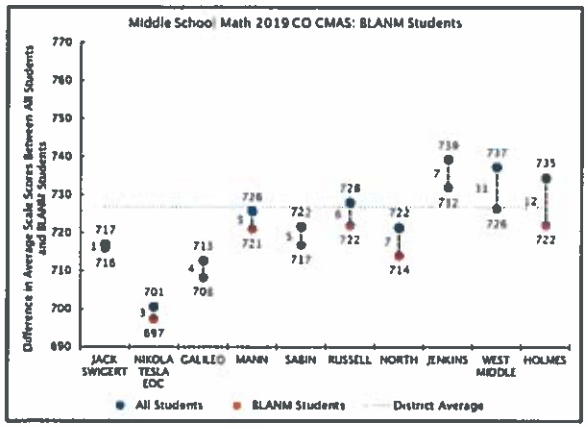
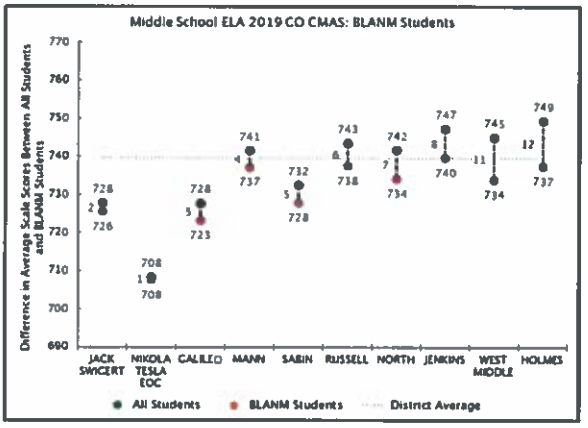
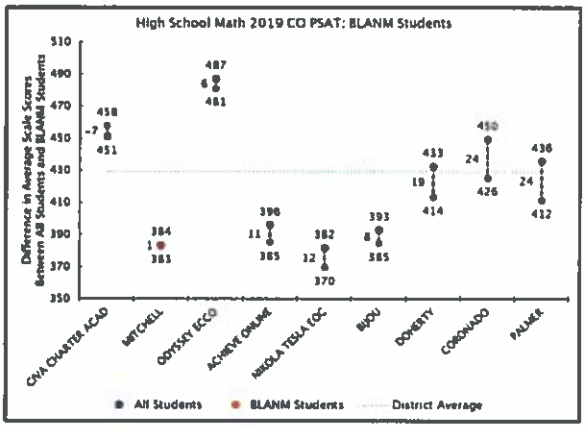
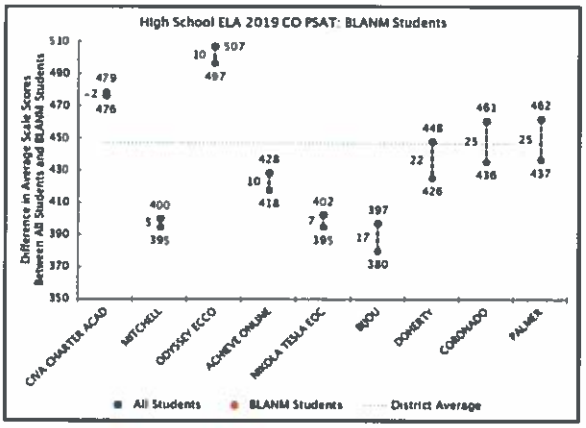


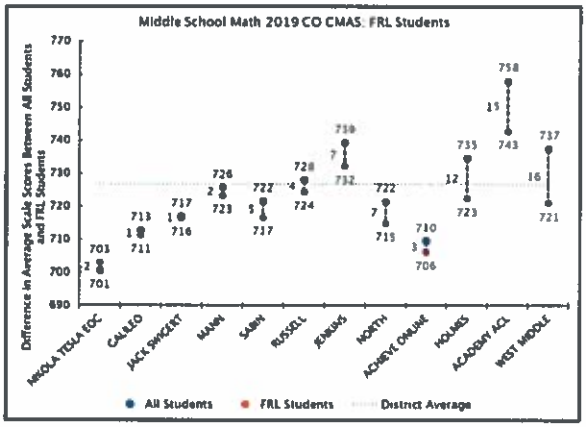
Exhibit 7. Gaps Between BLANM Students and Others Within CSSD11 Schools











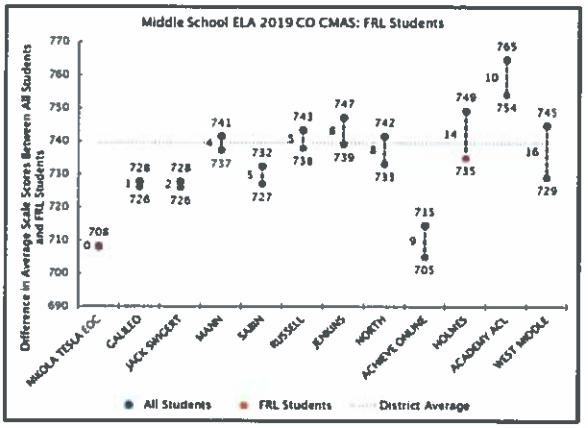
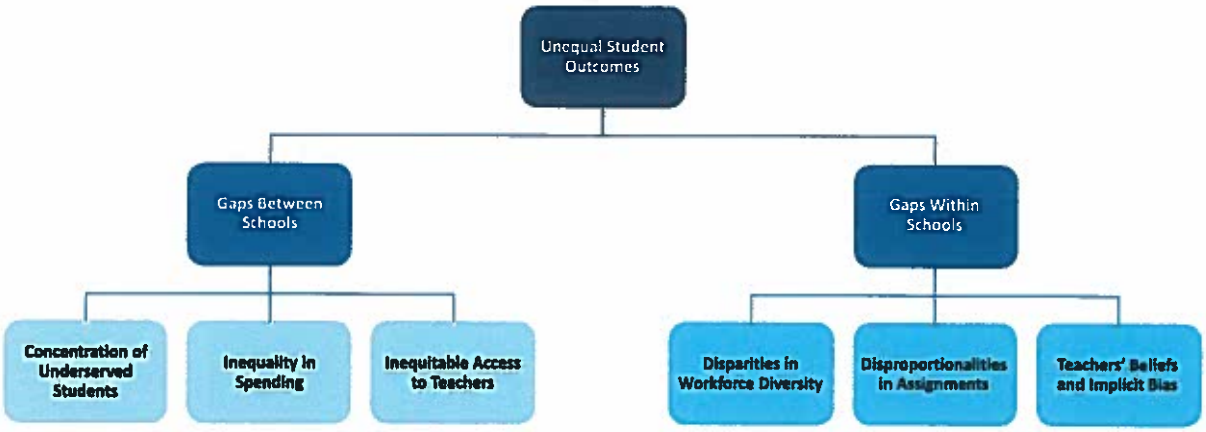


Exhibit 8. Findings Related to Between- and Within-School Inequality



Findings Contributing to Gaps Between Schools

Finding 1: Concentration of Underserved Students Is Associated With Inequity in School Choice, School Climate, and Student Achievement

What Does the Research Say on School Segregation?

Segregation of students along racial and economic lines poses one of the most formidable barriers to educational equity. Schools with high concentrations of students living in poverty often lack the human, material, and curricular resources to meet the academic and socioemotional needs of their populations. Students in those schools have less access to the full range of learning opportunities and resources that can promote their success (Reardon, 2015). Researchers note that much of the K–12 research on the impact of school racial and socioeconomic composition on academic outcomes shows that racially segregated, high-poverty schools have a strong negative association with students' academic achievement, whereas racially diverse schools often report stronger results for historically underserved groups and positive or neutral results for other groups (*Brown v. Board of Education at 65*, 2019).

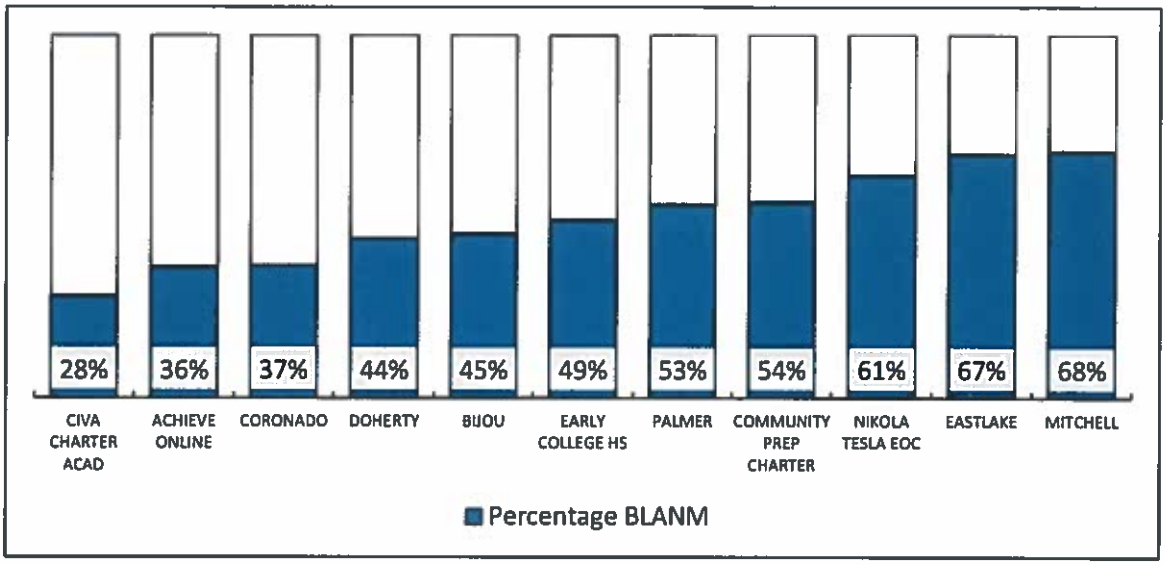
What Did We Find on School Segregation in CSSD11?

There are several ways in which segregation should be measured, considered, and discussed. Among them is segregation as a measure of unevenness (the extent to which a student population is unevenly distributed among schools), as well as a measure of isolation and concentration (the extent to which students enroll in schools with high or low proportions of a racial or socioeconomic group; Reardon & Owens, 2014). In CSSD11, there is representation of different student groups in all schools, and all students, no matter which school they attend, are likely to meet peers who are non-White, eligible for FRL, and with disabilities. Exhibit 9 illustrates the distribution of BLANM students in high schools in CSSD11, which ranges between 28% to

68% non-White students. As defined by Mordechay and Ayscue (2019), no school in CSSD11 is intensely segregated (90%–100% non-White) or hypersegregated (99%–100% non-White).

However, AIR's analysis and several findings from the community co-interpretation process point to more concerning trends of concentration of BLANM students and FRL students in particular schools in the district, primarily in the southeast quadrant. The Venn diagram in Exhibit 4 shows how many of the schools that have the most BLANM students and FRL students are actually the same schools, and several of them are in the southeast quadrant of the district (Exhibit 9). These concentrated schools have lower overall student achievement and have lesser access to highly qualified, diverse, and well-paid teachers with positive working conditions.

Exhibit 9. Rates of BLANM Students in CSSD11 Schools Students



Opportunity and Achievement Gaps in the Most Concentrated Schools

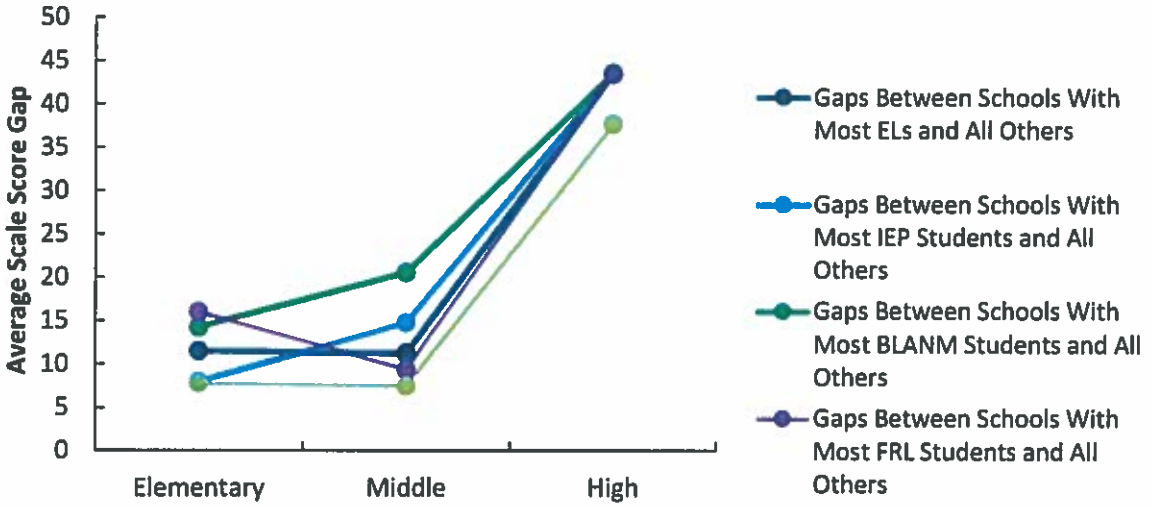
As discussed in this finding, students in these concentrated schools (those with the most FRL students, BLANM students, ELs, students with IEPs, and students in schools in the southeast quadrant of the district) are performing worse compared with their peers in other schools. AIR examined the performance in reading and math for every school level, comparing these schools to other schools and found that in every single category, these concentrated schools are lower performing.

Co-Interpretation Key Finding

Achievement results in math and ELA are consistently lower for all students at schools with the highest representation of students identified as BLANM, FRL, EL, and/or IEP compared with all other schools.

As depicted in Exhibit 10, the gaps between the concentrated schools and others appear in all school levels: elementary, middle, and high. However, they increase significantly at the high school level.

Exhibit 10. Development of Gaps in Concentrated Schools Between Elementary and High School



Climate and Culture in Concentrated Schools

One of the potential explanations for the schoolwide trends in district gaps is inequitable access to a strong school climate. Using data from the 5Essentials survey administered to teachers and students in CSSD11, AIR conducted a comparison of perceptions of climate and culture between these concentrated schools and others in the district.

The 5Essentials survey provided insight into how students in schools with the most FRL students, the most BLANM students, the most ELs, and students from the southeast region described the climate and culture of their school. Students and teachers were offered statements about school climate and culture and were asked to choose the level at which they agreed or disagreed. Across these four categories of schools, students from concentrated schools experience a more hostile school environment compared with students from all other schools. Students from the southeast region and schools with the most FRL students, BLANM students, and ELs tended to agree or strongly agree more frequently with statements about their opinions not being taken seriously, being bullied, and worrying about crime and violence in school compared with students from other schools. In high FRL schools, for example, students are 10 percentage points to 22 percentage points more likely to worry about crime or violence compared with students from other schools. These students also experience negative interactions with peers at a rate between 10% and 28% higher than students at all other schools. In addition, students attending schools in the southeast region (which includes schools with the most FRL students, ELs, and BLANM students) report being impacted by bullying or threats at a rate of 11 percentage points to 25 percentage points higher than those students attending other schools.

Responses from CSSD11 teachers were collected and analyzed based on their affiliation with schools from the southeast region and schools with the most FRL students, students with IEPs, BLANM students, and ELs. Compared with all other schools, teachers in schools with the most students from subgroup populations (students with IEPs, FRL students, and BLANM students) report that there is more classroom disorder and off-task behavior during instructional time. Teachers from schools from the southeast region and schools with the most FRL students, BLANM students, and students with IEPs tended to agree that physical conflicts among students were a problem in their school.

Co-Interpretation Key Finding

Data from administrative records are incongruent with teachers' and students' reported perceptions of high levels of disrespect, disorder, and threats at schools with high FRL, BLANM, and EL populations.

Parent involvement was another area that teachers from southeast region schools along with schools with the most BLANM students, ELs, and/or students with IEPs felt was an issue: The response data from teachers in these four categories of schools indicated that teachers did not feel good about parents' support of their children's education. In fact, teachers who work in the southeast region or in a high BLANM, EL, IEP, or FRL school are between 10.8 percentage points and 16.8 percentage points less likely to agree that parents are partners in supporting the education of their child. Teachers and administrators from focus groups attributed this lack of engagement in part to language barriers between them and the families of non-English-speaking students.

Teachers also responded to questions about how students, parents, and other teachers consider college in students' futures. A significant majority of teachers from the southeast region and schools with the most BLANM students, ELs, and students with IEPs expressed that most students in their school do not plan on going to college, and teachers similarly do not expect students to go to college. Teachers in the southeast region specifically hold beliefs that their students will go to college at a rate 19 percentage points to 22 percentage points below peers attending schools in other regions.

Trends in School Choice and Concentration in CSSD11

A key finding identified by the co-interpretation participants who analyzed the data provided by AIR is that *declining enrollment in CSSD11 is disproportionately concentrated at the elementary level. The decline affects some schools more than others.* When analyzing data on how different families used the open choice policy offered by the district (and the state), we found significant disproportionalities. For example,

Co-Interpretation Key Finding

Declining enrollment in CSSD11 is disproportionately concentrated at the elementary level. The decline affects some schools more than others.

Mitchell High School had more than 1,000 families opting to not enroll in the school, even though they are zoned to it.

Research has shown that choice is used by more privileged parents with access to information, transportation options, and ability to overcome bureaucratic hurdles of enrolling students in schools that are alternative to the ones they are zoned to (Jarvis & Alvanides, 2008). Exhibit 11 shows the request transfers, and a map provided by CSSD11 (Exhibit 12) explores the wider elementary level enrollment decline and plots the elementary school utilization across the district, showing that indeed the lowest "market share" is in the northern and more wealthy part of the district, meaning that this is where most families are asking to opt out of their assigned schools. This pattern creates a significant difference between the diversity that some schools could have if families had enrolled their students in their assigned schools and the diversity that they do have—exacerbating the trend of concentration in the district that (as described earlier) is associated with less positive working conditions and lower student achievement, as well as segregated access to highly qualified teachers (which is described in more detail in Finding 2).

Exhibit 11. Schools With the Most and Least Requests to Transfer From Zoned School by School (Permits)

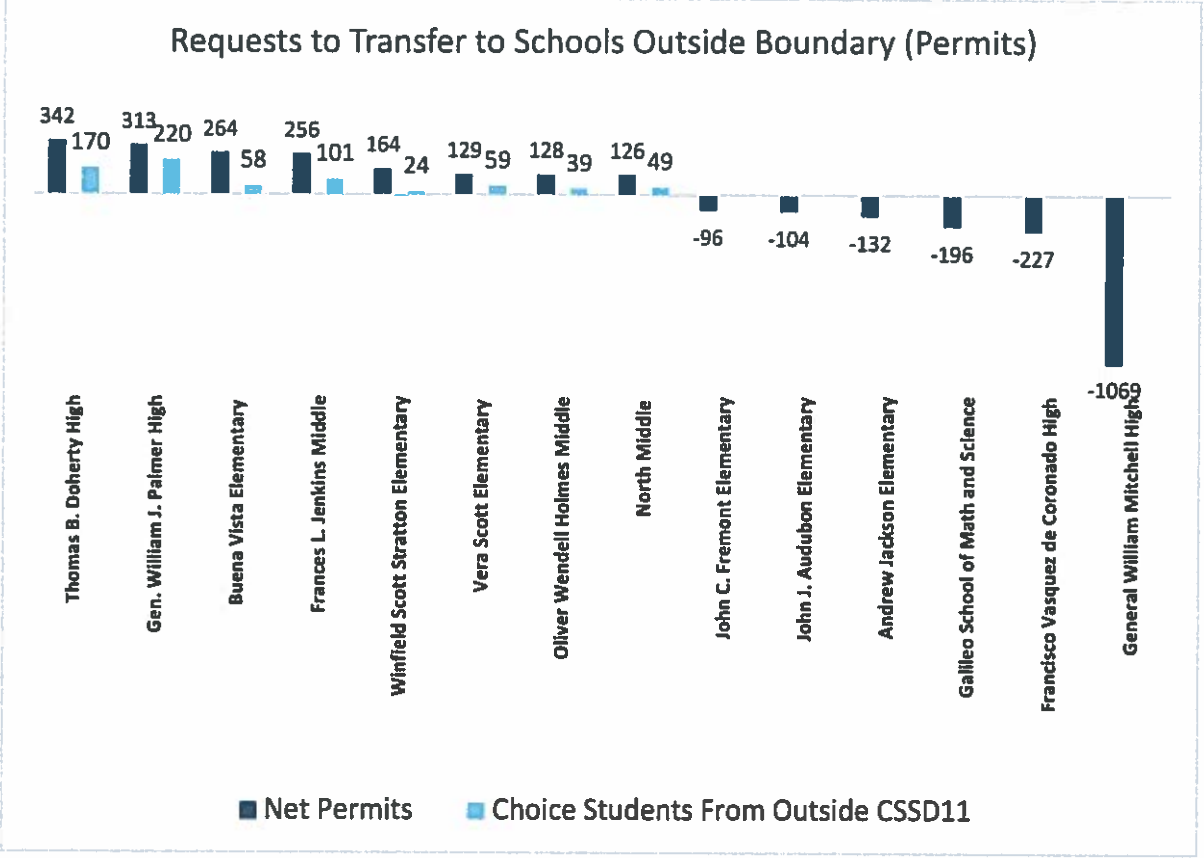
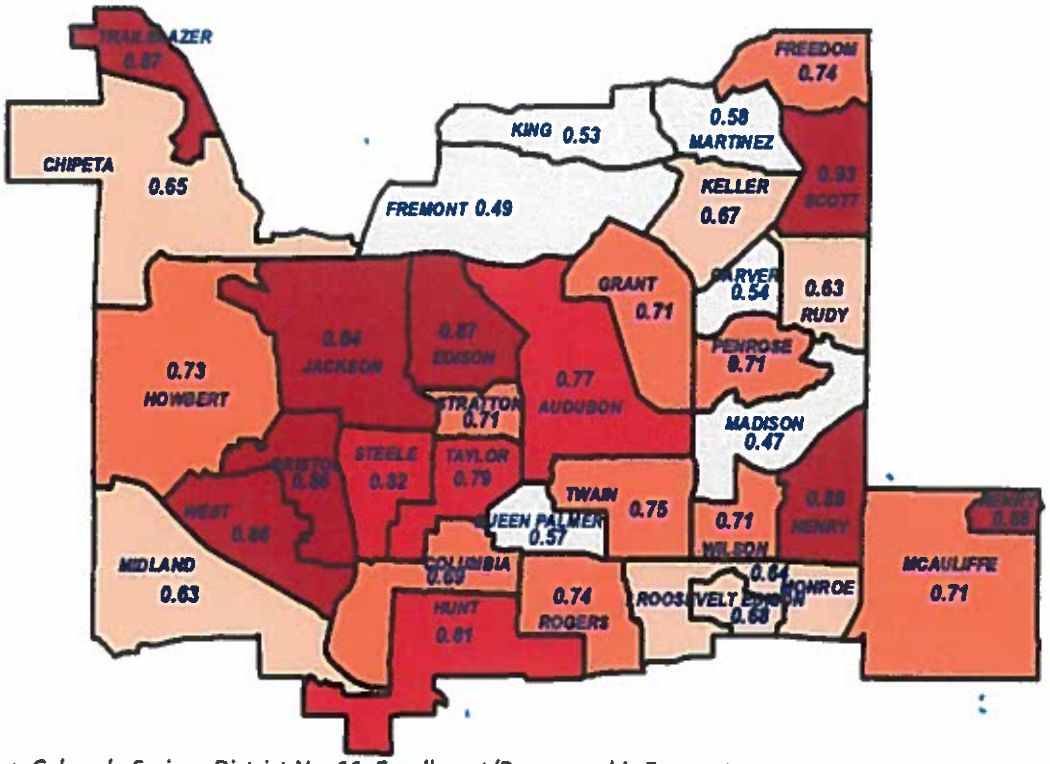


Exhibit 12. Schools With the Most and Least Requests to Transfer From Zoned School by School (Permits)



Source. Colorado Springs District No. 11: Enrollment/Demographic Forecast.

Finding 2: Concentrated Schools Spend More Overall but Less on Teacher Salaries

What Does the Research Say About School Spending?

Equity analyses of fiscal data examine the extent to which school spending or funding is distributed fairly or unfairly across schools. There is broad agreement in the field of education that certain types of students (e.g., those with disabilities, ELs, and those who are economically disadvantaged) require additional services to receive equal opportunity for educational success (Levin et al., 2018). These additional services require additional resources and funding.

What Did We Find About School Spending in CSSD11?

Consistent with this research, AIR examined whether levels of student need in schools are associated with the amount of resources those schools receive. The resources we examined are school-level spending per student, average teachers' salaries, and pupil–teacher ratios. In the analysis, AIR focused on spending patterns at each school in CSSD11 rather than planned allocation. Concentrating on spending, versus the budget, allows the audit to focus on

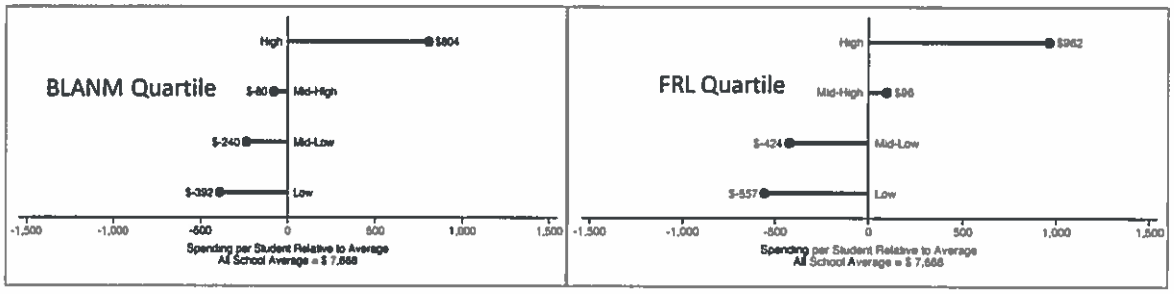
outcomes, not intentions, and observe any potential trends of inequality in what students were actually allocated in terms of the resources available for their learning.

Co-Interpretation Key Finding

Schools with higher BLANM, FRL, EL, and IEP student enrollment perform lower academically, spend more per student, and spend less on teacher salaries.

Exhibit 13 describes CSSD11 spending in schools by poverty and BLANM quartiles. The charts reveal that for the schools with the highest enrollment of FRL students, CSSD11 spent an additional $962 per student, on average; for those with the highest enrollment of BLANM students, the district spent an additional $804, on average. AIR found that, holding everything else equal, an increase in 10 percentage points in the FRL rate is associated with a 3% increase in spending per student.

Exhibit 13. School-Level Spending by BLANM and FRL Quartiles



During co-interpretation, this finding raised questions on the effectiveness of the spending in these schools, given that it is higher than average, whereas the performance in these schools is lower. On this question, it is important to note that research supports the practice of higher spending in schools with increased concentrations of these types of students. One study in California attempted to quantify the adequate spending amount. This study convened two panels of expert educators to examine the additional services needed in schools with different characteristics (e.g., high-poverty school, high-poverty and high-EL school, high number of SWDs, small schools) and subsequently calculate the additional funding that would be necessary to provide an adequate education for all students. The study concluded that adequate spending for a student from a low-income background should be 1.75 times the amount of any other students holding other characteristics constant (Levin et al., 2018). Although CSSD11 provides additional funding to these schools, that funding falls short of the 1.75x average that the research tells us is adequate to meet students' needs. Indeed, teachers, administrators, and students have testified in focus groups that despite this apparent added investment in these schools, the district lacks a strategy for the equitable distribution of resources.

Co-Interpretation Key Finding

Administrators, teachers and students have identified inequities in access to resources, and a lack of strategy for equitable distribution.

AIR also found an opposite trend in spending on teacher salaries. As presented in Exhibit 14, the schools in the top FRL quartile spend, on average, $2,275 less on teacher salaries, and schools in the top BLANM quartile spend $2,557 less. This finding is somewhat predictable given that these schools tend to have higher teacher turnover and, therefore, more teachers who are inexperienced and paid lower salaries. However, should the root cause of this disparity indeed be experience, the final outcome of unequal pay is still inequitable. Research has tied investment in teacher pay to student outcomes, and lower spending on pay in particular schools in CSSD11 is likely associated with student outcomes as well.

Co-Interpretation Key Finding

Teachers' experience and salary range are lower at schools with higher enrollment of BLANM, FRL, and EL populations, compared with teachers in other schools.

It also is important to point out another key finding related to this disparity, where teachers report having more difficult and challenging roles in these concentrated schools. If the teacher role in these schools is perceived by teachers to be more difficult, and most of them are being paid lower wages (even if the reason for the wage disparity is their inexperience), they may be likely to move to schools that they perceive as easier to teach in, where the salary is more adequate to the challenges of their position, adding to the turnover and subsequently the pay gap in concentrated schools. These elements of inferior pay and working conditions may be a root cause of Finding 3, discussing the inequitable access to good teachers between students in different district schools.

Co-Interpretation Key Finding

Compared with all other schools, teachers in schools with the most students from the IEP, FRL, EL, BLANM groups report higher rates of classroom disorder and off-task behavior during instructional time.

Exhibit 14. Average Teacher Salaries by BLANM and FRL Quartiles

Finding 3: Access to Highly Effective and Well-Paid Teachers Is Inequitable

What Does the Research Say About Highly Effective Teachers?

Co-Interpretation Key Finding

Schools with the greatest populations of ELs, students with IEPs, FRL students, and BLANM students, and schools in the southeast quadrant have less access to teachers rated as highly effective.

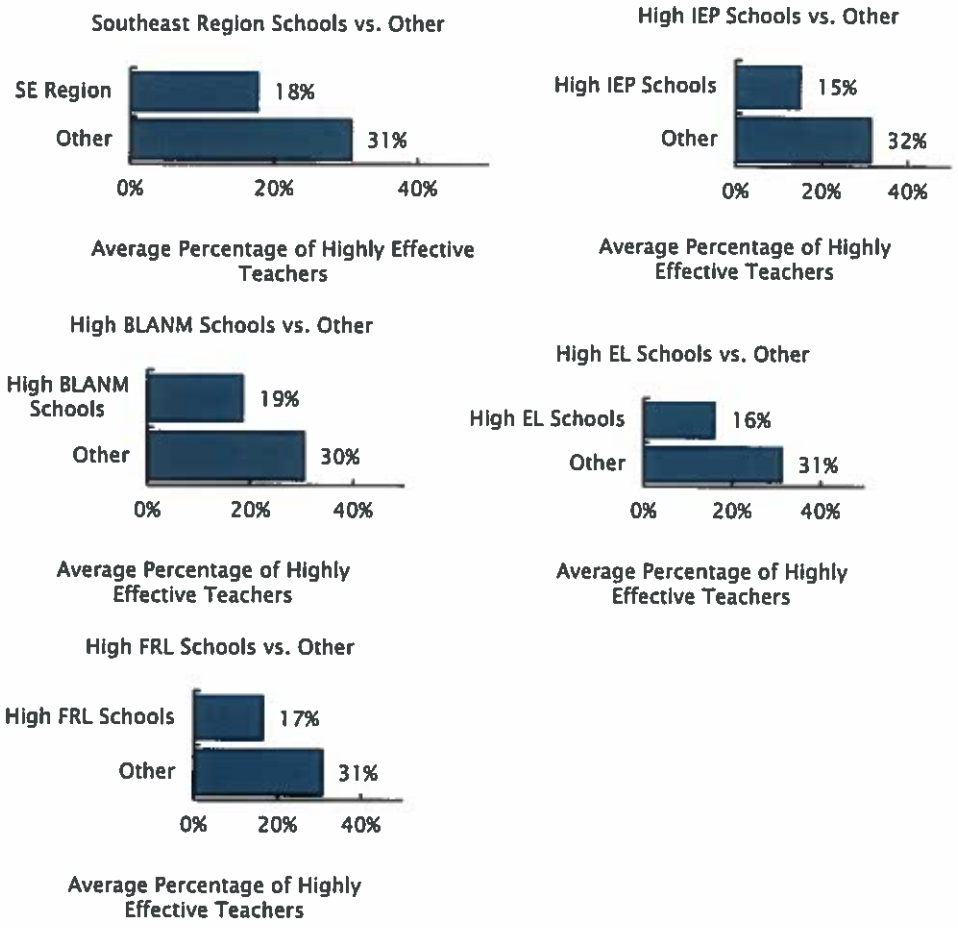
Research tells us that teachers are the most important school resource (McCaffrey et al., 2003; Rivkin et al., 2005). Sizable evidence substantiates the fact that some student groups—including students from low-income backgrounds and students of color—are significantly less likely to have access to effective, qualified, and experienced teachers (Goldhaber et al., 2015; Goldhaber et al., 2016). Reasons include the difficulty of recruiting teachers to high-need schools serving predominantly students of color, which could be associated with the fact that the teacher workforce in the United States is overwhelmingly White (Carver-Thomas, 2018; Villegas & Irvine, 2010). In addition, high teacher turnover rates often are a result of poorer working conditions at high-need schools (Ingersoll & May, 2011).

What Did We Find About Teacher Effectiveness in CSSD11?

The data analyzed by AIR point to clear evidence of inequitable access in CSSD11 to teachers rated by the district as "Highly Effective." AIR was not able to measure access to "Effective" or "Ineffective" teachers because essentially all teachers in the district (99.5%) are rated as "Effective" or "Highly Effective," a statistic that several co-interpretation participants believed does not accurately reflect the reality of teaching quality in the district. Nevertheless, AIR was able to measure which schools have access to the teachers rated by the district as the best ones ("Highly Effective") and observed a consistent trend of inequitable access to these teachers for students in the concentrated schools (most FRL, BLANM, IEP) and schools in the southeast quadrant of the district. The gap in access to these highly effective teachers is significant in size.

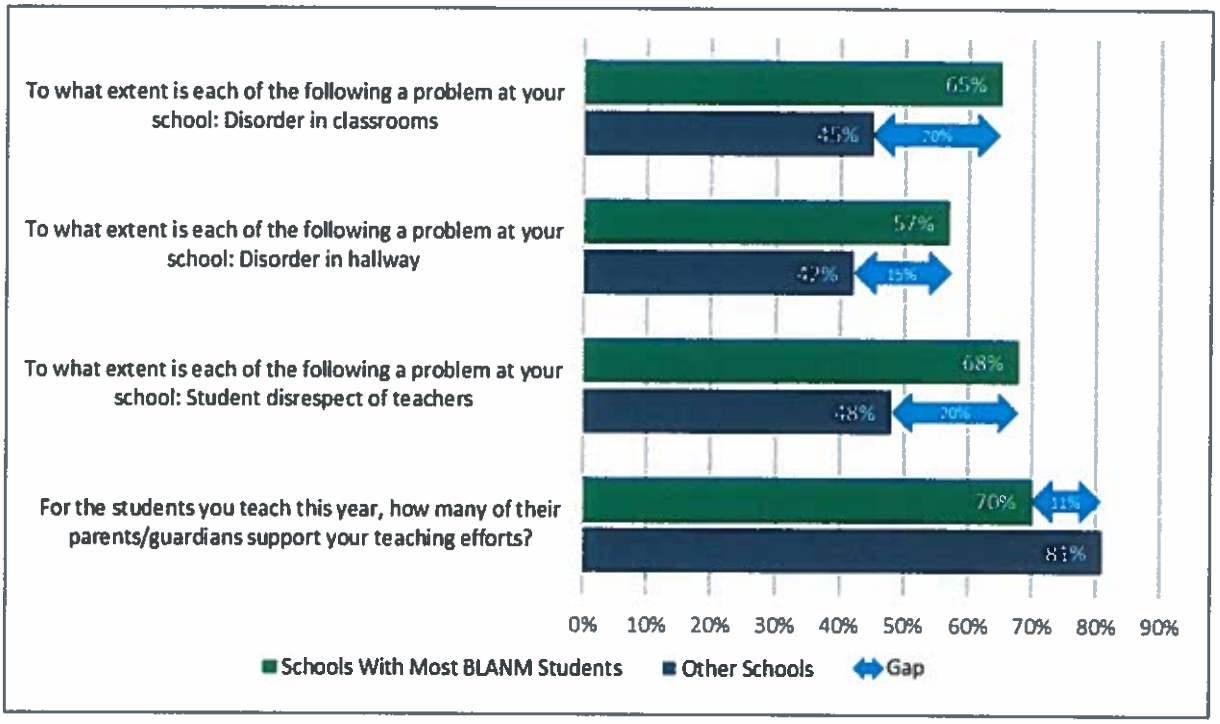
Several co-interpretation participants questioned the validity of the teacher evaluation data and the actual meaning of a teacher being highly effective. Nevertheless, the charts in Exhibit 15, consistently point to lesser access to those teachers rated as highly effective in the concentrated schools and in schools in the southeast quadrant. This suggests the likelihood of a trend of inequitable access to teachers who in reality are less effective.

Exhibit 15. Teacher Quality by Group



Related to this trend are data from teachers who testified in both focus groups and the 5Essentials survey that the teaching job in these schools with lesser access (i.e., the concentrated schools and those in the southeast quadrant) is more challenging. As shown in Exhibit 16, teachers mentioned, especially in schools with the most BLANM students, a greater degree of classroom disorder (20 percentage points more), disorder in hallways (15 parentage points more), disrespect for teachers (20 percentage points more), and lesser support for their teaching efforts (11 percentage points more). Teachers in focus groups added that they experience inequality in access to the necessary instructional resources, and some schools have more resources than others. Putting these experiences together, it is to be expected that the district experiences attrition and churn in concentrated schools from teachers who either leave the profession or leave these schools for ones that experience fewer challenges. This attrition is likely disproportionately focused on the most effective teachers, leaving students in these schools with less access to highly effective teachers and with higher rates of inexperienced, lower paid teachers.

Exhibit 16. 5Essentials Teacher Survey Questions With the Largest Difference of Schools With the Most BLANM Students and Others



Findings Contributing to Gaps Within Schools

Finding 4: Access to Teachers Who Reflect Students' Racial Groups Is Inequitable

What Does the Research Say About Teacher Racial Makeup?

Research ties access to teachers of the same race as their students to improved student outcomes, including test scores, college enrollment and attainment, dropout rates, and other important student outcomes (Carver-Thomas, 2018; Villegas & Irvine, 2010). In addition, the impact may be even greater than the one measured for access to effective, experienced, and qualified teachers. For example, one study found that for Black males, the assignment of a Black teacher in a primary school can mitigate high school dropout rates by 39% (Gershenson et al., 2018). Perhaps even more importantly, research suggests that access to teachers of the same race may serve as an explanation for other forms of inequality described in this report. Gaps in the diversity of the teacher workforce may be a result of poor mentoring, induction, and professional development for teachers of color and/or biased hiring practices. And such gaps may serve as a root cause for inequality in instruction. As one CSSD11 student testified,

> I just want to be taught. I don't want to be in school at the first place. . . . I do actually enjoy [Black teacher] . . . I can relate to him very much. He's a pretty awesome teacher

and again he just shows that skin color really doesn't matter cause either way you can have a fun teacher."

Finally, gaps in diversity could explain disproportionalities in representation in GT programs, discipline referrals, EL status, and special education services, which generally relate to implicit bias in the classroom. Research is clear that a diverse workforce contributes to more equitable practices with regard to all these issues (Carver-Thomas, 2018; Lindsay & Hart, 2017; Villegas & Irvine, 2010). One study found that White students with the same achievement scores as Black students are twice as likely to be in GT programs, but the gap completely disappears when assignments are made by a Black teacher (Grissom & Redding, 2016). The fact that the workforce in CSSD11 is overwhelmingly and disproportionately White is a potential explanation for the gaps surfacing between student groups and within schools.

What Did We Find About Racial Makeup in CSSD11?

Co-Interpretation Key Finding

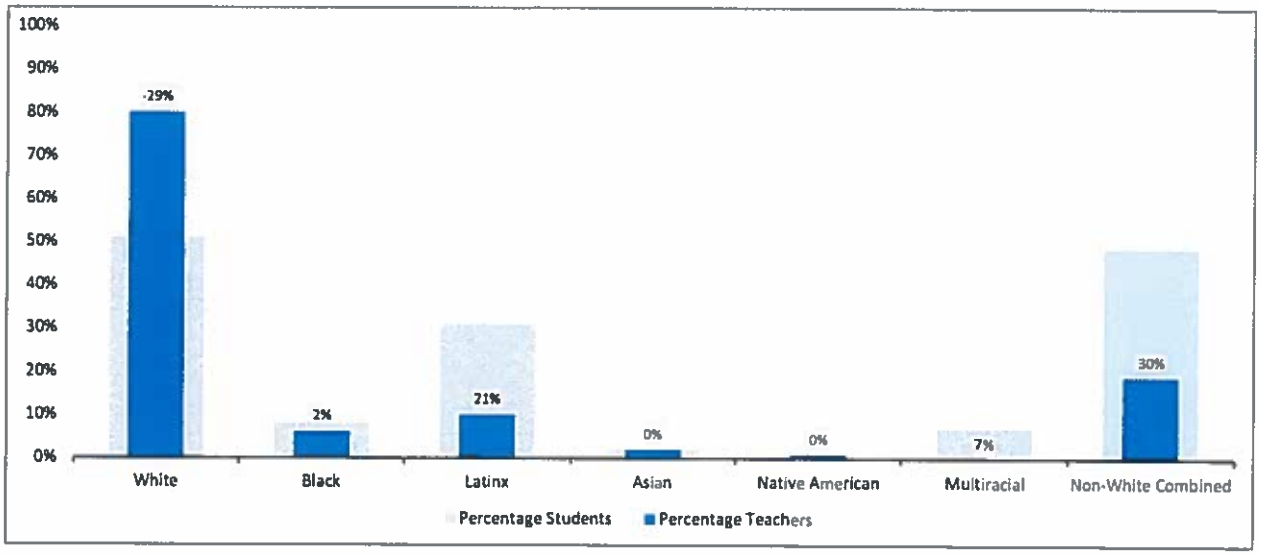
There is significant disparity in the recruitment, representation, and retention of non-White teachers.

Co-interpretation participants used the data analyzed by AIR to point to significant disparities between student and teacher demographics in CSSD11 and determined that the workforce in the district is not representative of its students (Exhibit 17). Although 49% of the students in CSSD11 are students of color, only 19% of the teachers are, constituting a gap of 30 percentage points. The group most underrepresented in the workforce is Latinx, with a gap of 21 percentage points between the student (31%) and teacher (10%) demographics. However, gaps also are significant for other underserved student groups. For example, the gap between Black students and teachers is just 2 percentage points because Blacks make up only 8% of the district. Yet, with only one teacher in 20 being Black in the entire district, it is unlikely for Black students (and for everyone else) to meet a Black teacher. By comparison, it is twice as likely for students in CSSD11 to be taught by Latinx teachers because roughly one in 10 teachers in the district are Latinx.

Finding 5: Disproportionalities Exist in Assignment to Special Education Services and Gifted and Talented Programs, Along With Discipline Referrals

This analysis measures the comparative representation across student groups in assignment to special education services and GT programs, along with discipline referrals. **Disproportionality** is defined as the overrepresentation or underrepresentation of a particular population or demographic group in special or gifted education programs relative to the presence of this group in the overall student population.

Exhibit 17. Parity Gaps in Educator Diversity



What Does the Research Say About Disproportionate Assignment?

The overrepresentation of student groups in special education services has been a concern for more than 5 decades and is one of the most critical and enduring problems in special education. Nationally, Black, Latinx, and Native American students are referred to special education services at much higher rates than White students. Once in special education services, these same students are placed in more restrictive settings at a higher rate than White students (Artiles et al., 2004; Donovan & Cross, 2002; Ford, 2012; Klingner et al., 2005).

National data also point to the fact that Black students are referred to special education services twice as often as White students (Blanchett, 2006) and are two to three times more likely to be identified in the special education categories of emotional disabilities and intellectual disabilities (Donovan & Cross, 2002). Similar disproportionalities were measured in assignment to disciplinary actions—as well as conversely in access to GT programs—and were shown to have negative impacts on outcomes for students of color (Grissom & Redding, 2016; Mendez & Knoff, 2003; Skiba et al., 2002).

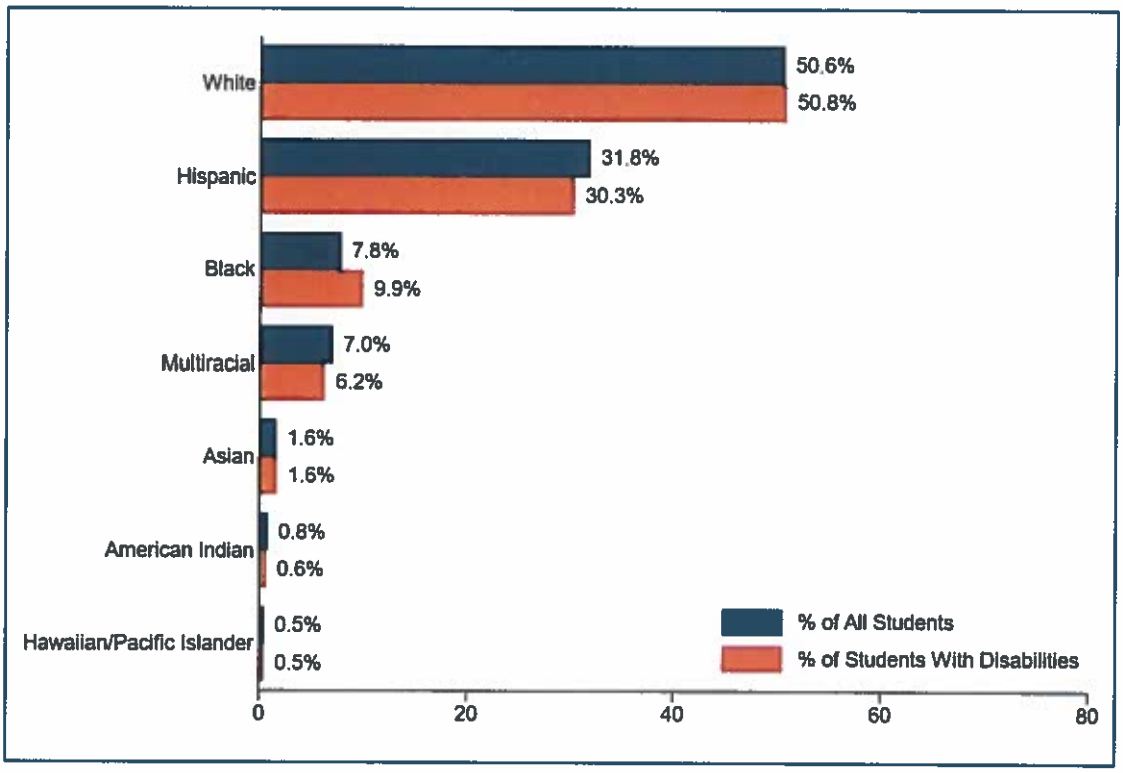
Similarly, underrepresentation of culturally and linguistically diverse students in gifted education has been a long-standing national issue for many decades. Office of Civil Rights data indicate that during the 2011–12 school year, Black students comprised 19% of the students enrolled in public schools across the country, but only 10% of those identified as gifted were Black. As stated by Wright et al. (2017), this is equivalent to almost a 50% discrepancy. Similarly, Hispanic students represented 25% of the student population, but only 16% of students in gifted classes were Hispanic, roughly a 40% discrepancy (Wright et al., 2017).

What Did We Find About Disproportionate Assignment in CSSD11?

Close to Proportionate Assignment to Special Education Services

In CSSD11, disproportionate identification for special education services is not a major concern. Data indicate that BLANM students are identified with a disability at a rate only 2.9 percentage points higher than that of other students (Exhibit 18).

Exhibit 18. Percentage of All Students Compared With the Percentage of Students With Disabilities by Race



Significant Disproportionality in Assignment to Gifted and Talented

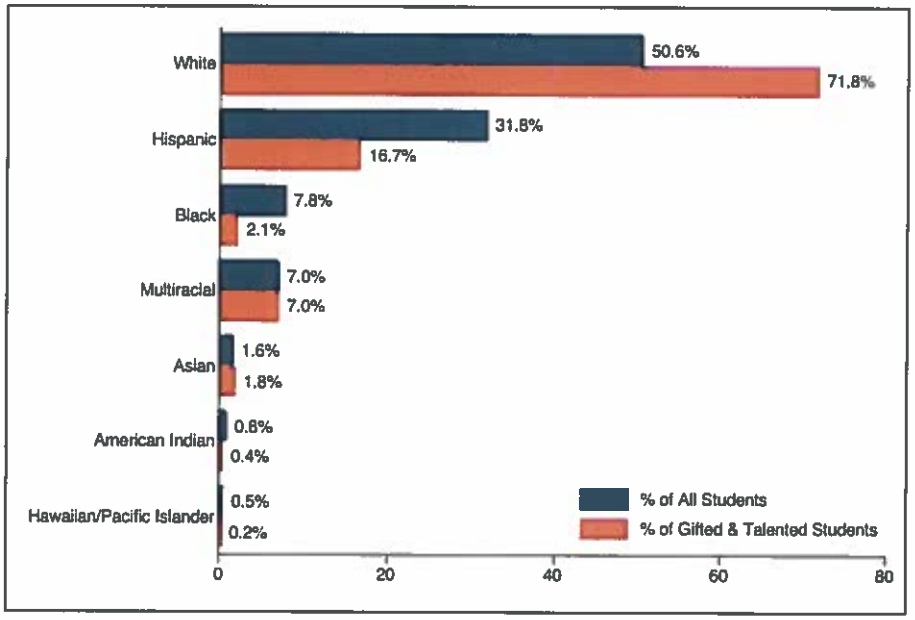
Additional research indicates that the process for identifying students as gifted, a persistent problem in education, is highly subjective and autonomous, relying on antiquated measures such as IQ while possibly ignoring other forms of giftedness (Wright et al., 2017). Ford et al. (2008) found that teacher referrals to gifted programs consistently revealed underreferral of Black and Hispanic students and overreferral of White students. Similarly, Grisham and Redding (2016) found that even when Black students have the same academic profile as White students, they were still underreferred. This consistent pattern points to the role of bias-based beliefs, deficit thinking, and the role of systemic barriers to rigorous programming and advanced coursework for students of color (Ford, 2010; Wright et al., 2017).

When analyzing the demographics of GT students in CSSD11, we saw that the percentage of White and Asian students identified is much higher than for other student groups and much higher than their representation in the general population across CSSD11. White students represent 50.6% of the student population but 71.8% of the students in GT programs (see Exhibit 19). Disproportionality data are federally reported annually and often described as a **risk ratio**, which is the likelihood that a certain group of students will receive a certain designation compared with the likelihood of another group of students. In CSSD11, White students are 2.48 times more likely than other students to be identified for GT programs, so their risk ratio is 2.48. Asian students also are overrepresented in GT programs and are 1.17 times as likely (17% more likely) to be identified for GT programs compared with all other students. Conversely, Black and Hispanic students are greatly underrepresented in GT programs. Black students are least likely to be identified for GT programs in the district. Black students make up 7.8% of the CSSD11 population but only 2.1% of the GT population. Thus, Black students' relative risk ratio is 0.26, compared with the district average of 1. Hispanic students make up 31.8% of the CSSD11 population but only 16.7% of the GT population.

Co-Interpretation Key Finding

Black, Latinx, Native American, and FRL students, especially in the southeast region, are underidentified for GT programs.

Exhibit 19. Percentage of All Students and the Percentage of Gifted and Talented Students by Race



Similar patterns of disproportionality are seen for students from high FRL schools and schools in the southeast region. Schools in the southeast region identify GT students at a rate that is

4.1 percentage points below the district average. In addition, schools with the most FRL students are identifying students for GT programs at a rate 5.5 percentage points below the district average.

Finding 6: Teacher Bias Potentially Drives Disproportionality and Can Contribute to Achievement Gaps

What Does the Research Say About Teacher Bias?

Co-Interpretation Key Finding

Compared with other schools, 12 percentage points to 32 percentage points fewer teachers in concentrated BLANM and FRL schools and schools in the southeast quadrant believe that students are prepared or likely to go to college.

Extensive literature documents show teacher beliefs and expectations can have a significant effect on student outcomes. This finding was discovered most notably by the seminal "Pygmalion in the Classroom" experiment, which demonstrated that perceptions, including unfounded perceptions of talent and ability, impact real student outcomes (Rosenthal & Jacobson, 1968). Boser et al. (2014) later found that high school students whose teachers have higher expectations of them are more likely to graduate college. Teacher expectations also could impact issues of disproportionalities addressed in this audit, for example, assigning disciplinary outcomes (Ladson-Billings, 2011), assignment to GT programs (Grissom & Redding, 2016), and interpreting student test scores (Vanlommel & Schildkamp, 2019). These findings on the impact of perceptions demonstrates how documented perceptions of teachers and the general school community regarding different students could be a root cause for inequity (Mizrav, in press).

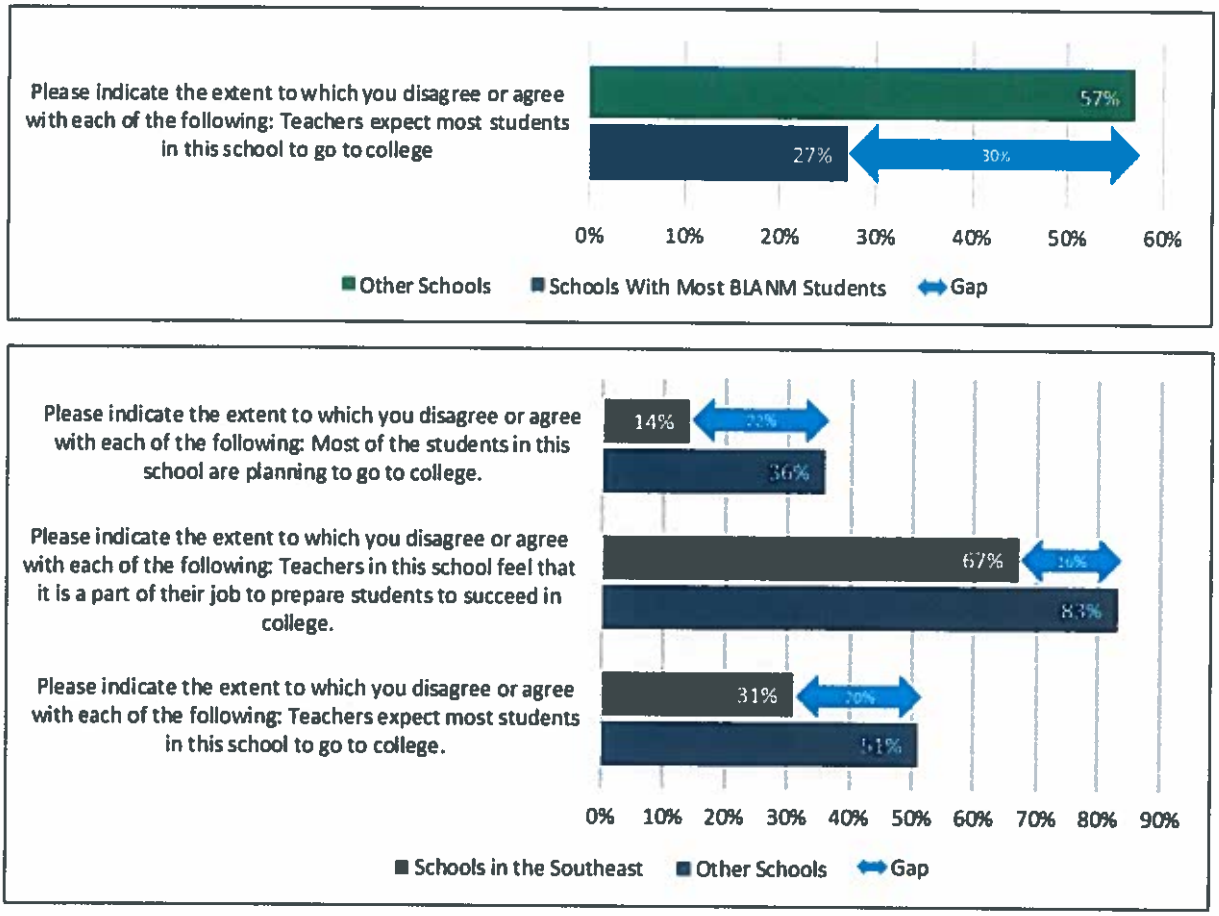
Similarly, long-standing gaps in discipline referrals for students of color are common and persistent issues in districts across the United States. Racial and ethnic disproportionality in school discipline also is an enduring problem that schools have faced for many decades (Skiba et al., 2011). Nationally, Black, Hispanic, and Native American students, specifically, are up to four times more likely to be suspended than White students (Balfanz et al., 2015; Losen et al., 2015). National research from the Center on Positive Behavioral Interventions and Supports described the important role of teacher bias on decision making. In their article, McIntosh et al. (2014) coined the concept "vulnerable decision points," meaning times and locations in the school day when teachers are tired or stressed and, in turn, more likely to rely on their inherent bias to make decisions about discipline referrals.

What Did We Find About Teacher Bias in CSSD11?

In CSSD11, we found evidence of teacher beliefs that may contribute to disproportionalities in academic achievement (Exhibits 20 and 21). Teachers in high BLANM schools and high FRL schools reported higher levels of disrespect, inappropriate language and behavior, and physical

conflicts in the 5Essentials data. However, this finding is not actually supported by the evidence of out-of-school suspensions or other discipline data. Based on CSSD11 5Essentials data, we discovered that among teachers in schools in the southeast region were 19 to 22 percentage points fewer positive beliefs than among teachers in other schools.

Exhibit 20. Differences in 5Essentials Teacher Survey Questions Regarding Teachers Beliefs Between Schools With Most BLANM Students and Others, Plus Schools in the Southeast Region



Compared with all other schools, teachers in southeast region schools are 19.5 percentage points less likely to agree that teachers expect most students in the school will go to college. These data show that there is a consistent pattern of negative teacher beliefs among teachers with the highest populations of FRL students, ELs, BLANM students, and SWDs, compared with teachers at all other schools in the district. Of course, this does not mean that all teachers in

Co-Interpretation Key Finding

19 percentage points to 22 percentage points fewer teachers in the southeast quadrant hold beliefs that their students will go to college compared to teachers from other regions.

these schools have similar beliefs, but it does point to a prevalent mindset that has the potential to impact teacher behavior and decision making. Negative teacher beliefs and lower expectations also arose as a theme when teachers were asked about their expectations of students going to college.

Additional Key Findings to Note

In addition to the main findings representing the most significant themes that emerged from the co-interpretation process, this section emphasizes some additional key findings that surfaced in the process and should be noteworthy for CSSD11 leadership. The complete list of key findings and the individual findings that support them appears in the appendix.

Parents from focus groups expressed problems concerning school or district communication clarity, access, input, and follow-up and reliance on online platforms. During co-interpretation, parents raised several notable key findings about school climate. Many parents were frustrated with follow-up pertaining to sensitive issues or indicated that communication was not clear. Other parents felt there was a lack of communication surrounding board meetings and how to sign up for them or provide feedback.

Teachers and administrators from focus groups cited a lack of engagement from families of non-English-speaking students. Many administrators (four of 10) found gaps with engagement with non-English-speaking families when it came to extracurricular or enrichment activities.

Teachers, while having access to professional development at both the school and district levels, indicated that they need more targeted professional development regarding instructional practices, behavior management, and GT education. Teachers cited that there needs to be more professional development surrounding instructional practices for GT students and ELs. They expressed a need for more school- and district-level guidance in establishing concrete steps to handle discipline. The analysis that AIR conducted on access to existing equity-focused professional development, such as GT practices, revealed a sporadic utilization of trainings, with some schools taking advantage of these opportunities more than others.

The schools with the highest FRL population, schools with the highest BLANM population, and schools in the southeast region have the highest number of students who are identified as SWDs. Findings demonstrated that parents thought there was inadequate access to extra support for students with special needs. SWDs were identified at a rate 2.2 percentage points

higher than the district average. It also was noted that schools with the highest FRL percentage have 1.8 percentage points more SWDs.

Schools with the most BLANM students refer to these students to discipline more than students from other racial backgrounds. Findings demonstrated that schools with more BLANM students are referring students to discipline 0.17 more times than the district average.

Although parents who participated in the focus groups noted that they are happy with the quality of instruction, most parents, teachers, and students expressed a need for more culturally relevant strategies and support. Parents expressed a need for more culturally relevant strategies and support in instruction to support diverse learners.

Conclusions and Next Steps

The CSSD11 data analyzed by AIR, including from focus groups, the 5Essentials teacher and student survey, student achievement, discipline referrals, assignment to GT programs and special education services, school finance, human capital (including educator effectiveness and diversity), and district documents, was used by the CSSD11 community in a co-interpretation process to reveal several patterns of inequity in the district.

First, the analysis concluded that gaps in CSSD11 are both between schools and within them, meaning that inequity is likely rooted in district-level policies related to resource and teacher allocation, as well as school-level practices related to instruction. Indeed, the data revealed significant themes that are related to both.

The between-school gaps are explained by students' exposure to segregation in the form of concentrations of students from low-income backgrounds, BLANM students, and ELs in particular schools, a majority of whom are in the southeast quadrant of the district. The concentrations may be related to disproportionate outcomes of the state's open choice policy, where the district is experiencing declining enrollment driven by specific schools and seeing massive departures of families zoned to them; families are choosing to go elsewhere, potentially leaving these schools with greater rates of underserved students. This pattern of concentration appears to be linked with students experiencing inferior climates in these schools and lesser access to effective teachers who are well paid. Although schools that enroll these populations currently receive greater funding, it is questionable given their results, and research on the adequacy of funding for such schools question whether the funding they do receive is sufficient.

Within school gaps may be explained by instances of implicit bias and lower expectations for students of color. Evidence suggests the disproportionate assignment of students to GT programs, where non-White students are disproportionately underrepresented in these programs. In addition, the district suffers from a workforce that is predominately and disproportionately White, which research has tied to potential implicit bias in the classroom. Indeed, survey and focus group data corroborated this concept with documented experiences of implicit bias, such as teachers' own beliefs about students' ability, which seems to be greater at schools where more White students are taught.

This report is the conclusion of the first stage of the audit process. Following its release, AIR will work with CSSD11 to identify the root causes of these trends, associate them with strategies to target these drivers of inequality, and improve opportunities and outcomes for the students who are most underserved.

Appendix. Co-Interpretation[SM] Data Map

During the co-interpretation process at Colorado Springs District 11, participants analyzed individual data summaries including up to six data sources and identified findings. Participants then grouped the individual findings from across the data sources under each of the seven topic areas aligned with the turnaround principles: leadership, support for teachers, support for struggling students, curriculum and instruction, data use, culture and climate, and family and community engagement. Participants worked together to identify key findings within each topic and determine which of the resulting key findings were most significant.

The following tables document the results of the co-interpretation process. Each table lists a key finding identified by co-interpretation participants, together with the individual supporting findings from various data sources. In this section, the findings are presented as they were written by co-interpretation participants, without editing aside from minor typological review. The following key includes abbreviations that are used in the tables, to mark the specific data summary that each finding came from, and the data source that was used.

Data Summary	Data Source
A—Achievement Data	*DIS—Disproportionality*
B—School Demographics Data	*5E—5 Essential Student and Teacher Survey*
C—Access to Teachers, Educator Diversity, and Professional Development Data	*ACH—Achievement data*
D—Data on Discipline, Special Education, and Gifted & Talented Students	*FIN—Fiscal school level data analysis*
E—School Finance Data	*FG—Focus group*
F—5Essentials Survey Data	*TCH—Teacher analysis and workforce analysis*
G—Student, Parent, Teacher, and Staff Focus Group Data	*SD—Student demographics and achievement*

Key Findings

Key Finding: White students and Asian students are disproportionally overrepresented in Gifted and Talented (GT), while Black, Hispanic, Southeast students, and students at schools with the most FRL are underrepresented in GT.	
Topic: Disproportionality	
Votes: 1	
Supporting Findings	**Data Source & Page**
West Elementary is 6.7 percentage points below the district average in identifying GT students.	(D-10), DIS
Students in the Southeast are 4.1 percentage points less likely than D11 average to be identified as GT.	(D-11), DIS
Black students make up 7.8% of the D11 population and make up 2.1% of the D11 GT population.	(D-8), DIS
Black students are most likely to be identified as having a disability, while the least likely to be identified as GT.	(D-4, D-9), DIS
District administrators express concern about "mainstream" students' access to counseling services compared to gifted students.	(G-20), FG
Hispanic students represent 31.8% of the district and only 16.7% of the GT population.	(D-8), DIS
In all, 71.8% of Gifted and Talented students are White, while the district population of White students is at 50.6%.	(D-8), DIS
White students are 50.6% of the D11 population and make up 71.8% of the D11 GT population.	(D-8), DIS
Schools in the southeast identify students as gifted and talented at a rate that is 4.1 percentage points below the district average.	(D-11), DIS
Asian students are 1.17 times as likely (17% more likely) to be identified as gifted and talented compared to all students.	(D-12), DIS
Students in the highest FRL quartile are 5.5 percentage points less likely than D11 average to be identified as GT.	(D-11), DIS
White students are identified as GT 3 percentage points higher than D11 average.	(D-9), DIS
The southeast identifies 4.1 percentage points less students as GT as the district average.	(D-11), DIS
Black students are least likely to be identified as GT in the district. The relative risk ratio is .26 compared to the district average of 1.	(D-12), DIS
White students represent 50.6% of the student population and 71.8% of students in Gifted and Talented programs.	(D-8), DIS
Hispanic students make up 31.8% of the D11 population but make up 16.7% of the D11 GT population.	(D-8), DIS

Key Finding: White students and Asian students are disproportionally overrepresented in Gifted and Talented (GT), while Black, Hispanic, Southeast students, and students at schools with the most FRL are underrepresented in GT.	
White students are 2.48 times more likely to be identified for GT.	(D-12), DIS
Hispanic students are identified as GT 3.4 percentage points lower than D11 average.	(D-9), DIS
West Elementary identifies students as Gifted and Talented at a rate that is 6.7 percentage points below the district average.	(D-10), DIS
Schools with the most FRL students are identifying students for GT at a -5.5 percentage points below the district average of identification.	(D-11), DIS
White students represent 71.8% of the GT students and 50.6% of the district overall.	(D-8), DIS
Black students are identified as GT 5.2 percentage points less than the district average.	(D-9), DIS
Asian students are 1.17 times more likely to be identified to GT as compared to all other students.	(D-12), DIS

Key Finding: The schools with the highest FRL, the highest BLANM population, and located in the Southeast regions have the highest number of students who are identified as SWD.	
Topic: Disproportionality	
Votes: 0	
Supporting Findings:	**Data Source & Page**
Six of 11 parents discussed there was not adequate access to extra support for their children with special needs.	(G-19), DIS
Schools that are considered to be within the high BLANM quartile identify students with disabilities at a rate that is 2.2 percentage points above the district average.	(D-7), DIS
Students in schools with the most EL enrollment are 10.4 percentage points less likely to agree that the equipment and buildings in the neighborhood, park, or playground are well kept.	(F-7), 5E
Between 2017 and 2019, average ELA scale scores in elementary schools with high numbers of IEP students are approximately 40 points lower than the average scale scores for all elementary students.	(A-13), ACH
Asian students are 1.05 times as likely (5% more likely) to be identified as having a disability compared to all other students.	(D-5), DIS
Schools in the southeast region identify students with disabilities at a rate that is 2.1 percentage points above the district average.	(D-7), DIS
Schools with the highest FRL PP have 1.8 percentage points more students with disabilities.	(D-7), DIS

Key Finding: The schools with the highest FRL, the highest BLANM population, and located in the Southeast regions have the highest number of students who are identified as SWD.	
9.9% of SWD are Black while their population is 7.8% of the D11 population.	(D-4), DIS
Asian students are identified as having a disability at a rate that is 0.5 percentage points above the district average.	(D-4), DIS
Tesla EOC Middle School has the same 14% of students on IEP as Mann, but is significantly smaller (Tesla usually has less than 50 students).	(B-6), DIS
Schools with the most BLANM students identify SWDs at a rate that is 2.2 percentage points above the district average.	(D-7), DIS
Students in the southeast are 2.1 percentage points above the average in disabilities.	(D-7), DIS
Black students are 31% more likely to be identified for special education than the D11 average for students.	(D-5), DIS
Black (+2.9) students' representation in SWDs is higher than their representation in the district overall.	(D-4), DIS
Asian students are identified as having a disability at a rate that is 0.5 percentage points above the district average.	(D-4), DIS
Asian students account for the same percentage of all students in the district as students with disabilities (1.6%).	(D-4), DIS
American Indian students are identified as having a disability at a rate that is -2.0 percentage points below the district average.	(D-4), DIS
Black students are 1.31 times more likely to be identified as an SWD.	(D-5), DIS
Black students are identified as having a disability at a rate 2.9 percentage points above the district average.	(D-4), DIS
Hispanic students account for 30.3% of all students with disabilities in the district.	(D-4), DIS
American Indian students are the least likely (19% less likely) to be identified as having a disability compared to all other students.	(D-5), DIS
Schools with students with the most FRL identify SWDs at a rate that is 1.8 percentage points above the district average.	(D-7), DIS
Thirty out of 48 schools in the district are above the district average of 10.7% of students identified as SWDs.	(D-6), DIS
Schools in the southeast region of the district identify SWDs at a rate that is 2.1 percentage points above the district average.	(D-7), DIS

Key Finding: Students at schools that have the most BLANM are referred to discipline more than other students.	
Topic: Disproportionality	
Votes: 0	
Supporting Findings	**Data Source & Page**
Schools that have the most BLANM students are referring students to discipline 0.17 times more than the district average.	(D-14), DIS
Rogers Elementary has almost twice as many discipline actions per student as schools with similar FRL data.	(D-13), DIS

Key Finding: Students attending schools in the southeast region and those schools with higher rates of BLANM students have a lower student to teacher ratios.	
Topic: Disproportionality	
Votes: 0	
Supporting Findings	**Data Source & Page**
Students in the southeast region have 0.9 fewer students than others.	(E-13), FIN
Doherty has the highest pupil-to-teacher ratio, at 3.1 students per teacher.	(E-15), FIN
Schools with high BLANM have 1.9 fewer students per teacher.	(E-13), FIN

Key Finding: Teachers' salaries are lower in schools with high FRL. Mitchell High School has the highest FRL and the lowest average teacher salary.	
Topic: Disproportionality	
Votes: 0	
Supporting Findings	**Data Source & Page**
Mitchell high school has the highest rate of FRL out of high schools (80%) and spends the least on teacher salary (just shy of $55,0000).	(E-10), DIS
Teacher salaries are lower on average in schools with high percentages of FRL students than in schools with lower percentages of FRL students.	(E-9), DIS

Key Finding: Teachers' experience and salary range are lower at schools with high minority enrollment, high FRL, and high EL students when compared to teachers serving in schools with less minority enrollment.	
Topic: Effective Educators	
Votes: 1	
Needs Clarity? Teachers' experience levels and salary range?	
Supporting Findings	**Data Source & Page**

Key Finding: Teachers' experience and salary range are lower at schools with high minority enrollment, high FRL, and high EL students when compared to teachers serving in schools with less minority enrollment.	
As a teacher, I am less likely to work with colleagues who are rated highly effective if I teach at a high-BLANM school.	(C-10), TCH
The executive professionals focus group highlighted the importance of recognizing the specific needs of teachers in different schools across the district.	(G-26), FG
Teacher salaries in schools in the high BLANM quartile are $2,275 less than the district average.	(E-9), FIN
Teachers in schools with high BLANM have an average salary $2,557.00 below the district average.	(E-9), FIN
Teachers at schools with low FRL and low BLANM are paid $2,668.00 and $2,840.00, respectively, above the district average.	(E-9), FIN
A 20% increase in FRL is associated with a $1,339 decrease in average teacher salary.	(E-12), FIN
Schools in the southeast have an average salary $1,987.00 below the district average, indicating that these teachers are new to teaching or do not have additional educational units.	(E-9), FIN
Teacher salaries in schools in the high FRL quartile are $2,275 less than the district average.	(E-9), FIN
Across all schools, there is a negative relationship between FRL percentage and average teacher salary.	(E-10), FIN

Key Finding: ESL, IEP, FRL, and BLANM students have less access to highly effective teacher and college support compared to other schools in the district.	
Topic: Effective Educators	
Votes: 0	
Needs Clarity? college preparation support?	
Supporting Findings	**Data Source & Page**
Average school salaries in the southeast are $1,987 less than the average for the district.	(E-11), FIN
The average scale score gap in 2019 math scores for elementary & middle schools between southeast schools and all others is ~7 points.	(A-14), ACH
Teachers in southeast schools disagree that it is a part of their job to prepare students to succeed in college by 15.3 percentage points compared to other schools.	(F-13), 5E
Teachers at the schools with the most BLANM students agree 12.1 percentage points less that it is part of their job to prepare students to succeed in college compared to teachers in other schools.	(F-10), 5E
Teachers highlighted unequal access to learning materials (5 mentions).	(G-8), FG

Key Finding: ESL, IEP, FRL, and BLANM students have less access to highly effective teacher and college support compared to other schools in the district.	
Students identified teachers not believing students about technology problems and difficulty establishing a relationship with teachers virtually as potential reasons for gaps in academic support (9 mentions).	(G-26), FG
Eighteen percent of the teachers in the southeast region are rated highly effective as compared to 31% in all other schools.	(C-10), TCH
Teachers in southeast schools disagree that they expect most students in this school to go to college by 19.5 percentage points compared to teachers at other schools.	(F-13), 5E
Teachers in the southeast disagree that most students in southeast schools are planning to go to college by 22.2 percentage points compared to other schools.	(F-13), 5E
In looking at high school ELA gaps between schools, the average scale score for schools labeled Other Schools is 40 to 46 points higher than the average scale score for schools identified as having significant numbers of students considered EL, FRL, IEP, BLANM, or from the southeast region.	(A-6), ACH
High IEP schools have less than half of the percentage of highly effective teachers in other schools (15%–32%).	(C-10), TCH
Gaps between middle schools in average scale scores in math between southeast schools and all others is the lowest at 7 points.	(A-8), ACH
Students felt their access to academic help depended on the teacher (9 mentions).	(G-26), FG
At schools with the most BLANM students, teachers at these school agree 15.9% less that parents/guardians respond to suggestions for helping their child.	(F-10), 5E
In looking at high school math gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 383 to 387 for those groups) and across Other Schools (ranging from 421 to 430).	(A-5), ACH
Teachers who work at high BLANM population schools are less likely to work with colleagues rated highly effective.	(C-10), TCH
The average scale score in math for all students in high school enrolling the highest number of children from the southeast is 38 points lower than for students in other schools in CSSD 11.	(A-5), ACH
Schools with high FRL have 1.9 fewer students per teacher.	(E-13), FIN
In comparison to all other schools, teachers in the highest quartile for most BLANM schools are 29.9 percentage points less likely to agree that most teachers in their school expect students to go to college.	(F-10), 5E
In looking at high school ELA gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 400 to 410 for those groups) and across Other Schools (ranging from 442 to 450).	(A-6), ACH

Key Finding: ESL, IEP, FRL, and BLANM students have less access to highly effective teacher and college support compared to other schools in the district.	
The average scale score in ELA for all students in high schools in the southeast region is 43 points lower than for students in other schools in CSSD 11.	(A-6), ACH
Teachers in the southeast disagree that the curriculum in their school is focused on helping students get ready for college by 19 percentage points compared to teachers at other schools.	(F-13), 5E
Teachers in a school with 600 students compared to a school with 300 students can expect to have 2.7 additional students in their classroom.	(E-16), FIN
District administrators felt that access to GT programming was not equal due to identification and access issues.	(G-20), FG

Key Finding: There is a disparity in the recruitment, representation, and retention of non-White teachers.	
Topic: Effective Educators	
Votes: 0	
Supporting Findings	**Data Source & Page**
A White student is more likely to be taught by a White teacher versus a non-White student being taught by, or having access to, non-White teachers.	(C-10), TCH
Between years 3 and 4, there exists a disparity between retention rates of White and non-White teachers. Tags: TCH, effective teachers)	(C-5), TCH
There is a 30% gap between the teachers and non-White combined students. Tags: TCH, effective teachers	(C-7), TCH
There is a -21% difference in the amount of Latino teachers in relation to the amount of Latino students.	(C-7), TCH
Of the teachers who accept an offer, 22% of non-White teachers accept an offer versus 78% of White teachers. Tags: TCH, effective teachers	(C-5), TCH
Only 21% of non-White teachers are retained after 5 years. Fifty-nine percent of non-White teachers are leaving under the 5-year mark. Tags: TCH, effective teachers	(C-5), TCH
White teachers are more likely to be retained after five years than non-White teachers.	(C-5), TCH
The 4-year retention data for non-White teachers is 11% lower than the 3-year retention percentage.	(C-5), TCH
Only 59% of all teachers are retained after 5 years. Forty-one percent of teachers leave the profession under the 5-year mark.	(C-5), TCH
Eight of 11 parents did not think it was necessary to have racially diverse teachers.	(G-27), FG

Key Finding: The teacher workforce does not reflect the diversity of the student population in the district (3/4 of our teachers are White with 1/2 of students being non-White).	
Topic: Effective Educators	
Votes: 0	
Supporting Findings	**Data Source & Page**
The percentage of teachers of color is lower than the percentage of students of color.	(C-5), TCH
There are no multiracial teachers listed.	(C-7), TCH
Native and Asian students are counted as 0% versus a fraction.	(C-7), TCH
Seventy-nine percent of White teachers are retained after 5 years. Twenty-one percent are leaving under the 5 year mark.	(C-7), TCH
In the fifth year retention data, 79% of teachers are White and 21% of teachers are non-White.	(C-5), TCH
A 30% gap exists between non-White students and non-White teachers.	(C-7), TCH
Students emphasized teaching ability over race (11 mentions).	(G-27), FG

Key Finding: Math and ELA scores of minority, IEP, EL, and FRL students in elementary, middle, and high school are lower compared to schools across the district.	
Topic: Effective Educators	
Votes: 0	
Supporting Findings	**Data Source & Page**
The high school math scores for BLANM and FRL mirror each other in declines from 2017 to 2019.	(A-7), ACH
The average scale score gap in 2019 math scores for FRL scores is lowest with middle school (~10 points), then elementary school (~16 points). The highest gap is at high school (~45 points).	(A-14), ACH
Middle school ELA scores for IEP students start ~35 points lower than all students in 2017.	(A-10), ACH
Two of 12 middle schools scored above district average scores for all students and FRL student averages in 2019 Math CMAS.	(A-17), ACH
The average scale score for all students in high school math enrolling the highest number of English learners is 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH
Middle school ELA scale scores for students with an IEP increased by ~1 point from 2017 to 2018.	(A-10), ACH
Middle school ELA scale scores for all students increased by ~8 points from 2017 to 2019	(A-10), ACH
Middle school math [scale] scores for all students increased by ~1 point from 2017 to 2019.	(A-10), ACH

Key Finding: Math and ELA scores of minority, IEP, EL, and FRL students in elementary, middle, and high school are lower compared to schools across the district.	
The average scale score gap in 2019 math scores in high school for EL, FRL, BLANM, and IEP all have a gap of ~45 points.	(A-14), ACH
The [scale score] gap in elementary school math between [all] schools is the lowest in the southeast region with 8 points.	(A-11), ACH
Middle school ELA scale scores for students with an IEP decreased by ~1 point from 2018 to 2019.	(A-10), ACH
Middle school ELA scale scores for EL students decreased by ~1 point from 2017 to 2018.	(A-10), ACH
The average elementary school scale scores in math increased for IEP students decreased in 2019.	(A-13), ACH
IEP students in high schools were the only category to see math scores increase between 2018 and 2019. CSSD 11.	(A-7), ACH
Middle school math scale scores for FRL, BLANM, and IEP students increased by ~5 points from 2017 to 2019.	(A-10), ACH
High school ELA scale scores stay more or less the same across the district for all groups between 2018 and 2019.	(A-7), ACH
The average elementary school scale scores in math increased for BLANM, FRL, and EL students from 2017 to 2019.	(A-13), ACH
The gap in the average scale scores in ELA between [all] elementary schools are the lowest in southeast region at 10 points.	(A-12), ACH
Middle School ELA [scale] scores for BLANM and FRL increased ~5 points from 2017 to 2019.	(A-10), ACH
The average scale score in ELA for all students in high school enrolling the highest number of IEP students is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
The high school ELA [scale] scores for BLANM and FRL mirror each other in decline and growth from 2017 to 2019.	(A-7), ACH
Elementary school math and ELA averages for FRL students are consistently lower than all student averages, noting in few instances averages matched within groups.	(A-20), ACH
The average scale score in ELA for all students in high school enrolling the highest number of English learners is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
The average scale score in ELA for all students in high school enrolling the highest number of FRL students is 40 points lower than for students in other schools in CSSD 11.	(A-6), ACH
High school ELA scale scores drop across the district for all groups between 2017 and 2018 (between 10 and 50 points).	(A-7), ACH
The average elementary school scale scores in math increased for IEP students from 2017 to 2018.	(A-13), ACH

Key Finding: Math and ELA scores of minority, IEP, EL, and FRL students in elementary, middle, and high school are lower compared to schools across the district.	
The average scale score gap in 2019 math scores for middle school was highest for BLANM students.	(A-14), ACH
Students identified as BLANM at eight out of nine high schools experience lower performance on both ELA and math from 1 to 25 points below the school average on the Colorado PSAT.	(A-16), ACH
Students eligible for FRL at seven out of nine high schools experience lower performance on both ELA and math from 1 to 44 points below the school average on the CO PSAT.	(A-15), ACH
The gap in the average scale scores in ELA between [all] elementary schools was the largest in FRL at 17 points.	(A-12), ACH
[At the high school level], all students' [average scale] scores in math decreased from 2017 to 2019.	(A-7), ACH
The average scale score in math for all students in high schools enrolling the highest number of free and reduced lunch-eligible students is 43 points lower than for students in other schools in CSSD 11.	(A-5), ACH
Middle school ELA [scale] scores for BLANM and FRL mirror each other in data points from 2017 to 2019.	(A-10), ACH
Average scale scores for EL, FRL, IEP, and BLANM students decreased in 2019 in elementary ELA scores while All Others increased (CSSD 11).	(A-13), ACH
The average scale score in ELA for all students in high school enrolling the highest number of BLANM students is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
Of D11 high schools, Coronado, Palmer, and Doherty have the highest gap in achievement between their BLANM-identified students and their school average for both ELA and math.	(A-16), ACH
One of 12 middle schools had average scale scores in ELA that were higher than the district average for both the All Students category and the FRL-Eligible Student category.	(A-17), ACH
The gap [in average scale scores for math] between all elementary schools and those with the most FRL-eligible population is the largest at 16 points.	(A-11), ACH
The average elementary school scale scores for IEP students had an average of ~35 points lower than all students in 2017.	(A-10), ACH
Across the district, we see high school math scores dropping for all groups from 2017 to 2018 (between 20 to 45 points).	(A-7), ACH
Middle school ELA 2019 CMAS averages of all students consistently exceed the FRL student averages.	(A-17), ACH
At the high school level, the average scale score gap in 2019 for math between southeast schools and all others is ~40 points.	(A-14), ACH

Key Finding: Math and ELA scores of minority, IEP, EL, and FRL students in elementary, middle, and high school are lower compared to schools across the district.	
The average scale scores in math for all students in high schools enrolling the highest number of EL, IEP, and BLANM learners are 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH
Middle school math scale scores for IEP students had an average scale score that is ~35 points lower than all students in 2017.	(A-10), ACH
Mitchell High School is the only comprehensive high school where students identified as BLANM perform at or near the school average on math and ELA on the CO PSAT.	(A-16), ACH
CIVA charter school is the only high school where students identified as BLANM outperform their school average on both the ELA and math of the CO PSAT.	(A-16), ACH
BLANM and FRL identified students at Odyssey and Civa have scale scores higher than the district average in ELA and math, while all other high school students with these identifiers are below to well below the district average.	(A15-16), ACH
On average at Coronado, Palmer, and Doherty, FRL students perform better than other high schools in math and ELA but they have a bigger gap compared to all students at their school.	(A-15), ACH
Middle school 2019 CMAS math and ELA average scores for all students consistently exceed the average scores of BLANM students.	(A-18), ACH

Key Finding: EL students and parents are underserved; they receive varying supports and educational resources from school and district at large.	
Topic: Effective Educators	
Votes: 0	
Needs Clarity? This statement is confusing. Underserved in what ways? What does varying supports mean?	
Supporting Findings	**Data Source & Page**
Parents of ELs mentioned that their children received extra support when necessary.	(G-17), FG
In comparison to all other schools, teachers in schools with the most EL students agree 15.3 percentage points less that teachers in their school feel that it is a part of their job to prepare students to succeed in college.	(F-15), 5E
The average high school scale scores in math for schools enrolling the highest number of EL and IEP students dropped (~40 points) from 2017 to 2018.	(A-7), ACH
In comparison to all other schools, teachers in schools with the most EL students agree 19.5 percentage points less that teachers in their school expect most students in their school to go to college.	(F-11), 5E
Middle school math scale scores for EL students decreased by ~5 points from 2017 to 2019.	(A-10), ACH
EL, FRL, IEP, and BLANM middle school math scores decreased in 2019 while All Others remained level or increased.	(A-8), ACH

Key Finding: EL students and parents are underserved; they receive varying supports and educational resources from school and district at large.	
Students in schools with the most EL enrollment agree 14.3 percentage points more that they sit in the same classroom with the same teacher for most of the day.	(F-7), SE
In 2019, middle school ELA scores for schools with the highest EL enrollment are 10 points below all other schools (729 vs. 739).	(A-9), ACH
Parents of EL students thought it was very important that teachers speak Spanish. Tags: FG, effective teachers	(G-27), FG
Middle school ELA scale scores for EL students increased by ~1 point from 2018 to 2019.	(A-10), ACH

Key Finding: Schools with higher student enrollment of BLANM, IEP, EL, FRL perform lower academically, spend more per student, and spend less on teacher salaries.	
Topic: Funding	
Votes: 5	
Supporting Findings	**Data Source & Page**
While the average gap in scores for math for all students in high schools enrolling the highest number of southeast region is 38 points, the district average for the southeast region is lower (421) than the other four groups (427) in other schools in CSSD 11.	(A-5), ACH
While the average gap in scores for ELA for all students in high school enrolling the highest number of southeast region is 43 points, the district average for the southeast region is lower (442) than the other four groups (447–450) in other schools in CSSD 11.	(A-5), ACH
High-FRL schools spend $1,519 more per student than low-FRL schools.	(E-5), FIN
Mitchell is the only high school in the district that spends less on salary than the district average.	(E-11), FIN
Schools in the high-BLANM quartile spend $1,196 more per student than low-BLANM schools.	(E-5), FIN
The average teacher salaries in the schools with the highest per-pupil spending and FRL is $2,275 lower than the district average.	(E-5, E-9), FIN
Schools that have the lowest FRL rates spend less per student.	(E-5), FIN
The relationship of teacher pay to money spent per student is inverse for FRL quartile.	(E-5), FIN
Teacher salaries are $2,275 lower than the district average in schools in the highest FRL quartile.	(E-9), FIN
Mitchell High School spends $956 more than average compared to Palmer spending $180 more per student.	(E-7), FIN
Midland Elementary School has an FRL percentage above 60% but less than 80%, and it has an average teacher salary slightly above $50,000.	(E-10), FIN
Schools in the northeast spend $683 less per student than the average for all schools.	(E-5), FIN

Key Finding: Schools with higher student enrollment of BLANM, IEP, EL, FRL perform lower academically, spend more per student, and spend less on teacher salaries.	
High schools spend $1.39 more per student.	(E-8), FIN
We spend $1.03 more than the average on schools with FRL and $1.39 more than the average in high schools	(E-8), FIN

Key Finding: Despite higher spending in schools with higher FRL, teachers, parents and students identified issues with equal access to resources.	
Topic: Funding	
Votes: 1	
Supporting Findings	**Data Source & Page**
Zero of 23 teachers/staff identified equitable access to well-equipped facilities.	(G-8), FG
Twelve of 23 teachers/staff mention issues with technology access.	(G-6), FG
Seven of 11 parents indicated their child's individual needs were not fiscally supported by the district.	(G-7), FG
Three of 13 students indicated that limited access to technology affected some students more than others.	(G-6), FG
Schools that have the lowest FRL rates spend less per student.	(E-5), FIN
Eleven parents and one teacher mentioned that afterschool activities may include extra cost and require outside transportation.	(G-16), FG
Six of 10 district administrators identified that systemic strategies for ensuring equitable resource allocation across schools are not in place.	(G-7), FG
High-FRL schools spend $1,519 more per student than low-FRL schools.	(E-5), FIN
Mitchell High School spends $956 more than average compared to Palmer spending $180 more per student.	(E-7), FIN

Key Finding: Despite having access to PD at both the school and district levels, teachers indicate that they need more targeted PD to instructional practices, behavior management, and GT education.	
Topic: Professional Learning	
Votes:2	
Supporting Findings	**Data Source & Page**
District administrators felt that student access to g/t programs was not equal because of either access to programming or identification.	(G-20), FG
Twenty-three of 26 teachers expressed a need for more school- and district-level guidance in establishing concrete steps to deal with discipline.	(G-12), FG

Key Finding: Despite having access to PD at both the school and district levels, teachers indicate that they need more targeted PD to instructional practices, behavior management, and GT education.	
Staff agree they have access to PD through the school and district.	(G-20, G-21), FG
Teachers mentioned that they need more support for instructional practices to support ELs.	(G-19), FG

Key Finding: Data from administrative records are incongruent with teachers' and students' reported perceptions of high levels of disrespect, disorder, and threats at schools with high FRL, BLANM, and EL populations.	
Topic: School Climate	
Votes: 3	
Needs Clarity? There is a trend towards greater disciplinary incidents as the percentage of FRL students increases.	
Supporting Findings	**Data Source & Page**
For both elementary schools and middle schools, the number of disciplinary incidents per student increases as the FRL percentage increases.	(D-13), DIS
In comparison to all other schools, teachers at schools with the most BLANM students are 14.8 percentage points more likely to agree that disorder in hallways is a problem.	(F-10), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 17.3 percentage points more that threats of violence toward teachers is a problem in their school.	(F-12), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 14.9 percentage points more that disorder in hallways is a problem in their school.	(F-12), 5E
Holmes has high discipline incidents and low FRL, compared to Jenkins which is low FRL and low discipline.	(D-13), DIS
Wilson Elementary School has an approximate FRL rate above 80% and approximately less than 0.5 disciplinary incidences per student.	(D-13), DIS
In comparison to all other schools, teachers in southeast region schools are 11 percentage points more likely to agree that physical conflicts among students is a problem.	(F-13), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 24.8 percentage points more likely to cite student disrespect of teachers as a problem.	(F-12), 5E
Schools that have mid- to low-BLANM students have the least disproportionalities relative to the average.	(D-14), DIS
Twenty-three of 26 teachers expressed a need for more school- and district-level guidance in establishing concrete steps to deal with discipline.	(G-12), FG

Key Finding: Data from administrative records are incongruent with teachers' and students' reported perceptions of high levels of disrespect, disorder, and threats at schools with high FRL, BLANM, and EL populations.	
In comparison to all other schools, teachers in schools with the most EL students agree 10.9 percentage points more that student disrespect of teachers is a problem at their school.	(F-11), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 10.8 percentage points more that students use inappropriate language as a regular occurrence.	(F-12), 5E
Mitchell has high FRL and has low discipline incidents.	(D-13), DIS
North Middle School has an FRL percentage of 60% and has approximately 1.5 disciplinary incidents per student.	(D-13), DIS
In comparison to all other schools, teachers in southeast region schools are 12.2 percentage points more likely to agree that disorder in classrooms is a problem.	(F-13), 5E
In comparison to other schools, teachers in the highest quartile for most BLANM schools are 20.4 percentage points more likely to agree that student respect of teachers is a problem at their school.	(F-12), 5E
In comparison to all other schools, teachers in the highest quartile for FRL schools are 13 percentage points more likely to agree student disrespect of teachers is a problem at their school.	(F-9), 5E

Key Finding: Teachers in the southeast region hold beliefs that their students will go to college at a rate 19–22 percentage points below their peers attending schools in other regions.	
Topic: School Climate	
Votes: 2	
Supporting Findings	**Data Source & Page**
In comparison to all other schools, teachers in southeast region schools are 22.2 percentage points less likely to agree that most of the students in this school are planning to go to college.	(F-13), 5E
In comparison to all other schools, teachers in southeast region schools are 15.3 percentage points less likely to agree that teachers in the school feel that it is a part of their job to prepare students to succeed in college.	(F-13), 5E
In comparison to all other schools, teachers in southeast region schools are 19.5 percentage points less likely to agree that teachers expect most students in the in school to go to college. Tags: 5E, school climate	(F-13), 5E

Key Finding: Students in schools in the southeast region, as well as students in schools with the highest FRL, EL, and BLANM populations, report experiencing negative interactions with peers at a rate between 10% and 28% higher than students at all other schools.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
In comparison to all other schools, students in schools with the most EL students agree 10.4 percentage points less that students treat each other with respect.	(F-7), 5E
In comparison to all other schools, students in schools with the most EL enrollment agree 19.7 percentage points more that students are often threatened or bullied.	(F-7), 5E
Students from schools with highest number of FRL students in the district are 21% more likely than their peers at other schools to agree that students at their school don't get along together.	(F-5), 5E
In comparison to all other schools, students in schools with the most EL enrollment agree 20.1 percentage points more that students are often teased or picked on.	(F-7), 5E
Schools with the most FRL students versus others are 12.2% less likely to agree that most students in their school treat each other respectfully.	(F-5), 5E
Students in schools with the most BLANM students versus others agree 11.1% more that fellow students at their school are often teased or picked on. Tags: 5E, school climate	(F-6), 5E
Students from schools with the highest BLANM enrollment agree 13% more than their peers from other schools that students at their school don't get along very well.	(F-6), 5E
Students from schools with the highest number of FRL students agree 28% more than their peers at other schools that students at their school are often teased or picked on.	(F-5), 5E
In comparison to all schools, students in the highest quartile for FRL schools are 12.2 percentage points less likely to agree students in their school treat each other with respect.	(F-5), 5E
Students from schools with the highest BLANM enrollment agree 15% more than their peers from other schools that students at their school like to put others down.	(F-6), 5E
In comparison to all other schools, students in schools with the most EL enrollment agree 16.6 percentage points more that most students do not get along together very well.	(F-7), 5E
Students in schools with the most FRL students versus others agree 10.4% less that people at their school are friendly to them.	(F-5), 5E
Students from schools with highest number of FRL students agree 19% more than their peers at other schools that students at their school like to put others down.	(F-5), 5E
Students at schools with the most FRL students agree 11.2% less versus others that other students in their school take their opinions seriously.	(F-5), 5E

Key Finding: Teachers in schools in the highest quartile for IEP students report levels of unhappiness with their experience that are 13.2% to 25.1% higher than levels for teachers at other schools, citing lack of parental support, physical conflict among students, and general unhappiness with their jobs as central issues.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source& Page**
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 13.2 percentage points less likely to agree that they wouldn't want to work in any other school.	(F-12), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 19.7 percentage points less likely to feel good about the degree parents support their work.	(F-12), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 25.1 percentage points more likely to cite physical conflicts among students as a problem.	(F-12), 5E

Key Finding: Parents from focus groups express problems concerning school or district communication clarity, access, input, and follow-up and reliance on online platforms.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
Some parents frustrated with follow up from staff on sensitive issues.	(G-25), FG
The majority of 11 parents found communication with the district cumbersome and feared retribution against their family if they publicly share feedback.	(G-24), FG
Some parents worried about reliance on online platforms for communication.	(G-25), FG
Parents report not being given instructions on how to get signed up for communication from the district or school.	(G-24), FG
Two parents report lack of outreach and neglecting feedback (e.g., southern area) for input on board meetings.	(G-24), FG
The majority of parents felt district communication was not clear.	(G-24), FG

Key Finding: Students in schools with high FRL worry about crime and violence 10–22 percentage points higher than other schools.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
Teachers at the schools with the most BLANM students agree 21.9 percentage points more that physical conflicts are a problem in their schools.	(F-10), 5E

Key Finding: Students in schools with high FRL worry about crime and violence 10–22 percentage points higher than other schools.	
Students from schools with the highest number of FRL students in the district agree 19% more than their peers at other schools that they worry about crime and violence in their school.	(F-5), 5E
In comparison to all other schools, teachers in the highest quartile for most BLANM schools are 21.9 percentage points more likely to agree that physical conflicts among students are a problem at their school.	(F-12), 5E
In comparison to all other schools, students in schools with the most EL enrollment agree 16.2 percentage points more that they worry about crime and violence at school.	(F-7), 5E
Students in schools with the most FRL versus others agree 10% less that they feel safe outside and around school.	(F-9), 5E
Students in southeast region schools agree 17.7 percentage points more than their peers at other schools that they worry about crime and violence in school.	(F-9) 5E
Teachers at the schools with the most FRL students agree more than their peers at other schools that physical conflicts among students is a problem in their schools by 13.6 percentage points.	(F-9), 5E
Teachers at the schools with the most BLANM students agree that gang activity is a problem in their schools 51.1 percentage points more than teachers in other schools.	(F-10), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 51.1 percentage points more likely to cite gang activity as a problem.	(F-12), 5E
In comparison to all other schools, teachers in the highest quartile for most BLANM schools are 14.5 percentage points more likely to agree that robbery or theft is a problem at their school.	(F-10), 5E

Key Findings: Teachers from the southeast region, as well as teachers from schools with the highest percentages of FRL, EL, IEP, and BLANM populations, are 10.8 to 16.8 percentage points less likely to agree that parents are partners in supporting the education of their child.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
In comparison to all other schools, teachers in schools with the most EL students agree 10.8 percentage points less that they feel good about parents' support for their work.	(F-11), 5E
In comparison to all other schools, teachers in the highest quartile for FRL schools are 12 percentage points less likely to agree that teachers at this school feel good about parent's support for their work.	(F-19), 5E
In comparison to all other schools, teachers in southeast region schools are 11.4 percentage points less likely to agree that they feel good about parents' support for their work.	(F-13), 5E

Key Findings: Teachers from the southeast region, as well as teachers from schools with the highest percentages of FRL, EL, IEP, and BLANM populations, are 10.8 to 16.8 percentage points less likely to agree that parents are partners in supporting the education of their child.	
At schools with the most BLANM students, teachers agree 16.6% points less than their peers at other schools that they feel that parents/guardians do their best to help their children learn.	(F-10), 5E
At schools with the most BLANM students, teachers agree 16.8% less than their peers at other schools that parents support their work.	(F-10), 5E
At schools with the most BLANM students, teachers agree 14% less than their peers at other schools that parents/guardians volunteer time at the school.	(F-10), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 11.8 percentage points less that parents/guardians volunteered time to support the school.	(F-12), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 11.9 percentage points less likely to agree that parents/guardians responded to a teacher's suggestions for helping their child.	(F-12), 5E
In comparison to all other schools, teachers in southeast region schools are 12.4 percentage points less likely to agree that teachers and parents at this school think of each other as partners in educating children.	(F-13), 5E
In comparison to all other schools, teachers in schools with the most EL students agree 11.9 percentage points less that parents/guardians of the students they teach responded to teacher suggestions for helping their child.	(F-11), 5E
At schools with the most BLANM students, teachers at this school agree 12% less that teachers and parents are partners in educating children. Tags: 5E, school climate	(F-10), 5E
In comparison to all other schools, teachers in the highest quartile for most IEP schools are 11.2 percentage points less likely to agree that parents/guardians do their best to help their children learn.	(F-12), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 10.1 percentage points less that parents/guardians contacted them about their child's performance.	(F-12), 5E

Key Finding: Teachers and administrators from focus groups cited a lack of engagement from families of non-English speaking students.	
Topic: School Climate	
Votes:0	
Supporting Findings	**Data Source & Page**
Fourteen of 23 teachers noticed non-English speaking families tended to be less engaged with extracurricular activities.	(G-25), FG
Four out of 10 administrators found gaps with engagement with non-English families.	(G-24), FG

Key Finding: Teachers and administrators from focus groups cited a lack of engagement from families of non-English speaking students.	
Fourteen of 23 teachers mentioned that culturally diverse families attended fewer enrichment activities even though interpreters were provided at them.	(G-16), FG

Key Finding: Students attending schools in the southeast region that include schools with the most FRL, EL, and BLANM are impacted by bullying or threats at rate of 11–25 percentage points higher than those students attending other schools.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
In comparison to all other schools, students in schools with the most EL enrollment agree 15.6 percentage points more that most students in the school like to put down others.	(F-7), FG
Many students described incidents of bullying among students, some of which were perceived as racially charged.	(G-11), FG
Students in southeast region schools agree 11.7 percentage points more than their peers at other schools that students in school like to put others down.	(F-8), 5E
Students in southeast region schools agree 13.4 percentage points more than their peers at other schools that students don't get along together very well.	(F-8), 5E
Students in southeast region schools are 15.9 percentage points more likely to agree that students at school are often teased or picked on.	(F-8), 5E
Students at schools with the most BLANM students agree 11.6% more compared to students at other schools that fellow students at their school are often threatened or bullied.	(F-6), 5E
Students at schools with highest number of FRL students in the district agree 25 percentage points more than students at all other schools that students at their school are often threatened or bullied.	(F-5), 5E

Key Finding: In comparison to all other schools, teachers in schools with the most students from subgroup populations (students with IEPs, FRL and BLANM students) report that there is more classroom disorder and off-task behavior during instructional time.	
Topic: School Climate	
Votes: 0	
Supporting Findings	**Data Source & Page**
In comparison to all other schools, teachers in schools with the most BLANM students agree 11.6 percentage points more that students do off-task things during instructional time.	(F-10), 5E

Key Finding: In comparison to all other schools, teachers in schools with the most students from subgroup populations (students with IEPs, FRL and BLANM students) report that there is more classroom disorder and off-task behavior during instructional time.	
In comparison to all other schools, teachers in the highest quartile for FRL schools are 11.2 percentage points more likely to agree disorder in classrooms is a problem at their school.	(F-9), 5E
In comparison to other schools, teachers in schools with the most BLANM students agree 20.3 percentage points more that disorder in classrooms is a problem at their school.	(F-10), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 12.6 percentage points more that students do off-task things during instructional time.	(F-12), 5E
In comparison to all other schools, teachers in schools with the most IEP students agree 18.9 percentage points more that there is disorder in classrooms.	(F-12), 5E

Key Finding: Achievement results in math and ELA are consistently lower for all students at schools with the highest representation of students identified as BLANM, FRL, EL, and/or IEP compared to all other schools.	
Topic: Segregation	
Votes: 5	
Supporting Findings	**Data Source & Page**
In looking at high school math gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 383 to 387 for those groups) and across Other Schools (ranging from 421 to 430).	(A-5), ACH,
The average scale score for all students in high school math enrolling the highest number of BLANM is 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH
In looking at high school ELA gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 400 to 410 for those groups) and across Other Schools (ranging from 442 to 450).	(A-6), ACH
In looking at high school ELA gaps between schools, the average scale score for schools labeled Other Schools is 40 to 46 points higher than the average scale score for schools identified as having significant numbers of students considered EL, FRL, IEP, BLANM, or from the southeast regions.	(A-6), ACH
While the average gap in scores for math for all students in southeast region is 38 points, the district average for southeast region is lower (421) than the other four groups (427) in other schools in CSSD 11.	(A-5), ACH
In looking at high school math gaps between schools, the average scale score for schools labeled Other Schools is 38 to 44 points higher than the average scale score for schools identified as having significant numbers of students considered EL, FRL, IEP, BLANM, or from the southeast region.	(A-5), ACH,

Key Finding: Achievement results in math and ELA are consistently lower for all students at schools with the highest representation of students identified as BLANM, FRL, EL, and/or IEP compared to all other schools.	
The high school math scores for BLANM and FRL mirror each other in declines from 2017 to 2019.	(A-7), ACH
The average scale score for all students in high school math enrolling the highest number of IEP is 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH

Key Finding: Administrators, teachers, and students have identified inequities in access to resources, and lack of a system for equitable distribution.	
Topic: Segregation	
Votes: 0	
Supporting Findings	**Data Source & Page**
From 11 parents in the focus group, there were 19 mentions of equity issues with school choice.	(G-22), FG
Six of 10 district administrators identified that systemic strategies for ensuring equitable resource allocation across schools are not in place.	(G-7), FG
Zero of 23 teachers/staff identified equitable access to well-equipped facilities.	(G-8), FG
Three of 13 students indicated that limited access to technology affected some students more than others.	(G-6), FG
The average teacher salaries in the schools with the highest per-pupil spending and FRL (E-9) is $2,275 lower than the district average.	(E-5, E-9), FIN

Key Finding: All but eight elementary schools have an FRL rate higher than 40%.	
Topic: Segregation	
Votes: 0	
Supporting Findings	**Data Source & Page**
More than 50% of our elementary schools have a 50% or higher FRL.	(B-4), SD
Twenty-nine of the 36 elementary schools have a FRL percentage over 40%.	(B-4), SD
Academy ACL has the lowest or second-to-lowest rates on FRL, IEP, EL, and BLANM demographic charts.	(B-4,-7), SD
Adams has a high percentage of FRL students (89%) and students on IEPs (13%).	(B-4), SD
Twenty-three of 36 of our district elementary schools serve populations that are over 50% FRL.	(B-4),SD
IEP difference between highest and lowest percentage: elementary school - 14%, middle school - 12%, and high school - 13%.	(B1-10), SD
Monroe has the largest percentage of FRL-eligible students as well as the third largest percentage of EL students and the second largest percentage of BLANM students.	(B-5), SD

Key Finding: All but eight elementary schools have an FRL rate higher than 40%.	
Roosevelt CA serves some of the highest numbers of diverse students (EL, BLANM, FRL) but some of the lowest with IEP.	(B-4-5), SD
There exists a wide variance of FRL students between the Monroe and Academy ACL.	(B-4), SD
About two thirds of elementaries are over the state average (41%?) for FRL.	(B-4), SD
Twenty-three of 36 of our district elementary schools serve populations that are over 50% FRL.	(B-4), SD
Approximately nine elementary schools have 80% FRL students.	(D-13), SD

Key Finding: Declining enrollment in District 11 is disproportionally concentrated at the elementary level. The decline affects some schools more than others.	
Topic: Segregation	
Votes: 0	
Supporting Findings	**Data Source & Page**
Forecast decline in enrollment is highest in K–5.	(B-11), SD
Two elementaries, Stratton and Scott, have the most requests in; Fremont, Audubon, and Jackson have the most requests out.	(B-12), SD
Transfer permit activity at the high school is greater than at elementary school and middle school.	(B-12), SD
From 11 parents in the focus group, there were 19 mentions of equity issues with school choice.	(G-22), FG
The data shows that the biggest loss of students over the time is at the elementary school (4,931 students).	(B-11),SD
The highest EL rate is 29% at Swigert, and the next highest is almost 1/2 that at 14% at Galileo.	(B-7), SD
The interior of the district has the highest market share concentration.	(B-15), SD
Six schools (all elementary schools: Fremont, Grant, Adams, Wilson, Keller, Jackson) would be considered as overcrowded.	(B-13), SD
Forecast of decline in enrollment shows an accelerated rate of decline.	(B-11), SD
Trailblazer has high market share (Market share reflects the other education programs available to families and the percentage to which families select the local public school district vs. the total of public schools plus charters, neighboring public districts, and non-public (private) schools) (0.87) but is underutilized (51% utilization).	(B-13, B-15), SD
K–5 has a steeper curve of decline than 6–8 and 9–12.	(B-11), SD
Coronado and Mitchell (which sit on district boundaries) have the most students opting for other schools.	(B-12), SD
PHS has the largest number of choice students (220) coming from out of district.	(B-12), SD

Key Finding: The highest concentration of students identified as BLANM, FRL, EL, and/or IEP attend schools in the southeast region of District 11.	
Topic: Segregation	
Votes: 0	
Supporting Findings	**Data Source & Page**
While the average gap in scores for ELA for all students in high school enrolling the highest number of southeast region is 43 points, the district average for southeast region is lower (442) than the other four groups (447–450) in other schools in CSSD 11.	(A-5), ACH
Twenty of the 36 elementary schools have 10% of their student population on an IEP.	(B-4, B-6), SD
Mitchell High School has the highest percentage of BLANM, FRL, IEP, and EL students.	(B-8 -B-9), SD
Swigert Middle School has 84% FRL, 29% EL, and 76% BLANM students.	(B-6-7), SD
The concentration of BLANM, FRL, and EL creates strata of impacted schools across D11.	(B-10), SD
Nine schools in the district are in the most FRL, EL, and BLANM categories.	(B-10), SD
There exists a wide variance of FRL students between the Monroe and Academy ACL.	(B-4), SD
Twain, West Elem, Wilson, Rogers, Adams, Quen Palmer, and Monroe have the most FRL.	(B-4), SD
Nikola Tesla, Eastlake, and Mitchell High Schools serve over 60% BLANM students.	(B-9), SD
Eight schools have less than 40% free/reduced lunch needs; 28 schools have more than 40%.	(B-4, B-6), SD
Adams has a high percentage of FRL students (89%) and students on IEPs (13%).	(B-4), SD
Some schools have significantly higher rates of students eligible for FRL than others.	(B-4), SD
Twenty-nine of the 36 elementary schools have a FRL percentage over 40%.	(B-4), SD
FRL difference between highest and lowest percentage by school levels: elementary school - 75%, middle school - 71%, and high school - 65%.	(B-1, B-10), SD
The percentage of students eligible for FRL at each school in the district varies.	(B-4), SD
Roosevelt Charter School has the highest percentage of EL, BLANM, in the high group for FRL, but is on the lower end of the percentage IEP distribution.	(B-4-5), SD
Mitchell High School is a dramatic outlier for requests to enroll out.	(B-12), SD
Twenty-three 36 of our district elementary schools serve populations that are over 50% FRL.	(B-4), SD
Mitchell and Eastlake High Schools are in the highest three percentages for all FRL, EL, and BLANM.	(B-8-9), SD
Twenty-six schools have less than 12% IEP. Ten schools have more than 12% IEPs.	(B-4, B-6), SD
Mitchell High School leads all district high schools in the areas of non-White students, EL, FRL, and IEP students.	(B-8-9), SD
Four schools—Monroe, Twain, Carver, Edison—are in the top percentage of FRL and IEP as well as EL and BLANM.	(B4-5), SD

Key Finding: The highest concentration of students identified as BLANM, FRL, EL, and/or IEP attend schools in the southeast region of District 11.	
Requests to transfer out of Mitchell are higher than all other high schools combined.	(B-12), SD
More than 50% of our elementary schools have a 50% or higher FRL.	(B-4), SD
Swigert, Galileo, Mann, and North MS serve the highest quartile of students across all subgroups (IEP, FRL, BLANM, etc.).	(B-6-7), SD
The IEP difference between highest and lowest percentage elementary schools - 14%, middle school - 12%, and high school - 13%.	(B-1, B-10), SD
MHS has 1,069 boundary-area students choosing to attend other schools.	(B-12), SD
Roosevelt CA serves some of the highest numbers of diverse students (EL, BLANM, FRL) but some of the lowest with IEP.	(B-4-5), SD
Students from schools with the highest BLANM enrollment are nearly 12% less likely than their peers from other schools to agree that people in the neighborhood can be trusted.	(F-6), SE
All high schools have at least a 40% FRL rate.	(E-6), FIN
Ten schools serve populations of more than 80% FRL students.	(B-4), SD
Academy ACL has the lowest or second-to-lowest rates on FRL, IEP, EL, and BLANM demographic charts.	(B-4, B-7), SD
Nine of 13 middle schools have an FRL rate above 50%.	(B-6), SD
Monroe has the largest percentage of FRL-eligible students as well as the third-largest percentage of EL students and the second-largest percentage of BLANM students.	(B-5), SD

Key Finding: Black, Hispanic, Native American, and FRL students, especially in the southeast region, are under-identified in the area of Gifted and Talented.	
Topic: Student Outcomes	
Votes: 1	
Supporting Findings	**Data Source & Page**
Hispanic students make up 31.8% of the D11 population but make up 16.7% of the D11 GT population.	(D-8), DIS
Students in the highest FRL quartile are 5.5 percentage points less likely than D11 average to be identified as GT.	(D-11), DIS
The southeast identifies 4.1 percentage points less students as GT as the district average.	(D-11), DIS
Schools in the southeast identify students as gifted and talented at a rate that is 4.1 percentage points below the district average.	(D-11), DIS
West Elementary -6.7 percentage points below the district average in identifying GT students.	(D-10), DIS

Key Finding: Black, Hispanic, Native American, and FRL students, especially in the southeast region, are under-identified in the area of Gifted and Talented.	
Black students make up 7.8% of the D11 population and make up 2.1% of the D11 GT population.	(D-8), DIS
Students in the southeast are 4.1 percentage points less likely than D11 average to be identified as GT.	(D-11), DIS
Schools with the most FRL students are identifying students for GT at a -5.5 percentage points below the district average of identification D11.	(D-11), DIS

Key Finding: White and Asian students are over-identified in the area of Gifted and Talented.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
71.8% of Gifted and Talented students are White, while the district population of White students is at 50.6%	(D-8), DIS
Asian students are 1.17 times more likely to be identified to GT as compared to all other students.	(D-12), DIS
White students represent 71.8% of the GT students and 50.6% of the district overall.	(D-8), DIS

Key Finding: Schools with the highest populations of FRL, EL, BLANM students, and those in the southeast region have elementary math scores 8–16 scale points lower than all other schools.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
Middle school math scale scores for EL students decreased by ~5 points from 2017 to 2019.	(A-10), ACH
The average scale score gap in 2019 math scores for elementary school and middle school between southeast schools and all others is ~7 points.	(A-14), ACH
Howbert Elementary has a 10-point gap in average scale scores for math when comparing BLANM students and all students.	(A-19), ACH
Elementary school math and ELA averages for FRL students are consistently lower than all student averages, noting in few instances averages matched within groups.	(A-20), ACH
The gap [in average scale scores for math] between all elementary schools and those with the most FRL-eligible population is the largest at 16 points.	(A-11), ACH
Of D11 elementary schools, Steele, Stratton, and Chipeta have the highest gap [15–27 points] in achievement between their FRL-identified students and their school average for both ELA and math.	(A-19), ACH

Key Finding: Schools with the highest populations of FRL, EL, BLANM students, and those in the southeast region have elementary math scores 8–16 scale points lower than all other schools.	
Chipeta Elementary is both among the top-performing schools in ELA and math, and with the top achievement gaps between its FRL students and others.	(A-20), ACH
The [scale score] gap in elementary school math between [all] schools is the lowest in the southeast region with 8 points.	(A-11), ACH
While Steele, Stratton, Columbia, Chipeta, Scott, and Bristol Elementary Schools are significantly above the district average in ELA or mathematics, they have some of the largest gaps between FRL students and others.	(A-20), ACH
The gap [in average CMAS scale scores for math] between schools with the most EL students and all others is 11 points.	(A-11), ACH
The average scale score gap in 2019 math scores for FRL scores is lowest with middle schools (~10), then elementary schools (~16), and the highest gap at high schools (~45 points).	(A-14), ACH

Key Finding: There is a gap in middle school performance in math for BLANM and FRL students.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
The gap between schools with the most BLANM students and all others in middle school math is the largest at 21 points.	(A-8), ACH
The average scale score gap in 2019 math scores for FRL scores is lowest with middle schools (~10), then elementary schools (~16), and the highest gap at high schools (~45 points).	(A-14), ACH
Academy ACL is both among the top-performing middle schools in ELA and math, and among the highest gaps between its FRL students and others.	(A-17), ACH
For middle schools in 2019, the student population group displaying the lowest scale scores across both math and ELA is BLANM students.	(A-8, A-10), ACH
Four of 12 middle schools (North, Jenkins, Holmes, West) have average scale scores gaps between BLANM students and all students in math that are 7 points or greater.	(A-18), ACH
The average scale score gap in 2019 math scores for middle school was highest for BLANM students.	(A-14), ACH
CIVA charter school is the only high school where students identified as BLANM outperform their school average on both the ELA and math of the CO PSAT.	(A-16), ACH
The average scale score gap in 2019 math scores for elementary schools and middle schools between southeast schools and all others is ~7 points.	(A-14), ACH
Holmes is the middle school with the largest gaps in both ELA and mathematics between BLANM students and others.	(A-18), ACH
Academy ACL is both among the top-performing middle schools in ELA and math, and among the highest gaps between its FRL students and others.	(A-17), ACH

Key Finding: There is an achievement gap for students receiving IEP support in the area of math in elementary, middle, and high school.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
EL, FRL, IEP, and BLAMH middle school math scores decreased in 2019 while All Others remained level or increased.	(A-8), ACH
The average elementary school scale scores in math increased for IEP students and decreased in 2019.	(A-13), ACH
The average elementary school scale scores in math increased for IEP students from 2017 to 2018.	(A-13), ACH
Three of 12 middle schools (Holmes, Academy ACL, and West) have average scale scores gaps between FRL-eligible students and all students in math that are 12 points or greater.	(A-17), ACH
Middle school math scale scores for FRL, BLANM, and IEP students increased by ~5 points from 2017 to 2019.	(A-10), ACH
Middle school math scale scores for IEP students had an average scale score that is ~35 points lower than all students in 2017.	(A-10), ACH
The average scale score in math for all students in high school enrolling the highest number of EL, IEP, and BLANM learners are 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH
Two of 12 middle schools scored above district average scores for all students and FRL student averages in 2019 math CMAS.	(A-17), ACH
In looking at high school math gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 383 to 387 for those groups) and across Other Schools (ranging from 421 to 430).	(A-5), ACH
IEP students in high schools were the only category to see math scores increase between 2018 and 2019.	(A-7), ACH
The average scale score gap in 2019 math scores in high school for EL, FRL, BLANM, and IEP all have a gap of ~45 points.	(A-14), ACH
BLANM and FRL identified students at Odyssey and Civa have scale scores higher than the district average in ELA and math, while all other high school students with these identifiers are below to well below the district average.	(A-15-16), ACH
The average high school scale scores in math for schools enrolling the highest number of EL and IEP students dropped (~40 points) from 2017 to 2018.	(A-7), ACH
The average scale score for all students in high school math enrolling the highest number of English learners is 44 points lower than for students in other schools in CSSD 11.	(A-5), ACH

Key Finding: There is an achievement gap for students receiving IEP support in the area of math in elementary, middle, and high school.	
Middle school math [scale] scores for all students increased by ~1 point from 2017–2019.	(A-10), ACH
Four of 12 middle schools (North , Jenkins, Holmes, West) have average scale score gaps between BLANM students and all students in math that are 7 points or greater.	(A-18), ACH

Key Finding: There is an achievement gap for students receiving IEP support in the area of ELA in elementary, middle, and high school. There is an achievement gap for in schools with the greatest population of students receiving IEP support in the area of ELA in elementary, middle, and high school.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
In looking at high school ELA gaps between schools, the average scale score for schools labeled Other Schools is 40 to 46 points higher than the average scale score for schools identified as having significant numbers of students considered EL, FRL, IEP, BLANM, or from the southeast regions.	(A-6), ACH
Between 2017 and 2019, average ELA scale scores in elementary schools with high numbers of IEP students are approximately 40 points lower than the average scale scores for all elementary students	(A-13), ACH
In looking at high school ELA gaps between schools, the average scale score is nearly constant across groups considered EL, FRL, IEP, BLANM, or from the southeast region (ranging from 400 to 410 for those groups) and across Other Schools (ranging from 442 to 450).	(A-6), ACH
Average scale scores for EL, FRL, IEP, and BLANM students decreased in 2019 in elementary ELA scores while All Others increased.	(A-13), ACH
The average scale score in ELA for all students in high school enrolling the highest number of IEP students is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
In 2019, middle school ELA scores for schools with highest EL enrollment is 10 points below all other schools (729 vs. 739).	(A-9), ACH
Middle school ELA scale scores for students with an IEP decreased by ~1 point from 2018–2019.	(A-10), ACH
Middle school ELA scale scores for students with an IEP increased by ~1 point from 2017–2018.	(A-10), ACH
For middle schools in 2019, the student population group displaying the lowest scale scores across both math and ELA is BLANM students.	(A-8, A-10), ACH
Middle school ELA scores for IEP students start ~35 points lower than all students in 2017.	(A-10), ACH
Middle school 2019 CMAS math and ELA average scores for all students consistently exceed the average scores of BLANM students.	(A-18), ACH

Key Finding: In elementary ELA, the CMAS scaled score gap of FRL, EL, BLANM, and the southeast region ranges between 10 and 17 scaled points below other students.	
Topic: Student Outcomes	
Votes: 0	
Supporting Findings	**Data Source & Page**
There is a 46% gap between schools with most BLANM students and all others.	(A-6), ACH
The gap in the average scale scores in ELA between [all] elementary schools are the lowest in the southeast region at 10 points.	(A-12), ACH
Freedom Elementary has a 12-point gap in average scale scores for ELA when comparing BLANM students and all students.	(A-19), ACH
In 2019, the average ELA score gaps between elementary school scores identified as having the most EL, FRL, southeast region decreased at the middle school while All Others increased at the middle school level.	(A-14), ACH
In 2019, the average ELA gaps between schools with most EL students and all other schools increased by ~35 points from middle school to high school.	(A-14), ACH
Of D11 elementary schools, Steele, Stratton, and Chipeta have the highest gap [15–27 points] in achievement between their FRL-identified students and their school average for both ELA and math.	(A-19), ACH
Students eligible for FRL at seven out of nine high schools experience lower performance on both ELA and math from 1 to 44 points below the school average on the CO PSAT.	(A-15), ACH
While Steele, Stratton, Columbia, Chipeta, Scott, and Bristol Elementary Schools are significantly above the district average in ELA or mathematics, they have some of the largest gaps between FRL students and others.	(A-20), ACH
The average elementary school scale scores for IEP students had an average of ~35 points lower than all students in 2017.	(A-10), ACH
Elementary school math and ELA averages for FRL students are consistently lower than all student averages, noting in few instances averages matched within groups.	(A-20), ACH

Key Finding: Elementary ELA scores overall for students have remained somewhat stagnant.	
Topic: Student Outcomes	
Votes 0	
Supporting Findings	**Data Source & Page**
Chipeta Elementary is both among the top-performing schools in ELA and math, and with the top achievement gaps between its FRL students and others.	(A-20), ACH
Between 2018 and 2019, average district ELA scores declined (1–3 points) for all elementary schools except elementary schools with high numbers of EL learners, where numbers were steady (720 average).	(A-13), ACH
Between 2017 and 2018, average district ELA scores improved for all elementary schools by 1–5 points.	(A-13), ACH

Key Finding: In high school ELA , the PSAT average scaled score of schools with the greatest number of FRL eligible, EL, and BLANM students is below the average of all other schools. In high school ELA, the PSAT average scaled score of FRL eligible, EL, and BLANM students is below the average of "all students."	
Topic: Student Outcomes	
Votes 0	
Supporting Findings	**Data Source & Page**
The average scale score in ELA for all students in high school enrolling the highest number of FRL students is 40 points lower than for students in other schools in CSSD 11.	(A-6), ACH
In looking at high school ELA gaps between schools, the average scale score for schools labeled Other Schools is 40 to 46 points higher than the average scale score for schools identified as having significant numbers of students considered EL, FRL, IEP, BLANM, or from the southeast regions.	(A-6), ACH
High school ELA scale scores drop across the district for all groups between 2017 and 2018 (between 10 and 50 points).	(A-7), ACH
The average scale score in ELA for all students in high school enrolling the highest number of BLANM students is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
The average scale score in ELA for all students in high school enrolling the highest number of English learners is 46 points lower than for students in other schools in CSSD 11.	(A-6), ACH
High school ELA scale scores stay more or less the same across the district for all groups between 2018 and 2019.	(A-7), ACH

Key Finding: In middle school ELA, there is a CMAS scaled score gap between schools with the most FRL, EL, and BLANM students, and the southeast region, which are below the average of all other schools	
Topic: Student Outcomes	
Votes 0	
Supporting Findings	**Data Source & Page**
In 2019, middle schools with high numbers of FRL students have average ELA scale scores that are only 6 points lower than other middle schools.	(A-9), ACH
Academy ACL is both among the top-performing middle schools in ELA and math, and among the highest gaps between its FRL students and others.	(A-17), ACH
In 2019, average ELA scale scores for middle schools with most BLANM students was 21 points lower than for all other middle schools.	(A-9), ACH
One of 12 middle schools had average scale scores in ELA that were higher than the district average for both the "all students" category and the FRL-eligible student category.	(A-17), ACH
In 2019, the average score on CMAS ELA between middle schools in the southeast region and all other middle schools was 8 points.	(A-9), ACH

Key Finding: In middle school ELA, there is a CMAS scaled score gap between schools with the most FRL, EL, and BLANM students, and the southeast region, which are below the average of all other schools	
Middle school ELA 2019 CMAS averages of all students consistently exceed the FRL student averages.	(A-17), ACH
Three of 12 middle schools (Holmes, Academy ACL, and West) have average scale scores gaps between FRL-eligible students and all students in ELA that are 10 points or greater.	(A-17), ACH

Key Finding: In middle school ELA, the CMAS scaled score gap of FRL, EL, and BLANM students, and the SE Region is below the average of 'all students'.	
Topic: Student Outcomes	
Votes 0	
Supporting Findings	**Data Source & Page**
Middle school ELA scale scores for all students increased by ~8 points from 2017–2019.	(A-10), ACH
Middle school ELA scale scores for EL students increased by ~1 point from 2018–2019.	(A-10), ACH
Middle school ELA scale scores for EL students decreased by ~1 point from 2017–2018.	(A-10), ACH
Holmes is the middle school with the largest gaps in both ELA and mathematics between BLANM students and others.	(A-18), ACH
In 2019, middle schools with high numbers of IEP learners had average ELA scale scores that were 15 points lower than other middle schools.	(A-9), ACH
Middle school ELA [scale] scores for BLANM and FRL increased ~5 points from 2017–2019.	(A-10), ACH

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If D11 has equitable access to effective and diverse teachers, who engage in practices that address and eliminate implicit bias, then all students will achieve better outcomes and longstanding gaps will close.

INPUTS	OUTPUTS	ACTIVITIES	SHORT –TERM OUTCOMES	LONG-TERM OUTCOMES
If D11 develops a plan to improve access to effective and diverse teachers in its schools and trains teachers to address implicit bias through culturally responsive instruction,	And the district successfully delivers an equitable access plan within 6 months and launches the training to all staff districtwide starting SY 2021,	Then: Teachers will receive training in culturally responsive practices and understanding and interrupting bias; Schools will be trained and coached to develop an integrated framework toward equitable outcomes; and The district, including its harder-to-staff schools, will recruit, hire, and retain a more effective, diverse teacher workforce.	This will result in: Students being taught by teachers who are effective, aware of their biases, and equipped with instructional tools to connect with and foster strengths in all students; Schools effectively implementing an integrated system to advance equity; and A teacher workforce reflecting the diversity of the student population.	These results will impact students, staff, and families by producing: a. Students who feel valued, supported, and college and career ready. b. Schools that are equipped to close achievement gaps and create a positive and welcoming school climate. c. Teachers who recognize and foster brilliance in all students regardless of their background or which school they attend.

Colorado Springs School District 11 District Wide Equity Audit

AIR
Advancing Evidence.
Improving Lives.

Strategies for Closing Colorado Springs School District 11 (D11) Equity Gaps

From the Audit Report:

AIR found that **student achievement in D11 is unequal, with gaps both between and within schools.** Schools that enroll most of their students from among underserved groups—including students who are eligible for free or reduced-price lunch (FRL) and Black, Latinx, Asian, Native American, and Multiracial (BLANM) students—and schools in the southeast quadrant of the district are consistently performing below other schools. In addition, FRL students and BLANM students are underperforming within their own schools compared with other students, with some schools demonstrating more significant gaps than others.

Findings Explaining Gaps Between and Within Schools

Access to Highly Effective and Well-Paid Teachers Is Inequitable. The audit revealed that schools in the southeast quadrant of the district, as well as schools with the most BLANM students, FRL students, English learners, and students with individualized education programs, have consistently lower proportions of highly effective teachers, as rated by the district. This finding may be significant for student outcomes, given that teachers are the most important within-school factor for student achievement.

Identified Root Cause:

- Teachers discuss challenging working conditions and additional responsibilities in "concentrated" schools.

Access to Teachers Who Reflect Students' Racial Groups Is Inequitable. The data show significant disparities between student and teacher demographics in D11. The district's workforce is disproportionately White; all other racial groups are significantly underrepresented, with Latinx teachers the most underrepresented. This finding could be significant for gaps in student outcomes

within schools, given the vast amount of research that ties student–teacher racial match to student outcomes.

Identified Root Causes:

- Teachers of color lack mentorship in the schools, including by principals, teacher coaches, etc.
- Low teacher pay disproportionally targets underprivileged individuals who become teachers; many first generation graduates are also people of color, with life obligations that require higher paying positions. This decreases the likelihood of them choosing to enter and/or remain in the teaching profession.

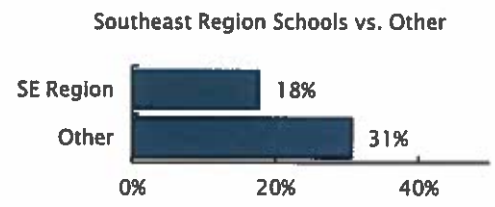
Proposed Strategy: Develop a plan for equitable access to effective and diverse teachers.

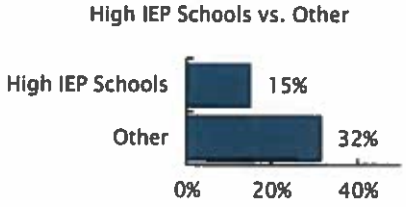
Closing achievement gaps requires a great educator in every classroom, for every student. Students of color, students with disabilities, and low-income students are more likely to have out-of-field, less experienced, or less effective educators (Goldhaber, Lavery & Theobald, 2015).

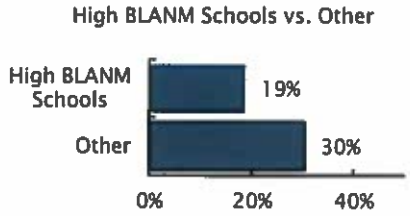
A diverse educator workforce is integral to providing effective instruction, and improves academic achievement, graduation rates, college enrollment, and other measures of success for all students, particularly students of color. Equitable access to effective teachers is directly connected to diversity because a diverse educator workforce increases the connectedness students have to school, provides positive modeling and has been shown to increase graduation and college-bound outcomes for traditionally underserved students. We know teachers are the most important within-school factor driving student achievement. A diverse teacher workforce is a critical element in any school improvement effort. This element ensures that all students, particularly students of color, have access to both effective instruction and educators that provide strong role models and make them feel valued, connected and understood which, in turn, increases their likelihood to persevere through school.

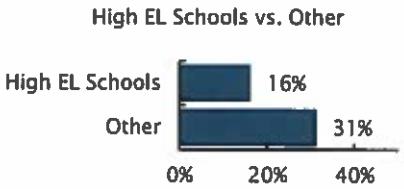
This strategy would focus on convening a taskforce to develop within 6 months a plan to improve access to effective and diverse teachers for the students who need them most, drawing from the successful efforts of many districts that have undertaken this work in the past decade. This taskforce will engage in review of workforce data, root cause analysis for disparities, and identification of district-wide strategies resulting in the plan to eliminate gaps in access to effective and diverse teachers.

Audit Report Exhibit 15. Teacher Quality by Group









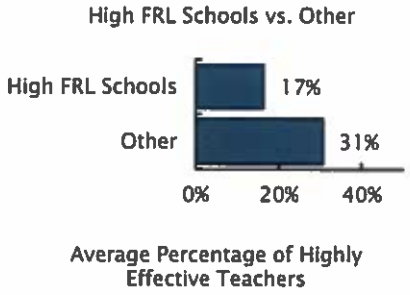
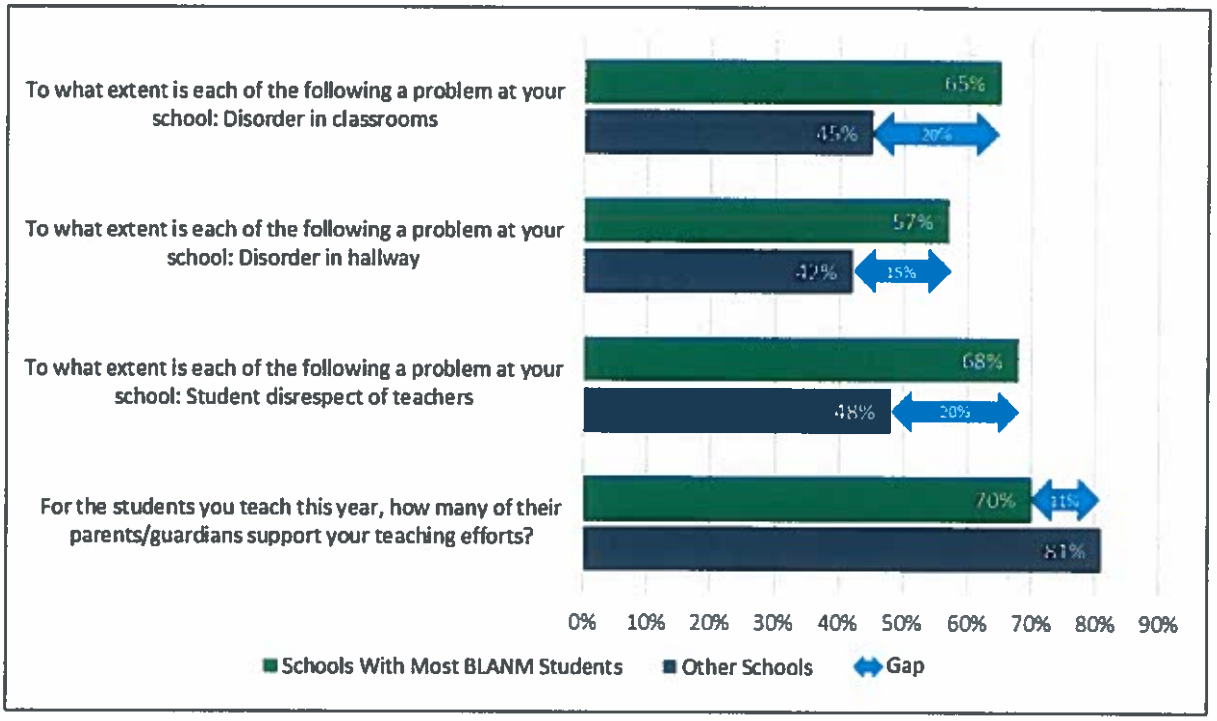
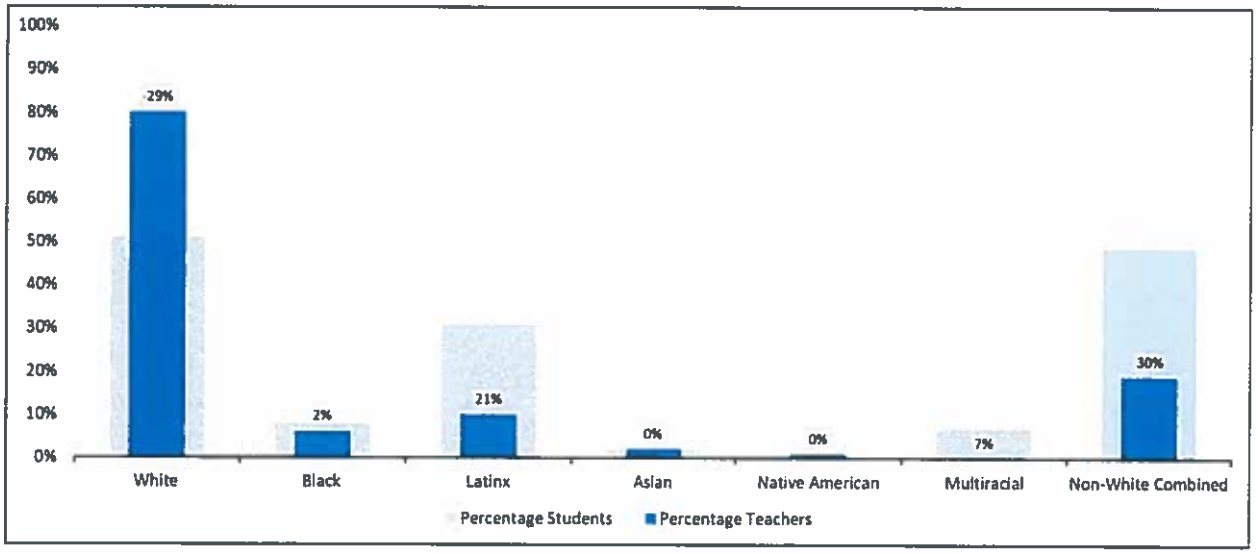


Exhibit 16. 5Essentials Teacher Survey Questions With the Largest Difference of Schools With the Most BLANM Students and Others



Audit Report Exhibit 17. Parity Gaps in Educator Diversity



Disproportionalities Exist in Assignment to Special Education Services and Gifted and Talented Programs, Along With Discipline Referrals. The audit found no evidence of significant disproportionality with regard to assignment to special education services. However, evidence of disproportionality exists in assignment to gifted and talented (GT) programs and in discipline referrals, with non-White students significantly less likely to be in GT programs and more likely to be disciplined.

Identified Root Cause:

- There is lack of adequate teacher and administrator training in identification and recognition of giftedness, as well as the law governing this process.
- The process for identifying students as gifted and talented (GT) is not implemented as consistently as it is for SPED referrals
- Implicit bias is impacting teacher decisions about behavior and GT students.
- Effective behavior policies and practices are not implemented.

Teacher Bias Potentially Drives Disproportionality and Can Contribute to Achievement Gaps.

Disproportionate assignment of students to GT programs can be explained by evidence of implicit bias and disparities in teachers' beliefs regarding student ability. For example, survey data revealed that in schools that enroll the most BLANM students, significantly fewer teachers believe that their students will go to college. Research demonstrates that teacher beliefs can have a significant impact on student outcomes, potentially explaining within-school inequality.

Identified Root Cause:

- There is inherent teacher bias about GT students and culturally and linguistically diverse (CLD) students (i.e., deficit thinking and low expectations).
- Bias impacts teachers' referral decisions for GT and SPED, leading to disproportionate enrollment.
- There is a lack of cultural awareness by teachers and training in culturally responsive instruction.
- There is a belief gap; that is, teachers have low expectations and negative beliefs about certain groups of students.

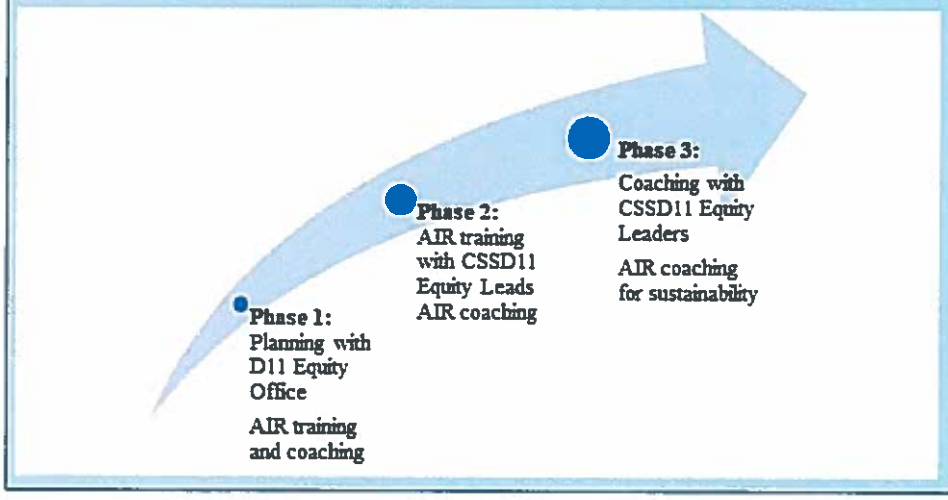
Proposed Strategy: Provide professional development on mindsets/beliefs and Culturally Responsive Pedagogy (also referred to as culturally sustaining pedagogy)

Research finds that addressing disproportionality is complex. Not only are systemic changes needed; so are changes to beliefs and mindsets by decision-makers. Fergus (2016) names three mindsets that tend to prevail in districts with disproportionality: *deficit mindset, colorblindness, and poverty-disciplining.*

Culturally responsive pedagogy includes practices, beliefs and instruction that is likely to improve outcomes for all students, particularly those who are underserved. When teachers use culturally responsive practices, they value and leverage students' background and experiences as a strength rather than a barrier to learning (Aceves & Orosco, 2014). Teachers use this to facilitate learning and as a basis for building relationships and connectedness. Teachers use strategies such as collaborative teaching, high expectations, and teaching critical thinking skills (Aceves & Orosco, 2014; McCray et al., 2017; Freeman-Green et al., 2021).

The Equity Journey. The journey toward equity in education is an ongoing, iterative, and self-driven process. It requires knowledge of the inequities occurring in the nation and in one's district as well as an understanding of the role we each play in the current system. To address these inequities, administrators, teachers, and leaders must have strategies and skills and know when and how to use them. When leveraged systematically, these strategies and skills will result in a changed mind-set and improved outcomes. When all stakeholders work together with a clear vision of success and collaboratively use skills and strategies to solve problems, educational equity can be attained. Given that this is a complex and systemic effort, some might ask, "Where do we start?" However, interrupting bias and leaning toward equity is an interactive process of continually reflecting, learning, practicing, and sustaining. To this end, professional development will be provided to D11's central office staff, principals, assistant principals, teacher leaders, and support staff through a tiered service delivery model that enables participants to enter the journey at any point and continue the journey individually and within a cohort of colleagues.

The equity journey will be guided by the five-point process for ensuring equity adapted from McIntosh and colleagues (2018): (a) disaggregate data, (b) implement a tiered system of support, (c) engage in gap-closing strategies, (d) develop policies and procedures to ensure equity and reduce bias, and (e) utilize strategies to neutralize implicit bias. Our professional learning will start with identifying mindsets and beliefs that hinder equitable outcomes and learning strategies to interrupt and counter these mindsets and subsequent practices. The professional learning will occur in three phases: (1) Reflect and Prepare, (2) Plan and Launch, and (3) Sustain and Scale Up (see graphic below).



This training will occur across 2 years and in three phases: Phase 1 will consist of 4 – 6 months of planning and content development with the D11 equity office to carefully and strategically develop a rollout plan that works best for D11 stakeholders and leaders. During this time AIR will also pilot the materials with the equity office leaders and school superintendent to obtain approval.

Phase 2 will begin training of school leaders. These interactive trainings will allow participants to individually reflect, learn and build skills in a way that is job-embedded and facilitated. Leaders will have the opportunity to learn and grow in a safe, non-evaluative space before building capacity in schools. School leaders will be trained in effective facilitation and develop their capacity to reflect on their system and practices and begin the process of leading for change.

Phase 3 will consist of coaching of school leaders with a scaffolded approach that allows school leaders to take a more active role in leading equity-based conversations and decision making. Phase 3 will also include training of educators throughout the district in inclusive mindsets and culturally responsive pedagogy.

A list of potential training topics is below:

Sample Training Topics and Outcomes

Potential Training Topics	Outcomes: Participants will be able to . . .
Implicit bias awareness and interruption	Reflect on their own identity (e.g., racial/ethnic, gender, education level, geography, ability) and understand the historical and present barriers and opportunities available based on those identities. Unpack how these multiple identities are reflected in our decision making and policy setting.
Courageous conversations	Facilitate and initiate positive, productive, and safe conversations with peers and students about bias, inequity, race, poverty, disability, or language learning.
Racial equity	Identify deficit thinking, biases, and inequitable outcomes in data and apply strategies to interrupt systemic patterns of poor outcomes through policy, procedures, and practice.
Teaching with poverty in mind	Understand the impact of poverty on learning and education and how to mitigate the negative impact while leveraging students' strengths.
Culturally responsive pedagogy	Draw on students' strengths, culture, background, interests, and experience to make instruction relevant and engaging; develop and express high expectations for all students.
Disaggregating and analyzing data with an equity lens	Collect, disaggregate, and analyze data to identify areas of disproportionality and areas of strength in academic and behavior data.
Identifying micro-aggressions	Identify, define, and address micro-aggressions in everyday life, both inside and outside the classroom.
Building an inclusive culture	Identify, define, and teach students with disabilities or students with learning differences and their families; reflect on their own beliefs about student learning and develop a growth mindset; identify and implement high-leverage practices for students with disabilities.
MTSS to address and eliminate inequity	Understand and implement a multitiered system of support (MTSS) with a focus on equitable outcomes.

Audit Report Exhibit 19. Percentage of All Students and the Percentage of Gifted and Talented Students by Race

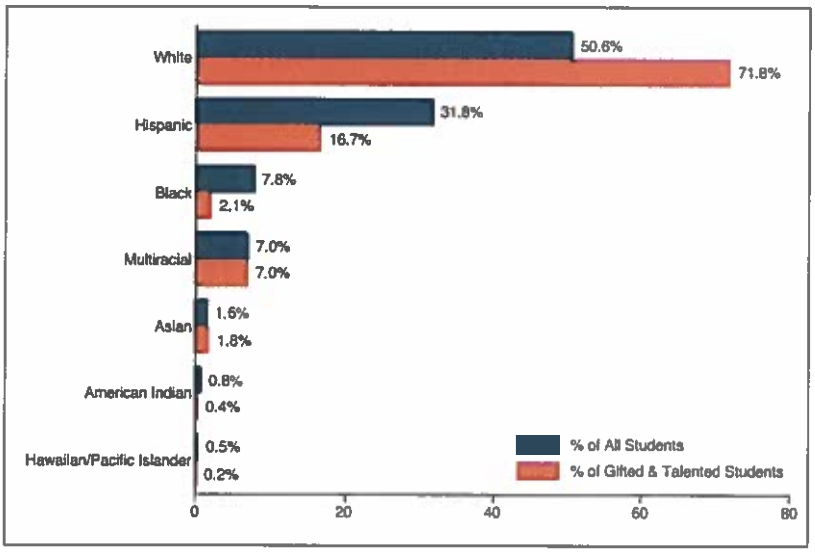
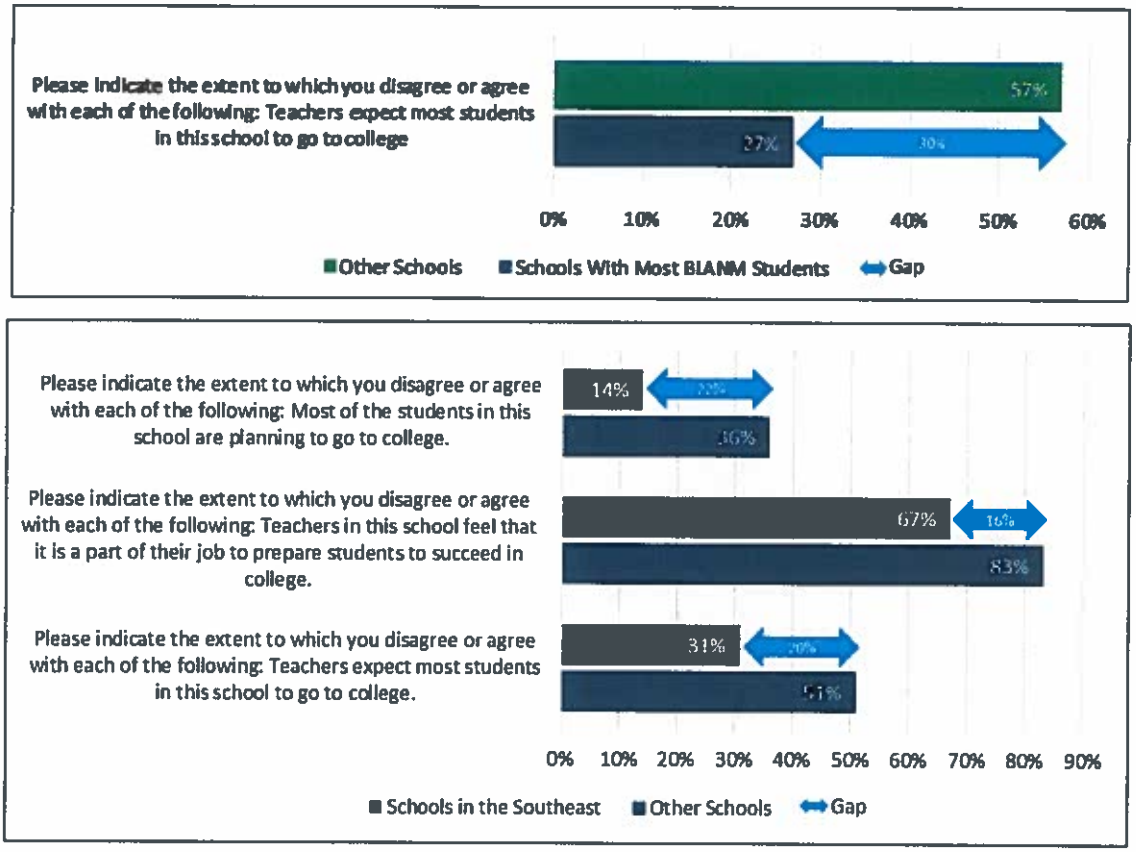


Exhibit 20. Differences in 5Essentials Teacher Survey Questions Regarding Teachers Beliefs Between Schools With Most BLANM Students and Others, Plus Schools in the Southeast Region



Concentration of Underserved Students Is Associated With Inequity in School Choice, School Climate, and Student Achievement. The audit revealed that although all schools in D11 are diverse and include representation of different racial and socioeconomic groups, some schools have a significant concentration of FRL students and BLANM students. This concentration partially reflects neighborhood differences, with several of these schools in the southeast quadrant of the district. However, it also may result from the open-choice policy because a significant number of students zoned to these schools choose not to enroll in them. The concentration pattern is connected with survey and focus group evidence of inferior working conditions and climates in these schools. Both the concentration of underserved students and climate differences may explain differences in student achievement.

Identified Root Cause:

- There is a perception of focus on meeting the needs of some populations, but not a focus on dignity, trust, and celebration, as well as rigorous academics in these schools.
- The district did not take the process to consider issues of beliefs, bias, and microaggressions in communications.
- There may be insufficient communication from the district about school quality; communication is lacking a personal connection, and dignity.

Proposed Strategy: Develop a plan for balancing access to rigorous and well-rounded academic courses and supports.

D11 will enhance the audit with additional data analysis and focus groups focusing on access to rigorous academic programs, with the goal of developing a plan for making programs more accessible to all students. A comprehensive plan for balancing access to academically rigorous courses and supports will articulate the curricular breadth that will contribute to a broad education for students (e.g., exposure to a range of topics such as arts, STEM, civics, world languages, etc.). It will also determine how to achieve the desired breadth across the district. Start by assessing the breadth of the current curriculum to determine which types of content may be missing.

A comprehensive plan will also establish adequate levels of advanced course offerings within and across schools (e.g., high-level science, Advanced Placement, honors, gifted and talented). When determining the level of advanced course offerings, consider how to align with the coursework needed for college preparation (National Academies of Sciences, Engineering, and Medicine, 2019, 2020). In the plan, describe priority steps to move toward the desired levels of advanced course offerings and outline processes for tracking and monitoring the extent to which schools reach the desired level.

Finally, the plan will identify strategies for broadening access to tailored academic supports. To develop strategies, begin by identifying and tracking the needs of students (e.g., language assistance, academics). This may happen at the classroom, school, and district levels. When identifying students' needs, use strategies that address racial bias and disproportionality in the district (see the strategies on disproportionality that follow). Pair data on students' needs with a review of existing supports to assess how adequately existing academic supports match the identified needs of students. A thorough assessment of the adequacy of academic supports includes analyzing group differences in access to existing academic supports and participation therein.

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