GREAT THINGS ARE BROUGHT ABOUT AND BURDENS ARE LIGHTENED THROUGH THE EFFORTS OF MANY HANDS ANXIOUSLY ENGAGED IN A GOOD CAUSE.

ELDER M. RUSSEL BALLARD
Goals

• To provide an update about the equity work in DMPS.

• To share how Central Academy is using data to improve equity within the program.
Intentional about Language

Cultural Proficiency is a skill…

*Equity is our end goal!*
Focus

2016-2017

• Build foundational structure for work
• Focus on leadership team

2017-2018

• Create structure for building level support
• Integration of Equity & Schools for Rigor
Structure & Resources

- Team
- AEA support
- Alignment with the Evaluation Team
- Equity Leads
Equity Plan: Systemic action plan & monitoring of leading indicators – short term

Male of Color Report: Monitoring of lagging indicators – long term
1. Create the Foundation
2. Professional Learning
3. Community Collaboration
4. Family Engagement
5. Youth Leadership
6. Expanded Learning Opportunities
7. Student Health & Safety
Equity Vision

At the Des Moines Public Schools:

• We are committed to ensuring an equitable educational experience for all.

• We strive to live inclusively by embracing the diversity of race, ethnicity, gender, gender identity and/or expression, sexual orientation, socio-economic status, religion, ability level, age, citizenship status, military or veteran status, and language.

• We believe that when we engage families and the community as authentic education partners, the learning becomes more dynamic, and students can grow academically, socially, and emotionally.
### School Equity Profile

The School Performance & Equity Profile is a comprehensive tool to help schools focus on strengths and areas for targeted improvement. The profile guides schools in setting priorities for improvement with specific groups of students. This tool is color-coded based on the school's level of performance in the categories below.

#### Student Demographics (ADM)

<table>
<thead>
<tr>
<th>Category</th>
<th>Student Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students</td>
<td>399</td>
<td>64.5%</td>
</tr>
<tr>
<td>ELL</td>
<td>21.9%</td>
<td></td>
</tr>
<tr>
<td>Black or African American [AA]</td>
<td>15.7%</td>
<td>1.67%</td>
</tr>
<tr>
<td>Asian [A]</td>
<td>12.7%</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander [PI]</td>
<td>0.00%</td>
<td>48.52%</td>
</tr>
<tr>
<td>Two or more races [TM]</td>
<td>0.02%</td>
<td>7.92%</td>
</tr>
</tbody>
</table>

#### Summary of Tiers

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Tier 3</td>
<td>Tier 4</td>
</tr>
<tr>
<td>Passing</td>
<td>Tier 4</td>
<td>Tier 3</td>
</tr>
<tr>
<td>Belonging</td>
<td>Tier 3</td>
<td>Tier 3</td>
</tr>
</tbody>
</table>

#### Equity Measures

<table>
<thead>
<tr>
<th>Category</th>
<th>STATUS</th>
<th>GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math % Meeting RMP CCR</td>
<td>62.10%</td>
<td>67.69%</td>
</tr>
<tr>
<td>Math % Meeting 4th Grade CCR</td>
<td>61.19%</td>
<td>61.12%</td>
</tr>
<tr>
<td>% Part B or LC B/2 EL</td>
<td>80.02%</td>
<td>91.58%</td>
</tr>
<tr>
<td>% on Grade Level/Proficient</td>
<td>70.50%</td>
<td>70.50%</td>
</tr>
<tr>
<td>Attendance</td>
<td>82.11%</td>
<td>82.11%</td>
</tr>
<tr>
<td>% Chronically Absent (CAP)</td>
<td>1.80%</td>
<td>1.80%</td>
</tr>
<tr>
<td>Delinquent Offense</td>
<td>2.27%</td>
<td>2.27%</td>
</tr>
<tr>
<td>Self-reported Student Engagement</td>
<td>69.50%</td>
<td>69.50%</td>
</tr>
<tr>
<td>Self-reported Student Impact</td>
<td>60.00%</td>
<td>60.00%</td>
</tr>
</tbody>
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Des Moines Public Schools
Equity Analysis Framework

1) Who benefits or is advantaged by the current system? What is the impact on this group of people?

2) Who is disadvantaged? What is the impact on this group of people?

3) How is it a systemic and/or institutional issue?

4) How does it represent our Equity Vision? How is it out of line with our Equity Vision?

5) Why hasn’t it been addressed? Or, how has it begun to be addressed?
Equity Analysis Framework

Additional questions to use to help find the solution to the issue:

- How is this culturally informed or influenced?

- Who else should be included from our school community?

- How can our actions maximize educational benefit to more students while minimizing unmet educational needs or disadvantages?
All means All…

How do your policies include ALL when there are special programs for SOME?
What are some measures you could include in an Equity Report at your school?
Central Academy provides additional services for students in comprehensive schools by offering the Gifted Core Pathway and unique AP, IB & World Language courses.

Our Gifted Core Pathway fosters academic excellence through the challenge of compacted curricula by offering acceleration and enrichment for students who demonstrate early readiness for advanced work.

Students, especially those under-represented in gifted programs, develop competence, connection, and confidence as they embrace challenging coursework.
Underlying Premise:

GT students are in every demographic group in equal proportions.
Data Quiz!

How do the Academy student populations compare to the overall DMPS populations?
What percentage of the DMPS MS student population are girls?

49%
51%

What percentage of the DMPS MS GT student population are girls?
What percentage of the Academy student population are girls?

57%
The percentage of females & males is about the same year to year. Female students continue to demonstrate earlier readiness for advanced work or are identified for advanced work at earlier ages.

What is the next question?
Which Classes do students take?
Who comes back the next year?

Returning Students by Sex

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned in 2017</td>
<td>559</td>
<td>390</td>
</tr>
<tr>
<td>Did not Return</td>
<td>94</td>
<td>123</td>
</tr>
</tbody>
</table>
What percent of the Academy population qualifies for free or reduced priced lunch?
The percentage of Academy students who receive free or reduced priced lunches has increased but is still below the district average of approximately 75% in FY2016.

The NUMBER of students who do not receive FRPL benefits has stayed the SAME— but their proportion of the entire population has decreased.
What percent of the Academy population is white?
Academy population by Race/Ethnicity

FY2014
- Hispanic: 11%
- Native Am/ Pac. Is.: 0%
- Asian: 10%
- African American: 5%
- Multi-Racial: 6%
- White: 68%

FY2017
- Hispanic: 14%
- Native Am/ Pac. Is.: 1%
- Asian: 11%
- African American: 9%
- Multi-Racial: 5%
- White: 60%

What is the next question?
Increasing opportunities for some usually results in more opportunities for all.
How Many Middle School Students

Changes in percentage of students of color in 8th Grade Academy Population

- FY2014 8th Graders: 18%
- FY2015 8th Graders: 26%
- FY2016 8th Graders: 32%
- FY2017 8th Graders: 38%
- FY2016 DMPS 7th Graders: 57%

43% of identified students for FY2018 are students of color. It is yet to be determined the percentage of actual enrollment.

Prep Academy Returning

- FY2014: 58%
- FY2015: 66%
- FY2016: 62%
- FY2017: 88%

91% of Prep Academy students have been identified to return for FY2018. It is not yet determined how many will actually return.
Prep Academy Effect

Changes in Population Percentage by Race/Ethnicity

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Students of Color</strong></td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
<td>16%</td>
<td>17%</td>
<td>19%</td>
<td>21%</td>
<td>23%</td>
<td>23%</td>
<td>32%</td>
<td>35%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td><strong>White Students</strong></td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td>84%</td>
<td>83%</td>
<td>81%</td>
<td>79%</td>
<td>77%</td>
<td>77%</td>
<td>68%</td>
<td>65%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>63%</td>
<td>60%</td>
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</tr>
</tbody>
</table>
How has SRG changed the number of middle school students scoring “Advanced” on Iowa Assessments in Mathematics and Reading?
Middle School IAA Mathematics

<table>
<thead>
<tr>
<th>Year</th>
<th>IAAM</th>
<th>IAAM</th>
<th>IAAM</th>
<th>IAAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>595</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>760</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>836</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>876</td>
<td></td>
<td></td>
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</tbody>
</table>

Middle School IAA Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>IAAR</th>
<th>IAAR</th>
<th>IAAR</th>
<th>IAAR</th>
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<tbody>
<tr>
<td>2013</td>
<td>494</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>936</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>1015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>1013</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the next question?
Prep Academy Comparison FY2017

Prep Students are statistically indistinguishable from Non-Prep students.

MAP Reading (Winter)

MAP Mathematics (Winter)
Returning to the Academy the next year

This chart only displays students who took one or more Academy classes in FY2016 and returned for at least one class in FY2017 or not.

It does not include new students.

These data do not indicate which students increased or decreased enrollment, only if they continued enrollment.
Approximately 25% to 35% of enrollment in Academy’s AP level courses are students of color.

40% of Academy’s overall enrollment are students of color.

57% of DMPS’ overall HS enrollment are students of color.

NOTE: World Language includes all the level 4 courses where an AP exam is available, although only French is an AP class.
FY2016 AP Scores in Academy Classes

About 1/3 of students enrolled in Academy classes that prepare them for AP exams did not take the exam. (Gray)

About 4% of students enrolled in Academy classes that prepared them for AP exams, took the exam but their scores were not reported to Academy. (Navy)

Not quite 2/3 of students enrolled in Academy AP level classes took the exams and had scores reported to Academy.

These trends were consistent between students of color and white students.
Two common complaints of Academy’s under-represented student population:

“There are not many others like me”

“I wasn’t ready (or I needed more support) to be successful at that pace.”
There is an adult at Academy who cares about my future.
If I have a question about an assignment I am comfortable asking my
I have a close friend at Academy.
I feel safe at Academy.
My teachers make me feel my schoolwork is important.
I feel like I can be myself at Academy.
I like who I am when I am at the Academy.
I smile and laugh a lot at the Academy.
My teachers like me.
If I am having trouble with an Academy class, I know where I can go to get help.
I am treated with respect at Academy.
I learn something new every day at Academy.
I fit in with other students who attend Academy.
I learn something new every day at Academy.
I am treated with respect at Academy.
I have time to eat lunch at school.
At Academy, I have the opportunity to do what I do best.
In the last week, I have received recognition or praise for doing good work.
At Academy, I have at least one teacher who makes me excited about the future.
I have enough energy to get things done.
I find Academy classes to be stimulating and thought provoking.
Making mistakes is part of learning, so I'm not embarrassed when I make one.
I know that my work at Academy is preparing me for my future.
I am learning about myself as a person this school year.
I energetically pursue my goals.
I know I will be successful in my Academy classes this year.
At the end of this year I'll be ready to take on the next level of academic work.
I am able to complete my work for my classes without losing sleep.
“Broken Home”

My parents divorced in 1977.

It was common knowledge among my teachers and mentors that I was from a “Broken Home”.

[Image of a group of children]
All means All…

How do your policies include **ALL** when there are special programs for **SOME**?
• Chris Emdin

https://www.youtube.com/watch?v=2Y9tVf_8fqo