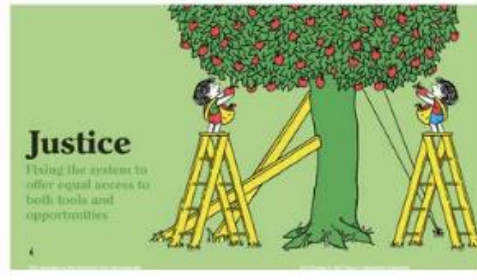
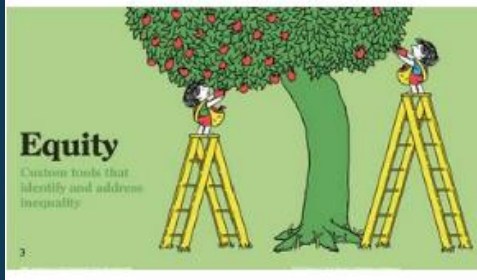
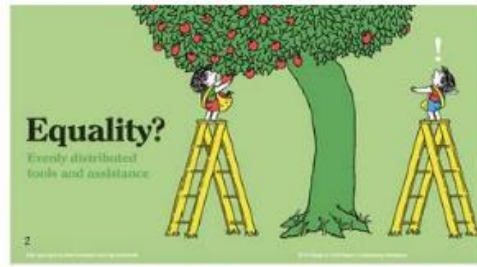
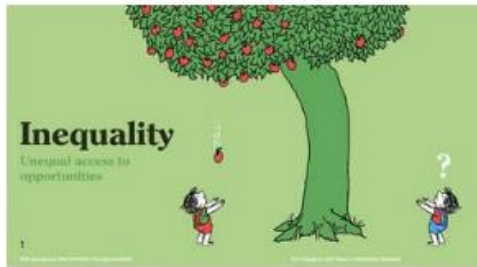


A photograph of four young students in a classroom, sitting at a desk and looking at a computer monitor. The students are diverse in ethnicity and are focused on the screen. The background is slightly blurred, showing a typical classroom environment with a globe and colorful posters on the wall.

CSSD₁₁ Equity Audit

Colorado Springs School District 11 is committed to equity and is committed to providing an ecosystem of equitable practices to meet the unique needs of all.



What is Equity?

Equity in education is the process of removing barriers, allocating resources, providing training, and doing what is necessary to ensure that *all children have access to the same outcomes.*



What is Equity?

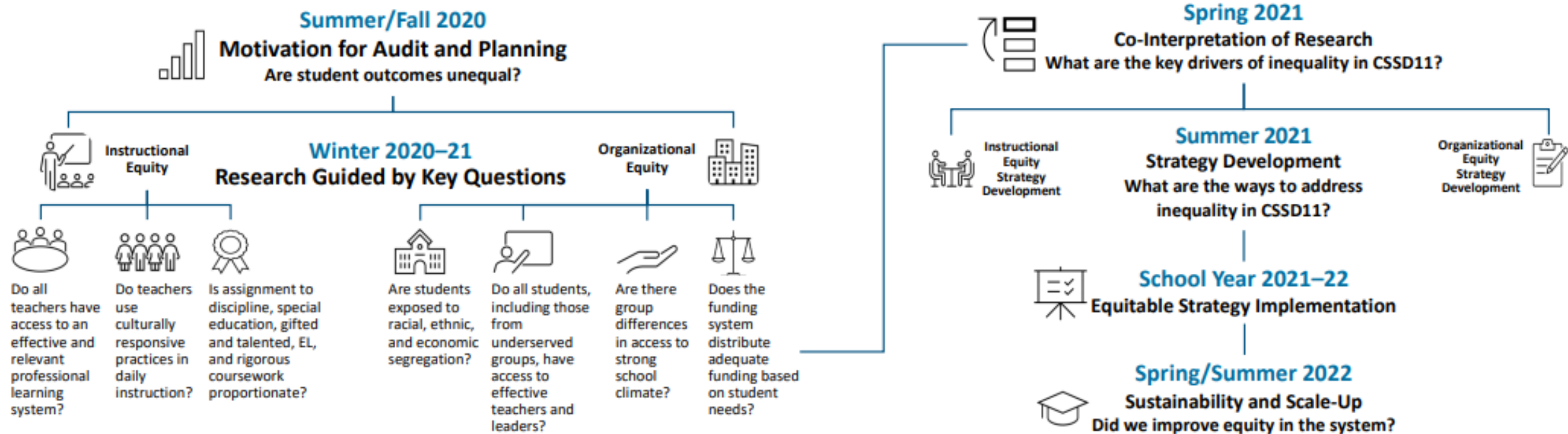
Equity Further Defined

When we are educating for equity, we raise the achievement for all students while we:

1. Narrow the gaps between the highest-and-lowest-performing students
2. Eliminate the predictability and disproportionality of which students occupy the highest and lowest achievement categories.
 - ✓ Achievement gaps are indicative of gaps in access and opportunity.



The CSSD11 Equity Audit Process



Guiding Questions

Audit Guided by Key Questions

Instructional Equity



Do all teachers have access to an effective and relevant professional learning system?



Do teachers use culturally responsive practices in daily instruction?



Is assignment to discipline, special education, gifted and talented, EL, and rigorous coursework proportionate?

Organizational Equity



Are students exposed to racial, ethnic, and economic segregation?



Do all students, including those from underserved groups, have access to effective teachers and leaders?

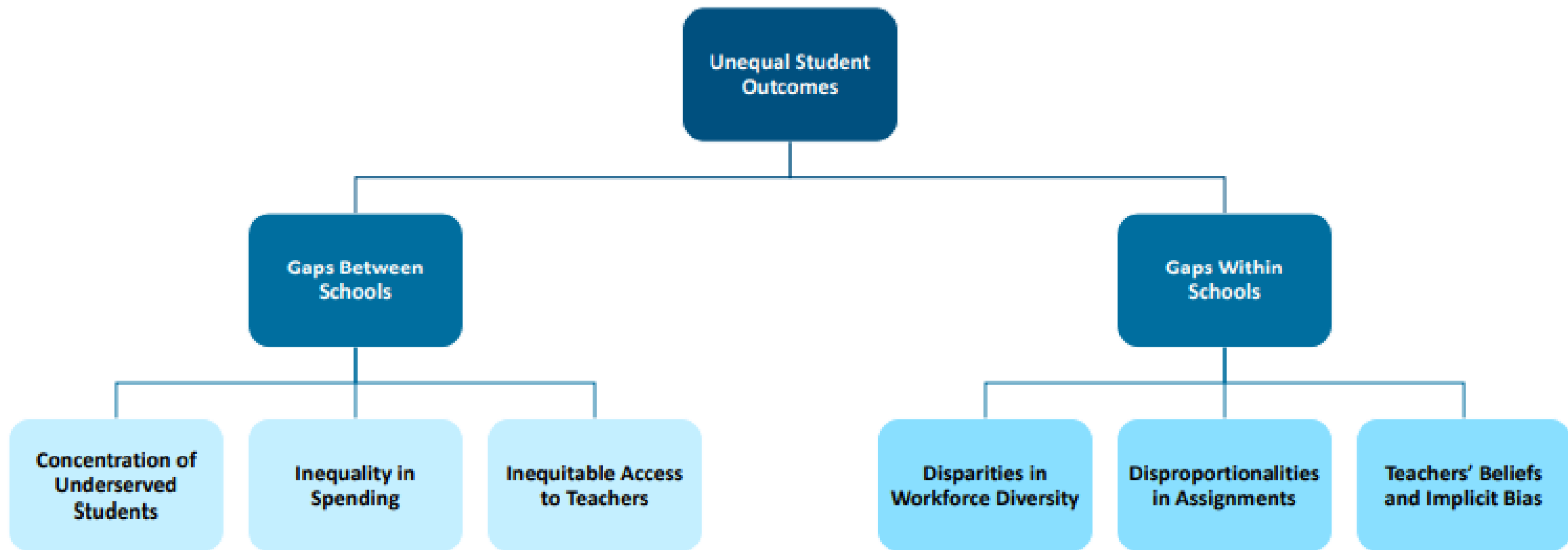


Are there group differences in access to strong school climate?



Does the funding system distribute adequate funding based on student needs?

Mapping the Audit Findings



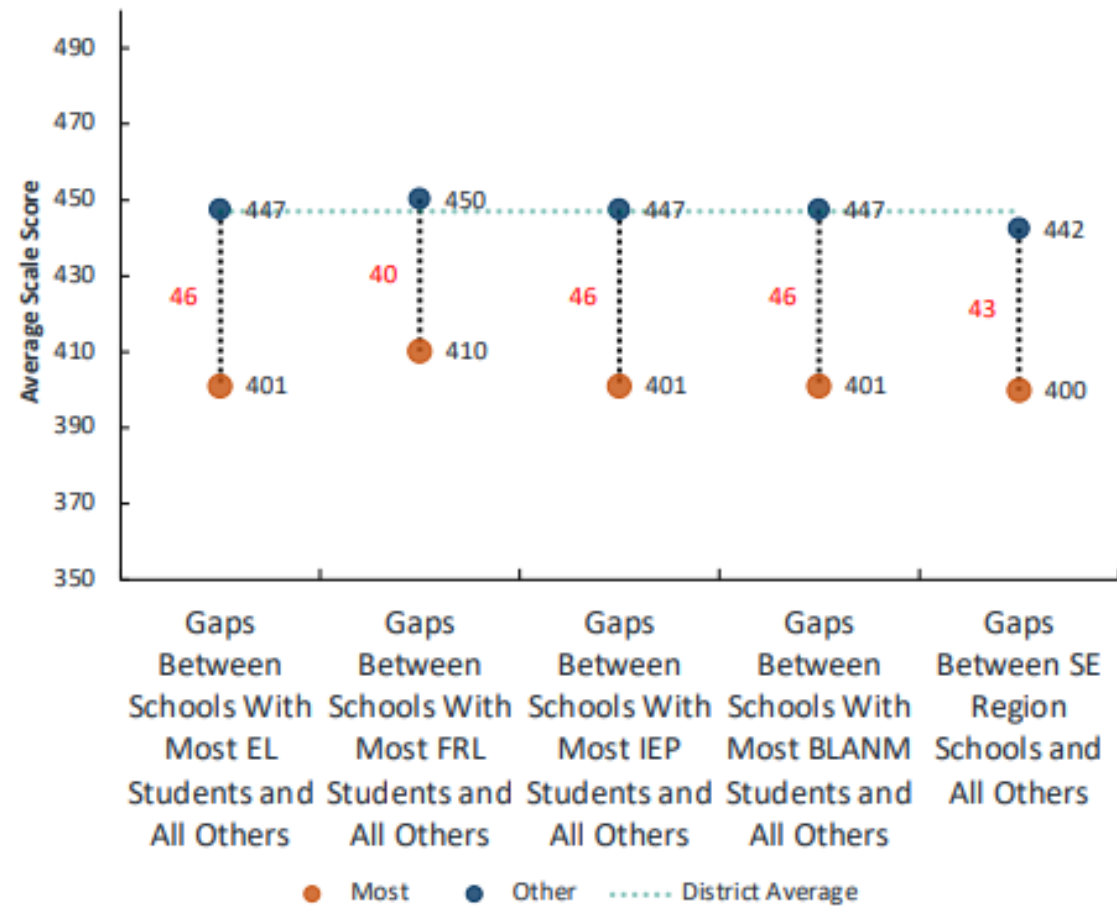
Mapping the Audit Findings



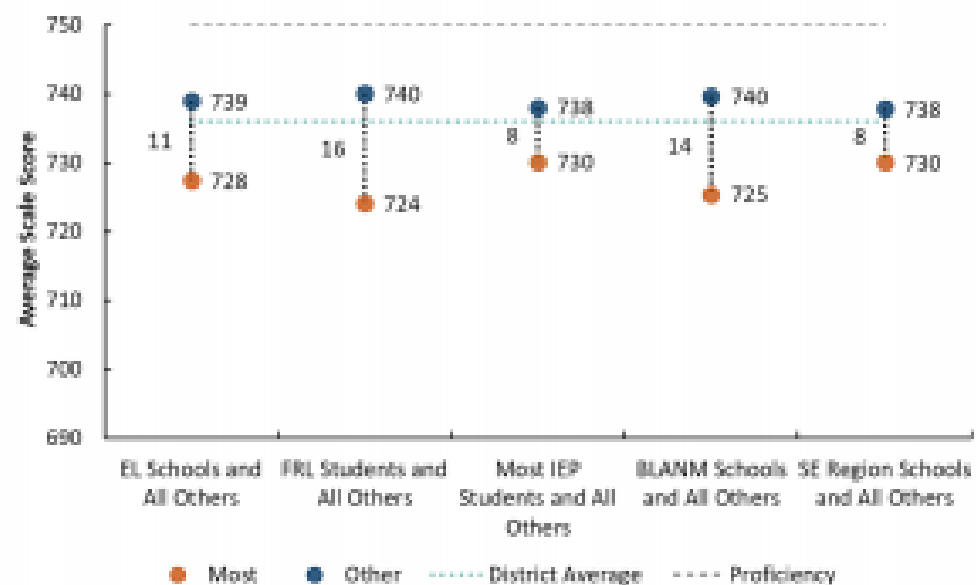
Finding Zero

Student outcomes are unequal
with gaps between schools and
within them.

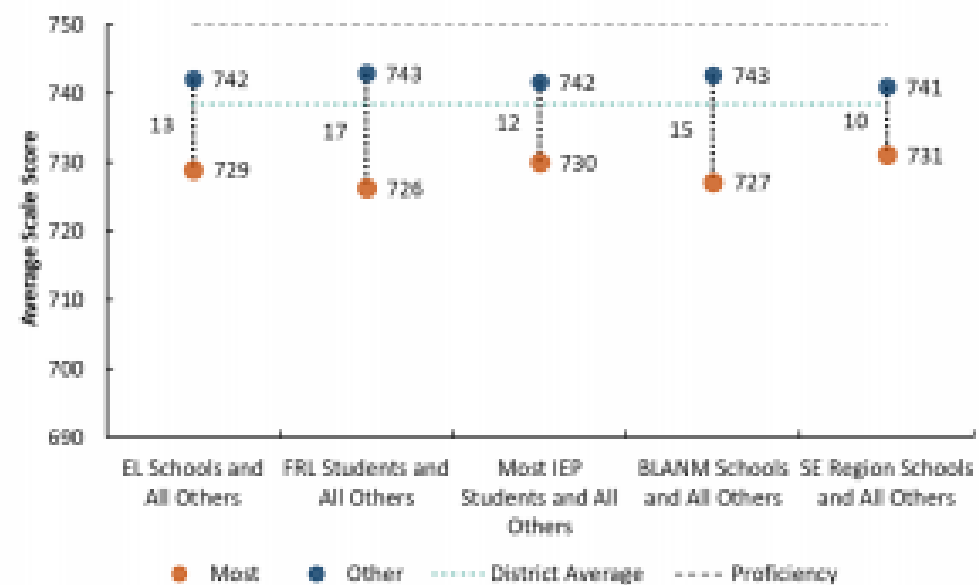
Gaps Between High Schools In the Average Scale Score:
2019 CO PSAT: ELA



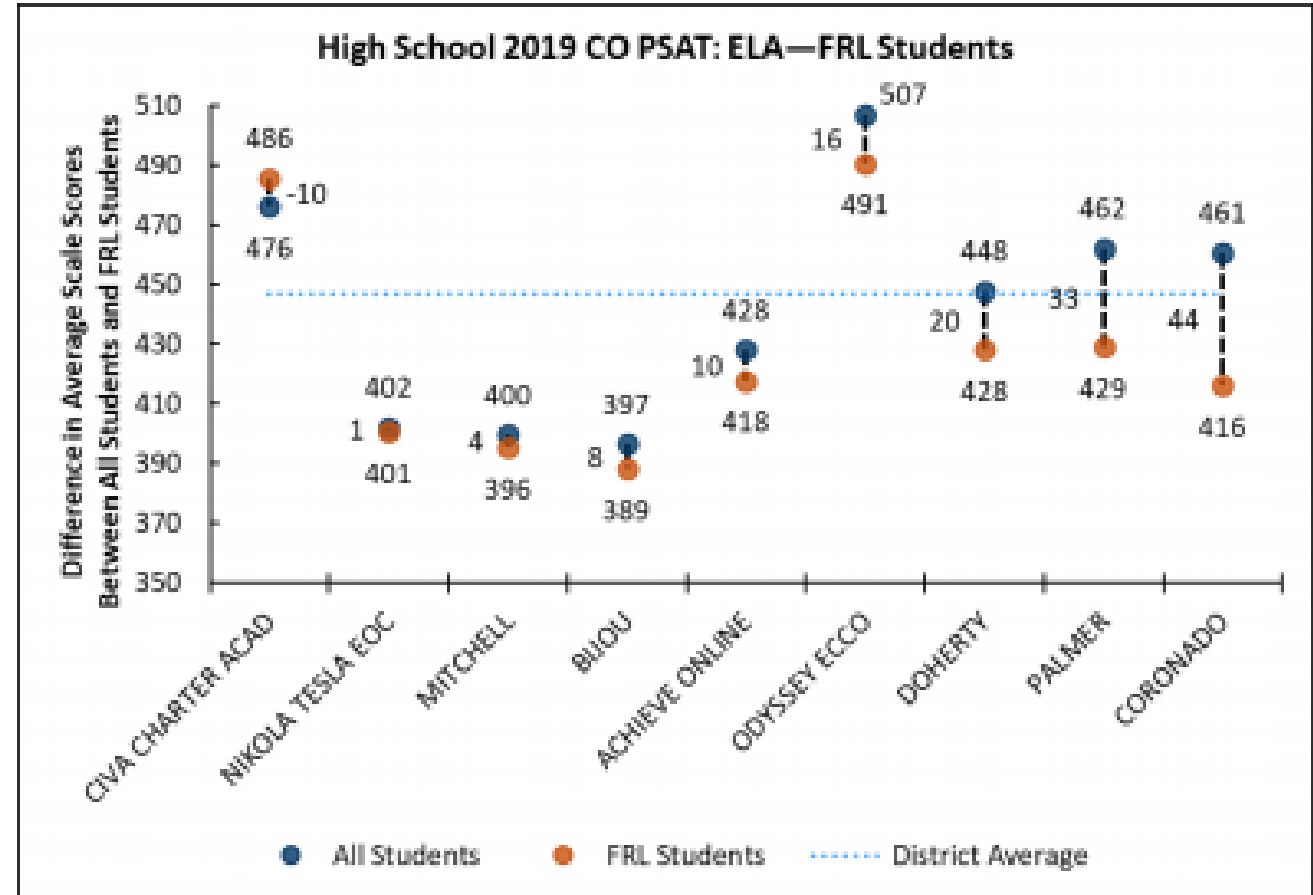
Gaps Between Elementary Schools In the Average Scale Score:
2019 CO CMAS - Math



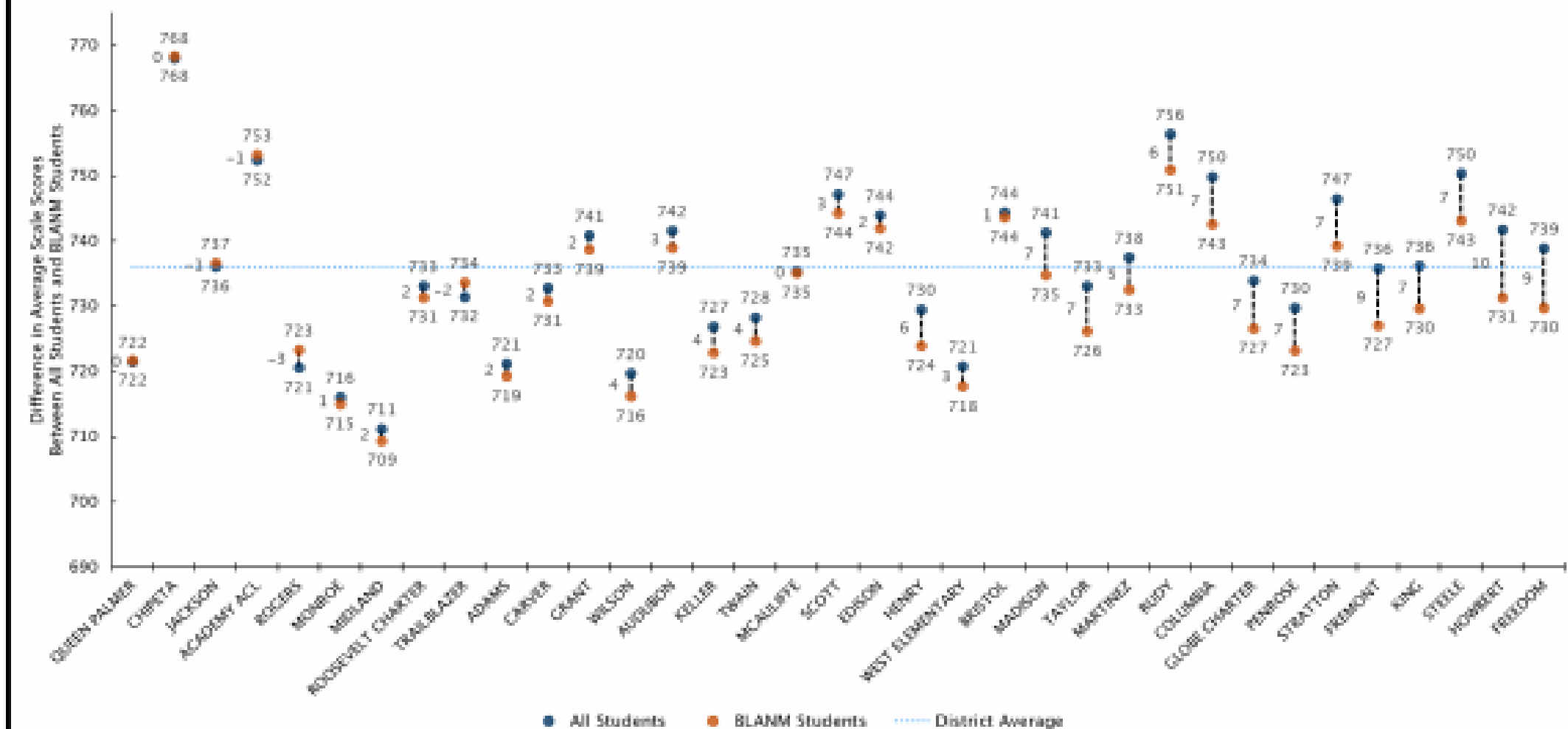
Gaps Between Elementary Schools In the Average Scale Score:
2019 CO CMAS - ELA



Gaps Within Schools



Elementary School Math 2019 CO CMAS: BLANM Students

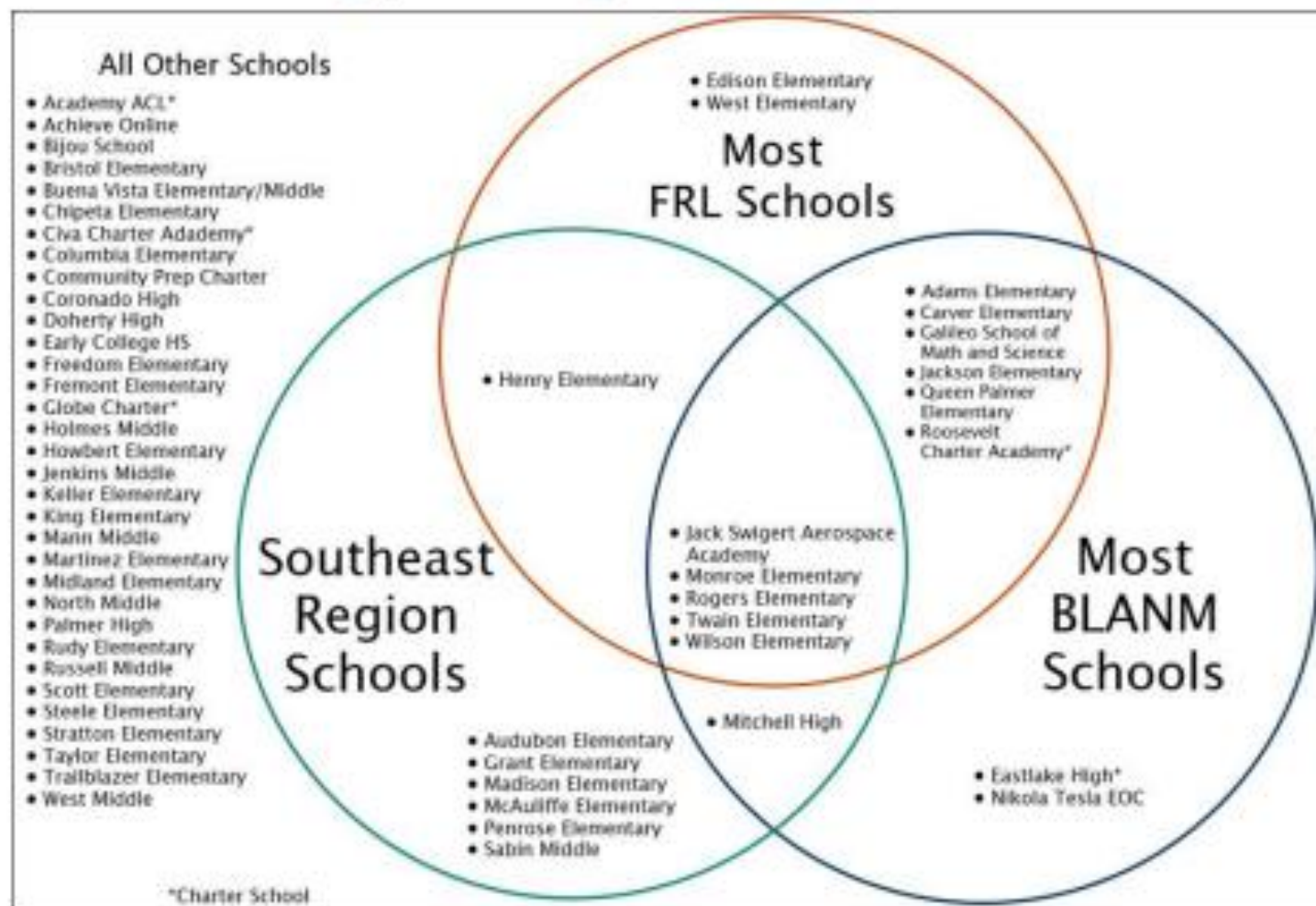


A young Black girl with her hair in two pigtails, wearing a pink shirt, is in the foreground with her right hand raised high. She is looking towards the camera with a slight smile. In the background, other students are visible, some with their hands raised, in a classroom setting. The text 'Finding One' is overlaid in white on the girl's face and shirt.

Finding One

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

Exhibit 4. District Demographics Venn Diagram



Finding One

Pages 13-18

- Students in the concentrated schools are performing worse than their peers in other schools in every category.
- The gaps are persistent across all grade levels.

Concentration and Student Achievement

Research indicates that racially segregated, high-poverty schools have a negative association with a student's academic achievement.

Exhibit 9. Rates of BLANM Students in CSSD11 Schools Students

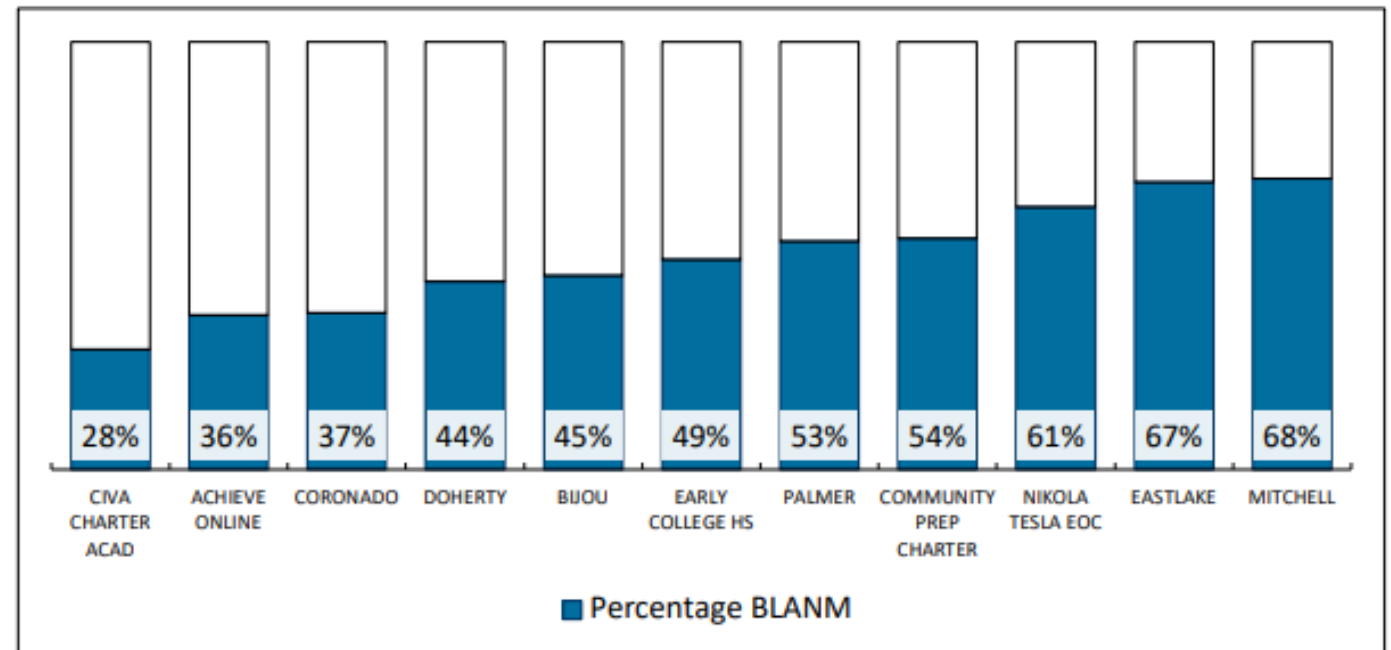


Exhibit 10. Development of Gaps in Concentrated Schools Between Elementary and High School

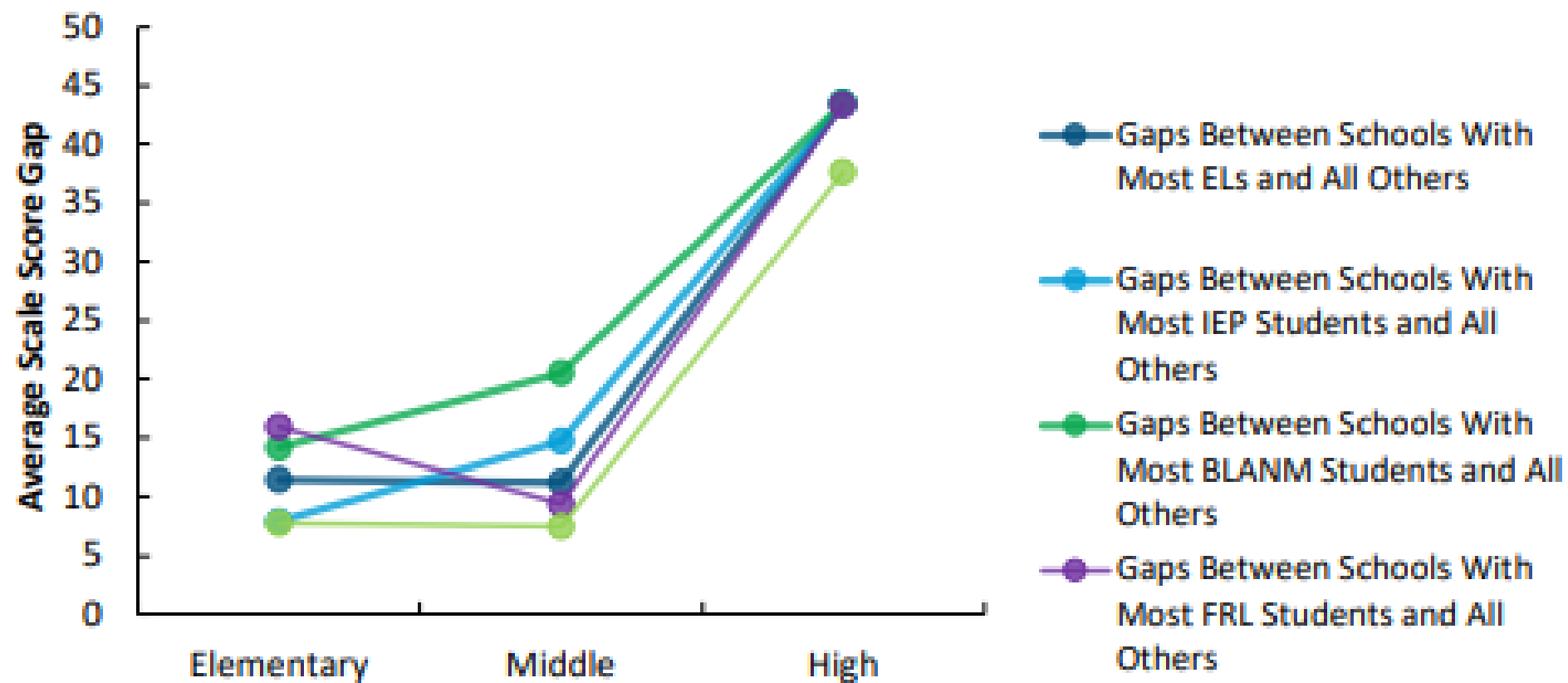
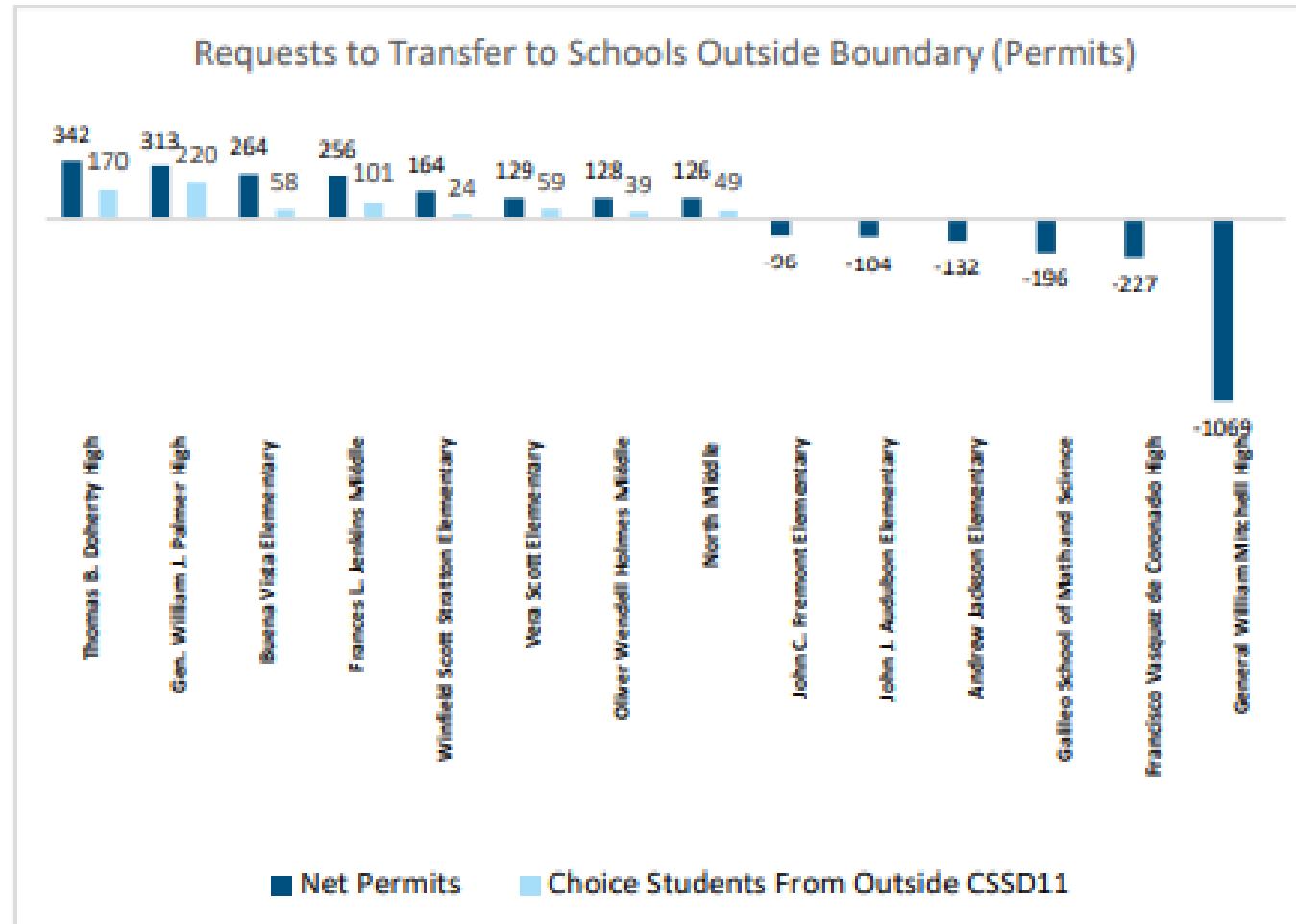


Exhibit 11. Schools With the Most and Least Requests to Transfer From Zoned School by School (Permits)



Concentration: School Choice and Climate

Students in highly concentrated schools were more likely to report that they are not taken seriously, being bullied, and are more worried about crime and violence.

Students in highly concentrated schools believed their schools were more hostile environments as compared to students in other schools.

Teachers in highly concentrated schools were more likely to believe that their schools were violent, and that students and parents were not engaged.

MHS has more than 1,000 families opting to not enroll despite the fact they are zoned to the school.

The northern and more wealthy part of the district is utilizing choice.



Finding Two

Concentrated Schools Spend More
Overall but Less on Teachers'
Salaries

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

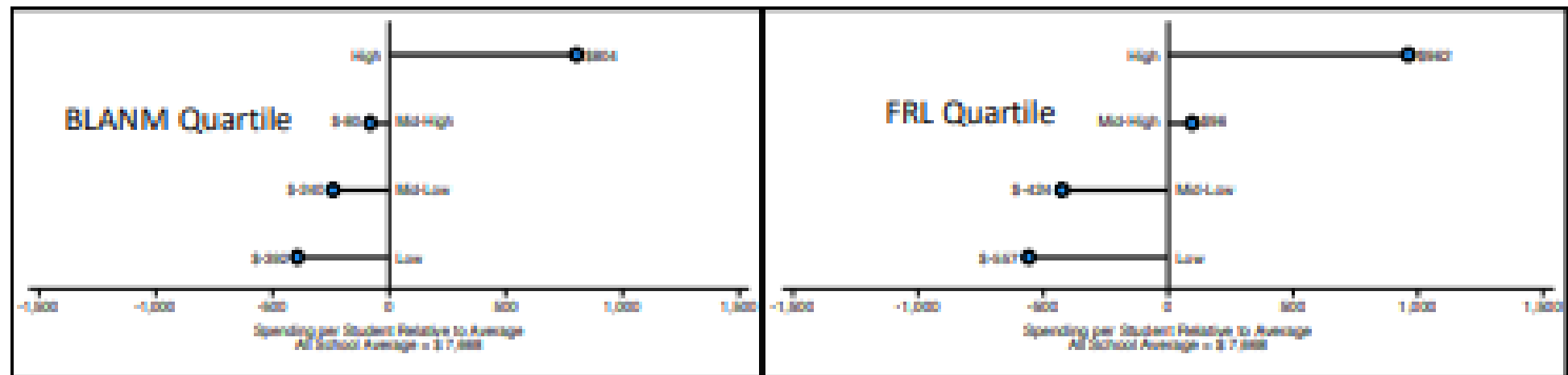
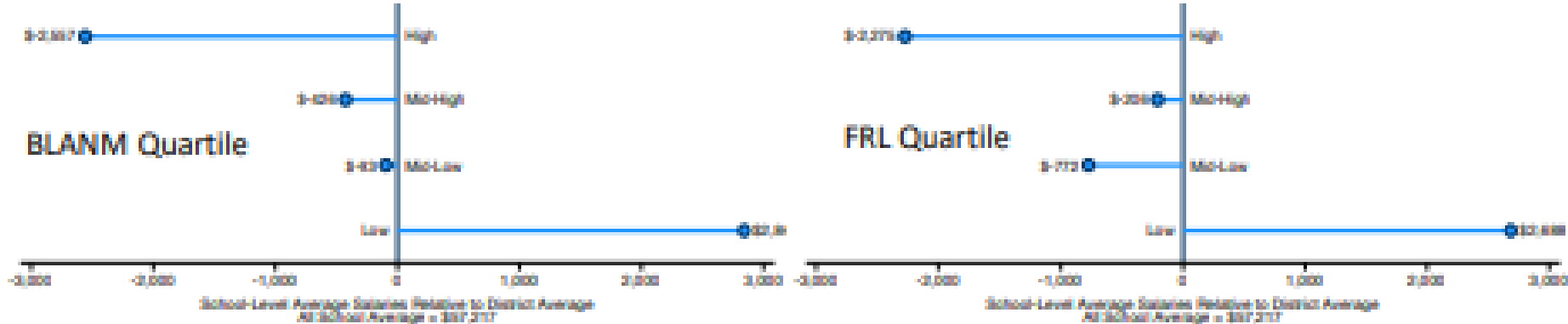


Exhibit 14. Average Teacher Salaries by BLANM and FRL Quartiles



Finding Two

What the Research Says

- Research on school spending indicates that school districts should spend at least 1.75 times more on students living in poverty.
- Increased student spending improves student outcomes.
- More funding resulted in increased test scores in low-income schools, but not necessarily in affluent schools.

The Reality in D11

- Administrators, teachers, and students have identified inequities in access to resources and a lack of strategy for equitable distribution.
- Schools with the highest FRL population receive on average an additional \$962 per student from the district.
- Schools with the highest non-white population receive on average an additional \$804 per student from the district.
- The schools in the top FRL quartile spend, on average, \$2,275 less on teacher salaries.
- Schools in the top BLANM quartile spend \$2,557 less.
- 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.
- Teachers' experience and salary ranges are lower at schools with higher enrollment of non-white students, FRL, and EL populations
- Teachers have reported having a more challenging job at concentrated schools.

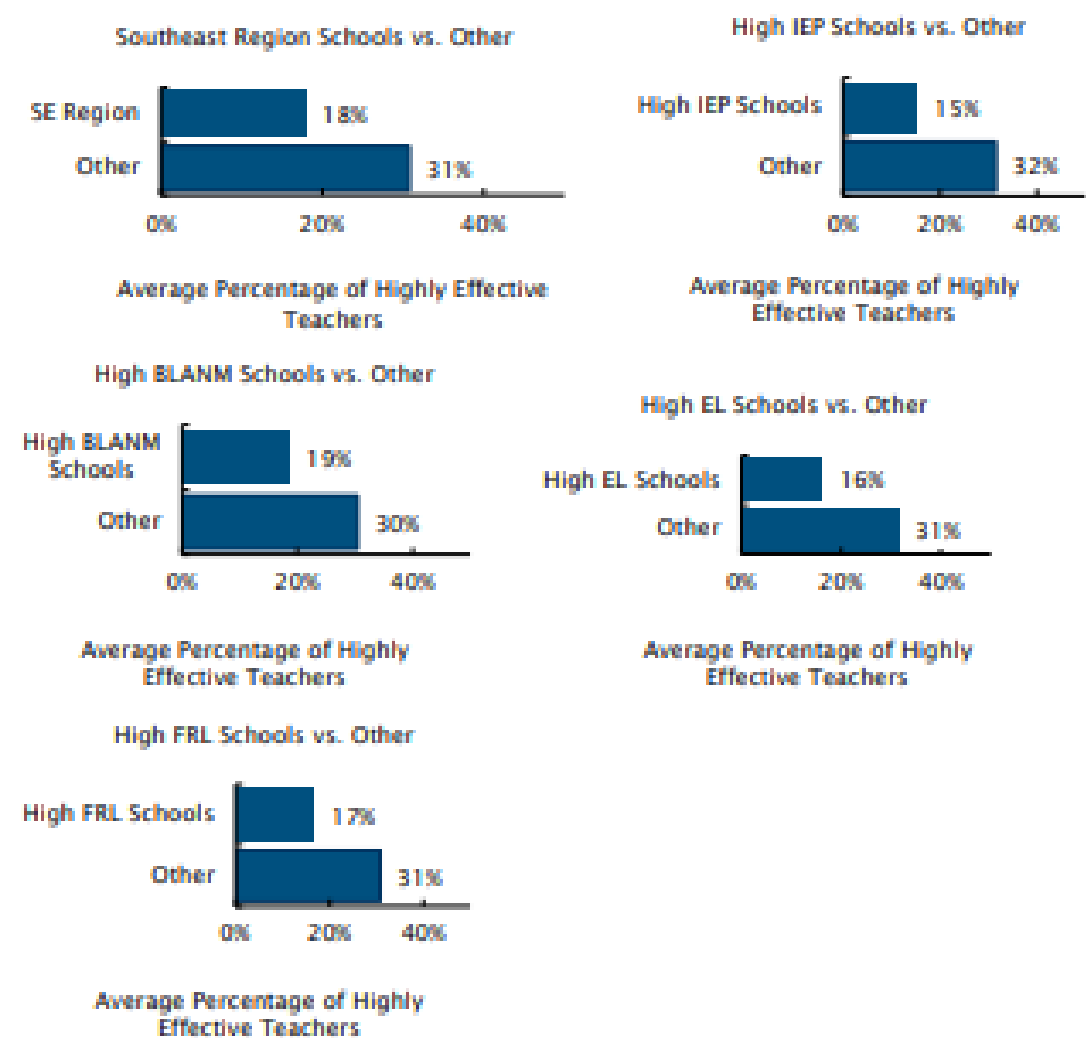


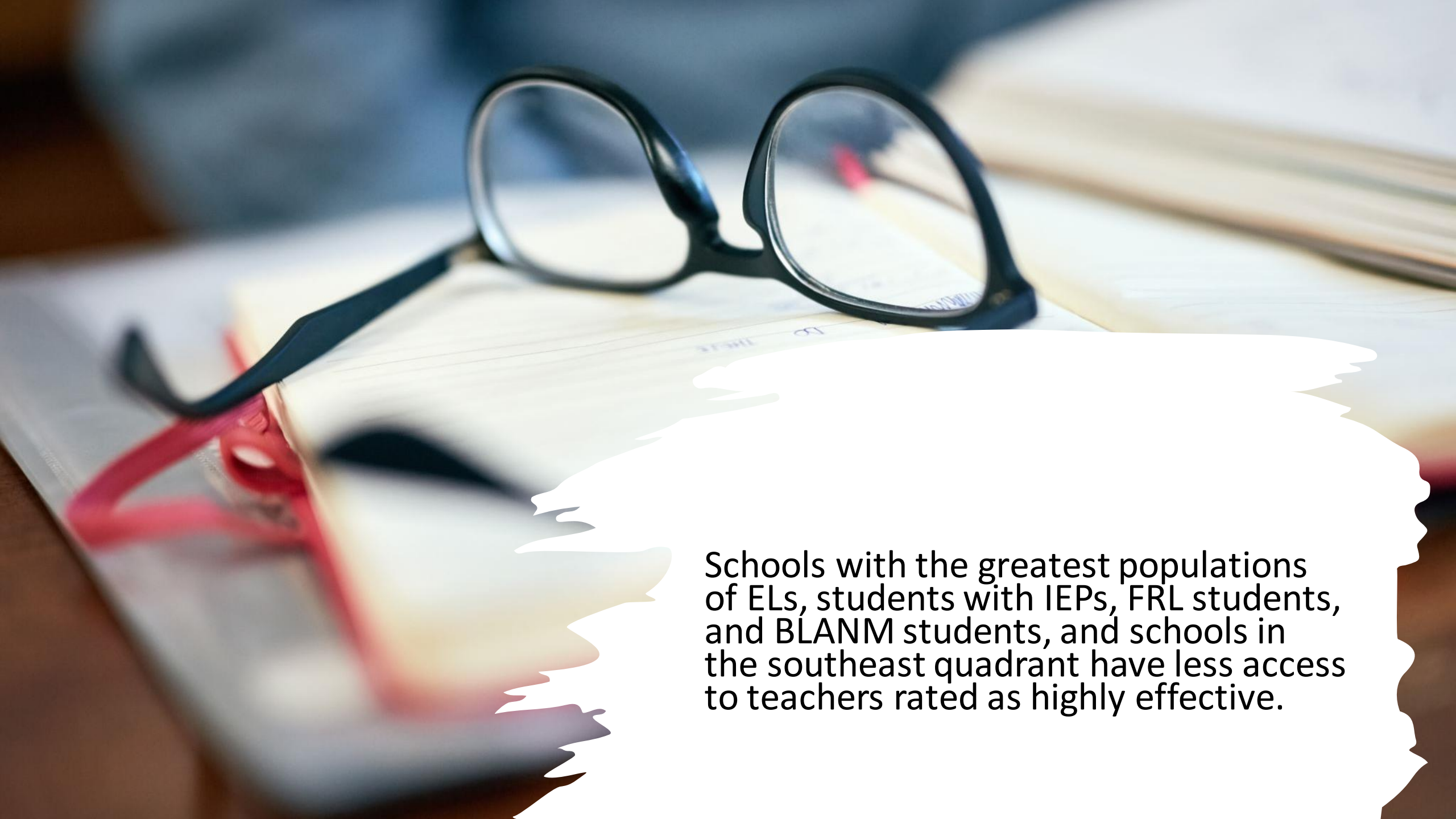


Finding Three

Access to Highly Effective and
Well-Paid Teachers Is Inequitable

Exhibit 15. Teacher Quality by Group





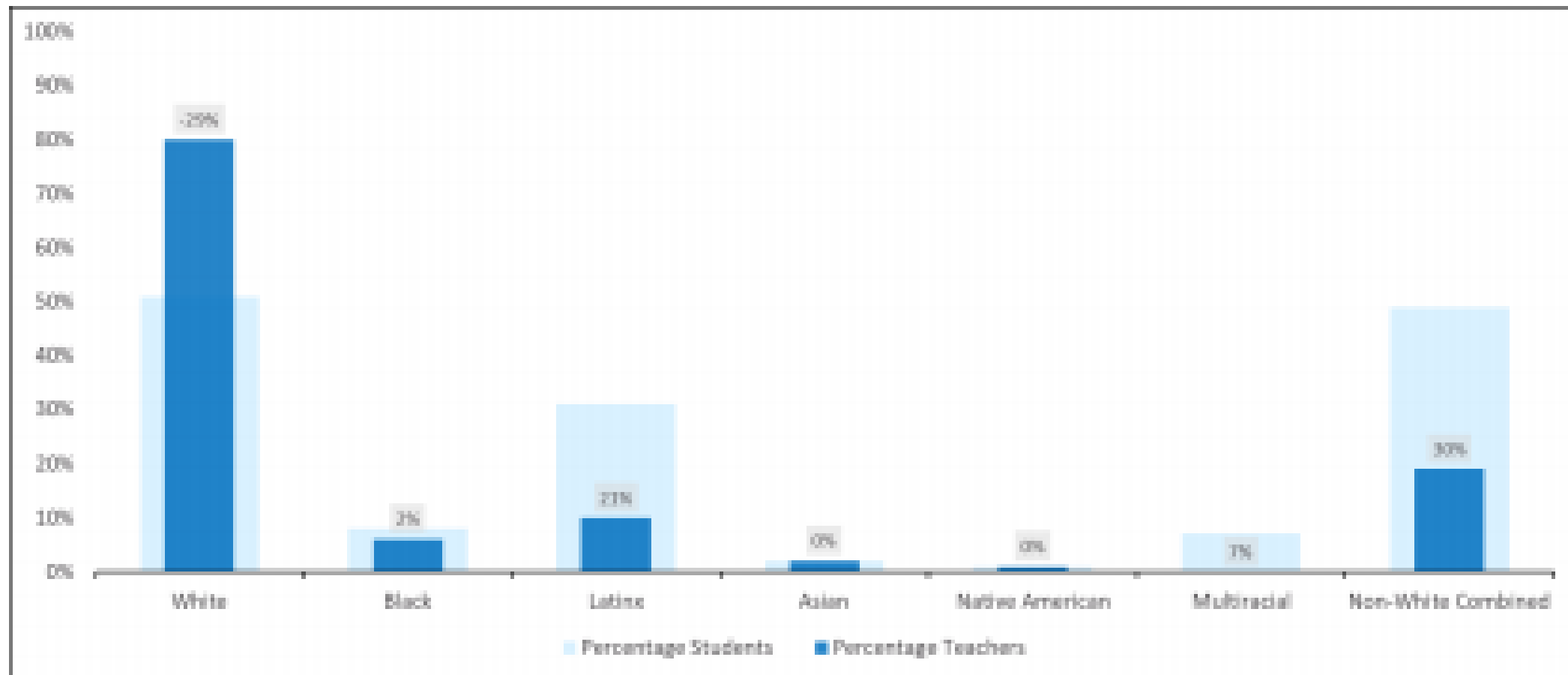
Schools with the greatest populations of ELs, students with IEPs, FRL students, and BLANM students, and schools in the southeast quadrant have less access to teachers rated as highly effective.

A photograph of a diverse group of students and a teacher. In the center, a middle-aged man with grey hair and a white shirt under a grey sweater is smiling broadly, holding several colorful folders. Behind him and to the sides are several young people of various ethnicities, all smiling. The background shows a bright classroom with large windows.

Finding Four

Access to Teachers Who Reflect
Students' Racial Groups Is
Inequitable

Exhibit 17. Parity Gaps in Educator Diversity



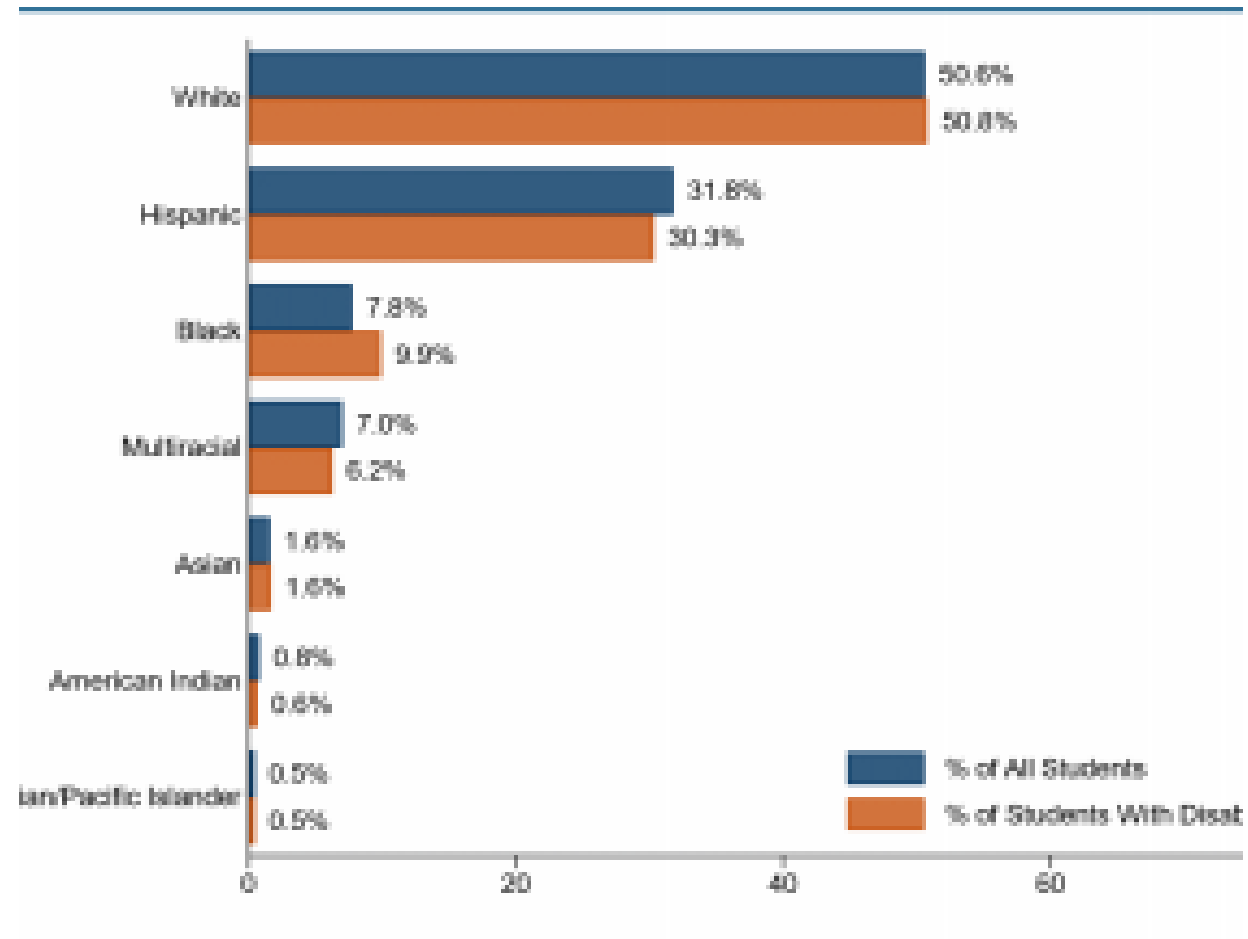
Research ties access to teachers of the same race as their students to improved student outcomes, including test scores, college enrollment and attainment, dropout rates, and other important student outcomes (Carver-Thomas, 2018; Villegas & Irvine, 2010).



Finding Five

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

1. Percentage of All Students Compared With the Percentage of Students With Disabilities by Race



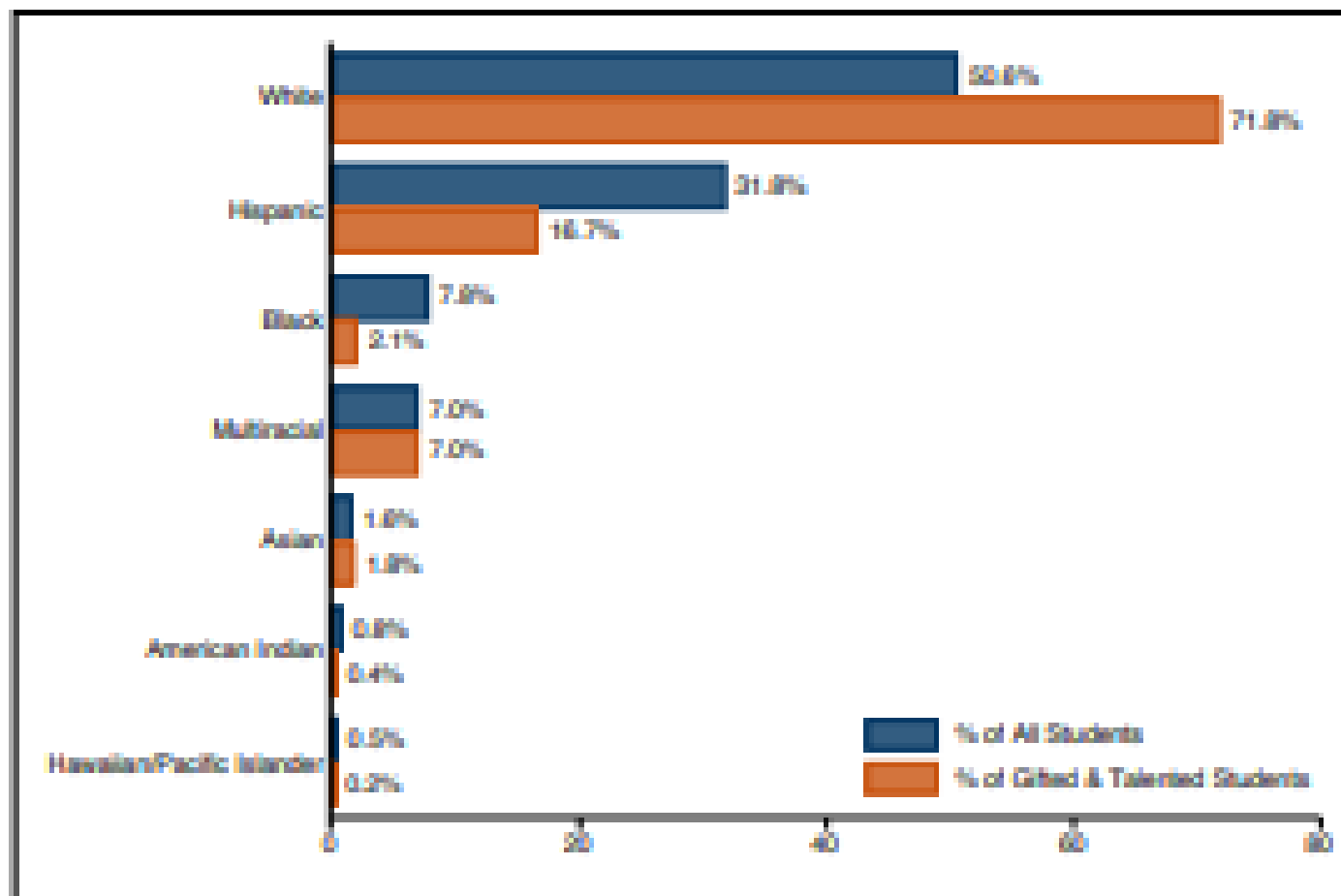
Special Education and Finding Five

In CSSD11, disproportionate identification for special education services is not a major concern.

Data indicates that BLANM students are identified with a disability at a rate only 2.9 percentage points higher than that of other students.

The SPED Department in D11 has promising practices that we might want to replicate.

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



Gifted and Talented & Finding Five

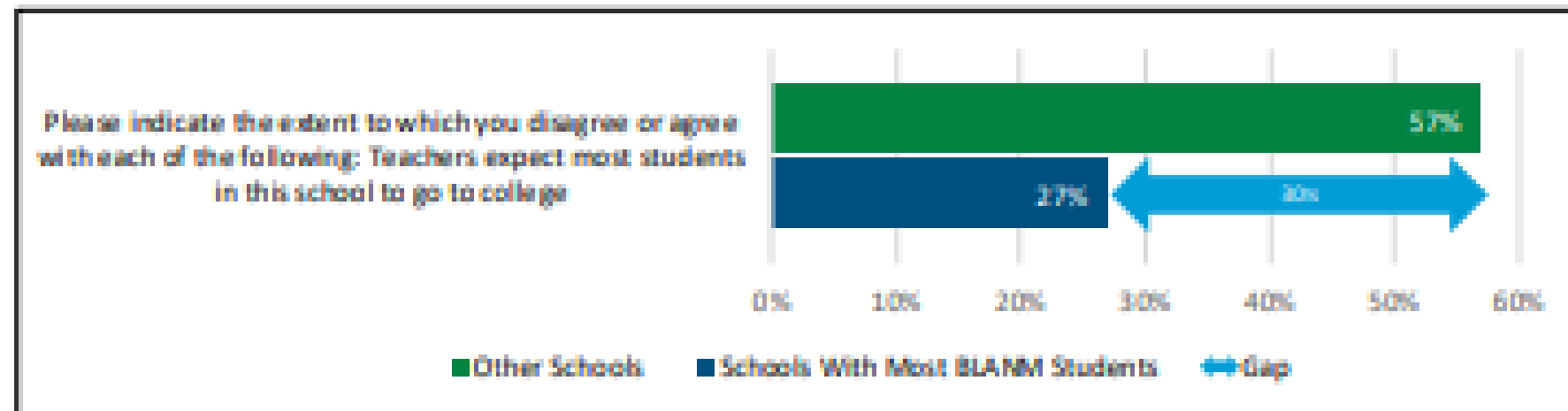
- Black, Latinx, Native American, and FRL students, especially in the southeast region, are under-identified for GT programs.
- White students represent 50.6% of the student population but 71.8% of the students in GT programs.
- White students are 2.48 times more likely than other students to be identified for GT programs.
- 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.
- 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.
- Schools with the most FRL students are identifying students for GT programs at a rate 5.5 percentage points below the district average.

A photograph of a classroom. A Black male teacher with a beard and glasses, wearing a blue denim shirt and maroon pants, stands in the center. He is looking towards the camera with a slight smile. In the foreground, a young Black male student with glasses is seated at a desk, looking down at a paper. Other students are visible in the background, some looking at papers. The text 'Finding Six' is overlaid in white on the teacher's shirt.

Finding Six

Teacher Bias Potentially Drives
Disproportionality and Can
Contribute to Achievement Gaps

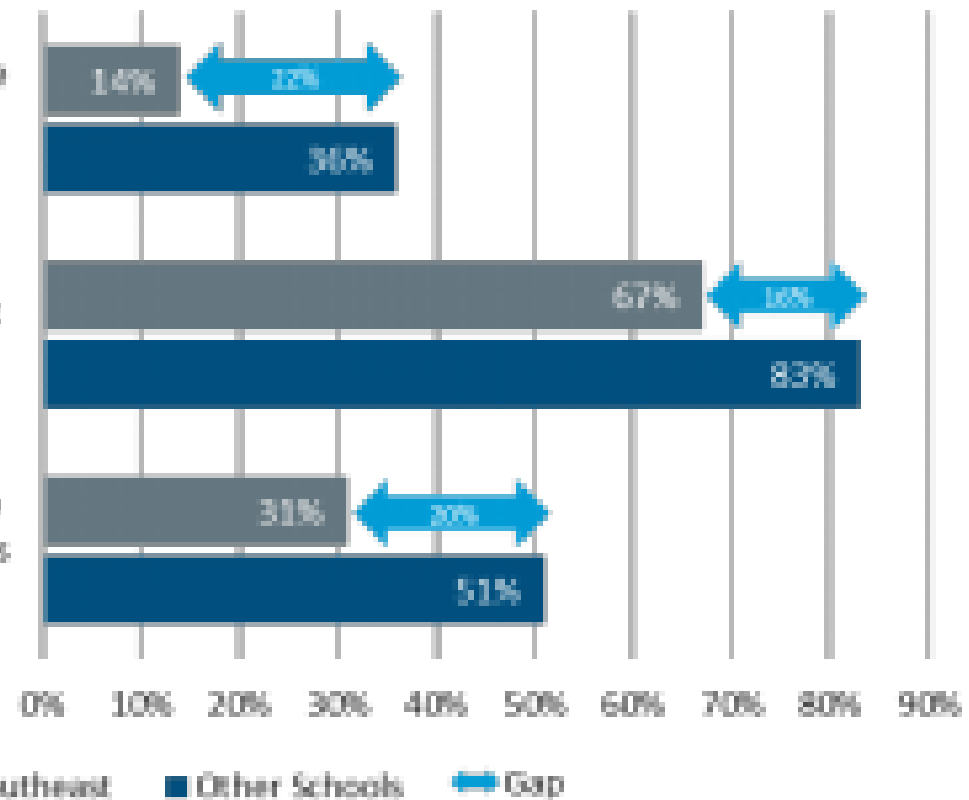
Exhibit 20. Differences in 5Essentials Teacher Survey Questions Regarding Teachers Beliefs Between Schools With Most BLANM Students and Others, Plus Schools in the Southeast Region



Please indicate the extent to which you disagree or agree with each of the following: Most of the students in this school are planning to go to college.

Please indicate the extent to which you disagree or agree with each of the following: Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

Please indicate the extent to which you disagree or agree with each of the following: Teachers expect most students in this school to go to college.





Teacher Bias

- 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.
- 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
- 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.
- Teachers in schools in the southeast region were 19 to 22 percentage points fewer positive beliefs than among teachers in other schools.

Additional Key Findings

Parents from focus groups expressed problems concerning school or district communication clarity, access, input, and follow-up and reliance on online platforms.

Teachers and administrators from focus groups cited a lack of engagement from families of non-English-speaking students.

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.

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.

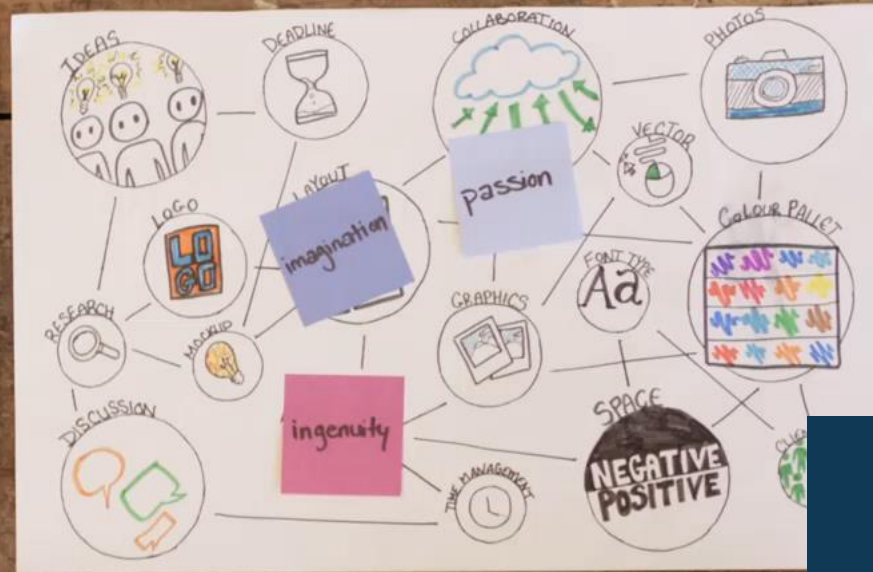
Schools with the most BLANM students refer to these students to discipline more than students from other racial backgrounds.

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.

CSSD₁₁ Equity Audit

Strategies 2021-22 SY





Strategy One

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

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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 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 developing 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.

Findings and Root Causes

There is inequitable access to highly effective and well-paid teachers.

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

There is inequitable access to teachers who reflect students' race.

- ✓ Teachers of color lack mentorship in the schools, including by principals, teacher coaches, etc.
- ✓ Low teacher pay disproportionately 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.



Strategy Two

Provide professional development on culturally responsive pedagogy.

Strategy Two

Provide professional development on culturally responsive pedagogy.

- ✓ 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).

Findings and Root Causes

There are disproportionalities in assignment to gifted and talented programs and discipline and proportionate assignment to special education (SPED).

- ✓ 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.

There is evidence of bias in teachers' beliefs and expectations.

- ✓ 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.



Strategy Three

Provide professional development on mindsets/beliefs and implementing Multi-tiered systems of support (MTSS).

Strategy Three

Provide professional development on mindsets/beliefs and implementing Multi-tiered systems of support (MTSS).

- ✓ Research finds that addressing disproportionality is complex. Not only are systemic changes needed; so are changes to beliefs and mindsets by decisionmakers.
- ✓ Fergus (2016) names three mindsets that tend to prevail in districts with disproportionality: deficit mindset, colorblindness, and poverty-disciplining.
- ✓ MTSS is a preventative framework using evidence-based practices and intervention to address the needs of students at risk of negative academic, social and/or behavioral outcomes. Data-based decision making is at the heart of MTSS and provides opportunities for schools to remove systemic barriers and improve teaching and learning for all students.
- ✓ A strengths-based mindset and culturally sustaining practices within MTSS are key to addressing disproportionality and increasing equitable outcomes (Jackson, 2021).

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Questions, Comments, Concerns

Thank you for your engagement
and time. 😊