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GLOSSARY OF KEY TERMS

- **DPS** DPS is an abbreviation for Denver Public Schools.
- **EXP** EXP is an abbreviation used for expulsions.
- IGA IGA stands for "Intergovernmental Agreement." It is the contract between DPS and Denver Police Department which allows for police presence in DPS. In 2013, PJU successfully passed a revised IGA designed to limit police involvement in routine school discipline and includes mandates for trainings, due process protections, and community stakeholder input.
- $\textbf{ISS} \mathsf{ISS} \text{ is an abbreviation used for in-school suspensions}.$
- **JK-R DISCIPLINE CODE REVISION** In 2008, PJU successfully revised the DPS Code of Conduct, making it one of the most progressive in the country. JK-R refers to that policy.
- **KYR** KYR refers to our Know Your Rights campaign. In the campaign we are providing guides, workshops, and resources so that students and parents know their rights in DPS.
- **MULTIPLE PATHWAYS SCHOOLS** "Pathways" schools are alternative schools in DPS that are designed for students with "risk factors" and "high needs." They include Engagement Centers, Multiple Pathways Centers and Intensive Pathways Schools.
- **OSS** OSS is an abbreviation used for out-of-school suspensions.
- **PJU** PJU is an abbreviation for Padres & Jóvenes Unidos.
- **RP** RP is an abbreviation for Restorative Practices, sometimes called Restorative Approaches or Restorative Justice.
- **RTL** RTL is an abbreviation used for referrals to law enforcement.
- **SMART SCHOOL DISCIPLINE LAW** Also known as "SSDL," this refers to a statewide law passed by PJU in 2012 that calls for statewide changes to school district codes of conduct and better data collection on the criminalization of youth in school.

END THE SCHOOL TO JAIL TRACK PADRES & JÓVENES UNIDOS www.padresunidos.ory

ABOUT THE AUTHORS

Rooted in the historic movement of Chicano peoples in the Southwest, Padres & Jóvenes Unidos began organizing over two decades ago to demand school reforms for racial justice in student achievement in Denver's public schools.

Through sustained campaigns, our organizers work with students, parents and school communities to identify problems, their impacts and root causes, and to resolve them by conducting primary research, analyzing data and policies, and organizing grassroots campaigns that win institutional change and reform.

Student health, high academic standards, immigrant student rights, and equitable discipline policies all contribute to student achievement. Racially discriminatory "zero tolerance" school discipline is still identified as one of the most important factors alienating and pushing out youth of color from school.

Winning the landmark JK-R Discipline Code revision (2008), the Smart School Discipline Law (2012), and the Intergovernmental Agreement between Denver schools and police (2013) has continued to push the district in the right direction. Nevertheless, our work continues.

A founder and leader in the national movement to end the school-to-prison pipeline

2003 - 2005	2005-2008	2006-2008	2010-2012	2011-2013
EXPOSING THE SCHOOL-TO-PRISON PIPELINE IN DENVER. With Advancement Project, researched and released the report, Education on Lockdown: The Schoolhouse to Jailhouse Track (2005).	IMPLEMENTING RESTORATIVE JUSTICE IN DENVER PUBLIC SCHOOLS (DPS). Collaboration with DPS to secure state funding to launch one of the country's first district-wide Restorative Practices (RP) implementation programs, beginning with 7 pilot schools and a district program that has trained over 2500 educators to lead RP in their buildings.	REWRITING DENVER'S SCHOOL DISCIPLINE POLICY into one of the most progressive in the country (Policy JK / JK-R).	PASSING THE COLORADO SMART SCHOOL DISCIPLINE LAW, one of the first and most comprehensive state bills to reform school discipline.	FORGING A LAND- MARK POLICE INTERGOVERNMEN- TAL AGREEMENT (IGA) between DPS and the Denver Police Department to restrict the role of police in school dis- cipline and promote restorative justice.



Our thanks and appreciation to Advancement Project, our partner in this work from the beginning.

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INTRODUCTION

Through a decade of grassroots organizing, the parents and youth of Padres & Jóvenes Unidos (PJU) have worked towards dismantling the institutional racism and overuse of police in the school-to-jail track in Denver Public Schools (DPS). Because of PJU's policy and campaign victories, DPS discipline policies and practices are frequently lifted up as national models regarding how to stop the school-to-prison pipeline track across the country, particularly for communities and Students of Color.

While passing policies is no easy task, ensuring they are faithfully implemented is an even more difficult endeavor. In our Campaign to End the School-to-Jail Track in Colorado, we focus on holding power accountable for fidelity and implementation of the new policies and laws. Through this work we demonstrate the immense power that exists within communities of color, and how youth organizing in particular, can be a driving force for systemic change and reform.

In Denver, we made significant gains that have brought us to a new reality that calls for new strategies. In 2011, we issued *Books Not Bars*, our first accountability report card to the district. It assessed the district's progress and shortcomings in implementing the new discipline code (JK/JK-R, 2008). Youth-driven solutions were developed to improve areas of concern. We have repeated this accountability process annually and reached a crossroads.

Across the district's 185 schools, there is progress but it is extremely uneven. Some schools have charged forward embracing the change. Others are resisting it, even fighting it. And many more have become open to change and are tinkering and struggling to figure out how to make it work in their schools.

This report card is a next-generation tool to evaluate how individual schools are advancing or not, and to move us forward under these new conditions. We continue to look at the district

as a whole but, **for the first time**, we are able to evaluate implementation on a school-by-school basis. This report card shows how each individual school is doing in ending the school-to-prison pipeline inside their walls and how they compare with their peers.

This new report card also connects discipline with other core measures of a healthy school environment: attendance, student turnover, and academic achievement. School discipline is a critical window into what makes students and families feel their school is a place they want to be, where they feel valued and respected, and where they feel truly free to learn. When students feel their school does not care about them or their education, when they feel disrespected or devalued at school, then students leave, tune out, act out, and are not free to learn.

There is no other such tool in the country and we are proud to be the first. We deeply appreciate the district's central office for having the courage to take this step with us, especially Superintendent Boasberg and the Division of Student Services. We continue to rely on their steadfast commitment to our larger vision of ending the school-to-prison pipeline for Denver's students and families. Their motto is "We are leaders in ending racial disparities; we foster safe and equitable schools" and that motto means more each year they sit down with us to grapple with this urgent and difficult mission.

We begin in Section One by highlighting the most significant findings of our analysis. In Section Two we grade the district's performance in key categories and show which schools are doing best and faring worst in each category. In Section Three, we present solutions for action on how to best move forward from here. In Section Four, we present data for every school in DPS so that they may be compared equally with their peers. In Section Five, we present brief snapshots of what the data looks like in our charter schools, alternative schools, and different regions of DPS.

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SECTION ONE: KEY FINDINGS

FINDING 1: DISTRICTWIDE IMPROVEMENT TREND CONTINUES The use of in-school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement is trending downward.

Between 2011-12 and 2013-14, the rates for in-school suspensions dropped 27%, out-of-school suspensions dropped 10.4%, and referrals to law enforcement dropped 11.1% to its lowest total since our earliest source of data in 2003. Clearly our policy victories within DPS have resulted in significant systemic changes to the way DPS administers discipline.

Districtwide Changes Since Passage of Smart School Discipline Law in 2012						
SCHOOL DISCIPLINE PRACTICES	2013-14 NUMBER	2013-14 RATES	CHANGE FROM 2011-12 TO 2013-14			
IN-SCHOOL SUSPENSIONS (ISS)	4505	5.3%	-27.0%			
OUT-OF-SCHOOL SUSPENSIONS (OSS)	6328	7.4%	-10.4%			
EXPULSIONS (EXP)	67	0.1%	9.3%			
REFERRALS TO LAW ENFORCEMENT (RTL)	480	0.6%	-11.1%			

FINDING 2: EXTREME VARIABILITY

Inside the district's overall progress, there continue to be huge differences in implementation of the new discipline policies and state law–some schools continue to have high, and even increasing, use of harsh disciplinary practices.

Although the data shows remarkable improvement districtwide, several schools increased their use of harsh discipline. For example, one school referred students to law enforcement 53 times, while another expelled students 11 times. Here's a quick look at the good and the bad:

Variability in DPS Discipline Practices, 2013-2014						
SCHOOL DISCIPLINE PRACTICES	THE BAD		THE GOOD			
IN-SCHOOL SUSPENSIONS (ISS)	# of Schools with Higher In-School Suspensions than they did last year	72	# of Schools with Zero In-School Suspensions	46		
OUT-OF-SCHOOL SUSPENSIONS (OSS)	# of Schools with Higher Out-of-School Suspensions than they did last year	100	# of Schools with Less Than 10 Out-of- School Suspensions	62		
EXPULSIONS (EXP)	# of Schools that expelled At Least 1 student, with one making as many as 11 expulsions	31	# of Schools with Zero Expulsions	152		
REFERRALS TO LAW ENFORCEMENT (RTL)	# of Schools that referred At Least 1 student to law enforcement, with one making as many as 53 referrals	57	# of Schools with Zero Referrals to Law Enforcement	126		
RACIAL DISPARITIES	# of Schools that Contributed to Racial Disparities in DPS	99	# of Schools who had No Racial Disparities in DPS	84		

FINDING 3: RACIAL DISPARITIES WORSEN

Students of Color continue to be more likely to be suspended, expelled, and referred to law enforcement compared to White students.

In the school year 2013-2014, a Student of Color was even more likely to be suspended, expelled, or referred to police by their school than the year before - going from 189% more likely than a White student to 219% more likely than a White student.

Likelihood of Students of Color to be Disciplined Compared to White Students, 2013-2014 LIKELIHOOD OF LIKELIHOOD OF ISS LIKELIHOOD OF OSS LIKELIHOOD OF EXP RACE/ETHNICITY REFERRAL TO LAW ENFORCEMENT **BLACK STUDENTS** 6.8 6.8 7.1 5.9 LATINO STUDENTS 3.3 2.5 1.7 2.3 NATIVE AMERICAN STUDENTS 6.0 4.3 5.1 5.2 STUDENTS OF COLOR 3.8 3.2 2.7 2.9

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FINDING 4: DISPROPORTIONATE DISCIPLINE AT CHARTER AND ALTERNATIVE SCHOOLS

Charter schools and Multiple Pathways schools are disproportionately suspending, expelling, and referring their students to law enforcement, compared to traditional district-managed schools.

Charter schools are disproportionately suspending their students. Despite having only 16% of the DPS population, charters make up more than 20% of all In-School Suspensions and 25% of all out-of-school suspensions. Alternative schools ("Multiple Pathways") also make up a disproportionate share of all OSS, expulsions and law enforcement referrals despite having only 6% of the district's students.

Charter and Multiple Pathways Schools Discipline Data, 2013-2014 % OF ALL % STUDENTS % OF DPS % OF ALL % OF ALL OSS REFERRALS TO LAW % OF ALL ISS OF COLOR **POPULATION EXPULSIONS** ENFORCEMENT CHARTER 85.2% 16.1% 7.5% 6.3% MULTIPLE PATHWAYS 90.6% 3.0% 5.8% 7.5%

FINDING 5: REGIONAL DIFFERENCES

Discipline is not administered evenly among the various DPS regions.

DPS Discipline Data by Region, 2013-2014						
DPS REGION	% STUDENTS OF COLOR	% OF DPS POPULATION	% OF ALL ISS	% OF ALL OSS	% OF ALL EXPULSIONS	% OF ALL REFERRALS TO LAW ENFORCEMENT
SOUTHWEST	90.4%	21.2%	21.8%	16.5%	11.9%	12.5%
NORTHWEST	88.6%	16.0%	11.5%	18.0%	16.4%	29.6%
FAR NORTHEAST	87.3%	19.2%	30.7%	27.2%	10.4%	4.0%
NEAR NORTHEAST	70%	21.5%	23.8%	22.3%	22.4%	31.3%
SOUTHEAST	60.2%	20.4%	11.6%	13.8%	38.8%	22.3%
OTHER	75.2%	1.7%	0.7%	2.2%	0.0%	0.4%

SECTION TWO: DISTRICT-LEVEL REPORT CARD

This report card evaluates DPS' strengths and weaknesses over the last school year (2013-2014) with respect to implementation of the 2008 discipline policy, the 2012 Smart School Discipline Law, and the 2013 Intergovernmental Agreement and, most importantly, states what remains to be done in order to make DPS accountable to its students and families. The information in this report comes from publicly available data and the stories and voices of youth from across the city. It was

shaped by members of Jóvenes Unidos who care deeply about the future of their education and who feel that district employees must take more responsibility to fully implement the 2008 discipline policy, state law, and IGA. Based on the evidence gathered, we have provided DPS with our fourth annual report card on their efforts to End the School-to-Jail Track in Denver Public Schools.

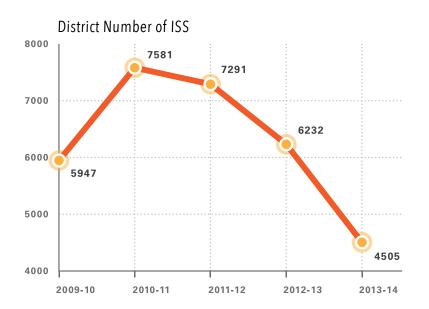
BY PADRES & JÓVENES UNIDOS

Denver Community Accountability Report Card, 2013-14

	GRADE
In-School Suspensions	C-
Out-of-School Suspensions	С
Expulsions	B+
Referrals to Law Enforcement	D+
Racial Disparities	F
Underground Pushout and Underreporting	D-
Restorative Practices	B-
Training and Support for Educators	С
Data Collection	В
Community Awareness	В
CUMULATIVE GRADE	С

In-School Suspensions GRADE: C-

This is the first year we are grading the district on in-school suspensions (ISS). We took this step because ISS is being used widely as a "better" alternative to out-of-school suspension. But ISS is still exclusion, a removal from the classroom. ISS significantly decreased in 2013-2014 and is at its lowest point since 2009-10. However, through our Know Your Rights (KYR) campaign, we are seeing extreme differences in the quality and definition of ISS. It can be restorative in one school and virtually a jail cell in others. We need to pay closer attention to ISS.



Top 25 Highest ISS Rates, 2013-14

SCHOOL	ISS RATES PER 100 STUDENTS
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	63.8
DCIS AT MONTBELLO	51.5
BRUCE RANDOLPH SCHOOL	50.1
STRIVE PREP - MONTBELLO	29.9
DSST: COLLEGE VIEW MIDDLE SCHOOL	28.8
NOEL COMMUNITY ARTS SCHOOL	28.7
VENTURE PREP MS	24.0
ABRAHAM LINCOLN HIGH SCHOOL	21.2
SOUTH HIGH SCHOOL	21.0
STRIVE PREP - SMART	17.2
STRIVE PREP - GVR	17.0
CHELTENHAM ELEMENTARY SCHOOL	14.7
ACE COMMUNITY CHALLENGE SCHOOL	13.4
CESAR CHAVEZ ACADEMY DENVER	11.3
NORTH HIGH SCHOOL	9.7
GIRLS ATHLETIC LEADERSHIP SCHOOL	9.3
STRIVE PREP - EXCEL	9.3
KIPP MONTBELLO COLLEGE PREP	7.6
AMESSE ELEMENTARY SCHOOL	7.2
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	7.1
KUNSMILLER CREATIVE ARTS ACADEMY	6.9
DSST: STAPLETON MIDDLE SCHOOL	6.8
DOULL ELEMENTARY SCHOOL	6.6
DSST: GREEN VALLEY RANCH MS	6.5
ASHLEY ELEMENTARY SCHOOL	6.3

10 Largest Increases in ISS, 2013-14

SCH00L	2013-14 ISS	2012-13 ISS	1 YEAR POPULATION CHANGE	ISS - 1 YEAR CHANGE
DCIS AT MONTBELLO	460	7	-242	+453
NOEL COMMUNITY ARTS SCHOOL	229	22	+10	+207
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	169	34	+160	+135
ABRAHAM LINCOLN HIGH SCHOOL	426	308	+12	+118
CHELTENHAM ELEMENTARY SCHOOL	99	9	-74	+90
SOUTH HIGH SCHOOL	342	271	-25	+71
CESAR CHAVEZ ACADEMY DENVER	62	25	+8	+37
STRIVE PREP - GVR	49	14	+21	+35
STRIVE PREP - MONTBELLO	88	54	+29	+34
DOULL ELEMENTARY SCHOOL	49	19	-14	+30

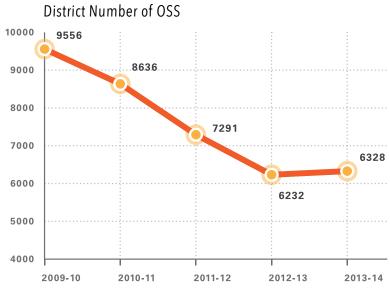
10 Largest Decreases in ISS, 2013-14

SCH00L	2013-14 ISS	2012-13 ISS	1 YEAR POPULATION CHANGE	ISS – 1 YEAR CHANGE
WYATT ACADEMY	26	460	-242	-434
HENRY WORLD SCHOOL	11	442	+10	-431
HILL CAMPUS OF ARTS AND SCIENCES	0	251	+160	-251
COLLEGIATE PREPARATORY ACADEMY	11	169	+12	-158
MERRILL MIDDLE SCHOOL	5	151	-74	-146
THOMAS JEFFERSON HIGH SCHOOL	10	133	-25	-123
MANUAL HIGH SCHOOL	0	90	+8	-90
HAMILTON MIDDLE SCHOOL	0	74	+21	-74
JOHN F. KENNEDY HIGH SCHOOL	92	161	+29	-69
SMILEY MIDDLE SCHOOL	0	68	-14	-68

Out-of-School Suspensions GRADE: C / Last year: B+

Many schools have taken strong steps to avoid OSS unless absolutely necessary. 62 of DPS' schools had less than 10 OSS in 2013-14. But after four straight years of significant reductions, the district overall failed to reduce OSS numbers in 2013-14, with the rate actually increasing by almost 2%. Racial disparities in OSS have widened. Through our KYR campaign we are hearing concern about off-the-books suspensions and under-reporting that could affect data accuracy. We also need to see OSS data disaggregated by charge to better assess how fairly out-of-school suspensions are being administered.

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Top 25 Highest OSS Rates, 2013-14

SCH00L	OSS RATES PER 100 STUDENTS
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	71.3
STRIVE PREP - SUNNYSIDE	32.7
COLLEGIATE PREPARATORY ACADEMY	31.2
STRIVE PREP - GVR	29.5
SUMMITACADEMY	27.2
COMPASSION ROAD ACADEMY	26.9
STRIVE PREP - EXCEL	26.1
KIPP SUNSHINE PEAK ACADEMY	25.6
DENVER PUBLIC MONTESSORI	25.0
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	24.5
SMILEY MIDDLE SCHOOL	24.2
STRIVE PREP - LAKE	23.8
NOEL COMMUNITY ARTS SCHOOL	23.7
STRIVE PREP - MONTBELLO	23.1
MANUAL HIGH SCHOOL	20.6
KIPP MONTBELLO COLLEGE PREP	19.2
DCIS AT MONTBELLO	17.4
DSST: COLLEGE VIEW MIDDLE SCHOOL	17.3
BRUCE RANDOLPH SCHOOL	17.3
STRIVE PREP - SMART	17.2
CHELTENHAM ELEMENTARY SCHOOL	16.5
STEDMAN ELEMENTARY SCHOOL	13.6
HENRY WORLD SCHOOL	13.6
MOREY MIDDLE SCHOOL	13.5
GRANT BEACON MIDDLE SCHOOL	13.5

10 Largest Increases in OSS, 2013-14

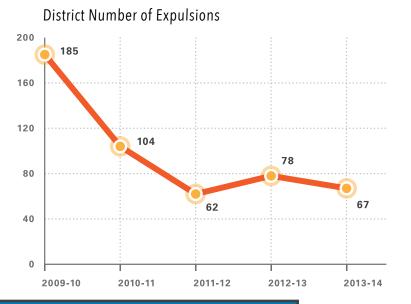
SCH00L	2013-14 OSS	2012-13 OSS	1 YEAR POPULATION CHANGE	OSS - 1 YEAR CHANGE
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	189	22	-242	+167
STRIVE PREP - SUNNYSIDE	125	0	+10	+125
NOEL COMMUNITY ARTS SCHOOL	189	78	+160	+111
SUMMITACADEMY	104	8	+12	+96
COLLEGIATE PREPARATORY ACADEMY	174	79	-74	+95
CHELTENHAM ELEMENTARY SCHOOL	111	25	-25	+86
DCIS AT MONTBELLO	156	77	+8	+79
COMPASSION ROAD ACADEMY	56	0	+21	+56
WEST LEADERSHIP ACADEMY	57	5	+29	+52
DCIS AT FORD	58	7	-14	+51

10 Largest Decreases in OSS, 2013-14

SCH00L	2013-14 OSS	2012-13 OSS	1 YEAR POPULATION CHANGE	OSS - 1 YEAR CHANGE
HENRY WORLD SCHOOL	137	321	-242	-184
SMILEY MIDDLE SCHOOL	52	189	+10	-137
KEPNER MIDDLE SCHOOL	143	275	+160	-132
HAMILTON MIDDLE SCHOOL	47	175	+12	-128
HILL CAMPUS OF ARTS AND SCIENCES	84	198	-74	-114
TREVISTA ECE-8 AT HORACE MANN	17	103	-25	-86
STRIVE PREP - LAKE	97	165	+8	-68
MONTBELLO HIGH SCHOOL	2	64	+21	-62
VENTURE PREP MS	12	73	+29	-61
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	41	97	-14	-56

Expulsions GRADE: B+ / Last year: B

Denver has one of the lowest expulsion rates in the state and its numbers continue to decrease. The district has built robust protocols strictly to limit unnecessary expulsions and to ensure that expelled students continue their education during expulsion and can return to their original school after the expulsion period. Through our KYR campaign, however, we have seen that students and parents do not know their rights in the expulsion process and that the first phase of the expulsion process (extended suspension for a school to request district expulsion review) may be harming more students than we realize.



Schools That Expelled Students in 2013-14				
EXPELLED 10 OR MORE STUDENTS IN 2013-14	EXPELLED 5-9 STUDENTS IN 2013-14			
HILL CAMPUS OF ARTS AND SCIENCES	EAST HIGH SCHOOL			
	THOMAS JEFFERSON HIGH SCHOOL			
EXPELLED 1-5 STUDENTS IN 2013-14				
BRUCE RANDOLPH SCHOOL	KIPP MONTBELLO COLLEGE PREP			
COLLEGIATE PREPARATORY ACADEMY	KUNSMILLER CREATIVE ARTS ACADEMY			
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	MANUAL HIGH SCHOOL			
DCIS AT MONTBELLO	MARTIN LUTHER KING JR. EARLY COLLEGE			
DENVER CENTER FOR 21ST LEARNING AT WYMAN	MOREY MIDDLE SCHOOL			
DORA MOORE ECE-8 SCHOOL	OMAR D BLAIR CHARTER SCHOOL			
DSST: COLLEGE VIEW MIDDLE SCHOOL	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)			
GEORGE WASHINGTON HIGH SCHOOL	SKINNER MIDDLE SCHOOL			
GRANT BEACON MIDDLE SCHOOL	SOUTH HIGH SCHOOL			
HAMILTON MIDDLE SCHOOL	SOUTHWEST EARLY COLLEGE			
HENRY WORLD SCHOOL	STRIVE PREP - LAKE			
HIGH-TECH EARLY COLLEGE	SUMMITACADEMY			
JOHN F. KENNEDY HIGH SCHOOL	WEST GENERATIONS ACADEMY			
KEPNER MIDDLE SCHOOL	WEST HIGH SCHOOL			

Referrals to Law Enforcement **GRADE: D+ / Last year: D-**

Schools referred their students to law enforcement significantly less in 2013-14, the first full school year of the implementation of the Intergovernmental Agreement (IGA) between Denver Police Department and DPS.

However, the trend is inconsistent and we are seeing that School Resource Officers (SRO) continue to be involved unnecessarily in disciplinary situations that do not threaten school safety or do not involve crime. IGA-mandated trainings of SROs have not happened and are urgently needed.

We are also concerned that ticket/arrest/investigation data do not capture the true extent of unnecessary police activity and involvement in school discipline.

District Number of Referrals to Law Enforcement 695 600 603 500 480 2009-10 2010-11 2011-12 2012-13 2013-14

Top 25 Highest Referrals to Law Enforcement, 2013-14

SCH00L	RTL RATES PER 100 STUDENTS
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	6.7
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	4.5
WEST GENERATIONS ACADEMY	4.4
NORTH HIGH SCHOOL ENGAGEMENT CENTER	3.4
BRUCE RANDOLPH SCHOOL	2.9
SOUTHWEST EARLY COLLEGE	2.9
SKINNER MIDDLE SCHOOL	2.9
WEST LEADERSHIP ACADEMY	2.8
MOREY MIDDLE SCHOOL	2.7
HILL CAMPUS OF ARTS AND SCIENCES	2.4
MANUAL HIGH SCHOOL	2.3
HENRY WORLD SCHOOL	2.0
NORTH HIGH SCHOOL	1.9
EAST HIGH SCHOOL	1.9
MERRILL MIDDLE SCHOOL	1.8
KEPNER MIDDLE SCHOOL	1.6
VENTURE PREP MS	1.6
SOUTH HIGH SCHOOL	1.6
WEST HIGH SCHOOL	1.5
DSST: COLLEGE VIEW MIDDLE SCHOOL	1.4
THOMAS JEFFERSON HIGH SCHOOL	1.3
COMPASSION ROAD ACADEMY	1.0
DOULL ELEMENTARY SCHOOL	0.9
HAMILTON MIDDLE SCHOOL	0.9
TREVISTA ECE-8 AT HORACE MANN	0.9

10 Largest Increases in RTL, 2013-14

SCH00L	2013-14 RTL	2012-13 RTL	1 YEAR POPULATION CHANGE	RTL - 1 YEAR CHANGE
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	17	1	-242	+16
WEST LEADERSHIP ACADEMY	14	2	+10	+12
MANUAL HIGH SCHOOL	14	3	+160	+11
WEST GENERATIONS ACADEMY	28	18	+12	+10
HAMILTON MIDDLE SCHOOL	10	0	-74	+10
SOUTHWEST EARLY COLLEGE	10	1	-25	+9
NORTH HIGH SCHOOL ENGAGEMENT CENTER	7	0	+8	+7
DOULL ELEMENTARY SCHOOL	7	0	+21	+7
BRUCE RANDOLPH SCHOOL	34	29	+29	+5
DSST: COLLEGE VIEW MIDDLE SCHOOL	5	0	-14	+5

10 Largest Decreases in RTL, 2013-14

SCH00L	2013-14 RTL	2012-13 RTL	1 YEAR POPULATION CHANGE	RTL – 1 YEAR CHANGE
HENRY WORLD SCHOOL	20	76	-242	-56
JOHN F. KENNEDY HIGH SCHOOL	1	36	+10	-35
HILL CAMPUS OF ARTS AND SCIENCES	24	58	+160	-34
MOREY MIDDLE SCHOOL	20	40	+12	-20
MARTIN LUTHER KING JR. EARLY COLLEGE	8	26	-74	-18
HIGH-TECH EARLY COLLEGE	0	17	-25	-17
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	19	33	+8	-14
EAST HIGH SCHOOL	53	66	+21	-13
WEST HIGH SCHOOL	5	17	+29	-12
SKINNER MIDDLE SCHOOL	17	28	-14	-11

Racial Disparities **GRADE:** F

Last year: D-

Students of Color continue to benefit from reductions of punitive and criminalizing discipline - but not nearly as much as Whites. For example, Students of Color were given in-school suspensions 5% less than the year before, but White students were given ISS 40% less. White students were suspended out of school almost 5% less but Black and Native American students were actually suspended out of school 13% and almost 48% more! This is why the gap between Students of Color and Whites is widening. We need strategies targeted at the biggest sources of disparities (locations, discipline types) and at building up alternatives like restorative practices that reduce disparities.

Overall Discipline Numbers, 2013-14

	2013-14 RATES	1 YEAR CHANG
PER 100 STUDENTS - ALL STUDENTS	5.3	-10.1%
White Students	1.6	-40.4%
Black Students	11.2	-2.0%
Latino Students	5.4	-7.4%
Native American Students	9.9	+61.8
Asian Students	1.6	-18.2%
Students of Color	6.2	-5.4%
S PER 100 STUDENTS - ALL STUDENTS	7.4	+3.8%
White Students	2.7	-4.6%
Black Students	18.1	+12.99
Latino Students	6.8	+1.7%
Native American Students	11.4	+47.69
Asian Students	1.1	-57.8%
Students of Color	8.7	+5.3%
	2013-14 NUMBER	1 YEAR CHANG
IMBER OF EXPULSIONS - ALL STUDENTS	67	-13.0%
White Students	6	-15.4%
Black Students	28	-18.8%
Latino Students	28	-16.3%
Native American Students	1	-1.3%
Asian Students	2	+97.39
Students of Color	61	-12.8%
IMBER OF REFERRALS TO LAW FORCEMENT - ALL STUDENTS	480	-31.5%
White Students	41	-45.3%
Black Students	159	-31.8%
Latino Students	255	-30.5%
Asian Students	1	-80.3%

Top 25 Highest Racial Disparities in Colorado, 2013-14

DISTRICT	INEQUITABLE DISCIPLINE RISK FACTOR
ASPEN 1	387%
BAYFIELD 10 JT-R	259%
STEAMBOAT SPRINGS RE-2	236%
DENVER COUNTY 1	219%
LAS ANIMAS RE-1	212%
SALIDA R-32	198%
PARK COUNTY RE-2	158%
EAGLE COUNTY RE 50	151%
ALAMOSA RE-11J	148%
TELLURIDE R-1	141%
BURLINGTON RE-6J	141%
AULT-HIGHLAND RE-9	137%
ESTES PARK R-3	130%
POUDRE R-1	128%
IGNACIO 11 JT	120%
PLATTE VALLEY RE-7	119%
MONTEZUMA-CORTEZ RE-1	114%
CHARTER SCHOOL INSTITUTE	104%
CHERRY CREEK 5	99%
JEFFERSON COUNTY R-1	97%
JOHNSTOWN-MILLIKEN RE-5J	90%
PUEBLO CITY 60	86%
LITTLETON 6	81%
EATON RE-2	75%
ADAMS 12 FIVE STAR SCHOOLS	74%

In 2013-14, Students of Color in DPS were still more likely to be suspended, expelled, or referred to law enforcement compared to their White counterparts.

BLACK STUDENTS are LATINO STUDENTS are 6.8x **3 3 4 4 4** 7.1x **3 3 4 5 4 6 6** MORE LIKELY EXPELLED MORE LIKELY REFERRED TO LAW ENFORCEMENT

NATIVE AMERICAN STUDENTS are

NATIVE AIVI	ERICAN STUDENTS are
6.0x MORE LIKELY	SUSPENDED IN-SCHOOL
4.3x	SUSPENDED OUT-OF-SCHOOL
5.1x MORE LIKELY	EXPELLED .
5.2x	

MORE LIKELY REFERRED TO LAW ENFORCEMENT

SIUDENIS C	of COLOR are
3.8x MORE LIKELY	SUSPENDED IN-SCHOOL
3.2x MORE LIKELY	SUSPENDED OUT-OF-SCHOOL
2.8x more likely	EXPELLED

2.9x	
MORE LIKELY	REFERRED TO LAW ENFORCEMENT

than a WHITE STUDENT.

DENVER'S STUDENTS OF COLOR were

MEASURING RACIAL DISPARITIES SCHOOL BY SCHOOL

With this year's data we are able to measure not only the additional harm faced by Students of Color due to racial disparities ("School Racial Disparity Impact"), but also which schools were contributing most to these disparate outcomes in 2013-14 ("District Inequality Contribution"). Clearly, racial disparities remain a huge problem. We need more targeted solutions that provide these schools with the training, resources, and supports they need to overcome these issues.

Top 25 Schools Where Students of Color are Most Affected by Discipline Disparities, 2013-14

SCH00L	SCHOOL RACIAL DISPARITY IMPACT
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	3033.3%
DCIS AT MONTBELLO	1433.0%
BRUCE RANDOLPH SCHOOL	1401.9%
STRIVE PREP - MONTBELLO	1087.2%
NOEL COMMUNITY ARTS SCHOOL	1069.2%
DSST: COLLEGE VIEW MIDDLE SCHOOL	1014.3%
STRIVE PREP - GVR	921.6%
DENVER PUBLIC MONTESSORI	769.6%
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	759.5%
STRIVE PREP - SUNNYSIDE	735.2%
VENTURE PREP MS	671.4%
STRIVE PREP - SMART	657.0%
COLLEGIATE PREPARATORY ACADEMY	653.6%
STRIVE PREP - EXCEL	638.6%
COMPASSION ROAD ACADEMY	612.9%
SOUTH HIGH SCHOOL	602.1%
CHELTENHAM ELEMENTARY SCHOOL	531.9%
SUMMITACADEMY	516.8%
KIPP MONTBELLO COLLEGE PREP	512.5%
SMILEY MIDDLE SCHOOL	483.5%
KIPP SUNSHINE PEAK ACADEMY	469.0%
MOREY MIDDLE SCHOOL	454.8%
ABRAHAM LINCOLN HIGH SCHOOL	439.6%
STRIVE PREP - LAKE	431.3%
GIRLS ATHLETIC LEADERSHIP SCHOOL	412.3%

Top 25 Schools Contributing Most to Racial Disparities in DPS, 2013-14

SCH00L	DISTRICT INEQUALITY CONTRIBUTION
BRUCE RANDOLPH SCHOOL	11.0%
DCIS AT MONTBELLO	8.6%
ABRAHAM LINCOLN HIGH SCHOOL	6.0%
NOEL COMMUNITY ARTS SCHOOL	5.6%
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	5.2%
SOUTH HIGH SCHOOL	5.1%
MARTIN LUTHER KING JR. EARLY COLLEGE	2.5%
COLLEGIATE PREPARATORY ACADEMY	2.4%
EAST HIGH SCHOOL	2.4%
CHELTENHAM ELEMENTARY SCHOOL	2.4%
DSST: COLLEGE VIEW MIDDLE SCHOOL	2.3%
STRIVE PREP - MONTBELLO	2.1%
NORTH HIGH SCHOOL	2.1%
STRIVE PREP - SUNNYSIDE	1.9%
KEPNER MIDDLE SCHOOL	1.9%
WEST GENERATIONS ACADEMY	1.7%
HENRY WORLD SCHOOL	1.7%
STRIVE PREP - GVR	1.7%
MANUAL HIGH SCHOOL	1.7%
STRIVE PREP - SMART	1.5%
JOHN F. KENNEDY HIGH SCHOOL	1.5%
MOREY MIDDLE SCHOOL	1.4%
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)	1.4%
WYATT ACADEMY	1.4%
KIPP SUNSHINE PEAK ACADEMY	1.3%

Underground Pushout and Underreporting **GRADE: D-**

As due process, rights, and protections become stronger, the tendency increases for some schools or educators to develop ways to disguise their tactics or underreport their data. Through our KYR campaign, we have begun to see cases of schools that do not expel but where students and families talk of "being kicked out of school and sent to an alternative school instead." These are coercive transfers—families are not informed of their right to decline a transfer - all transfers in DPS are based on voluntary consent. We are also concerned about students being told to "go home" for the day without documentation and due process of a formal suspension. We are concerned about the overuse of "detentions" or "Saturday School" that never shows up in the data. We cannot know the extent of these problems or develop solutions without data and the Know Your Rights campaign.

Restorative Practices GRADE: B- / Last year: C+

PROGRESS

This year, the district provided us with much more extensive information. We are able to see that DPS is among the districts leading the country toward system-wide implementation of Restorative Practices (RP).

- » There are 26 full-time RP Coordinators onsite in elementary (5), middle (7), Grade 6-12 (6) and high schools (8). Beyond these dedicated positions, many more schools are also incorporating significant RP into existing positions (deans, advisors, assistant principals who are doing RP interventions).
- » More than 2,700 educators from all school levels have been trained to lead RP in their buildings (2-day training, offered monthly by the district since August 2008).

- » In the current year, the district has launched a new program of hands-on, on-site coaching and training that has reached nearly 600 educators.
- » The central office's RP staffing includes: (1) a full-time Restorative Practices District Coordinator who conducts trainings and provides on-site coaching and support; (2) a network partner system - each school is assigned a network partner based in the district's offices who visits the school building at least once a week; one of their priorities is to support each school to build positive school climate, including use of RP.

The district recently changed its discipline data collection system to track the use of restorative justice throughout DPS schools. We applaud this change and look forward to reviewing this new data.

PROBLEMS, CHALLENGES

Along with the progress, we also see growing pains. As RP expands, quality control becomes a challenge. Our KYR campaign has turned up concerns about "broken" Restorative Practices in which students feel that the process in their school is biased against students, or see "token" RP coordinators who are not fulfilling their job descriptions.

OPPORTUNITIES

We cannot achieve authentic implementation of Restorative Practices in a school - or across the district - without everyone working together: principals, discipline deans, teachers, the district central office, and the leadership of our youth and parents. The monthly collaborative formed last year between the district, PJU, Denver Classroom Teachers Association and the University of Denver makes an ideal foundation to launch new projects to scale up and replicate the district's best RP models and programs. This could be a key step to seeing much needed progress on racial disparities.

Training & Support for Educators GRADE: C / Last year: C

We see both signs of progress and causes for concern. On the positive, the district central office has made a strong push from the top to the principals and discipline deans (and advisors, assistant principals, etc) of every school. Every month, the district brings together all discipline deans in a working group to provide resources, training, and support to minimize suspensions and expulsions, and to support the use of restorative practices, prevention-oriented strategies (PBIS), interventions (RTI, MTSS) and therapeutic approaches, with an emphasis on reducing racial disparities.

The district has been creating a professional development menu for educators that includes some courses which have strong potential to reduce punitive discipline and racial disparities, including "Culturally Responsive De-Escalation Training" (classroom management). The recently strengthened DPS Culture, Equity, and Leadership Team provides trainings and programs that specifically target equity, bias, and school culture. The district has developed a "Culturally Responsive Train-the-Trainer" Model to build school teams who want to address disparities and inequity hands-on in their buildings.

A key problem is that there seems to be a gap that is preventing the district's programs and tools from making it down to the everyday classroom level where teachers manage their classroom, school culture and discipline in real time.

The monthly collaborative formed last year between the district, PJU, Denver Classroom Teachers
Association and the University of Denver could be an important vehicle for assessing the district's educator training and for bridging the gap to ensure that the teachers and school discipline teams who need and want these trainings the most actually receive them.

Data Collection GRADE: B / Last year: C+

Per the agreement from our accountability meeting last year, DPS, for the first time, provided detailed school by school discipline data. This allows us to track progress and problems in a more refined, strategic way. This is critical step since implementation progress has become very uneven between schools.

The district, however, continues to lump discipline incidents and offenses into large, vague categories, such as "detrimental behavior," "disobedience," and "insubordination." We strongly propose that the district work toward disaggregating these categories and reporting discipline incident data by specific offense/charges so we can have a better idea of which discipline sectors need solutions to give students the support they need. The district has changed its data system recently to make it possible to analyze data based on specific offenses. We look forward to working with this data for the next report card.

Community Awareness GRADE: B / Last year: F

We applaud Superintendent Boasberg for publicly endorsing our Know Your Rights campaign and appreciate the Division of Student Services' efforts to support the campaign to ensure our KYR guides, workshops and resources have their widest possible reach.

Many schools, community organizations, service providers and institutions have requested our materials and resources but the process has just begun. Our initial KYR outreach, workshops and presentations are also confirming the tremendous need and demand for this empowering knowledge and advocacy. The campaign is shedding light on areas where the need for problem solving is most urgent. The KYR campaign is also one of the strongest accountability tools to prevent underground pushout and underreporting.

SECTION THREE: SOLUTIONS FOR ACTION

CONTINUE TO ENDORSE THE PJU KNOW YOUR RIGHTS CAMPAIGN.

We have had tremendous response to our initial outreach. Students and families are shocked to learn they may have been denied rights that could have protected them from unnecessary suspensions, removal, tickets or arrests; they are disturbed to learn of the potential consequences that even minor punishments or tickets can have in school and their life beyond; they want the knowledge to defend their rights effectively; they seek community advocates who can go with them into intimidating disciplinary meetings with school officials. Schools want their students and families to be empowered with this knowledge. We are also receiving requests for KYR workshops from community organizations and agencies that serve DPS youth and families.

2. FIX THE JAIL-LIKE CONDITIONS OF INSCHOOL SUSPENSIONS.

Issue clear district ISS standards or requirements to ensure ISS is restorative and a space where students feel respected and supported to continue their learning.

3. TRACK AND REDUCE UNNECESSARY SCHOOL POLICE (SRO) INVOLVEMENT IN SCHOOL DISCIPLINE.

- a. Develop a new data mechanism to track police involvement in school discipline.

 "Law Enforcement Referral" data on tickets, arrests, and formal police investigations do not capture the extent and the impact of unnecessary SRO involvement in routine school discipline and non-criminal incidents.
- b. Ensure that IGA-mandated trainings of SROs are launched. These trainings did not happen in 2013-14.
- c. Continue supporting the IGA accountability and implementation process between DPS and DPD initiated last year with PJU.

ELIMINATE COERCIVE TRANSFERS TO ALTERNATIVE SCHOOLS ("GETTING KICKED OUT TO AN ALTERNATIVE SCHOOL").

- a. Provide school-based data on transfers to pathways schools.
- Provide school-based data on expulsion review requests.
- c. Develop a protocol (consent form) and training to stop coercive transfers.
- d. Support targeted KYR education for students, parents, staff and administrators in schools where this is happening.

5. INSTRUCT SCHOOLS TO ENSURE THAT STUDENTS AND PARENTS HAVE ACCESS TO DISCIPLINE RECORDS.

To safeguard their rights and advocate for themselves, parents and students must be able to access their discipline records at school.

6. REQUIRE & SUPPORT IMPROVEMENT PLANS FROM THE WORST SCHOOLS

- Each plan addresses the problems showing in the school's report card data.
- Each plan includes a review of the school's code of conduct (handbook) and, if necessary, revision to comply with JK and JK-R.
- c. The plan should be transparent and open to the public.
- d. A wide range of parents and students should be involved in the development of the improvement plan.
- e. District engages with the school's plan to offer the best resources and trainings (CELT, Culturally Competent Model, De-Escalation Classroom Management) that will help the school to improve.

KNOW YOUR RIGHTS IN SCHOOL!

Students and parents have rights when it comes to suspensions, expulsions, school policing, and being kicked out of school.

STUDENTS OF COLOR TARGETED

Students of color are being pushed out of school by zero tolerance discipline and punishment via what is known as the school-to-jail track.

LONG TERM CONSEQUENCES

Having a discipline record can result in a loss of school privileges, college rejection, and harsher sentencing in court.

STUDENTS & PARENTS HAVE RIGHTS

Padres & Jóvenes Unidos has won protections and rights that you can use to protect yourself and those you care about from being unfairly suspended, kicked out, or criminalized at school.

When it comes to racial discrimination in school discipline, we still have a lot of work to do...







Native American students are more than twice as likely to be suspended, expelled or referred ement as white students.





to be suspended, expelled or referred to

HOW DO I LEARN MORE ABOUT MY RIGHTS?

Padres & Jóvenes Unidos provides many resources, such as:



- ⇒ FREE WORKSHOPS at your school, church, group, or community center
- ⇒ Community-friendly BROCHURES AND FLYERS
- ⇒ TABLING at your next event or festival
- ⇒ PERSONAL ADVICE regarding your situation
- **MEETINGS** for interested parents, youth, and community members

For more information, contact Daniel Kim Padres & Jóvenes | www.padresunidos.org 303.458.6545 | daniel@padresunidos.org



SECTION FOUR: SCHOOL BY SCHOOL REPORT CARD

Methodology

We are grateful to DPS' Student Submissions Team for providing timely and robust data that we used in our School Facts, Discipline Data, and Student Pushout sections. This data is on file with the authors. DPS provided the following sources/ explanations of this data:

- SCHOOL TYPE From DPS reporting database
- SCHOOL REGION Maintained by the Planning department. Schools with no region reported are indicated
- SCHOOL POPULATION The count of distinct students who attended a school at any time during the year
- FREE AND REDUCED LUNCH (FRL) A proxy for poverty. Based on end of year submission
- **DISCIPLINE DATA** Based on the most severe resolution per incident per student as reported to Colorado Department of Education (CDE) during the Safety and Discipline Indicator (SDI) submission. Number by race If a student receives multiple resolutions for the same incident then the most severe is reported. Referral to law enforcement is only reported if it is the most severe of the resolutions. Order - refer to law, In school suspension, out of school suspension then expulsion. A law enforcement referral is defined by CDE as a communication between a school administrator, teacher, or other school employee and a law enforcement agency in which communication: (A) Is initiated by the school administrator, teacher, or other school employee; and (B) Concerns behavior by a student who the school administrator, teacher, or other school employee believes may constitute a violation of the school conduct and discipline code or a criminal or delinquent offense and for which the school administrator, teacher, or other school employee requests an investigation or other involvement by a law enforcement agency. Referral to law enforcement does not include: (A) Contact with a law enforcement agency that is made for the purpose of education prevention, or intervention regarding a student's behavior or (B) Routine or incidental communication between a school administrator, teacher, or other school employee and
- MOBILITY REPORT is based on the data submitted to CDE during the end of year submission. This report is downloaded directly from CDE. The student submission team does not track mobility or retain rates
- TRUANCY based on SDI Submission definition. Type 1 (4 or more unexcused days absent in the same month), Type 2 (10 or more unexcused absent days per school year). Type 3 (meets both Type 1 and Type 2.) Only for students between

Proficiency Data comes from the publicly available TCAP data reported by CDE at this link - http://elm.cde.state.co.us/ datalabreport.htm and the DPS School Performance Framework (SPF) analysis, available at this link - http://spf.dpsk12.org Based on a school's SPF earned points, it is designated as either Distinguished (80-100%); Meets Expectations (51-79%); Accredited on Watch (40-50%): Accredited on Priority Watch (34-39%); or Accredited on Probation (up to 33%)

DATA CALCULATIONS

- IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION, AND LAW ENFORCEMENT REFERRAL RATES. The report card includes the in-school suspension rate, out-of-school suspension rate, referral to law enforcement for each of the 183 schools using data reported by DPS. Those schools with increasing rates are
- PERCENTAGE CHANGE. The Report Card also includes the percentage change between the 2011-12 and 2013-14 school years. For schools who reported 0 incidents in 2011-12, a "0 in 2011-12" designation appears.
- SCHOOL RACIAL DISPARITY IMPACT. The report card includes a "School Racial Disparity Impact" which measures the additional harm experienced by Students of Color at a given school due to racial disparities. A figure of 50% would indicate that students of color at that school were disciplined 50% more than the norm for a White student across the district. N/A indicates there was no evidence of a disparity
- **DISTRICT INFOUALITY CONTRIBUTION.** "District Inequality Contribution" measures how much a school is contributing to overall racial discipline disparities across DPS. A figure of 5% would indicate that the school is responsible for 5% of all DPS racial discipline disparities.
- TOP 25 SYMBOL. 25 If a school's rate is among the 25 highest in DPS, a 25 symbol appears next to that data point.

*NOTE: Overall, DPS has 185 schools, and for this report, provided school by school data for 183 schools. The two omitted schools are ASCENT, a college bridge program, and Gillian School which is located at the Gillian Youth Detention Cente.



LEGEND: 25 = Top 25 Highest Rates in DPS

Increasing Rate

SCHOOL RACIAL DISPARITY IMPACT

The School Racial Disparity Impact measures the additional harm experienced by Students of Color at a given school due to racial disparities. The analysis begins by assuming that all Students of Color at a school should be disciplined at the same rate as White students across DPS. In 2013-14, the rate at which all DPS White students were disciplined was 4.6% (see below). So a school that is disciplining its Students of Color at 4.6% would have a School Racial Disparity Impact of 0%. Meanwhile, a school that disciplines Students of Color at 9.2% will have a 100% School Racial Disparity Impact. This impact measurement assumes that just because a school has more Students of Color, it does not mean they need to be treated differently than White students across the district overall. Put another way, equal treatment would mean Students of Color at a school are treated the same as Whites throughout the district. When Students of Color at a school are treated differently than their White peers, racial disparities exist.

CALCULATIONS. First, we need to calculate the rate at which White students were disciplined in DPS in 2013-14. To calculate this, we take the total # of White discipline incidents in DPS (ISS, OSS, expulsions, and referrals to law enforcement) and divide that by # of White students in DPS in 2013-14.

of White discipline incidents in 2013-14 = 835 # of White students in DPS in 2013-14 = 18210 White student discipline rate in 2013-14 = 835/18210*100 = 4.6%

Now that we have that rate, we can apply that to a school setting to calculate a school racial disparity impact. See two examples of how this rate would be calculated at School A and School B.

	STUDENT OF COLOR POPULATION (END OF YEAR)	# OF DISCIPLINE INCIDENTS FOR STUDENTS OF COLOR IN 2013-14	IF STUDENTS OF COLOR WERE DISCIPLINED AT THE SAME RATE AS WHITE STUDENTS IN DPS (4.6%) HOW MANY DISCIPLINE INCIDENTS SHOULD THEY HAVE RECEIVED?	HOW MANY EXTRA DISCIPLINE INCIDENTS WERE THERE FOR STUDENTS OF COLOR DUE TO RACIAL DISPARITIES?	WHAT WAS THE IMPACT OF RACIAL DISPARITIES AT THIS SCHOOL? THIS EQUALS THE SCHOOL RACIAL DISPARITY IMPACT.
SCHOOLA	1000	52	(1000*.046) = 46	(52-46) = 6	(6/46)= 13.0%
SCH00LB	1000	92	(1000*.046) = 46	(92-46) = 46	(46/46)=100%

Because at both schools Students of Color were disciplined beyond the rate of the district's White students, at School A, Students of Color were impacted by racial disparities at 13.0%, and at school B they were impacted at 100%.

DISTRICT INEQUALITY CONTRIBUTION

The District Inequality Contribution rate measures how much a school is contributing to racial disparities across DPS. In 2013-14, there were approximately 10,545 disciplinary incidents of Students of Color in DPS; because White students in DPS were suspended at lesser rates than Students of Color (4.6%, see above), 6,531 of those disciplinary incidents were due to racial disparities. The District Inequality Contribution rate measures how many of those 6,531 extra incidents came from a particular school. For example, a school with 653 extra discipline incidents of Students of Color would have an approximate District Inequality Contribution rate of 10%.

CALCULATIONS

of White discipline incidents in 2013-14 = 835 # of White students in DPS in 2013-14 = 18210 White student discipline rate in 2013-14 = 835/18210*100 = 4.6%

	STUDENT OF COLOR POPULATION (END OF YEAR)	# OF DISCIPLINE INCIDENTS FOR STUDENTS OF COLOR IN 2013-14	IF STUDENTS OF COLOR WERE DISCIPLINED AT THE SAME RATE AS WHITE STUDENTS IN DPS (4.6%) HOW MANY DISCIPLINE INCIDENTS SHOULD THEY HAVE RECEIVED?	HOW MANY EXTRA DISCIPLINE INCIDENTS WERE THERE FOR STUDENTS OF COLOR DUE TO RACIAL DISPARITIES?	OF THE TOTAL RACIAL DISPARITIES IN DPS (6,604), HOW MUCH DID THE SCHOOL CONTRIBUTE? THIS EQUALS THE DISTRICT INEQUALITY CONTRIBUTION.
SCH00LA	1000	52	(1000*.046) = 46	(52-46) = 6	(6/6531*100)= 0.09%
SCH00L B	1000	92	(1000*.046) = 46	(92-46) = 46	(46/6531*100)= 0.70%
DPS OVERALL	87263	10545	(87263*.046) = 3941	(10545-4014)= 6531	n/a

In this example, School A's 6 extra incidents contributed 0.09% of all DPS disparities, while School B's extra 46 incidents contributed a total of 0.70% of all DPS disparities. These two measures equal School A and School B's District Inequality Contribution respectively.



LEGEND: 25 = Top 25 Highest Rates in DPS

•••••

Increasing Rate

DPS REPORT CARD SCHOOL BY SCHOOL, 2013-14

LEGEND: 25 = Top 25 Highest Increasing Rate

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SOUTHWEST	,	SCHOOL FACTS SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK								
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE	
ABRAHAM LINCOLN HIGH SCHOOL	2005	97.7%	92.7%	21.2 25	106.0%	3.5	-22.3%	0.0	-100.0%	
CASTRO ELEMENTARY SCHOOL	760	97.9%	95.8%	2.1	-37.7%	3.0	-32.8%	0.0	0 in 11-12	
CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	743	96.9%	93.1%	0.5	20.7%	0.4	-59.8%	0.0	0 in 11-12	
COLLEGE VIEW ELEMENTARY SCHOOL	602	96.2%	93.0%	1.7	-29.3%	1.7	65.0%	0.0	0 in 11-12	
DENISON MONTESSORI SCHOOL	497	75.1%	60.2%	0.2	-91.5%	1.6	-19.2%	0.0	0 in 11-12	
DENVER CENTER FOR INTL. STUDIES	852	68.4%	51.2%	2.7	-55.0%	2.0	-13.1%	0.0	-100.0%	
DOULL ELEMENTARY SCHOOL	743	92.9%	87.9%	6.6 25	42.0%	0.3	-89.1%	0.9 25	0 in 11-12	
DSST: COLLEGE VIEW MIDDLE SCHOOL (C)	347	91.6%	86.2%	28.8 25	0 in 11-12	17.3 25	0 in 11-12	1.4 25	0 in 11-12	
FLORENCE CRITTENTON HIGH SCHOOL (P)	228	91.2%	86.4%	0.4	-44.1%	0.4	-77.6%	0.0	-100.0%	
FORCE ELEMENTARY SCHOOL	732	94.0%	92.1%	0.3	-95.6%	2.3	-55.1%	0.0	0 in 11-12	
GODSMAN ELEMENTARY SCHOOL	744	95.6%	94.1%	1.7	-76.3%	0.8	-86.9%	0.0	0 in 11-12	
GOLDRICK ELEMENTARY SCHOOL	804	95.5%	93.2%	1.4	93.8%	1.7	23.3%	0.0	0 in 11-12	
GRANT RANCH ECE-8 SCHOOL	970	59.9%	57.9%	2.9	104.1%	3.2	43.8%	0.5	0 in 11-12	
GUST ELEMENTARY SCHOOL	943	91.6%	89.3%	0.0	0 in 11-12	2.3	-42.7%	0.1	-11.5%	
HENRY WORLD SCHOOL	1006	87.0%	84.5%	1.1	-96.1%	13.6 25	-48.9%	2.0 25	34.4%	
JOHN F. KENNEDY HIGH SCHOOL	1601	84.8%	70.9%	5.7	-64.0%	6.7	-17.5%	0.1	-96.2%	
JOHNSON ELEMENTARY SCHOOL	570	93.7%	94.0%	0.2	-96.7%	1.4	-55.4%	0.0	-100.0%	
KAISER ELEMENTARY SCHOOL	472	73.7%	74.2%	0.4	-83.7%	0.6	-73.4%	0.0	0 in 11-12	
KIPP DENVER COLLEGIATE HIGH SCHOOL (C)	405	97.5%	91.1%	0.0	-100.0%	7.9	-58.6%	0.7	0 in 11-12	
KIPP SUNSHINE PEAK ACADEMY (C)	407	99.5%	96.8%	0.5	-74.6%	25.6 25	73.0%	0.0	0 in 11-12	
KNAPP ELEMENTARY SCHOOL	865	95.7%	93.5%	2.2	-23.5%	3.4	21.7%	0.0	0 in 11-12	
KUNSMILLER CREATIVE ARTS ACADEMY	1033	86.6%	81.9%	6.9 25	140.6%	3.0	-40.3%	0.5	41.2%	
MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	346	97.1%	91.9%	1.2	-6.6%	0.0	-100.0%	0.0	0 in 11-12	
MUNROE ELEMENTARY SCHOOL	804	98.4%	97.0%	0.1	-92.4%	0.9	-83.5%	0.1	0 in 11-12	
RESPECT ACADEMY AT LINCOLN (P)	187	95.7%	79.7%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12	
SABIN WORLD SCHOOL	858	80.2%	75.4%	0.7	-87.6%	1.2	-64.0%	0.0	0 in 11-12	
SCHMITT ELEMENTARY SCHOOL	553	94.9%	92.2%	1.4	-73.4%	4.7	0.7%	0.0	0 in 11-12	
SOUTHWEST EARLY COLLEGE (C)	341	96.2%	76.5%	2.9	264.6%	3.2	-53.7%	2.9 25	0 in 11-12	
STRIVE PREP - FEDERAL (C)	399	99.5%	96.5%	0.0	0 in 11-12	12.5	0 in 11-12	0.0	0 in 11-12	
STRIVE PREP - SMART (C)	343	98.0%	89.2%	17.2 25	0 in 11-12	17.2 25	0 in 11-12	0.0	0 in 11-12	

	(continued)		STUDENT	PUSHOUT	ACADEMIC ACHIEVEMENT				
% OF STUDENTS WITH AT LEAST 1 OFFENSE	SCHOOL RACIAL DISPARITY IMPACT	DISTRICT INEQUALITY CONTRIBU- TION	% STUDENT TURNOVER RATES	% OF STUDENTS WITH POOR ATTENDANCE	% PROFICIENT OR BETTER MATH	% PROFICIENT OR BETTER READING	% PROFICIENT OR BETTER WRITING	SPF GROWTH POINTS	
13.6% 25	439.6% 25	6.0% 25	19.3%	24.5% 25	9.2% 25	29.6% 25	15.4% 25	37%	
2.9%	14.0%	0.1%	12.6%	20.1%	40.7%	32.6%	18.2% 25	43%	
0.9%	0.0%	0.0%	15.0%	18.4%	32.0%	23.4% 25	15.1% 25	30%	
3.0%	0.0%	0.0%	14.1%	10.5%	56.7%	43.6%	30.2%	60%	
1.0%	0.0%	0.0%	4.9%	11.5%	54.5%	63.0%	49.1%	73%	
3.8%	30.5%	0.1%	8.0%	15.0%	58.9%	83.4%	73.5%	61%	
5.2%	63.8%	0.3%	11.1%	3.5%	43.9%	42.0%	28.4%	70%	
21.0% 25	1014.3% 25	2.3% 25	4.0%	8.6%	56.0%	64.1%	53.7%	89%	
0.9%	0.0%	0.0%	46.5% 25	18.9%	4.7% 25	32.6%	27.9%	41%	
1.9%	0.0%	0.0%	13.4%	11.5%	45.3%	37.7%	32.6%	68%	
1.3%	0.0%	0.0%	10.3%	11.3%	47.5%	49.7%	33.3%	56%	
2.2%	0.0%	0.0%	13.8%	20.1%	51.9%	41.5%	31.4%	36%	
4.1%	27.2%	0.1%	10.2%	12.0%	64.6%	70.9%	59.3%	61%	
1.7%	0.0%	0.0%	13.5%	11.3%	73.8%	53.7%	45.7%	72%	
9.5%	280.1%	1.7% 25	11.4%	20.1%	44.4%	46.8%	41.0%	36%	
7.9%	153.1%	1.5% 25	15.7%	16.6%	17.1% 25	54.8%	36.4%	43%	
1.6%	0.0%	0.0%	9.8%	13.9%	38.5%	38.4%	20.7%	56%	
0.8%	0.0%	0.0%	13.3%	13.1%	55.4%	52.9%	40.5%	58%	
7.2%	92.6%	0.3%	9.6%	10.1%	34.0%	55.2%	41.2%	70%	
16.0% 25	469.0% 25	1.3% 25	5.7%	10.8%	62.4%	54.9%	54.1%	88%	
3.1%	23.4%	0.1%	12.2%	20.1%	44.7%	48.9%	37.3%	58%	
6.5%	150.2%	0.9%	7.9%	14.1%	29.8%	49.9%	38.8%	40%	
1.2%	0.0%	0.0%	6.9%	8.4%	37.0%	39.6%	27.7%	45%	
0.7%	0.0%	0.0%	12.9%	7.1%	51.8%	44.0%	33.7%	50%	
0.0%	0.0%	0.0%	50.3% 25	2.1%	n/a	n/a	n/a	31%	
1.4%	0.0%	0.0%	8.7%	13.6%	58.4%	61.4%	43.9%	65%	
2.9%	40.8%	0.2%	11.8%	17.9%	41.7%	41.5%	30.9%	28%	
7.0%	98.8%	0.2%	13.2%	0.6%	13.3% 25	52.7%	29.3%	36%	
6.3%	173.8%	0.5%	4.8%	11.0%	47.5%	46.6%	46.9%	70%	
20.1% 25	657.0% 25	1.5% 25	4.7%	3.8%	38.8%	51.6%	38.5%	45%	

DPS OVERALL 85,579 78.7% 71.8% -27.2% 5.3 -10.4% -11.1% **7.9**% 162.7% 15.6% 18.0% 46.6% **54.2**% 43.8%

		,	,					,			
LEGEND: 25 = Top 25 Highest Rates in DPS		SCHOOL FACT	S		SCHOOL DIS	SCIPLINE AND T	HE SCHOOL-TO	-JAIL TRACK			
SOUTHWEST, cont.											
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE		
STRIVE PREP - WESTWOOD (C)	397	98.2%	93.7%	0.0	0 in 11-12	6.5	0 in 11-12	0.0	0 in 11-12		
SUMMITACADEMY (P)	383	93.0%	77.0%	0.3	-72.8%	27.2 25	253.0%	0.5	-18.5%		
TRAYLOR ACADEMY	701	83.5%	74.6%	0.0	0 in 11-12	1.1	12.8%	0.0	0 in 11-12		
VALVERDE ELEMENTARY SCHOOL	478	97.5%	96.4%	2.1	0 in 11-12	1.9	0 in 11-12	0.0	0 in 11-12		
NORTHWEST											
ACADEMIA ANA MARIA SANDOVAL	430	64.7%	37.7%	0.2	0 in 11-12	0.2	-79.5%	0.0	0 in 11-12		
ACADEMY OF URBAN LEARNING (C)	196	93.9%	84.2%	0.0	0 in 11-12	10.2	-39.1%	0.5	0 in 11-12		

NORTHWEST									
ACADEMIA ANA MARIA SANDOVAL	430	64.7%	37.7%	0.2	0 in 11-12	0.2	-79.5%	0.0	0 in 11-12
ACADEMY OF URBAN LEARNING (C)	196	93.9%	84.2%	0.0	0 in 11-12	10.2	-39.1%	0.5	0 in 11-12
ACE COMMUNITY CHALLENGE SCHOOL (C)	298	97.3%	93.6%	13.4 25	-32.3%	1.7	-27.0%	0.3	0 in 11-12
BARNUM ELEMENTARY SCHOOL	632	93.4%	92.9%	0.0	0 in 11-12	2.1	-29.4%	0.0	0 in 11-12
BEACH COURT ELEMENTARY SCHOOL	419	93.3%	85.7%	0.0	-100.0%	2.1	206.4%	0.0	0 in 11-12
BROWN INTERNATIONAL ACADEMY	668	56.7%	51.9%	0.0	-100.0%	3.1	-54.6%	0.0	0 in 11-12
BRYANT WEBSTER DUAL LANGUAGE ECE-8 SCHOOL	502	97.6%	86.7%	1.0	-57.2%	2.6	-33.2%	0.2	-48.6%
CEC MIDDLE COLLEGE OF DENVER (P)	464	93.5%	86.0%	0.0	0 in 11-12	0.9	-3.2%	0.0	0 in 11-12
CENTENNIAL ECE-8 SCHOOL	606	76.7%	70.5%	1.8	-0.8%	5.1	235.6%	0.0	-100.0%
CESAR CHAVEZ ACADEMY DENVER (C)	548	94.9%	86.5%	11.3 25	1065.3%	1.1	-56.6%	0.0	0 in 11-12
CHELTENHAM ELEMENTARY SCHOOL	674	93.9%	95.7%	14.7 25	858.8%	16.5 25	195.6%	0.1	0 in 11-12
COLFAX ELEMENTARY SCHOOL	580	92.1%	90.3%	2.6	-9.5%	5.5	-31.3%	0.0	0 in 11-12
COLORADO HIGH SCHOOL CHARTER (C)	244	91.0%	80.7%	0.0	-100.0%	2.0	-87.1%	0.0	0 in 11-12
COLUMBIAN ELEMENTARY SCHOOL	374	94.4%	86.1%	0.3	4.0%	0.0	-100.0%	0.0	-100.0%
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL (P)	379	92.1%	79.4%	1.1	-95.9%	10.8	-63.7%	4.5 25	0 in 11-12
COWELL ELEMENTARY SCHOOL	668	94.5%	91.0%	4.2	278.3%	1.8	-7.4%	0.0	0 in 11-12
EAGLETON ELEMENTARY SCHOOL	620	94.2%	91.0%	1.5	0 in 11-12	1.0	-78.8%	0.0	0 in 11-12
EDISON ELEMENTARY SCHOOL	654	46.8%	39.1%	1.5	158.4%	0.8	-53.0%	0.0	-100.0%
ESCUELA TLATELOLCO SCHOOL (C)	171	98.2%	45.6%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
FAIRVIEW ELEMENTARY SCHOOL	406	94.8%	95.8%	1.5	-49.9%	4.2	-39.1%	0.0	-100.0%
GREENLEE ELEMENTARY SCHOOL	517	92.3%	91.1%	0.4	-67.4%	4.4	1.0%	0.0	0 in 11-12
JUSTICE HIGH SCHOOL DENVER (C)	179	96.1%	83.8%	0.0	0 in 11-12	8.4	102.3%	0.0	0 in 11-12
KEPNER MIDDLE SCHOOL	1105	96.8%	93.8%	0.9	-86.8%	12.9	-37.6%	1.6 25	-10.8%
LAKE INTERNATIONAL SCHOOL	534	92.7%	93.3%	3.7	1398.1%	12.7	-32.1%	0.0	-100.0%
NEWLON ELEMENTARY SCHOOL	695	96.0%	89.2%	0.4	-83.2%	0.1	-92.8%	0.0	0 in 11-12
NORTH HIGH SCHOOL	1104	90.3%	82.5%	9.7 25	220.1%	5.8	-28.2%	1.9 25	63.3%
NORTH HIGH SCHOOL ENGAGEMENT CENTER	206	95.6%	81.1%	0.5	0 in 11-12	5.3	0 in 11-12	3.4 25	0 in 11-12

	(continued)		STUDENT	PUSHOUT	ACADEMIC ACHIEVEMENT					
% OF STUDENTS WITH AT LEAST 1 OFFENSE	SCHOOL RACIAL DISPARITY IMPACT	DISTRICT INEQUALITY CONTRIBU- TION	% STUDENT TURNOVER RATES	% OF STUDENTS WITH POOR ATTENDANCE	% PROFICIENT OR BETTER MATH	% PROFICIENT OR BETTER READING	% PROFICIENT OR BETTER WRITING	SPF GROWTH POINTS		
4.5%	5.9%	0.0%	1.8%	2.8%	55.8%	50.7%	50.1%	82%		
17.0% 25	516.8% 25	1.3%	54.8% 25	21.4%	3.0% 25	22.2% 25	12.6% 25	28% 25		
0.9%	0.0%	0.0%	10.0%	8.4%	68.3%	66.3%	55.4%	60%		
2.1%	0.0%	0.0%	11.0%	23.2%	31.4%	22.7% 25	17.8% 25	16% 25		
0.5%	0.0%	0.0%	2.9%	4.9%	59.7%	67.8%	47.0%	56%		
0.570	0.070	0.070	2.770	7.7/0	37.770	07.070	₹7.070	30 /0		

0.5%	0.0%	0.0%	2.9%	4.9%	59.7%	67.8%	47.0%	56%
9.7%	136.3%	0.2%	78.1% 25	27.0% 25	0.0% 25	18.5% 25	3.7% 25	47%
11.7% 25	244.8%	0.5%	33.6% 25	34.9% 25	0.0% 25	10.2% 25	4.3% 25	42%
1.9%	0.0%	0.0%	11.8%	9.7%	52.1%	46.8%	42.4%	51%
1.7%	0.0%	0.0%	13.2%	19.3%	45.5%	37.0%	23.9%	38%
2.2%	20.5%	0.1%	9.4%	13.2%	73.7%	76.9%	60.9%	70%
3.4%	0.0%	0.0%	9.8%	8.0%	50.9%	43.8%	40.6%	59%
0.6%	0.0%	0.0%	6.2%	6.7%	20.1%	71.2%	49.3%	70%
4.6%	73.0%	0.2%	11.7%	13.2%	38.0%	42.8%	29.8%	23% 25
6.6%	180.1%	0.7%	9.7%	13.3%	52.5%	52.2%	42.0%	46%
12.6% 25	531.9% 25	2.4% 25	14.3%	35.6% 25	37.9%	32.4%	23.6%	29% 25
4.7%	87.3%	0.3%	19.2%	21.4%	45.0%	43.4%	23.6%	55%
2.0%	0.0%	0.0%	40.6% 25	18.9%	n/a	n/a	n/a	36%
0.3%	0.0%	0.0%	8.7%	12.8%	46.6%	43.0%	33.9%	54%
10.3%	280.0%	0.7%	55.4% 25	36.1% 25	3.2% 25	25.0% 25	7.6% 25	23% 25
3.3%	37.8%	0.2%	16.8%	23.7% 25	41.0%	35.5%	22.3%	41%
1.9%	0.0%	0.0%	13.1%	13.7%	45.5%	32.7%	28.7%	40%
1.8%	0.0%	0.0%	8.1%	13.1%	66.8%	76.3%	54.5%	52%
0.0%	0.0%	0.0%	12.9%	5.8%	2.8% 25	22.2% 25	16.7% 25	24% 25
4.9%	24.2%	0.1%	14.1%	15.8%	33.7%	30.4% 25	26.1%	17% 25
3.1%	4.8%	0.0%	20.7%	11.4%	49.0%	39.4%	25.9%	28%
6.1%	76.9%	0.1%	35.2% 25	29.1% 25	2.2% 25	6.5% 25	2.2% 25	36%
10.0%	247.4%	1.9% 25	17.1%	40.1% 25	23.8%	20.7% 25	16.4% 25	20% 25
9.7%	264.5%	0.9%	21.2%	32.6% 25	23.8%	34.5%	24.6%	26% 25
0.6%	0.0%	0.0%	13.9%	16.3%	59.5%	49.4%	35.7%	64%
9.7%	301.2%	2.1% 25	21.3%	18.6%	12.6% 25	46.2%	30.4%	49%
4.9%	109.7%	0.2%	47.1% 25	5.3%	n/a	n/a	n/a	29% 25

İ	DPS OVERALL	85,579	78 7%	71.8%	li	5.3	.27 2%	7.4	-10.4%	0.6	.11 1%
	DPS OVERALL	85,5/9	78.7%	/1.8%	Ш	5.3	-21.2%	7.4	-10.4%	0.6	-11.1%

	7.9%	162.7%	n/a	15.6%	18.0%		46.6%	54.2%	43.8%	n/a	
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LEGEND: 25 = Top 25 Highest Rates in DPS NORTHWEST, cont.	!	SCHOOL FACT	s		SCHOOL DIS	SCIPLINE AND T	HE SCHOOL-TO	-JAIL TRACK	
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE
SKINNER MIDDLE SCHOOL	586	79.0%	74.6%	0.2	-92.8%	9.2	-28.9%	2.9 25	84.6%
STRIVE PREP - LAKE (C)	408	98.3%	92.9%	0.0	0 in 11-12	23.8 25	0 in 11-12	0.2	0 in 11-12
STRIVE PREP - SUNNYSIDE (C)	382	96.1%	86.4%	4.2	0 in 11-12	32.7 25	0 in 11-12	0.0	0 in 11-12
TREVISTA ECE-8 AT HORACE MANN	791	96.1%	91.3%	1.1	-83.3%	2.1	-66.2%	0.9 25	-14.9%
VALDEZ ELEMENTARY SCHOOL	432	69.9%	56.0%	4.9	431.1%	3.2	57.4%	0.5	0 in 11-12
WEST CAREER ACADEMY (P)	129	95.3%	74.4%	0.0	0 in 11-12	0.8	0 in 11-12	0.8	0 in 11-12
WEST GENERATIONS ACADEMY	639	94.2%	91.9%	4.5	0 in 11-12	13.5	0 in 11-12	4.4 25	0 in 11-12
WEST HIGH SCHOOL	327	97.9%	88.1%	0.3	-81.7%	3.4	-69.8%	1.5 25	-63.4%
WEST LEADERSHIP ACADEMY	499	93.2%	93.2%	1.2	0 in 11-12	11.4	0 in 11-12	2.8 25	0 in 11-12

FAR	NORTHEAST

DPS OVERALL	85,579	78.7%	71.8%	5.3	-27.2%	7.4	-10.4%	0.6	-11.1%
PUSH ACADEMY (P)	276	97.1%	81.2%	0.0	0 in 11-12	0.7	0 in 11-12	0.0	0 in 11-12
OMAR D BLAIR CHARTER SCHOOL (C)	933	85.9%	62.5%	5.0	-35.2%	8.3	291.4%	0.0	0 in 11-12
NOEL COMMUNITY ARTS SCHOOL	799	94.2%	83.7%	28.7 25	252.7%	23.7 25	11.6%	0.0	0 in 11-12
MONTBELLO HIGH SCHOOL	368	94.6%	75.0%	0.0	-100.0%	0.5	-95.1%	0.0	-100.0%
MONARCH MONTESSORI (C)	297	77.1%	63.3%	0.0	0 in 11-12	12.1	0 in 11-12	0.0	0 in 11-12
MCGLONE ELEMENTARY SCHOOL	901	97.1%	93.8%	0.2	-84.6%	2.2	-40.6%	0.1	0 in 11-12
MAXWELL ELEMENTARY SCHOOL	700	96.4%	91.3%	4.3	10.6%	2.3	-65.4%	0.0	0 in 11-12
MARTIN LUTHER KING JR. EARLY COLLEGE	1454	96.0%	85.3%	5.9	-38.1%	9.1	6.4%	0.6	-61.0%
MARRAMA ELEMENTARY SCHOOL	828	90.7%	83.7%	0.2	-86.3%	3.4	-7.3%	0.0	0 in 11-12
MARIE L. GREENWOOD ACADEMY	762	98.2%	93.8%	3.8	0 in 11-12	1.7	0 in 11-12	0.0	0 in 11-12
KIPP MONTBELLO COLLEGE PREP (C)	381	95.0%	90.0%	7.6 25	0 in 11-12	19.2 25	30.1%	0.3	0 in 11-12
HIGH-TECH EARLY COLLEGE	525	95.0%	78.5%	0.4	-85.9%	9.9	-45.7%	0.0	0 in 11-12
GREEN VALLEY ELEMENTARY SCHOOL	960	90.6%	77.4%	0.0	-100.0%	2.1	118.8%	0.0	0 in 11-12
FLORIDA PITT-WALLER ECE-8 SCHOOL	1182	91.1%	73.0%	0.3	55.7%	7.1	13.2%	0.0	-100.0%
FARRELL B. HOWELL ECE-8 SCHOOL	963	98.5%	91.4%	2.6	149.2%	2.9	153.8%	0.1	-0.3%
ESCALANTE-BIGGS ACADEMY	524	95.0%	81.3%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
DSST: GREEN VALLEY RANCH MS (C)	508	90.6%	76.4%	6.5 25	0 in 11-12	5.9	0 in 11-12	0.6	0 in 11-12
DSST: GREEN VALLEY RANCH (C)	496	92.5%	72.4%	0.2	-98.3%	4.8	-75.7%	0.0	-100.0%
DCIS AT MONTBELLO	894	96.8%	88.5%	51.5 25	669.5%	17.4 25	161.0%	0.0	-100.0%
DCIS AT FORD	820	98.5%	93.2%	0.0	0 in 11-12	7.1	478.8%	0.0	0 in 11-12
COLLEGIATE PREPARATORY ACADEMY	558	94.1%	82.6%	2.0	-90.7%	31.2 25	-9.1%	0.2	-96.2%
ARCHULETA ELEMENTARY SCHOOL	769	92.7%	86.7%	1.6	1.7%	5.7	-21.5%	0.1	0 in 11-12
AMESSE ELEMENTARY SCHOOL	762	95.1%	91.6%	7.2 25	211.6%	3.4	-5.3%	0.1	0 in 11-12

	(continued)		STUDENT	PUSHOUT	ACADEMIC ACHIEVEMENT					
% OF STUDENTS WITH AT LEAST 1 OFFENSE	SCHOOL RACIAL DISPARITY IMPACT	DISTRICT INEQUALITY CONTRIBU- TION	% STUDENT TURNOVER RATES	% OF STUDENTS WITH POOR ATTENDANCE	% PROFICIENT OR BETTER MATH	% PROFICIENT OR BETTER READING	% PROFICIENT OR BETTER WRITING	SPF GROWTH POINTS		
6.7%	228.7%	0.7%	9.9%	17.7%	50.6%	57.9%	47.7%	55%		
11.8% 25	431.3% 25	1.2%	11.0%	16.2%	33.9%	38.5%	32.7%	48%		
16.0% 25	735.2% 25	1.9% 25	8.4%	8.4%	47.5%	49.7%	44.3%	60%		
3.4%	0.0%	0.0%	20.8%	19.1%	37.7%	30.6% 25	22.3%	36%		
5.3%	108.8%	0.2%	11.2%	12.3%	51.6%	54.1%	32.4%	40%		
0.8%	0.0%	0.0%	55.0% 25	7.0%	n/a	n/a	n/a	49%		
12.8% 25	409.2%	1.7% 25	26.1% 25	42.6% 25	15.0% 25	29.8% 25	17.1% 25	19% 25		
4.0%	1.9%	0.0.0%	28.7% 25	11.6%	n/a	n/a	n/a	27% 25		
8.6%	213.2%	0.7%	18.4%	29.5% 25	20.7%	32.2% 25	26.9%	42%		

4.6%	142.9%	0.7%	18.4%	22.0%	46.7%	42.7%	32.1%	32%
4.8%	70.7%	0.4%	13.0%	12.4%	56.2%	51.5%	38.0%	63%
19.4% 25	653.6% 25	2.4% 25	38.0% 25	38.9% 25	14.7% 25	39.0%	24.7%	37%
3.5%	1433.0%25	0.3%	13.5%	20.7%	41.7%	24.5% 25	17.6% 25	38%
31.5% 25	56.0%	8.6% 25	17.9%	29.8% 25	20.5%	36.8%	27.6%	40%
3.4%	0.0%	0.0%	6.5%	10.9%	63.1%	72.9%	60.2%	92%
8.9%	193.0%	0.6%	8.7%	7.5%	61.7%	71.4%	65.1%	82%
0.0%	0.0%	0.0%	16.8%	0.2%	n/a	n/a	n/a	n/a
4.6%	14.5%	0.1%	8.9%	12.8%	41.5%	43.0%	33.5%	55%
4.8%	63.5%	0.5%	14.0%	17.2%	40.4%	48.7%	36.9%	46%
1.0%	0.0%	0.0%	17.2%	9.5%	56.6%	57.0%	40.5%	75%
8.2%	139.6%	0.5%	20.4%	31.4% 25	12.0% 25	39.8%	75.1%	44%
10.8%	512.5% 25	1.3%	16.3%	16.0%	43.4%	53.5%	47.2%	80%
4.5%	22.1%	0.1%	6.3%	15.7%	37.6%	39.1%	37.1%	44%
2.2%	0.0%	0.0%	19.4%	12.4%	52.8%	54.3%	43.8%	57%
8.8%	253.5%	2.5% 25	14.7%	18.5%	22.9%	37.2%	29.3%	49%
4.3%	48.1%	0.2%	17.0%	16.6%	46.1%	46.8%	29.1%	46%
1.9%	0.0%	0.0%	21.5%	12.2%	54.8%	33.3%	24.5%	62%
8.8%	127.8%	0.2%	18.9%	11.8%	34.4%	43.8%	29.0%	n/a
0.5%	0.0%	0.0%	17.1%	0.0%	n/a	n/a	n/a	n/a
21.7% 25	1069.2%25	5.6% 25	21.4%	27.0% 25	16.5% 25	35.0%	23.4%	32%
8.9%	206.7%	1.2%	10.0%	10.5%	59.3%	64.0%	55.3%	68%
0.7%	0.0%	0.0%	42.4% 25	4.7%	2.3% 25	41.9%	4.7% 25	39%

7.9%

162.7%

n/a

15.6%

18.0%

46.6%

54.2%

43.8%

n/a

LEGEND: 25 = Top 25 Highest Rates in DPS	:	SCHOOL FACT	S	SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK						
FAR NORTHEAST, cont.										
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE	
RIDGE VIEW ACADEMY CHARTER SCHOOL (C)	489	71.6%	95.7%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12	
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER (C)	265	93.2%	79.6%	63.8 25	0 in 11-12	71.3 25	0 in 11-12	0.8	0 in 11-12	
SOAR AT GREEN VALLEY RANCH (C)	541	86.9%	70.8%	0.7	0 in 11-12	5.2	78.0%	0.0	0 in 11-12	
SOAR OAKLAND (C)	739	94.3%	90.1%	1.6	0 in 11-12	4.2	-11.1%	0.0	0 in 11-12	
STRIVE PREP - GVR (C)	288	92.4%	78.1%	17.0 25	0 in 11-12	29.5 25	0 in 11-12	0.0	0 in 11-12	
STRIVE PREP - MONTBELLO (C)	294	95.9%	91.2%	29.9 25	0 in 11-12	23.1 25	0 in 11-12	0.0	0 in 11-12	
VISTA ACADEMY (P)	307	94.1%	79.5%	0.0	-100.0%	7.5	-39.6%	0.0	-100.0%	
WESTERLY CREEK ELEMENTARY SCHOOL	801	32.5%	16.0%	0.5	-72.6%	0.2	-64.4%	0.0	0 in 11-12	
WILLIAM (BILL) ROBERTS K-8 SCHOOL	937	31.9%	17.4%	0.0	-100.0%	1.3	-27.5%	0.0	0 in 11-12	
NEAR NORTHEAST										
ASHLEY ELEMENTARY SCHOOL	463	89.8%	87.9%	6.3 25	0 in 11-12	4.8	119.0%	0.0	0 in 11-12	
BARRETT ELEMENTARY SCHOOL	260	97.7%	93.5%	1.9	194.2%	4.6	76.5%	0.0	0 in 11-12	
BRUCE RANDOLPH SCHOOL	1153	97.9%	94.1%	50.1 25	-59.0%	17.3 🐠	-47.6%	2.9 25	31.0%	
COLE ARTS AND SCIENCE ACADEMY	696	92.2%	88.8%	2.4	270.5%	0.6	-92.8%	0.0	-100.0%	
COLUMBINE ELEMENTARY SCHOOL	390	91.5%	86.2%	0.0	-100.0%	8.7	22.9%	0.0	0 in 11-12	
DENVER CENTER FOR 21ST LEARNING AT WYMAN (P)	462	94.4%	77.3%	0.2	-97.9%	9.5	-65.0%	0.6	0 in 11-12	
DENVER LANGUAGE SCHOOL (C)	595	40.2%	12.6%	0.2	-77.5%	0.0	-100.0%	0.0	0 in 11-12	

NEAK NUKITEASI									
ASHLEY ELEMENTARY SCHOOL	463	89.8%	87.9%	6.3 25	0 in 11-12	4.8	119.0%	0.0	0 in 11-12
BARRETT ELEMENTARY SCHOOL	260	97.7%	93.5%	1.9	194.2%	4.6	76.5%	0.0	0 in 11-12
BRUCE RANDOLPH SCHOOL	1153	97.9%	94.1%	50.1 25	-59.0%	17.3 25	-47.6%	2.9 25	31.0%
COLE ARTS AND SCIENCE ACADEMY	696	92.2%	88.8%	2.4	270.5%	0.6	-92.8%	0.0	-100.0%
COLUMBINE ELEMENTARY SCHOOL	390	91.5%	86.2%	0.0	-100.0%	8.7	22.9%	0.0	0 in 11-12
DENVER CENTER FOR 21ST LEARNING AT WYMAN (P)	462	94.4%	77.3%	0.2	-97.9%	9.5	-65.0%	0.6	0 in 11-12
DENVER LANGUAGE SCHOOL (C)	595	40.2%	12.6%	0.2	-77.5%	0.0	-100.0%	0.0	0 in 11-12
DENVER ONLINE HIGH SCHOOL (P)	257	50.2%	35.0%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
DENVER SCHOOL OF THE ARTS	1139	33.0%	14.8%	0.4	98.6%	0.8	-25.5%	0.0	-100.0%
DORA MOORE ECE-8 SCHOOL	633	66.2%	71.4%	5.2	0.6%	7.1	12.3%	0.2	0 in 11-12
DSST: COLE (C)	481	85.9%	74.8%	4.8	-87.8%	8.5	-25.2%	0.0	-100.0%
DSST: STAPLETON HIGH SCHOOL (C)	564	71.5%	48.4%	2.3	-47.2%	0.4	-92.9%	0.0	-100.0%
DSST: STAPLETON MIDDLE SCHOOL (C)	485	66.8%	52.8%	6.8 25	0 in 11-12	2.1	0 in 11-12	0.0	0 in 11-12
EAST HIGH SCHOOL	2833	56.3%	38.5%	3.6	-42.6%	4.6	-32.4%	1.9 25	-25.5%
EMILY GRIFFITH TECHNICAL COLLEGE (P)	873	84.7%	44.7%	0.0	0 in 11-12	0.1	0 in 11-12	0.1	0 in 11-12
GARDEN PLACE ELEMENTARY SCHOOL	524	96.0%	91.6%	3.8	8.9%	3.6	-32.4%	0.2	-7.4%
GILPIN MONTESSORI PUBLIC SCHOOL	408	77.7%	75.0%	0.0	-100.0%	0.5	-93.8%	0.0	0 in 11-12
HALLETT FUNDAMENTAL ACADEMY	479	95.0%	88.7%	2.9	256.6%	10.0	48.2%	0.0	0 in 11-12
HARRINGTON ELEMENTARY SCHOOL	565	95.6%	94.0%	0.0	-100.0%	2.1	-22.0%	0.0	0 in 11-12
MANUAL HIGH SCHOOL	596	96.6%	79.0%	0.0	-100.0%	20.6 25	11.4%	2.3 25	1168.5%
MCAULIFFE INTERNATIONAL SCHOOL	434	36.4%	22.8%	1.4	0 in 11-12	2.3	0 in 11-12	0.0	0 in 11-12
MONTCLAIR ELEMENTARY SCHOOL	609	68.1%	67.0%	0.5	52.0%	1.3	-78.7%	0.0	0 in 11-12
MOREY MIDDLE SCHOOL	754	57.2%	47.9%	0.0	-100.0%	13.5 🛂	-17.2%	2.7 25	22.5%
DPS OVERALL	85,579	78.7%	71.8%	5.3	-27.2%	7.4	-10.4%	0.6	-11.1%

	(continued)		STUDENT	PUSHOUT	ACADEMIC ACHIEVEMENT					
% OF STUDENTS WITH AT LEAST 1 OFFENSE	SCHOOL RACIAL DISPARITY IMPACT	DISTRICT INEQUALITY CONTRIBU- TION	% STUDENT TURNOVER RATES	% OF STUDENTS WITH POOR ATTENDANCE	% PROFICIENT OR BETTER MATH	% PROFICIENT OR BETTER READING	% PROFICIENT OR BETTER WRITING	SPF GROWTH POINTS		
0.0%	0.0%	0.0%	53.6% 25	0.6%	6.0% 25	30.3% 25	15.2% 25	48%		
41.9% 25	3033.3%25	5.2% 25	20.0%	7.5%	9.3% 25	31.3% 25	14.8% 25	26% 25		
4.8%	24.9%	0.1%	6.8%	18.7%	49.1%	52.2%	37.1%	31%		
3.2%	31.0%	0.2%	16.4%	20.6%	23.6%	25.1% 25	12.1% 25	11% 25		
15.6% 25	921.6% 25	1.7% 25	12.8%	7.6%	50.8%	57.1%	54.6%	83%		
23.1% 25	1087.2%25	2.1% 25	22.4%	6.5%	36.1%	44.7%	37.9%	72%		
7.5%	73.0%	0.2%	19.2%	7.5%	16.0% 25	39.1%	23.7%	46%		
0.7%	0.0%	0.0%	14.1%	7.5%	86.5%	85.6%	75.2%	63%		
1.2%	0.0%	0.0%	10.8%	3.9%	82.5%	84.1%	74.9%	76%		

					-			
5.2%	114.3%	0.3%	22.5%	14.0%	46.8%	41.7%	21.1%	48%
4.6%	36.9%	0.1%	16.2%	15.0%	41.8%	41.8%	17.9% 25	46%
24.0% 25	1401.9%25	11.0% 25	16.0%	15.6%	17.3%	32.4% 25	25.9%	44%
2.4%	0.0%	0.0%	16.2%	9.3%	54.1%	40.3%	27.3%	48%
5.9%	94.9%	0.2%	23.9%	24.6% 25	28.6%	44.0%	24.4%	36%
7.6%	109.4%	0.3%	49.1% 25	20.3%	2.8% 25	12.1% 25	6.5% 25	32%
0.2%	0.0%	0.0%	8.7%	1.8%	80.8%	80.7%	56.6%	64%
0.0%	0.0%	0.0%	49.0% 25	0.4%	23.4%	70.2%	53.2%	67%
0.9%	0.0%	0.0%	5.3%	3.1%	80.9%	95.4%	90.3%	86%
8.4%	216.5%	0.6%	16.7%	12.0%	45.7%	52.3%	40.1%	44%
7.9%	189.5%	0.6%	12.5%	20.2%	61.2%	63.7%	57.7%	78%
2.7%	0.0%	0.0%	9.9%	2.3%	73.6%	83.6%	77.6%	89%
6.8%	155.0%	0.4%	7.2%	3.1%	84.2%	83.5%	77.7%	95%
6.4%	210.6%	2.4% 25	17.0%	11.3%	45.9%	76.1%	63.6%	80%
0.2%	0.0%	0.0%	66.7% 25	0.0%	12.0% 25	52.0%	20.0%	53%
4.0%	72.9%	0.3%	16.1%	15.6%	44.3%	41.5%	25.2%	65%
0.5%	0.0%	0.0%	15.6%	23.3% 25	37.8%	38.8%	22.4%	35%
8.1%	186.7%	0.6%	14.7%	20.9%	46.4%	50.4%	38.1%	59%
1.9%	0.0%	0.0%	16.3%	6.9%	37.3%	34.6%	28.3%	33%
13.6% 25	409.5%	1.7% 25	31.2% 25	39.4% 25	6.0% 25	28.9% 25	15.9% 25	20% 25
2.5%	120.1%	0.1%	9.0%	1.8%	63.1%	89.0%	84.5%	83%
1.0%	0.0%	0.0%	15.6%	14.1%	54.1%	63.3%	49.5%	62%
7.7%	454.8% 25	1.4% 25	15.8%	11.4%	68.0%	74.4%	68.8%	34%

7.9%

162.7%

n/a

15.6%

18.0%

46.6%

54.2%

43.8%

n/a

EGEND: 25 = Top 25 Highest Rates in DPS		SCHOOL FACT	'S		SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				
NEAR NORTHEAST, cont.									
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE
ODYSSEY CHARTER ELEMENTARY SCHOOL (C)	242	44.6%	36.8%	0.8	-51.4%	0.4	-51.4%	0.0	-100.0%
R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM) (P)	282	91.5%	85.5%	7.1 25	-72.2%	24.5 25	-43.7%	6.7 25	128.5%
ALMER ELEMENTARY SCHOOL	448	61.2%	49.6%	1.8	56.1%	4.7	-6.9%	0.0	0 in 11-12
ARK HILL SCHOOL	657	42.6%	29.2%	0.3	-53.6%	0.2	-92.3%	0.0	0 in 11-12
DNEER CHARTER SCHOOL (C)	594	99.5%	90.7%	0.2	-91.2%	2.5	297.3%	0.2	0 in 11-12
S AT EBERT ELEMENTARY SCHOOL	340	19.4%	3.2%	1.5	408.8%	1.5	408.8%	0.0	0 in 11-12
EY MIDDLE SCHOOL	215	88.4%	84.2%	0.0	-100.0%	24.2 25	-41.1%	0.5	106.0%
H RENAISSANCE SCHOOL	622	94.4%	94.4%	3.1	-19.2%	6.4	2.1%	0.0	0 in 11-12
MAN ELEMENTARY SCHOOL	469	91.3%	81.0%	6.0	19.9%	13.6 25	110.1%	0.0	0 in 11-12
NSEA ELEMENTARY SCHOOL	758	93.8%	95.0%	0.9	-58.2%	3.6	-59.6%	0.0	0 in 11-12
VIGERT INTERNATIONAL SCHOOL	646	26.2%	7.6%	0.5	76.5%	0.8	194.1%	0.0	0 in 11-12
LLER ELEMENTARY SCHOOL	545	43.9%	36.0%	0.2	0 in 11-12	2.0	-23.8%	0.0	0 in 11-12
IVERSITY PREP (C)	281	91.8%	81.1%	3.6	0 in 11-12	10.0	0 in 11-12	0.0	0 in 11-12
NTURE PREP HIGH SCHOOL (C)	312	90.7%	82.7%	4.2	0 in 11-12	11.2	0 in 11-12	0.0	0 in 11-12
ENTURE PREP MS (C)	125	99.2%	93.6%	24.0 25	0 in 11-12	9.6	0 in 11-12	1.6 25	0 in 11-12
VHITTIER K-8 SCHOOL	472	91.3%	87.7%	3.0	74.3%	10.4	35.5%	0.0	0 in 11-12
WYATT ACADEMY (C)	750	96.8%	91.3%	3.5	-61.1%	12.8	18.6%	0.0	0 in 11-12
SOUTHEAST									
SBURY ELEMENTARY SCHOOL	422	41.9%	43.8%	0.9	-52.4%	0.5	-88.8%	0.0	0 in 11-12
RADLEY INTERNATIONAL SCHOOL	683	48.6%	46.7%	0.0	-100.0%	0.6	-77.4%	0.0	-100.0%
ROMWELL ELEMENTARY SCHOOL	343	22.4%	9.9%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
ARSON ELEMENTARY SCHOOL	476	28.8%	15.5%	0.0	-100.0%	0.2	-50.9%	0.0	0 in 11-12
ORY ELEMENTARY SCHOOL	434	17.7%	12.9%	2.5	49.2%	3.2	32.9%	0.0	-100.0%
REATIVITY CHALLENGE COMMUNITY (C3)	213	16.4%	16.4%	1.4	0 in 11-12	0.9	0 in 11-12	0.0	0 in 11-12
DENVER GREEN SCHOOL	740	62.7%	61.6%	1.2	-0.3%	2.3	182.6%	0.0	0 in 11-12
ELLIS ELEMENTARY SCHOOL	708	71.6%	86.4%	0.1	-90.2%	1.6	-66.0%	0.0	0 in 11-12
GEORGE WASHINGTON HIGH SCHOOL	1800	74.9%	57.4%	2.4	-60.8%	5.2	-20.2%	0.8	715.4%
GIRLS ATHLETIC LEADERSHIP SCHOOL (C)	268	58.6%	52.2%	9.3 25	0 in 11-12	7.8	-22.3%	0.0	-100.0%
RANT BEACON MIDDLE SCHOOL	615	88.5%	86.3%	1.0	-88.3%	13.5 😃	-51.8%	0.2	-82.5%
AMILTON MIDDLE SCHOOL	1077	61.9%	55.2%	0.0	-100.0%	4.4	-76.0%	0.9 25	164.6%
IIGHLINE ACADEMY CHARTER SCHOOL (C)	546	51.3%	37.5%	0.4	107.7%	0.9	-56.7%	0.0	0 in 11-12
HILL CAMPUS OF ARTS AND SCIENCES	1010	64.9%	56.6%	0.0	-100.0%	8.3	-40.2%	2.4 25	-14.6%
HOLM ELEMENTARY SCHOOL	792	79.9%	80.9%	0.1	10.2%	1.5	65.3%	0.0	0 in 11-12
									_
DPS OVERALL	85,579	78.7%	71.8%	5.3	-27.2%	7.4	-10.4%	0.6	-11.1%

LEGEND: 25 =	= Top 25 Highest Rates in DPS	Increasing Rate
SOUTHEAST, o	ont.	
SCHOOL NAME CHARTER: (C) / PA	NTHWAYS SCHOOL:	(P)
LINCOLN ELEMENT	ARY SCHOOL	
LOWRY ELEMENTA	RY SCHOOL	
MCKINLEY-THATCH	ER ELEMENTARY SC	CHOOL
MCMEEN ELEMEN	TARY SCHOOL	
MERRILL MIDDLE S	SCH00L	
PLACE BRIDGE ACA	ADEMY	
ROCKY MOUNTAIN	PREP (C)	
SAMUELS ELEMEN	TARY SCHOOL	
SLAVENS K-8 SCHO)OL	
SOUTH HIGH SCH	OOL	
SOUTHMOOR ELEM	MENTARY SCHOOL	
CTECK ELEWENIAND	V CCHUUI	

SCHOOL FACTS

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK

SOUTHEAST, cont.									
SCHOOL NAME CHARTER: (C) / PATHWAYS SCHOOL: (P)	2013-14 POPU- LATION	% STUDENTS OF COLOR	% FREE & REDUCED LUNCH	ISS 2013-14 RATES PER 100 STUDENTS	ISS - 2 YEAR CHANGE	OSS 2013- 14 RATES PER 100 STUDENTS	OSS - 2 YEAR CHANGE	REFERRALS 2013-14 RATES PER 100 STUDENTS	REFERRALS - 2 YEAR CHANGE
LINCOLN ELEMENTARY SCHOOL	407	38.6%	26.5%	0.2	0 in 11-12	2.0	-24.2%	0.0	0 in 11-12
LOWRY ELEMENTARY SCHOOL	587	47.7%	37.1%	4.6	76.4%	1.2	-67.6%	0.2	0 in 11-12
MCKINLEY-THATCHER ELEMENTARY SCHOOL	240	64.2%	53.3%	0.0	-100.0%	3.3	-28.1%	0.0	0 in 11-12
MCMEEN ELEMENTARY SCHOOL	791	78.1%	81.5%	1.3	267.5%	2.7	-7.4%	0.0	0 in 11-12
MERRILL MIDDLE SCHOOL	675	66.7%	73.5%	0.7	-97.0%	12.9	-3.3%	1.8 25	-1.5%
PLACE BRIDGE ACADEMY	1366	90.9%	90.8%	0.5	85.9%	7.2	76.4%	0.0	0 in 11-12
ROCKY MOUNTAIN PREP (C)	352	78.4%	75.3%	0.0	0 in 11-12	6.0	0 in 11-12	0.0	0 in 11-12
SAMUELS ELEMENTARY SCHOOL	780	79.7%	74.9%	1.0	5.9%	6.4	39.3%	0.0	0 in 11-12
SLAVENS K-8 SCHOOL	641	16.8%	9.4%	0.3	73.5%	0.0	-100.0%	0.0	0 in 11-12
SOUTH HIGH SCHOOL	1630	74.8%	71.3%	21.0 25	18.9%	4.2	-23.0%	1.6 25	-16.2%
SOUTHMOOR ELEMENTARY SCHOOL	561	44.9%	32.3%	0.0	0 in 11-12	1.6	0 in 11-12	0.0	0 in 11-12
STECK ELEMENTARY SCHOOL	413	24.9%	12.3%	0.5	-73.8%	1.2	162.1%	0.0	0 in 11-12
STEELE ELEMENTARY SCHOOL	501	15.6%	15.0%	0.0	-100.0%	0.0	0 in 11-12	0.0	0 in 11-12
STEPHEN KNIGHT CENTER FOR EARLY EDUCATION	423	22.7%	15.6%	0.0	0 in 11-12	0.5	0 in 11-12	0.0	0 in 11-12
THOMAS JEFFERSON HIGH SCHOOL	1382	65.2%	54.0%	0.7	-93.6%	6.4	-5.2%	1.3 25	-22.4%
UNIVERSITY PARK ELEMENTARY SCHOOL	522	33.9%	30.5%	0.2	-95.6%	0.8	-77.7%	0.0	-100.0%

	(continued)		STUDENT	PUSHOUT		ACADEMIC ACHIEVEMENT					
% OF STUDENTS WITH AT LEAST 1 OFFENSE	SCHOOL RACIAL DISPARITY IMPACT	DISTRICT INEQUALITY CONTRIBU- TION	% STUDENT TURNOVER RATES	% OF STUDENTS WITH POOR ATTENDANCE		% PROFICIENT OR BETTER MATH	% PROFICIENT OR BETTER READING	% PROFICIENT OR BETTER WRITING	SPF GROWTH POINTS		
2.2%	0.0%	0.0%	7.2%	3.4%		75.5%	83.5%	66.2%	84%		
3.2%	132.9%	0.3%	18.9%	11.6%		74.8%	73.9%	62.6%	62%		
3.3%	12.9%	0.0%	6.2%	3.3%		83.8%	61.5%	46.9%	71%		
2.4%	0.0%	0.0%	16.1%	4.6%	П	48.0%	61.0%	49.3%	86%		
8.0%	310.6%	1.0%	21.2%	8.3%	Ш	45.0%	47.4%	42.6%	60%		
5.1%	52.3%	0.5%	17.7%	17.5%		33.8%	33.4%	30.0%	56%		
3.1%	65.4%	0.1%	9.8%	4.0%	П	n/a	n/a	n/a	n/a		
4.1%	71.3%	0.3%	20.3%	10.4%		62.6%	62.5%	38.9%	70%		
0.3%	0.0%	0.0%	8.7%	0.2%		93.1%	93.1%	85.7%	87%		
13.2% 25	602.1% 25	5.1% 25	19.8%	16.0%	П	24.7%	47.9%	33.1%	54%		
1.4%	0.0%	0.0%	17.0%	4.8%	Ш	79.6%	81.8%	70.6%	66%		
1.5%	0.0%	0.0%	14.9%	2.7%	Ш	95.9%	94.7%	84.0%	88%		
0.0%	0.0%	0.0%	17.4%	5.8%		91.4%	89.4%	71.8%	74%		
0.2%	0.0%	0.0%	19.9%	0.2%		n/a	n/a	n/a	n/a		
6.2%	131.6%	0.8%	19.0%	11.9%		33.5%	66.7%	47.7%	54%		

OTHER

OTHER									
ACADEMY 360 (C)	160	90.6%	78.1%	1.3	0 in 11-12	1.3	0 in 11-12	0.0	0 in 11-12
COMPASSION ROAD ACADEMY (P)	208	89.4%	80.3%	3.8	0 in 11-12	26.9 25	0 in 11-12	1.0 25	0 in 11-12
DENVER CENTER FOR INTL. STUDIES AT FAIRMONT	438	81.7%	75.6%	0.0	0 in 11-12	0.2	0 in 11-12	0.0	0 in 11-12
DENVER PUBLIC MONTESSORI	56	71.4%	53.6%	3.6	0 in 11-12	25.0 25	0 in 11-12	0.0	0 in 11-12
DOWNTOWN DENVER EXPEDITIONARY SCHOOL (C)	215	38.1%	28.8%	0.5	0 in 11-12	0.9	0 in 11-12	0.0	0 in 11-12
DSST: BYERS MIDDLE SCHOOL (C)	178	42.1%	27.0%	1.7	0 in 11-12	0.6	0 in 11-12	0.0	0 in 11-12
EXCEL ACADEMY (P)	386	97.2%	85.5%	0.0	0 in 11-12	5.4	0 in 11-12	0.0	0 in 11-12
ISABELLA BIRD COMMUNITY SCHOOL	116	37.9%	24.1%	1.7	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
PASCUAL LEDOUX ACADEMY	324	95.7%	82.7%	0.0	0 in 11-12	0.0	0 in 11-12	0.0	0 in 11-12
STRIVE PREP - EXCEL (C)	161	96.9%	85.1%	9.3 25	0 in 11-12	26.1 25	0 in 11-12	0.0	0 in 11-12

1.9%	0.0%	0.0%	26.2% 25	7.5%		n/a	n/a	n/a	n/a
23.1% 25	612.9% 25	0.8%	75.5% 25	32.7% 25	Ш	0.0% 25	16.3% 25	6.1% 25	25% 25
0.2%	0.0%	0.0%	17.1%	13.2%		54.5%	45.1%	35.4%	61%
12.5% 25	769.6% 25	0.2%	8.9%	7.1%		34.6%	61.5%	59.6%	32%
1.4%	0.0%	0.0%	18.6%	0.5%		n/a	n/a	n/a	n/a
2.2%	0.0%	0.0%	18.0%	2.8%		91.3%	92.7%	86.0%	96%
4.7%	15.9%	0.0%	59.6% 25	35.8% 25		1.6% 25	13.1% 25	4.9% 25	23% 25
1.7%	0.0%	0.0%	25.0% 25	1.7%		n/a	n/a	n/a	n/a
0.0%	0.0%	0.0%	n/a	0.0%		n/a	n/a	n/a	n/a
19.3% 25	638.6% 25	0.7%	9.9%	11.2%		31.5%	46.8%	40.3%	64%

1.5%

87.1%

88.6%

77.6%

81%

DPS OVERALL	85,579	78.7%	71.8%	5.3	-27.2%	7.4	-10.4%	0.6	-11.1%	1
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7.9%	162.7%	n/a		15.6%	18.0%	П	46.6%	54.2%	43.8%	n/a
7.9%	102./%	n/a	ш	15.0%	18.0%	Ш	40.0%	54.2%	43.8%	n/a

34 35

0.8%

0.0%

0.0%

17.2%

SECTION FIVE: SPOTLIGHT ON CHARTERS, ALTERNATIVE SCHOOLS, AND DPS REGIONS

Charter Schools

Students in charter schools are being suspended in-school and out-of-school at higher rates than the district average. Charters are designed to innovate and lead the district forward, but in this instance they are lagging behind when it comes to their suspension practices. Charters need to take a closer look at their discipline practices and make appropriate changes.

Overall DPS Charter School Demographics, 2013-14											
	CHARTERS	DISTRICT-MANAGED SCHOOLS	DPS OVERALL								
OCTOBER 2013 STUDENT COUNT	13,786	71,793	85,579								
% OF DPS STUDENTS	16.1%	83.9%	100%								
ASIAN AMERICAN STUDENTS	2.8%	3.4%	3.3%								
BLACK STUDENTS	17.6%	13.2%	13.9%								
LATINO STUDENTS	60.9%	56.9%	57.5%								
NATIVE AMERICAN STUDENTS	0.6%	0.7%	0.7%								
WHITE	14.8%	22.5%	21.3%								
OTHER	3.2%	3.3%	3.3%								
PERCENT OF FREE/REDUCED LUNCH	74.6%	71.3%	71.8%								
PERCENT OF ENGLISH LANGUAGE LEARNERS	39.4%	34.9%	35.6%								
PERCENT OF SPECIAL EDUCATION	8.6%	10.2%	10.0%								
# OF SCHOOLS	43	140	183								

Overall Charter Discipl	Overall Charter Discipline Numbers, 2013-14												
SCHOOL DISCIPLINE PRACTICES	2013-14 CHARTER TOTALS	2013-14 CHARTER RATES	2013-14 DISTRICT- MANAGED SCHOOLS TOTALS	2013-14 DISTRICT- MANAGED SCHOOLS RATES	2013-14 DPS OVERALL RATES								
IN-SCHOOL SUSPENSIONS (ISS)	921	6.7%	3584	5.0%	5.3%								
OUT-OF-SCHOOL SUSPENSIONS (OSS)	1590	11.5%	4738	6.6%	7.4%								
EXPULSIONS (EXP)	5	0.0%	62	0.1%	0.1%								
REFERRALS TO LAW ENFORCEMENT (RTL)	30	0.2%	450	0.6%	0.6%								

	L	IKELIHOOD OF IS	S	LIKELIHOOD OF OSS			LIKELIHOOD OF RTL		
RACE/ETHNICITY	CHARTERS	DISTRICT- MANAGED	DPS OVERALL	CHARTERS	DISTRICT- MANAGED	DPS OVERALL	(HVKIEK)	DISTRICT- MANAGED	DPS OVERAL
BLACK STUDENTS	8.8	6.2	6.8	6.0	6.7	6.8	1.7	6.9	5.9

3.2

2.3

3.6

2.3

3.0

2.5

4.3

3.2

1.6

2.4

3.2

2.3

5.2

2.9

Overall Charter Discipline By Race/Ethnicity Compared to White Students 2013-14

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3.3

3.8

Alternative Schools ("Multiple Pathways")

3.3

4.4

LATINO STUDENTS

STUDENTS OF COLOR

NATIVE AMERICAN STUDENTS

The data shows the district's alternative schools are suspending students out-of-school and referring students to law enforcement at much higher rates than the district average. Students of color are also much more likely to be suspended in-school and referred to law enforcement in the "Multiple Pathways" system.

3.3

4.7

3.6

Overall DPS Multiple Pathways Demographics, 2013-14										
	MULTIPLE PATHWAYS	NON-MULTIPLE PATHWAYS	DPS OVERALL							
OCTOBER 2013 STUDENT COUNT	2,545	83,034	85,579							
% OF DPS STUDENTS	3.0%	97.0%	100%							
ASIAN AMERICAN STUDENTS	0.9%	3.4%	3.3%							
BLACK STUDENTS	18.6%	13.8%	13.9%							
LATINO STUDENTS	66.8%	57.2%	57.5%							
NATIVE AMERICAN STUDENTS	1.2%	0.7%	0.7%							
WHITE	10.2%	21.6%	21.3%							
OTHER	2.3%	3.3%	3.3%							
PERCENT OF FREE/REDUCED LUNCH	72.2%	71.8%	71.8%							
PERCENT OF ENGLISH LANGUAGE LEARNERS	24.6%	36.1%	35.6%							
PERCENT OF SPECIAL EDUCATION	9.6%	10.0%	10.0%							
# OF SCHOOLS	14	169	183							

Overall Multiple Pathv	Overall Multiple Pathways Discipline Numbers, 2013-14												
SCHOOL DISCIPLINE PRACTICES	2013-14 MULTIPLE PATHWAYS TOTALS	2013-14 MULTIPLE PATHWAYS RATES	2013-14 NON- MULTIPLE PATHWAYS TOTALS	2013-14 NON- MULTIPLE PATHWAYS RATES	2013-14 DPS OVERALL RATES								
IN-SCHOOL SUSPENSIONS (ISS)	35	1.4%	4470	5.4%	5.3%								
OUT-OF-SCHOOL SUSPENSIONS (OSS)	367	14.4%	5691	7.2%	7.4%								
EXPULSIONS (EXP)	5	0.2%	62	0.1%	0.1%								
REFERRALS TO LAW ENFORCEMENT (RTL)	45	1.8%	435	0.5%	0.6%								

Overall Multiple Pathways Discipline By Race/Ethnicity, Compared to White Students, 2013-14												
	L	IKELIHOOD OF IS	S	LIKELIHOOD OF OSS			LIKELIHOOD OF RTL					
RACE/ETHNICITY	MULTIPLE PATHWAYS	NON- MULTIPLE PATHWAYS	DPS OVERALL	MULTIPLE PATHWAYS	NON- MULTIPLE PATHWAYS	DPS OVERALL	PATHWAYS	NON- MULTIPLE PATHWAYS	DPS OVERALL			
BLACK STUDENTS	9.5	6.9	6.8	2.4	6.9	6.8	12.1	5.3	5.9			
LATINO STUDENTS	1.9	3.4	3.3	1.0	2.6	2.5	2.6	2.2	2.3			
NATIVE AMERICAN STUDENTS	N/A	6.2	6.0	1.3	4.4	4.3	17.7	3.9	5.2			
STUDENTS OF COLOR	3.5	3.9	3.8	1.3	3.3	3.2	4.6	2.7	2.9			

DPS Regions

Overall Demographics	By Region	, 2013-14					
	DPS OVERALL	SOUTHWEST	NORTHWEST	FAR NORTHEAST	NEAR NORTHEAST	SOUTHEAST	OTHER
END OF YEAR POPULATION (2013-14)	85,579	18,164	13,695	16,415	18,397	17,441	1467
% OF DPS STUDENTS		21.2%	16.0%	19.2%	21.5%	20.4%	1.7%
ASIAN AMERICAN STUDENTS	3.3%	3.9%	1.1%	2.7%	1.9%	6.5%	1.8%
BLACK STUDENTS	13.9%	2.4%	5.3%	23.2%	20.8%	17.3 %	8.1%
LATINO STUDENTS	57.5%	81.9%	79.6%	57.5%	42.0%	31.1%	60.1%
NATIVE AMERICAN STUDENTS	0.7%	0.8%	1.2%	.4%	0.6%	.5%	1.2%
WHITE	21.3%	9.6%	11.4%	12.7%	30.0%	39.8%	24.8%
OTHER	3.3%	1.4%	1.4%	3.6%	4.7%	4.8%	4.0%
PERCENT OF FREE/REDUCED LUNCH	71.8%	84.5%	82.6%	78.0%	61.5%	54.6%	68.1%
PERCENT OF ENGLISH LANGUAGE LEARNERS	35.6%	47.4%	40.3%	41.4%	24.1%	27.1%	22.0%
PERCENT OF SPECIAL EDUCATION	10.0%	10.2%	12.1%	9.7%	9.0%	9.0%	11.7%
# OF SCHOOLS	183	34	36	32	40	31	10

Overall Discipline Nun	Overall Discipline Numbers By Region, 2013-14										
SCHOOL DISCIPLINE PRACTICES	2013-14 DPS OVERALL RATES	2013-14 SOUTHWEST RATES	2013-14 NORTHWEST RATES	2013-14 Far N.East Rates	2013-14 NEAR N.EAST RATES	2013-14 SOUTHEAST RATES	2013-14 OTHER RATES				
IN-SCHOOL SUSPENSIONS (ISS)	5.3%	5.4%	3.8%	8.4%	5.8%	3.0%	2.2%				
OUT-OF-SCHOOL SUSPENSIONS (OSS)	7.4%	5.8%	8.3%	10.5%	7.7%	5.0%	9.5%				
EXPULSIONS (EXP)	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%				
REFERRALS TO LAW ENFORCEMENT (RTL)	0.6%	0.3%	1.0%	0.1%	0.8%	0.6%	0.1%				

Likelihood of ISS C	Likelihood of ISS Compared to White Students, 2013-14										
RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE	OTHER				
ASIAN AMERICAN STUDENTS	1	N/A	N/A	1.3	N/A	1.5	N/A				
BLACK STUDENTS	6.8	1.5	2.2	10.4	6.2	7.1	9.2				
LATINO STUDENTS	3.3	1.6	2.0	4.5	4.3	2.3	1.4				
NATIVE AMERICAN STUDENTS	6.0	2	9.4	1.9	6.6	4.5	N/A				
STUDENTS OF COLOR	3.8	1.6	2.1	5.9	4.7	3.6	2.4				

Likelihood of OSS Compared to White Students, 2013-14											
RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE	OTHER				
BLACK STUDENTS	6.8	1.5	4.8	6.9	9.8	5.4	14.1				
LATINO STUDENTS	3.3	1.1	2.1	2.2	3.2	2.8	3.1				
NATIVE AMERICAN STUDENTS	6.0	1.4	4.9	N/A	9.4	2.0	N/A				
STUDENTS OF COLOR	3.8	N/A	2.3	3.4	5.3	3.3	4.3				

Likelihood of Referral to Law Enforcement Compared to White Students, 2013-14											
RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE					
BLACK STUDENTS	6.8	N/A	4.3	7.1	4.1	28.6					
LATINO STUDENTS	3.3	1.4	2.0	1.1	1.6	9.0					
NATIVE AMERICAN STUDENTS	6.0	3.1	4.7	N/A	2.2	14.6					
STUDENTS OF COLOR	3.8	1.5	2.1	2.6	2.4	13.5					



UPDATE: At May 11th accountability meeting, Superintendent Boasberg agrees to community demands to transform school discipline and end the school-to-prison pipeline in Denver Public Schools.

At our 4th annual community accountability meeting with the district, youth and parent leaders of Padres & Jóvenes Unidos presented the district with a next-generation report card that includes unprecedented data for each of the district's 185 schools. This was the result of a three-year campaign to get this level of information. The report card evaluates the district's progress and shortcomings over the school year 2013-2014 and calls for new steps forward.

Superintendent Boasberg agreed to the following action solutions called for by Padres & Jóvenes Unidos to end discrimination and criminalization in school discipline; dismantling the school-to-prison pipeline in the district:

- » Continue to endorse PJU's "Know Your Rights" campaign, so that students and families are empowered to protect themselves against unfair and unnecessary suspensions, removals, tickets and arrests at school;
- Fix the jail-like conditions of In-School Suspensions (ISS) by creating standards to ensure ISS is restorative, and a space where students are respected and can continue learning;
- » Reduce police involvement in school discipline, such as uniform code enforcement and tardiness (as mandated in the 2013 DPS-DPD Intergovernmental Agreement);
- » Work with PJU to develop a new method to track unnecessary school police (SRO) involvement in school discipline (partial agreement);



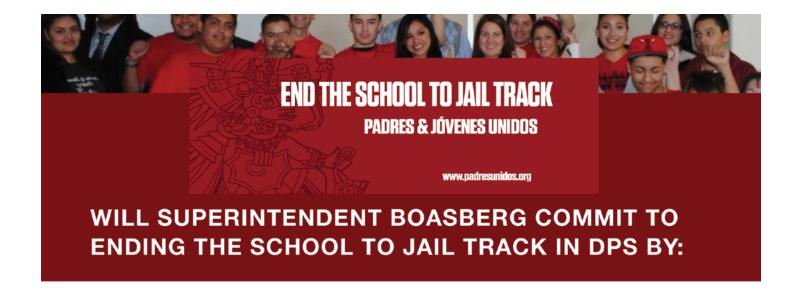




- » Eliminate coercive transfers a term coined by Padres & Jóvenes Unidos to describe when students are forced out of their school into an alternative school against their rights (transfer to alternative schools is strictly voluntary);
- » Instruct schools to ensure that students and parents have free access to their own discipline records;
- » Require and support improvement plans from the worst schools, and to involve parents, families, and students in the process of creating and implementing these plans.

The packed room cheered when Jóvenes leaders demonstrated their power as Superintendent Boasberg signed on to our demands. News outlets covered in English and Spanish the best and worst schools for discipline and the need to address a widening racial disparity gap between the punishment of Students of Color versus White students.

This year's community accountability process broke new ground for the national movement against the school-to-prison pipeline. To invite Padres & Jóvenes Unidos to your school in Denver, or to your district in Colorado and elsewhere in the nation, contact us at (303) 458-6545 or at info@padresunidos.org



	YES	NO	PARTLY
CONTINUE TO SUPPORT THE PJU KNOW YOUR RIGHTS CAMPAIGN	/		
FIX THE JAIL LIKE CONDITIONS OF IN-SCHOOL SUSPENSIONS	/		
TRACK AND REDUCE UNNECESSARY SCHOOL POLICE (SRO) INVOLVEMENT IN SCHOOL DISCIPLINE			/
ELIMINATE COERCIVE TRANSFERS TO ALTERNATIVE SCHOOLS ("GETTING KICKED OUT TO AN ALTERNATIVE SCHOOL")	/		
INSTRUCT SCHOOLS TO ENSURE THAT STUDENTS AND PARENTS HAVE ACCESS TO DISCIPLINE RECORDS	/		
REQUIRE AND SUPPORT IMPROVEMENT PLANS FROM THE WORST SCHOOLS	/		

I, Tom Boasberg, over the next year, commit to addressing the system wide factors that are driving racial disparities and commit to addressing the need for immediate intervention in the individual schools where students of color continue to be punished excessively.

Signed on May 11, 2015

Tom Boasberg, DPS Superintendent



PADRES & JÓVENES UNIDOS

Parents and Youth United

With roots in the struggle for educational justice, Padres & Jóvenes Unidos has evolved into a multi-issue intergenerational organization led by people of color who work for educational excellence, racial justice for youth, immigrant rights and quality healthcare for all. Jóvenes Unidos, the youth initiative of Padres Unidos, emerged as young people became active in reforming their schools, ending the school to jail track and organizing for immigrant student rights. Both Padres and Jóvenes Unidos build power to challenge the root cause of discrimination, racism and inequity by exposing the economic, social and institutional basis for injustice as well as developing effective strategies to realize meaningful change.