

# **Board Policy 4.1.1**

## **Males of Color (Part I)**

September 6, 2016



Think. Learn. **Grow.**

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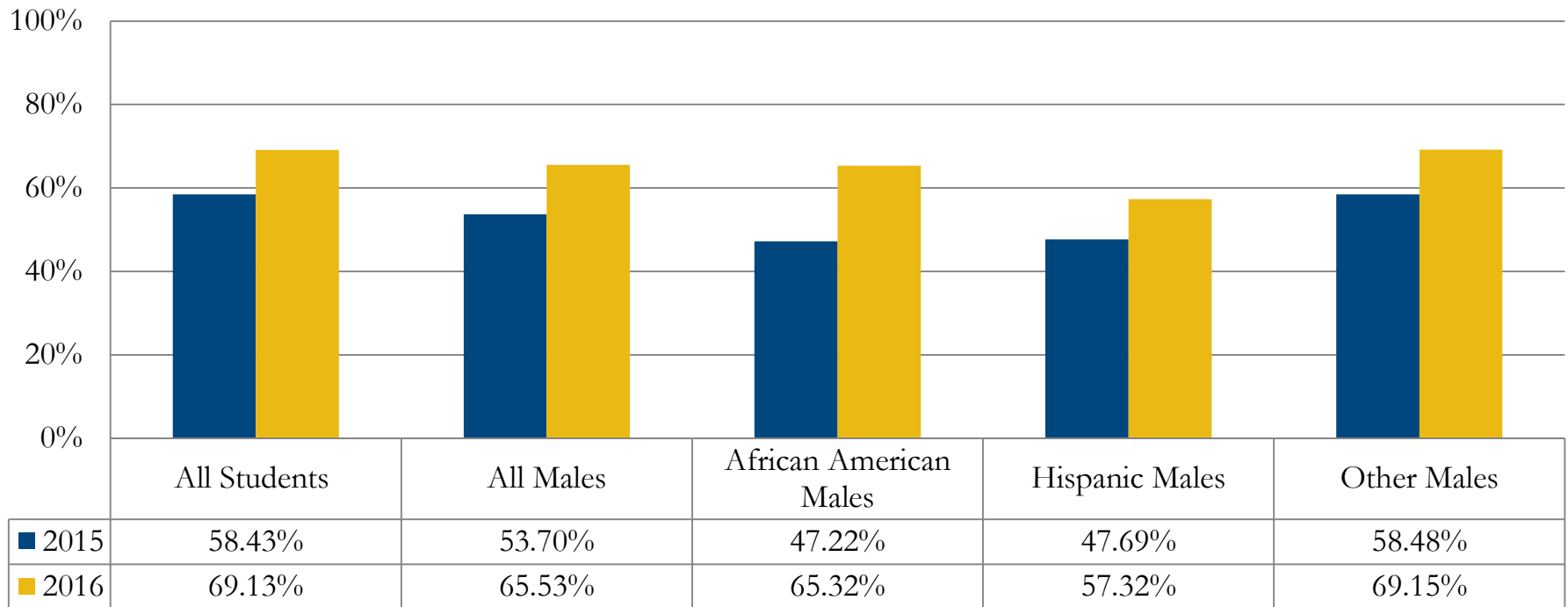
# Key Performance Indicators

- Percent of male African American and male Hispanic students at or above end of year benchmark on FAST assessment Grades K, 1
- Percent of male African American and male Hispanic students at or above end of year benchmark on SRI assessment Grades 3, 6, 9
- Percent of male African American and male Hispanic students at or above end of year benchmark on SMI assessment Grades 3, 6, 9
- Percent of male African American and male Hispanic students in English I earning C or higher
- Percent of male African American and male Hispanic students in Algebra I earning C or higher
- Percent of male African American and male Hispanic students enrolled in 1 or more AP classes
- Attendance-Attendance rate- male African American and male Hispanic students

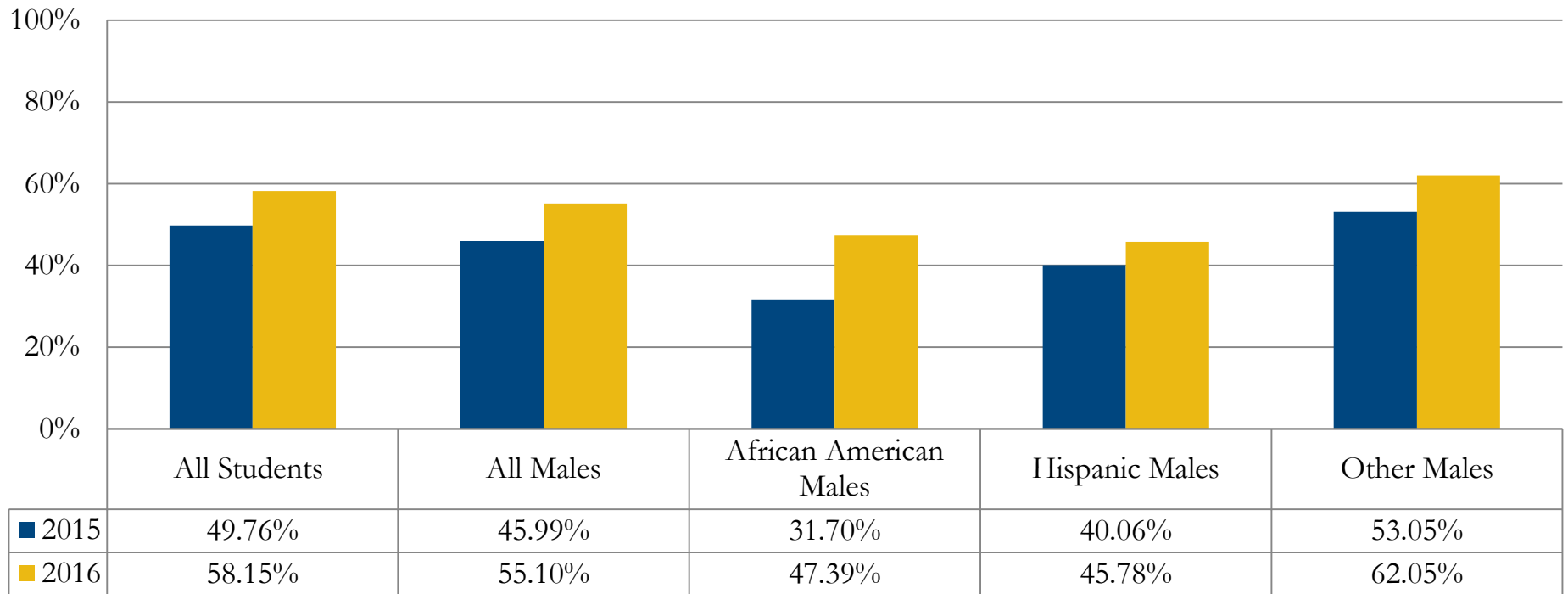
# Key Performance Indicators

- Graduation Rate— Four and Five Year Cohort- male African American and male Hispanic students
- Drop Out Rate-4 Year Cohort- male African American and Hispanic students
- Behavior Events-Percentage of students having 0-1 office referrals (level 2+)- male African American and male Hispanic students
- Behavior Events-Percent of the Level 2+ office referrals K-12- male African American and male Hispanic students
- Exclusionary Practices-Percent of out of school suspensions days K-12- male African American and male Hispanic students
- Exclusionary Practices – Percent of expulsions
- Attendance-Attendance rate- male African American and male Hispanic students

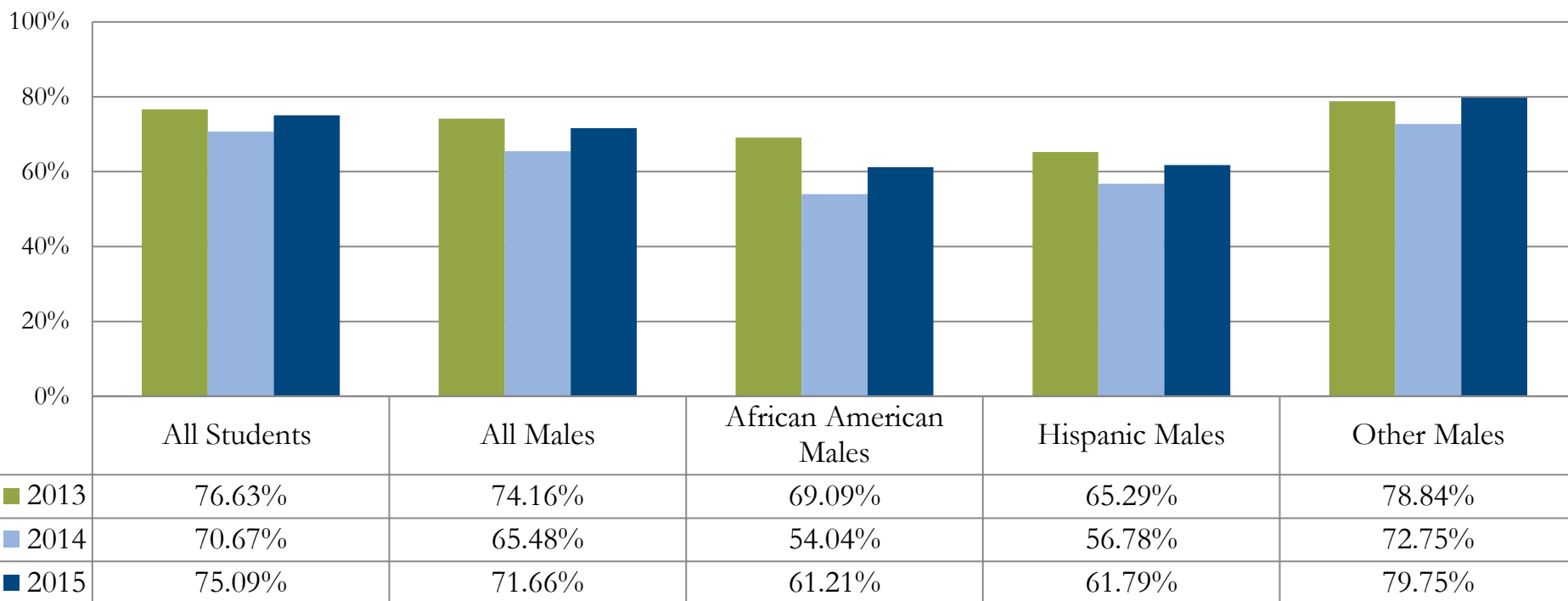
# 2015-2016 Spring Kindergarten FAST Assessment: Percent Meeting Benchmark Trend



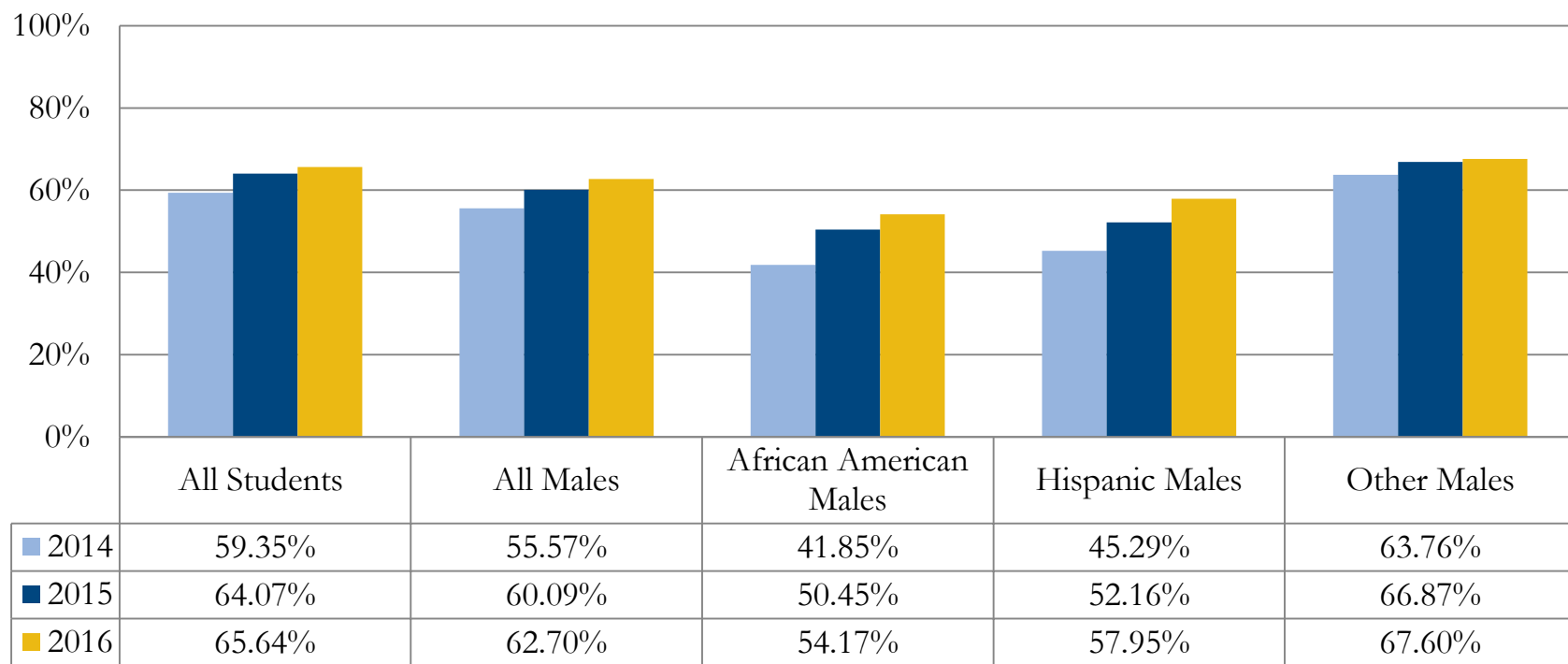
# 2015-2016 Spring First Grade FAST Assessment: Percent Meeting Benchmark Trend



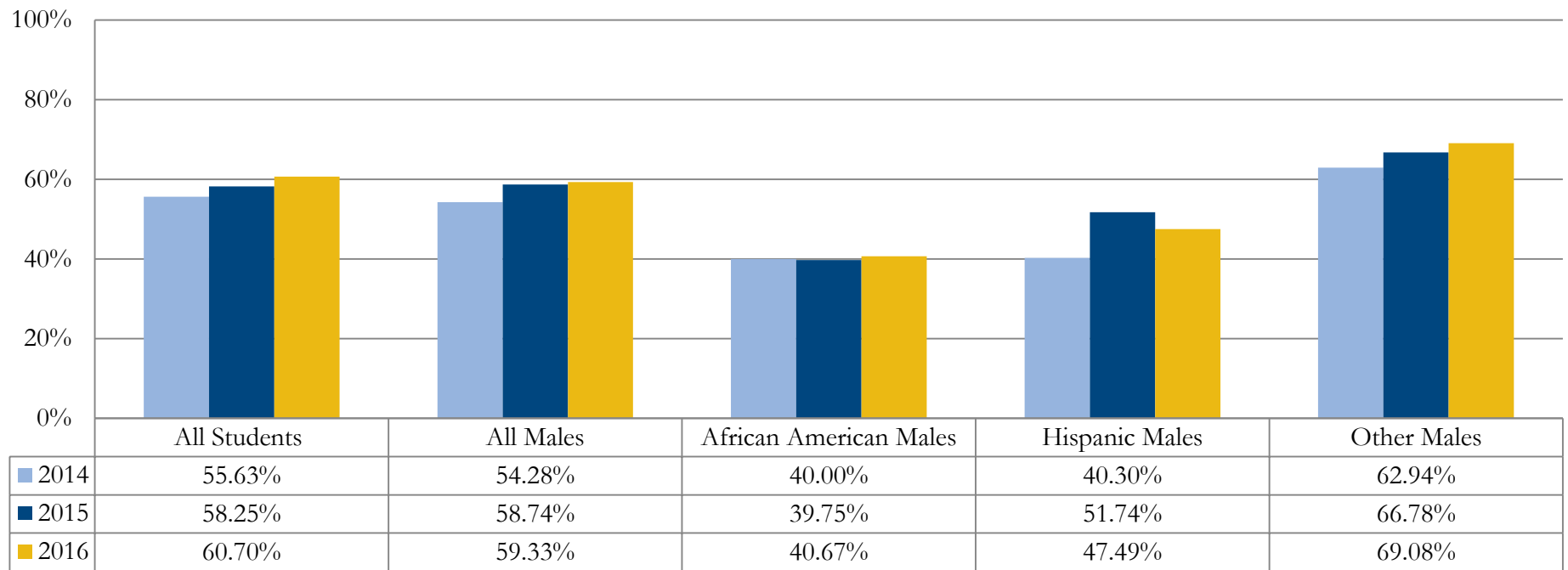
# 2013-2015 Spring Scholastic Reading Inventory: Percent of Third Grade Students Scoring at Basic and Above Achievement Level Trend



# 2014-2016 Spring Scholastic Reading Inventory: Percent of Sixth Grade Students Scoring at Basic and Above Achievement Level Trend

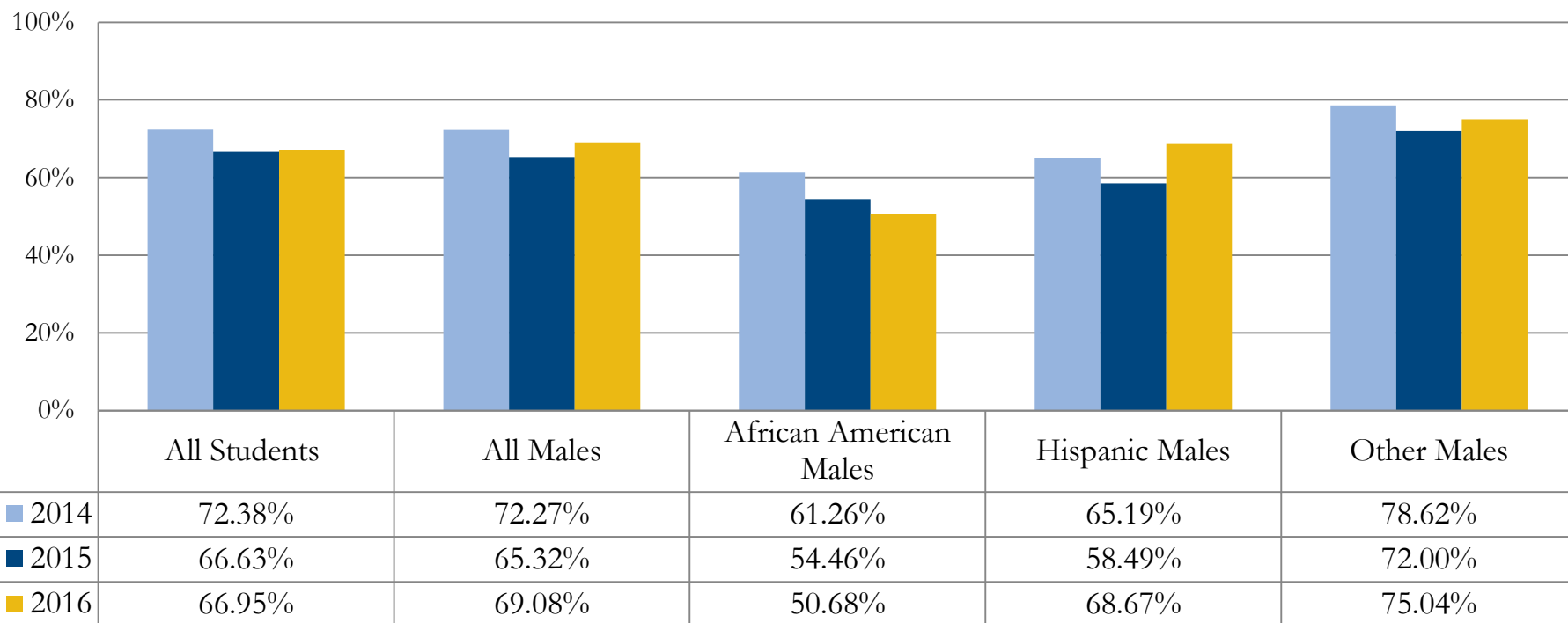


# 2014-2016 Spring Scholastic Reading Inventory: Percent of Ninth Grade Students Scoring at Basic and Above Achievement Level Trend

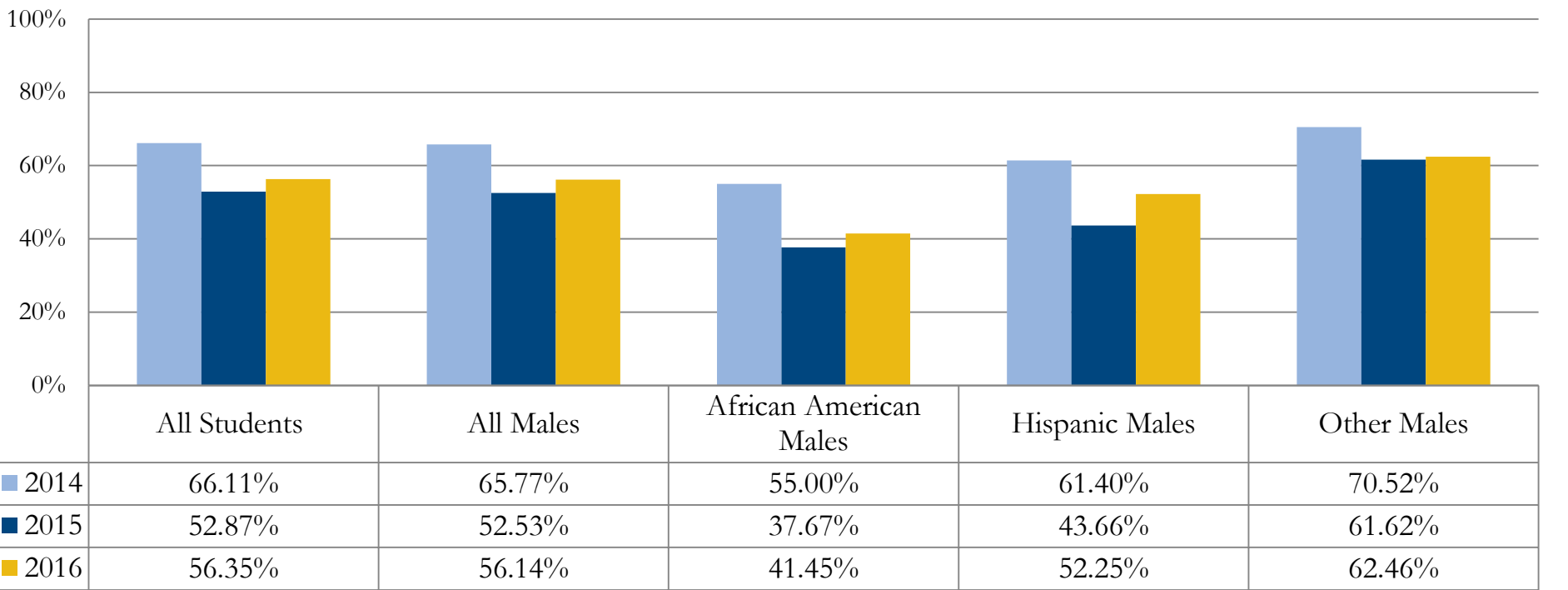




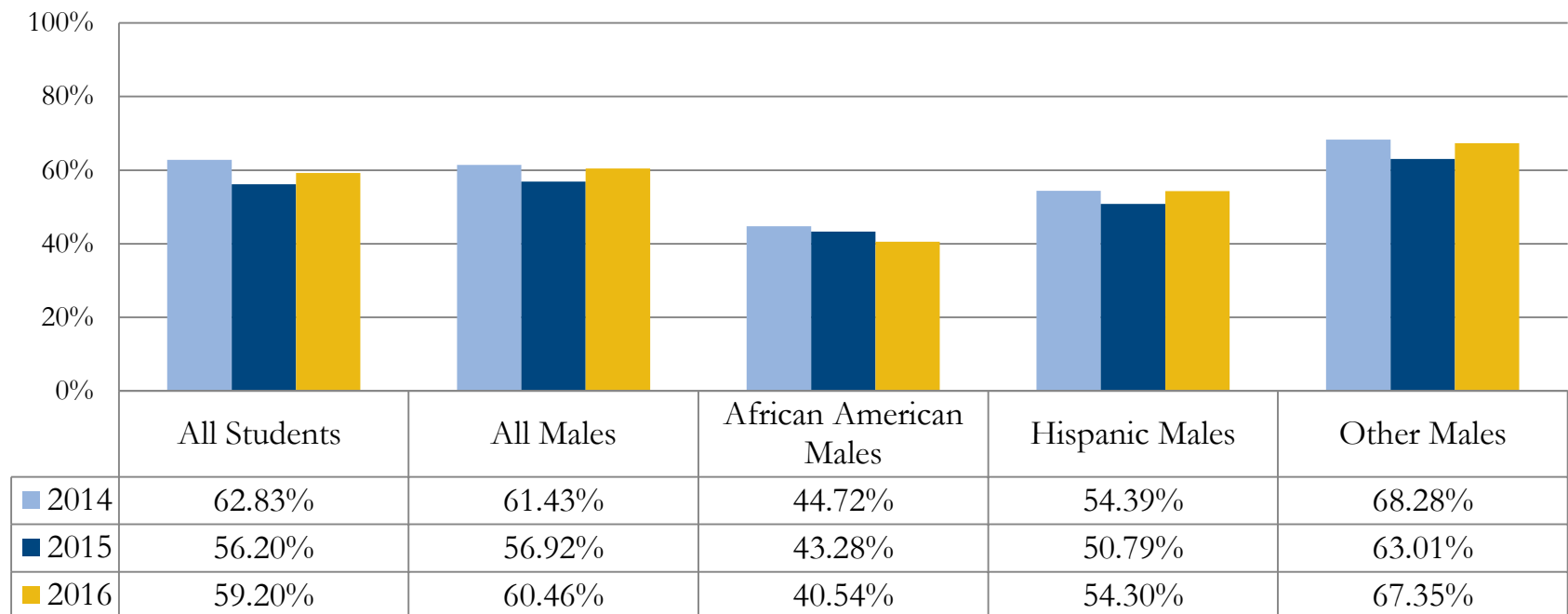
# 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Third Grade Students Scoring at Basic and Above Achievement Level Trend



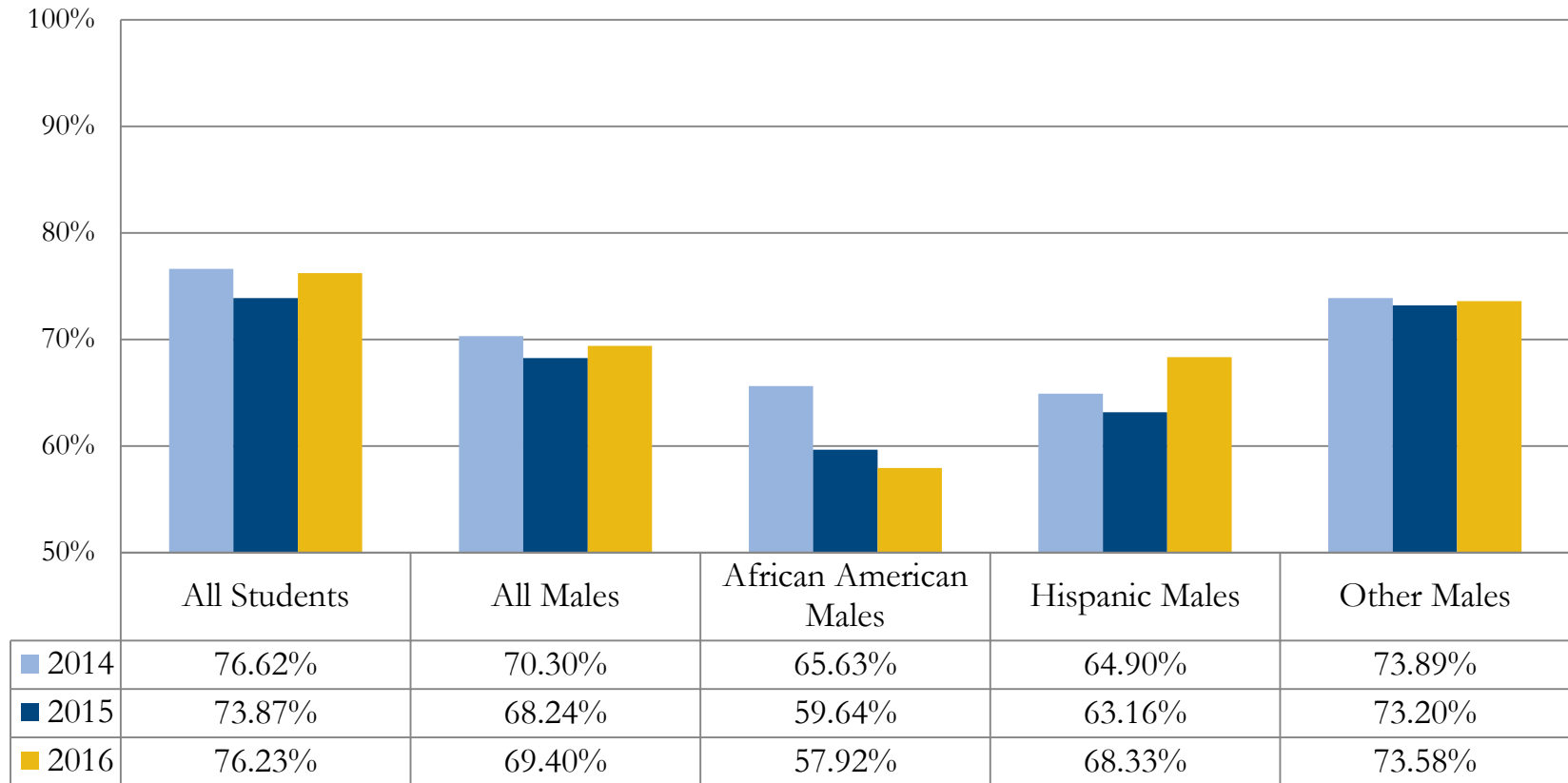
# 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Sixth Grade Students Scoring at Basic and Above Achievement Level Trend



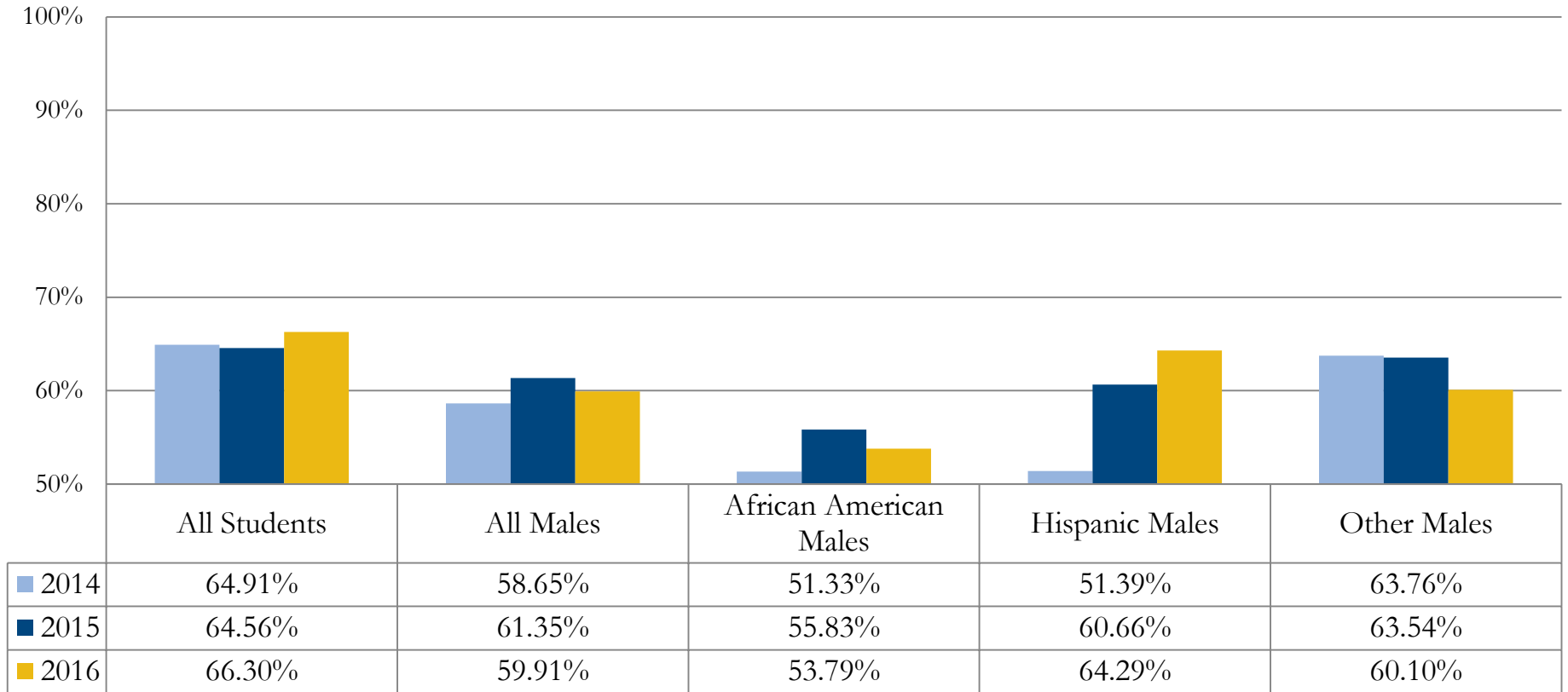
# 2014-2016 Spring Scholastic Mathematics Inventory: Percent of Ninth Grade Students Scoring at Basic and Above Achievement Level Trend



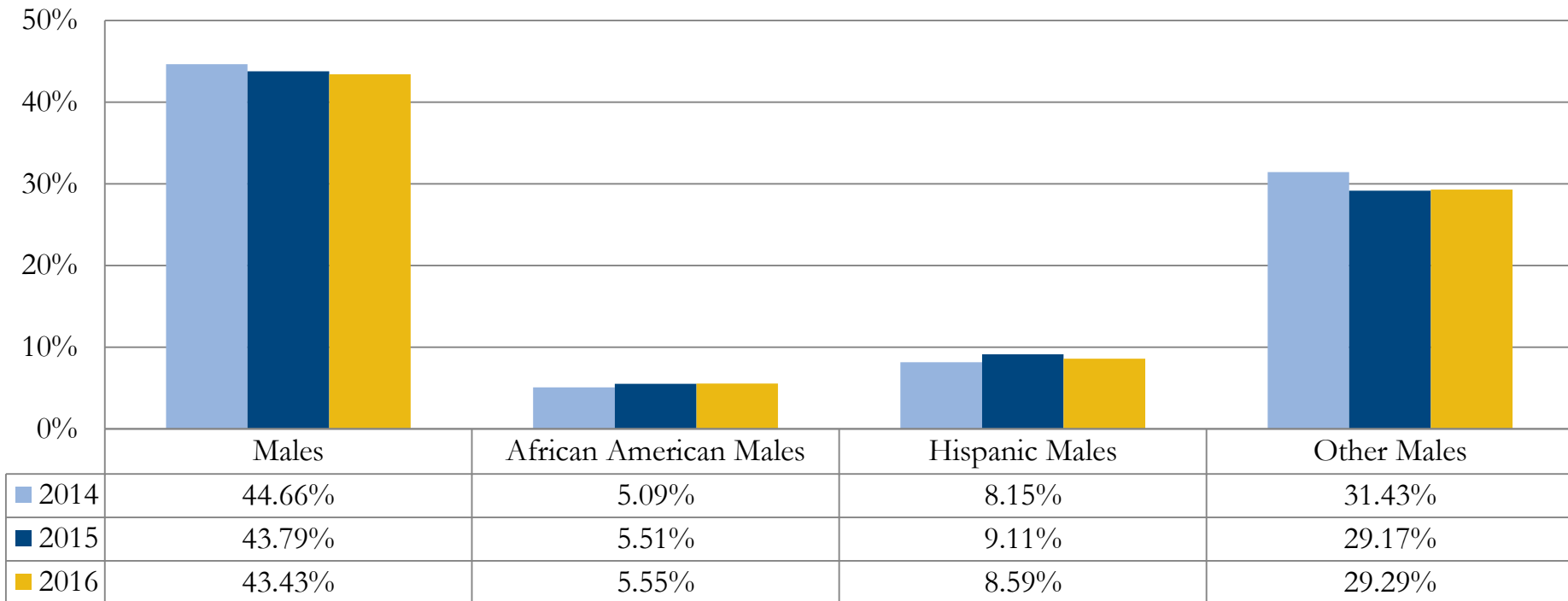
# 2014-2016 Grade 9 English I: Percent of Students Earning a C or higher



# 2014-2016 Algebra I: Percent of Students Earning a C or higher



# AP Course Enrollment: Percent of Students by Subgroup Trend



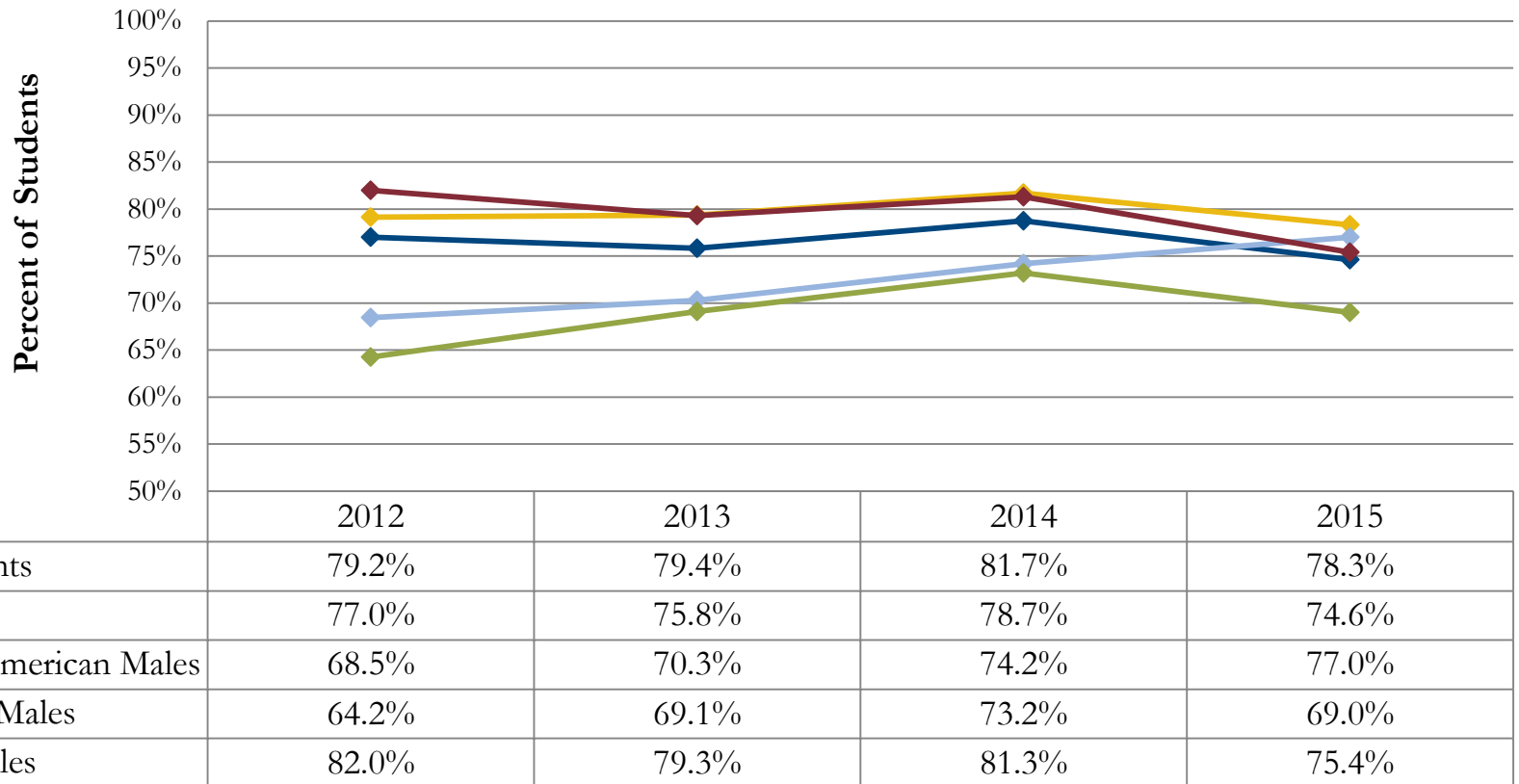
# Response to Data

## **Academic Achievement:**

- Collaboratively invest into cultural proficiency professional development for all school employees.
- Create student-centered learning environments through investment in Schools For Rigor.
- Improve instructional practices through continued training and professional development in the Marzano Instructional Framework

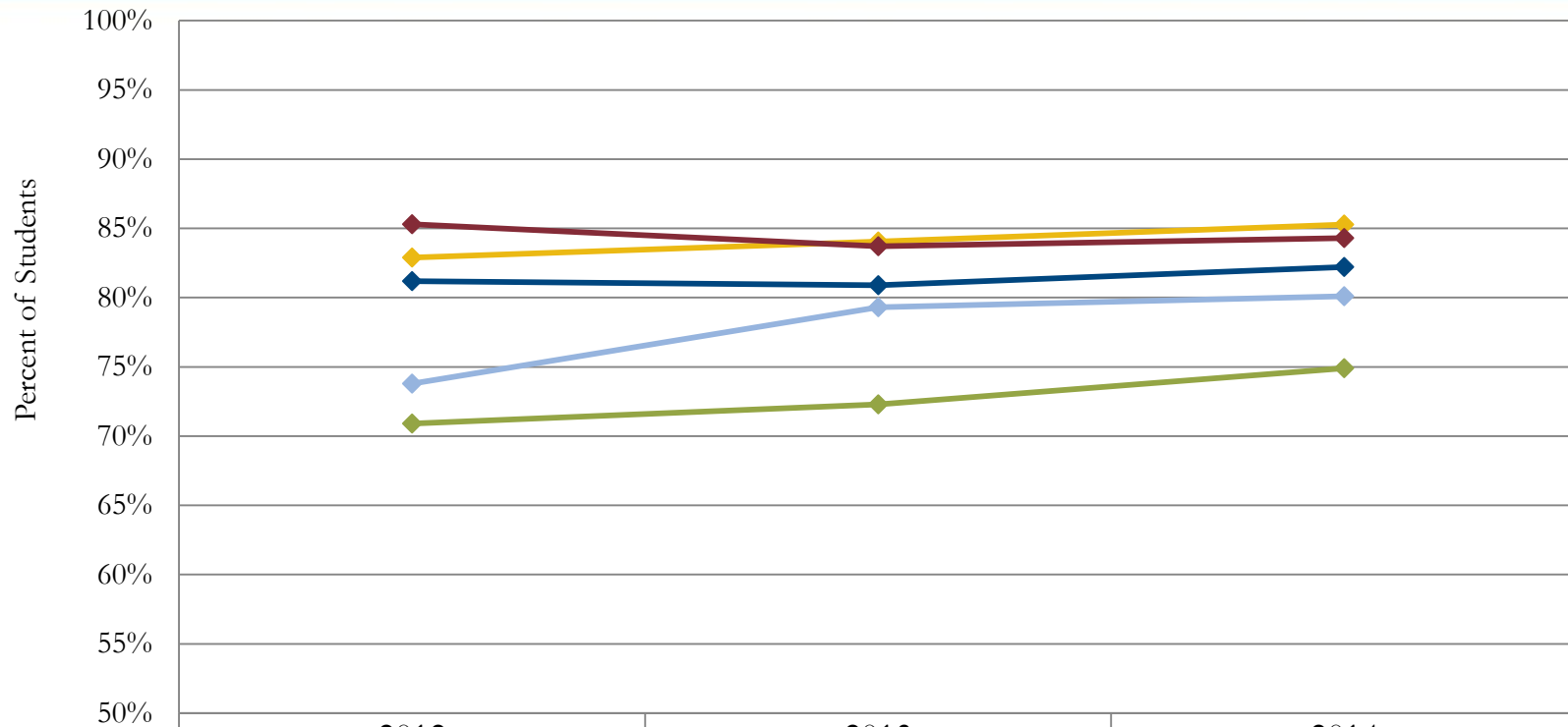
# Graduation Rates: 4-Year Cohort

## Graduation Trend



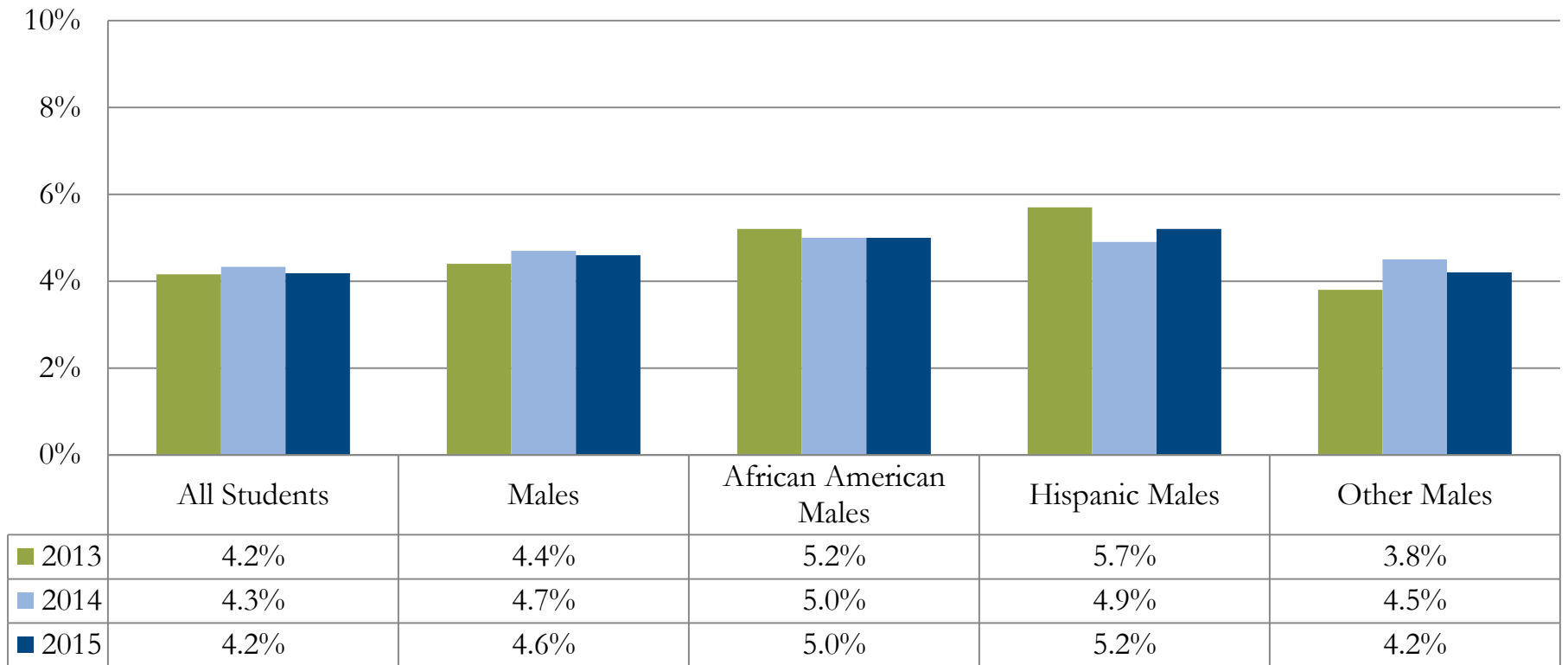


# Graduation Rates: 5-Year Cohort Graduation



◆ All Students	82.9%	84.0%	85.3%
◆ Males	81.2%	80.9%	82.2%
◆ African American Males	73.8%	79.3%	80.1%
◆ Hispanic Males	70.9%	72.3%	74.9%
◆ Other Males	85.3%	83.7%	84.3%

# Drop Out Rate: Percent of Students

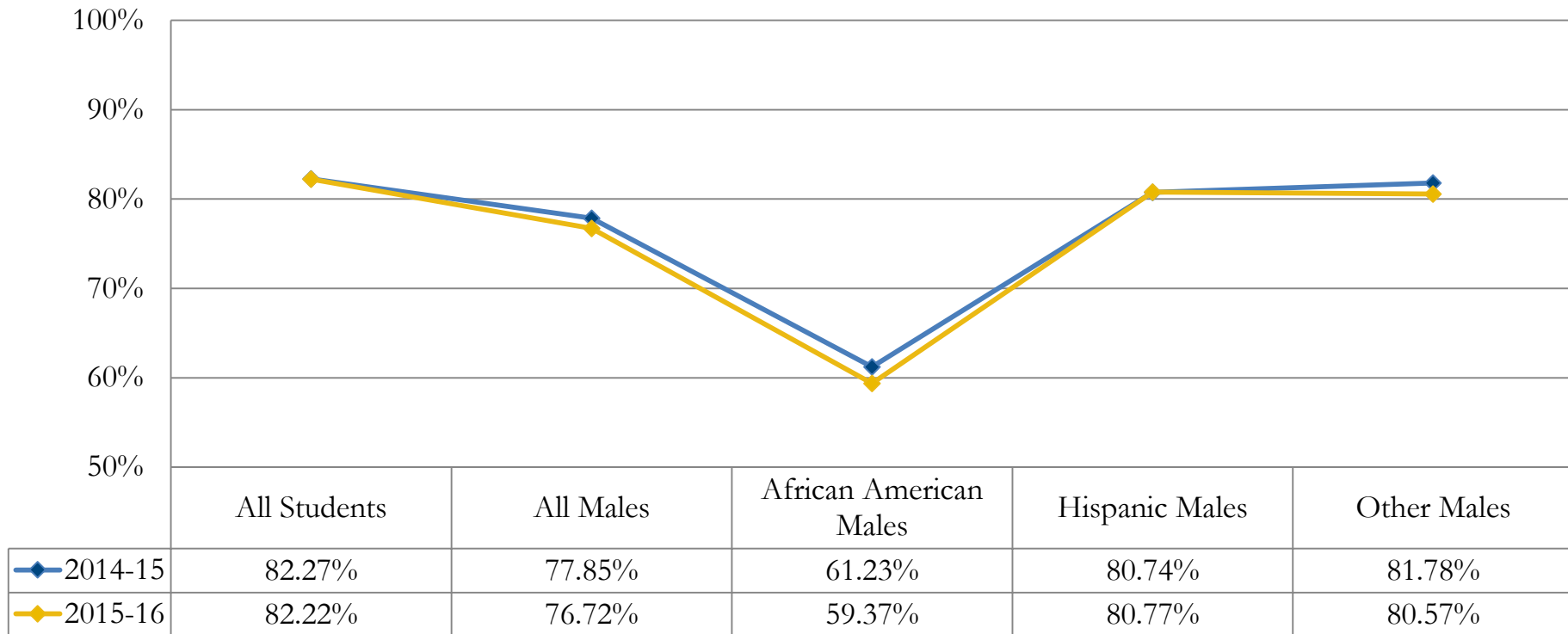


# Response to Data

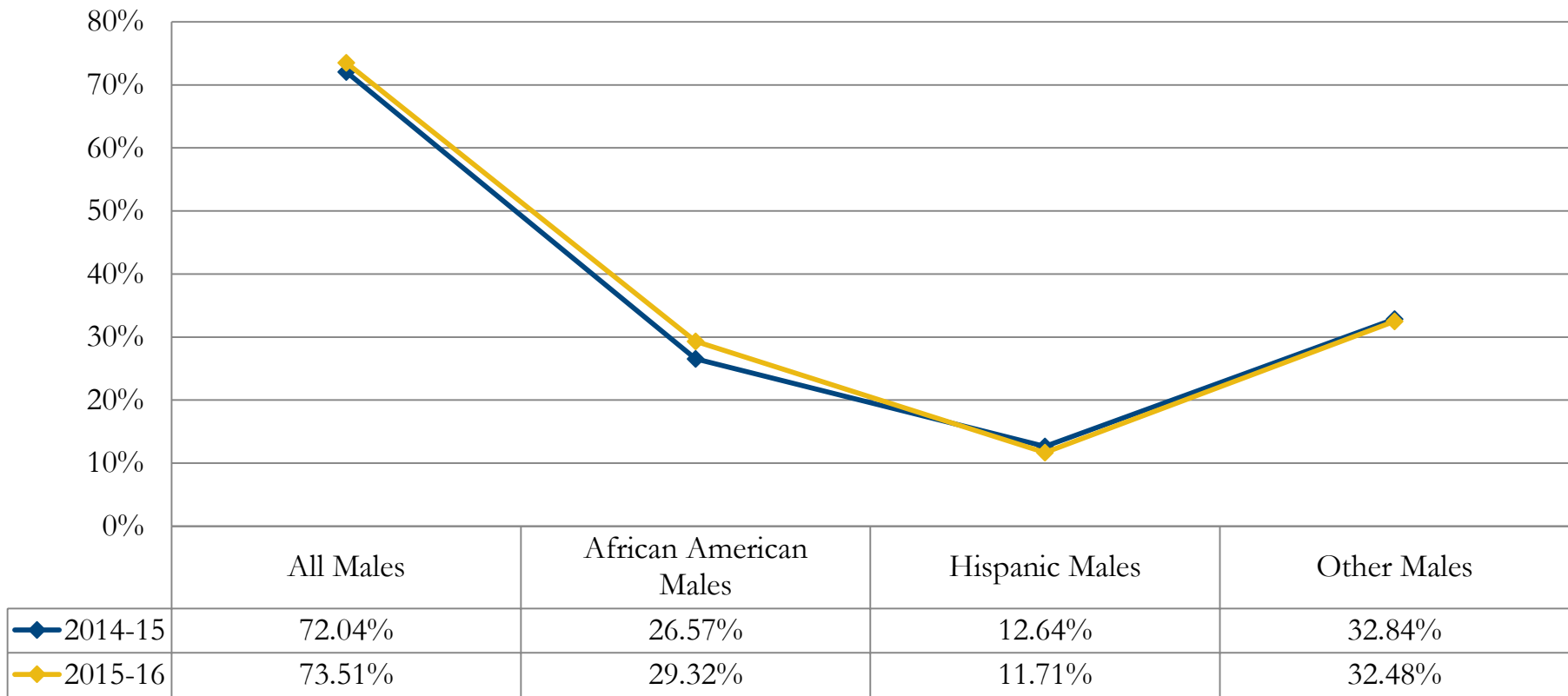
## Graduation Rates:

- Investment in bolstering support for academic planning. Developed district academic planning team.
- Hired 12 additional counselors at the secondary level. Dropped ratio from 1:750 to 1:420.
- Infuse technology to develop and monitor academic plans for 8<sup>th</sup> – 12<sup>th</sup> graders
- Professional development for counselors and administrators on district-wide course offerings and technology upgrades

# Percentage of students having 0-1 office referrals (level 2+)



# Level 2 + Office Referrals K-12: Percent by Subgroup Trend



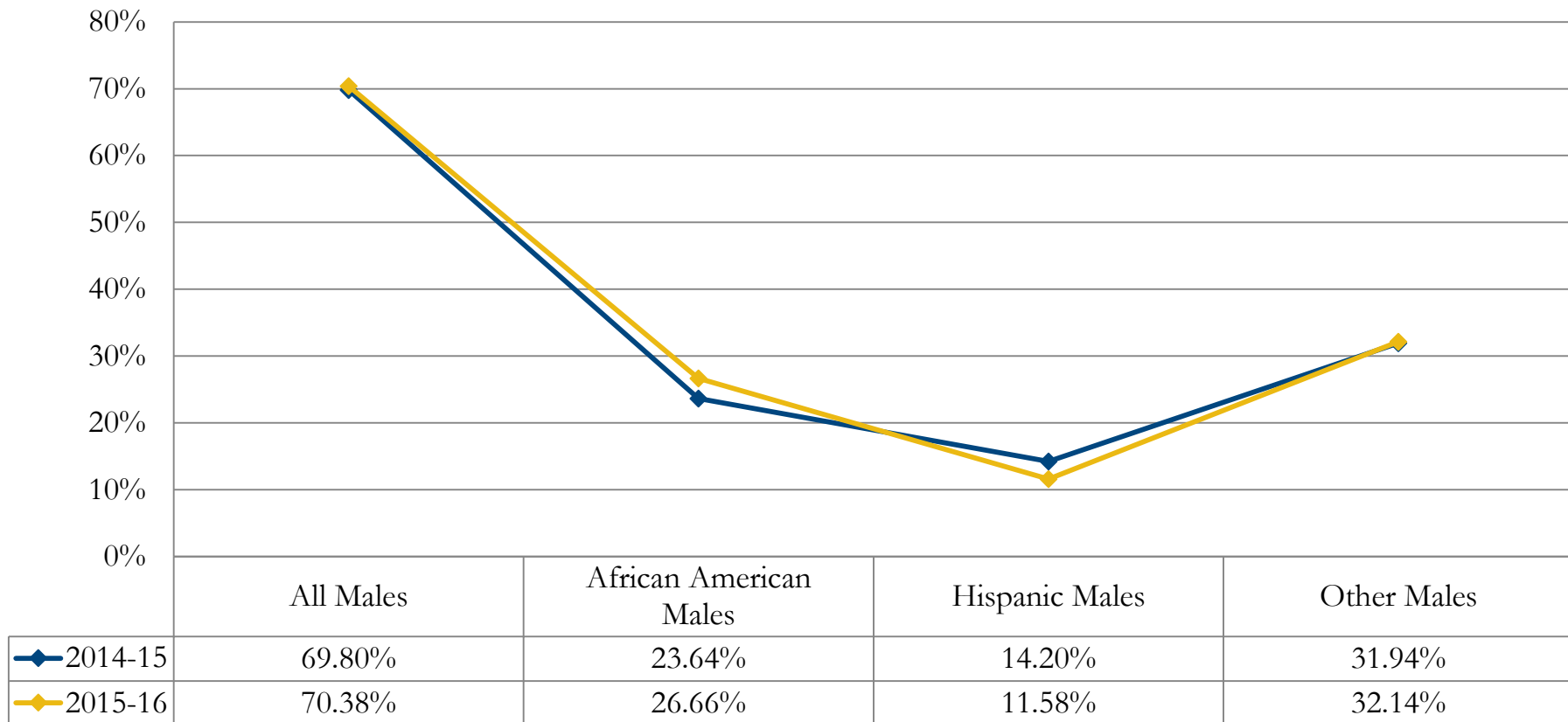
# Response to Data

## Behavior Events:

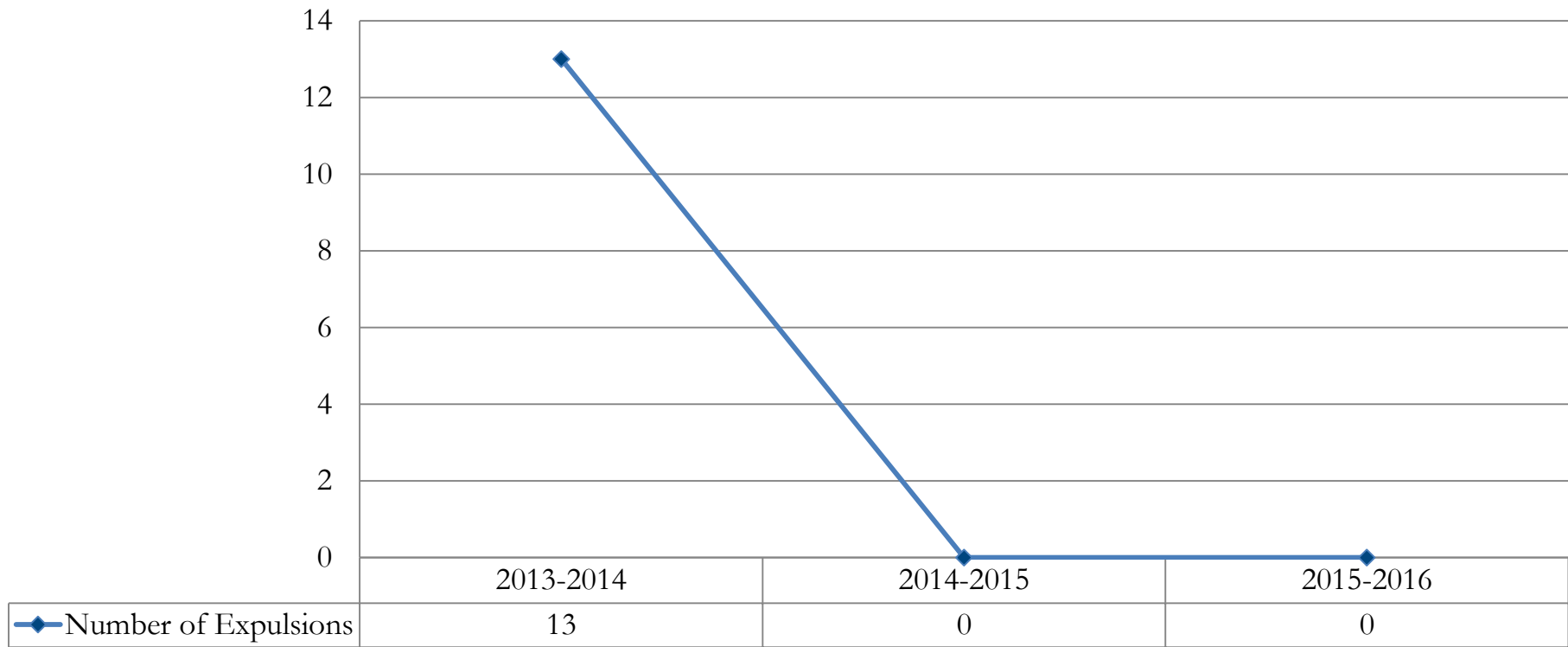
Capitalize on federal Culture and Climate Transformation grant.

- Developed consistent K-12 behavior reporting system
- Developed accurate, timely, and diagnostic data system
- Created and trained Tier 1 team at every school
- Starting tier 2 cohorts at certain schools
- Continue Behavior Summit to support staff professional development

# Out Of School Suspension Days: Percent by Subgroup Trend



# Expulsions



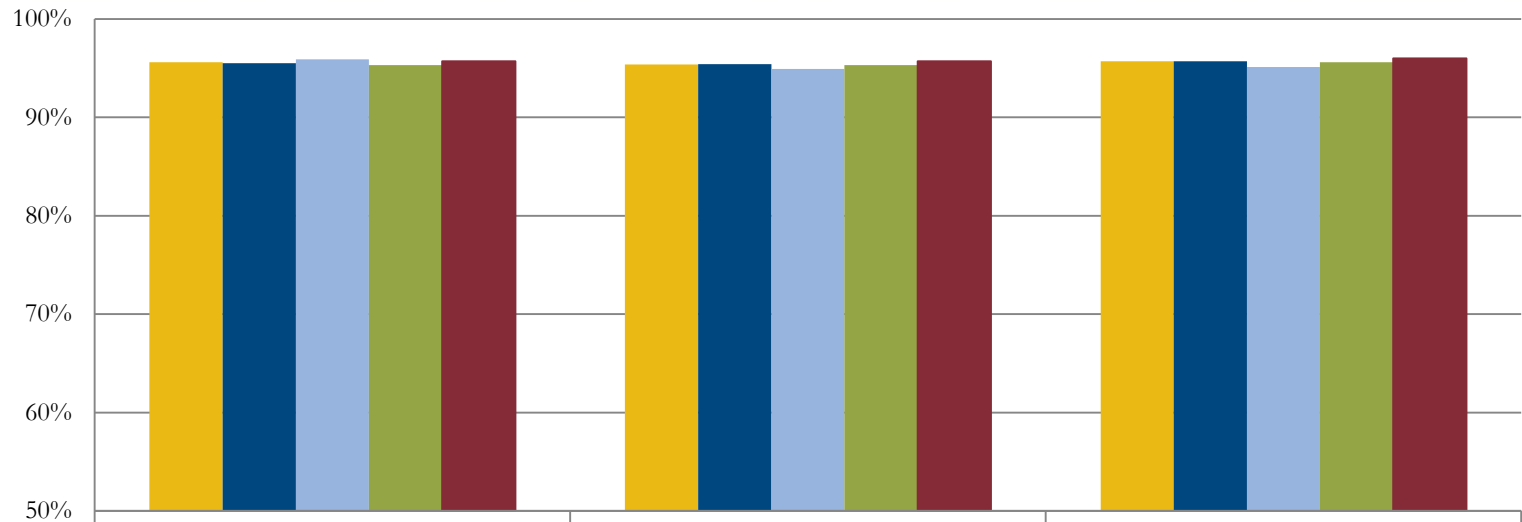


# Response to Data

## **Exclusionary Practices:**

- Focus on alternatives to suspension and lost instructional time
- Develop ability to track lost instructional time
- Restorative justice professional development
- Continuum of response emphasis
- Student Assistance Program focus on substance abuse
- Continue deferred expulsion process

# Attendance Rate



	2013-14	2014-15	2015-16
■ All Student	95.6%	95.4%	95.7%
■ All Males	95.5%	95.4%	95.7%
■ African American Males	95.9%	94.9%	95.1%
■ Hispanic Males	95.3%	95.3%	95.6%
■ Other Males	95.7%	95.7%	96.0%

# Response to Data

## **Attendance:**

- Focus on prevention
- K-3 RFI attendance and tardy
- Juvenile Court Liaisons emphasize truancy court prevention
- Counselors focus on chronic absenteeism
- Success staff focus on first 30 day attendance

# MONITORING REPORT MALES OF COLOR (PART I)

September 6, 2016



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