

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

**District Accountability Committee  
Full DAC Committee Meeting**

Thursday, May 13, 2021  
6:00 – 8:00pm  
Via WebEx

1. Welcome/Introductions– Velvet Stepanek, DAC Chair– 5 minutes
2. Spotlight – New Mitchell Administration – 15 minutes
3. Equity Audit Update – Alexis Knox-Miller/AIR Consultants – 35 minutes
4. Membership Updates – Joseph Mezzofante – 10 minutes
5. Election for DAC Chair/Vice Chair – Velvet Stepanek – 5 minutes
6. DAC Charge Review – Velvet Stepanek – 10 minutes
7. Budget Subcommittee Update – Michael Reyes – 10 minutes
8. Training & SAC Support Subcommittee Update – Lyman Kaiser – 10 minutes
9. Accreditation Subcommittee Update – Jane Tucker – 10 minutes
10. Final DAC Report Update – Velvet Stepanek – 5 minutes
11. Closing – Velvet Stepanek – 5 minutes

# Colorado Springs School District 11

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## Equity Audit

Etai Mizrav | Dia Jackson, EdD

Findings From Co-interpretation Event | May 2021

# Meet the Presenters

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**Dia Jackson, EdD**



**Etai Mizrav**

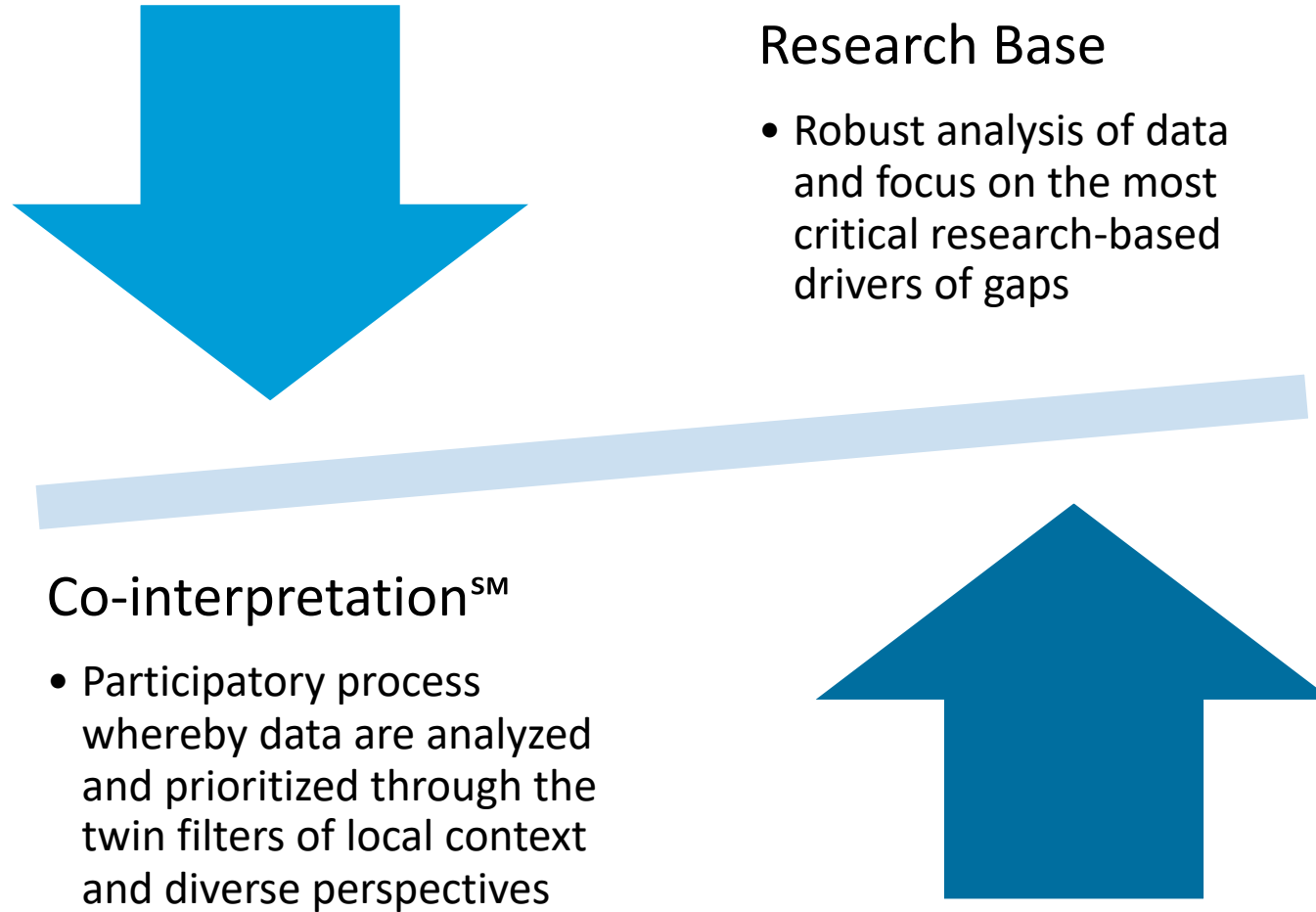
# Agenda

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1. Review Equity Audit and Co-interpretation Process
2. Present Select Data Findings
3. Open Discussion

# The AIR Approach: Balancing Rigorous Research Base With Co-interpretation<sup>SM</sup>

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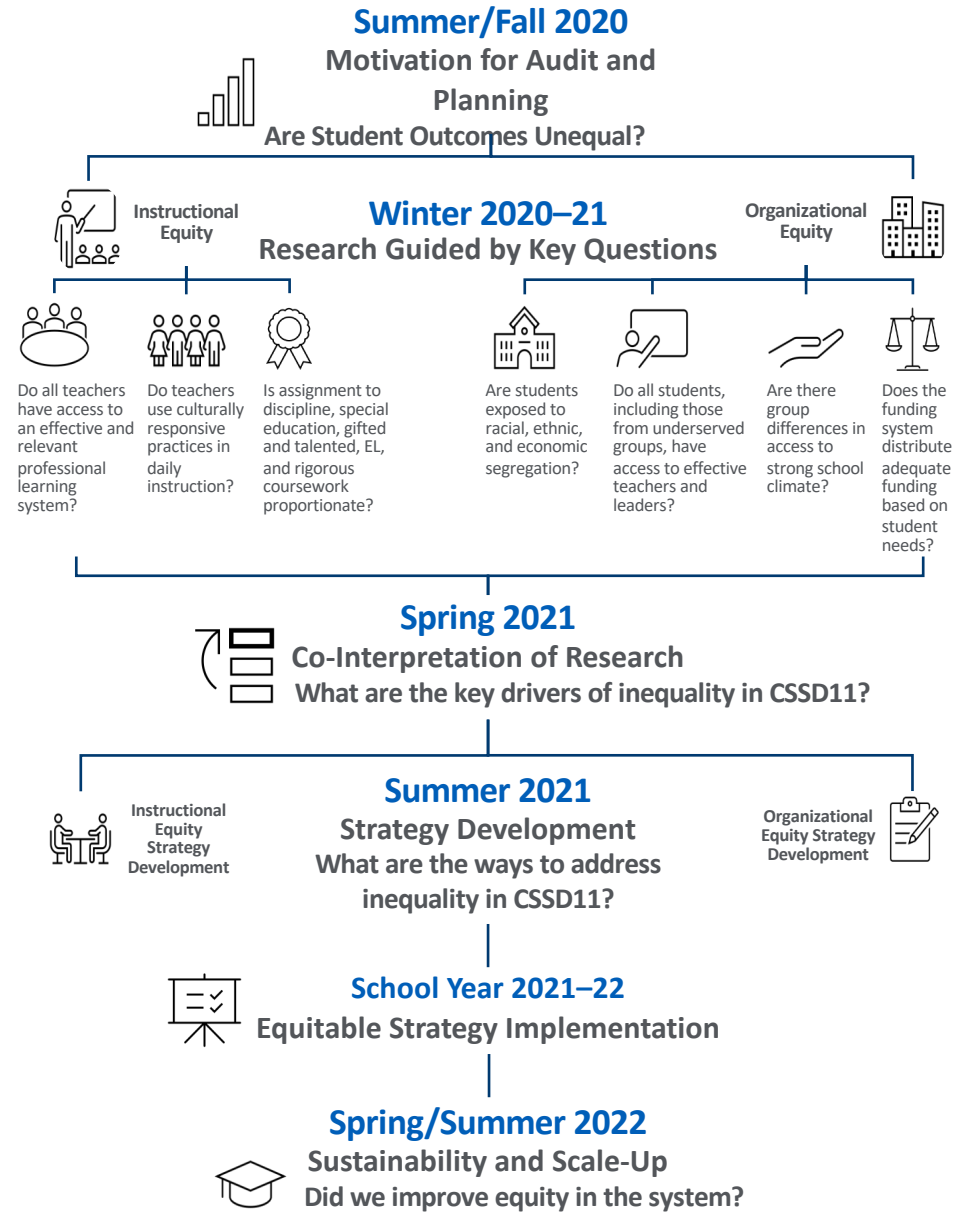


# Diverse and Representative Interpretation of Data

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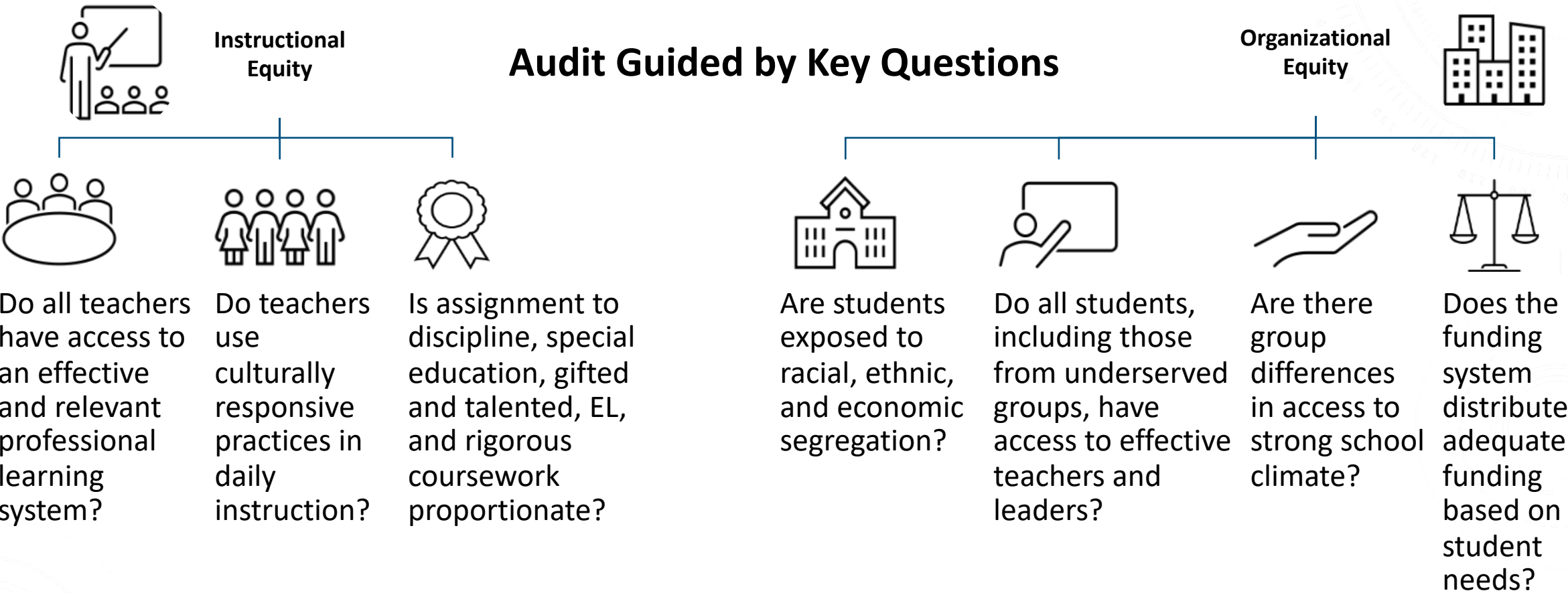


# The CSSD11 Equity Audit Process



# Guiding Questions

## Audit Guided by Key Questions

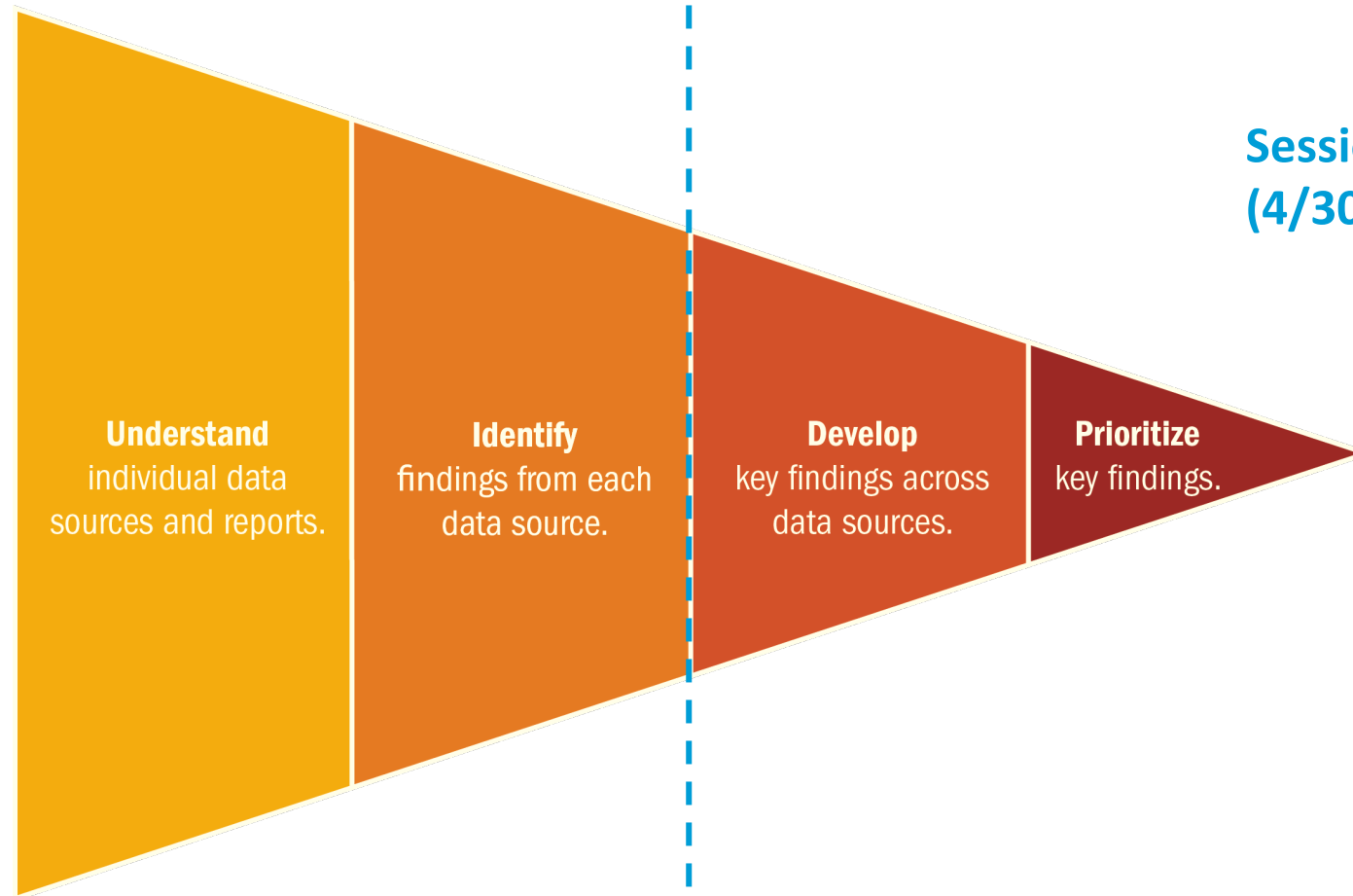




# Co-Interpretation Activities

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## Session 1 (4/29)



## Session 2 (4/30, 5/5)

# Review of Select Findings

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# Co-interpretation Outcomes

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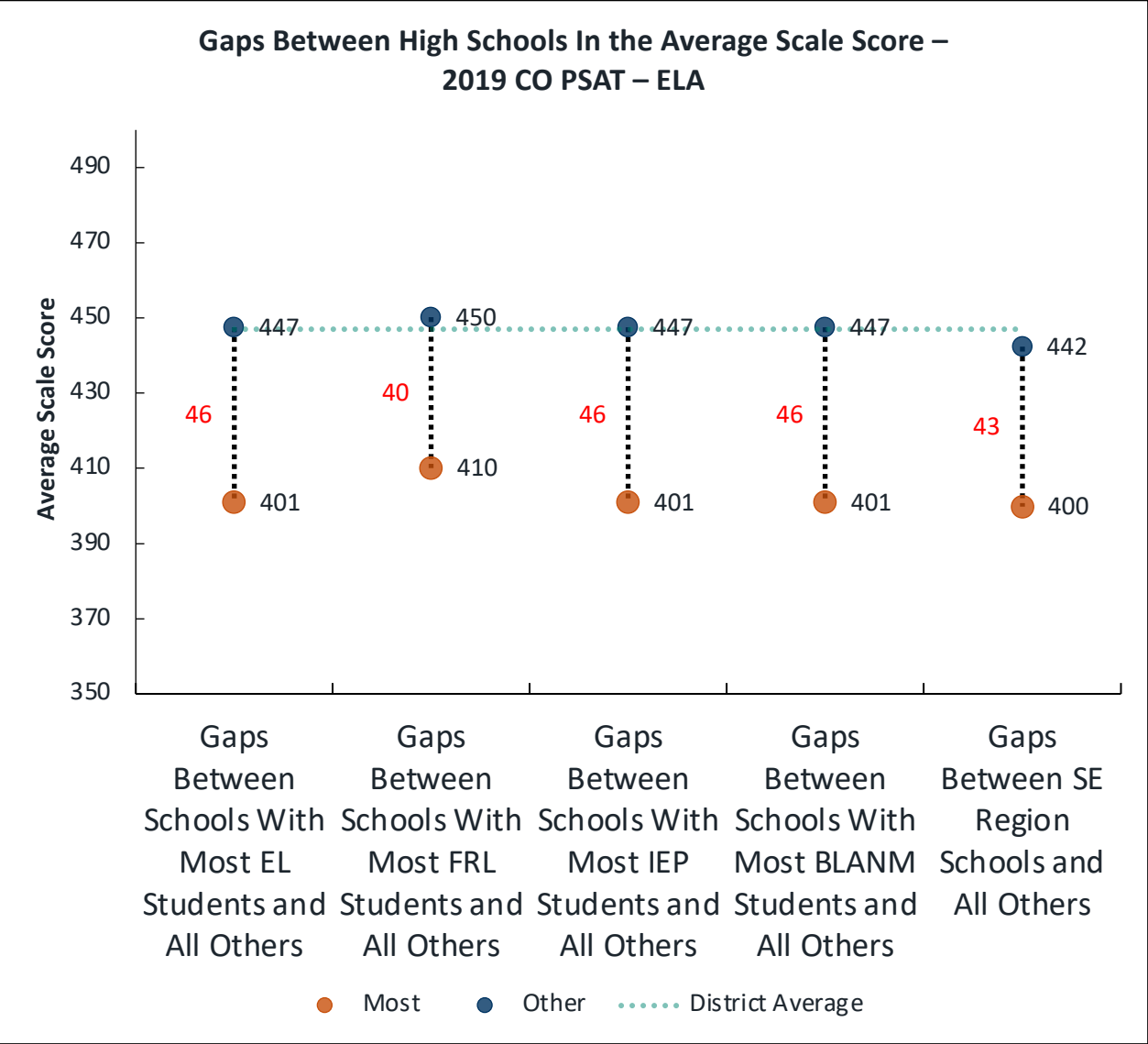
- 37 community stakeholders participated in the co-interpretation process.
- 44 key findings were developed and highlighted.

*Note.* Placeholder for notes, sources, and permissions (if needed). “*Note.*” (including a period) is italicized.

# Key Findings

- The highest concentrations of students identified as BLANM, FRL, EL, and/or IEP attend schools in the southeast region of District 11.
- Declining enrollment in District 11 is disproportionally concentrated at the elementary level. The decline affects some schools more than others.
- 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.
- Schools with higher enrollment of students identified as BLANM, IEP, EL, or FRL perform lower academically, spend more per student, and spend less on teacher salaries.
- Data from administrative records is incongruent with teachers' and students' reported perceptions of high levels of disrespect, disorder, and threats at schools with high FRL, BLANM, and EL populations.

*Note.* Placeholder for notes, sources, and permissions (if needed). “*Note.*” (including a period) is italicized.

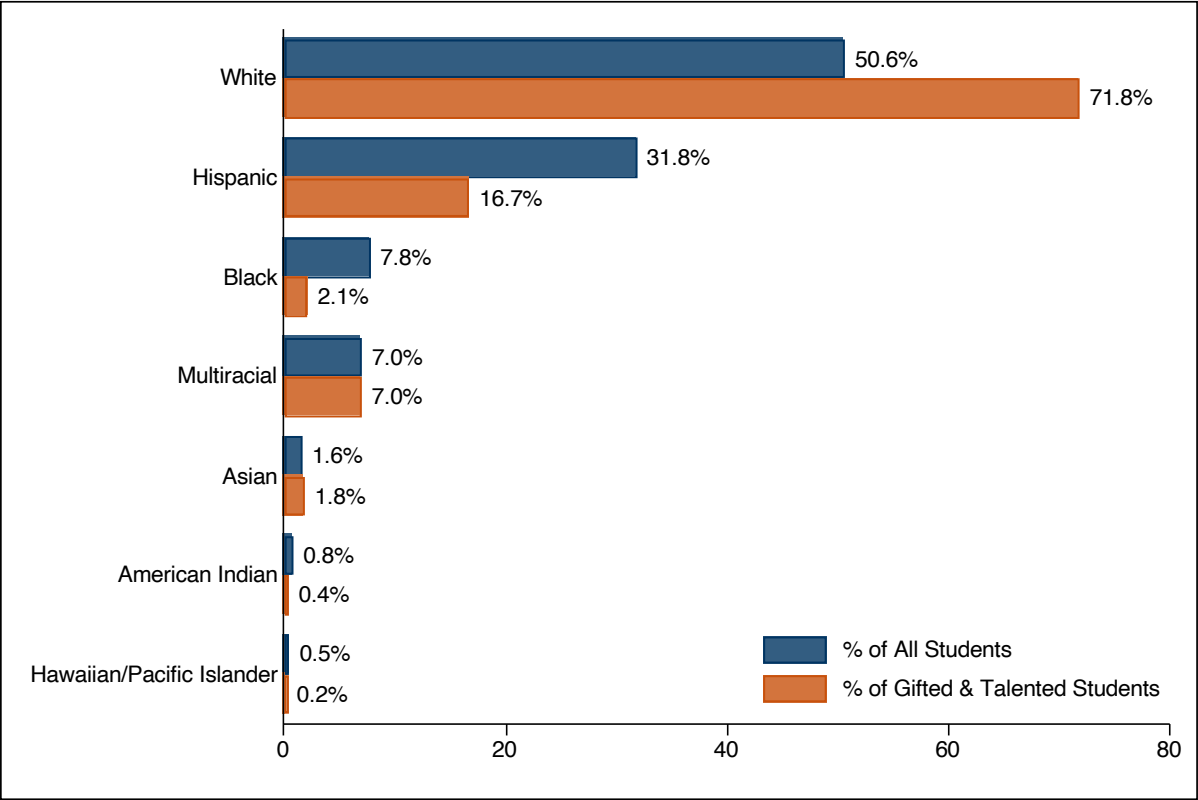


# Key Findings

- **BLANM students are referred to discipline more than other students.**
- **White students and Asian students are overrepresented in GT, while Black, Hispanic, students in the Southeast, and students at schools with the most FRL are underrepresented in GT.**
- **In comparison to other schools, teachers from schools the most students who belong to subgroups (students with IEPs, FRL, SE Region, and BLANM students) believe/agree that students are approximately 12 to 32 percentage points less prepared or likely to go to college.**

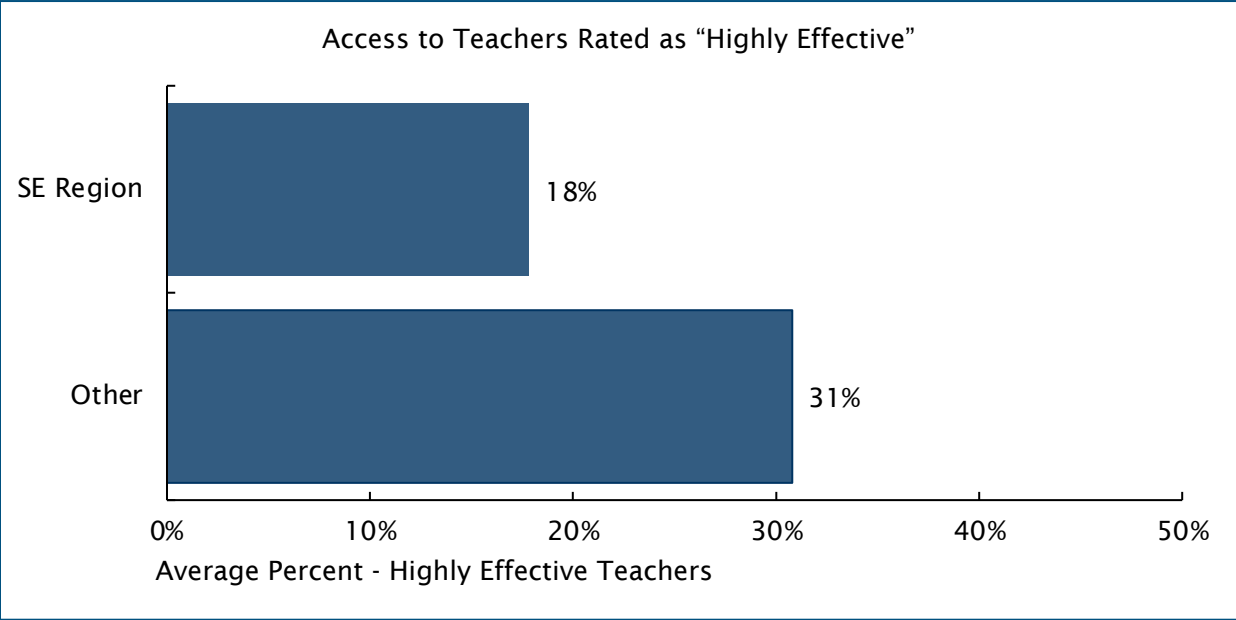
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Percentage of All Students and Percentage of Gifted and Talented Students by Race



# Key Findings

- Despite higher spending in schools with higher FRL, teachers, parents, and students identified issues in equality of access to resources.
- Teachers from the Southeast region, as well as teachers from schools with the highest percentage of FRL, EL, IEP, and BLANM populations, are from 10.8 to 16.8 percentage points less likely to agree that parents are partners in supporting the education of their child.
- ESL, IEP, FRL, and BLANM students have less access to highly effective teachers and college support compared to other schools in the district.



*Note.* Placeholder for notes, sources, and permissions (if needed). “*Note.*” (including a period) is italicized.

Etai Mizrav

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