

The 5th Annual

DENVER COMMUNITY ACCOUNTABILITY REPORT CARD

2014 - 2015
SCHOOL YEAR

PADRES & JÓVENES UNIDOS



TABLE OF CONTENTS

4	ABOUT THE AUTHORS
5	INTRODUCTION
6	COMMUNITY ACCOUNTABILITY REPORT CARD
7	KEY FINDINGS
8	DISTRICT LEVEL REPORT CARD
20	SOLUTIONS FOR ACTION
23	SCHOOL BY SCHOOL REPORT CARD
38	SPOTLIGHT ON CHARTERS AND DPS REGIONS

GLOSSARY OF KEY TERMS

DPS – DPS is an abbreviation for Denver Public Schools.

EXP – EXP is an abbreviation 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.

ISS – ISS 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.

OSS – OSS is an abbreviation 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 for referrals to law enforcement.

SLA – SLA is an abbreviation used for Service Level Agreement, which is another term for improvement plans for schools struggling with school discipline.

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.



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 to achieve 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	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).
2003 - 2005	IMPLEMENTING RESTORATIVE PRACTICES 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 model, beginning with 7 pilot schools and a district program that has trained over 2500 educators to lead RP in their buildings.
2006 - 2008	REWRITING DENVER’S SCHOOL DISCIPLINE POLICY into one of the most progressive in the country (Policy JK / JK-R).
2010 - 2012	PASSING THE COLORADO SMART SCHOOL DISCIPLINE LAW, one of the first and most comprehensive state bills to reform school discipline.
2011 - 2013	FORGING A LANDMARK POLICE INTERGOVERNMENTAL AGREEMENT (IGA) between DPS and the Denver Police Department to restrict the role of police in school discipline and promote restorative practices.
2015	LAUNCHING DENVER RESTORATIVE PRACTICES PARTNERSHIP. New collaboration between Padres & Jóvenes Unidos, Denver Classroom Teacher’s Association, Denver Public Schools, University of Denver’s Graduate School of Social Work, Advancement Project, and National Education Association to replicate school-wide RP from DPS model schools and scale up high-fidelity RP implementation district-wide.



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

INTRODUCTION

When we held our first accountability meeting in December of 2010, none of us could picture where we would be five years later.

As we look back, we see tremendous progress. Since 2011 we cut suspension rates for students of color almost in half. We have prevented thousands upon thousands of Black, Brown and Native American student suspensions.

We launched an exciting new collaborative project to spread high-quality, school-wide restorative practices from North High School, Skinner Middle School and Hallett Fundamental Academy to many more schools. The Restorative Practices Partnership is one of the first RP implementation projects of its kind in the country, bringing together PJU, Denver Classroom Teachers Union, DPS, University of Denver Graduate School of Social Work, and national partners, Advancement Project and National Education Association.

And yet, our job is not done. The school-to-prison pipeline still impacts students of color at 3 times the rate of white students. In a district of over 90,000 students, less than 2,000 go on to 4-year colleges each year. Students of color are still not receiving the same quality of education as white students in Denver Public Schools.

Over five years, this report card itself evolved into a next-generation tool to implement policy reforms. We invite every school community to use their data in this report card as a mirror

and a call to action: does this data reflect who we really are; is this the best we can be?

We appreciate how our working relationship with the district has evolved. When we give presentations about our work to other districts around the country, their first reaction is surprise: your students and families sit down as equals with the district to draft policy—and you meet regularly to work out how to enact those policies more effectively?

We thank the district, especially the Superintendent and Division of Student Services, for having the courage and integrity to build this genuine collaboration with us. From this foundation we call on the district to provide stronger, more coordinated oversight and intervention when schools violate the rights of our students and families under JK, JK-R, and state policy.

Finally, we invite youth and families to join us in continuing to build the organized power of our communities. We have not reached this place by accident or good will. We will continue to fight until our education is our liberation—until we are all truly free to learn.

In the first half of this report card, we present a report card and key findings for the district, as well as key solutions for the district to implement in the coming year. In the second half of the report card, we present school by school data and a final set of snapshots comparing charter schools with district-run schools and comparing schools in different regions of DPS.

COMMUNITY ACCOUNTABILITY REPORT CARD

Progress of Denver Public Schools in Ending the School-to-Jail Track School Year 2014-2015

SUBJECT	GRADE	SUBJECT	GRADE
In-School Suspensions (ISS) Use of ISS is down 19% from last year, but it continues to be used to remove students from the classroom, and the quality is often inconsistent.	C Last year: C-	Racial Disparities Racial disparities increased last year, but decreased by 8.8% this year. We recognize that DPS has made real progress. But students of color are still 3.1x as likely as a white student to be suspended, or expelled.	C- Progress: C+ Current: D- Last year : F
Out-of-School Suspensions (OSS) Use of OSS is down 18% from last year, but “off-the-books” suspensions are a concern.	C+ Last year: C	Restorative Practices (RP) The new RP Partnership between PJU, DPS, the teachers union (DCTA), University of Denver and national partners is very promising. We need to see high-quality, sustainable RP in more schools.	B+ Last year: B-
Expulsions Expulsions dropped 14%, but overuse of expulsion requests at the school level remain a concern.	B+ Last year: B+	Training and Support for Educators Teachers, especially new teachers, need better training in classroom management, RP and cultural competency. We hope the RP Partnership and new school-level improvement plans will improve training for teachers.	C+ Last year: C
Underground Pushout DPS has been very open to collaboration, but needs to strengthen central oversight to end coercive transfers and improper truancy-based disenrollment.	D- Last year: D-	Data Collection DPS continues to provide timely discipline data, but we need to investigate concerns about underreporting.	B- Last year: B
Police in Schools Referral to Law Enforcement (RTL) rates hardly improved. Data reporting needs improvement.	D+ Last year: D+	Community Awareness DPS continues to partner with PJU on outreach, but the more families we reach, the more we find that students and families do not know their rights under JK-R or the IGA. DPS must do more on its end.	B- Last year: B
CUMULATIVE GRADE			C+ LAST YEAR: C

KEY FINDINGS

Progress continues overall	
Decrease in ISS	-19.2%
Decrease in OSS	-18.4%
Decrease in Expulsions	-14.29%
Decrease in Referrals to Law Enforcement	-3.57%

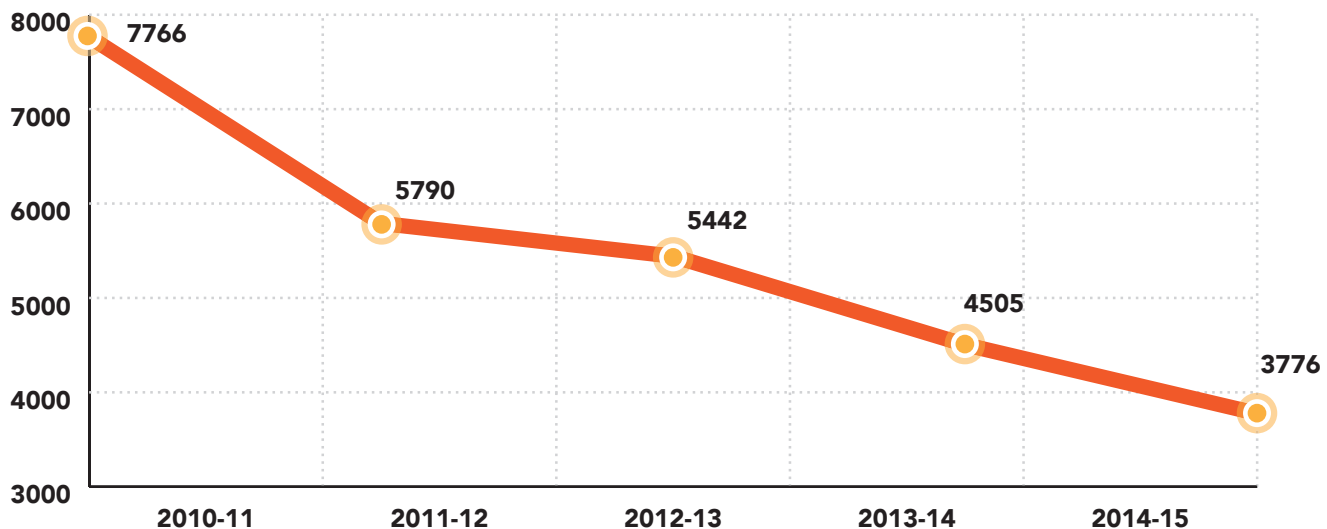
Racial disparities decreased but are still at an unacceptable level	
Decrease in racial disparity	-8.8%
Students of color are still 3.1 times as likely as white students to be suspended or expelled.	3.1 times as likely

Extreme Inconsistency In Discipline Practices Across Schools, 2014-15				
SCHOOL DISCIPLINE PRACTICES	THE BAD		THE GOOD	
IN-SCHOOL SUSPENSIONS (ISS)	# of Schools with Higher In-School Suspensions rates than last year	51	# of Schools with Zero In-School Suspensions	48
OUT-OF-SCHOOL SUSPENSIONS (OSS)	# of Schools with Higher Out-of-School Suspensions rates than last year	71	# of Schools with Less Than 10 Out-of-School Suspensions	73
EXPULSIONS (EXP)	# of Schools that expelled At Least 1 student, with one making as many as 11 expulsions	33	# of Schools with Zero Expulsions	155
REFERRALS TO LAW ENFORCEMENT (RTL)	# of Schools that referred At Least 1 student to law enforcement, with one making as many as 53 referrals	67	# of Schools with Zero Referrals to Law Enforcement	121
RACIAL DISPARITIES	# of Schools that Overdisciplined Students of Color	109	# of Schools with No Racial Disparities	78

DISTRICT LEVEL REPORT CARD

In-School Suspensions Grade: C (LAST YEAR: C-)

2010-15 Total In-School Suspensions



In-school suspension (ISS) occurs when a student is removed from the classroom or is prohibited from participating in regular school activities, but still remains in the school building. In DPS, 3 days is the maximum length of ISS. While in-school suspensions are a better alternative to out-of-school suspensions (OSS), it still means missing all your classes and being isolated.

Progress overall but disparities remain.

At the District level, from the 13-14 school year to the 14-15 school year, the number of reported ISS incidents dropped from 4,505 to 3,776. However, racial disparities still exist. The ISS rate for white students was 1.64 per 100 students, but the ISS rate for students of color was 4.99 per 100 students.

Inconsistency: what is ISS? An in-school suspension could mean spending the day in a special room working on your

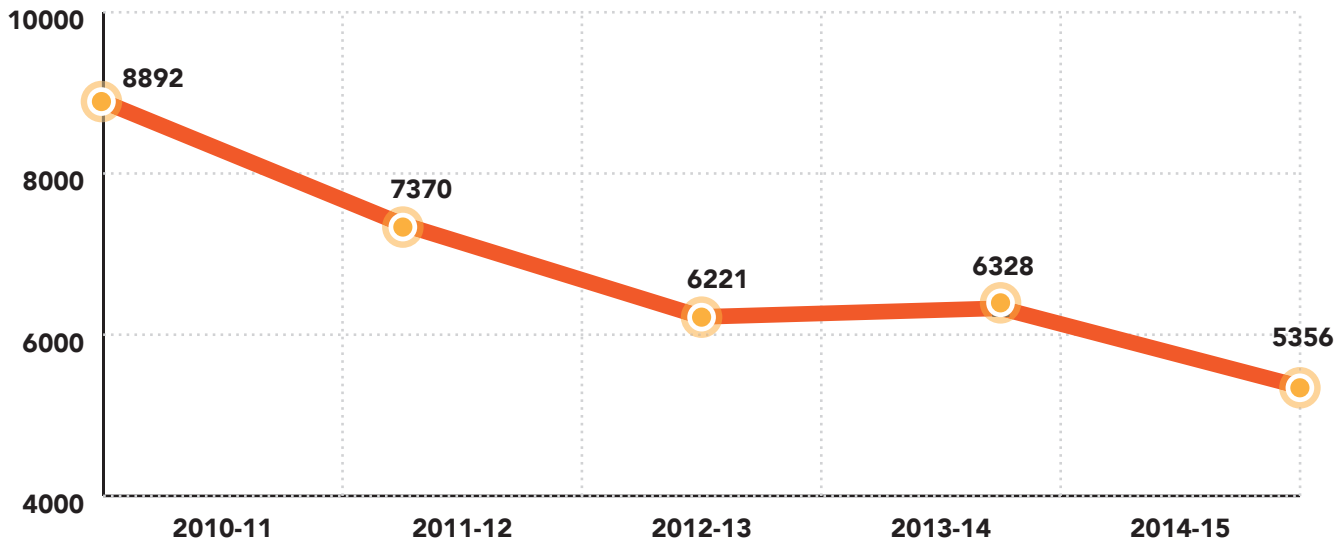
assignments with help from a teacher, sitting in the principal's office all day doing nothing, or sitting in a detention room that feels like a jail. The district does not hold ISS to a clear standard.

Recommendations:

- » Continue working with Padres & Jóvenes Unidos to **hold schools to a clear standard for ISS** so that it is restorative and supports learning while missing classes.
- » **Require that schools distribute Know Your Rights information** to students and families when they are being suspended in school so that they can self-advocate to prevent unfair ISS that violates JK-R
- » **Establish a system for receiving and responding to complaints** from students and families about unfair or jail-like ISS

Out-of-School Suspensions Grade: C+ (LAST YEAR: C)

2010-15 Total Out-of-School Suspensions



Out-of-school suspension (OSS) occurs when a student is banned for a short time from a school building, usually 1-3 days. A student misses all their classes during those days and cannot set foot on school property.

Progress overall but disparities remain. Denver Public Schools (DPS) continues to make progress in reducing its over-reliance on out-of-school suspensions (OSS). The number of OSS incidents dropped from 6,328 in the 13-14 school year to 5,356 in the 14-15 school year.

However, racial disparities are still a problem. The OSS rate for white students was 2.20 incidents per 100 students, but the OSS rate for students of color was 7.11 incidents per 100 students.

Off-the-books suspensions. We are also concerned about families being told to pick up their children because they are in trouble at school, especially ECE students and students with special needs. This is an off-the-books suspension that denies the family the due process protections (notification letter, right to appeal) of an official suspension.

Recommendations:

- » **Eliminate suspensions for young children**, from Pre-K through Grade 2, except when required by law.
- » **Require that schools distribute Know Your Rights information** to students and families when they are being suspended out of school so that they can self-advocate to prevent unfair OSS that violates JK-R.
- » **Establish a system for receiving and responding to complaints** from students and families about unfair OSS.

Expulsions

Grade: B+ (LAST YEAR: B+)

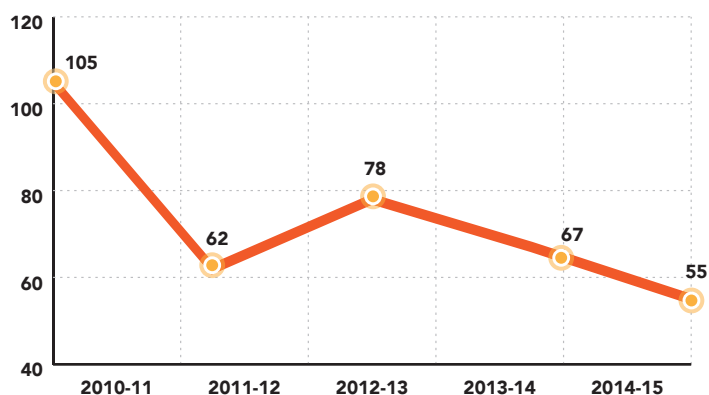
Expulsions at a record low. An expulsion occurs when a student is temporarily banned from a school building, usually for a semester or the remainder of the school year. In 2014-15, expulsions reached a record low, dropping from 67 in the 13-14 school year to 55. Of the 188 DPS schools, 155 of them had zero expulsions in the 14-15 school year.

Overuse of expulsion requests by schools. School principals do not have the authority to expel, only the district has that power. A principal can only request that the district begin the expulsion process (including a review and possibly a hearing). Yet each time a principal makes the request to the district, that request will often initiate a confusing and overly long suspension (as much as two weeks out of school), even if the student is not actually expelled in the end. This means that a student who did nothing to justify an expulsion could be suspended for two weeks because a principal filed an expulsion request. Communication delays between the district, school and family are a significant factor.

Recommendations:

- » **Directly communicate with families.** Since DPS — and not the school — is the expulsion authority, it must communicate more directly with families. DPS itself should 1) notify the family on the day expulsion has been requested and a suspension has been extended, 2) notify them on the day the review is completed and the result—either setting an expulsion hearing date or that the student immediately returns to school, and 3) if the student is to resume classes, follow-up and ensure that actually happens promptly.
- » **Eliminate expulsions from Pre-K through Grade 2.** Expulsions are never warranted or developmentally appropriate for children in Pre-K through Grade 2.
- » **Require that schools distribute Know Your Rights information** to students and families on the day the school files the expulsion request so that they can self-advocate.
- » **Establish a system for responding to complaints** from students and families about unfair expulsion practices, or related violations of JK-R.
- » **Provide expulsion request data per school.**

District Number of Expulsions



Schools That Expelled Students in 2014-15

EXPULSED 10 OR MORE STUDENTS IN 2014-15	EXPULSED 5-9 STUDENTS IN 2014-15
N/A	Morey Middle School
	East High School
EXPULSED 1-4 STUDENTS IN 2014-15	
ABRAHAM LINCOLN HIGH SCHOOL	MARTIN LUTHER KING JR. EARLY COLLEGE
ACADEMY OF URBAN LEARNING	MCAULIFFE INTERNATIONAL SCHOOL
COLORADO HIGH SCHOOL CHARTER	NEWLON ELEMENTARY SCHOOL
COMPASSION ROAD ACADEMY	P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM)
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	SKINNER MIDDLE SCHOOL
DENVER CENTER FOR INTERNATIONAL STUDIES	SMITH RENAISSANCE SCHOOL
DENVER SCHOOL OF THE ARTS	SOUTH HIGH SCHOOL
EXCEL ACADEMY	STRIVE PREP - EXCEL
FARRELL B. HOWELL ECE-8 SCHOOL	STRIVE PREP - MONTBELLO
GARDEN PLACE ELEMENTARY SCHOOL	STRIVE PREP - SMART ACADEMY
GEORGE WASHINGTON HIGH SCHOOL	STRIVE PREP - WESTWOOD
HAMILTON MIDDLE SCHOOL	SUMMIT ACADEMY
HILL CAMPUS OF ARTS AND SCIENCES	THOMAS JEFFERSON HIGH SCHOOL
JOHN F. KENNEDY HIGH SCHOOL	VENTURE PREP HIGH SCHOOL
KEPNER MIDDLE SCHOOL	WYATT ACADEMY
KIPP DENVER COLLEGIATE HIGH SCHOOL	

Underground Pushout and Underreporting

Grade: D- (LAST YEAR: D-)

Since we introduced this category last year, the district has been very open and responsive to working with PJU to address it. With their support, our Know Your Rights Campaign has discovered areas of concern.

Coercive transfers to alternative schools. As punishment, students and families are being “kicked out” against their wishes from their home schools to alternative schools without being informed of their right to refuse. We call this “coercive transfer.”

Improper truancy-based withdrawal. As punishment for missing classes or school days, students and families are being “kicked out” against their wishes through disenrollment/withdrawal.

Overuse of expulsion requests. Only the district has the power to expel a student.

A principal can only ask the district to consider it. But when a principal files an expulsion request with the district, it results in a confusing and overly long suspension that harms a student’s education—even when the expulsion is found not to be justified.

Recommendations:

Central oversight. These are all forms of underground pushout. They are improper methods of punishing students and pushing them out of school. To end these practices, DPS must establish stronger central oversight (including requiring central approval, direct communication and confirmation with families, and data tracking) over these processes:

- » transfers to pathways schools
- » attendance-based withdrawals/disenrollment
- » incomplete transfers (DPS transfers that are not completed)
- » overuse of expulsion requests and prolonged expulsion-review suspensions

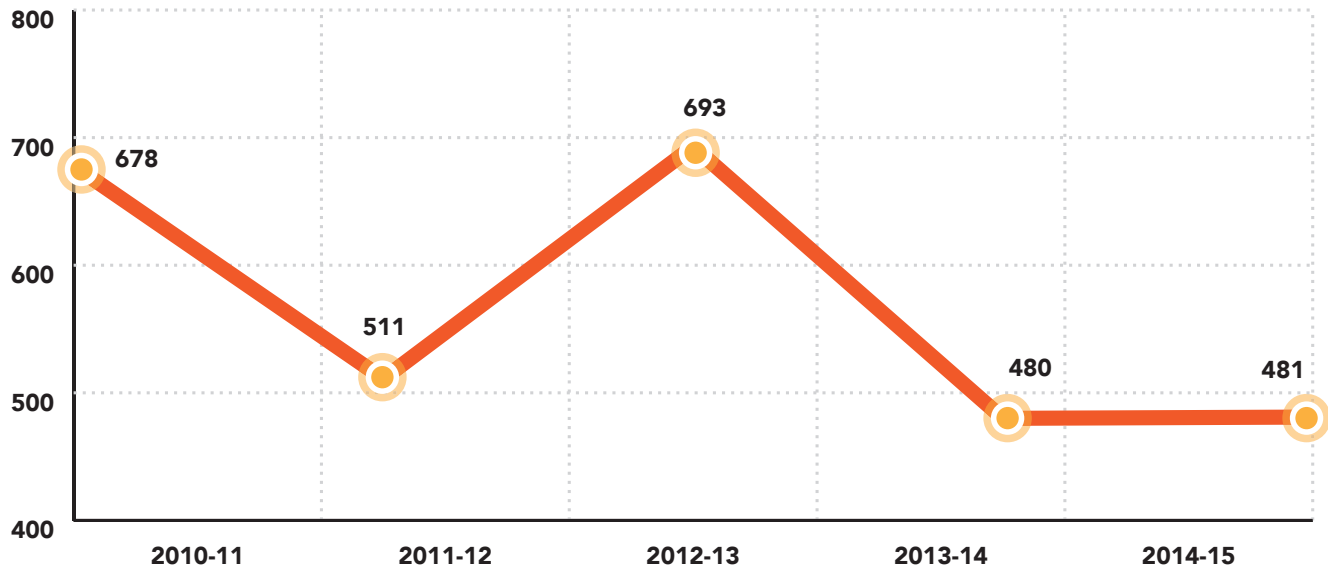


Police in schools

(FORMERLY "REFERRALS TO LAW ENFORCEMENT")

Grade: D+ (LAST YEAR: D+)

District Number of Referrals to Law Enforcement



Mandate to limit police role in school discipline. National research establishes that the overuse of police in school discipline results in the most damaging impacts on students' lives, including criminal records and involvement in the criminal justice system. This is the reason why PJU brought DPD and DPS together in 2013 to sign an historic contract—the Intergovernmental Agreement—to limit the role of police in school discipline and to train school police (SROs) to de-escalate situations and to differentiate between crime and discipline. At the signing, Chief White emphasized, **"We have, as the police, no desire to be disciplinarians. That's not our job, that's the parents' job, that's the school's job. Our job is to deal with serious violations of the law."**

Referrals to Law Enforcement (RTL) are not coming down. An RTL occurs when a school requests that a police officer get involved in a disciplinary or criminal incident. Schools must report RTL's; police do not report RTL's. This year, we saw the

district-wide RTL rate remain virtually the same as last year. This lack of progress indicates that more attention needs to be paid to the unnecessary use of police in school discipline. We need to take a closer look at the implementation of the Intergovernmental Agreement.

Recommendations:

- » **Improve school RTL data reporting.** To know what to fix we need to have accurate and comprehensive data. The first step must be for the district to investigate and improve RTL reporting by schools. The law requires that a school must report an RTL any time that a school employee asks for a police officer to be involved in addressing any student behavior that the school "believes may constitute a violation of the school conduct and discipline code or a criminal or delinquent offense." (CRS 22-32-109.1).
- » **Tickets at school—the gap in RTL data.** The second step must be for DPS to work with DPD to provide data for the number of tickets and arrests per school. This is important because there is a gap in the data with RTLs. If the school calls in the police, then it is an RTL. But if the police act on their own, there is no RTL and no data. We need ticket and arrest data per school to supplement RTL data. This data has been required by state law since 2012.
- » **Require that schools distribute Know Your Rights guides** to students and families when the school has requested police to become involved so that they can self-advocate.
- » **Establish a system for receiving and responding to complaints** from students and families about unfair RTL's that violate JK-R.
- » **Provide annual training to deans** (discipline building leaders) on best practices for minimizing RTLs (and on record keeping).

Racial Disparities Grade: C- (LAST YEAR: F)

Grade based on:
Progress (since 2010): C+
Current status: D-

This year we have revised our racial disparity grading method to reflect both the current status of racial disparities as well as the progress made since we began this accountability process in 2011.

Progress (since 2010): C+

At the first accountability meeting in 2011,

PJU called for the district to take action to make sure that all schools were following the new discipline code, JK/JK-R, which was designed to prevent suspensions, expulsions and police involvement as much as possible to keep students in school and learning. At that time, three years had passed but many schools were still not following the new policies.

Calling out racial disparities & failed

implementation. In our first accountability report card, we showed that suspensions for white students were dropping much faster than suspensions for Black, Latino and Native

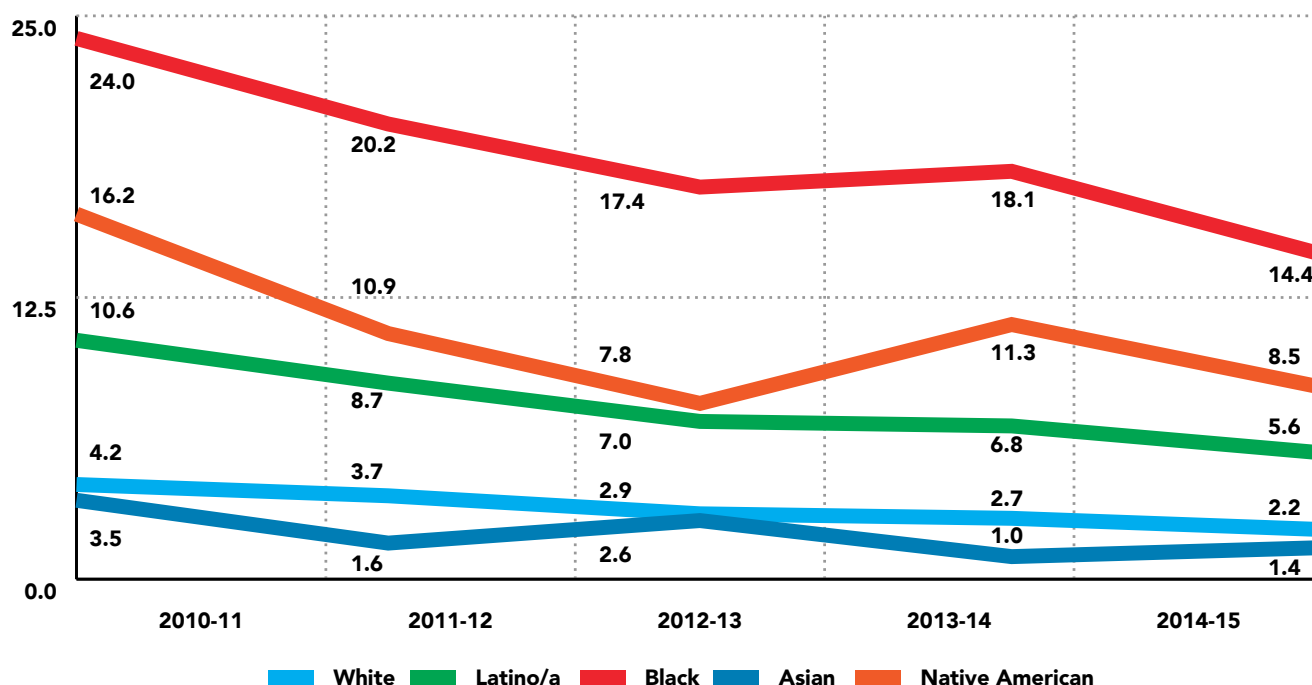
American students. There was a widening racial gap between discipline for students of color versus white students.

Real gains for students of color. In the graphs below, you will see major progress. Five years ago, Black students had very high suspension rates. For every 100 Black students, there were 24.0 suspensions but now it is 14.4, a drop of 40%. For Latino students, it was 10.6 before, now it is 5.6, a drop of 47%. For American Indian students, it was 16.2 but now it is 8.5, a drop of 48%. When we look at the total numbers of students suspended, we can see that our work with the district has prevented thousands of Black and Latino student suspensions. While the racial gap with white

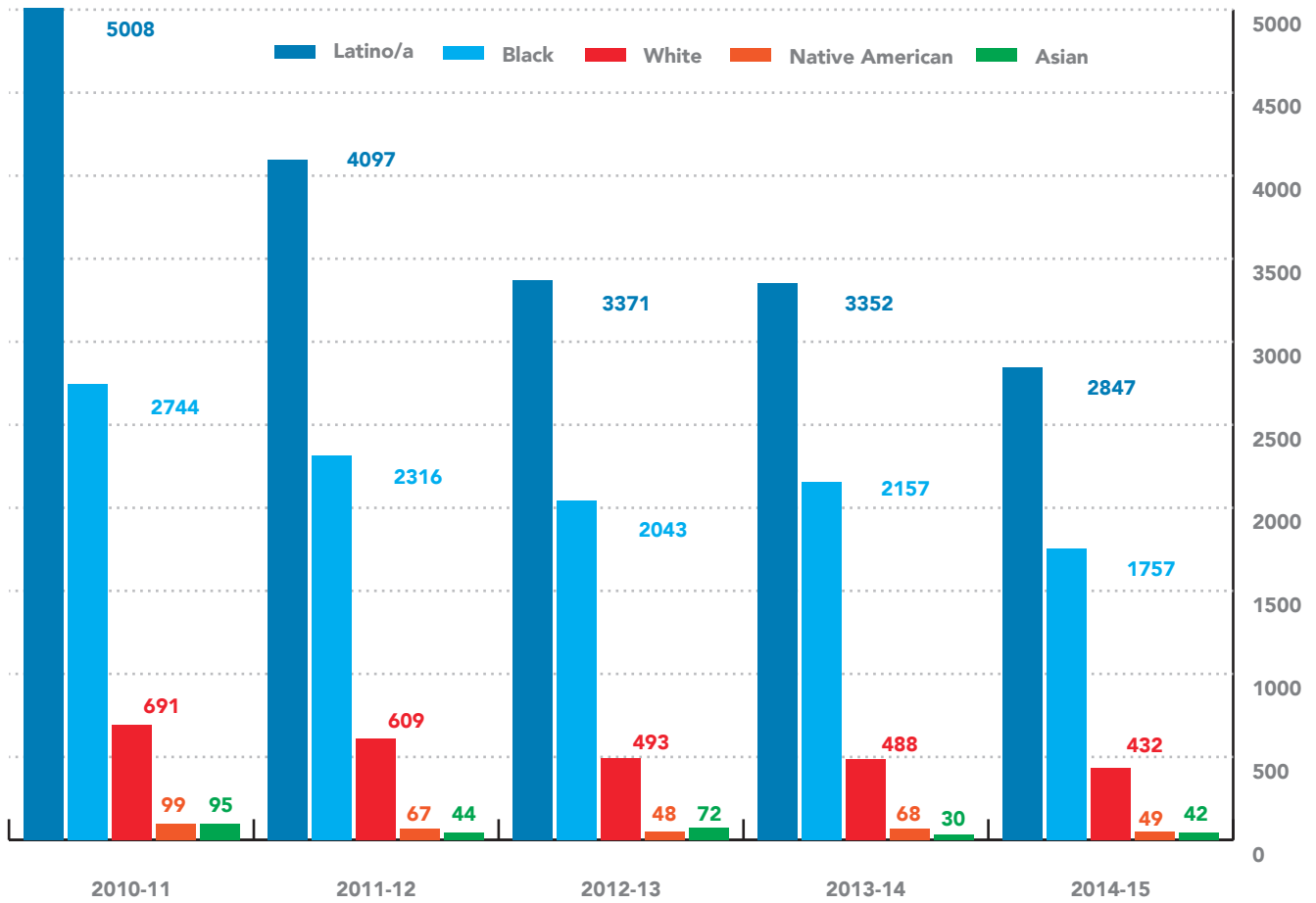
students remains, its impact is no longer as heavy.

Pushing change from the grassroots. We commend the district for being so committed to community accountability, for returning each year to this table of collaboration, now for the fifth year. We also want to appreciate the community organizing and campaign work it took to get us this far. We remember the youth and families who came forward every year to take the risk of sharing their testimonies and breaking free from the shame and humiliation of being treated like suspects and criminals at school rather than students and human beings. It has been their voices, courage and outrage that have carried us this far.

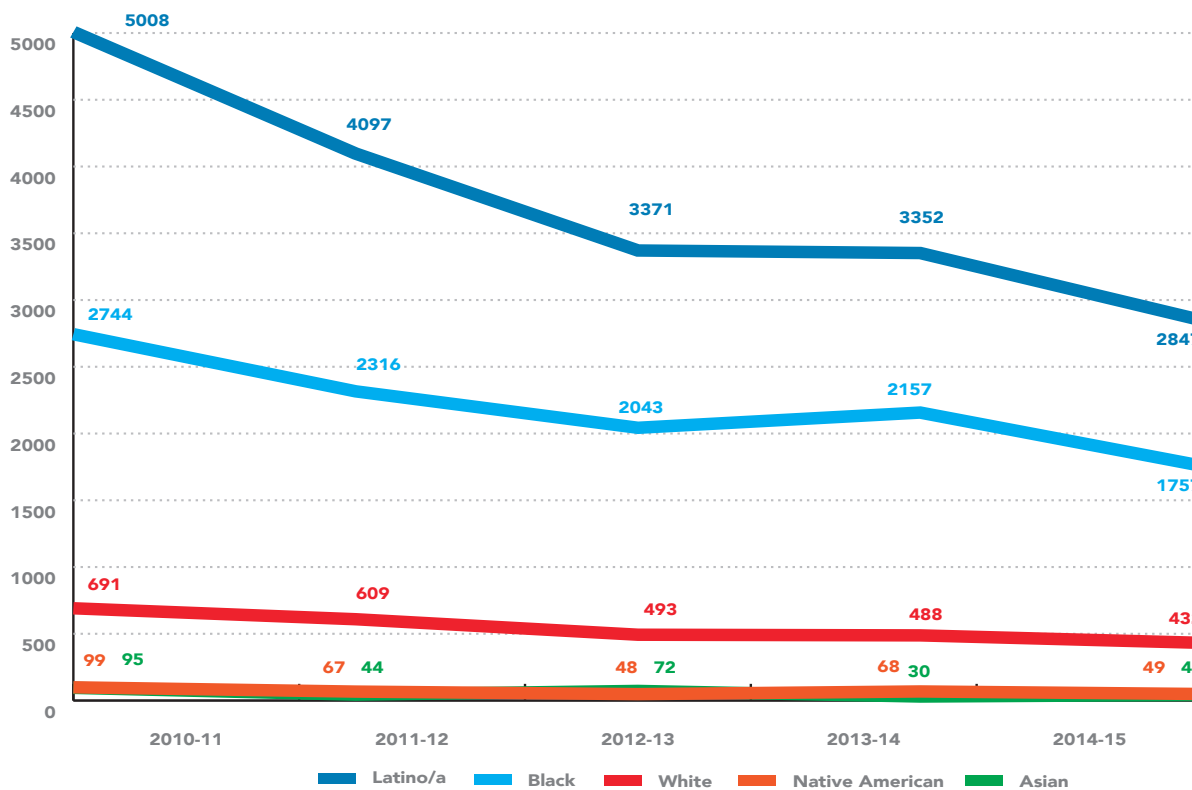
2010-15 Out-of-School Suspension Incidents Per 100 Students - By Race



2010-15 Total Out-of-School Suspensions by Race

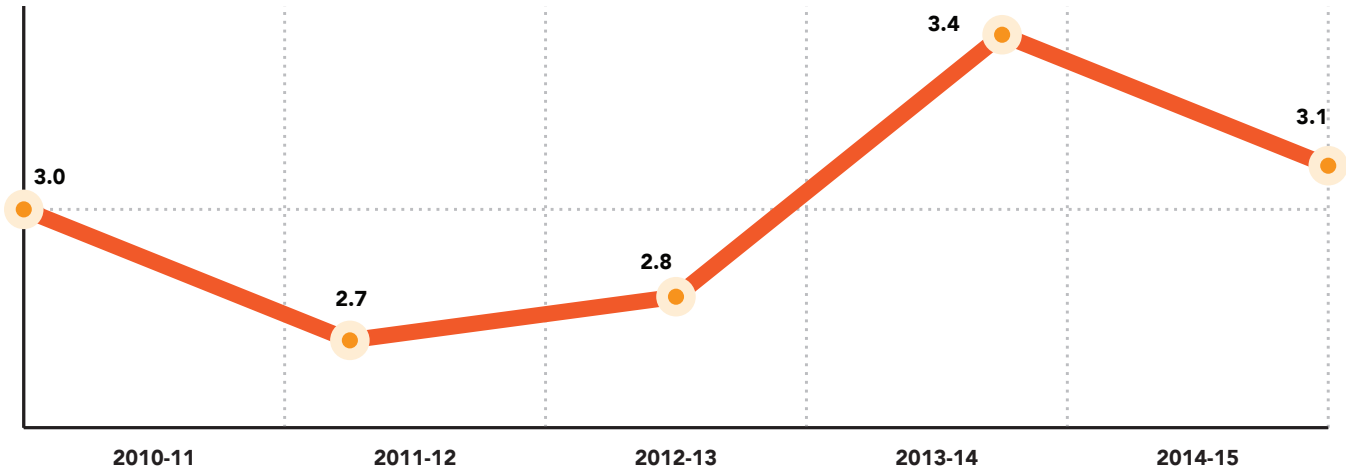


2010-15 Total Out-of-School Suspensions by Race - Trendline



CURRENT STATUS: D-

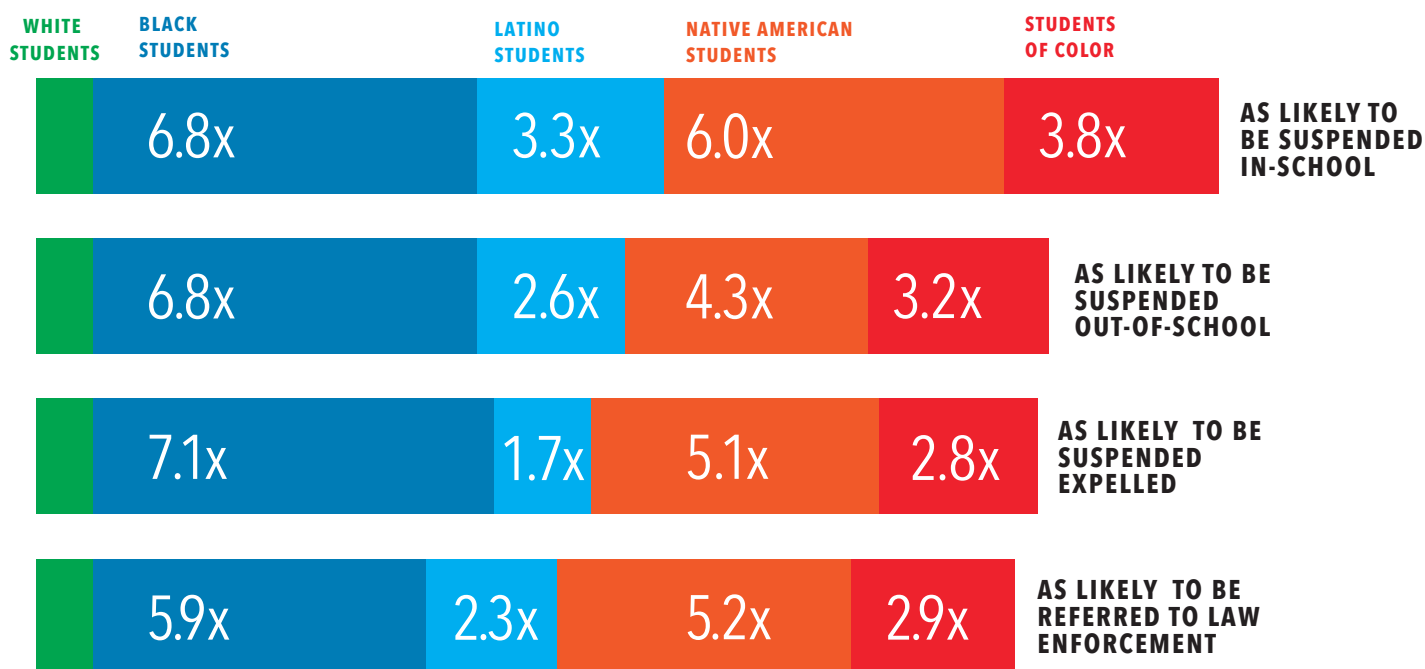
Last year racial disparities rose significantly, earning the district an F. But this year, disparities came back down again (an 8.8% drop), returning the district to a D-. In the chart below, we can also see how these disparities were distributed across different categories and populations.



District Overall Racial Disparities, 2014-15

	2014-15 RATES	1 YEAR CHANGE		2014-15 NUMBER	1 YEAR CHANGE
ISS PER 100 STUDENTS - ALL STUDENTS	4.25	-19.2%	NUMBER OF EXPULSIONS - ALL STUDENTS	55	-17.9%
White Students	1.64	-0.6%	White Students	8	+33.3%
Black Students	7.93	-28.9%	Black Students	20	-28.6%
Latino Students	4.55	-15.9%	Latino Students	24	-14.3%
Native American Students	4.15	-58.1%	Native American Students	0	-100.0%
Asian Students	1.33	-16.4%	Asian Students	0	-100.0%
Students of Color	4.99	-20.0%	Students of Color	47	-23.0%
ROSS PER 100 STUDENTS - ALL STUDENTS	6.03	-18.4%	NUMBER OF REFERRALS TO LAW ENFORCEMENT - ALL STUDENTS	481	+0.2%
White Students	2.20	-17.9%	White Students	52	+26.8%
Black Students	14.36	-20.7%	Black Students	149	-6.3%
Latino Students	5.64	-17.2%	Latino Students	243	-4.7%
Native American Students	8.48	-25.7%	Native American Students	14	+100.0%
Asian Students	1.43	+34.9%	Asian Students	2	+100.0%
Students of Color	7.11	-18.0%	Students of Color	429	-2.3%

While we recognize DPS' efforts, the racial disparities in discipline between white students versus students of color are not acceptable. Students of color are over 3 times as likely as white students to get ISS, OSS or EXP.



DENVER'S STUDENTS OF COLOR were

3.1x AS LIKELY TO BE SUSPENDED OR EXPELLED COMPARED TO THEIR WHITE PEERS.

How far we have yet to go. From the gains we have won so far, we must draw new inspiration for the work ahead. Our job is not done. If it took 5 years for us to get this far, then it will take longer to finally eliminate the racial disparities. We should and will do more.

Recommendations:

To continue moving forward, we need stronger, more coordinated oversight and intervention from the district when

schools violate the rights of our students and families under JK-R and state policy. We call for the district to:

- » create collaborative DPS-PJU Know Your Rights guides and require schools to distribute them to students and families facing disciplinary action
- » establish a coordinated system for resolving complaints from students and families
- » roll out the collaborative

improvement plans for struggling schools that we developed this past year

- » collaborate with us to use the new JK-R data to propose targeted strategies for reducing disparities based on root cause analysis
- » increase cultural competency training for educators in direct connection with discipline-related trainings

Restorative Practices

GRADE: B+ (LAST YEAR: B-)

Progress. The district continues to provide better information about the implementation of Restorative Practices (RP). DPS continues to be in the districts leading the country toward district-wide implementation.

- » **Full-time RP coordinators.** There are a total of 41 full-time RP Coordinators employed in elementary (15), middle (17), and high schools (9). Last year there were 26. This is a significant increase.
- » **School-wide Implementation Training.** (2-day intensive, offered monthly). 141 educators were trained in 2014-15.
- » **On-site coaching.** An estimated 90-135 educators were trained through the new on-site coaching program. A documentation process will ensure more accurate data next year.
- » **New Educator Institute.** 100 teachers new to DPS were trained in an optional training offered at the New Educator Institute.
- » **Central office staff.** DPS has maintained its staffing of (1) a full-time RP District Coordinator and (2) a network partner system, with each each school assigned a network partner who visits at least once a week to support each school to build positive school climate, especially through use of RP.

Launch of new Restorative Practices Partnership. This year marked a breakthrough in collaboration between educators, community, district, and advocates to scale up RP district-wide. In 2015, PJU, the district, the teachers

union (DCTA), the University of Denver Graduate School of Social Work, and national partners Advancement Project and National Education Association came together to form the Denver School-Based Restorative Practices Partnership. Through the partnership we have:

- » created a visitation program in which three demonstration sites — North High School, Skinner Middle School, and Hallett Fundamental Academy — will open their doors to visitors both within DPS and nationally to showcase restorative practices in action during the 2016-2017 school year.
- » selected three schools—a traditional K-8 school, a brand new middle school, and a pathways high school—to be mentored by our demonstration sites throughout implementation of restorative practices during the 2016-2017 school year.
- » developed a guide for implementation of restorative practices at a school level to be used within DPS and nationally.

increasing the numbers of teachers trained in RP each year, especially new teachers.

- » **Provide all deans (discipline building leaders) annually with a 2-day RP training** provided by DPS' Restorative Practices unit.
- » **Increase cultural competency training** to educators and school administrators in direct connection with RP trainings.

Recommendations:

- » **Ensure continued DPS funding for the RP Partnership.** We believe the Partnership's implementation project holds an important key to spreading high-fidelity, sustainable, school-wide RP to many more schools.
- » **Provide new data on the use of RP** in schools. It is crucial to have data to lift up positive and supportive disciplinary practices in DPS schools.
- » **Establish benchmarks for**



Training & Support for Educators GRADE: C+ (LAST YEAR: C)

Teachers still need better access to training in classroom management, RP, and cultural competency, especially new teachers. Increasingly, we see that trainings to improve discipline must be integrated with cultural competency training.

We are hopeful that the collaboration at the center of the RP Partnership is creating new avenues and support for teacher training in positive classroom management and RP. The RP Partnership's mentoring program, visitation program and implementation guides will launch in 2016-2017 and lead to new opportunities for training and support. DPS should continue its strong support the Partnership project.

We are also hopeful about the new improvement plans that PJU and the district have jointly developed. These plans will be offered to struggling schools to support them in improving their discipline practices and school culture. They feature strong educator training options, including RP, No Nonsense Nurturing, and Cultural Competency trainings with CELT.

Recommendations:

- » Ensure continued funding support for the new RP Partnership project.
- » Finalize and roll out collaborative improvement plans (Service Learning Agreements) for struggling schools.
- » Increase cultural competency trainings to educators in direct connection with discipline-related trainings.

Data Collection GRADE: B- (LAST YEAR: B)

School-by-school data and the path forward. Providing school-by-school data for the first time last year was a breakthrough and remains key to future progress. We need to be able to know which schools are leading the way to lift up and learn from—and which schools are struggling the most and need support and accountability.

Sparking constructive conversations. We heard many positive responses to the school-by-school data last year. Many schools reached out to us with questions and requests for support. The comparisons between which schools were doing well and poorly sparked many constructive discussions and debates about how to improve discipline practices and school culture.

Underreporting. We also heard from some schools and educators that they were concerned that the comparisons between schools were not always fair because some schools do not collect discipline data in the same way.

Recommendations:

Investigate and address concerns about building data underreporting.

Provide additional data:

- » ISS, OSS, EXP, RTL data by JK-R offense (from new data system) as part of its commitment from April 2014 to develop targeted solutions to reduce disparities, based on root cause data analysis
- » Data on RP use in schools (new data system)
- » Expulsion request numbers by school (or 5+ day OSS)
- » Student turnover data (mobility) by category, per school (especially, transfers to alternative schools, attendance withdrawals, any other categories that might be used for pushout)

Community Awareness **GRADE: B- (LAST YEAR: B)**

By continuing to endorse our “Students and Families, Know Your Rights” Campaign, the district has supported us to reach more students and families at many more schools. And yet the more families we reach, the more we find that students and families do not know their rights under JK-R or the IGA and struggle to self-advocate.

DPS must do more on its end. It has been 8 years since JK-R passed, almost 2 years since the IGA. Too many students and families do not know the most fundamental aspects of their rights and are not aware when JK-R or the IGA are violated in order to punish, remove, or criminalize them. The district must take on a stronger, more active role to ensure that students and families know their rights and can self-advocate. PJU will continue to partner with the district in outreach and education with the community, but the district must shoulder more responsibility to educate students and families and empower them to self-advocate, particularly families facing the disciplinary punishment or criminalization.

Recommendations:

Self-advocacy guides. We call on the district to create joint PJU-DPS versions of our Know Your Rights guides and require that schools distribute them to students and families who are facing disciplinary action (ISS, OSS, RTL, expulsion, transfer/withdrawal).

We call for a **central, coordinated system for receiving and responding to complaints** from students and families concerning unfair or harmful punishment, and violations of JK-R. Students and parents need to know that they have an unbiased advocate independent of their school who can respond to their grievances.

Increase access to and awareness of student records and collateral impacts. Student discipline records are the first step in self-advocacy. Students and families often do not realize how a single suspension can have negative impacts far beyond the suspension itself. When they do, they realize why it's important to keep unfair and improper punishments out of their record. Records are also critical to being able to appeal or challenge any unfair or harmful punishment. DPS must continue to ensure that parents and students (independent of their parents) can access their own discipline records.



SOLUTIONS FOR ACTION

There are many recommendations in this report. From them, we have synthesized the following solutions for priority action in the coming year. We call on the district to:

1. **Develop joint PJU-DPS Know Your Rights guides and require that students and families receive them from their schools whenever they face disciplinary or punitive action:** suspension (ISS or OSS), expulsion, law enforcement referral, transfer or withdrawal/disenrollment.
2. **Establish a central, coordinated system for responding to complaints from students and families about school discipline, push-out, and police involvement in discipline.** This system must track and report data.
3. **Establish central oversight to end underground pushout through coercive transfers to alternative schools, truancy-based disenrollment, and incomplete school transfers.**
4. **Collaborate with PJU to investigate and address concerns about underreporting of building discipline data.**
5. **Eliminate use of out of school suspensions and use of expulsions for young children in ECE through Grade 2, except as required by statute.**
6. **Investigate and improve data reporting of police involvement in school discipline to comply with state law, working closely with DPD as needed.** DPS is solely responsible for ensuring that an RTL is recorded every time a school employee requests that police become involved in a student conduct/discipline situation. DPS must also work closely with DPD to obtain school-based ticket and arrest data to supplement RTL data.

CONTINUED SUPPORT & COLLABORATION

As our collaboration with the district has evolved, we have been able to take on substantial solutions that we develop and implement in stages, over multiple years. In addition to the list above, we have listed below other important multi-year solutions which already have the district's prior and ongoing commitment:

- Collaborate with PJU to analyze the new JKR-offense-specific data to propose targeted strategies for reducing racial disparities based on root-caused analysis.
- Continue finalizing and rolling out improvement plans (Service Level Agreements) for struggling schools.
- Remove barriers for students in accessing their own discipline record, and reduce collateral impact of discipline records, especially the impact on college applications.
- Work closely with DPD to ensure full implementation of the DPS-DPD Intergovernmental Agreement.
- End jail-like ISS by setting a clear standard.
- Increase the number of teachers, especially new teachers, trained to use RP in their classrooms.
- Continue the district's strong support of the RP partnership of Padres & Jóvenes Unidos, Denver Classroom Teacher's Association, Denver Public Schools, University of Denver's Graduate School of Social Work, Advancement Project, and National Education Association.

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.

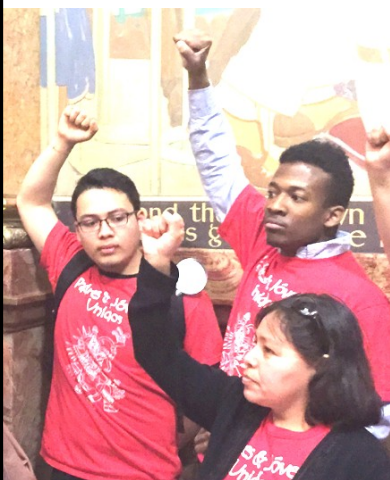
STUDENTS & PARENTS HAVE RIGHTS

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.



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
- ⇒ **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



Padres & Jóvenes Unidos
Parents & Youth United
www.padresunidos.org

SCHOOL BY SCHOOL REPORT CARD

Methodology

We are grateful to DPS' Student Submissions Team for providing the data necessary for this report.

DATA SOURCES AND EXPLANATIONS

DPS provided us with end-of-year enrollment, discipline, and truancy data from the 2011-12 school year to the 2014-15 school year, which will be referred to as the SDI submission in this methodology section. All of the other data was retrieved from the Colorado Department of Education website. The following is a brief description of the data and the data sources.

SCHOOL FACTS

- » School Type: This data was provided in the SDI submission. It identifies schools as "traditional" or "charter" schools.
- » School Region: This data was provided in the SDI submission. The data is maintained by the DPS Planning department, and identifies the region where each school is located.
- » School Population: This data was provided in the SDI submission. It is a count of distinct students who attended a school at any time during the school year.
- » Students of Color Population: This data was based on the SDI submission. The school level "% Students of Color" is an aggregate of each school's American Indian, Asian, Black, Hispanic, Hawaiian, and Two or More Race populations divided by each school's end-of-year total population.
- » District Population: This data was retrieved from the Colorado Department of Education. It indicates the total number of students during the Fall of 2014. This data was used to calculate the district-wide students of color percentage.
- » Free and Reduced Lunch (FRL): This data was provided in the SDI submission. It is considered a proxy for poverty and is a count of distinct students who qualified for free or reduced lunch at any time during the school year. The school level "% Free and Reduced Lunch" is based on each school's total number of students that qualified for free or reduced lunch divided by each school's end-of-year total population. The end-of-year data was also used to calculate the district-wide free and reduced lunch percentage.
- » Special Needs: This data was provided in the SDI submission. It is a count of distinct students who received special education or related services at any time during the school year. The school level "% Special Needs" is based on each school's total number of students that received special education or related services divided by each school's end-of-year total population. The end-of-year data was also used to calculate the district-wide special needs percentage.

- » English Language Learners: This data was provided in the SDI submission. It is a count of distinct students who were considered English Language Learners at any time during the school year. The school level "% of English Language Learners" is based on each school's total number of students who were considered English Language Learners divided by each school's end-of-year total population. The end-of-year data was also used to calculate the district-wide English Language Learners percentage.

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK

- » Discipline Data: This data was provided in the SDI submission. It is based on the most severe resolution per incident per student. 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. 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 a law enforcement officer.
- » In-School Suspension and Out-of-School Suspension Rates Per 100 Students: The number of in-school suspensions and out-of-school suspensions at each school was provided in the SDI submission. Those numbers were divided by the end-of-year enrollment at each school to determine the in-school suspension and out-of-school suspension rates. The district-wide rates were determined by dividing the total number of suspensions by the Fall 2014 enrollment data made available on the Colorado Department of Education website. This method was also used to determine the suspension rates for each racial/ethnic group.
- » Percentage Changes: The SDI submission included discipline data from the 2013-14 school year. In order to figure out the one-year percentage changes, the 2014-15 school year rates, as determined by the method mentioned above, were subtracted from the 2013-14 school year rates, which were also determined using the method mentioned above, and then divided by the 2013-14 school year rates. Some schools did not have any in-school or out-of-school suspensions in the 2013-14 school year, so they are marked with N/A.

Methodology, continued

- » Referrals to Law Enforcement: This data was provided in the SDI submission.
- » Student Offenses: This data was provided in the SDI submission. The data was provided in four parts—the number of students that allegedly committed between 1-3 offenses, 4-7 offenses, 8-12 offenses, and 13+ offenses. The four parts were aggregated and divided by each school's end-of-year enrollment to create the "% of Population Affected by ISS/OSS/EXP/RTL." The end-of-year data was also used to calculate the district-wide percentage. 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 highlighted in yellow.
- » School Racial Disparity: The report contains a category called, "# of times a student of color is as likely as the average white student in DPS to be punished." This calculation begins by setting a goal—white students and students of color should be disciplined at similar rates. The school level racial disparities were calculated in the following way:
 - » First, the end-of-year enrollment for each ethnic/racial group, with the exception of white students, is aggregated to create a "Students of Color" enrollment total at each school.
 - » Second, the end-of-year in-school suspension, out-of-school suspension, and expulsion totals for students of color are aggregated at each school. The referrals to law enforcement were not included in this aggregate because of concerns about underreporting.
 - » Third, the end-of-year district-wide in-school suspension, out-of-school suspension, and expulsion totals for white students are aggregated and divided by the white student enrollment in October 2014. This number serves as the baseline white discipline rate, which is .0388.
 - » Fourth, the students of color enrollment at each school is multiplied by the district-wide white discipline rate to create an expected discipline total if no racial disparities existed.
 - » Fifth, the results of the second step are divided by the results of the fourth step at each school to determine the racial disparities. In other words, the actual discipline total for students of color is divided by the expected discipline total if students of color were disciplined at the same rate as white students. This calculation tells us how much more often students of color are being disciplined than they would be if we lived in a racially just society.
- » A similar process is used to determine the district-wide racial disparities, with the exception that Fall 2014 enrollment data is used instead of end-of-year enrollment data.
- » District Inequality Contribution: The report contains a category called, "What is this school's contribution to the district's racial disparities?" This measure indicates how much each particular school is contributing to the racial disparities throughout DPS. The school level district inequality contribution was calculated in the following way:
 - » First, each school's expected discipline total for students of color is subtracted from the actual discipline total for students of color, which tells us how many more disciplinary incidents there were for students of color than there should have been.
 - » Second, any school that is not contributing to racial disparities is scored as a zero.
 - » Third, the totals for each school are aggregated to determine the district-wide total of over-discipline for students of color.
 - » Fourth, each school's racial disparity total is divided by the district-wide racial disparity total and the result is each school's inequality contribution total.

STUDENT PUSHOUT

- » Truancy: This data was provided in the SDI submission. The data was provided in different parts: 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). This data is only recorded for students between 6 and 17 years old. This data was used to determine the "% of Students with Poor Attendance." Each school's data was aggregated and divided by the end-of-year enrollment totals. The end-of-year data was also used to calculate the district-wide percentage.
- » Student Mobility: This data was on the Colorado Department of Education website. In the report, it is reported as "% of Student Turnover."

ACADEMIC ACHIEVEMENT

- » English Language Arts, Math, Social Studies, and Science test scores are from the Spring 2015 administration of PARCC and CMAS, which are on the Colorado Department of Education website. For each test subject, the number of students who “met or exceeded expectations” or had a “strong and distinguished” performance at any grade level in each school were aggregated to create a school-wide total. The school-wide totals were then divided by the total number of valid scores. Some schools were not required to test students in one or another subject, so those subjects are marked with N/A.

**NOTE: Some elementary, middle, and high schools are aggregated as one school in the SDI submission. This report also excludes data for Gilliam School, which is located at Gilliam Youth Services Center.*

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

SOUTHWEST		SCHOOL FACTS				SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
SCHOOL NAME (THE (E) DESIGNATION REPRESENTS SCHOOLS THAT EXPEL AT LEAST ONE STUDENT)	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
ABRAHAM LINCOLN HIGH SCHOOL (E)	1863	96.7%	93.1%	10.5%	55.0%	19.3	-9.1%	3.2	-29.5%
CASTRO ELEMENTARY SCHOOL	719	97.5%	96.8%	11.1%	70.2%	1.0	-53.8%	1.4	-69.1%
CHARLES M. SCHENCK (CMS) COMMUNITY SCHOOL	554	96.2%	95.7%	11.0%	77.6%	0.0	-100%	0.0	-100%
COLLEGE VIEW ELEMENTARY SCHOOL	622	95.5%	94.7%	8.7%	52.7%	1.0	-41.9%	1.3	27.8%
DENISON MONTESSORI SCHOOL	459	74.9%	58.2%	10.5%	18.1%	2.4	1091.1%	2.2	9.3%
DENVER CENTER FOR INTERNATIONAL STUDIES (E)	842	71.5%	54.2%	5.1%	20.1%	2.1	-20.8%	2.5	8.6%
DOULL ELEMENTARY SCHOOL	677	92.6%	88.9%	14.9%	52.9%	5.5	-17.1%	0.4	-82.0%
DSST: COLLEGE VIEW MIDDLE SCHOOL	479	92.3%	85.8%	8.4%	57.8%	12.1	-58.0%	13.6	0.0%
EXCEL ACADEMY (E)	441	94.3%	89.3%	14.3%	42.6%	0.0	-100%	4.3	-20.8%
FLORENCE CRITTENTON HIGH SCHOOL	214	92.1%	88.3%	6.5%	38.3%	0.0	-100%	2.3	19.2%
FORCE ELEMENTARY SCHOOL	741	94.1%	92.2%	10.3%	53.6%	0.4	48.2%	2.6	-50.4%
GODSMAN ELEMENTARY SCHOOL	736	95.8%	92.8%	7.3%	61.0%	1.8	1.1%	2.0	-66.9%
GOLDRICK ELEMENTARY SCHOOL	793	96.1%	94.1%	10.1%	64.6%	4.2	204.2%	1.9	34.0%
GRANT RANCH ECE-8 SCHOOL	936	61.2%	56.6%	9.1%	19.8%	2.8	-3.8%	3.5	58.7%
GUST ELEMENTARY SCHOOL	912	89.9%	90.1%	8.9%	46.3%	0.0	0.0%	3.1	-24.6%
HENRY WORLD SCHOOL GRADES 6-8	932	87.9%	83.8%	13.3%	36.4%	1.5	37.4%	17.4	-34.7%
JOHN F. KENNEDY HIGH SCHOOL (E)	1622	85.8%	75.4%	12.6%	22.9%	5.1	-12.0%	6.1	-25.4%
JOHNSON ELEMENTARY SCHOOL	541	94.5%	94.1%	7.4%	60.1%	0.0	-100%	0.9	-70.6%
KAISER ELEMENTARY SCHOOL	494	69.8%	74.9%	15.2%	13.6%	0.6	43.3%	0.2	-91.5%
KIPP DENVER COLLEGIATE HIGH SCHOOL (E)	432	97.7%	91.4%	7.9%	54.4%	0.0	0.0%	8.3	-56.3%
KIPP SUNSHINE PEAK ACADEMY	404	99.0%	96.8%	7.9%	84.7%	0.0	-100%	7.9	-46.4%
KNAPP ELEMENTARY SCHOOL	817	94.4%	93.3%	9.8%	63.6%	2.9	33.7%	1.8	-33.4%
KUNSMILLER CREATIVE ARTS ACADEMY	1143	87.3%	81.2%	7.5%	40.2%	4.9	-28.7%	0.9	-82.6%
MATHEMATICS AND SCIENCE LEADERSHIP ACADEMY	321	96.6%	96.3%	10.0%	85.4%	0.0	-100%	0.0	-100%
MUNROE ELEMENTARY SCHOOL	741	98.9%	96.9%	13.0%	73.7%	2.6	1961.5%	0.9	-82.1%
PASCUAL LEDOUX ACADEMY	321	96.9%	88.8%	13.4%	0.0%	0.0	-100%	0.0	-100%
RESPECT ACADEMY AT LINCOLN	168	94.6%	88.1%	4.8%	42.3%	1.2	0.0%	0.6	0.0%
SABIN WORLD SCHOOL	845	80.1%	73.8%	11.4%	26.9%	1.8	153.8%	1.7	-48.8%
SCHMITT ELEMENTARY SCHOOL	554	95.1%	93.5%	7.6%	52.9%	0.7	-50.1%	2.0	-57.5%
SOUTHWEST EARLY COLLEGE	302	96.0%	73.2%	3.3%	43.0%	0.7	-77.4%	3.0	-57.2%
STRIVE PREP - FEDERAL	386	99.2%	95.6%	13.7%	76.4%	2.8	0.0%	6.0	0.0%
STRIVE PREP - RUBY HILL	217	94.0%	92.2%	10.1%	62.2%	0.9	0 LAST YEAR	0.5	0 LAST YEAR
STRIVE PREP - SMART ACADEMY (E)	482	98.8%	90.5%	5.6%	38.2%	12.0	-30.0%	4.6	0.0%
DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
0	16.8%	5.8	5.9%	21.8%	32.0%	10.9%	5.5%	0.0%	0.0%
0	2.1%	N/A	0.0%	15.9%	19.5%	11.1%	11.5%	9.5%	2.2%
0	0.0%	N/A	0.0%	15.7%	13.7%	4.3%	5.7%	1.4%	0.0%
0	1.3%	N/A	0.0%	17.4%	13.2%	23.9%	15.6%	4.2%	2.9%
0	3.7%	1.3	0.1%	6.0%	8.3%	29.3%	11.3%	15.2%	13.0%
1-4	3.7%	1.2	0.1%	9.7%	20.9%	53.7%	32.2%	38.7%	34.4%
6	3.5%	1.6	0.2%	15.2%	3.4%	17.4%	13.0%	10.3%	5.1%
0	14.2%	6.5	1.7%	10.4%	16.9%	38.1%	27.7%	37.2%	12.7%
1-4	3.9%	1.2	0.1%	64.5%	39.2%	0.0%	0.0%	0.0%	0.0%
0	2.3%	N/A	0.0%	58.8%	8.9%	0.0%	0.0%	0.0%	0.0%
0	2.8%	N/A	0.0%	13.3%	13.5%	14.8%	12.4%	9.5%	2.3%
0	5.3%	N/A	0.0%	13.5%	18.3%	22.7%	22.8%	11.3%	6.7%
1-4	3.7%	1.4	0.2%	14.9%	23.7%	11.0%	10.6%	5.8%	5.2%
0	4.1%	1.7	0.3%	18.1%	14.0%	40.9%	29.0%	11.2%	14.9%
0	2.3%	N/A	0.0%	15.0%	7.6%	31.3%	34.7%	23.1%	4.6%
18	18.0%	5.1	2.3%	15.0%	29.1%	21.0%	14.0%	10.7%	8.2%
7	8.2%	2.7	1.6%	17.0%	16.7%	31.3%	8.5%	0.0%	0.0%
0	1.1%	N/A	0.0%	15.4%	20.0%	15.8%	4.5%	2.9%	2.8%
0	0.8%	N/A	0.0%	17.9%	10.5%	22.4%	18.2%	23.8%	5.4%
6	7.6%	2.2	0.3%	14.4%	15.5%	42.4%	18.6%	0.0%	0.0%
0	6.2%	2.1	0.3%	3.2%	8.9%	49.3%	28.3%	22.2%	13.4%
0	2.9%	1.2	0.1%	15.6%	23.7%	25.6%	14.3%	14.0%	5.6%
1-4	5.2%	1.4	0.3%	8.6%	8.7%	27.0%	13.8%	12.7%	5.7%
0	0.0%	N/A	0.0%	12.7%	4.7%	3.5%	3.7%	3.6%	4.3%
1-4	2.6%	N/A	0.0%	18.1%	7.2%	18.8%	10.2%	4.7%	8.8%
0	0.0%	N/A	0.0%	0.0%	0.0%	N/A	N/A	0.0%	0.0%
0	1.8%	N/A	0.0%	55.4%	1.2%	0.0%	0.0%	0.0%	0.0%
0	1.8%	N/A	0.0%	11.4%	18.1%	36.4%	20.5%	21.3%	18.9%
0	2.3%	N/A	0.0%	18.7%	20.6%	12.0%	7.4%	0.0%	3.8%
5	4.3%	N/A	0.0%	14.9%	8.6%	29.4%	3.3%	0.0%	0.0%
0	7.3%	2.3	0.3%	6.2%	14.0%	36.7%	28.3%	12.3%	11.2%
0	1.4%	N/A	0.0%	9.7%	4.1%	N/A	N/A	0.0%	0.0%
0	11.8%	4.2	1.0%	11.2%	10.6%	43.6%	13.9%	0.0%	0.0%

481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%
-----	-------	-----	-----	--------	--------	--------	--------	--------	--------

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

SOUTHWEST CONTINUED

STRIVE PREP - WESTWOOD (E)	397	97.7%	96.0%	13.1%	72.8%	19.9	0.0%	12.3	0.0%
SUMMIT ACADEMY (E)	346	93.6%	84.7%	10.7%	30.6%	15.0	5656.1%	15.0	95.4%
TRAYLOR ACADEMY	666	84.8%	76.9%	8.9%	33.3%	0.3	0.0%	2.1	107.8%
VALVERDE ELEMENTARY SCHOOL	468	94.9%	95.5%	9.2%	55.6%	1.3	-38.7%	2.1	0.0%

NORTHWEST	SCHOOL FACTS					SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
SCHOOL NAME									
ACADEMIA ANA MARIA SANDOVAL	451	66.70%	35.00%	4.40%	33.30%	0.7	186.00%	0	-100.00%
ACADEMY OF URBAN LEARNING (E)	171	93.00%	87.70%	22.20%	19.90%	0	-100%	1.8	-89.50%
ACE COMMUNITY CHALLENGE SCHOOL	220	93.60%	96.80%	10.50%	41.80%	11.8	-12.00%	0.5	-80.20%
BARNUM ELEMENTARY SCHOOL	626	93.50%	95.00%	10.90%	55.40%	1.3	0 LAST YEAR	2.1	-28.70%
BEACH COURT ELEMENTARY SCHOOL	397	93.50%	83.90%	11.10%	44.60%	0.5	0 LAST YEAR	4.8	582.80%
BROWN INTERNATIONAL ACADEMY	720	54.00%	49.30%	8.10%	13.50%	0.3	0 LAST YEAR	2.6	-61.90%
BRYANT WEBSTER DUAL LANGUAGE ECE-8 SCHOOL	489	96.10%	86.10%	8.00%	67.70%	1	2.70%	3.1	-20.90%
CEC MIDDLE COLLEGE OF DENVER	481	91.70%	82.10%	3.70%	26.00%	0	-100%	1.9	110.00%
CENTENNIAL, A SCHOOL FOR EXPEDITIONARY LEARNING	509	66.60%	63.50%	11.60%	12.20%	0.4	-78.40%	3.1	106.20%
CESAR CHAVEZ ACADEMY DENVER	537	93.30%	88.10%	6.90%	41.90%	7.6	-32.50%	3.9	54.90%
CHELTENHAM ELEMENTARY SCHOOL	589	93.50%	97.10%	10.00%	39.00%	18.7	27.10%	7.6	37.10%
COLFAX ELEMENTARY SCHOOL	543	91.50%	93.40%	10.50%	32.20%	7.9	206.20%	0.9	-88.50%
COLORADO HIGH SCHOOL CHARTER (E)	312	92.60%	81.70%	13.10%	22.40%	1.6	0 LAST YEAR	1.9	-87.90%
COLUMBIAN ELEMENTARY SCHOOL	393	88.50%	83.70%	14.00%	26.20%	0.3	-4.80%	0.5	-60.40%
COMPASSION ROAD ACADEMY (E)	272	87.5%	80.9%	16.2%	14.7%	0.4	-90.4%	5.9	-78.2%
CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL (E)	281	88.30%	85.40%	10.70%	23.50%	0	-100.00%	5.7	-80.90%
COWELL ELEMENTARY SCHOOL	651	95.90%	93.90%	7.10%	59.30%	1.1	-74.30%	1.7	-12.90%
DCIS AT FAIRMONT	465	79.4%	71.6%	11.6%	38.1%	0.0	-100%	0.2	-5.8%
DENVER PUBLIC MONTESSORI JUNIOR/SENIOR SCHOOL	91	73.6%	62.6%	13.2%	18.7%	5.5	53.8%	5.5	-78.0%
EAGLETON ELEMENTARY SCHOOL	610	94.80%	93.30%	9.80%	45.40%	0.5	-66.10%	1.6	-64.10%
EDISON ELEMENTARY SCHOOL	656	41.20%	35.70%	5.60%	5.90%	0.9	-40.20%	2.4	49.90%
ESCUELA TLATELOLCO SCHOOL	162	97.50%	58.60%	6.80%	57.40%	0	-100%	0	-100%
FAIRVIEW ELEMENTARY SCHOOL	373	93.60%	97.60%	15.50%	29.00%	0.3	-81.90%	5.4	-22.10%
GIRLS ATHLETIC LEADERSHIP SCHOOL HIGH SCHOOL	63	65.1%	54.0%	20.6%	22.2%	1.6	0 LAST YEAR	1.6	0 LAST YEAR
GREENLEE ELEMENTARY SCHOOL	497	90.90%	95.80%	9.50%	30.40%	0.2	-48.00%	5.2	18.70%
JUSTICE HIGH SCHOOL DENVER	178	94.90%	83.70%	12.40%	27.00%	0	-100%	7.3	76.30%
KEPNER MIDDLE SCHOOL (E)	805	96.50%	95.30%	15.80%	65.50%	0.4	-58.80%	19	-8.40%

DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%
-------------	-------	--------	--------	-------	--------	------	---------	------	---------

1-4	15.4%	8.0	1.9%	4.8%	12.3%	27.3%	32.7%	15.6%	11.0%
0	17.3%	7.9	1.5%	43.1%	21.4%	2.0%	0.0%	0.0%	0.0%
0	1.2%	N/A	0.0%	12.8%	6.6%	26.3%	24.7%	18.1%	13.0%
7	4.7%	N/A	0.0%	19.3%	21.6%	6.8%	9.3%	2.9%	1.8%

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
0	0.70%	N/A	0.00%	3.90%	7.80%	50.90%	27.30%	45.00%	13.30%
0	2.30%	N/A	0.00%	67.40%	38.00%	N/A	N/A	0.00%	0.00%
0	10.50%	3.1	0.30%	55.00%	17.70%	0.00%	0.00%	N/A	0.00%
0	1.90%	N/A	0.00%	18.70%	13.40%	16.00%	8.60%	2.80%	5.70%
0	3.00%	1.2	0.00%	16.90%	19.40%	8.00%	8.40%	3.60%	4.20%
1-4	1.50%	N/A	0.00%	16.90%	12.10%	55.90%	43.70%	61.00%	26.50%
1-4	3.70%	1.1	0.00%	8.80%	13.30%	22.20%	7.60%	3.30%	10.80%
1-4	2.30%	N/A	0.00%	9.80%	7.50%	33.20%	16.50%	0.00%	0.00%
0	2.00%	1.1	0.00%	16.60%	13.90%	17.20%	18.20%	12.80%	2.60%
1-4	8.00%	3.1	0.70%	9.10%	22.00%	15.50%	7.60%	5.00%	2.80%
0	12.70%	6	1.90%	19.40%	30.90%	13.70%	6.70%	3.40%	1.70%
1-4	5.00%	2.2	0.40%	26.20%	29.10%	7.80%	7.40%	6.00%	1.90%
1-4	2.90%	1.1	0.00%	41.90%	21.50%	0.00%	N/A	0.00%	0.00%
0	0.80%	N/A	0.00%	11.60%	17.80%	13.60%	16.20%	9.30%	5.10%
1-4	11.4%	1.9	0.2%	75.8%	33.5%	0.0%	0.0%	0.0%	0.0%
6	6.40%	1.6	0.10%	57.40%	35.90%	0.00%	0.00%	N/A	N/A
1-4	2.30%	N/A	0.00%	22.60%	24.60%	5.60%	14.20%	1.40%	1.30%
0	0.2%	N/A	0.0%	13.3%	12.3%	28.7%	26.5%	14.0%	9.3%
0	8.8%	3.8	0.1%	15.4%	12.1%	34.9%	14.3%	10.0%	11.1%
0	1.10%	N/A	0.00%	17.40%	20.20%	11.90%	6.10%	9.20%	1.80%
0	1.80%	N/A	0.00%	10.40%	11.60%	55.40%	46.30%	50.60%	49.40%
0	0.00%	N/A	0.00%	21.60%	14.20%	0.00%	N/A	N/A	N/A
0	4.30%	1.6	0.10%	22.60%	18.80%	9.30%	15.70%	11.10%	3.00%
0	3.2%	1.3	0.0%	14.3%	17.5%	46.9%	29.5%	0.0%	0.0%
0	3.40%	1.4	0.10%	23.10%	11.70%	14.80%	13.90%	10.90%	2.00%
0	7.30%	1.5	0.10%	55.90%	32.60%	N/A	N/A	0.00%	0.00%
16	12.00%	5.2	2.20%	24.60%	38.30%	5.70%	7.90%	0.50%	1.10%

481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%
-----	-------	-----	-----	--------	--------	--------	--------	--------	--------

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

NORTHWEST CONTINUED

LAKE INTERNATIONAL SCHOOL	468	93.20%	94.70%	15.80%	41.90%	1.7	-54.40%	9.4	-49.90%
NEWLON ELEMENTARY SCHOOL (E)	706	95.60%	92.60%	6.40%	60.90%	1	129.70%	0.4	-78.70%
NORTH HIGH SCHOOL	1174	92.00%	82.00%	21.40%	31.60%	6.1	-36.70%	5.1	-36.70%
NORTH HIGH SCHOOL ENGAGEMENT CENTER	187	94.70%	84.00%	14.40%	28.30%	0	-100.00%	1.6	0 LAST YEAR
SKINNER MIDDLE SCHOOL (E)	636	75.20%	67.60%	14.50%	19.20%	0	-100.00%	7.5	-41.80%
STRIVE PREP - EXCEL (E)	305	96.1%	86.6%	13.4%	48.2%	14.8	58.4%	42.3	62.1%
STRIVE PREP - LAKE	442	96.60%	94.80%	15.80%	54.30%	21.5	0 LAST YEAR	23.8	0 LAST YEAR
STRIVE PREP - SUNNYSIDE	380	96.80%	89.70%	12.10%	61.80%	3.9	-5.80%	30.8	0 LAST YEAR
TREVISTA ECE-8 AT HORACE MANN	713	95.40%	94.20%	9.70%	40.70%	1.3	10.90%	3.2	-49.30%
VALDEZ ELEMENTARY SCHOOL	430	67.40%	50.70%	8.80%	40.20%	2.1	-56.90%	2.1	1.60%
WEST CAREER ACADEMY	100	94.00%	91.00%	11.00%	31.00%	0	-100%	1	0 LAST YEAR
WEST GENERATIONS ACADEMY	847	93.90%	95.30%	13.90%	45.70%	3.3	-27.20%	12	0 LAST YEAR
WEST HIGH SCHOOL	122	97.50%	90.20%	19.70%	34.40%	0	-100.00%	1.6	-85.30%
WEST LEADERSHIP ACADEMY	726	95.70%	96.40%	15.20%	62.90%	0	-100.00%	0.6	0 LAST YEAR

FAR NORTHEAST	SCHOOL FACTS					SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
SCHOOL NAME (THE (E) DESIGNATION REPRESENTS SCHOOLS THAT EXPEL AT LEAST ONE STUDENT)									
ACADEMY 360	187	85.6%	86.1%	7.0%	20.9%	7.5	498.9%	12.3	884.0%
AMESSE ELEMENTARY SCHOOL	751	96.30%	95.10%	6.80%	55.00%	0.3	-96.30%	1.7	-49.30%
COLLEGIATE PREPARATORY ACADEMY	616	96.60%	83.10%	12.20%	39.10%	0	-100.00%	4.9	-84.40%
DCIS AT FORD	786	96.60%	94.50%	8.50%	55.60%	1.3	0 LAST YEAR	7.5	6.10%
DCIS AT MONTBELLO	1038	97.00%	89.40%	8.90%	56.00%	5.2	-89.90%	8.9	-49.20%
DSST: GREEN VALLEY RANCH HIGH SCHOOL	572	92.10%	71.20%	3.30%	28.10%	0	-100.00%	1.2	-74.70%
DSST: GREEN VALLEY RANCH MS	495	91.90%	78.00%	5.90%	43.00%	9.5	46.20%	2	-65.80%
ESCALANTE-BIGGS ACADEMY	493	96.10%	86.60%	9.70%	32.70%	0	-100%	0	-100.0%
FARRELL B. HOWELL ECE-8 SCHOOL (E)	993	97.80%	90.80%	10.30%	61.80%	1.6	-37.90%	2.8	-3.00%
FLORIDA PITT-WALLER ECE-8 SCHOOL	1241	90.60%	73.70%	9.30%	31.60%	0	-100.00%	4.1	-42.20%
GREEN VALLEY ELEMENTARY SCHOOL	914	89.60%	74.70%	12.70%	34.50%	1.1	0 LAST YEAR	0.1	-94.70%
HIGHLINE ACADEMY NORTHEAST	149	75.8%	58.4%	4.7%	16.1%	0.0	-100%	0.0	-100.0%
HIGH-TECH EARLY COLLEGE	686	96.40%	78.00%	8.30%	44.20%	0.6	53.10%	6.4	-35.20%
KIPP MONTBELLO COLLEGE PREP	532	94.20%	88.90%	11.10%	46.20%	0	-100.00%	24.2	26.60%
LENA ARCHULETA ELEMENTARY SCHOOL	730	94.20%	86.20%	8.80%	65.30%	0.3	-82.40%	3	-47.30%
MARIE L. GREENWOOD ACADEMY	728	98.80%	91.80%	8.00%	75.80%	3.2	-17.00%	1.4	-19.50%
MARRAMA ELEMENTARY SCHOOL	852	91.90%	82.40%	8.60%	39.70%	0.6	143.00%	3.2	-6.30%

DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%
-------------	-------	--------	--------	-------	--------	------	---------	------	---------

1-4	14.30%	3	0.60%	22.30%	25.60%	9.70%	5.60%	1.60%	1.00%
1-4	0.60%	N/A	0.00%	16.30%	16.00%	23.50%	19.70%	5.40%	8.60%
16	7.80%	3.1	1.50%	24.40%	17.70%	22.30%	2.90%	0.00%	0.00%
1-4	2.10%	N/A	0.00%	66.30%	7.50%	0.00%	0.00%	0.00%	0.00%
24	15.90%	2.4	0.50%	12.90%	18.40%	43.60%	27.20%	18.40%	14.30%
1-4	21.0%	15.3	2.9%	17.0%	27.2%	28.9%	22.9%	0.0%	0.0%
0	17.00%	12	3.20%	15.70%	19.70%	19.00%	12.90%	7.20%	5.00%
0	16.30%	9.2	2.10%	11.80%	23.90%	32.70%	26.80%	12.80%	9.40%
1-4	3.20%	1.2	0.10%	19.60%	19.80%	9.60%	7.80%	4.20%	0.00%
0	2.30%	1.2	0.00%	11.70%	10.90%	44.30%	38.10%	23.30%	29.40%
0	1.00%	N/A	0.00%	60.00%	6.00%	N/A	N/A	0.00%	0.00%
30	12.60%	4	1.60%	25.00%	46.50%	13.30%	8.60%	6.20%	2.80%
1-4	1.60%	N/A	0.00%	17.90%	0.00%	N/A	N/A	0.00%	0.00%
10	1.80%	N/A	0.00%	23.70%	30.00%	13.90%	6.60%	2.40%	0.90%

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
0	12.8%	5.3	0.5%	24.1%	17.6%	0.0%	0.0%	0.0%	0.0%
7	1.60%	N/A	0.00%	18.80%	18.90%	12.80%	13.60%	13.90%	1.90%
0	3.90%	1.3	0.10%	35.40%	37.30%	15.00%	3.40%	0.00%	0.00%
0	3.80%	2.3	0.70%	21.70%	14.90%	16.50%	15.70%	6.90%	2.60%
13	11.30%	3.7	1.90%	19.60%	27.10%	12.70%	9.70%	0.00%	1.50%
0	1.20%	N/A	0.00%	5.10%	6.80%	60.90%	32.80%	0.00%	0.00%
0	7.90%	3.2	0.70%	6.20%	6.50%	39.50%	28.00%	29.00%	12.80%
0	0.00%	N/A	0.00%	13.90%	0.40%	N/A	N/A	0.00%	0.00%
6	3.70%	1.1	0.10%	8.50%	15.10%	14.80%	10.70%	7.50%	3.40%
0	3.40%	1.1	0.10%	17.10%	16.10%	20.40%	13.60%	7.30%	5.60%
0	1.20%	N/A	0.00%	12.70%	9.30%	28.70%	31.60%	15.20%	4.40%
0	0.0%	N/A	0.0%	11.1%	6.0%	N/A	N/A	0.0%	0.0%
1-4	5.50%	1.9	0.40%	27.00%	29.40%	18.40%	7.20%	0.00%	0.00%
1-4	17.70%	6.4	1.80%	16.70%	20.50%	33.00%	18.40%	16.90%	5.50%
0	2.50%	N/A	0.00%	12.80%	14.70%	20.30%	19.50%	13.30%	6.60%
0	3.60%	1.2	0.10%	4.40%	18.50%	20.20%	10.80%	4.00%	0.60%
0	2.70%	N/A	0.00%	19.60%	14.20%	24.60%	10.50%	13.20%	12.50%

481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%
-----	-------	-----	-----	--------	--------	--------	--------	--------	--------

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

NORTHEAST CONTINUED

MARTIN LUTHER KING JR. EARLY COLLEGE (E)	1351	94.70%	83.30%	12.60%	40.60%	7.4	25.10%	2.4	-73.30%
MAXWELL ELEMENTARY SCHOOL	655	97.40%	90.10%	8.70%	54.70%	2.9	-32.30%	4.4	93.70%
MCGLONE ELEMENTARY SCHOOL	935	97.20%	94.00%	7.90%	60.70%	4.7	2020.00%	6.6	198.70%
MONARCH MONTESSORI	283	79.50%	67.50%	6.70%	35.30%	1.4	0 LAST YEAR	4.9	-59.20%
NOEL COMMUNITY ARTS SCHOOL	941	95.00%	88.20%	15.80%	40.50%	8.9	-68.90%	11.2	-52.80%
OAKLAND ELEMENTARY SCHOOL	651	94.2%	88.0%	11.4%	48.2%	0.9	0 LAST YEAR	8.1	0 LAST YEAR
OMAR D BLAIR CHARTER SCHOOL	964	87.00%	62.70%	6.70%	35.20%	10	97.70%	3.2	-61.00%
P.U.S.H. ACADEMY	309	95.50%	82.80%	4.90%	33.70%	0	-100%	0.6	-10.70%
RIDGE VIEW ACADEMY CHARTER SCHOOL	486	73.30%	97.90%	14.20%	7.80%	0	-100%	0	-100%
SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	318	94.00%	74.20%	10.70%	24.50%	28.6	-55.10%	22.3	-68.70%
SOAR AT GREEN VALLEY RANCH	552	89.30%	74.80%	6.70%	47.50%	0	-100.00%	0.2	-96.50%
STRIVE PREP - GVR	418	93.10%	76.10%	7.70%	48.60%	10.8	-36.70%	39.5	33.70%
STRIVE PREP - MONTBELLO (E)	430	94.20%	90.20%	10.50%	55.60%	23.3	-22.30%	45.6	97.10%
VISTA ACADEMY	283	94.30%	78.40%	11.00%	36.70%	0.4	0 LAST YEAR	3.5	-52.80%
WESTERLY CREEK ELEMENTARY	792	30.90%	15.30%	9.00%	6.60%	0.8	51.70%	0.1	-49.40%
WILLIAM (BILL) ROBERTS K-8 SCHOOL	947	31.70%	19.60%	7.40%	4.60%	0.3	0 LAST YEAR	0.7	-42.30%

NEAR NORTHEAST	SCHOOL FACTS					SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
SCHOOL NAME (THE (E) DESIGNATION REPRESENTS SCHOOLS THAT EXPEL AT LEAST ONE STUDENT)									
ASHLEY ELEMENTARY SCHOOL	450	89.6%	91.3%	4.4%	44.9%	2.4	-61.0%	4.2	-11.1%
BARRETT ELEMENTARY SCHOOL	274	97.4%	93.4%	14.2%	30.3%	2.2	13.9%	8.8	89.8%
BRUCE RANDOLPH SCHOOL	1118	97.4%	93.0%	14.4%	51.1%	39.8	-20.6%	14.9	-13.5%
COLE ARTS AND SCIENCE ACADEMY	684	89.9%	89.6%	14.3%	40.6%	1.6	-34.2%	1.6	179.8%
COLUMBINE ELEMENTARY SCHOOL	340	91.5%	88.5%	12.4%	21.5%	0.3	0 LAST YEAR	10.9	24.8%
DENVER CENTER FOR 21ST LEARNING AT WYMAN	395	94.2%	87.1%	18.5%	26.6%	0.5	133.9%	0.5	-94.7%
DENVER DISCOVERY SCHOOL	124	42.7%	33.9%	8.1%	9.7%	0.0	-100%	7.3	0 LAST YEAR
DENVER LANGUAGE SCHOOL	591	40.4%	15.2%	2.4%	14.9%	0.2	0.7%	0.7	0 LAST YEAR
DENVER ONLINE HIGH SCHOOL	300	51.3%	37.7%	5.3%	9.7%	0.0	-100%	0.0	-100%
DENVER SCHOOL OF THE ARTS (E)	1137	31.0%	13.1%	2.8%	3.1%	1.1	200.5%	0.3	-66.6%
DORA MOORE ECE-8 SCHOOL	618	66.3%	70.1%	9.4%	17.3%	0.8	-84.5%	1.6	-77.2%
DOWNTOWN DENVER EXPEDITIONARY SCHOOL	321	38.3%	30.5%	7.5%	4.4%	1.2	167.9%	2.5	167.9%
DSST: COLE HIGH SCHOOL	170	85.3%	71.8%	8.2%	28.2%	2.9	0 LAST YEAR	13.5	0 LAST YEAR
DSST: COLE MIDDLE SCHOOL	483	87.2%	80.5%	10.1%	42.9%	8.7	81.9%	9.9	16.6%
DSST: CONSERVATORY GREEN MIDDLE SCHOOL	178	77.5%	57.3%	10.7%	29.2%	5.1	0 LAST YEAR	7.9	0 LAST YEAR
DSST: STAPLETON HIGH SCHOOL	556	69.4%	52.9%	4.7%	15.1%	1.1	-53.2%	0.5	52.2%

DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%
-------------	-------	--------	--------	-------	--------	------	---------	------	---------

1-4	8.80%	2.6	1.40%	17.20%	12.90%	21.60%	10.70%	6.40%	3.40%
0	4.90%	1.9	0.40%	16.70%	12.40%	15.60%	8.60%	11.30%	2.40%
0	5.60%	2.9	1.20%	19.40%	13.60%	20.20%	17.10%	5.80%	0.90%
0	5.30%	1.5	0.10%	11.40%	18.70%	16.40%	6.60%	0.00%	3.60%
14	12.00%	5.2	2.60%	23.20%	28.90%	15.40%	9.20%	7.60%	1.10%
0	4.8%	2.4	0.6%	21.0%	22.4%	9.5%	7.6%	5.1%	0.0%
0	10.50%	3.7	1.50%	14.00%	14.80%	33.30%	21.10%	20.80%	9.50%
0	0.30%	N/A	0.00%	58.50%	3.60%	5.60%	0.00%	0.00%	0.00%
0	0.00%	N/A	0.00%	83.30%	1.00%	0.00%	0.00%	0.00%	0.00%
9	32.10%	13.2	2.50%	37.10%	19.50%	2.20%	0.00%	2.20%	0.00%
0	0.20%	N/A	0.00%	8.70%	8.90%	33.30%	14.30%	9.00%	7.80%
0	16.70%	13.3	3.30%	13.10%	12.20%	37.40%	26.00%	12.20%	10.20%
1-4	24.90%	18.6	4.90%	19.50%	17.70%	23.60%	21.90%	5.20%	1.80%
0	3.20%	1.1	0.00%	10.20%	12.40%	9.60%	6.40%	4.20%	0.00%
0	0.80%	N/A	0.00%	10.00%	8.10%	67.00%	64.00%	63.60%	35.60%
0	1.00%	N/A	0.00%	9.30%	4.30%	69.60%	62.90%	45.70%	39.30%

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
5	3.1%	1.6	0.2%	15.5%	8.7%	19.2%	7.6%	10.2%	2.2%
0	6.9%	2.8	0.3%	22.0%	19.0%	0.0%	0.0%	0.0%	0.0%
29	23.3%	14.3	9.9%	20.1%	20.9%	14.5%	6.8%	1.5%	0.0%
0	2.2%	N/A	0.0%	16.0%	15.2%	11.0%	9.3%	1.3%	0.0%
1-4	5.3%	3.0	0.4%	24.3%	20.0%	13.3%	22.5%	0.0%	0.0%
0	1.0%	N/A	0.0%	54.5%	25.8%	0.0%	0.0%	0.0%	N/A
0	8.1%	3.9	0.1%	20.6%	6.5%	64.8%	53.7%	0.0%	0.0%
0	0.7%	N/A	0.0%	7.6%	2.4%	58.0%	43.4%	30.0%	16.8%
0	0.7%	N/A	0.0%	57.6%	0.0%	50.0%	9.1%	0.0%	0.0%
5	1.3%	N/A	0.0%	6.3%	2.7%	82.4%	64.3%	60.5%	43.3%
0	2.3%	N/A	0.0%	23.9%	19.9%	26.3%	22.2%	16.0%	8.0%
0	3.1%	N/A	0.0%	11.5%	0.3%	52.0%	32.0%	0.0%	0.0%
1-4	8.8%	4.4	0.3%	15.3%	16.5%	58.2%	57.0%	0.0%	0.0%
0	16.4%	5.4	1.3%	9.1%	21.1%	34.4%	28.7%	31.9%	9.6%
0	6.2%	4.1	0.3%	18.4%	6.2%	55.5%	46.1%	0.0%	0.0%
0	1.6%	N/A	0.0%	6.4%	5.0%	73.0%	14.8%	0.0%	0.0%

481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%
-----	-------	-----	-----	--------	--------	--------	--------	--------	--------

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

NEAR NORTHEAST CONTINUED

SCHOOL NAME (THE (E) DESIGNATION REPRESENTS SCHOOLS THAT EXPEL AT LEAST ONE STUDENT)	SCHOOL FACTS					SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
DSST: STAPLETON MIDDLE SCHOOL	487	71.5%	57.5%	5.3%	24.8%	3.1	-54.7%	5.7	178.9%
EAST HIGH SCHOOL (E)	2846	56.2%	38.4%	7.1%	7.7%	2.3	-36.6%	4.0	-12.7%
EMILY GRIFFITH TECHNICAL COLLEGE	924	85.5%	56.3%	5.7%	20.2%	0.0	-100%	1.0	750.3%
GARDEN PLACE ELEMENTARY SCHOOL (E)	514	96.3%	93.4%	9.5%	51.8%	1.0	-74.5%	4.1	12.7%
GILPIN MONTESSORI PUBLIC SCHOOL	401	75.6%	74.8%	10.5%	15.5%	0.5	0 LAST YEAR	3.2	561.3%
HALLETT FUNDAMENTAL ACADEMY	499	95.4%	89.8%	13.2%	11.2%	1.2	-58.9%	12.4	24.0%
HARRINGTON ELEMENTARY SCHOOL	521	96.2%	94.4%	9.0%	47.0%	1.0	0 LAST YEAR	1.3	-36.7%
HIGHLINE ACADEMY NORTHEAST	149	75.8%	58.4%	4.7%	16.1%	0.0	-100%	0.0	-100%
ISABELLA BIRD COMMUNITY SCHOOL	382	29.1%	13.4%	4.7%	5.8%	0.0	-100.0%	0.5	0 LAST YEAR
MANUAL HIGH SCHOOL	446	94.4%	89.9%	18.4%	28.7%	0.2	0 LAST YEAR	5.4	-73.9%
MC AULIFFE INTERNATIONAL SCHOOL (E)	804	43.4%	27.6%	9.0%	8.8%	0.4	-73.0%	8.0	245.5%
MONTCLAIR ELEMENTARY SCHOOL	597	71.2%	68.3%	6.5%	34.7%	4.4	784.1%	1.2	-10.7%
MOREY MIDDLE SCHOOL (E)	573	54.5%	46.2%	10.3%	8.0%	0.0	-100%	22.2	63.8%
P.R.E.P. (POSITIVE REFOCUS EDUCATION PROGRAM) (E)	289	90.7%	82.0%	7.6%	20.1%	12.8	80.5%	23.2	-5.3%
PALMER ELEMENTARY SCHOOL	442	60.9%	50.9%	10.9%	9.0%	5.7	216.7%	2.7	-42.1%
PARK HILL SCHOOL	663	39.7%	27.5%	10.3%	5.9%	0.3	-0.9%	1.5	891.0%
PIONEER CHARTER SCHOOL	571	98.1%	90.0%	8.2%	70.1%	0.0	-100.0%	4.7	87.3%
POLARIS AT EBERT ELEMENTARY SCHOOL	341	18.8%	2.1%	3.8%	1.5%	1.2	-20.2%	0.3	-80.1%
SMITH RENAISSANCE SCHOOL (E)	579	96.4%	94.8%	9.7%	33.5%	1.0	-66.1%	8.8	37.0%
STEDMAN ELEMENTARY SCHOOL	456	89.3%	81.8%	11.2%	19.5%	0.0	-100.0%	0.7	-95.2%
SWANSEA ELEMENTARY SCHOOL	724	95.7%	95.2%	8.4%	58.0%	1.1	19.7%	1.9	-45.7%
SWIGERT INTERNATIONAL SCHOOL	695	24.6%	6.3%	6.5%	3.6%	0.3	-38.0%	0.0	-100.0%
TELLER ELEMENTARY SCHOOL	530	40.4%	34.0%	10.0%	8.7%	0.4	105.7%	3.4	68.3%
THE ODYSSEY SCHOOL	250	45.6%	34.0%	4.0%	6.0%	0.8	-3.2%	0.4	-3.2%
UNIVERSITY PREPARATORY SCHOOL	348	92.2%	81.0%	12.4%	23.3%	5.7	61.5%	2.6	-74.0%
VENTURE PREP HIGH SCHOOL (E)	344	92.2%	85.2%	13.7%	33.7%	13.7	227.9%	27.0	141.0%
VENTURE PREP MIDDLE SCHOOL	39	100.0%	92.3%	10.3%	41.0%	12.8	-46.6%	2.6	-73.3%
WHITTIER K-8 SCHOOL	458	94.1%	90.2%	9.4%	14.0%	1.3	-55.8%	5.0	-51.6%
WYATT ACADEMY (E)	691	97.7%	92.8%	9.0%	51.5%	21.9	530.4%	19.5	52.6%

DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%
-------------	-------	--------	--------	-------	--------	------	---------	------	---------

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
1-4	7.2%	2.6	0.4%	4.3%	3.7%	60.4%	53.8%	50.3%	44.6%
31	6.3%	2.5	1.7%	18.1%	12.9%	44.6%	28.0%	0.0%	0.0%
1-4	1.0%	N/A	0.0%	80.2%	0.1%	15.0%	0.0%	0.0%	0.0%
1-4	3.9%	1.4	0.1%	19.9%	21.4%	13.5%	12.4%	7.5%	2.1%
0	2.0%	1.1	0.0%	19.9%	22.4%	11.1%	2.8%	8.3%	6.1%
5	7.4%	3.7	0.9%	14.4%	16.8%	17.8%	8.7%	4.9%	0.0%
1-4	2.5%	N/A	0.0%	14.7%	8.4%	11.2%	25.7%	3.4%	1.7%
0	0.0%	N/A	0.0%	11.1%	6.0%	N/A	N/A	0.0%	0.0%
0	0.5%	N/A	0.0%	30.7%	8.4%	58.4%	44.4%	48.1%	14.3%
0	4.7%	1.5	0.2%	32.6%	28.9%	14.1%	2.4%	0.0%	0.0%
0	5.2%	4.5	0.8%	13.5%	11.7%	68.8%	66.9%	55.5%	47.8%
0	4.7%	1.2	0.0%	19.9%	18.1%	32.6%	22.1%	30.3%	11.4%
24	21.6%	9.5	1.8%	16.4%	21.3%	57.8%	40.1%	40.7%	36.4%
11	22.5%	10.0	1.6%	63.4%	11.1%	0.0%	0.0%	0.0%	N/A
0	3.6%	3.4	0.4%	26.0%	9.3%	23.2%	12.2%	12.2%	7.7%
0	1.2%	N/A	0.0%	13.3%	4.1%	59.8%	45.9%	51.1%	51.3%
0	4.4%	1.2	0.1%	10.2%	11.4%	7.8%	8.8%	7.0%	1.1%
0	2.3%	N/A	0.0%	5.2%	0.9%	0.0%	66.5%	91.9%	83.1%
0	5.4%	2.7	0.6%	26.4%	18.5%	24.1%	18.7%	13.0%	8.3%
0	0.7%	N/A	0.0%	15.4%	19.1%	15.9%	7.7%	6.9%	3.7%
0	2.1%	N/A	0.0%	18.5%	20.4%	12.8%	12.0%	1.3%	2.1%
0	0.1%	N/A	0.0%	6.9%	2.4%	73.5%	68.3%	65.5%	40.5%
0	1.3%	2.0	0.2%	16.7%	10.8%	60.9%	48.5%	51.7%	33.8%
0	1.2%	N/A	0.0%	5.2%	4.0%	64.5%	38.2%	45.1%	24.5%
0	6.0%	2.1	0.2%	9.5%	12.4%	39.8%	36.1%	0.0%	17.8%
1-4	22.1%	11.3	2.2%	16.2%	22.1%	22.9%	6.4%	0.0%	0.0%
0	12.8%	4.0	0.1%	7.7%	33.3%	35.3%	17.6%	2.9%	
1-4	5.0%	1.7	0.2%	28.5%	26.9%	15.5%	17.8%	16.7%	0.0%
5	16.6%	10.5	4.4%	13.7%	30.5%	16.7%	8.5%	0.9%	0.0%

481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%
-----	-------	-----	-----	--------	--------	--------	--------	--------	--------

DPS REPORT CARD SCHOOL BY SCHOOL, 2014-15

SOUTHEAST		SCHOOL FACTS				SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK			
SCHOOL NAME (THE (E) DESIGNATION REPRESENTS SCHOOLS THAT EXPEL AT LEAST ONE STUDENT)	2014-15 POPULATION	% STUDENTS OF COLOR	% FREE AND REDUCED LUNCH	% SPECIAL NEEDS	% ENGLISH LANGUAGE LEARNERS	ISS RATES PER 100 STUDENTS	ISS RATE - 1 YEAR CHANGE	OSS RATES PER 100 STUDENTS	OSS RATE - 1 YEAR CHANGE
ASBURY ELEMENTARY SCHOOL	410	39.0%	42.9%	10.2%	13.4%	1.2	-38.7%	1.5	208.8%
BRADLEY INTERNATIONAL SCHOOL	674	48.7%	46.1%	11.7%	11.6%	0.0	-100.0%	0.1	-74.7%
BROMWELL ELEMENTARY SCHOOL	326	18.4%	6.1%	5.8%	5.5%	0.0	-100%	0.0	-100%
CARSON ELEMENTARY SCHOOL	476	29.2%	16.0%	9.9%	9.2%	0.0	-100.0%	1.1	400.0%
CORY ELEMENTARY SCHOOL	439	16.9%	13.7%	4.8%	10.3%	2.1	20.7%	1.8	-43.5%
CREATIVE CHALLENGE COMMUNITY	268	16.4%	13.1%	6.3%	3.4%	0.0	-100%	0.0	-100.0%
DENVER GREEN SCHOOL	739	63.1%	62.8%	10.0%	23.8%	1.9	55.3%	5.7	147.4%
DSST: BYERS MIDDLE SCHOOL	323	44.6%	35.6%	5.6%	18.6%	4.3	157.2%	0.6	10.2%
ELLIS ELEMENTARY SCHOOL	728	69.0%	85.3%	9.2%	50.1%	1.2	-14.4%	8.7	457.0%
GEORGE WASHINGTON HIGH SCHOOL (E)	1730	73.1%	58.3%	9.8%	17.6%	1.7	-72.2%	2.4	-54.6%
GIRLS ATHLETIC LEADERSHIP SCHOOL MIDDLE SCHOOL	264	58.7%	51.9%	11.4%	20.1%	3.0	0 LASTYEAR	4.2	-46.8%
GRANT BEACON MIDDLE SCHOOL	609	86.4%	83.7%	15.6%	47.5%	0.5	-94.1%	6.6	-51.3%
HAMILTON MIDDLE SCHOOL (E)	1103	63.0%	55.8%	8.3%	25.7%	0.1	-98.9%	8.6	97.4%
HIGHLINE ACADEMY CHARTER SCHOOL	543	52.7%	36.8%	5.9%	26.3%	0.0	-100.0%	0.2	-79.9%
HILL CAMPUS OF ARTS AND SCIENCES (E)	869	68.9%	63.3%	11.3%	27.5%	0.0	-100.0%	0.8	-90.3%
HOLM ELEMENTARY SCHOOL	853	78.4%	77.6%	9.0%	40.8%	0.5	309.4%	1.1	-30.4%
LINCOLN ELEMENTARY SCHOOL	411	35.3%	25.3%	5.6%	6.3%	0.0	-100%	0.5	-75.2%
LOWRY ELEMENTARY SCHOOL	599	48.4%	40.6%	6.5%	15.2%	0.3	-87.2%	3.3	180.0%
MCKINLEY-THATCHER ELEMENTARY SCHOOL	213	54.5%	52.1%	12.7%	13.6%	0.5	-84.8%	0.9	-71.8%
MCMEEN ELEMENTARY SCHOOL	844	75.1%	79.5%	7.2%	40.0%	0.6	72.2%	2.6	-1.8%
MERRILL MIDDLE SCHOOL	694	60.5%	65.7%	11.5%	41.8%	0.1	-99.4%	12.4	-3.9%
PLACE BRIDGE ACADEMY	1389	89.6%	92.8%	7.0%	73.2%	5.8	2015.4%	2.2	-69.9%
ROCKY MOUNTAIN PREP	434	80.6%	77.6%	10.1%	35.7%	0.0	-100%	2.5	-57.5%
SAMUELS ELEMENTARY SCHOOL	792	80.3%	78.3%	5.7%	47.1%	1.0	4.3%	1.9	-70.5%
SLAVENS K-8 SCHOOL	683	17.7%	9.4%	5.6%	4.0%	0.4	144.2%	0.1	0 LASTYEAR
SOUTH HIGH SCHOOL (E)	1676	72.8%	69.4%	8.1%	36.6%	12.4	-29.7%	6.4	53.0%
SOUTHMOOR ELEMENTARY SCHOOL	568	43.0%	34.7%	6.5%	12.9%	0.5	0 LASTYEAR	2.8	75.6%
STECK ELEMENTARY SCHOOL	416	25.2%	14.4%	4.6%	9.9%	1.0	-48.0%	0.0	-100.0%
STEELE ELEMENTARY SCHOOL	528	15.9%	12.3%	6.3%	4.0%	0.0	-100.0%	0.0	-100%
STEPHEN KNIGHT CENTER FOR EARLY EDUCATION	404	24.3%	16.8%	7.9%	3.2%	0.0	-100%	0.0	-100.0%
THOMAS JEFFERSON HIGH SCHOOL (E)	1327	61.6%	51.7%	13.7%	14.4%	0.0	-100.0%	4.7	-25.4%
UNIVERSITY PARK ELEMENTARY SCHOOL	515	32.0%	28.3%	7.4%	13.0%	0.0	-100.0%	0.2	-74.7%

DPS OVERALL	88839	77.95%	71.63%	9.63%	35.36%	4.25	-19.20%	6.03	-18.40%
-------------	-------	--------	--------	-------	--------	------	---------	------	---------

SCHOOL DISCIPLINE AND THE SCHOOL-TO-JAIL TRACK				STUDENT PUSHOUT		ACADEMIC ACHIEVEMENT			
# OF REFERRALS TO POLICE	% OF POPULATION AFFECTED BY ISS/OSS/EXP/RTL	# OF TIMES A STUDENT OF COLOR IS AS LIKELY AS THE AVERAGE WHITE STUDENT IN DPS TO BE PUNISHED	WHAT IS THIS SCHOOL'S CONTRIBUTION TO THE DISTRICT'S RACIAL DISPARITIES?	% OF STUDENT POPULATION TURNOVER	% OF STUDENTS WITH POOR ATTENDANCE	% MET OR EXCEEDED EXPECTATIONS - ELA	% MET OR EXCEEDED EXPECTATIONS - MATH	% STRONG AND DISTINGUISHED - SCIENCE	% STRONG AND DISTINGUISHED - SOCIAL STUDIES
0	2.2%	1.3	0.0%	17.7%	3.7%	48.9%	48.6%	55.0%	31.0%
0	0.1%	N/A	0.0%	12.4%	2.8%	57.4%	44.1%	51.3%	19.0%
0	0.0%	N/A	0.0%	12.7%	2.1%	75.2%	74.6%	69.4%	52.3%
0	0.6%	N/A	0.0%	14.0%	1.1%	72.9%	65.2%	77.4%	53.4%
1-4	1.8%	N/A	0.0%	9.9%	10.0%	79.6%	77.7%	73.4%	60.0%
0	0.0%	N/A	0.0%	10.8%	5.6%	64.4%	45.3%	0.0%	44.2%
0	4.6%	2.7	0.5%	28.5%	14.9%	38.8%	24.2%	13.3%	18.6%
0	4.3%	1.4	0.0%	9.6%	1.5%	77.7%	69.3%	0.0%	58.4%
0	4.7%	2.8	0.6%	25.8%	9.1%	21.8%	29.3%	9.9%	8.0%
7	3.9%	1.4	0.3%	27.5%	19.3%	39.5%	28.0%	0.0%	0.0%
1-4	6.1%	3.2	0.2%	19.1%	17.0%	51.2%	33.2%	47.2%	27.7%
1-4	5.7%	2.1	0.4%	16.6%	12.8%	33.6%	27.4%	25.2%	9.2%
9	19.2%	3.2	1.1%	17.2%	12.3%	48.5%	39.6%	34.7%	26.3%
0	0.2%	N/A	0.0%	5.1%	5.7%	59.9%	41.8%	32.2%	31.8%
35	18.3%	N/A	0.0%	20.2%	9.8%	41.1%	31.5%	16.2%	11.7%
0	0.9%	N/A	0.0%	26.9%	12.2%	26.1%	31.5%	39.5%	13.6%
0	0.2%	N/A	0.0%	10.0%	5.1%	68.5%	38.6%	42.1%	45.7%
0	3.2%	1.7	0.1%	18.8%	7.5%	48.5%	43.9%	33.8%	21.4%
0	1.4%	N/A	0.0%	9.5%	9.4%	47.5%	24.6%	26.3%	21.1%
0	3.8%	N/A	0.0%	21.0%	7.3%	32.8%	34.1%	24.7%	3.5%
1-4	15.9%	4.3	0.9%	20.7%	19.2%	35.9%	29.7%	22.0%	23.2%
6	5.8%	1.8	0.7%	23.4%	24.8%	14.7%	8.7%	5.8%	5.4%
0	2.1%	N/A	0.0%	9.9%	15.7%	42.6%	48.1%	0.0%	0.0%
0	2.0%	N/A	0.0%	30.1%	11.6%	25.1%	19.4%	16.7%	8.5%
0	0.6%	N/A	0.0%	5.8%	0.7%	68.6%	66.7%	56.6%	44.6%
23	12.1%	5.9	4.1%	20.3%	14.0%	34.8%	12.6%	0.0%	0.0%
0	2.5%	1.2	0.0%	19.5%	7.9%	51.4%	51.9%	50.0%	34.6%
0	1.0%	N/A	0.0%	20.1%	10.8%	76.7%	82.0%	84.9%	71.9%
0	0.0%	N/A	0.0%	12.5%	3.4%	68.6%	66.8%	56.9%	36.1%
0	0.0%	N/A	0.0%	14.5%	0.2%	N/A	N/A	0.0%	0.0%
15	4.1%	1.5	0.3%	22.8%	6.7%	48.3%	19.8%	0.0%	0.0%
0	0.2%	N/A	0.0%	18.0%	3.7%	62.0%	53.1%	55.1%	46.0%
481	5.81%	3.1	N/A	17.50%	15.13%	33.50%	24.90%	21.00%	14.90%

SPOTLIGHT ON CHARTERS AND DPS REGIONS

Denver Charter Schools

Overall Denver Charter School Demographics, 2014-15			
	CHARTERS	DISTRICT-MANAGED SCHOOLS	DPS OVERALL
OCTOBER 2014 STUDENT COUNT	15,019	73,820	88,839
% OF DPS STUDENTS	16.9%	83%	100%
ASIAN AMERICAN STUDENTS	2.9%	3.4%	3.3%
BLACK STUDENTS	16.8%	13.2%	13.8%
LATINO STUDENTS	61.0%	56.0%	56.8%
NATIVE AMERICAN STUDENTS	0.5%	0.7%	0.7%
WHITE	15.4%	23.4%	22.1%
OTHER	3.4%	3.4%	3.4%
PERCENT OF FREE/REDUCED LUNCH	74.8%	71.0%	71.6%
PERCENT OF ENGLISH LANGUAGE LEARNERS	39.4%	34.6%	35.4%
PERCENT OF SPECIAL EDUCATION	8.7%	9.8%	9.6%
# OF SCHOOLS	47	141	188

Overall Charter Discipline Numbers, 2014-15					
SCHOOL DISCIPLINE PRACTICES	2014-15 CHARTER TOTALS	2014-15 CHARTER RATES	2014-15 DISTRICT-MANAGED SCHOOLS TOTALS	2014-15 DISTRICT-MANAGED SCHOOLS RATES	2014-15 DPS OVERALL RATES
IN-SCHOOL SUSPENSIONS (ISS)	1164	7.8%	2612	3.5%	4.3%
OUT-OF-SCHOOL SUSPENSIONS (OSS)	1699	11.3%	3657	5.0%	6.0%
EXPULSIONS (EXP)	10	0.1%	45	0.1%	0.1%
REFERRALS TO LAW ENFORCEMENT (RTL)	46	0.3%	435	0.6%	0.5%

Overall Charter Discipline By Race/Ethnicity, Compared to White Students, 2014-15

RACE/ETHNICITY	LIKELIHOOD OF ISS			LIKELIHOOD OF OSS			LIKELIHOOD OF RTL		
	CHARTERS	DISTRICT-MANAGED	DPS OVERALL	CHARTERS	DISTRICT-MANAGED	DPS OVERALL	CHARTERS	DISTRICT-MANAGED	DPS OVERALL
BLACK STUDENTS	4.7	4.5	4.8	6.5	6.2	6.5	6.9	4.8	4.6
LATINO STUDENTS	2.9	2.5	2.8	3.9	2.1	2.6	3.4	1.8	1.8
NATIVE AMERICAN STUDENTS	2.1	2.6	2.5	3.8	3.8	3.8	16.5	8.9	9.1
STUDENTS OF COLOR	3.2	2.8	3.1	4.3	2.8	3.2	4.0	2.4	2.3

DPS Regions

Overall Demographics by Region, 2014-15

	DPS OVERALL	SOUTHWEST	NORTHWEST	FAR NORTHEAST	NEAR NORTHEAST	SOUTHEAST
OCTOBER 2014 STUDENT COUNT	88,839	19,193	14,423	17,548	19,815	17,782
% OF DPS STUDENTS	100%	21.6%	16.23%	19.75%	22.3%	20.02%
ASIAN AMERICAN STUDENTS	3.30%	4.04%	1.12%	2.84%	2.07%	6.06%
BLACK STUDENTS	13.77%	2.42%	6.08%	22.78%	19.76%	16.72%
LATINO STUDENTS	56.81%	82.04%	77.48%	58.69%	40.43%	29.19%
NATIVE AMERICAN STUDENTS	0.65%	0.71%	1.21%	0.31%	0.53%	0.59%
WHITE	22.05%	9.47%	12.57%	11.64%	32.1%	42.40%
OTHER	3.42%	1.31%	1.53%	3.74%	5.1%	5.04%
PERCENT FREE/REDUCED LUNCH	71.63%	85.44%	82.62%	78.27%	59.51%	54.2%
PERCENT ENGLISH LANGUAGE LEARNERS	35.36%	47.06%	39.16%	41.85%	22.94%	26.89%
PERCENT OF SPECIAL EDUCATION	9.63%	10.05%	11.67%	9.32%	8.76%	8.72%
# OF SCHOOLS	188	37	40	33	45	32

Overall Discipline Numbers By Region, 2014-15

SCHOOL DISCIPLINE PRACTICES	2014-15 DPS OVERALL RATES	2014-15 SOUTHWEST RATES	2014-15 NORTHWEST RATES	2014-15 FAR N.EAST RATES	2014-15 NEAR N.EAST RATES	2014-15 SOUTHEAST RATES
IN-SCHOOL SUSPENSIONS (ISS)	4.25	5.23	3.88	4.48	5.1	2.32
OUT-OF-SCHOOL SUSPENSIONS (OSS)	6.03	4.6	7.68	7.56	6.7	3.98
EXPULSIONS (EXP)	0.06	0.05	0.08	0.02	0.11	0.05
REFERRALS TO LAW ENFORCEMENT (RTL)	0.54	0.31	0.92	0.34	0.64	0.58

DPS Discipline Data by Region, 2014-15

DPS Region	% Students of Color	% of DPS Population	% of ALL ISS	% of ALL OSS	% of ALL EXP	% of ALL RTL
Southwest	90.53%	21.6%	26.56%	16.49%	18.18%	12.27%
Northwest	87.43%	16.23%	14.8%	20.67%	20.00%	27.44%
Far Northeast	88.36%	19.75%	20.82%	24.76%	5.45%	12.27%
Near Northeast	67.9%	22.3%	26.75%	24.79%	40.00%	26.40%
Southeast	57.6%	20.02%	10.94%	13.20%	16.36%	21.62%

Likelihood of ISS Compared to White Students, 2014-15

RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE
ASIAN AMERICAN STUDENTS	0.81	0.19	0.26	0.97	0.41	1.77
BLACK STUDENTS	4.84	2.09	3.08	4.86	6.82	5.91
LATINO STUDENTS	2.78	1.13	1.62	1.77	6.04	2.08
NATIVE AMERICAN STUDENTS	2.53	1.08	1.93	0.98	4.00	2.73
STUDENTS OF COLOR	3.05	1.12	1.73	2.59	5.89	3.11

Likelihood of OSS Compared to White Students, 2014-15

RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE
ASIAN AMERICAN STUDENTS	0.65	0.21	1.32	1.15	0.56	0.61
BLACK STUDENTS	6.51	2.71	4.56	8.27	9.51	5.41
LATINO STUDENTS	2.56	0.93	2.01	2.92	3.53	2.62
NATIVE AMERICAN STUDENTS	3.84	1.21	3.81	1.90	3.82	3.96
STUDENTS OF COLOR	3.23	0.95	2.20	4.35	5.23	3.36

Likelihood of Referral to Law Enforcement Compared to White Students, 2014-15

RACE/ETHNICITY	DPS	SW	NW	FNE	NNE	SE
ASIAN AMERICAN STUDENTS	0.26	0.00	0.00	0.00	0.77	0.54
BLACK STUDENTS	4.59	3.91	2.54	8.43	4.95	6.83
LATINO STUDENTS	1.81	1.44	1.16	2.08	1.35	5.03
NATIVE AMERICAN STUDENTS	9.13	0.00	6.38	0.00	9.00	16.57
STUDENTS OF COLOR	2.33	1.44	1.32	3.76	2.53	5.15



UPDATE: APRIL 11, 2016

Acting Superintendent Susana Cordova meets with Padres & Jóvenes Unidos and agrees to new measures to end the school-to-jail track in Denver Public Schools

At our 5th annual accountability meeting with the district, youth and parent leaders of Padres & Jóvenes Unidos presented the district with a report card with an overall grade of a C+. The report shows 5-year trend data with welcome progress. Suspensions for students of color have dropped by almost 50%. Yet troubling patterns remain: students of color are still 3.1 times as likely as white students to be suspended. Five years ago that number was 3.0 times.

Acting Superintendent Susana Cordova agreed to:

- Develop joint PJU-DPS Know Your Rights guides and require that students and families receive them from their schools whenever they face disciplinary or punitive action;
- Establish a central, coordinated system for responding to complaints from students and families about school discipline, push-out, and police involvement in discipline;
- Establish central oversight to end underground push-out through coercive transfers to alternative schools, truancy-based disenrollment, and incomplete transfers;
- Collaborate with PJU to investigate and address concerns about underreporting of discipline data;

- Eliminate use of out-of-school suspensions and use of expulsions for young children in pre-school through Grade 2, except as required by statute;
- Investigate and improve data reporting of police involvement in school discipline to comply with state law, working closely with the Denver Police Department as needed.

The packed room cheered when Padres & Jóvenes leaders demonstrated their power as Acting Superintendent Cordova signed onto our call to action. English and Spanish news outlets covered the grades the students awarded the district and lauded the students' courageousness to address racism in their schools. As one student said, "When you know your rights, the handcuffs come off."

This year's community accountability meeting won key victories for students and their families and has national impact for all communities working to End the School to Jail Track. 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.



WILL SUPERINTENDENT SUSANA CORDOVA COMMIT TO ENDING THE SCHOOL-TO-JAIL TRACK IN DPS BY:

YES NO PARTLY

DEVELOP JOINT PJU-DPS KNOW YOUR RIGHTS GUIDES AND REQUIRE THAT STUDENTS AND FAMILIES RECEIVE THEM FROM THEIR SCHOOLS WHENEVER THEY FACE DISCIPLINARY OR PUNITIVE ACTION	✓		
ESTABLISH A CENTRAL, COORDINATED SYSTEM FOR RESPONDING TO COMPLAINTS FROM STUDENTS AND FAMILIES ABOUT SCHOOL DISCIPLINE, PUSH-OUT, AND POLICE INVOLVEMENT IN DISCIPLINE	✓		
ESTABLISH CENTRAL OVERSIGHT TO END UNDERGROUND PUSH-OUT THROUGH COERCIVE TRANSFERS TO ALTERNATIVE SCHOOLS, TRUANCY-BASED DISENROLLMENT, AND INCOMPLETE TRANSFERS	✓		
COLLABORATE WITH PJU TO INVESTIGATE AND ADDRESS CONCERNS ABOUT UNDERREPORTING OF DISCIPLINE DATA	✓		
ELIMINATE USE OF OUT-OF-SCHOOL SUSPENSIONS AND USE OF EXPULSIONS FOR YOUNG CHILDREN IN ECE THROUGH GRADE 2, EXCEPT AS REQUIRED BY STATUTE			✓
INVESTIGATE AND IMPROVE DATA REPORTING OF POLICE INVOLVEMENT IN SCHOOL DISCIPLINE TO COMPLY WITH STATE LAW, WORKING CLOSELY WITH THE DENVER POLICE DEPARTMENT AS NEEDED	✓		

I, Susana Cordova, 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.

Susana Cordova

Susana Cordova, Acting Superintendent

Signed on April 11, 2016





PADRES & JÓVENES UNIDOS

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.

PADRES & JÓVENES UNIDOS

WWW.PADRESUNIDOS.ORG • (303) 458-6545

APRIL 2016