
Advancing the Work of Equity in DPS



DURHAM
PUBLIC SCHOOLS

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Today, we will...

- Articulate a district wide, common understanding of equity and its impact on student outcomes
- Review evidence supporting the ongoing need to address issues of equity in DPS
- Discuss equity initiatives occurring in DPS to address gaps in students' and staff members' experiences



Defining Equity

Equity is the state that would be achieved if race, gender, socioeconomic status, sexual orientation, disability, etc. no longer predicted outcomes for students, families, and employees.

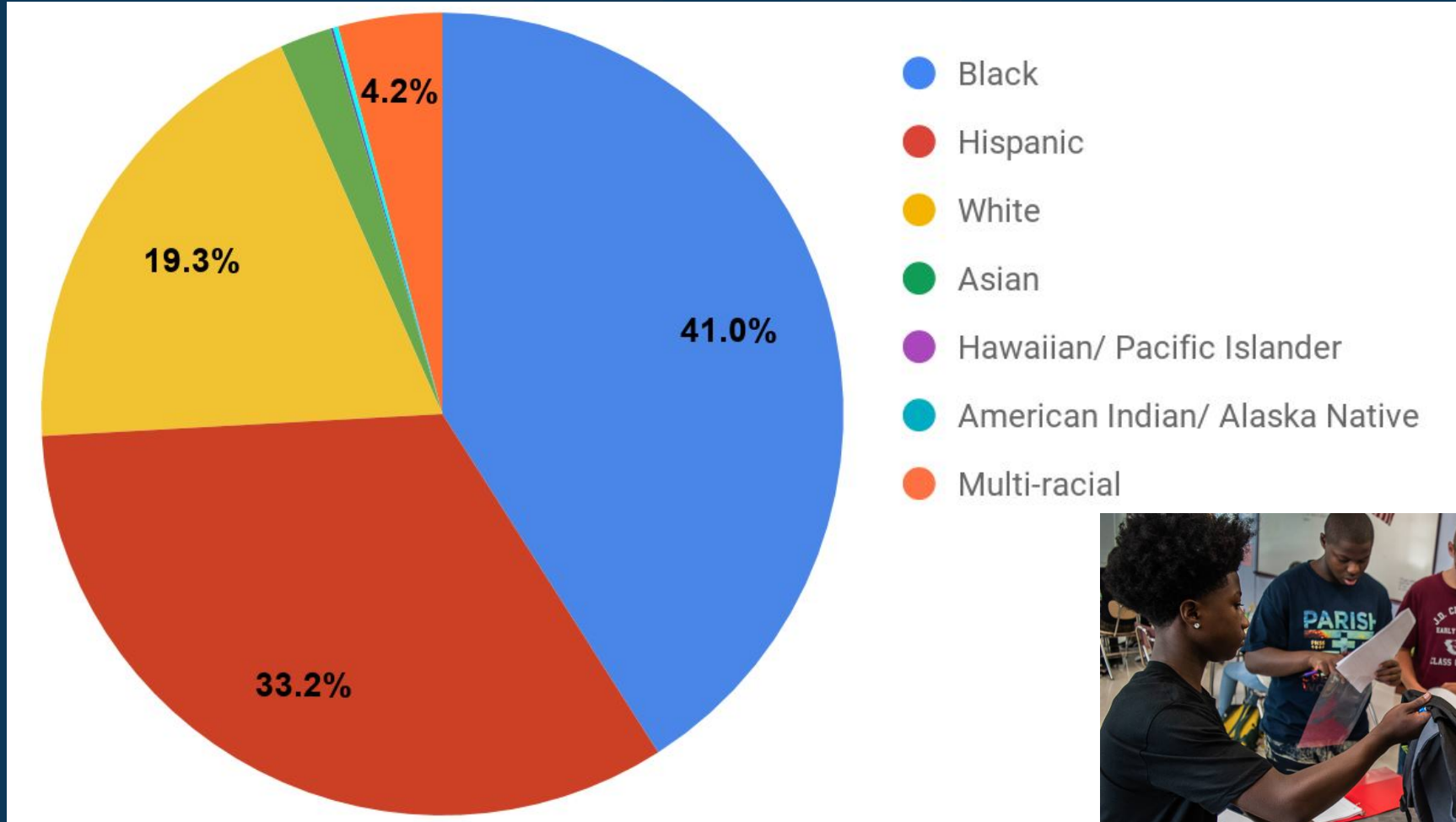
Practices that center fairness, justice, and differentiation are also considered equitable.



Where Our Journey Begins



DPS Student Demographics (2020-21)



64.46% of students qualify for free or reduced-price lunch

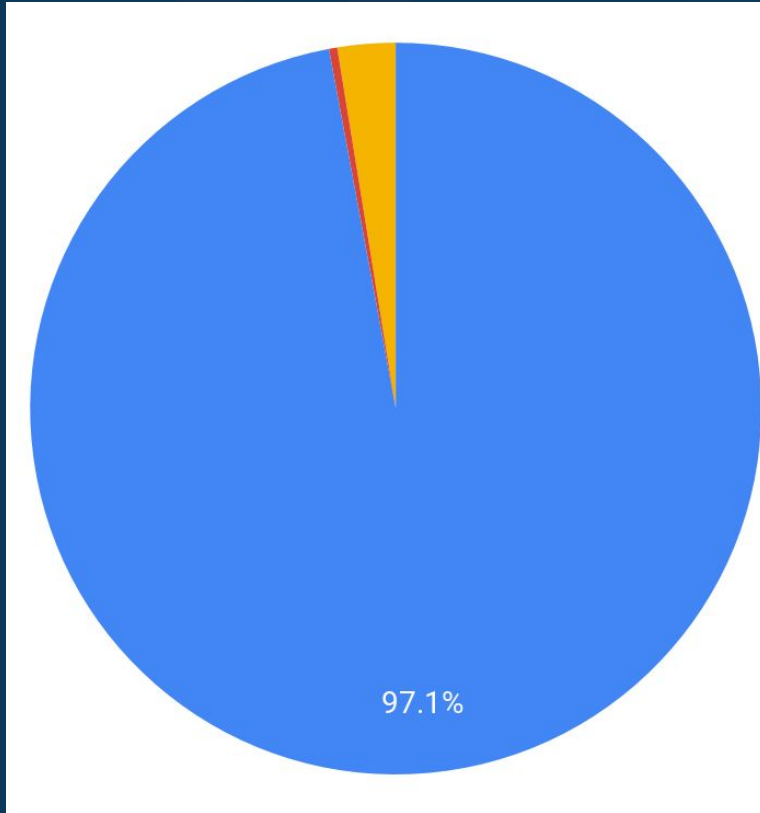




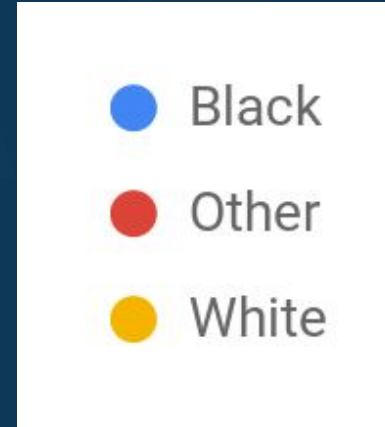
DPS BY THE NUMBERS: DIVERSITY & INTEGRATION DATA



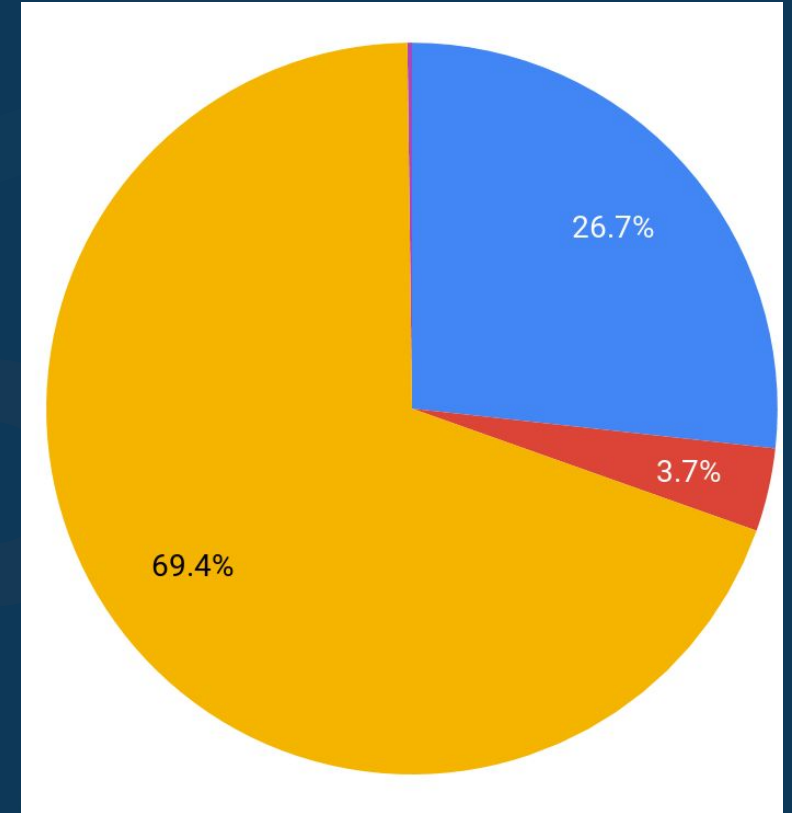
Durham City Schools Graduate Demographics (1991-92)



Enrollment: 8,411

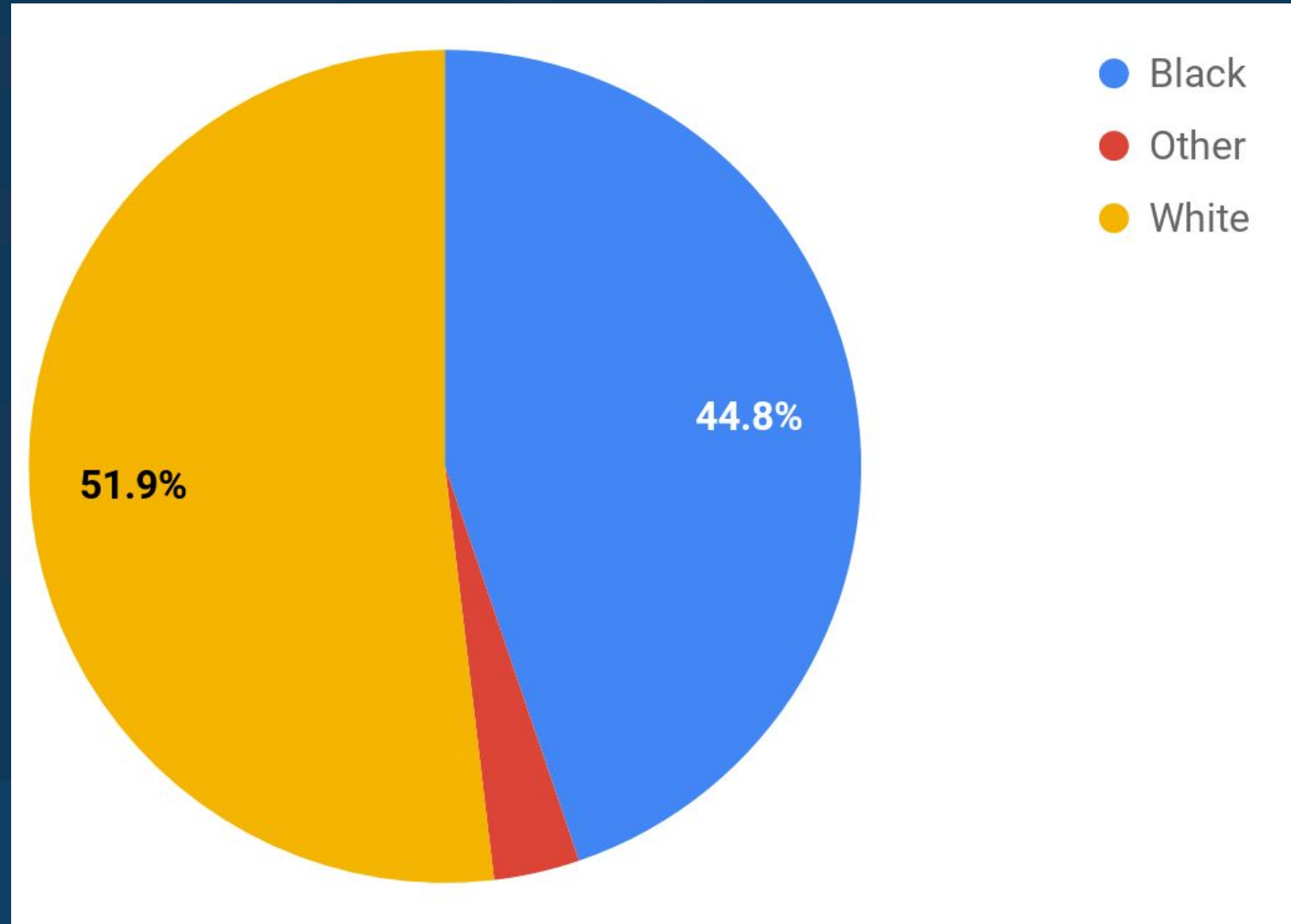


Durham County Schools Graduate Demographics (1991-92)



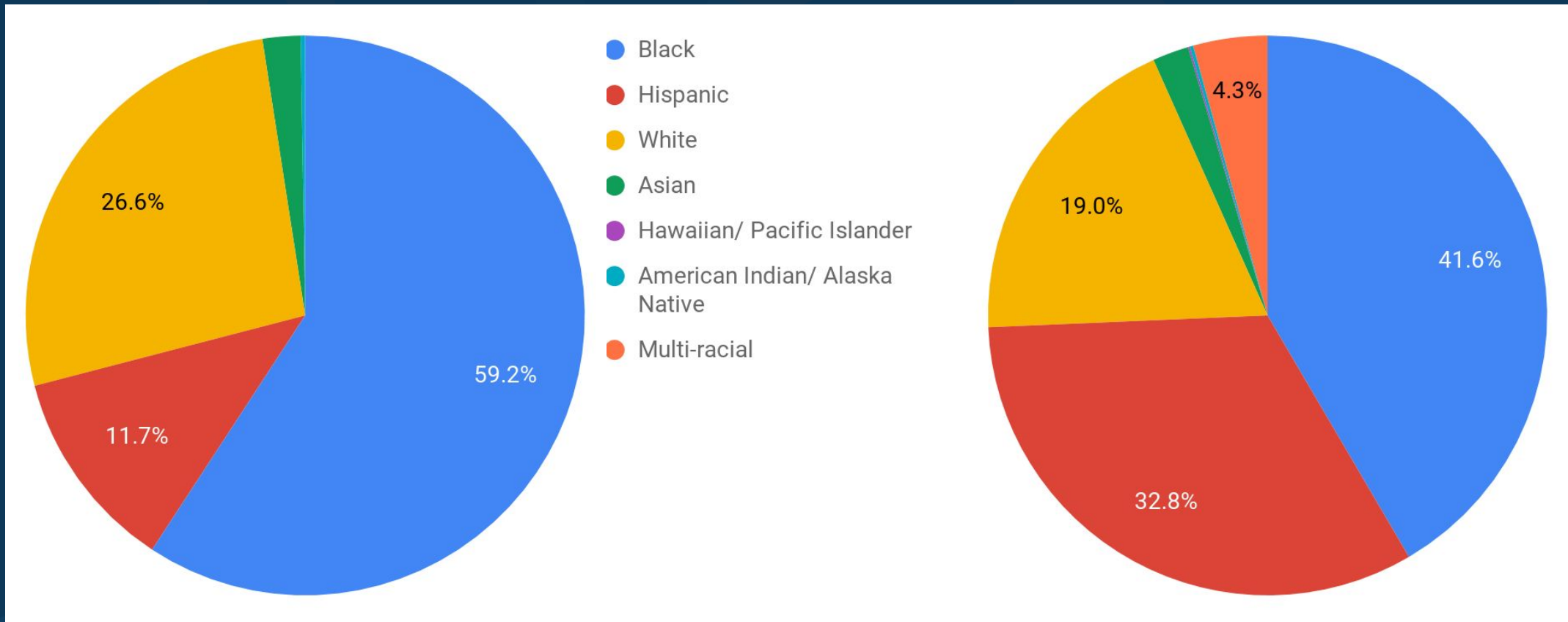
Enrollment: 19,798 [#WeAreDPS](#)

Durham Public Schools First Graduating Class (1993)



DPS Student Demographics (2004-05)

DPS Student Demographics (2019-20)





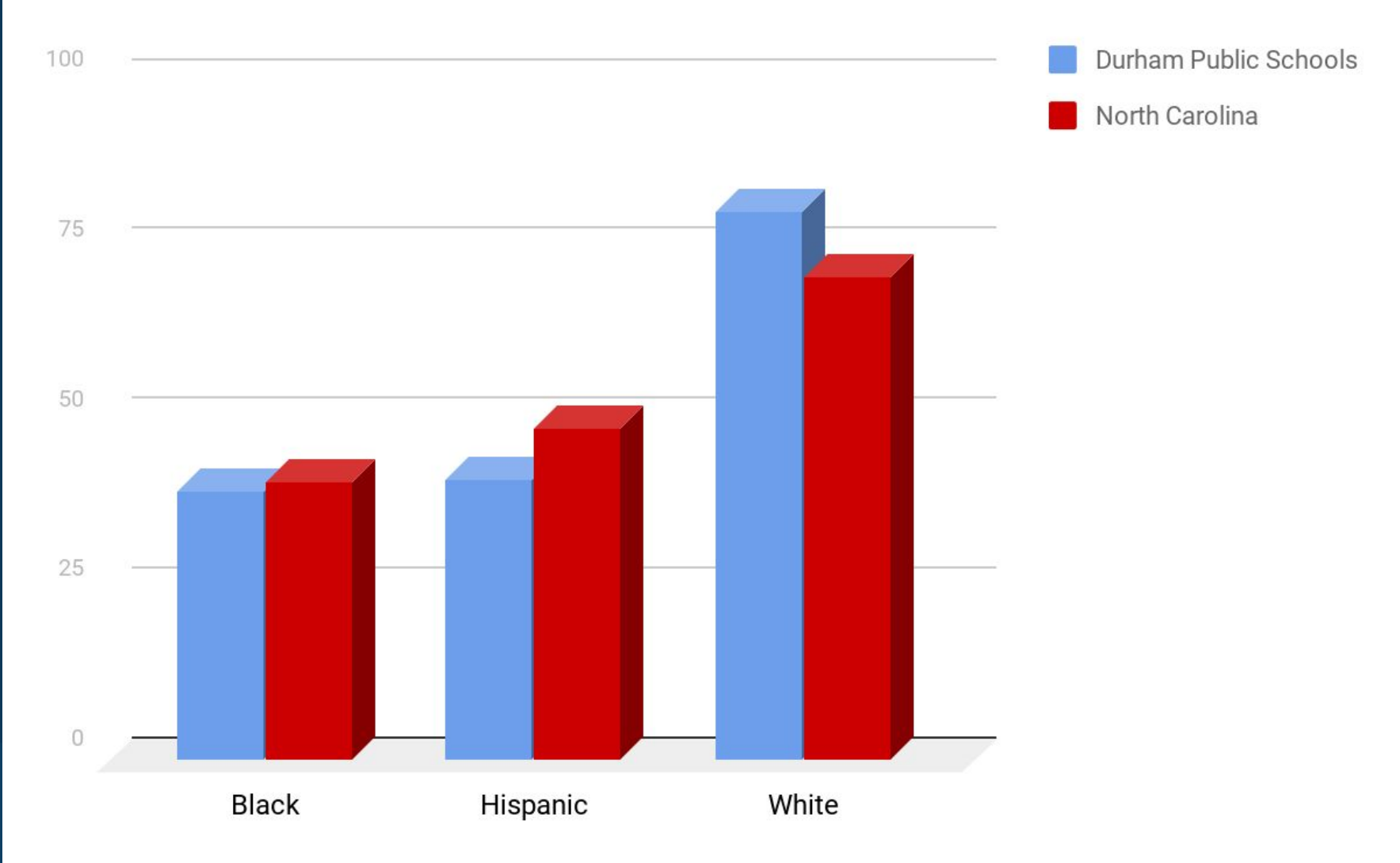
- 94% of our schools serve populations that are over 50% students of color
- Black enrollment has declined by 3812 students in the last 9 years, despite being the largest pop
- Latinx enrollment has increased by 3187 students in the same time period

Factors Impacting Enrollment Trends

- Merger of City and County Schools
- Founding of new private schools in the early 1990s
- Founding of new charter schools/ removal of cap from charter schools in early 2000s
- Increase of private, charter, and homeschool enrollment
- Changing demographics of neighborhoods/ affordable housing



2019 EOG/EOC Proficiency



Composite Level Subgroup Comparison

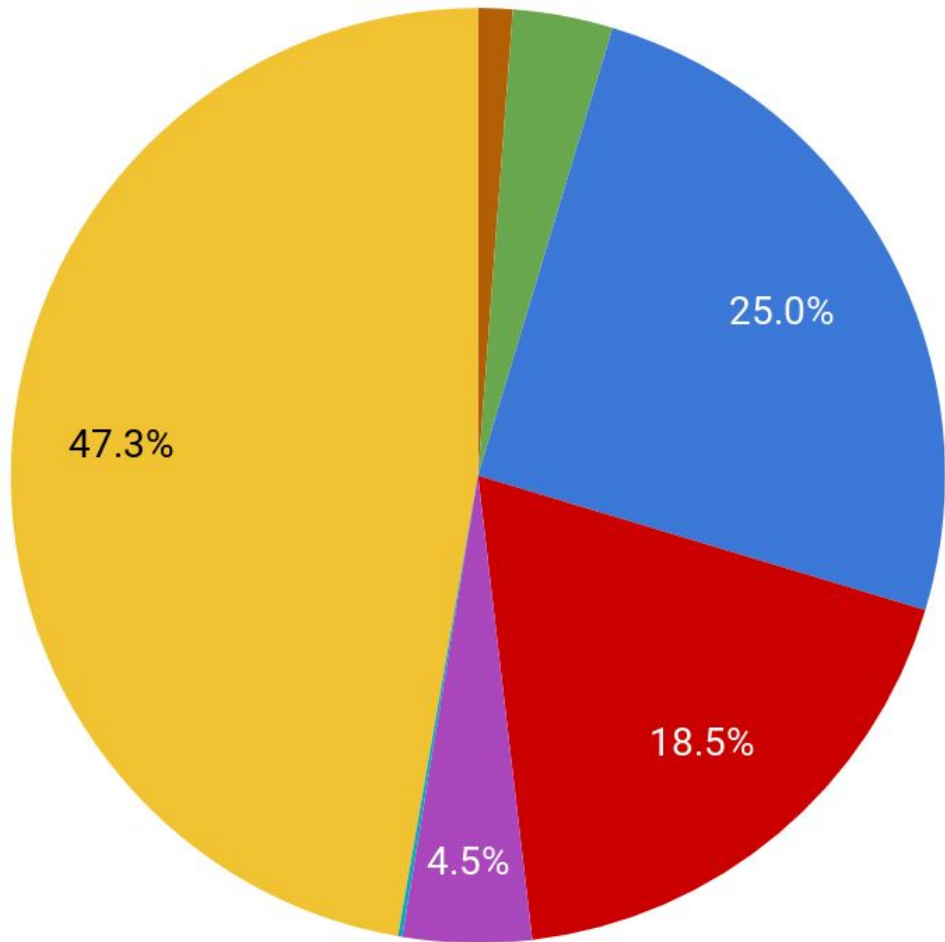
The chart below takes into account the overall subgroup performance level for the 2018-2019 school year. The numbers represent the percent of proficient test scores across all subjects.



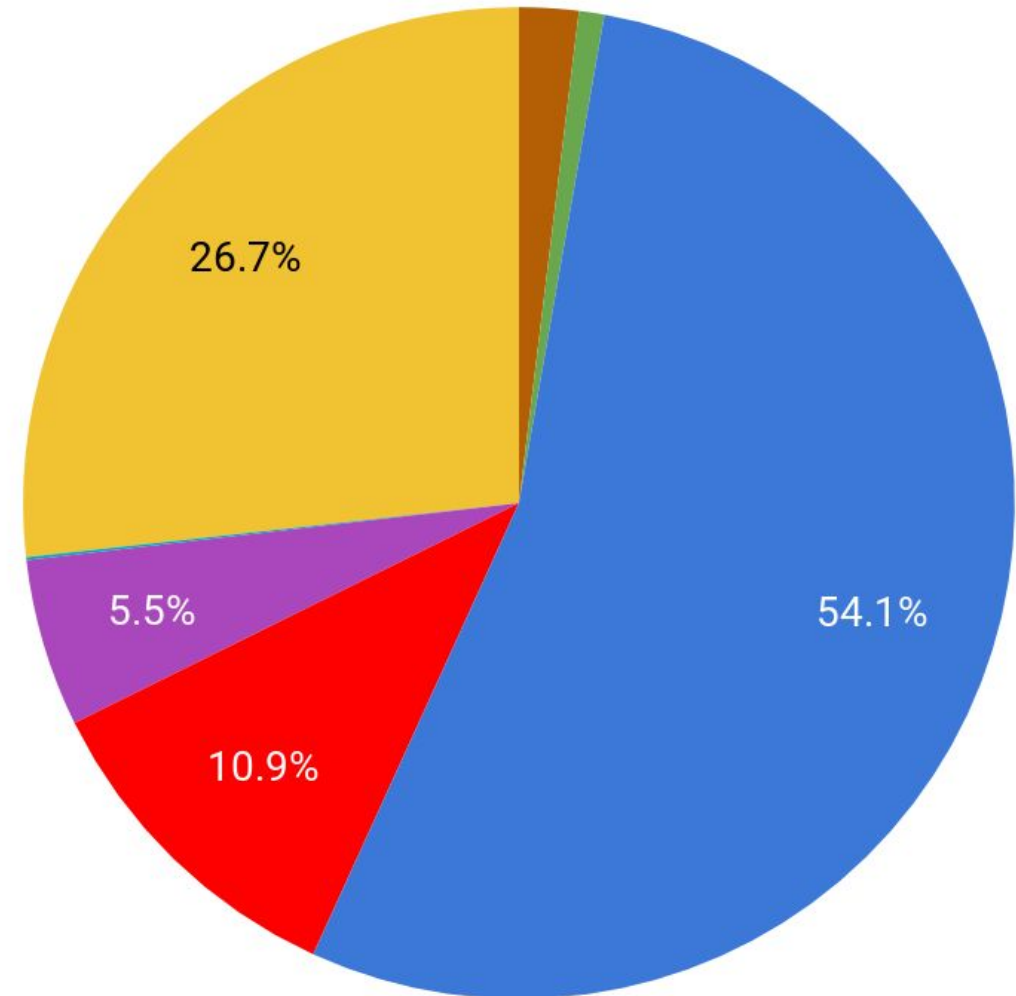
Subgroup	Total Tested	% Proficient	Change from 2017-18
ALL	43810	49.0%	0.7
American Indian	129	51.2%	2.4
Asian	910	74.9%	1.7
Black	19421	39.5%	0.2
Hispanic	14130	41.5%	0.9
Multi-Racial	1472	62.2%	1.8
White	7717	80.9%	0.5
Academically Gifted	8298	92.4%	0
Economically Disadvantaged	29070	36.8%	0.9
Limited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

2018-19 NC Student Demographics



2018-19 NC Short Term Suspension Demographics

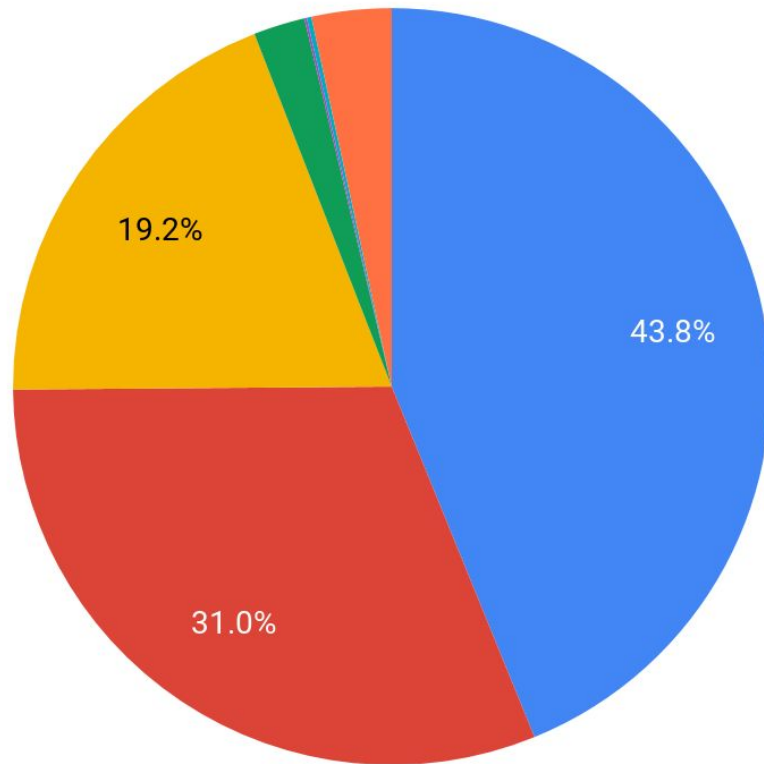


- American Indian
- Asian
- Black
- Hispanic
- Multi-racial
- Pacific Islander
- White

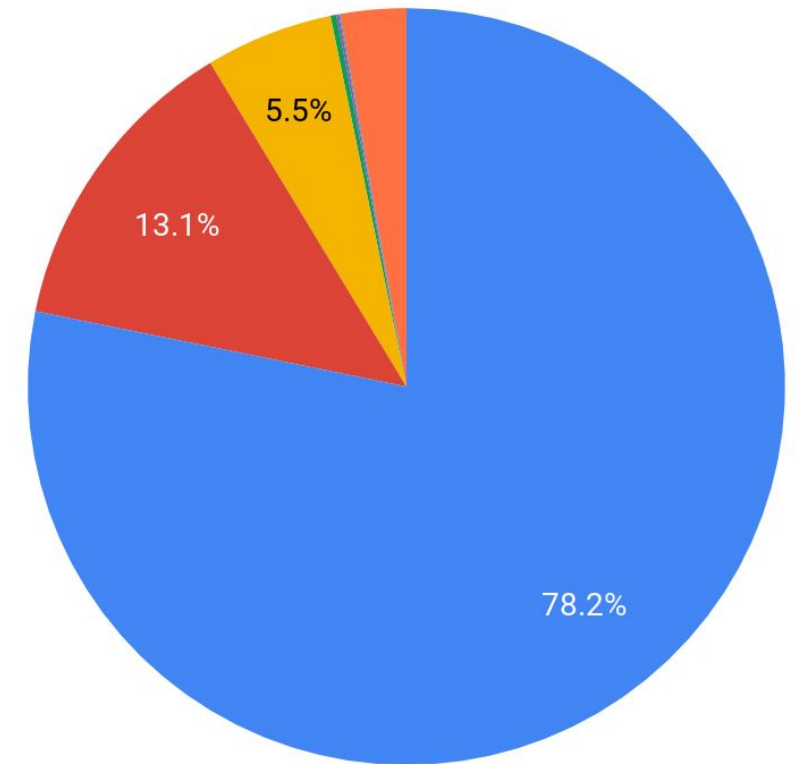
Source: NCDPI

2018-19 DPS District Demographics

2018-19 DPS Short Term Suspension Demographics



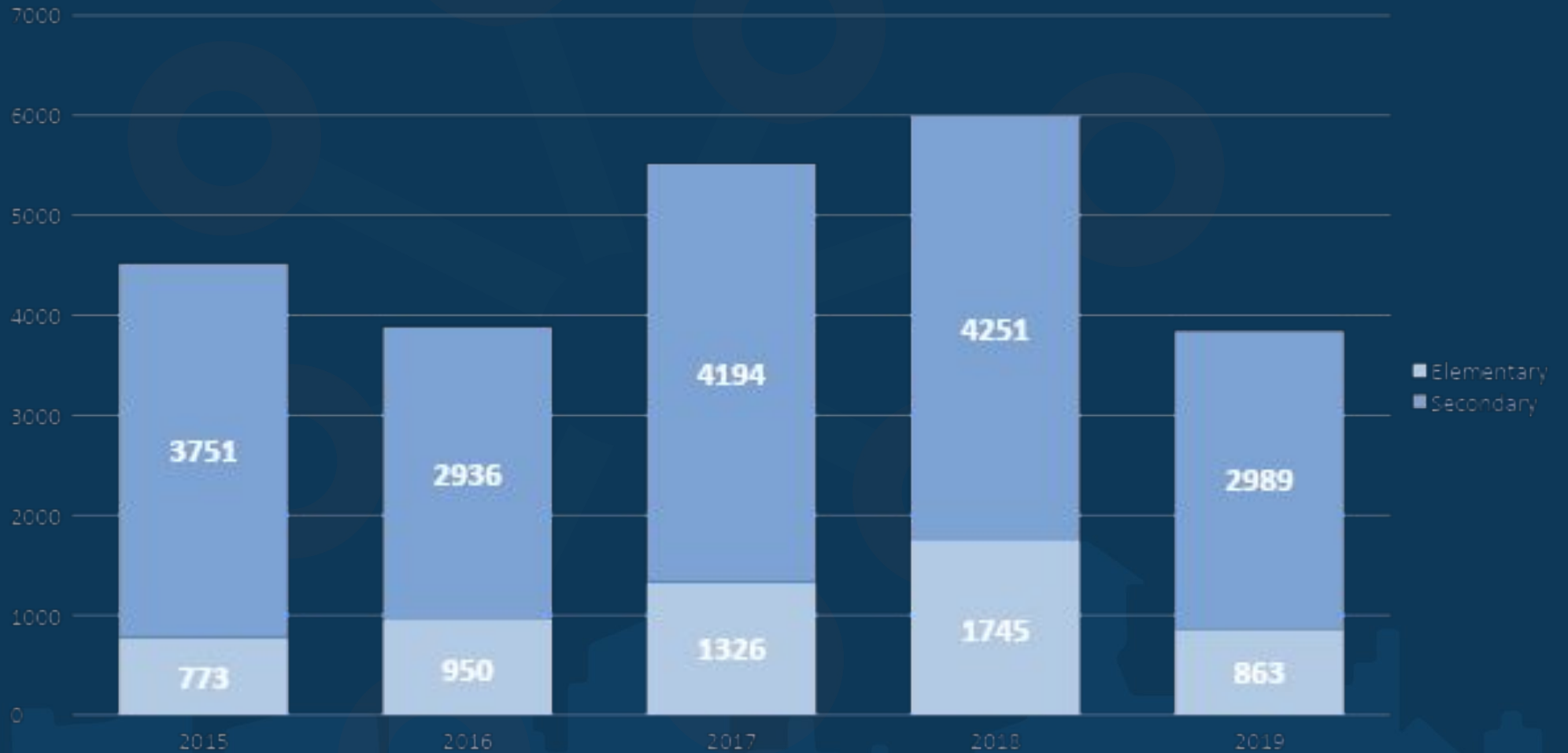
- Black
- Hispanic
- White
- Asian
- Hawaiian/ Pacific Islander
- American Indian/ Alaska Native
- Multi-racial





Short-Term Suspensions

District Level Total Incidents | End of Year, 2015 - 2019

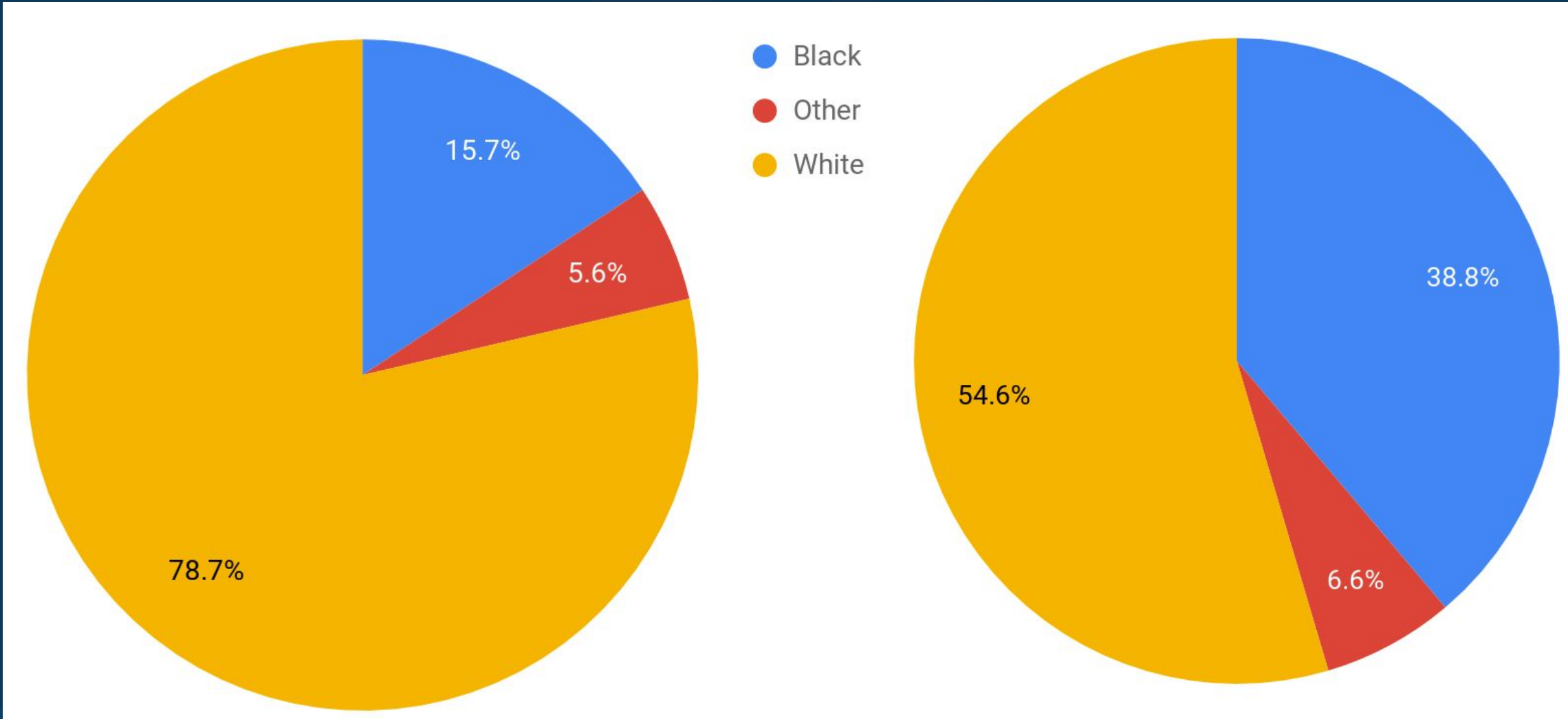


**Data pulled from Discipline Incident Detail Report from PowerSchool as well as Discipline Reports on RADD Data Mining. These numbers represent the total number of incidents.*

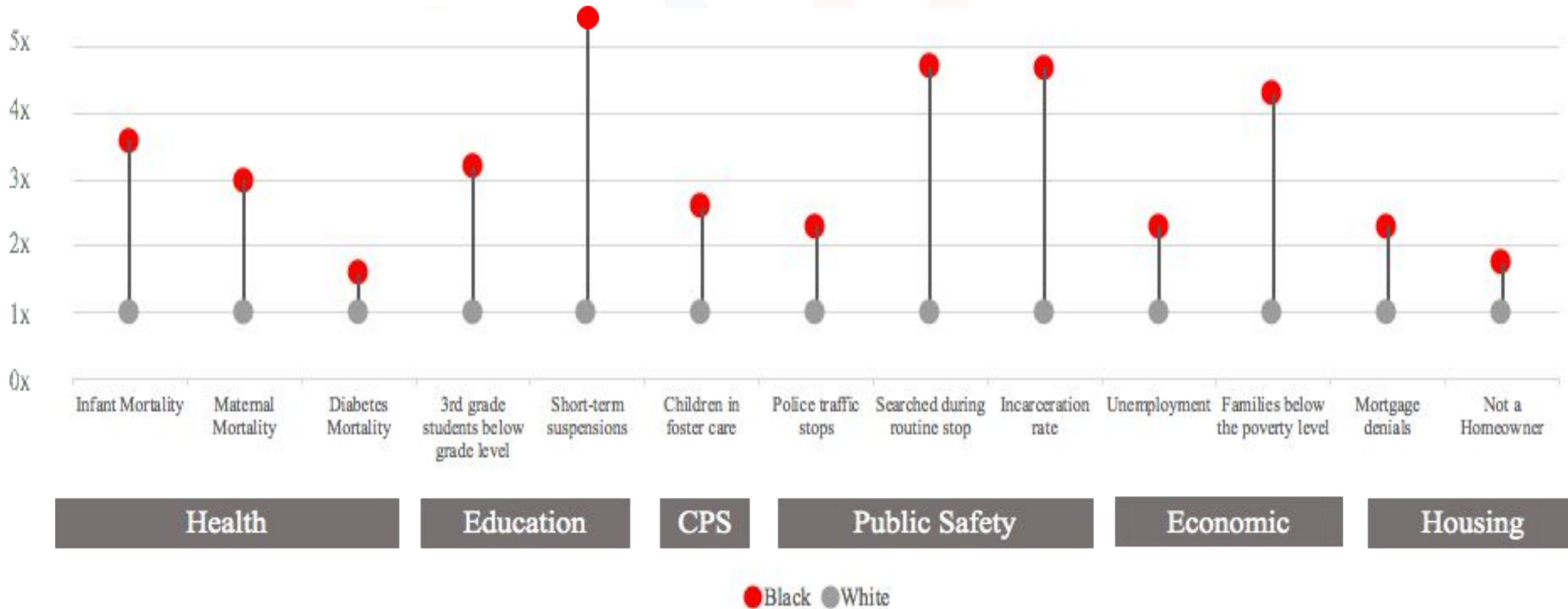
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NC Teacher Demographics (2018-19)

DPS Teacher Demographics (2019-20)



Blacks are 1.5 to 6 times more likely than whites to have bad outcomes across systems in Durham.



Sources: State Center for Health Statistics, [2012-2016 Race-Specific and Sex-Specific Age-Adjusted Death Rates by County](#); State Center for Health Statistics, [1999-2013 Pregnancy-related Mortality per 100,000 Live Births for Blacks and Whites, North Carolina Residents](#); State Center for Health Statistics, [Infant Death Rates per 1,000 Live Births by Race/Ethnicity, 2012-2016](#); Durham Public Schools [2016-17 Academic Achievement by Race/Ethnicity and Gender](#); Durham Public Schools [2016-17 Short Term Suspensions by Race/Ethnicity and Gender through Quarter 4](#); DPS Research and Planning [Automated System Query Prison Entries 1-1-2017 through 12-31-2017](#); Durham County Open Data [2014 Police Traffic Stops by Gender and Ethnicity](#); U.S. Census Bureau, [2012-2016 American Community Survey Table S1702](#); U.S. Census Bureau, [2012-2016 American Community Survey 5-Year Estimates Table S2301](#).



To address issues of equity, our work must be...

- . Intentional**
- . Collaborative**
- . Inspired**

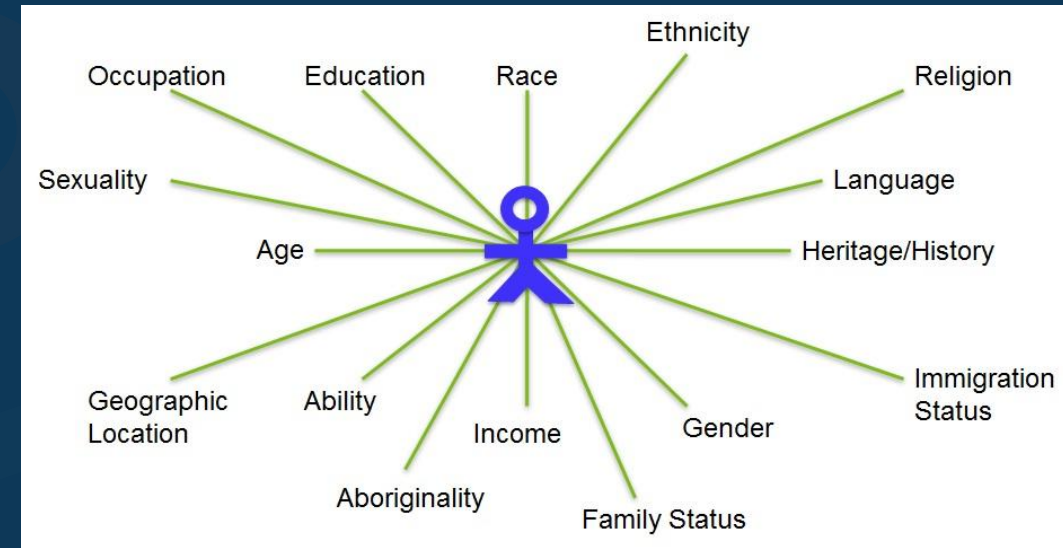
Our Work is Intentional...

Office of
Equity Affairs

Boys of
Color
Initiative

Equity-Informed
Strategic Plan

Equity
Policy



PRIORITY 2 Provide a Safe School Environment that Supports the Whole Child

GOAL 2A

By 2025, 100 percent of Duane Park Schools will implement research-based cultural frameworks to support the social-emotional health and safety of students and staff.

DPS schools implementing cultural framework

2019	2020	2021	2022	2023
95%	90%	64%	85%	100%

Baseline: 2017 (25 Duane Park Schools) and 2018 (25 Duane Park Schools) had implemented a research-based cultural framework with fidelity.

STRATEGIES

1. Identify and adopt a research-based cultural framework in every school.
2. Develop and utilize a district assessment to gauge cultural framework implementation.
3. Create and implement district-wide professional development that supports the effective implementation of cultural frameworks. Professional development topics will include:
 - Restorative practices,
 - Social-emotional learning,
 - The escalation and crisis prevention/investigation.
 - Culturally responsive teaching,
 - Reducing implicit bias and racial inequities.
4. Create and implement tiered support that provides standardized intervention strategies designed to address students' social, emotional and behavioral needs.
5. Utilize the Student Climate Survey data to develop school-specific strategies that support the social-emotional health and safety of students and staff.

GOAL 2B

By 2025, DPS will reduce the percentage of students suspended out of school from 16.9 percent through seventh grade to 4 percent or less.

DPS K-12 suspension rate

2019	2020	2021	2022	2023
17.6%	16.6%	16.0%	14.8%	14%

Baseline: 2016 (7 Duane Park Schools) had 16.9 percent of their students were suspended. The suspension rate for Black males was 27.28 percent. Black females and Hispanic students had 10.64 percent.

STRATEGIES

1. Identify practices that are producing disproportionate suspension rates for Black students and Hispanic males.
2. Implement systems, structures and processes that align with restorative approaches and building a positive school culture to ensure suspensions are the last resort.
3. Provide leadership, support and a monitoring system around discipline referrals.
4. Develop and implement a professional learning plan for district and school-based leaders, teachers and other staff to ensure consistent and equitable implementation of Duane Park Schools Board of Education policies.
5. Develop, provide, and mandate educational programming for every student who is suspended (i.e., in-school suspension and district sponsored out-of-school suspension programs).
6. Monitor and report suggested suspension rates on a school-by-school basis.



WeAreDPS

Our Work is Collaborative...



Our Work is Inspired...



What Supporters Can Do...

- Read/ research/ become aware
 - > Participate in book clubs
 - > Despite the Best Intentions - Amanda Lewis and John Diamond
 - > Cultivating Genius - Gholdy Muhammad
 - > Listen to podcasts
 - > Nice White Parents
 - > The 1619 Project
- Suggest/provide culturally diverse texts/ resources
- Engage in professional learning on topics of equity



QUESTIONS?



Contact Information



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