IGNITING LIMITLESS POTENTIAL

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Black Parent Empowerment Workshop:
Access to Advanced Academics

September 19, 2019

OVERVIEW

- Strategic Plan and Data Highlights

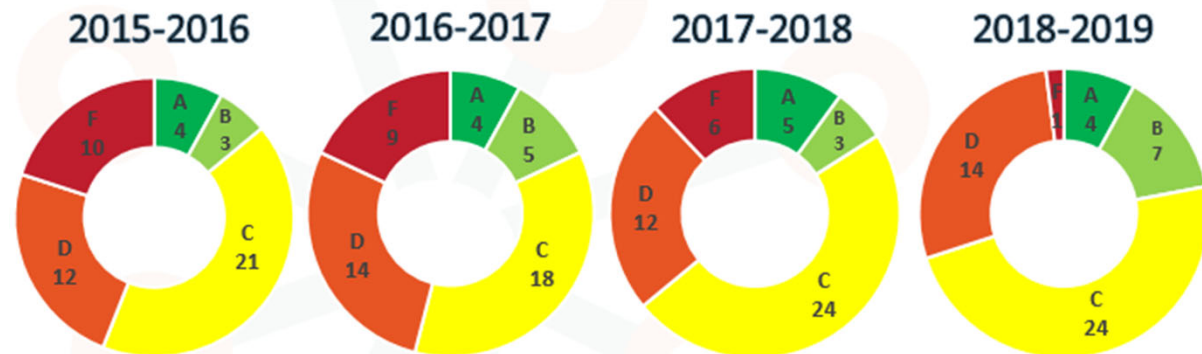- Advanced Academics
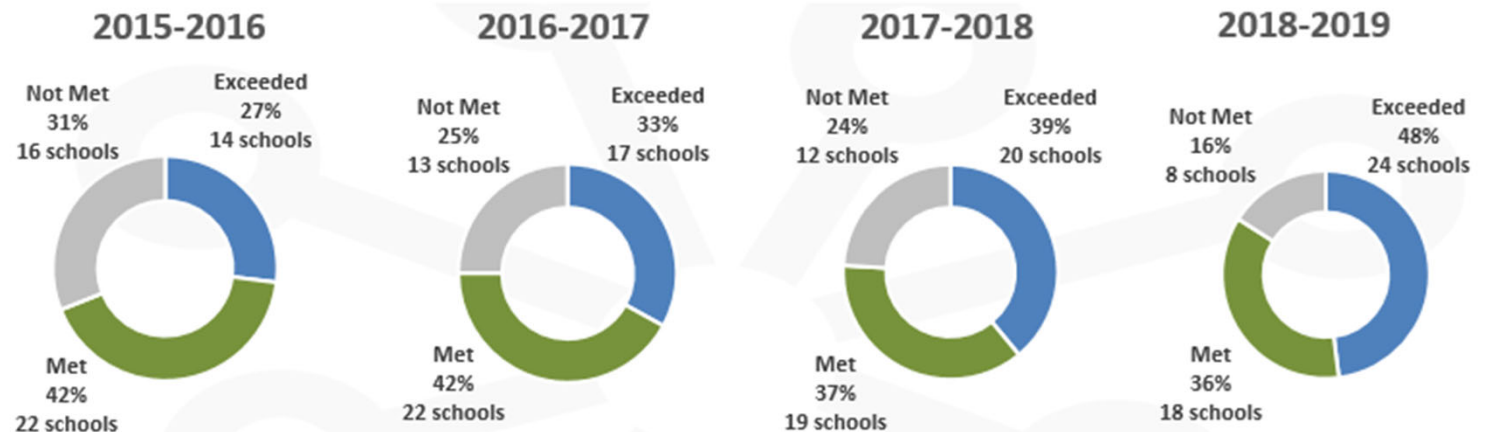
- Equity

- Closing

STRATEGIC PLAN & DATA HIGHLIGHTS

2018-19 Data Results

SCHOOL PERFORMANCE GRADES

2015-2016
- A 4
- B 3
- C 21
- D 12
- F 10

2016-2017
- A 4
- B 5
- C 18
- D 14
- F 9

2017-2018
- A 5
- B 3
- C 24
- D 12
- F 6

2018-2019
- A 4
- B 7
- C 24
- D 14
- F 1

GROWTH

2015-2016
- Not Met 31% 16 schools
- Exceeded 27% 14 schools
- Met 42% 22 schools

2016-2017
- Not Met 25% 13 schools
- Exceeded 33% 17 schools
- Met 42% 22 schools

2017-2018
- Not Met 24% 12 schools
- Exceeded 39% 20 schools
- Met 37% 19 schools

2018-2019
- Not Met 16% 8 schools
- Exceeded 48% 24 schools
- Met 36% 18 schools

Year 1 Highlights

Strong Academic Results in 2018-19

Equity Training, Cultural Frameworks, Decrease Suspensions

Decreased Teacher Turnover, Increase in LatinX Educators and Staff

Strong Family Participation, Meaningful Community Partnerships

Clean Fiscal Audits, Improved Physical Environments, Greater Operational Efficiencies

DPS

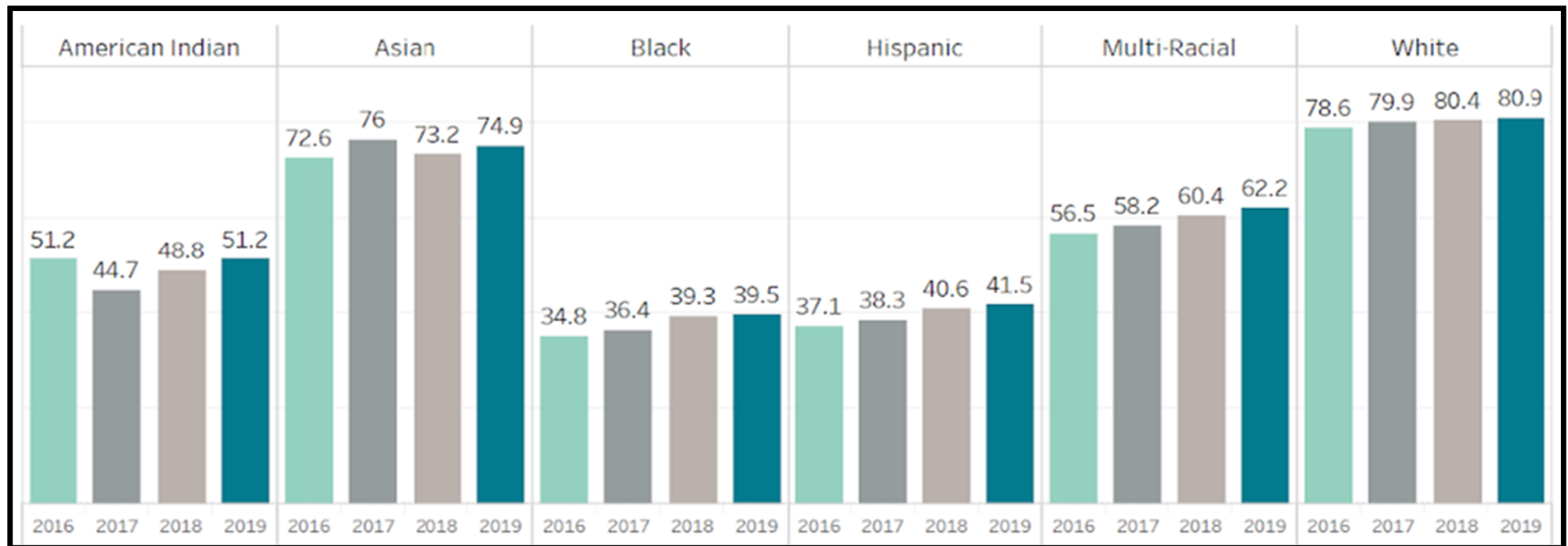# SUBGROUP PERFORMANCE

Composite Level Subgroup Comparison

The chart below takes into account the overall subgroup performance level for the 2018-2019 school year. The numbers represent the percent of proficient test scores across all subjects.

Subgroup	Total Tested	% Proficient		Change from 2017-18
ALL	43810	49.0%		0.7
American Indian	129	51.2%		2.4
Asian	910	74.9%		1.7
Black	19421	39.5%		0.2
Hispanic	14130	41.5%		0.9
Multi-Racial	1472	62.2%		1.8
White	7717	80.9%		0.5
Academically Gifted	8298	92.4%		0
Economically Disadvantaged	29070	36.8%		0.9
Limited English Proficiency	6766	20.1%		2.2
Students with Disabilities	5622	20.4%		1.8

**Academically Gifted is a reported subgroup that is not in the accountability model

Race/Ethnicity Subgroups: Comparison Over Time

The chart below takes into account the overall subgroup performance level for each subgroup over a span of four years. The numbers represent the percent of proficient tests across all subjects for each subgroup of students.

Other Subgroups: Comparison Over Time

The chart below takes into account the overall subgroup performance level for each subgroup over a span of four years. The numbers represent the percent of proficient tests across all subjects for each subgroup of students.
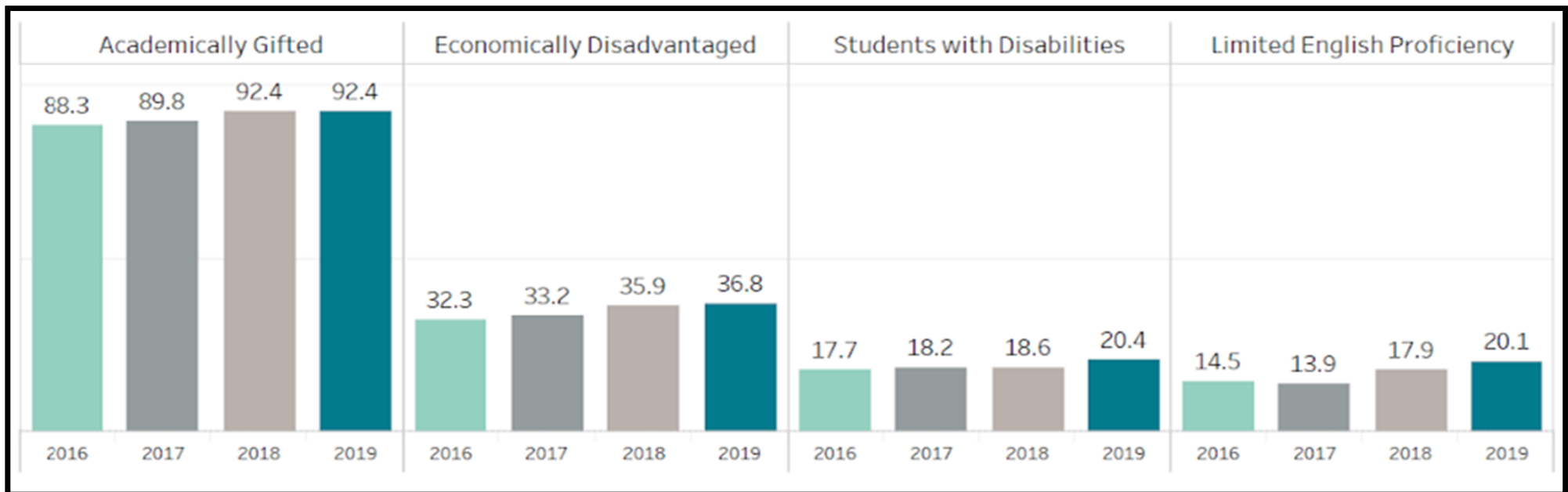
Subgroup Cohort Graduation Rate

The chart below takes into account the overall cohort graduation rate for each subgroup over the span of three years.
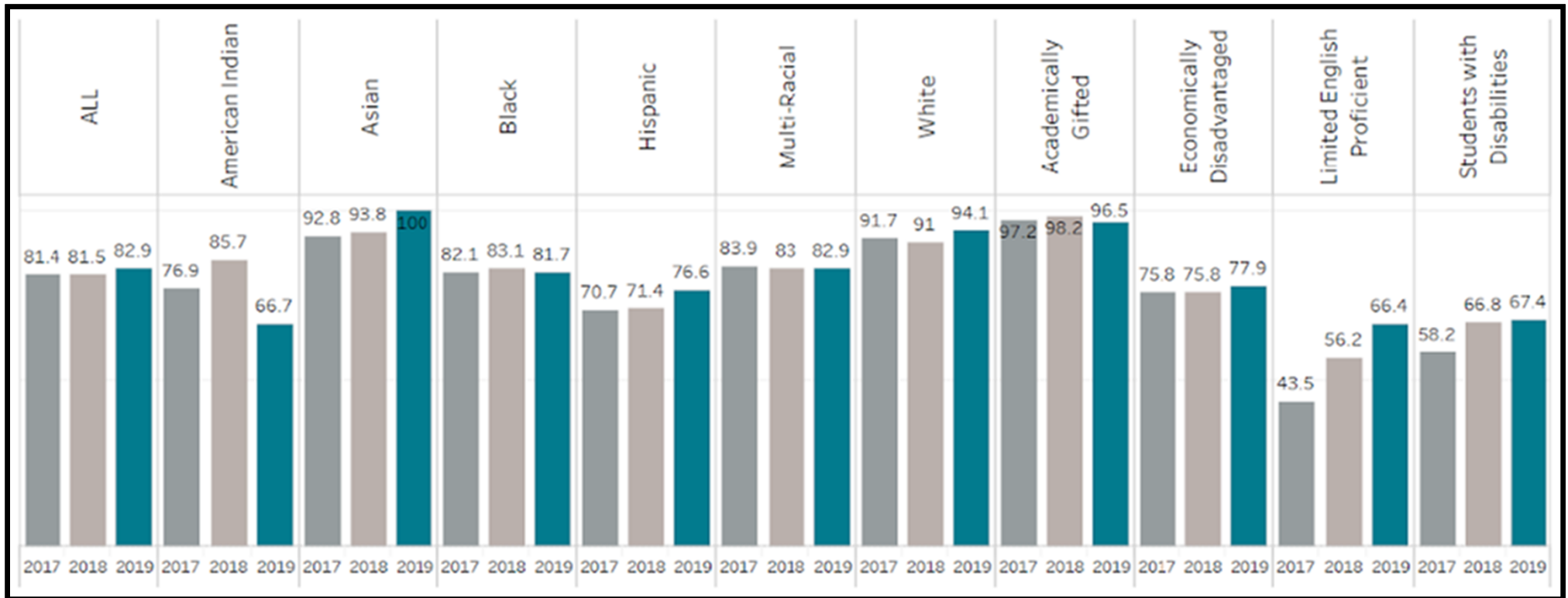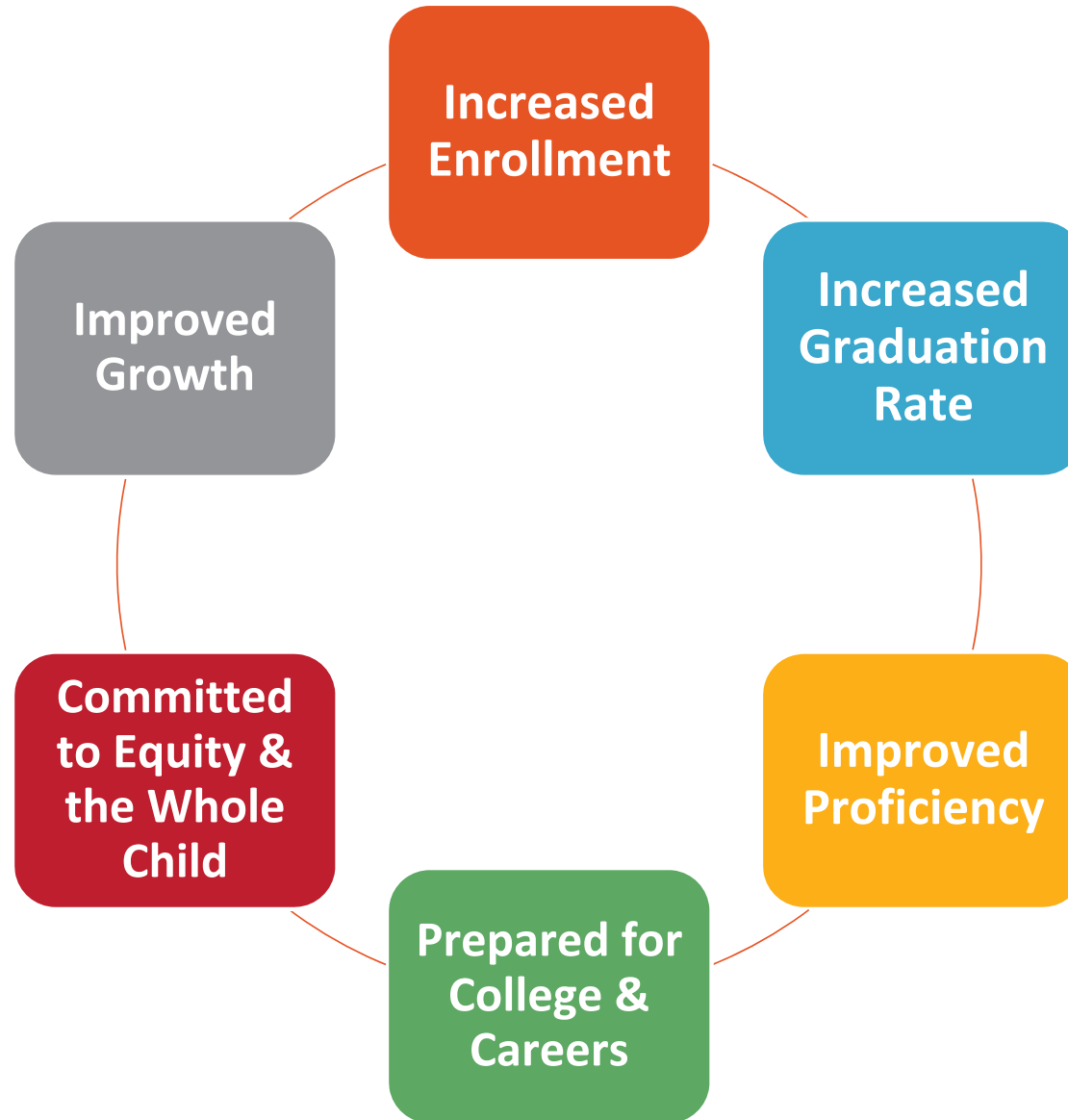
Opportunities

Equity

Subgroup Performance

Professional Learning

EQUITY AFFAIRS

Equity Initiatives

Equity Professional Development

- Analysis of Course Enrollment Data
- Collaboration between Advanced Academics, Counselors, Principals, and Teachers
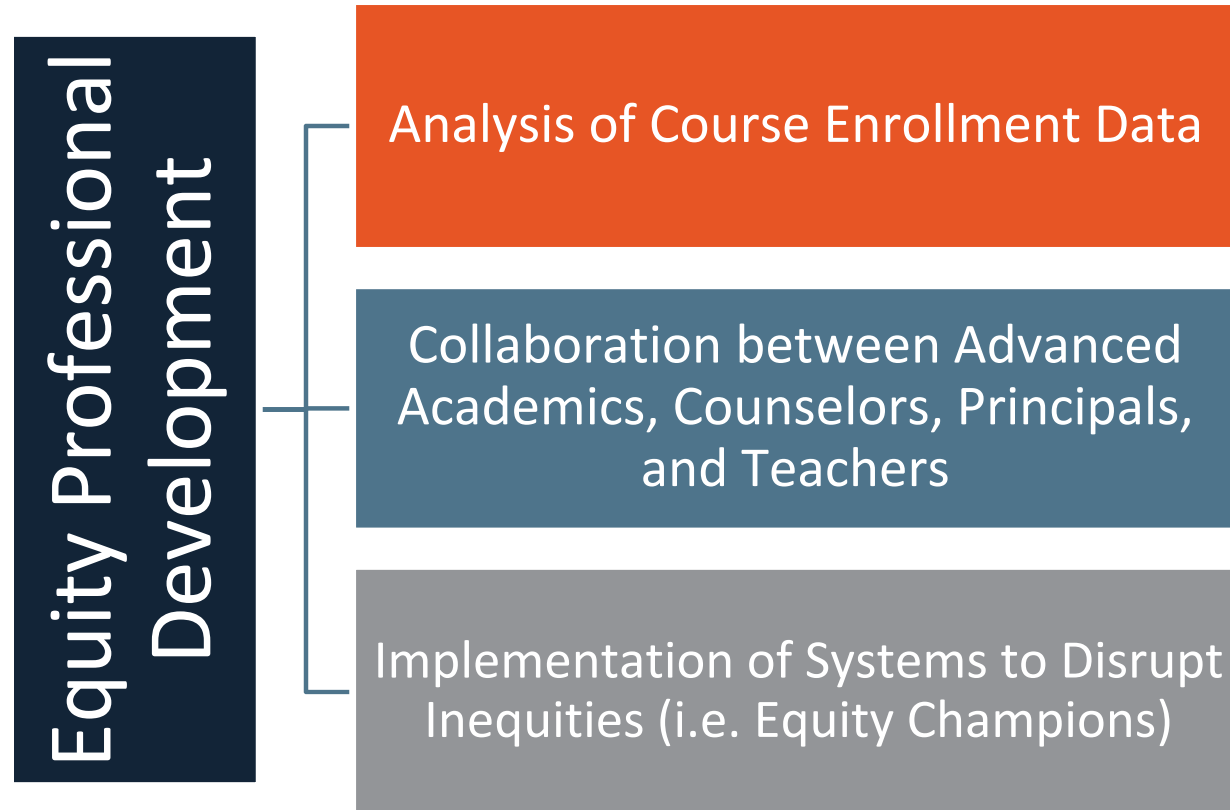- Implementation of Systems to Disrupt Inequities (i.e. Equity Champions)

DPS

Equity 101 Session

Focused on articulating a common understanding of equity, identifying the root causes of inequities, and reducing the impact of implicit bias

> 89.7% of participants felt it helped them to articulate a common understanding of equity

> 79% felt it would help them to reduce the impact of implicit bias in their schools

Equity 101 Session Feedback

Great presentation! I think we need more opportunities to discuss these things/evaluate our own biases, be educated about how racism came to be in our country and how systemic it is.

As an educator and grandparent of black boys in DPS, I appreciate the care taken to educate all who's a part of this public school system.

Also, plus plus for reasserting the need to acknowledge these issues, and not allowing us to resort to "all students" which muffles the needs of students of color. Thank you!

DPS

ADVANCED ACADEMICS

Equity in Academic Pursuit: Supporting Advanced Learners

LEA AIG PLAN

NC Definition of Giftedness

Academically or intellectually gifted (AIG) students **perform or show the potential to perform** at substantially high levels of accomplishment when compared with others of their age, experiences or environment.

Academically or intellectually gifted students exhibit high performance capability in **intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields.**

Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program.

Outstanding abilities **are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor**.

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

DPS Factors for Success

Recognition for Proven Practices

Personnel	Professional Learning
Multiple Pathways	K-2 Intentionality
Universal Screening	

Multiple Pathways

Aptitude
(composite or subscores)

A

A   A

Achievement
(composite or subscores)

Advocacy/
Artifacts
(portfolio)

K-2 Intentionality

K-2 Enrichment Framework

Introduce 4 Types of Higher Order Thinking Skills	Reintroduce and Build on 4 Types of Higher Order Thinking Skills	Expand Higher Order Thinking Skills
• CONVERGENT • DIVERGENT • VISUAL/SPATIAL • EVALUATIVE	• CONVERGENT • DIVERGENT • VISUAL/SPATIAL • EVALUATIVE	• CONVERGENT • DIVERGENT • VISUAL/SPATIAL • EVALUATIVE

K → 1st → 2nd

CONNECTIONS TO KINDERGARTEN CURRICULUM & STANDARDS

Connect to CogAT Subtests
Verbal:
Picture Classification
Picture Analogies
Sentence Completion
Non-Verbal:
Figure Classification
Figure Matrices
Paper Folding
Quantitative:
Number Analogies

CONNECT TO 1ST CURRICULUM & STANDARDS

Quarter 1
Connect to Last of CogAT Subtests:
Number Puzzles
Number Series

Quarters 2-4
CONNECT TO 2ND CURRICULUM & STANDARDS THROUGH PROJECT BASED LEARNING

Identifying Student Potential

EVAAS	AP Potential	Pre-ACT	EOG/EOC
Student and Parent Interest	Equity and Access Data Points		Teacher Recommendations
Counselor Recommendations			Administrator Recommendations
GPA	Class Rank	Grades	Course Selection History

DPS
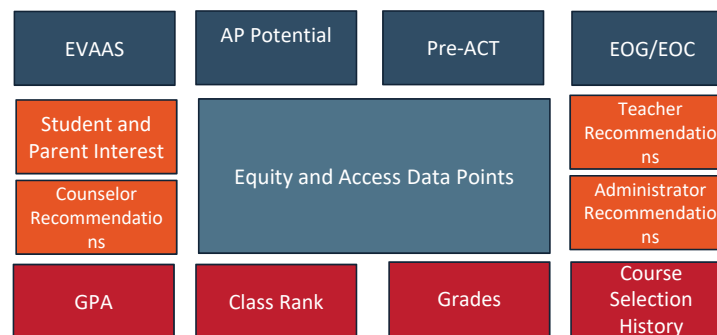
AIG Child Count- DPS 2015-2019

(Of those identified AIG, X% are Asian, PI, Black, Hispanic, AI, Multiracial, or White)

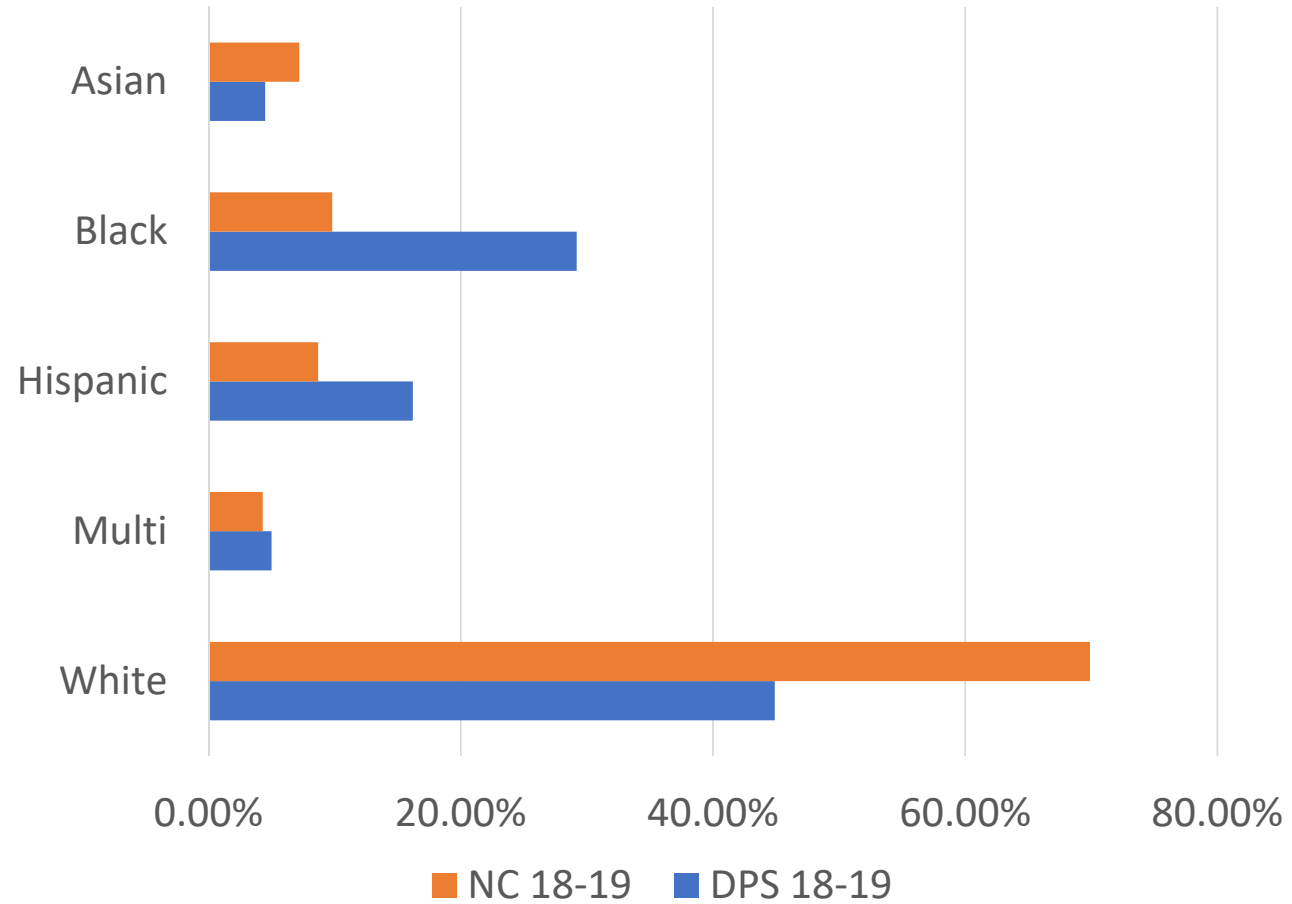| K-12	Asian	PI	Black	Hispanic	AI	Multi	White	Totals
2015-2016*	263 4.6%	<5	1953 33.9%	886 15.4%	9 .2%	259 4.5%	2387 41.4%	5,761
2016-2017*	255 4.61%	3	1,791 2.4%	885 16%	9	252 4.6%	2337 42.3%	5,532
2017-2018*	247 4.7%	3	1,608 30.6%	854 16.3%	12 .2%	250 4.8%	2,281 43.4%	5,255
2018-2019*	**224 4.5%**	**4**	**1,471 29.2%**	**816 16.2%**	**11 .2%**	**255 5.0%**	**2,275 44.9%**	**5,056**
2018-2019 NC -AIG	12,552 7.2%	173 >0.1	17,204 9.8%	15,271 8.7%	1,140 >0.1	7,422 4.3%	124,465 69.9%	178,227

Source: NCWISE Reporting Hub and PowerSchool, NCDPI
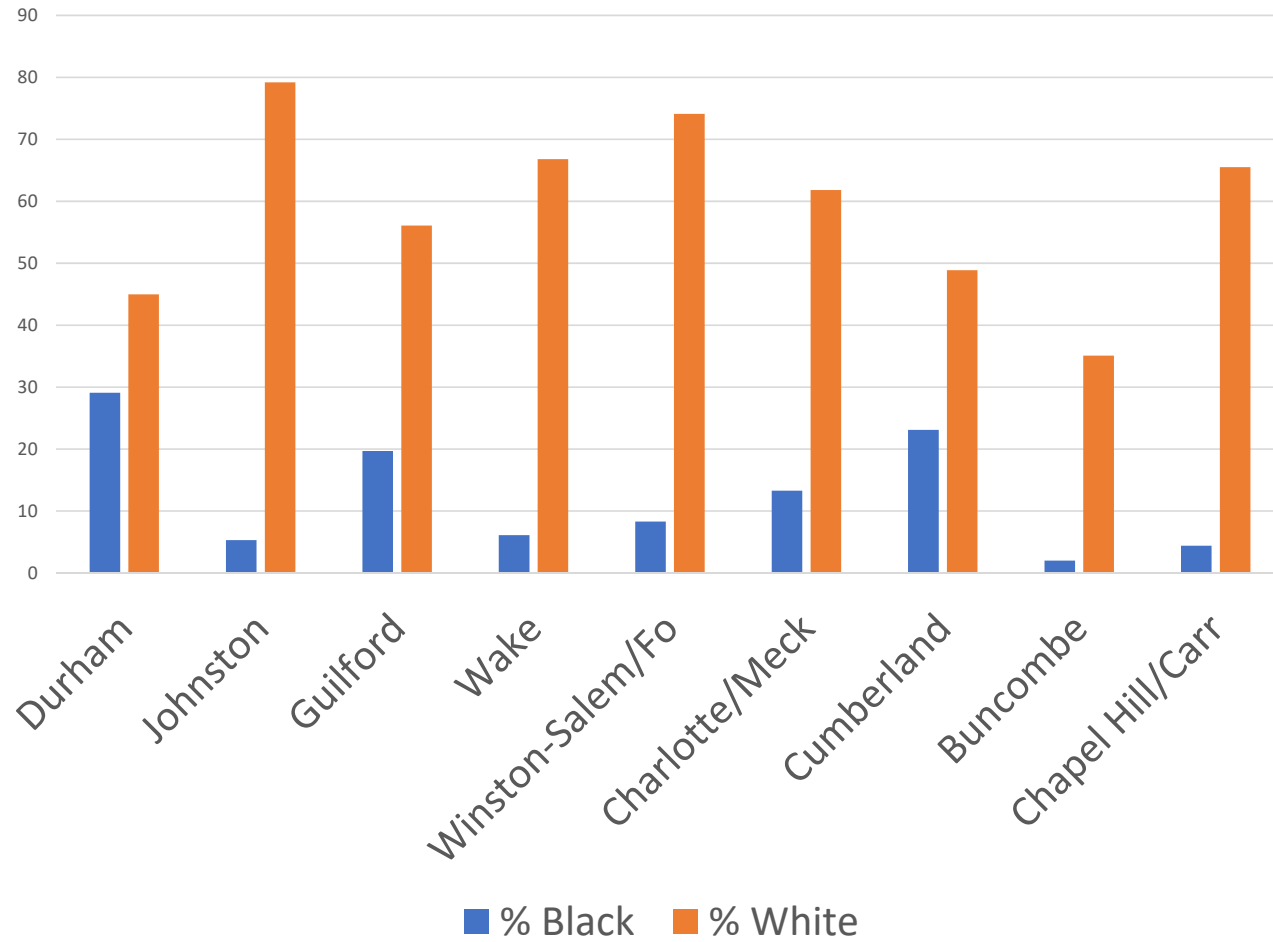
*Numbers as of April AIG Headcount
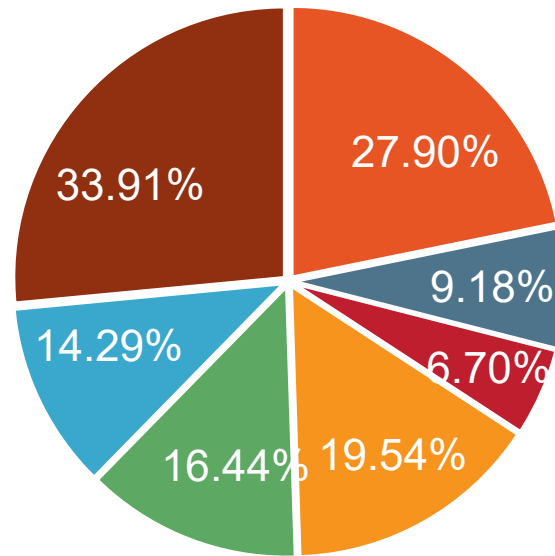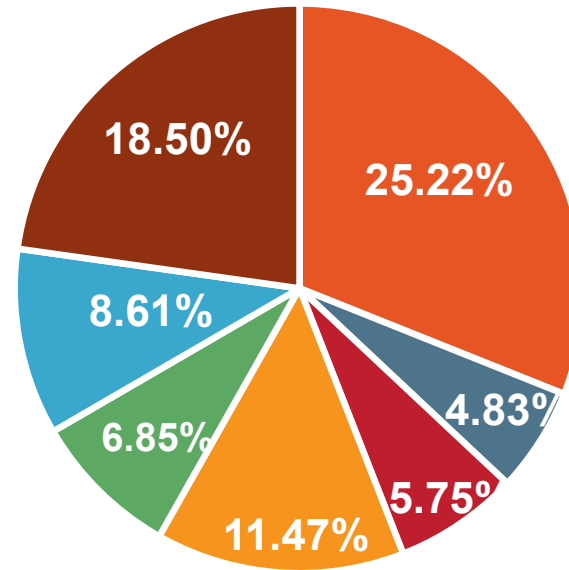
2018-2019 AIG Headcount

AIG Headcount by LEA
2018-2019

DPS

■ % Black   ■ % White

2018-19 DPS AIG Demographics

2018-19 NC AIG Demographics

DPS AIG:
- 27.90% Asian
- 9.18% Black
- 6.70% Hispanic
- 19.54% Two or More
- 16.44% American Indian
- 14.29% Pacific Islander
- 33.91% White

NC AIG:
- 25.22% Asian
- 4.83% Black
- 5.75% Hispanic
- 11.47% Two or More
- 6.85% American Indian
- 8.61% Pacific Islander
- 18.50% White

Legend:
- Asian
- Black
- Hispanic
- Two or More
- American Indian
- Pacific Islander
- White

DPS Advanced Placement Enrollment

Year	Asian	Black	Hispanic	Multi	White
16-17	6.2%	30.9%	16.8%	3.8%	41.9%
17-18	6.0%	32.3%	15.9%	4.0%	41.2%
18-19	6.3%	21.6%	16.7%	4.6%	50.7%
19-20	6.6%	21.4%	17.2%	4.7%	49.9%

Focus on the Student….

- ↑ Access & Opp
  - ↑ ID & Nurturing #
  - Talent development
- ↑ Student Growth
  - Goal setting to support….
  - SEL, cultural relevancy, progression
- ↑ AIG Spec influence
  - Comprehensive school
  - Leadership
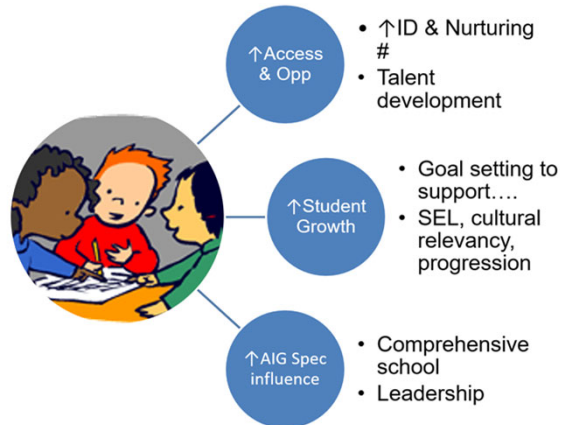
Focus on Supports for Student Learning….

- Professional Learning
  - Inquiry
  - Personalized learning – extend, enrich, accelerate
- Impact
  - Whole school…
  - PLCs, SIP, MTSS, EC, ESL…
- Integration of Practice
  - Intentionality…
  - Accountability…

Focus on Outreach….

- Collaboration
  - Internal
  - External
- Communication
  - Internal
  - External
- Leadership
  - School
  - Learning Community

QUESTIONS